Tanítók kiegészítő műveltségterületi képzése
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1. Tétel
Language -Teaching Methods
a) The main concerns of the audiolingual method, communicative approach.
b) The advantages and disadvantages of the TPR method in the lower-primary language classes.
c) The advantages and disadvantages of the direct method in the lower-primary language classes.
Characteristics of the Young Learner
d) What are the characteristics of the young EFL learner? (You should distinguish between younger children, aged 6 to 9, and older children, aged 10 to 12)
e) What do these characteristics mean for the teacher? (Elaborate on course planning and lesson planning)

2. Tétel
Grammar
a.)   What are the principles of grammar teaching in primary EFL?
     b)   How do you present and practise new language items LP?
     c)   What are the purposes of controlled, guided and free practices? Demonstrate with reference to specific activities.
d) How would you deal with slips, mistakes and errors at each stage?
Learners' Progress
e, The characteristics of the formative and summative assessment.
f, In what ways might a teacher check the progress of the learners? Demonstrate with specific examples.
g) What part do you think tests should play in primary EFL? Elaborate on effective types of tests. Justify your answer.

3. Tétel
Evaluating Materials
a) What criteria would you consider when choosing a course-book? Demonstrate with reference to particular course-books: which you would or would not use with particular classes.
b) What criteria would you consider when choosing a story for whole-class work? Give examples of specific stories you would find suitable or unsuitable for specific classes.
Vocabulary
c, What implications of inductive and deductive ways of teaching vocabulary do we have to consider in lower-primary EFL?
d) What different techniques do you know for presenting the meaning of new words? How do you decide which techniques to use with which word? Demonstrate with specific examples
e) What ways do you know for practising vocabulary which the learners have learnt in the previous lesson(s)? Demonstrate with specific examples.

4. Tétel
Planning
a) What do you have to bear in mind when planning an EFL course in lower-primary?
b) What information do you need when planning an EFL lesson in lower-primary?
c) What is the difference between an aim and an activity? Give some examples of each.
d) What are the features of a good lesson plan?

5. Tétel
Oral Work
a) What are the differences between oral language practices and speaking practices? Give specific examples of both types of practice. How can you make speaking practice communicative?
b) What are the advantages of pair-work and group-work when doing oral or speaking practice?
c) What are the disadvantages of pair- and group-work in LP, and how can the teacher overcome them? Demonstrate with reference to specific pair-work and group-work activities.

6. Tétel
Listening
a) What difficulties do pupils face when listening to a foreign language?
b) What criteria would you bear in mind when choosing listening material in primary EFL?
c) How can you exploit listening material effectively? Demonstrate with examples of particular types of listening material and activities.
Reading
d) When and how can you introduce teaching reading in LP EFL?
e) In what ways can silent (skimming, scanning and normal) reading and loud reading be applied in LP EFL?
f) How would you deal with teaching extensive and intensive reading in LP EFL?
g)What principles underlie the effective exploitation of reading material? Demonstrate with examples of particular types of reading material and activities.

7. Tétel
Classroom Management
a) In what ways can seating in the classroom be arranged, and what are the advantages and disadvantages of each type of arrangement?
	b) What can be the reasons of the disruptive behaviour? How can these be handled?
	c) Why and how can you differentiate among pupils? Demonstrate it with examples.
Language competencies
d, What are the language competencies and how are they integrated in the National Core Curriculum?
e, How is the Common European Framework of Reference scaled? Give special details of the A1 level.

8. Tétel

Grouping and disruptive behaviour

a, What are the basic types of grouping? Describe the advantages and disadvantages!

b, What principles underlie effective instructions? Demonstrate with examples of effective and ineffective ways of giving instructions to learners in a primary EFL class, and what

different types of questions might you ask, and what different ways might you ask them? Demonstrate with examples.

Teaching Aids

c) What uses can be made of the blackboard, white board? What rules and techniques do you have to bear in mind when using it?

d) What other aids might you use in the primary EFL class and how might you use each of them?

9. Tétel

Songs and Games

a) Why are songs and games useful in the primary EFL classroom?

b) Give some examples of songs you would use.

What would the language aim(s) be, and how you would exploit the material?

c) Give some examples of games you would use. Elaborate on the exploitation of them.

Story-Telling

d) Why is story-telling of great importance in primary EFL?

e) What criteria would you use when choosing a story to read aloud or tell the class?

Give specific examples of suitable and unsuitable story-telling material.

f) What principles underlie the effective exploitation of stories in primary EFL?

Demonstrate with reference to specific story-telling material and activities.

10. Tétel

Internet, interactive whiteboard and Web 2.0 in language teaching

a, What are the basic concepts of Information Communication Technology (ICT)?

b, How can internet be used in the classroom or for the lesson preparation? Describe some ideas.

c, What are the advantages and disadvantages of using interactive whiteboard (IWB)?