Tézy (okruhy otázok) na magisterské štátne záverečné skúšky z predmetu Teória a prax vyučovania anglického jazyka a literatúry akademický rok 2023/24

kreditová hodnota: 3K
študijné programy:
Učiteľstvo anglického jazyka a literatúry (v kombinácii) - YAJKM
Učiteľstvo anglického jazyka a literatúry (jednoodbor) - YAJJM

1. English in the current Slovak National Curriculum. Objectives, recommended methods, target requirements for different levels of education. What changes do you expect in the future?
2. The non-native learner of English – age factor, motivation, attitudes, learning needs, learning styles. How to support learner´s autonomy in the English classroom?
3. The benefits and risks of early start in learning FL, age characteristics and learning needs of young learners, stages in developing their FL communicative competence.
4. Teaching English to learners with special educational needs. Based on good-practice results, introduce model teaching techniques and procedures.
5. The position, roles, action zones, and development of English teachers in Slovakia. Native versus non-native teachers of English. Contemporary research in various English teacher-related issues.
6. Current trends in foreign language education: the post-method period (content-based instruction, task-based instruction, text-based instruction, competency-based instruction, etc.).
7. Current trends in foreign language education: bilingual education, CLIL and CALL.
8. Current trends in foreign language education: inductive teaching and experiential learning of English. Objectives, evaluation and problem issues. Based on good-practice results, introduce model teaching techniques and procedures.
9. Managing the modern English classroom. Based on good-practice results, introduce model procedures (classroom design, classroom language, classroom rules, teacher-learner and learner-learner interaction, etc.).
10. Teaching materials for contemporary English classrooms. Modern textbooks, additional teaching materials and technology. Authentic vs. adapted materials. Printed vs. digital materials.
11. Evaluation, assessment, and testing learner´s knowledge of and proficiency in English. Objectives, teaching techniques. CEFR.
12. The cross-section issues in the English language classroom. How to support development of learners´ global skills (critical thinking and evaluation skills), digital skills, and ecological awareness while teaching English?
13. Texts of various stylistic quality in the English classroom. Formal versus informal English in the classroom and how to teach them. How to deal with dialects and slang?
14. Teaching academic discourse in the secondary English classroom. Objectives, teaching techniques, problem issues, genres.
15. A rhetorical style in the English classroom. Developing presentation skills in English both in the primary and secondary English classroom. Objectives, teaching techniques, problem issues, genres.
16. Linguistic and stylistic analysis in the English classroom. Their aims, forms, benefits and risks. Propose a model activity for the secondary English classroom.

17. Applied linguistics in the English classroom. How to integrate new research results into teaching? Introduce a possible topic (e.g. from pragmatic linguistics, sociolinguistics, psycholinguistics, computational linguistics) and propose a model procedure and justify your procedure.
18. Literary texts in the English classroom. How to deal with artistic style and teach literary language in the secondary English classroom? How to teach literary analysis?
19. Literary texts in the primary and secondary English classroom. Selecting genres and texts for extensive reading. Objectives, benefits, and risks of using literature. Recommended teaching techniques.
20. Postcolonial literature and culture in the English classroom. How to teach and discuss the topic with secondary learners?
21. Immigration and multicultural identity in Anglophone countries. How to teach and discuss the topic with secondary learners?
22. Literature in the digital age – new approaches and genres in the English classroom. Based on good-practice results, introduce model procedure(s).
23. English is a rich, complex language with a long history and complicated development. How to reflect on it in the English classroom? English etymology in the classroom.
24. The expected future of English. Language in the digital age (e.g. the internet English) and the world of social media. How to reflect on it in the English classroom?
25. Variants of English (in and outside the British Isles) and how to deal with them in the English classroom.
26. Differences between written and spoken English. How to deal with them in the secondary English classroom.
27. Introducing English vocabulary to non-native learners. The extent, objectives, teaching techniques, materials. Types of dictionaries, their benefits and risks. Online translators in the English classroom.
28. Introducing English pronunciation to non-native learners. The extent, objectives, teaching techniques, materials. Typical pronunciation errors and how to deal with them in the classroom.
29. Introducing English grammar to non-native learners. The extent, objectives, teaching techniques, materials. Age factors in teaching grammar. Based on good-practice results, introduce model teaching techniques and procedures.
30. Developing learner´s listening skills in English. Objectives, evaluation and problem issues. Based on good-practice results, introduce model teaching techniques and procedures.
31. Developing learner´s speaking skills in English. Objectives, evaluation and problem issues. Based on good-practice results, introduce model teaching techniques and procedures.
32. Developing learner´s reading skills in English. Objectives, evaluation and problem issues. Based on good-practice results, introduce model teaching techniques and procedures.
33. Developing learner´s writing skills in English. Objectives, evaluation and problem issues. Based on good-practice results, introduce model teaching techniques and procedures.

