

**TEMATICKÉ OKRUHY NA ŠTÁTNU SKÚŠKU**  
**Didaktiku anglického jazyka**  
**Rozširujúce štúdium**

1. Communicative language teaching (CLT) and learning as opposed to grammar-based approaches. Communicative approach.
2. Learner-centred teaching/learning in foreign language education.
3. Needs, styles, differences, intelligences of EFL learners and creating positive learning atmosphere.
4. Factors influencing the EFL learning process and learners' styles and intelligences.
5. Classroom management, communication, and interaction, learning atmosphere, and making EFL learners active in the teaching and learning process.
6. The role and position of a modern and effective language teacher: readiness, perspectives and challenges. Controller vs facilitator.
7. CEFR: learning, teaching, assessment in relation to EFL teaching.
8. Activity as a basic unit of a lesson – characteristics and its stages.
9. CLT – teaching language systems – (grammatical, lexical, phonological, discursual, functional) – stages, (guided) discovery activities, personalization, examples of activities, objectives, outcomes.
10. CLT – teaching receptive language skills (listening, reading) as a process – stages, steps, task types, objectives, outcomes.
11. Strategies for doing reading and listening comprehension tasks.
12. Teaching the skill of speaking – subskills, conversational interaction, fluency, accuracy and confidence, accuracy-based and fluency-based activities, importance of pair-work and group-work, direct and indirect tasks.
13. Teaching the skill of writing – differences between the spoken and written text, product vs process, the process of writing (particular steps), writing paragraphs, topic sentence, issues to consider when teaching writing.
14. Language assessment – purpose, principles, and objectives.
15. Assessment for learning (formative assessment) vs assessment of learning (summative assessment).
16. Giving feedback – feedback on accuracy-oriented and fluency-oriented activities, self-correction, peer-correction, correction techniques, affective feedback, immediate feedback, delayed feedback, errors, and mistakes (slips, attempts) in EFL learning.
17. Assessing language skills and systems: validity and reliability.
18. Test/quiz characteristics and qualities. Test specification.
19. Task types within the assessment of language systems and language skills.
20. Assessing spoken proficiency and assessing writing. Approaches to assessing speaking and writing.
21. Maturita examination in Slovakia – assessing speaking and writing: concept, requirements, criteria.
22. Holistic and analytical scoring assessment criteria within assessing speaking and writing.
23. CALL (Computer Assisted Language Learning), MALL (Mobile Assisted Language Learning), SPALL (Smartphone Assisted Language Learning).
24. Online (or electronic) dictionaries in the process of EFL teaching and learning.
25. Additional materials and learning resources to textbooks in the process of EFL teaching and learning.

26. Mobile applications and online platforms in the process of teaching and learning English. Antiplagiarism software.
27. Perspectives and challenges of using modern digital technologies in the process of teaching and learning English.

### **Recommended literature:**

- Cimmermanová, I. (2021). Using digital education tools in interactive online teaching at secondary schools. Prešov, Slovakia: University of Prešov.
- Gondová, D. (2012). Taking First Steps in Teaching English: Teaching systems. Žilina: Žilinská univerzita.
- Gondová, D. (2013). Taking First Steps in Teaching English: Teaching skills. Žilina: Edis.
- Gondová, D. (2014). Taking first steps in teaching English: Assessing learners. Žilina: Edis.
- Harmer, J. (2015). The Practice of English Language Teaching. London, UK: Pearson.
- Metruk, R. (2020). EFL Learners' Perspectives on the use of Smartphones in Higher Education Settings in Slovakia. *The Electronic Journal of e-Learning*, 18(6), pp. 537-549. <https://doi.org/10.34190/JEL.18.6.006>
- Metruk, R. (2020). *Researching Speaking: Teaching and Assessment*. Olomouc: Palacký University Olomouc.
- Parris, H., Estrada, L., & Honigsfeld, A. (2017). *ELL Frontiers: Using Technology to Enhance Instruction for English Learners*. Thousand Oaks, USA: Corwin.
- Pokrivčáková, S. (2012). *Modern Teacher of English*. Nitra: ASPA.
- Pokrivčáková, S. et al. (2015). *CALL and Foreign Language Education: E-textbook for Foreign Language Teachers*. Nitra: Constantine the Philosopher University.
- Scrivener, Jim. (2011). *Learning Teaching*. Oxford: Macmillan.
- Son, J. & Vindeatt, S. (Eds.). *Language Teacher Education and Technology. Approaches and Practices*, 2017. New York: Bloomsbury Academic. Available on: <https://ebookcentral.proquest.com/lib/uniza-ebooks/reader.action?docID=4854428>
- Straková, Z. (2013). *Introduction to Teaching English as a Foreign Language*. Prešov: Prešovská univerzita v Prešove.
- Ur. P. (2012). *A Course in English Language Teaching*. Cambridge, UK: Cambridge University Press.
- Wright, W. (2019). *Foundations for Teaching English Language Learners: Research, Policy, and Practice*. Philadelphia, USA: Caslon.