



Tanító alapképzési szak

Angol műveltségi terület záróvizsga-tételsor

- Segédanyag a záróvizsgára történő felkészüléshez -

ENGLISH SPECIALIZATION TRAINING PROGRAMME
FINAL EXAM QUESTIONS — THEORETICAL TOPICS AND PEDAGOGICAL APPLICATIONS



1. A. Early second language acquisition

Theoretical explanation

- Second Language Acquisition methodology
- The differences between language learning and language acquisition
- Stephen Krashen's hypotheses
- TPR
- The concept of bilingualism
- The benefits of using Content and Language Integrated Learning in English Language Teaching and in bilingual education

Recommended literature

- Annamaria Pinter. *Teaching Young Language Learners*. Oxford, Oxford University Press, 2017.
- Kovács Judit. *A gyermek és az idegen nyelv*. Budapest, Eötvös József Könyvkiadó, 2009.
- Kovács Judit. *The World at Their Feet*. Budapest, Eötvös József Könyvkiadó, 2014.
- Carol Read. *500 Activities for the Primary Classroom*. Oxford, Macmillan, 2007.
- [Lynn Cameron. *Teaching Languages to Young Learners*. Cambridge, CUP. 2001.](#)
- Judit Kovács and Éva Trentinné Benkő. *A Task-based Reader on Methodology and Children's Literature*. Budapest, Eötvös József Könyvkiadó, 2017.

1. B. Pedagogical applications

Prepare competency-based, action-centred, age-appropriate lesson plans for two age-groups (children aged 6 to 9, and children aged 10 to 12) with the same topic. Demonstrate how the different activities support the holistic development of these age groups. Emphasize the differences in your pedagogical applications aiming at the two age-groups.



2. A. Teaching oral and written skills and competences

Theoretical explanation

- Short and long term planning according to the curriculum and syllabus: planning a lesson, a project over several weeks and a semester in grades 3 and 6
- Characteristics of a good lesson plan
- Development of the four interrelated language skills (listening, reading, writing, speaking) in an age-appropriate sequence. Age-specific, competence-based approaches to teaching vocabulary building, pronunciation development and grammar to young English language learners aged 6-12
- Criteria for a good textbook
- Assessment methods

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- Annamaria Pinter. *Teaching Young Language Learners*. Oxford, Oxford University Press, 2017.
- Kovács Judit. *A gyermek és az idegen nyelv*. Budapest, Eötvös József Könyvkiadó, 2009.
- Kovács Judit. *The World at Their Feet*. Budapest, Eötvös József Könyvkiadó, 2014.
- Carol Read. *500 Activities for the Primary Classroom*. Oxford, Macmillan, 2007.
- [Lynn Cameron. *Teaching Languages to Young Learners*. Cambridge, CUP. 2001.](#)
- Judit Kovács and Éva Trentinné Benkő. *A Task-based Reader on Methodology and Children's Literature*. Budapest, Eötvös József Könyvkiadó, 2017.

2. B. Pedagogical applications

Use some Second Language Acquisition methods and cooperative tools to show how to develop vocabulary, grammar, interaction and fluency and demonstrate with specific examples in what ways a teacher can check the progress of the learners.



3. A. Innovative methods and tools in the English Classroom

Theoretical explanation

- The role and tools of motivation in language learning and teaching
- Curriculum development
- Group dynamics
- Learning strengths, developing 21st century skills, brain-friendly learning methodology
- Reflection and flow in language learning and teaching
- Using ICT tools in the language classroom
- Developing digital competences in the language classroom

