Follow-up master's degree studies

Navazující magisterské studium,
Učitelství anglického jazyka pro základní školy – completus

Topics for the final state examination:
English language teaching in the primary school

General requirements:
Students are expected to
- demonstrate a **thorough theoretical knowledge** of the topics,
- use appropriate and precise **ELT terminology**,
- present their **teaching files (portfolios)** with lesson plans and other accompanying materials from both of their teaching practices
- explain the **application** of the theoretical principles in English lessons, based on **their own experience** gained during their teaching practices, using examples from their portfolios

1. Linguistic, psychological and methodological premises of English language teaching (ELT) in the primary school.
Language acquisition and language learning. Advantages and disadvantages of an early start of foreign language learning. Approaches and methods suitable for ELT at the primary level (e.g. introductory audio-oral course, TPR and multisensory learning, using flashcards, rhymes, chants, songs, drama, etc.).

2. Planning in primary ELT.
Long-term, medium-term and short-term planning. Types of English lessons and lesson structure. Organizational types of the teaching and learning process suitable for primary learners of English. Teachers' self-reflection and self-evaluation. The main objectives of ELT at the primary level (as stated in the curricular documents of the Czech Ministry of Education).

3. ELT and primary school learners.
The main characteristics of young English learners in the primary school grades 1 – 5. Cognitive, affective and gender determinants of foreign language learning. Gardner's theory of multiple intelligences. The theory of learning styles. Motivation in ELT at the primary level. Accommodating young learners with specific learning differences.

4. Teaching English pronunciation, vocabulary and grammar to primary school learners.
The role and the main principles of teaching English pronunciation, vocabulary and grammar in the primary school English classroom.

5. Teaching English language skills to primary school learners.
The natural order of acquisition of the four language skills. The main principles of teaching speaking, reading, listening and writing in the primary English classroom.

6. Evaluating and assessing young learners of English.
The main principles of evaluation and complex assessment of primary school learners (as laid out in the curricular documents of the Czech Ministry of Education). Guidelines for communicative testing. Assessment criteria suitable for young learners of English. Formal and informal assessment, various types of testing, verbal assessment and formal grading. Assessment of pupils with specific learning differences. European language portfolio.

7. Providing feedback to young learners of English.
Various ways of providing feedback to young learners of English. Classification of mistakes in ELT. Techniques of error correction suitable for your young learners of English, including learners with specific learning differences. Developing self-correction and peer-correction strategies in primary English learners.

8. Engaging and motivating young learners of English.
Organizational types of the teaching and learning process in the primary English classroom. The introductory audio-oral course. Frontal teaching, individual work, pair work, group work and project work at the primary level. The main principles of engaging and motivating young learners of English. Effective classroom seating arrangements with respect to various teaching and learning activities in the primary classroom.

9. ELT in heterogeneous English classrooms.
Teaching English to learners with different abilities and capabilities, including exceptionally talented learners and learners with specific learning differences and behavioural issues. Various approaches to integration and inclusion of learners in a heterogeneous primary English classroom. Effective methods of working with heterogeneous classrooms. Creating and nurturing a positive classroom climate.

10.   The role of teacher and learners in ELT at the primary level.
The changing roles of teacher and learners in the history of foreign language teaching. Qualities of an effective language teacher. Teacher-learner interaction in the light of the Communicative Approach to ELT in the primary classroom. Approaches to foreign language teaching in alternative school systems (e.g. Waldorf and Montessori). Incorporating elements of alternative approaches to language teaching in standard primary classrooms.

11. Teaching materials suitable for primary learners of English.
The role of various teaching materials (printed and digital) in teaching English to young English learners. Criteria for assessing teaching materials suitable for teaching English at the primary level. The main principles of designing supplementary teaching materials with respect to specific needs of students. Various other teaching aids suitable for the primary level.

12. Cross-curricular teaching and multicultural education in ELT at the primary level.
The potential of using the CLIL approach and project-based learning in the primary English language classroom. The importance and the main principles of multicultural education in English lessons at the primary (getting to know the English speaking countries, their geography, history, culture, customs, etc.).

