

OKRUHY K ZÁVĚREČNÉ ZKOUŠCE
Rozšiřující studium
Anglický jazyk – učitelství pro základní školy
(2,5-leté studium)

Didaktika anglického jazyka

GENERAL REQUIREMENTS

During the final exam, the student should be able to:

- prove the ability to apply theoretical knowledge from the field of methodology when analysing the mainstream textbooks of English for teaching a foreign language in primary and lower-secondary schools and when analysing lesson preparations used during their own teaching practice.
- prove the ability to discuss the curriculum and syllabi for teaching English in Czech primary and lower secondary schools, with special attention paid to the needs these pupils.

EXAMINATION TOPICS

1. Linguistic, psychological and pedagogical principles underlying foreign language (henceforth FL) teaching and learning within the framework of various theories of psychology. The difference between acquisition and learning. Language patterns and pronunciation (drilling). Multiple Intelligences Theory. Interference: positive and negative transfer. Learner age and gender differences. Teaching and learning process. Fundamental principles underlying foreign language teaching and learning.

2. Lesson planning

Principles underlying short and long-term planning in foreign language teaching in the light of the requirements set by the national curriculum for foreign languages, and in relation to the textbooks used in Czech basic schools. Content and forms of planning. Types and stages of a foreign language lesson. Structures and components of a good lesson plan. The importance of self-reflection in the process of lesson planning. The goals and objectives of foreign language teaching and learning in relation to the national curriculum (The Educational Framework - RVP).

3. The principles underlying assessment of learner's achievement in the light of the requirements set by the curriculum in Czech primary and lower-secondary schools (grades 1-9). The functions of teacher's assessment and pupil's self-assessment. Different formats for examining, oral report and assessment depending on proficiency and age levels of the learner. The impact of cognitive and affective variables in foreign language testing - task difficulty.

Characteristic features of formal and informal assessment in teaching 6-15-year-old learners. Continuous assessment. The principles and evaluation of project work. Different formats for assessing learners with specific learning difficulties. The principles of communicative test design for target learners. Different approaches to

testing individual skills and aspects of language and their relevance with respect to target learners' performance in English. Test standardization. The choice and suitability of criteria for assessing the learner's performance in FL in primary and lower-secondary schools.

Different ways of exploiting dictations in teaching English as a FL.

Formal and informal methods of checking learners' progress.

4. Feedback and language error in foreign language teaching

Feedback and assessment. Suitable approaches to error (and mistake) correction in different activities, bearing in mind the language accuracy of 6-15-year old learners.

Active involvement of learners in self-correction and peer correction. Criteria for error correction with respect to individual language skills and aspects of language.

The suitability of different techniques for error correction with respect to 6-15 year old learners and with respect to learners with specific learning difficulties. The perception of different types of errors in relation to summative and formative assessment of the learner(s).

Approaches to feedback and error correction in different methods and approaches to teaching in general, and to the target group in particular (changing roles of teachers and learners, accuracy versus fluency, etc). Interference: positive and negative transfer.

5. Patterns of classroom interaction and activation techniques in teaching and learning foreign languages

Activation techniques suitable for teaching and learning foreign languages at the primary and lower-secondary level (The audio-oral course, games, TPR - the Total Physical Response, task-based teaching, project-based work, self-reflection and self-evaluation, programmed learning and problem-solving.). Suitability of different types of classroom arrangements and varied seating arrangements related to different interaction patterns, classroom activities and tasks. Motivation and pupils' involvement. The concept of differentiation and individualisation in language teaching. Teaching English across curriculum (průřezová témata), and CLIL.

6. Patterns of interaction in a heterogeneous language classroom

Basic interaction patterns: individual work, pairwork, groupwork, frontal teaching, etc. Specific approaches to teaching learners aged 6-15 with respect to their individual learning abilities, skills and achievements. Teaching children with specific learning difficulties. Teaching hyperactive and talented learners. Different approaches to integration of those specific groups of learners into mainstream classes. Principles and teaching strategies related to teaching mixed-ability classes. Discipline problems in language classes.

7. Development of methods and approaches to foreign language teaching and learning

Differing principles underlying foreign language teaching and learning. The changing roles of teachers and learner(s) and their interaction in the course of classroom instruction. Principles guiding foreign language teaching of 6-15-year old learners.