Recommended literature

- Annamaria Pinter. *Teaching Young Language Learners*. Oxford, Oxford University Press, 2017.
- Kovács Judit. *A gyermek és az idegen nyelv*. Budapest, Eötvös József Könyvkiadó, 2009.
- Carol Read. *500 Activities for the Primary Classroom*. Oxford, Macmillan, 2007.
- Sarah Mercer—Zoltán Dörnyei. *Engaging Language Learners in Contemporary Classrooms*. Cambridge, Cambridge University Press, 2020.
- Jill Hadfield. *Classroom Dynamics*. Oxford, Oxford University Press, 1992.
- Dringó- Horváth Ida. *Informatikai eszközök az idegen nyelvtanításban*. Nemzeti Tank, Universitas, 2003.
- Sophia Mavridi, Daniel Xerri. *English for 21st century skills*. London, Athens, Express Publishing, 2020.
- Mark Pegrum - Nicky Hockly - Gavin Dudeney. *Digital Literacies*. 2nd edition, London, Routledge, 2022.
- Nicky Hockly. *500 Ideas for Using Technology in the English Language Classroom*. London, Pavilion, 2017.
- Implementation of Digital Language Learning Opportunities in Higher Education (Guidelines for Good Practice) https://quill.pixel-online.org/gp_publication.php

3. B. Pedagogical applications

Choose a topic in which you will teach 10 new vocabulary items together with a grammatical structure for a selected age group. Create three different activities using ICT (computer, tablet, apps). Demonstrate how to maximise collaboration, communication and active participation in cooperative learning in pair and group work. Give examples of learners' own assessment practice and reflection.



4. A. The role of English nursery rhymes, tales and children's books in Teaching Young Language Learners

Theoretical explanation

- Folktales, fairy tales and literary tales
- Nursery rhymes, songs and chants
- Peter Rabbit
- Winnie - the- Pooh

Recommended literature

- Thacker D. C.- Webb Jean. *Introducing Children's Literature*. London and New York: Routledge, 2002.
- Kovács Judit - Trentinné Benkő Éva. *A Task-based Reader on Methodology and Children's Literature for Student of Primary Teacher Training*, Budapest, ELTE TÓFK, 2003.
- Papp Andrea - Vincze Emőke. *Surfing on Children's Literature*, Budapest, ELTE BTK, TÓFK, 2005.
- Ujlakyné Szűcs Éva. *Children's Literature Handbook*, Kecskeméti Főiskola Tanítóképző Főiskolai Kar, Kecskemét, 2002.

4. B. Pedagogical applications

Choose a piece of children's literature (nursery rhyme/story/ tale) suitable for children aged 6-9 years and create an activity plan suitable for children's language development. Describe the different steps and techniques and justify why you chose them.



5. A. The role of English fantasy literature in Teaching Young Language Learners

Theoretical explanation

- Peter Pan
- Narnia
- Harry Potter

Recommended literature

- Thacker D. C.- Webb Jean. *Introducing Children's Literature*. London and New York: Routledge, 2002.
- Kovács Judit - Trentinné Benkő Éva. *A Task-based Reader on Methodology and Children's Literature for Students of Primary Teacher Training*, Budapest, ELTE TÓFK, 2003.
- Andrea Papp - Emőke Vincze. *Surfing on Children's Literature*, Budapest, ELTE BTK, TÓFK, 2005.
- Éva Ujlakyné Szűcs. *Children's Literature Handbook*, Kecskemét College, Kecskemét, 2002.

5. B. Pedagogical applications

How can teaching the four skills through stories in primary school English language teaching develop? Give examples of such activities linked to stories and fairy tales appropriate to the language level and age of young English learners aged 9-12. Justify your choice.



6. A. The role of British culture and history in Teaching Young Language Learners

Theoretical explanation

- From the beginnings to the Wars of the Roses - key historical trends, events, people
- From the Tudor period to the Glorious Revolution - key historical trends, events, people
- The 19th-20th centuries - main historical trends, events, people
- Historical background and current political situation of the constitutional monarchy (parliament, party system)

Recommended literature

- Gina D.B. Clemen, Laura Stagno. *British History Seen Through Art*. Genoa, Canterbury: Black Cat. 2001.
- David McDowal. *An Illustrated History of Britain*. London, Pearson, 1989.
- Frank Tibor-Magyarics Tamás. *Handouts for British History*. Budapest, Nemzeti Tankönyvkiadó, 1994.
- *Longman Dictionary of English Language and Culture*. Pearson ESL; 3rd edition 2000.
- Kenneth. O. Morgan. *The Oxford History of Britain*. Oxford, Oxford University Press, 1994.
- Harvey, Paul and Rhodri Jones. *Britain Explored*. New Edition. Longman, 2002.

