

Tanító szak
Angol nyelvi kiegészítő műveltségterület
Képzést záró vizsga: Tételsor

1. 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 would you exploit the material?
- c) Give some examples of games you would use. Elaborate on the exploitation of them.

2. Tétel

Story-Telling

- a) Why is story-telling of great importance in primary EFL?
- 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.
- c) What principles underlie the effective exploitation of stories in primary EFL?
Demonstrate with reference to specific story-telling material and activities.

3. Tétel

Language -Teaching Methods

- a) What are the main concerns of the teaching methods preceding communicative approach.
- b) The advantages and disadvantages of the TPR method in the lower-primary language classes.
- c) What are the basic assumptions of the communicative approach?
- d) The advantages and disadvantages of the CLIL method in the lower-primary language classes.

4. Tétel

Characteristics of the Young Learner

- a) 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)
- b) What do these characteristics mean for the teacher? (Elaborate on course planning and lesson planning)
- c) Define the difference between language learning and language acquisition

Language competencies

- a) What are the language competencies and how are they integrated in the National Core Curriculum?
- b) How is the Common European Framework of Reference scaled? Give special details of the A1 level.

5. 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?

Evaluating Materials

What criteria would you consider when choosing a course-book? Demonstrate with reference to particular course-books

6. 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?

7. Tétel

Vocabulary

- a, What implications of inductive and deductive ways of teaching vocabulary do we have to consider in lower-primary EFL?
- b) 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
- c) What ways do you know for practising vocabulary which the learners have learnt in the previous lesson(s)? Demonstrate with specific examples.

Oral Work

- a) What are some considerations when planning speaking activities?
- 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.

8. 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.

9. Tétel

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.

10. 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?