13. Audio-visual aids in teaching English to young learners.
Using digital and multimedia technologies in the primary English classroom. Currently available audio-visual technology and sources of audio-visual materials suitable for young learners of English. Guidelines for selecting and using audio- and video-recordings. The main

principles of designing original supplementary audio-visual teaching materials. Advantages and disadvantages of teaching English in a language laboratory or ICT classroom at the primary level.

14. The main principles of presentation, practise and recycling of the learning content in the primary English classroom.
Various types of learning tasks suitable for presentation and practice (controlled and free) of the learning content in English lessons at primary level. The importance of and main principles of recycling the learning content. Guidelines for setting homework. Types of homework.

15. The role of mother tongue in teaching English to young learners.
Classroom English as a means of communication between the teacher and the learners. Guidelines for introducing and developing classroom English in various stages of ELT at the primary level. Situations requiring the use of learners' mother tongue. Language interference (positive and negative transfer). The role of translation in ELT at the primary level. Guidelines for using dictionaries in the primary English classroom.

16. Didactic games and their role in the primary English classroom.
Didactic language games and their classification. Guidelines for choosing suitable didactic games suitable for the primary English classroom. The main principles of introducing, presenting and playing games with young learners of English.

Recommended reading:
BENEŠ, E. a kol. *Metodika cizích jazyků*. Praha: SPN, 1970.
BETÁKOVÁ, L. *Angličtina učitele angličtiny*. Plzeň: Fraus, 2006.
BERMAN, M. *A Multiple Intelligences Road to an ELT Classroom*. Carmarthen, Wales: Crown House Publishing, 1998.
BREWSTER, J.; ELLIS, G. and GIRARD, D. *The Primary English Teacher's Guide*. London: Penguin Books, 1992.
BROWN, H. D. *Principles of Language Learning and Teaching*. Fifth edition. Englewood, Cliffs, New Jersey: PrenticeHall, 2007.
BRUMFIT, C. *Teaching English to Children*. Walton-on-Thames: Nelson, 1991.
CELCE-MURCIA, M. *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle, Thomson Learning, 2001.
CHASTAIN, K. *Developing Second-Language Skills*. Third edition. Orlando: Harcourt Brace Jovanovich, Publishers, 1988.
CHODĚRA, R. *Didaktika cizích jazyků*. Praha: Academia, 2006.
CHODĚRA, R. a kol. *Didaktika cizích jazyků na přelomu staletí*. Rudná u Prahy: Editpress, 2001.
CLIFF, P. *Cambridge Young Learners English Tests*. Oxford: OUP, 2005.
COUNCIL OF EUROPE. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press, 2001.
COUNCIL OF EUROPE. *Common European Framework of Reference for Languages: Learning, teaching, assessment - Companion* volume. Online. Strasbourg: Council of Europe Publishing, 2020. Available from www.coe.int/lang-cefr
CUNNINGSWORTH, A. *Choosing Your Coursebook*. Oxford: Heinemann, 1995.
DUNN, O. *Developing English with Young Learners*. London: Macmillan Publishers, 1984.
ELLIS, R. *Second Language Acquisition*. Oxford: OUP, 2002.
Evropské jazykové portfolio pro žáky do 11 let v České republice. Plzeň: Fraus, 2002.
FRIED-BOOTH, D. *Project Work*. Oxford: OUP, 1986.

GILL, S. and LENOCHOVÁ, A. *Classroom English*. Olomouc: Univerzita Palackého, 2005.

GRENAROVÁ, R. and VÍTKOVÁ, M. eds. *Komunikativní přístup v cizojazyčné výuce u žáků s SPU*. Brno: MU, 2008.

HADFIELD, J. and HADFIELD, C. *Introduction to Teaching English*. Oxford: OUP, 2009.

HALLIWELL, S. *Teaching English in the Primary Classroom*. Harlow: Longman, 1992.

HARMER, J. *The Practice of English Language Teaching*. Fifth edition. Harlow: Pearson Education Limited, 2015.

HEDGE, T. *Teaching and Learning in the Language Classroom.* Oxford: Oxford University Press, 2000.

