SZTE Angol nyelv és kultúra tanára osztatlan záróvizsga szakmódszertani tételsor (érvényes 2026 októberétől)

1. Methods and approaches in language teaching: from Grammar-Translation to contemporary approaches

Traditional methods

- Grammar-translation
- Audio-lingual
- Total physical response
- Community language learning
- Natural approach
- Suggestopedia
- Silent way
- Lexical approach
- Direct method

More recent methods

- Communicative approach
- TBLT (Task-based learning and teaching
- CLIL (Content and language integrated learning)
- Project-based teaching and learning
- CALL (Computer-assisted language learning)
- Dogme
- Flipped learning and teaching
- CBI (Content-Based Instruction)

Principled eclecticism

2. Classroom management, the teacher and the learner

The teacher

- Teacher roles: controller, organiser, prompter, resource, tutor, assessor, facilitator, participant
- Teacher talk / Teacher Talking Time (TTT)
- Giving clear instructions
- Checking instructions / Instruction Checking Questions (ICQs)
- Eliciting
- Questioning techniques
- Wait time
- Use of gestures and facial expressions
- Boardwork
- Monitoring
- Correcting and giving feedback
- Teacher positioning
- Classroom atmosphere

The learner

- Learner roles
- Learner autonomy
- Learner-centredness
- Individual differences
- Age, level, background and learning experience
- Learning styles / sensory preferences
- Learner strategies
- Mixed-ability groups
- Group dynamics

Classroom interaction and organisation

- Whole-class work
- Individual work
- Pair work
- Group work
- Teacher–student interaction
- Student–student interaction
- Seating arrangements
- Flexible classroom organisation
- Managing transitions
- Digital classroom / online classroom management
- Use of digital tools

3. Teaching and assessing vocabulary

Teaching vocabulary

- Vocabulary vs lexis
- What does it mean to know a word?
- Receptive vs productive vocabulary
- Vocabulary depth and breadth
- Word frequency and usefulness
- Active vs passive vocabulary
- Form, meaning and use
- Pronunciation and spelling
- Collocations, chunks
- Word families
- Idioms / phrasal verbs
- Contextualisation
- Presenting vocabulary
- Eliciting vocabulary
- Concept checking
- Vocabulary practice
- Recycling and revision
- Vocabulary learning strategies
- Guessing meaning from context
- Digital tools (e.g. apps) for practising and learning vocabulary

Assessing vocabulary

- Recognition vs production
- Matching
- Multiple choice
- Gap-filling
- Translation
- Definition-based tasks
- Context-based vocabulary testing
- Testing collocations and chunks

4. Teaching and assessing grammar

Teaching grammar

- Form, meaning and use
- Explicit vs implicit grammar teaching
- Deductive vs inductive teaching
- Controlled vs freer practice
- Accuracy vs fluency
- Grammar presentation techniques
- Practice activities

Assessing grammar

- Discrete-point vs. contextualised testing
- Gap-filling
- Multiple choice
- Error correction
- Sentence transformation
- Cloze tests
- Completion tasks
- Controlled production
- Grammar in communicative contexts

5. Teaching and assessing the productive skills

Teaching speaking

- Accuracy and fluency
- Controlled, guided and freer speaking
- Dialogue
- Role-play
- Information gap
- Discussion
- Debate
- Problem-solving
- Interview
- Presentation
- Interactional vs transactional language
- Spoken vs written language
- Features of spoken language
- Teaching pronunciation as part of speaking

Teaching writing

- Product vs process approach
- Controlled → guided → free writing
- Genre
- Audience and purpose
- Planning
- Drafting
- Revising
- Editing
- Peer feedback
- Teacher feedback
- Coherence and cohesion
- Paragraph structure
- Writing tasks
- Digital tools for practising writing

Assessing productive skills

Speaking assessment criteria

- Fluency
- Accuracy
- Pronunciation
- Vocabulary
- Grammar
- Interaction
- Coherence
- Content
- Organisation

Writing assessment criteria

- Analytic vs holistic assessment
- Rating scales / rubrics

6. Teaching and assessing the receptive skills

Teaching reading

- Reading for gist
- Reading for specific information
- Reading for detail
- Skimming
- Scanning
- Extensive vs intensive reading
- Bottom-up vs top-down processing
- Predicting
- Activating schemata
- Inferring meaning
- Teaching pre-, while- and post-reading

Teaching listening

- Listening for gist
- Listening for specific information
- Listening for detail
- Bottom-up vs top-down processing
- Predicting
- Listening subskills
- Authentic vs. graded listening materials
- Pre-, while- and post-listening
- Difficulties in listening comprehension
- Online listening resources

Assessing receptive skills

- Multiple choice
- Matching
- True/false
- Information transfer
- Note-taking
- Gap-filling
- Short-answer questions

Authenticity and task validity

7. Language testing, language assessment and error correction

- Test vs. assessment
- Formative, summative, diagnostic assessment
- purposes of testing
- Types of tests (placement, achievement, proficiency, etc.)
- Norm-referenced vs. criterion-referenced assessment

Quality of tests (what makes a good language test):

- Validity
- Reliability
- Practicality
- Authenticity
- Item difficulty
- Discrimination

Positive vs negative washback
Analytic vs. holistic assessment

Error correction

- Error vs mistake
- Types of errors
- Global vs local errors
- When to correct
- What to correct
- Who corrects?
- Explicit vs implicit correction
- Elicitation
- Peer/self-correction

8. Motivation in language teaching

- Intrinsic vs extrinsic motivation
- instrumental vs integrative motivation
- Learner engagement
- Motivation and achievement
- Teacher's role in motivation
- Introduction of one motivational theory in language testing e.g. McClelland's Needs Theory; Curzon's Fourteen Points; Dweck's Growth Mindset; Keller's ARCS model; Dörnyei's L2 Motivational Self System
- Demotivation
- Motivating materials and activities

9. Language teaching publications and teaching aids: course book selection and evaluation, teaching aids

Coursebooks

- Functions of a coursebook
- Advantages and disadvantages
- Coursebook selection
- Coursebook evaluation
- Adaptation of coursebook materials
- Supplementing materials
- Exploiting coursebook materials
- Authentic materials
- Teacher-generated materials
- Digital coursebooks

Teaching aids

- Board
- Flashcards
- Pictures / realia
- Worksheets
- Audio and video
- Interactive whiteboard
- Online platforms
- Apps and web-based tools
- AI-supported language learning and task design
- Advantages and limitations of technology

10. Activity, lesson and course planning

- The role and purpose of tasks
- Activity route map
- Activities vs tasks
- Task characteristics
- Exploiting an activity
- Elicitation
- Scaffolding
- Most important questions when planning a lesson/course (aim, procedure, materials, etc.)
- Lesson staging
- PPP (presentation, practice, production)
- Evaluating a lesson/course

11. Differentiation and inclusive language teaching

- Differentiation by task
- Differentiation by support
- Differentiation by outcome
- Scaffolding
- Extension tasks
- Remedial activities
- Individualisation
- Inclusive classroom practices
- Special educational needs
- Gifted learners
- Fast/slow finishers
- Learner autonomy