

# MŰVELTSÉGTERÜLETEK

## I. ANGOL

*Elméleti témakörök és a kapcsolódó gyakorlati feladatok:*

### 1. **Early second language acquisition**

Characteristics of the young EFL learner (You should distinguish between younger children, aged 6 to 9, and older children, aged 10 to 12). Differences between early language acquisition and language learning. Teaching English to young learners in a holistic way developing the whole personality. Importance of action-centred, play-based activities in the EFL class. The advantages and disadvantages of the TPR method in the lower-primary language classes.

Gyakorlati feladat(ok):

- a) Prepare a competency-based lesson plan based on a topic relevant for lower-primary children aged between 6-9 with different English proficiency level. Demonstrate how the different activities support the holistic development of this age group, also discussing the possibilities for differentiating instruction to include all the kids.
- b) Prepare play-based, action-centred, age-appropriate lesson plans for two age-groups (children aged 6 to 9, and children aged 10 to 12) with the same topic. Emphasize the differences in your pedagogical applications aiming at the two age-groups.
- c) Choose an age-appropriate piece of children's literature (rhyme/poem/tale) for children aged 10 to 12 and prepare an activity plan including storytelling techniques with the aim to get the children engaged as active participants. Describe the different steps and techniques and give reasons why you chose them.

### 2. **Integrating language development with content learning: the success of CLIL.**

Teaching subjects using the foreign language as a tool in primary bilingual education. Advantages of applying content-based approaches in the EFL classroom.

- a) Relying on a lesson plan present how primary CLIL learners aged 6 to 9, use basic cognitive skills such as matching, guessing, grouping, ordering, comparing etc. in a CLIL lesson.
- b) Choose a song/rhyme/ game/nursery tale offering the possibility of integrating language development with different content areas (Maths/Science/PE/Visual Education/Musical Education) for children aged 6 to 9, and reflect on your pedagogical, professional decisions using an activity plan.
- c) Prepare a CLIL lesson plan on an environmental education topic for children aged 10 to 12.

3. **Developing the four inter-related language skills** (listening, reading, writing, speaking) in an age-appropriate order. Age-specific, competency-based approaches to vocabulary building, pronunciation development and teaching grammar to young learners of English aged between 6-12 years. How does the theory of Multiple Intelligences (Gardner) enhance differentiation and the implementation of individual learning paths in mixed-ability classes?

Gyakorlati feladat(ok):

- a) Apply some of Kagan's cooperative structures to demonstrate how we can develop vocabulary skills (e.g., Match Mine), grammar (e.g., RallyCoach), interaction, fluency, and speech elaboration (e.g., Progressive Timed Pair Share).
- b) How can you apply MI strategies when teaching with stories in primary EFL in view of developing the four skills? Give examples of such activities related to a suitable and age-appropriate story-telling material (e.g.: a picture book) for young learners of English aged between 9-12. Reflect on your decision.
- c) Give examples of teaching grammar in a covert way (song/rhyme/game/story) for children aged 6-9. Use action-centred, play-based activities integrating different content areas (Maths/Science/PE/Visual Education/Music Education)

4. **Classroom management, assessment and evaluation in the primary English classroom.** Significant factors contributing to the effective classroom management: roles of the teacher and group members, issue of group formation. Teaching primary ESL students with diverse learning needs. The advantages of co-operative learning and peer mediation. Student assessment practices in co-operative learning.

*Gyakorlati feladat(ok):*

- a) Demonstrate how cooperation, communication, and active engagement can be maximized in pair and group work in cooperative learning. (e.g.: RallyCoach, Match Mine), and give an example of student assessment practices in co-operative learning. Illustrate with examples in what ways seating in the traditional classroom can be arranged, and what the advantages and disadvantages of each type of arrangement are.
- b) Why and how can you differentiate among pupils? Demonstrate it with examples. Collect different activities on the same topic for the following groups: total beginners, heterogeneous group, talented child, learning problems or disabilities, behaviour problems, lack of motivation.

- c) Demonstrate with specific examples in what ways a teacher can check the progress of the learners. Present effective types of tests appropriate for assessing young language learners' proficiency.

## **5. Planning**

Planning according to curricula and syllabi. Information needed when planning an EFL lesson in lower-primary. Difference between an aim and an activity. Short-term and long-term planning: planning for lessons and for projects. Features of a good lesson plan.

*Gyakorlati feladat(ok):*

- a) Prepare and present a lesson plan based on a primary school topic. Place this thematic unit into a bigger context. Choose an age-group you are planning for touching upon the age group characteristics, the students' English proficiency level, their previous knowledge, and the course material you would use.
- b) Prepare and present a project-plan covering 4 weeks. Choose a topic relevant for primary school children aged between 9-12. Outline how you would implement the project into the yearly schedule. Describe how you would make the children active participants of the project.
- c) Choose a topic where you teach 10 new vocabulary items with a grammatical item for a chosen age group. Create three different activities using ICT (computer, interactive board, tablet). Tell us about your attitude towards using digital technology in the classroom.