

OKRUHY K ZÁVĚREČNÉ ZKOUŠCE

Studium k rozšíření odborné kvalifikace zaměřené na výuku anglického jazyka

Didaktika anglického jazyka

GENERAL REQUIREMENTS

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 lower and upper secondary schools;
- prove the ability to discuss the curriculum and syllabi for teaching English in Czech lower and upper secondary schools, with special attention paid to the needs of all learners in heterogeneous classes.

EXAMINATION TOPICS

1. Linguistic, psychological and pedagogical bases for the teaching of foreign languages (henceforth FLT)

Psychology of acquisition of native and foreign languages and teaching foreign languages within the framework of various psychological theories. Behaviourism. Learner age and gender differences. Multiple intelligences theory. Interference: positive and negative transfer. The teaching and learning process. Basic methodological principles underlying foreign language teaching and learning.

2. Planning FLT

Principles for short-term and long-term planning of FLT in relation to the requirements set by the national curriculum for foreign languages, and in relation to the textbooks used in Czech secondary schools. Content and forms of planning. Types and stages of a foreign language lesson. Structure and components of a good lesson plan. The role of reflective practice in the planning process. The goals and objectives of FLT and their presentation in the national curriculum for FLT at the lower and upper secondary level of education in all types of mainstream schools.

3. Assessment and evaluation in FLT

The function of teacher's monitoring and learners' self-monitoring. Various types of testing, oral reports and assessment depending on proficiency and age levels of the learner and on cognitive and affective variables in FLT.

Characteristic features of formal and informal testing. Principles for the design of communicative tests. Various approaches to testing language skills and language systems. Standardisation of testing. Selection and appropriacy of criteria for the evaluation of learners' FL capabilities. The role of translation and testing in learners' FL education.

Comprehensive evaluation of learners' performance. The principles of continuous assessment. Evaluation of learners with specific learning difficulties and needs.

4 Feedback and language error in FLT

Feedback and assessment. Suitable approaches to error (and mistake) correction in different activities, bearing in mind the language accuracy of lower and upper secondary school 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. Dealing with errors in different types of written homework.

The suitability of different techniques for error correction. The teacher's perception of different types of errors in relation to summative and formative assessment of the learner(s).

Views of the role of errors, error correction and feedback in different methods and approaches to FL teaching in general, and with regard to basic school learners (accuracy versus fluency, changing role of teachers, learner autonomy, etc).

5 Ways of organising teaching and ensuring learner involvement in FLT

Activation techniques suitable for teaching and learning foreign languages at the primary level: The audio-oral course, games, total physical response. At both the primary and secondary level: task-based and project-based work, problem solving. Suitability of different types of classrooms and varied seating arrangements related to different interaction patterns (pair work, group work, frontal teaching, individual work). Classroom activities and tasks. Motivation and stimulation. The concept of differentiation and individualisation in language teaching.

6 Patterns of interaction in a heterogeneous language classroom

Specific approaches to teaching learners with respect to their individual learning abilities, skills and achievements. Teaching children with specific learning difficulties. Teaching hyperactive and talented learners. Different approaches to the 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. Information technology helping learners to overcome their language difficulties.

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 lower and upper secondary school learners.

The role of the mother tongue and translation within the framework of different methods and approaches to FLT.

The contribution of Czech educators to the theory and practice of FLT: J.A. Komenský (Comenius).

The latest developments: task-based teaching; TPR, theme-based teaching, English Across the Curriculum (cross-curriculum teaching) and CLIL (Content and Language Integrated Learning).

Framework Educational Programmes ("Rámcové vzdělávací programy").

8 Evaluation and selection of teaching materials

Evaluation and selection of teaching materials suitable for FLT.

A coursebook package as a teaching aid. The constituent components of a coursebook package. Different approaches to coursebook evaluation in the process of the selection of teaching materials. The principles of choosing criteria for coursebook evaluation and their application in the process of teaching material selection. Different types of teaching material, including online

and digital sources. Prediction of problematic areas in foreign language coursebooks of both local and foreign, namely British, origin.

Principles of supplementing a coursebook with respect to age of the learners and requirements set by the syllabus for teaching English in Czech lower and upper secondary 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, and to the inductive and deductive concept of language 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 lower and upper secondary school 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 materials.

10. Factors influencing the language development of learners at individual stages of primary and secondary school

Characteristics of learners across different age groups and proficiency levels. Appropriate interaction patterns with respect to different phases of a language lesson at the primary and secondary school level. Suitable teaching approaches and methods (intuitive and cognitive learning) with respect to specific age and proficiency levels. The role of sensor-motor learning. The role of games in foreign language teaching and learning. Using, storytelling, drama and children's literature in language learning at the primary level.

The concept of active learning. Ways of stimulating learner involvement. Differentiation and individualisation in FLT. Suitable approaches to assessment in different grades across the primary and secondary school level.

Importance of training effective language learning strategies. Individual approaches 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. Electronic didactic media: multimedia information technology. Methodology of working with different types of media. 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 audio-visual aids for foreign language teaching and learning. Advantages and disadvantages of working in a computer room in the case of lower and upper secondary school learners. Online materials to supplement textbook packages. Digital versions of textbooks.

