Follow-up master's degree studies
(Navazující magisterské studium, Učitelství anglického jazyka pro základní školy – maior, minor, completus, *začátek studia: září 2019 a později*)

Topics for the final state examination:
English language teaching in the lower secondary school

General requirements:
Students are expected to
- demonstrate a **thorough theoretical knowledge** of the topics,
- use appropriate and precise **ELT terminology**,
- present their **teaching files (portfolios)** with lesson plans and other accompanying materials from both of their teaching practices
- explain the **application** of the theoretical principles in English lessons, based on **their own experience** gained during their teaching practices, using examples from their portfolios

1. Linguistic, psychological and methodological principles of teaching English as a foreign language
Acquisition of native and foreign languages. Acquisition and learning. Behaviourism. Multiple intelligences theory. Interference: positive and negative transfer. The teaching and learning process. Basic methodological principles underlying English language teaching (ELT) and learning in the lower secondary school classroom.

2. Lesson planning and lesson management in ELT
Principles for the short-term and long-term planning. Content and forms of planning. Types and stages of an English language lesson. The role of reflective practice in the planning process. The goals and objectives of ELT and their presentation in the Czech curricular documents for the lower secondary stage of education.

3. Assessment and evaluation in ELT
The function of teacher's monitoring and learners' self-monitoring. Setting homework and types of homework. Various types of testing, oral reports and assessment depending on learners' proficiency and age levels and on cognitive and affective variables in ELT. Characteristic features of formal and informal testing. Principles for the design of communicative tests. Various approaches to testing language skills and language systems. Selection and appropriacy of criteria for the evaluation of learners' foreign language capabilities. The role of translation in ELT testing. Assessing learners with specific learning differences. European language portfolio.

4. Feedback and language error in ELT
Feedback and assessment. Suitable approaches to error (and mistake) correction in different activities, bearing in mind the language accuracy of 12 to 15-year-old learners. Self-correction and peer correction. Error correction with respect to language skills and language systems. The role of errors in summative and formative assessment. Approaches to feedback and error

correction in different methods and approaches to ELT (changing roles of teachers and learners, accuracy versus fluency, etc.).

5. Organising teaching and engaging learners in ELT
Motivating and engaging learners at lower secondary school level (pair work and groupwork, frontal teaching, language games, project work, individual work, task-based teaching, etc.). Types of classrooms and seating arrangements related to different interaction patterns, classroom activities and tasks. Motivation and stimulation. Differentiation and individualisation in ELT. Teaching English across the curriculum.

6. Patterns of interaction in a heterogeneous language classroom
Specific approaches to teaching learners aged 12-15 with respect to their individual learning abilities, skills and achievements. Teaching children with specific learning differences. Teaching hyperactive and talented learners. Integration of specific groups of learners into mainstream classes. Principles and teaching strategies in mixed-ability classes. Discipline problems in language classes and their solutions.

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 English language teaching of 12 to 15-year-old learners. The role of the mother tongue and translation in teaching 12 to 15-year-old learners within the framework of different methods and approaches to ELT. J. A. Komenský. Grammar-Translation Method. Direct Method. Audiolingual Method. Cognitive Approach. Humanistic approaches. Silent Way. Suggestopedia. Community Language Learning. Communicative Approach/Communicative Language Teaching. Natural Approach. Total Physical Response. Multiple Intelligences Theory. Task-based teaching. CLIL. Project work. Cross-curriculum teaching. Rámcový vzdělávací program. Traditional and alternative schools (e.g. Waldorf, Montessori schools, etc.)

8. Evaluation and selection of teaching materials
Evaluation and selection of teaching materials suitable for ELT in the lower
secondary school classroom. A coursebook package as a teaching aid. Different types of teaching material, including online and digital sources. Predicting problematic areas in English language coursebooks of local and foreign origin. Principles of supplementing a coursebook with respect to 12 to 15-year-old learners. Evaluation of coursebooks considering the needs of learners with specific learning differences.

9. Characteristic features of syllabuses
Basic components constituting a syllabus and its structure. Content-based syllabus: structural syllabus, lexical syllabus, notional/functional syllabus, situational syllabus, topic-based syllabus. Task-based syllabus. Skills-based syllabus. Formal syllabus. Process syllabus. Standard-based syllabus. Multi-strand syllabus. Syllabuses for English in the Czech system of education. Syllabus gradation, staging and sequencing, recycling/reviewing of language content. The specification of language content in the syllabus, language course and other teaching materials. Principles of working with heterogeneous groups and of multidisciplinary and multicultural education.

10. Individual differences in language development of basic school learners
Characteristics of learners across different age groups (6th-7th and 8th-9th grades) and proficiency levels. Appropriate interaction patterns in different lesson stages. Suitable teaching

approaches and methods (intuitive and cognitive learning) with respect to specific age and proficiency levels. Characteristics of teenage learners. The role of games in ELT. Differentiation and individualisation in lower secondary ELT. Assessment in different grades of lower secondary school. Effective language learning strategies. Individual approaches to children with specific learning differences related to the aspects mentioned above.

11. Teaching aids, media and materials in ELT
Audio-visual aids. Multimedia and computer technology. 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. Advantages and disadvantages of working in a computer room and a language laboratory.