6. B. Pedagogical applications

Prepare and present a lesson plan based on an English historical theme. Choose an age group for whom you plan to teach the lesson, touching on the characteristics of the age group, the learners' level of English, their prior knowledge and the material you will use.



7. A. The role of British and American civilization in Teaching Young Language Learners

Theoretical explanation

- Geography of Britain and the United States
- Major events and prominent figures in the history of the United States
- The most distinctive features of British and American culture
- Popular customs, ceremonies and festivals
- Education
- Religion
- A comparison of British, American and Hungarian culture. A possible point of comparison can be the application of the main models of intercultural communication
- Differences between British and American English (pronunciation, vocabulary, grammar)

Recommended literature

- Jancsó, Pintér, Suba, Surányi, Szántó. *Cultural Relations*. Budapest, Akadémiai Kiadó. 2010.
- Pintér Károly: *Introduction to Britain: A textbook for students of English*. 3. javított kiadás. PPKE: 2014. E-könyv. Internet.
- Lázár Ildikó: *39 Interkulturális Játék*. ELTE, 2015.
- Lewis, Richard D. *When Cultures Collide*. Boston: Nicholas Brealey International, 2006.
- Fiedler Eckhard- Reimer Jansen - Mil Norman-Risch. *America in Close-Up*. Longman, 1990.
- Sharman, Elizabeth: *Across Cultures*, 7. kiadás. Pearson-Longman: 2008. ISBN 978-0582817975
- Laidlaw, C. *Intercultural Learning*. Budapest, Nemzeti Tankönyvkiadó, 1999.
- Dignen, Bob. *Communicating Across Cultures*. Cambridge: CUP, 2012.
- Hofstede, Geert and Hofstede, Gert Jan. *Cultures and Organizations: Software of the Mind*. New York, McGraw-Hill, 2005.
- Trompenaars, Fons. *Riding the Waves of Culture*. London, Nicholas Brealey Publishing.,1995.

7. B. Pedagogical applications

Prepare and present a project plan covering 4 weeks. Choose a theme related to British and American civilization or intercultural competence relevant to primary school pupils aged 10-12. Outline how you would implement the project in the annual curriculum. Describe how you would make children active participants in the project.



8. A. Renaissance and Baroque Literature

Theoretical material

- The dramas of Shakespeare and his contemporaries, (Thomas Kyd, Christopher Marlowe, Ben Jonson)
- The role and reception of drama in Renaissance culture
- Poetry (Shakespeare, John Donne, George Herbert, Andrew Marvell, Milton)
- The evolution of the English novel (Daniel Defoe, John Swift, Samuel Richardson, Henry Fielding, Lawrence Sterne)
- Essays (Francis Bacon)

Recommended readings

- Burgess, Anthony: *English Literature*, Harlow, Longman, 1996.
- Ford, Boris (ed.): *The Pelican Guide to English Literature*, London, Penguin, 1971.
- Sanders, Andrew: *The Short Oxford History of English Literature*, Oxford, Oxford University Press, 2000.
- Vida József & John Gosling: *An Introductory Reader in English Literature*, Kecskemét, Kecskeméti Tanítóképző Főiskola, 1997.

8. B. Practical exercises

Exemplify literary works of art from the relevant literary periods, which you could use for language teaching purposes. Demonstrate what language teaching purposes could be accomplished, what language elements could be acquired, what language skills and competences could be improved with the help of the given works, as well as what age groups and work formats could these works be appropriately utilised for.