HENDRICH, J. a kol. *Didaktika cizích jazyků*. Praha: SPN, 1989.

HUGHES, G. and MOATE, J. *Practical Classroom English*. Oxford: OUP, 2007.

HURTOVÁ, D.; STRNADOVÁ, I. and ŠIGUTOVÁ, M. *Nápadníček pro učitele a rodiče (nejen) dětí s dyslexií, které začínají s angličtinou.* Oxford. Oxford University Press, 2006.

IOANNOU-GEORGIOU, S. and PAVLOU, P. *Assessing Young Learners.* Oxford: OUP, 2003.

KELLY, G. *How to Teach Pronunciation*. Harlow: Longman, 2000.

LARSEN-FREEMAN, D. *Techniques and Principles in Language Teaching*. Second edition. Oxford: OUP, 2000.

LENOCHOVÁ, A. *Práce se žáky se specifickými poruchami učení v hodinách anglického jazyka.* In: *Specifické poruchy učení a chování*. Praha: Portál, 1999, s. 84-88.

LENOCHOVÁ, A. *Teaching English as a Foreign Language. Selected Extracts*. Olomouc: Univerzita Palackého, 1989.

LEWIS, G. *Bringing technology into the classroom*. Oxford: OUP, 2009.

LITTLE, D. and PERCLOVÁ, R. *Evropské jazykové portfolio: Příručka pro učitele a školitele.* Praha: MŠMT ČR, 2001.

LYNCH, T. *Teaching Second Language Listening*. Oxford: OUP, 2009.

MEHISTO, P. et al. *Uncovering CLIL*. Oxford: Macmillan Education, 2008.

MOON, J. *Children Learning English*. Oxford: Macmillan, 2000.

PAINTER, L. *Homework.* Oxford: Oxford University Press, 2004.

PECHANCOVÁ, B. and SMRČKOVÁ, A. *Cvičení a hry pro žáky se specifickými poruchami učení v hodinách angličtiny*. Olomouc: UP, 1998.

PHILIPS, D. *Projects with Young Learners*. Oxford: OUP, 1999.

PHILLIPS, S. *Young Learners*. Oxford: OUP, 1993.

Rámcový vzdělávací program pro základní vzdělávání. Praha: MŠMT, 2023.

RICHARDS, J. and RODGERS, T. *Approaches and Methods in Language Teaching. Third edition.* Cambridge: CUP, 2014.

RICHARDS, J. C. *Teaching Listening and Speaking. From Theory to Practice*. Cambridge: Cambridge University Press, 2008.

SCOTT, W. and YTREBERG, L. *Teaching English to Children*. Harlow: Longman, 1990.

SCRIVENER, J. *Learning Teaching*. Third edition. Oxford: Macmillan Education, 2011.

Seznámení s komunikativním způsobem vyučování angličtiny – Příručka pro české učitele. Oxford: Oxford University Press, 1998.

SLATTERY, M. and WILLIS, J. *English for Primary Teachers*. Oxford: OUP, 2001.

TEELER, D. and GRAY, P. *How to Use the Internet in ELT.* Harlow: Longman, 2000.

THORNBURY, S. *An A-Z of ELT*. Oxford: Macmillan Education, 2006.

THORNBURY, S. *The New A-Z of ELT*. Oxford: Macmillan Education, 2018.

THORNBURY, S. *How to Teach Grammar*. Harlow: Longman, 1999.

THORNBURY, S. *How to Teach Vocabulary*. Harlow: Longman, 2002.

UR, P. *A Course in English Language Teaching.* Second edition. Cambridge: CUP, 2012.

UR, P. *A Course in English Language Teaching.* Third edition. Cambridge: CUP, 2024.

WALE, D. and FEUNTEUN, A. *Teaching Children English*. Oxford: OUP, 1995.

WATKINS, P. *Learning to Teach English*. Addlestone: Delta Publishing, 2005.

WRIGHT, A.; BETTERIDGE, D. and BUCKBY, M. *Games for Language Learning*. Cambridge: CUP, 1984.