

## ZÁRÓVIZSGA TÉTELEK

### Tanító szak Angol műveltségi terület

#### 1. Language teaching approaches and the young learner

- ~ Describe what a “Topic-based approach” means.
- ~ Outline advantages and disadvantages of such an approach referring to young learner theory in your answer.
- ~ Describe what an “Activity-based approach” to lesson planning means.
- ~ Outline advantages and disadvantages of such an approach referring to young learner theory in your answer
- ~ Prepare a topic web on a topic of your choice, showing the subjects (sub-topics), activities and linguistic skills to be developed.
- ~ Plan a lesson around one of the sub topics described above. Explain what your aims would be and what you would do in each phase of the lesson and why. If possible refer to your teaching experience

#### 2. Teaching grammar / vocabulary to young learners

- ~ Describe some characteristics of young learners.
- ~ What are the processes involved in learning grammar/vocabulary?
- ~ How do we teach grammar / vocabulary to young learners? – highlight differences between the 6 – 10 and 10 – 12 year old age groups.

#### Either

- ~ Plan a **grammar teaching process** and explain how you would teach **one** of the following functions/structures, what you would do in each stage of the process and why? If possible refer to your teaching experience.
  - offering/accepting
  - asking for/giving directions
  - prepositions of places
  - asking for permission
  - have/has got, it's ..... is ..... for describing
  - can/can't for ability

#### Or

- ~ Describe some different vocabulary teaching techniques and explain the advantages/disadvantages these techniques.
- ~ Select a coursebook/story/song/rhyme (from the back of the room). Describe who this material would be suitable for and why. Plan a **vocabulary teaching process** around the material you have selected – highlight the active words you want to teach and plan the main steps you would follow, and show how you would present and practise them. Refer to principles of young learner theory in your answer.

### **3. Listening**

- ~ What different skills do we use when we listen?
- ~ What problems do young learners (6 – 10 and 10 – 12 year olds) have with listening. Refer to young learner theory in your answer.
- ~ How can you help your pupils overcome these problems?
- ~ Outline how you can develop listening skills in the young learner classroom.
- ~ Select a course book/story/song/rhyme (from the back of the room). Describe who this material would be suitable for, giving reasons for your answer. Plan a listening activity around the material you have selected, specifying what you would do in the pre- while- and after-listening stage and why? If possible refer to your teaching experience.

### **4. Speaking**

- ~ Describe some principles of how children learn L2 – make comparisons with L1 learning.
- ~ How can we start developing speaking skills with young learners? Relate your answer to young learner theory.
- ~ Select a course book/story/song/rhyme (from the back of the room). Describe who this material would be suitable for, giving reasons for your answer. Outline a teaching process that uses the material you have selected and that focuses on the development of speaking skills.

### **5. Reading**

- ~ What different skills do we use when we read?
- ~ What problems do young learners (6 – 10 and 10 – 12 year olds) have with reading. Refer to young learner theory in your answer.
- ~ How can you help your pupils overcome these problems?
- ~ Outline some principles for developing reading skills in the young learner classroom.
- ~ Select a course book/story/song/rhyme (from the back of the room). Describe who this material would be suitable for, giving reasons for your answer. Plan a reading activity around the material you have selected, specifying what you would do in the pre- while- and after-reading stage and why? If possible refer to your teaching experience.

### **6. Writing**

- ~ What different skills do we use when we write?
- ~ What problems do young learners (6 – 10 and 10 – 12 year olds) have with writing. Refer to young learner theory in your answer.
- ~ How can you help your pupils overcome these problems?
- ~ Outline some principles for developing writing skills in the young learner classroom.
- ~ Select a course book/story/song/rhyme (from the back of the room). Describe who this material would be suitable for, giving reasons for your answer. Plan a writing activity around the material you have selected, specifying what you would do in the pre- while- and after-writing stage and why? If possible refer to your teaching experience.

## 7. Assessment

- ~ Describe some characteristics of young learners and outline some things we need to remember when assessing young learners.
  - ~ Describe three different aims of assessment.
  - ~ Describe five different assessment techniques. Specify the age group these techniques would be suitable for and give one advantage and one disadvantage of each technique.
  - ~ Decide which assessment technique is appropriate to use in each of these situations.
- a) You teach a class of 10 year-olds. You have taught them comparatives and superlatives. How can you check whether they have learnt this grammar point?
  - b) You teach a class of 8 year-olds. You have to inform the parents at the end of term of their child's progress. How can you assess the pupils' progress?
  - c) Your class of 12 year-olds have completed a project on "My ideal bedroom". In groups of four, they had to draw a plan of and talk about "My ideal bedroom". How can you assess their work?
  - d) You teach 8 year-olds. You want to see how well they can read. How can you do it?
  - e) You teach 10 year-olds. You want to see if they know the grammar structure "He has got...." How can you do it?
  - f) You want to start training pupils' self- assessment skills. How can you do this with 8 year olds? With 11 year olds?