

Kierunek: Filologia

Specjalność: Filologia angielska

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Egzamin dyplomowy: zestaw pytań egzaminacyjnych 2018/2019

- (1) Discuss the issue of teaching English as a foreign language to young learners. Give examples of the most appropriate teaching/learning techniques, materials, and activities.
- (2) Present the characteristics of pre-primary, lower primary, and upper primary children which are relevant for language teaching. Discuss practical suggestions for EFL teachers and for parents of children who learn English as a foreign language.
- (3) Define the concept of 'classroom discipline'. Give examples of discipline problems and discuss practical hints for EFL teachers on how to avoid situations which may result in lack of discipline in young learner classes.
- (4) Define the terms: 'curriculum' and 'syllabus'. Present the types of syllabuses most often adopted by EFL teachers in young learner courses and explain in what ways a core curriculum, as well as a syllabus, can provide varied support for the language teacher.
- (5) Discuss the main principles of managing young learner classes. Take into consideration different age groups (i.e. pre-primary, lower primary, and upper primary EFL learners).
- (6) Discuss the main factors which may affect the process of learning English pronunciation and present ideas/techniques the teacher can use to help Polish learners of English improve their pronunciation and/or overcome pronunciation problems.
- (7) Discuss the main principles of designing effective pronunciation activities for children in different age groups (i.e. pre-primary, lower primary, and upper primary children). Give examples of appropriate pronunciation teaching techniques/exercises.
- (8) Define the term 'vocabulary' and discuss the question of what is involved in teaching vocabulary (i.e. what needs to be taught) in the EFL classroom. Give examples.
- (9) Discuss different ways of presenting the meaning of new vocabulary items in the young learner classroom. Explain why certain techniques are more suitable for younger pupils and other techniques seem better suited for older children. Give examples.
- (10) Present a step by step procedure for presenting new vocabulary items to young learners. Discuss the differences between the procedures for introducing new words to children who cannot read and write and children who can read and write.
- (11) Discuss the main principles of teaching vocabulary to children in different age groups (i.e. pre-primary, lower primary, and upper primary children).
- (12) Discuss the main principles of teaching EFL grammar to children in different age groups (i.e. pre-primary, lower primary, and upper primary pupils).

- (13) Discuss the differences between the deductive method of teaching grammar and the inductive method. Discuss the main advantages and disadvantages of different approaches that teachers can take in offering grammatical instruction in the EFL classroom.
- (14) Present a typical procedure and the main principles of working with a storybook in the young learner classroom. Discuss the types of tasks the EFL teacher has to design while planning a lesson or a series of lessons around a story.
- (15) Present a set of rules the EFL teacher can apply in order to encourage primary pupils to read books at home. Think of different kinds of incentives he/she can provide.
- (16) Discuss the main criteria for selecting stories for children in the EFL classroom.
- (17) Discuss the main advantages of using storybooks with young learners in the EFL classroom.
- (18) Discuss the main advantages of using music, songs, chants and rhymes with young learners in the EFL classroom.
- (19) Present the main steps in a procedure for introducing a song or a chant to young learners in the EFL classroom.
- (20) Discuss the main advantages of using art and craft activities with young learners in the EFL classroom. Give examples of effective techniques/tasks.
- (21) Present a set of practical tips for using art and craft activities in the EFL classroom (i.e. what the teacher can do before an art and craft activity, while doing the activity, and after the activity).
- (22) Discuss the main principles of using art and craft activities in the EFL classroom.
- (23) Discuss the role and ways of using drama and puppets in teaching English as a foreign language to young learners.
- (24) Discuss the idea of Content and Language Integrated Learning (CLIL) and present ways in which it can be implemented in the young learner classroom. Give examples of different types of CLIL-style activities.
- (25) Describe different skills and strategies foreign language learners should be able to use in response to what they are reading or listening for (i.e. the purpose of the reading/listening task).
- (26) Present the main types of EFL classroom reading performance.
- (27) Present a set of principles for designing successful extensive EFL reading activities. Explain the terms 'extensive reading' and 'intensive reading'.
- (28) Discuss the main principles of teaching reading to children in different age groups. Give examples of reading activities based on the phonic approach and the global approach.

- (29) Present the characteristics of spoken language which can make EFL listening difficult and which need to be taken into consideration in teaching listening comprehension skills.
- (30) Present the main principles and techniques of developing young learners' listening comprehension skills in the EFL classroom.
- (31) Present the main principles for designing lessons and techniques that can help EFL learners develop their speaking skills. Give examples of tasks which can be used to encourage spontaneous communication among young learners in the EFL classroom.
- (32) Discuss the differences between the product approach and the process approach to writing instruction in the EFL classroom.
- (33) Present briefly controlled writing techniques and guided writing techniques which can be used in the EFL classroom in order to help learners develop their writing skills.
- (34) Discuss the main principles and ways of teaching writing to young learners in different age groups. Give examples of useful techniques.
- (35) Present the most commonly recommended ways in which the teacher can help foreign language learners develop autonomy in learning.