

1	MOTIVATION, LEARNING STYLES, INTELLIGENCE STYLES <ul style="list-style-type: none"> • Types of motivation • Learning styles and their importance in language learning • Intelligence styles and their importance in language learning • Activities catering for different styles and intelligences
2	CLASS MANAGEMENT <ul style="list-style-type: none"> • Factors influencing language learning • Homogeneous and heterogeneous classes – advantages and disadvantages • Ways of catering for heterogeneous classes • Examples of grading, open and closed activities, individual approach
3	CLASS MANAGEMENT <ul style="list-style-type: none"> • Creating a relaxed atmosphere • Avoiding discipline problems • Classroom language, code switching • Different interaction patterns – their advantages and disadvantages, putting students into pairs or groups, activities suitable for different interaction patterns
4	ERRORS x MISTAKES <ul style="list-style-type: none"> • Types of errors/mistakes, different definitions of errors/mistakes • Reasons for making errors and results of errors • Minimizing errors, the importance of feedback, summative, formative assessment • Error correction in different activities – speaking, writing
5	READING SKILLS <ul style="list-style-type: none"> • Types of reading, sources of difficulties for students, • Different pre-reading, reading and post-reading activities • Inference questions, Schema theory, top down and bottom up approaches • Testing reading comprehension – test formats
6	WRITING SKILLS <ul style="list-style-type: none"> • What should we teach and why • Simple pre-writing, writing and post-writing activities x creating texts • Ways of helping students with writing • Correcting writing • Accuracy and fluency
7	SPEAKING SKILLS <ul style="list-style-type: none"> • Interactional and transactional language • Preparing students for speaking • How to motivate students • Testing and assessing speaking, assessment criteria
8	LISTENING SKILLS <ul style="list-style-type: none"> • Sources of listening difficulties, assessing listening material – what to consider • Pre-listening, listening and post-listening activities practicing listening skills • Types of material – advantages and disadvantages • Testing listening comprehension – test formats
9	TEACHING AND LEARNING GRAMMAR <ul style="list-style-type: none"> • Learning and teaching grammar at different age levels • Different methods of teaching and practising grammar • Acquisition and learning • Testing grammar – test formats

10	TEACHING AND LEARNING VOCABULARY <ul style="list-style-type: none"> • Presentation and practice of vocabulary at different age levels • Different activities practicing vocabulary, online apps for practising vocabulary • Developing vocabulary learning strategies • Testing vocabulary – test formats
11	TEACHING AND LEARNING PRONUNCIATION <ul style="list-style-type: none"> • Factors affecting pronunciation learning • Interference/Transfer mistakes • Transcription for children and adults, the role of IPA • What to focus on with Czech learners, comprehension x production
12	TEXTBOOKS, EXTRA MATERIAL, TEACHING UNPLUGGED, FACTS x SKILLS, CLIL <ul style="list-style-type: none"> • Advantages and disadvantages of using a textbook • Teaching unplugged • Learning and testing facts versus developing skills and competences • HARD and SOFT CLIL – the main principles, problems connected with CLIL, examples of soft CLIL
13	Principles of foreign language TESTING <ul style="list-style-type: none"> • Types of backwash • Validity. Reliability – test and score reliability • Ways of ensuring reliable testing, scoring and administrative procedures • The role of assessment criteria
14	Principles of foreign language TESTING <ul style="list-style-type: none"> • Types of tests and their advantages and disadvantages: diagnostic, achievement, aptitude, direct, indirect, discrete, integrative, objective, subjective, criterion referenced, norm-referenced • The role of assessment criteria

INFORMACE O ZÁVĚREČNÉ ZKOUŠCE Z DIDAKTIKY ANGLIČTINY

U závěrečné zkoušky si vytáhnete **1 otázku**, budete mít čas na přípravu. Dostanete učebnici nebo vzorky testů (podle otázky), na kterých budete demonstrovat svou teoretickou znalost. Takže mi např. u Readingu ukážete příklady typů čtení, jejich vhodnost... Můžu se vás zeptat, jak se Reading testuje, tedy jaké jsou formáty (multiple matching, gapped text), zda jde o testování direct nebo indirect... Samozřejmě např. budete vědět, co je to Schema theory, inference questions, skimming, scanning, word spotting, paraphrasing... tedy vše, o čem jsme mluvili.

Ústní zkouška trvá **cca 20 minut**.

Nezapomeňte se ke zkoušce vzít svůj **papírový index**, ve kterém musíte mít zapsané všechny zápočty a zkoušky. Index se pak kontroluje v den státnic, takže ho neztraťte. Např. praxe se zapisuje jen do indexu, ale nikoli do Stagu.