METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

LIST OF GENERAL TOPICS FOR THE DIPLOMA EXAM
ACADEMIC YEAR 2015/2016

1. First language acquisition (comparing and contrasting it with second language acquisition, critical period hypothesis, dominant theories – behaviorism, nativism, interactionism, etc., characteristics of teacher talk, etc.).

2. Theories of second language acquisition (behaviorism, Universal Grammar approaches, interlanguage theory, Krashen's Monitor Model, Schumann's Acculturation/Pidginization Theory, interaction and output hypotheses, skill learning theories, Learnability/Teachability Hypothesis, etc.).

3. Methods of teaching English as a foreign language (grammar-translation method, cognitive method, audiolingual method, the Silent Way, natural method, CLL, suggestopedia, communicative method, etc.).

4. Teacher characteristics (beliefs, roles performed in the classroom, effective vs. reflective teaching, teacher development, etc.).

5. Individual differences between learners (social factors - attitudes, beliefs, ethnic identity, gender, etc.; cognitive factors – age, intelligence, aptitude, field dependence and independence, tolerance of ambiguity, left- and right-brain functioning, reflectivity and impulsivity, etc.; affective factors – motivation, risk-taking, inhibition, self-esteem, anxiety, empathy, etc.).

6. Structure of the lesson / planning the lesson.

7. Teaching different skills (speaking, writing, listening, reading) and language subsystems (grammar, vocabulary, pronunciation).

8. Aspects of classroom interaction (differences between naturalistic and pedagogic discourse, types of classroom interaction and their characteristics, turn-taking, IRF exchange, teacher talk, different modes of classroom organization – whole-class teaching, individual work, pair and group work, question types, use of the mother tongue, communication strategies).

9. Teaching English to Young Learners (strategies, methods, different types of classroom activities).

10. Classroom discipline (verbal techniques, difficulties with different age groups).
11. Learning strategies and the concept of learner autonomy.
12. Language testing (washback, types of tests, basic dichotomies in language testing: formal-informal, direct-indirect, etc., changing paradigms in language testing, characteristics of a good test, issues in test construction and administration, etc.)
13. Errors in language learning (types and sources of errors, etc.).
14. The Common European Framework and the European Language Portfolio
15. Teaching English to learners with developmental disorders (dyslexia, ADHD, etc.).
16. Coursebooks, materials, educational equipment and technology (coursebook assessment vs. evaluation, advantages and disadvantages of coursebooks, options in coursebook use, authentic vs. inauthentic materials, classroom aids – pictures, charts, realia, etc., educational technology – OHP, video, computers, etc.).
17. Content and Language Integrated Learning (CLIL).
18. Teaching English for Special Purposes (types of ESP, methods, techniques, etc.).
19. Syllabus design (types of syllabuses and their value).
20. Research traditions in second language acquisition (characteristics of good research, research paradigms, instruments of data collection, issues in data analysis, etc.).