

ELTE Berzsenyi Dániel Pedagógusképző Központ

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Osztatlan tanári szakmódszertan záróvizsga témakörök

2019

Szombathely

Érvényes: 2019. 02. 01-től

1. TEACHING METHODS

1.a Describe the major teaching methods from the history of English Language Teaching. What would you borrow from these methods and how would you integrate them into your own teaching?

1.b Which teaching methods would you associate the following terms with and how do/would you make use of them in CLT?

2. TEACHING METHODS

2.a Choose one from the following methods and explain its theoretical principles: Audio-lingual method, Silent way, TPR.

2.b Present a typical activity based on one of the three methods below demonstrating the principles of the method. (*The three methods will be given at the exam.*)

3. INFORMATION-GAP ACTIVITIES

3.a What are the characteristics of an information-gap activity in the various phases of language practice?

3.b Compare and contrast the three information-gap tasks below: describe how controlled they are and what expectation pupils have to meet when doing each of the tasks. (*The individual tasks will be given at the exam.*)

4. CONCEPT CHECKING

4.a What are the major prerequisites when checking a concept in the presentation of (i) grammar and (ii) vocabulary?

4.b How would you do concept checking when teaching the items below? (*The items will be given at the exam.*)

5. ELICITATION

5.a What does the term ‘*elicitation*’ mean and how can you employ this technique in the various phases of the lesson?

5.b What information would you elicit when building a context for teaching the following: (*to be specified at the exam*)

6. DRILLING

6.a What types of drills are there and what do teachers have to consider when doing drilling?

6.b Contrast the technique of drilling in a traditional method (e.g. Audio-lingualism) and in CLT! What is the role of drilling in each method?

7. ASSESSMENT

7.a Describe how the teacher gives feedback - both assessment and correction - during oral work, depending on the stage of the lesson, activity, or type of mistake.

7.b Set up and describe the criteria along which you would give feedback on the given piece of written work. (*to be specified at the exam*)

8. HIGHLIGHTING STRUCTURES

8.a. At what stage(s) in the presentation process do we highlight structures? What are the basic prerequisites when putting sample sentences on the board?

8.b What sample sentence would you give when teaching the following points (*to be specified at the exam*)

9. USING TIMELINES

9.a What is the point of using timelines? Where in the presentation stage would you use this technique? What kind of material lends itself to being presented on a timeline?

9.b Explain the benefits and illustrate how you would employ a timeline when teaching the following structures. (*to be specified at the exam*)

10. COMMUNICATIVE ACTIVITIES

10.a What is a communicative activity? What are the characteristic features?

10.b Look at the following activities and explain why they are said to be communicative. Make reference to the features you have identified in 9.a. (*The activities will be given at the exam.*)

11. TEACHING VOCABULARY

11.a List as many vocabulary techniques as you can and classify them according to their appropriacy for the presentation of certain types of words.

11.b Suggest ways of teaching for the following words (*to be specified at the exam*).

12. THE LEXICAL APPROACH

12.a What do you have to consider when teaching a new vocabulary item? What do the terms *lexical item*, *lexis*, *vocabulary* etc. refer to? Explain their relevance in different contexts and make reference to the Lexical Approach.

12.b What vocabulary features are exemplified in the following groups of words (*to be specified at the exam*).

13. TEACHING THE RECEPTIVE SKILLS

13.a Give an overview of the sub-skills we use when teaching the receptive skills. Provide examples.

13.b Look at the following activities and choose three sub-skills that you can use in these activities. (*The activities will be provided at the exam.*)

14. TEACHING READING

14.a If you are learning a second language, do you read in the same way as you do in your first language? Why/Why not?

14.b How would you encourage your students to read outside the classroom? Give examples!

15. WRITING SKILLS

15.a Explain what guided writing is.

15.b Using the following text set up a guided writing activity. Then explain its usefulness in the process of teaching writing. (*The text will be given at the exam.*)

16. GIVING INSTRUCTIONS

16.a What are the most important guidelines for giving instructions? What kinds of questions are appropriate to use in the different parts of the lesson?

16.b Give the instructions for the following activity. (*The activities will be provided at the exam.*)

17. ORGANISING PAIRWORK AND GROUPWORK

17.a Describe different ways of seating arrangements in the classroom and their usefulness for different types of work.

17.b List advantages and disadvantages of group work and pair work in different type of classroom activities for different purposes. (*The activities will be given at the exam.*)

18. TEACHING PRONUNCIATION

18.a What does teaching pronunciation involve? Does it need to be deliberately taught? Won't it just be 'picked up'? What accent of the target language model should serve as a model?

18.b What areas of pronunciation can be improved with the following examples (to be specified at the exam). Give at least two more activities for improving learners' pronunciation.

19. DEVELOPING ORAL FLUENCY

19.a What are the characteristic features of a successful speaking activity? What kind of problems might emerge and what can you do to solve these problems?

19.b Describe and set up a successful oral fluency activity and say what contributes to its efficiency.

20. PROJECT WORK

20.a What are the basic principles of project work in language class? Explain the benefits and possible drawbacks.

20.b Design a project based on the material provided. Follow a step-by-step approach and explain how you would manage the whole process.

21. TEACHING AND TESTING

21.a What is the relationship between teaching and testing? Explain different types of testing and their relationship to teaching and their effect on the teaching process.

21.b Analyse the following testing situations (*to be given at the exam*).

22. SYLLABUS TYPES

22.a Define the term 'syllabus' and characterise content based and process based syllabus types. How does grading and sequencing happen in these syllabus types?

22.b Look at the following items and decide how they would be graded and sequenced in the given syllabus type(s). (*to be specified at the exam*)