9. A. Romantic and Victorian Literature

Theoretical material

- Augustan poetry (Alexander Pope, Jonathan Swift)
- The change of view of Romanticism
- Romantic poetry (William Blake, William Wordsworth, Samuel Taylor Coleridge, John Keats)
- The nineteenth-century novel (Jane Austen, Emily Brontë, Charlotte Brontë, George Elliot, Charles Dickens, Thomas Hardy)
- Victorian Poetry (Robert Browning, Emily Brontë, Alfred Lord Tennyson, Matthew Arnold, Christina Rossetti, Thomas Hardy, Lewis Carroll, Gerard Manley Hopkins, Henry Newbolt, Rudyard Kipling, Oscar Wilde)

Recommended readings

- Burgess, Anthony: *English Literature*, Harlow, Longman, 1996.
- Ford, Boris (szerk.): *The Pelican Guide to English Literature*, London, Penguin, 1971.
- Sanders, Andrew: *The Short Oxford History of English Literature*, Oxford, Oxford University Press, 2000.
- Vida József & John Gosling: *An Introductory Reader in English Literature*, Kecskemét, Kecskeméti Tanítóképző Főiskola, 1997.

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10. Tenses

Theoretical explanation

- Present tenses
- Past tenses
- Future tenses and forms
- Cases when certain tenses are not used
- Other uses (different forms and meanings)

Recommended literature

- Beaumont, Digby: The Heinemann English Grammar, Oxford, Heinemann, 1989.
- Huddleston, Rodney & Geoffrey K. Pullum: The Cambridge Grammar of the English Language, Cambridge, Cambridge University Press, 2005.
- Murphy, Raymond: English Grammar in Use, Cambridge, Cambridge University Press, 2010.
- Parrott, Martin: Grammar for English Language Teachers, Cambridge, Cambridge University Press, 2010.
- Swan, Michael: A Practical English Usage, Oxford, Oxford University Press, 2009.
- Thomson, A. J. & A. V. Martinet, A Practical English Grammar, Oxford, Oxford University Press, 2002. - Turton, Nigel: ABC of Common Grammatical Errors, Oxford, Macmillan, 2003.



11. Verb forms

Theoretical explanation

- Uses of the infinitive (full and bare infinitive)
- Uses of verbs ending in -ing
- Verbs taking infinitive or gerund without change of meaning
- Verbs taking infinitive or gerund with change of meaning

Recommended literature

- Beaumont, Digby: The Heinemann English Grammar, Oxford, Heinemann, 1989.
- Huddleston, Rodney & Geoffrey K. Pullum: The Cambridge Grammar of the English Language, Cambridge, Cambridge University Press, 2005.
- Murphy, Raymond: English Grammar in Use, Cambridge, Cambridge University Press, 2010.
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- Thomson, A. J. & A. V. Martinet, A Practical English Grammar, Oxford, Oxford University Press, 2002. - Turton, Nigel: ABC of Common Grammatical Errors, Oxford, Macmillan, 2003.



12. Types and classes of verbs

Theoretical explanation

- The syntactic role of different verb types
- The semantics of verb types
- Main verbs
- Auxiliary verbs
- Modal auxiliaries

Recommended literature

- Beaumont, Digby: The Heinemann English Grammar, Oxford, Heinemann, 1989.
- Huddleston, Rodney & Geoffrey K. Pullum: The Cambridge Grammar of the English Language, Cambridge, Cambridge University Press, 2005.
- Murphy, Raymond: English Grammar in Use, Cambridge, Cambridge University Press, 2010.
- Parrott, Martin: Grammar for English Language Teachers, Cambridge, Cambridge University Press, 2010.
- Swan, Michael: A Practical English Usage, Oxford, Oxford University Press, 2009.
- Thomson, A. J. & A. V. Martinet, A Practical English Grammar, Oxford, Oxford University Press, 2002. - Turton, Nigel: ABC of Common Grammatical Errors, Oxford, Macmillan, 2003.