12. Principles underlying presentation, practice, production and reinforcement of language systems and language skills
Integrated approach to teaching English as a foreign language. Presentation, practice and production of individual language skills (speaking, listening, reading, writing) and language systems (grammar, vocabulary, pronunciation). 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 learner differences. Inductive and deductive methods of presentation. Accuracy and fluency. Teaching integrated skills. Language task difficulty and text difficulty.

13. Specific features of teaching and learning English as a compulsory subject at lower secondary schools
The use of the mother tongue and the target language at the lower secondary stage (functional code switching). English as a communication tool between the teacher and learners (teacher talk and learner talk). Teacher talking time and learner talking time. Transfer and interference. Teacher questioning. The role of translation in lower secondary ELT. Teaching and learning spelling, pronunciation, vocabulary and grammar, listening and reading comprehension, speaking and writing in English and in learners' mother tongue. Using different types of dictionaries, encyclopaedias and other supplementary materials.

14. Learners as individuals
Individual differences in intellectual development among lower secondary school learners. Gardner's multiple intelligences theory (MI) and ELT. Cognitive, affective and gender determinants in teaching and learning English as a foreign language. Motivation, engaging learners. The role of sensor-motor learning. Memory, forgetting and revision. Remedial teaching. Specific learning differences and foreign language learning and acquisition.

15. Classroom research
Objects of research: the learner(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.

Recommended reading:
BENEŠ, E. a kol. *Metodika cizích jazyků*. Praha: SPN, 1970.
BETÁKOVÁ, L. *Angličtina učitele angličtiny*. Plzeň: Fraus, 2006.
BERMAN, M. *A Multiple Intelligences Road to an ELT Classroom*. Carmarthen, Wales:

Crown House Publishing, 1998.

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.

CHASTAIN, K. *Developing Second-Language Skills*. Third edition. Orlando: Harcourt Brace Jovanovich, Publishers, 1988.

CHODĚRA, R. *Didaktika cizích jazyků.* Praha: Academia, 2006.

CHODĚRA, R. a kol. *Didaktika cizích jazyků na přelomu staletí.* Rudná u Prahy: Editpress, 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.

CUNNINGSWORTH, A. *Choosing Your Coursebook*. Oxford: Heinemann, 1995.

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

ELLIS, R. *Second Language Acquisition.* Oxford: OUP, 2002.

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

FRIED-BOOTH, D. *Project Work*. Oxford: OUP, 1986.

GILL, S. and A. LENOCHOVÁ. *Classroom English*. Olomouc: Univerzita Palackého, 2005.

GRENAROVÁ, R. and M. VÍTKOVÁ, ed. *Komunikativní přístup v cizojazyčné výuce u žáků s SPU*. Brno: MU, 2008.

HARMER, J. *The Practice of English Language Teaching*. Fifth edition. Harlow: Pearson Education Limited, 2015.

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, 1989.

HOWATT, A.P.R. and H. G. WIDDOWSON. *A History of English Language Teaching*. Oxford: OUP, 1984.

HURTOVÁ, D., STRNADOVÁ, I. and M. ŠIGUTOVÁ. *Nápadníček pro učitele a rodiče (nejen) dětí s dyslexií, které začínají s angličtinou.* Oxford. Oxford University Press, 2006.

KELLY, G. *How to Teach Pronunciation*. Harlow: Longman, 2000.

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 chováni.* Praha: Portál, 1999, s. 84-88.

LENOCHOVÁ, A. *Teaching English as a Foreign Language. Selected Extracts*. Olomouc: Univerzita Palackého, 1989.

LEWIS, G. *Bringing technology into the classroom*. Oxford: OUP, 2009.

LITTLE, D. and R. PERCLOVÁ. *Evropské jazykové portfolio: Příručka pro učitele a školitele.* Praha: MŠMT ČR, 2001.

LYNCH, T. *Teaching Second Language Listening*. Oxford: OUP, 2009.

MEHISTO, P. et al. *Uncovering CLIL*. Oxford: Macmillan Education, 2008.

PECHANCOVÁ, B. and A. SMRČKOVÁ. *Cvičení a hry pro žáky se specifickými poruchami učení v hodinách angličtiny*. Olomouc: UP, 1998.

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Rámcový vzdělávací program pro základní vzdělávání. Praha: NÚV, 2017.

RICHARDS, J. and T. RODGERS. *Approaches and Methods in Language Teaching. Third edition.* Cambridge: CUP, 2014.

RICHARDS, J. C. *Teaching Listening and Speaking. From Theory to Practice*. Cambridge: Cambridge University Press, 2008.

SCRIVENER, J. *Learning Teaching*. Third edition. Oxford: Macmillan Education, 2011.

Seznámení s komunikativním způsobem vyučování angličtiny – Příručka pro české učitele. Oxford: Oxford University Press, 1998.

THORNBURY, S. *An A-Z of ELT*. Oxford: Macmillan Education, 2006.

THORNBURY, S. *How to Teach Grammar*. Harlow: Longman, 1999.

THORNBURY, S. *How to Teach Vocabulary*. Harlow: Longman, 2002.

UR, P. *A Course in English Language Teaching.* Second edition. Cambridge: CUP, 2010.

WATKINS, P. *Learning to Teach English*. Addlestone: Delta Publishing, 2005.

WRIGHT, A., BETTERIDGE, D. and M. BUCKBY. *Games for Language Learning*. Cambridge: CUP, 1984.