

Didactics

1. Language learner – individual differences (learner beliefs, learning styles, Multiple Intelligences, learner strategies, specific learning differences). Learner autonomy and learner training.
2. Theories of second language acquisition (behaviorism, innatism, Monitor Model, information processing, social interactionism - main characteristics of particular theories and the authors. Implications of the theories of second language acquisition for English language teaching).
3. Methods and approaches in ELT (traditional methods, alternative methods, communicative approach, task-based learning, lexical approach, post-methods era). CLIL.
4. Listening skills in theory and practice (listening as a skill, listening texts, effective listening strategies, pre-, while-, post- activities, monitoring the progress in listening, testing listening)
5. Speaking skills in theory and practice (speaking as a skill, spoken production and spoken interaction, types of activities, pre-communicative and communicative activities, giving feedback on speaking, testing speaking).
6. Reading skills in theory and practice (reading as a skill, reading texts and genres, effective reading strategies, pre-, while-, post- activities, monitoring the progress in reading, testing reading).
7. Writing skills in theory and practice (writing as a skill, process writing, creative writing, giving feedback on writing, testing writing).
8. Teaching and learning vocabulary (lexis, lexical sets, presentation, practice, recycling vocabulary, dictionaries). Testing vocabulary.
9. Teaching and learning pronunciation (pronunciation models, sounds, stress and rhythm, intonation, features of connected speech, giving feedback, correction). Testing pronunciation.
10. Teaching and learning grammar (form and use and how to present them, inductive and deductive grammar teaching, controlled and free practice, noticing, authentic and restricted input/output, context). Testing grammar.
11. Foreign language teacher - knowledge and skills. Roles of the teacher (from controller to facilitator). Professional development possibilities (reflective practice, action research, conferences, teacher associations, networking and inservice training).
12. Teaching materials (coursebook set, supplementary materials). How to select an appropriate coursebook. Advantages and disadvantages of coursebooks published in Great Britain and in the Czech Republic.
13. Course design and its components (needs analysis, setting aims, syllabus and materials list, evaluation and assessment, course evaluation). Lesson planning (components of a formal lesson plan, informal planning).
14. Modern approaches to assessment and evaluation (assessment of learning versus assessment for learning). Norm-referenced assessment, criterion-referenced assessment, individual-referenced assessment. Self-evaluation and the ways to develop it.
15. Language learning and cultural awareness (Big "C" Culture and small "c" culture. Whose culture are we teaching in ELT? Incorporating cultural elements into ELT.)
16. Mother tongue in ELT (historical development and the current approach). Role of translation in ELT.

17. Literature in ELT. Rationale for using authentic literature, Selecting appropriate tasks. Using different types of texts (eg. short stories, novels, poetry. Planning activities for different stages of reading (eg. pre, while, post). Extensive reading.
18. Error correction in accuracy and fluency activities. Mistakes and errors. Correction in spoken and written production.
19. Modern technologies in the language classroom and e-learning.
20. Teaching English to heterogeneous classes (needs analysis, suitable accommodation techniques, differentiation.)
21. Teaching learners with specific learning differences.

Recommended literature:

- Ur, P. *A Course in Language Teaching : Practice and Theory*. Cambridge: Cambridge University Press, 1996.
- Harmer, J. *The Practice of English Language Teaching*. 7th Edition. Essex: Longman Group UK Limited, 1994.
- Harmer, J. *How to Teach English*. Essex: Longman Group UK Limited, 1998.
- Scrivener, J. *Learning Teaching*. Oxford: Macmillan, 2005.

Note that for the state exam (didactics part) every student must study at least one of the recommended titles thoroughly.