

English Didactics 1. Exam.(Codes in STAG 4212 and 4414)

The exam will include:

1. *Discussion* of a theoretical issue in ELT methodology (see the list below).
2. *Reflection* on the ‘can-do’ descriptors from the EPOSTL relevant to the topics studied during the semester.
3. *Discussion* of the assignments fulfilled during the semester.


Examination Topics.

1. Historical overview of language teaching methods. The notion of *approach* and *method*. Advantages and disadvantages of the methods of the past.
2. Post method era. Principles of language teaching.
3. The Informed and Enlightened ‘Approach.’ Communicative Language Teaching.
4. Teaching lexis: how words are remembered and learned.
5. Teaching lexis: ways of presenting vocabulary (explanation and illustration of meaning) and practicing vocabulary.
6. Teaching lexis: tasks for vocabulary practice or integration.
7. The status of grammar in the curriculum. Approaches to teaching grammar. Basic principles for grammar teaching
8. Ways of presenting grammar: deductive vs inductive. Generative situations. Texts and contexts.
9. A cognitive model of learning stages. Communicative criteria and grammar activities.
10. Teaching listening. An overview of listening comprehension: Processes, building mental representation of meaning.
11. Information sources in comprehension. Factors that make listening difficult.
12. Pre/while/post-listening stages and their rationale.
13. Reading as a process and a product. Bottom-up Vs top-down approach.
14. Types of classroom reading performance. Oral and silent reading - advantages and disadvantages. Intensive and extensive reading. Skimming and scanning.


Reflection on the 'can-do' descriptors from the EPOSTL

Select can-do descriptors relevant to the topics studied during the semester.

While reflecting on the EPOSTL descriptors rephrase them as questions, e.g.:

„I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.” (p.21) 

What do I understand by a meaningful speaking activity? **What can I do** to make the activity meaningful for my learners? How can I support interaction in the classroom?

„I can start a lesson in an engaging way.” (p.39) 

How can I start a lesson in an engaging way? Will it help to achieve the active involvement of learners further in the lesson? Why do I need to capture my pupils' attention from the very start of the lesson?

Start answering the questions, justify your point of view.

Good Luck! 😊