Recommended literature

- *A Common European Framework of Reference.* (2001). Cambridge: Cambridge University Press.
- Bérešová, J. (2006). *Komunikatívne testovanie cudzích jazykov v súlade s požiadavkami Rady Európy.* Trnava: Trnavská univerzita.
- Bérešová, J. (2008). *Test vo výučbe anglického jazyka. Didaktika anglického jazyka.* Bratislava: Metodicko-pedagogické centrum.
- Bérešová, J. (2013). *English Language Teaching in Pre-service and In-service Teacher Training.* Trnava: Trnavská univerzita.
- Bérešová, J. (2020). *Current Trends in English Based on Its Origin and Development.* Trnava: Trnava University. 173p. ISBN 978-80-568-0314-1.
- Bran, N. (2009). *The Cambridge Introduction to Postmodern Fiction.* CUP. https://doi.org/10.1017/CBO9780511816949
- Byram, M. & Hu, A. (2017). *Routledge Encyclopedia of Language Teaching and Learning.* Routledge.
- Childs, P. & Storry, M. (200). *Encyclopedia of Contemporary British Culture.* Routledge.
- Crystal, D. (2011). *The Cambridge Encyclopedia of Language.* Cambridge: Cambridge University Press.
- Crystal, D. (2018). *The Cambridge Encyclopaedia of the English Language.* Cambridge: Cambridge University Press.
- Ellis, R. (2015). *The Study of Second Language Acquisition.* 2nd ed. OUP.
- Gregg, R., McDonogh, G. W., Wong, C. H. (2014). *Encyclopedia of Contemporary American Culture.* Routledge.
- Head, D. (2002). *The Cambridge Introduction to Modern British Fiction, 1950–2000.* CUP. https://doi.org/10.1017/CBO9780511606199
- Hitková, P. (2010). Using stories to develop foreign language skills in primary classroom. In: *Challenges in Foreign Language Education.* Bratislava: Z-F LINGUA, pp. 47-50.
- Hitková, P. (2010). Zvyšovanie motivácie pomocou drámy na hodinách angličtiny. In: *Inovatívne a aktivujúce metódy vo výučbe 1.-4. ročníka ZŠ.* Bratislava: Raabe, pp. 1-12.
- Hitková, P. (2017). Improving Pupils' Attitude towards English Language as a School Subject Using Storytelling and Authentic Books. In: *Scientia et eruditio*, 1(3), 67-84.
- Larsen-Freeman, D. (2001). *Techniques and Principles in Language.* CUP.
- Lightbown, P. M. & Spada, N. (2006). *How Languages are Learned.* 3rd ed. OUP.
- Lindsay, C. & Knight, P. (2006). *Learning and Teaching English: A Course for Teachers.* London: The Open University.
- Lojová, G. - Straková, Z. (2012). *Teoretické východiská vyučovania angličtiny v primárnom vzdelávaní.* Bratislava: Univerzita Komenského.
- Menzlová, B., Pokrivčáková, S., Farkašová, E., & Gondová, D. (2020). *CLIL in Slovakia.* Bratislava: ŠPÚ.
- Kirkpatrick, A. (2012). *World Englishes.* Cambridge: Cambridge University Press.
- Stockwell, P. & Whiteley, S. (2014). *The Cambridge Handbook of Stylistics.* Cambridge: CUP.
- Neumann, B. & Rippl, G. (2017). „Anglophone World Literatures: Introduction." In: *Anglia*, 135(1), Dostupné na: https://doi.org/10.1515/ang-2017-0001
- Noijons, J., Bérešová, J., Breton, G., Szabó, G. (2011). *Relating language examinations to the CEFR: Learning, teaching, assessment. Highlights from the Manual. Council of Europe Publishing*
- Olster, S. (2017). *The Cambridge Introduction to Contemporary American Fiction.* CUP.
- Padley, S. (2006). *Key concepts in contemporary literature.* Palgrave.

- *The Norton Anthology of American Literature.* Available at: http://wwnorton.com/college/english/naal8/section/volA/studyplan.aspx .
- Pokrivčák, A. (2012). „Contemporary Anglophone Literature and the Problem of Critical Thinking." In: Bilá, M., & Zákutná, Z. (eds.). Language, Literature and Culture in a Changing Transatlantic World II, Filozofická fakulta Prešovskej univerzity.
- Pokrivčák, A. (Ed.). (2021). *Literature in Contemporary Education*. Trnava: TU.
- Pokrivčáková, S. et al. (2014). *CALL and Foreign Language Education*. Nitra: UKF.
- Pokrivčáková, S. et al. (2015). *CLIL in Foreign Language Education: e-textbook for foreign language teachers*. Nitra: UKF.
- Pokrivčáková, S. et al. (2015). *Teaching Foreign Languages to Learners with Special Educational Needs*. Nitra: UKF.
- Pokrivčáková, S. (2021). The professional self-image, needs, and expectations of non-native speaking teachers of English in Slovakia. In Sepešiová, M. (Ed.). *Research in non-native speaking teachers of English in Slovakia* (p. 11-34). Hradec Králové: Gaudeamus.
- Ray, S., & Schwarz, H. (eds.). (2016). *The Encyclopedia of Postcolonial Studies*. Dostupné na: https://doi.org/10.1002/9781119076506.wbeps143
- Slattery, M. & Willis, J. (2014). *English for Primary Teachers: A Handbook of Activities & Classroom Language*. OUP.
  Willey Online Library (online). *The Encyclopaedia of Applied Linguistics*. Available on: https://onlinelibrary.wiley.com/doi/book/10.1002/9781405198431