

## Požadavky k závěrečné zkoušce z **didaktiky anglického jazyka**

Studium v oblasti pedagogických věd zaměřené na přípravu učitelů 2. stupně ZŠ a SŠ

### Tematické okruhy

1. Listening skills in theory and practice (listening as a skill, listening texts, effective listening strategies, pre-, while-, post- activities, monitoring the progress in listening, testing listening)
2. Speaking skills in theory and practice (speaking as a skill, spoken production and spoken interaction, types of activities, pre-communicative and communicative activities, giving feedback on speaking).
3. Reading skills in theory and practice (reading as a skill, reading texts and genres, effective reading strategies, pre-, while-, post- activities, monitoring the progress in reading).
4. Writing skills in theory and practice (writing as a skill, process writing, creative writing, giving feedback on writing).
5. Foreign language teacher – knowledge and skills. Roles of the teacher (from controller to facilitator).
6. Teaching materials (coursebook set, supplementary materials). How to select an appropriate coursebook. Advantages and disadvantages of coursebooks published in Great Britain and in the Czech Republic.
7. Language learner. Teaching English to heterogeneous classes (needs analysis, suitable accommodation techniques, differentiation.)
8. Lesson planning (components of a formal lesson plan, informal planning). Identifying goals and objectives of a lesson. Designing a varied lesson plan that is appropriate and relevant for the learners
9. Classroom management: tools and techniques. Grouping and seating arrangement for a lesson. Giving effective instructions; timing; monitoring. Dealing with critical moments.
10. Teaching and learning vocabulary (lexis, lexical sets, presentation, practice, recycling vocabulary, dictionaries).
11. Teaching and learning pronunciation (pronunciation models, sounds, stress and rhythm, intonation, features of connected speech, giving feedback, correction).
12. Teaching and learning grammar (form and use and how to present them, inductive and deductive grammar teaching, controlled and free practice, noticing, authentic and restricted input/output, context).
13. Error correction in accuracy and fluency activities. Mistakes and errors. Correction in spoken and written production.

**Recommended literature:**

- Ur, P. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press, 1996.
- Harmer, J. *The Practice of English Language Teaching*. 7th Edition. Essex: Longman Group UK Limited, 1994.
- Harmer, J. *How to Teach English*. Essex: Longman Group UK Limited, 1998.
- Scrivener, J. *Learning Teaching*. Oxford: Macmillan, 2005.

**Garance:**

doc. Mgr. Světlana Hanušová, Ph.D.

Mgr. Bc. Michaela Šamalová, Ph.D.

Katedra anglického jazyka a literatury - Pedagogická fakulta