The role of mother tongue and translation in teaching 6-15-year old learners within the framework of different methods and approaches to teaching foreign languages.

The contribution of Czech educators to the theory and practice of foreign language teaching: J.A. Komenský. The latest developments in teaching 6-15-year old learners (The Educational Framework (RVP) as state-imposed alternatives; task-based teaching;

TPR; theme-based teaching, cross-curriculum teaching; project work). Traditional alternative schools (e.g. Waldorf schools, etc).

8. Evaluation and selection of teaching materials suitable for teaching a foreign language in primary and lower-secondary schools.

The constituent components of a coursebook package. Different approaches to coursebook evaluation in the process of the selection of teaching material. The principles of choosing criteria for coursebook evaluation and their application in the process of teaching material selection. Different types of teaching material. Prediction of problematic areas in foreign language coursebooks of local and foreign, namely British, origin.

Principles of supplementing a coursebook with respect to 6-15-year-old learners and requirements set by the syllabus for teaching English in Czech schools.

Evaluation of coursebooks with respect to the needs of learners with specific learning difficulties.

9. Characteristic features of syllabi

Content and process syllabi. Basic components constituting a syllabus and its structure, namely with respect to theme-based and task-based syllabi, to the syllabus for an audio-oral course, and to the inductive concept of grammar presentation and acquisition.

The suitability of syllabus gradation with regard to the content and range, staging and sequencing, and the suitability of recycling/reviewing of language content in the syllabus for primary and lower-secondary learners.

The specification of language content in the syllabus, language course and other teaching materials in view of the target group of learners.

Principles of multidimensional syllabi, multicultural instruction, of work with heterogeneous groups, and of evaluation and self-evaluation as an integral part of teaching material.

10. Individual differences in language development of target learners

Characteristics of learners across different age groups (4th-5th, 6th-7th and 8th-9th grades) and proficiency levels. Appropriate interaction patterns with respect to different phases of a language lesson at the primary and lower-secondary level. Suitable teaching approaches and methods (overt and covert language teaching, intuitive and cognitive learning, inductive and deductive language presentation) with respect to specific age and proficiency levels. The role of sensor-motor learning and multisensory learning. Multiple Intelligences in EFL.

The role of games in foreign language teaching and learning. Exploiting children's literature, storytelling and drama in language learning at the primary level.

The concept of active learning. Ways of stimulating learner involvement.

Differentiation and individualisation in foreign language teaching to children aged 6-15. Suitable approaches to assessment in different grades across the primary and lower-secondary school.

Importance of training effective language learning strategies. Individual approach to children with specific learning difficulties related to the aspects mentioned above.

11. Teaching aids, media and materials in teaching foreign languages

Audio-visual aids. Multimedia, information and communication technology, interactive white board, e-books, electronic dictionaries and encyclopaedia. Methodology of

working with different types of media, namely with recordings. Criteria for choosing appropriate teaching aids. Principles underlying home-made audio-visual materials for teaching English as a foreign language. Sources of information about existing audiovisual aids for foreign language teaching and learning. Advantages and disadvantages of working in a language laboratory and/or computer room in the case of primary learners.

12. Principles underlying presentation, practice, production and reinforcement of the language system and language skills

Integrated approach to teaching English as a foreign language. Specific features of presentation, practice and production of individual language skills and aspects of language. Typology of language tasks and their suitability for different stages of presentation, practice and production of skills work and aspects of language with respect to individual differences among 6-15-year old learners. Suitability of inductive and deductive methods of presentation.

Evaluation criteria of language task difficulty and text difficulty in relation to different stages of language learning and characteristics of the target learning population.

Making use of Czech pupils' mother tongue and foreign language awareness.

Homework typology and homework setting.

13. Specific features of teaching and learning English as a compulsory subject at the primary and lower-secondary level

The balance between the use of the mother tongue and the target language at each of the stages of primary FL teaching (functional code switching). Modification of the target language in the communicative classroom. English as a tool for communication between the teacher and young learners (teacher talk and learner talk). The balance between teacher talking time and student talking time. Transfer and interference. Classification of teacher's questions.

The role of translation in foreign language training with respect to different age groups.