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 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 lower and upper secondary school level

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

The role of translation in FLT with respect to different age groups. The role of translation in testing and assessing pupils' language achievements and skills.

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

14. Learners as individuals

Individual differences in intellectual development among primary and secondary school 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 (types), forgetting and revision. The role of remedial teaching. The impact of specific learning difficulties on the process of foreign language learning and acquisition, the importance of learning strategies.

Recommended reading:

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

- BENEŠ, E. a kol. *Metodika cizích jazyků*. Praha: SPN, 1970.
- BERMAN, M. *A Multiple Intelligences Road To An ELT Classroom*. Carmarthen: Crown House Publishing, 1998.
- BETÁKOVÁ, L. *Angličtina učitele angličtiny*. Plzeň: Fraus, 2006.
- BROWN, H. D. *Principles of Language Learning and Teaching*. Fifth edition. Englewood Cliffs, New Jersey: PrenticeHall, 2007.
- CELCE-MURCIA, M. *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle, Thomson Learning, 2001.
- COOK, G. *Translation in Language Teaching*. Oxford: OUP, 2010.
- COUNCIL OF EUROPE. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press, 2001.
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- CUNNINGSWORTH, A. *Choosing your Coursebook*. Oxford: Heinemann, 1995.
- ČÁP, J. *Psychologie výchovy a vyučování*. Praha: Univerzita Karlova, 1993.
- DELLER, S. *Lessons from the Learner*. Harlow: Longman, 1990.
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- *European Language Portfolio: Proposals for Development*. February 1997. (With contributions by I. Christ, F. Debyser, A. Dobson, R. Schrärer, G. Schneider, B. North, 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: MSMT ČR, 2001.
- FRANK, C. and RINVOLUCRI, M. *Grammar in Action Again*. Hemel Hempstead: Prentice Hall, 1991.
- GAVORA, P. *Úvod do pedagogického výzkumu*. Brno: Paido, 2000.
- GILL, S. and LENOCHOVÁ, A. *Classroom English*. Olomouc: Univerzita Palackého v Olomouci, Pdf, 2005.
- GREJAROVÁ, R. and VÍTKOVÁ, M. eds. *Komunikativní přístup v cizojazyčné výuce u žáků s SPU*. Brno: MU, 2008.
- GRUNDY, P. *Beginners*. Oxford: Oxford University Press, 1994.
- HARMER, J. *The Practice of English Language Teaching*. Fifth edition. Harlow: Pearson Education Limited, 2015.
- HALLIWELL, S. *Teaching English in the Primary Classroom*. Harlow: Longman, 1992.
- HARTL, P. and HARTLOVÁ, H. *Psychologický slovník*. Praha: Portál, 2000.
- HARMER. *The practice of English language teaching*. 3. vyd. Harlow: Pearson Education Limited, 2001.
- HARMER, J. *The Practice of English Language Teaching*. Fourth edition. Harlow: Pearson Education Limited, 2007.
- HARRIS, M. and McCANN, P. *Assessment*. Oxford: Heinemann, 1999.
- HEATON, J. B. *Classroom Testing*. London: Longman, 1990.
- HEDGE, T. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 2000.
- HENDRICH, J. a kol. *Didaktika cizích jazyků*. Praha: SPN, 1988.
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- HURTOVÁ, D.; STRNADOVÁ, I. and ŠIGUTOVÁ, M. *Nápadníček pro učitele a rodiče (nejen) dětí s dyslexií, které začínají s angličtinou*. Oxford. Oxford University Press, 2006.
- HUTCHINSON, T. *Introduction to Project Work*. Oxford: Oxford University Press, 1991.
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- KOLÁŘ, Z. and ŠIKULOVÁ, R. *Hodnocení žáků. Formy hodnocení, učitel a žák, sebehodnocení, praktické ukázky*. Praha: Grada, 2005.
- KYRIACOU, C. *Klíčové dovednosti učitele*. Praha: Portál, 1996.
- KUCHARSKÁ, A. (ed.) *Specifické poruchy učení a chování*. Praha. Portál. Sborníky 1996 - 1999.
- LARSEN-FREEMAN, D. *Techniques and Principles in Language Teaching*. Second edition. Oxford: OUP, 2000.
- LENOCHOVÁ, A. *Práce se žáky se specifickými poruchami učení v hodinách anglického jazyka*. In: *Specifické poruchy učení a chování*. Praha: Portál, 1999, s. 84-88.

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- MOON, J. *Children Learning English*. Oxford: Macmillan, 2000.
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- PHILLIPS, S. *Young Learners*. Oxford: Oxford University Press, 1994.
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- PRODROMOU, L. *Mixed Ability Classes*. London: Macmillan, 1992.
- PRŮCHA, J. (ed.) *Pedagogická encyklopedie*. Praha: Portál, 2009.
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- PUCHTA, H. and RINVOLUCRI, M. *Multiple Intelligences in EFL*. Helbling Languages: Grafica Veneta, 2005.
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- *Rámcový vzdělávací program pro základní vzdělávání*. Praha: MŠMT, 2023.
- *Rámcový vzdělávací program pro gymnázia*. Praha: MŠMT, 2021.
- *Rámcové vzdělávací programy středního odborného vzdělávání*. Dostupné z: <https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-programy-stredniho-odborneho-vzdelavani-rvp-sov>
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