The role of translation in testing and assessing pupil's language achievements and skills.

Teaching and learning spelling, pronunciation, vocabulary and grammar, listening and reading comprehension, speaking and writing in English and in learners' mother tongue. Use of different types of dictionaries, encyclopaedias and other supplementary materials.

14. Learners as individuals

Individual differences in intellectual development among young learners. Gardner's multiple intelligences theory (MI). Implications of MI theory for foreign language training. Cognitive, affective and gender capacities as significant determinants in foreign language teaching and learning. Importance of motivation. Ways of arousing pupils' interest in learning. The role of sensor-motor learning. Memory, forgetting and revision. The role of remedial teaching. The impact of specific learning difficulties on the process of foreign language learning and acquisition.

15. Classroom-based research

Object of this research: the pupil(s), the teacher, characteristic features of language communication, teaching and learning process, lessons, lesson planning, study skills and learning strategies, ability to self-reflect, teaching skills, classroom management, teaching materials and media. Methods suitable for classroom-based research. The

presentation of classroom-based research results.

16. Theory of language games and principles underlying their integration into foreign language learning and teaching.

The definition, role, classification of games in foreign language learning and teaching of 6-15-year-old learners.

Criteria for the selection of language games.

Methodological procedures suitable for language games. Co-operation versus competition.

Teaching strategies available for using games in the foreign language classroom.

The basic list of recommended reading

Students are advised to study in depth one of these four books:

HEDGE, T. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 2000.

HARMER, J. *How to Teach English*. Harlow: Longman, 1998.

SCRIVENER, J. *Learning Teaching*. Oxford: Macmillan Publishers Ltd., 2007.

UR, P. *A Course in Language Teaching*. Cambridge: Cambridge University Press, 1996.

Further references:

(NB: The student is expected to choose relevant reading with regard to individual topics.)

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ATKINSON, D. The Mother Tongue in the Classroom: A Neglected Resource? *ELT Journal*, 1987, roč. 41, č. 4, s. 241-247. In LENOCHOVÁ, A. *Teaching English as a Foreign Language. Selected Extracts*. Olomouc: Nakladatelství Univerzity Palackého, 1970.

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BENEŠ, E. a kol. *Metodika cizích jazyků*. Praha: SPN, 1970.

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- CUNNINGSWORTH, A. *Choosing Your Coursebook*. Oxford: Heinemann, 1995.
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- ČÍHALOVÁ, E.; MAYER, I. *Klasifikace a slovní hodnocení*. Praha: Agentura Strom – Jana Hrubá, 1997.
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- DELLER, S.; PRICE, Ch. *Teaching Other Subjects Through English*. Oxford: Oxford University Press, 2007.
- DIGBY, C.; MYERS, J. *Making Sense of Spelling and Pronunciation*. Hemel Hempstead: Prentice Hall International Language Teaching, 1993.
- DOFF, A. *Teach English*. Cambridge: Cambridge University Press, 1988.
- DONALDSON, M. *Children's Minds*. London: Fontana, 1978.
- DUNN, O. *Beginning English With Young Children*. London: Macmillan, 1991.
- DUNN, O. *Developing English With Young Learners*. London: Macmillan, 1984.
- EDWARDS, S. *Modern Foreign Languages for All*. Tamworth: NASEN, 1998.

ELLIS, G.; BREWSTER, J. *The Storytelling Book for Primary Teachers*. London: Penguin English, 1991.

ELLIS, G.; SINCLAIR, B. *Learning to learn English*. Cambridge: Cambridge University Press, 1989.

EDGE, J. *Mistakes and Correction*. New York: Longman, 1990.

ESTAIRE, S.; J. ZANÓN, J. *Planning Classwork*. Oxford: Heinemann, 1994.

European Language Portfolio: Proposals for Development. February 1997. With contributions by I. Christ, F. Debyser, A. Dobson, R. Schrärer, G. Schneider, B. North & al. and J. Trim. Strasbourg: Council of Europe. Council for Cultural Co-operation.

Evropské jazykové portfolio pro žáky a žákyně ve věku 11-15 let v České republice. Praha: MŠMT ČR, 2001.

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www.CambridgeESOL.org/younglearners (basic information on tests suitable for young learners and sample tests)

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