ДЕПАРТАМЕНТ ЗА ИНФОРМАЦИЯ, КВАЛИФИКАЦИЯ И ПРОДЪЛЖАВАЩО ОБРАЗОВАНИЕ – ВАРНА

ОДОБРИЛ,
ДИРЕКТОР: _____
(проф .д-р В. Кюркчийска)

Катедра: **Науки за образованието**

П Р О Г Р А М А
ЗА УСТЕН ИЗПИТ ПО **АНГЛИЙСКИ ЕЗИК**
ЗА ПРИДОБИВАНЕ НА **ПЕТА**
ПРОФЕСИОНАЛНО-КВАЛИФИКАЦИОННА СТЕПЕН

PROGRAMME
For the Interview Leading to the 5th Level of Qualification

1. **Planning the Teaching of English as a Foreign Language /TEFL/**
1.1. Yearly planning
1.2. Lesson planning

Estair, S. and Javier Zanon (1994) Planning Classwork, A Task Based Approach, Handbooks for the English Classroom, Heinemann
Harmer, J. (2007) The Practice of English Language Teaching, Longman
Harmer, J. (2001) How to Teach English, Longman
Douglas Brown, H. (2007) Teaching by principles. An Interactive Approach to Language Pedagogy, San Francisco: Pearson
Scrivener, J. (2011). Learning teaching. The Essential Guide to English Language Teaching (3rd edition). Oxford:Macmillan
Ivanova, I. (2017) Becoming an English Language Teacher. Shumen: Konstantin Preslavsky Publishing House

2. Aims and Objectives of TEFL
2.1. Overall - developing communicative competence
2.2. Aims and objectives of a lesson

Richard-Amato, P. (1996) Making It Happen, Longman
H Scrivener, J. (2011). Learning teaching. The Essential Guide to English Language Teaching (3rd edition). Oxford:Macmillan
Richards, J. (2006). Communicative Language Teaching Today. New York: Cambridge University Press.
Ivanova, I. (2017) Becoming an English Language Teacher. Shumen: Konstantin Preslavsky Publishing House

3. The Syllabus as a Basis for Organising Teaching and Learning Activities

A Common European Framework of Reference for Languages,
Council of Europe (2011). Common European Framework of Reference for Languages: Learning, Teaching, Assessment
Morrow, K. (2004) Insights from the Common European Framework, OUP
Nunan, D. (1991) Syllabus Design, OUP
Syllabuses for teaching English to students of different grades 2016-2017, https://www.mon.bg

4. The Foreign Language Textbook. Criteria for Textbook Evaluation

Cunningsworth, A. (1995) Choosing your Coursebook, Heinemann
Grant, N. (1987) Making the Most of Your Textbook, Longman
Harmer, J. (2007) The Practice of English Language Teaching, Longman
Harmer, J. (2001) How to Teach English, Longman

5. Components of the Teaching Content /Language systems: phonological, lexical and grammatical, functional and discoursal, e.g. speech acts; concepts; text types; topics/

Cook, G. (1990) Discourse, OUP
McKay, S.L. & Hornberger, N.H., (1996) (eds) Sociolinguistics and Language Teaching, CUP
Nunan, D. (1993) Discourse Analysis, Penguin English
Stern, H.H. (1992) Issues and Options in Language Teaching, OUP
Lewis, M. (1997). Implementing the Lexical Approach. Putting Theory into Practice. Hove, UK: Language Teaching Publications.
Nassaji, H., Fotos, S. (2011). Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context. New York: Routeledge.
Larsen-Freeman, D. 2007. Techniques and Principles in Language Teaching (2nd edition). Oxford: Oxford University Press.

6. Approaches and Methods in Language Teaching

Larsen-Freeman, D., (2007) Techniques and Principles in Language Teaching, CUP
Lewis, M. (1993) The Lexical Approach, LTP
Widdowson, H. (1991) Aspects of Language Teaching, OUP
Richards, J., Rogers, T. (2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press. Richards, Schmidt 2002.
Richards, J. C., Schmidt, R. Longman Dictionary of Language Teaching & Applied Linguistics (3rd edition). Essex: Pearson Education Limited.
Douglas Brown, H. (2007). Teaching by Principles. An Interactive Approach to Language Pedagogy. San Francisco: Pearson Longman

7. Classroom Management
7.1. Interaction between Teachers and Learners (interaction patterns).
7.2. Teacher and Learner Roles.

Edge, J. (1992) Cooperative Development, Longman
Hadfield, Jill (1992) Classroom Dynamics, OUP
Nunan, D. (1992) Collaborative Language Learning and Teaching, CUP
Rivers, W. M., (1987), Interactive Language Teaching, CUP
Wright, T. (1987) Roles of Teachers and Learners, OUP
Underwood, M. (1992) Effective Class Management, Longman
Douglas Brown, H. (2007). Teaching by Principles. An Interactive Approach to Language Pedagogy. San Francisco: Pearson Longman

Scrivener, J. (2011). Learning Teaching. The Essential Guide to English Language Teaching (3rd edition). Oxford: Macmillan.

8. Working with Mixed-Proficiency Classes. Learner Autonomy

Allright, R.L. (1988) Autonomy and Individualization in Whole Class Instruction, in A. Brookes & P. Grundy (eds.), pp 35-44, Longman
Dickenson, L. (1987) Self-Instruction in Language Learning, CUP
Ellis, G. & Sinclair, B., (1989) Learning to Learn English, CUP
Scrivener, J. (2011). Learning Teaching. The Essential Guide to English Language Teaching (3rd edition). Oxford: Macmillan.
Sinclaire, B., McGrath, I and T. Lamb (2000), Learner Autonomy, Teacher Autonomy: Future Directions, Longman in Association with the British Council, Pearson Education Limited

9. Language Presentation and Skills Development

Scrivener, J. (2011). Learning Teaching. The Essential Guide to English Language Teaching (3rd edition). Oxford: Macmillan.
Anderson, A. & Tony Lynch. (1993) Teaching Listening, Oxford: Oxford University Press
Bygate. M., Speaking, OUP, 1987
Chandler, J. and Mark Stone (1999) The Resourceful English Teacher, A Complete Teaching Companion, DELTA Publishing
French, V. (1983) Techniques in Teaching Vocabulary, OUP
Gairns, R. and Stuart Redman, (1991) Working with Words, CUP
Grellet, Fr., (1986) Developing Reading Skills, CUP
Klippel, Fr. (1985) Keep Talking, Communicative Fluency Activities for Language Teaching, CUP
Lindstromberg, S.(1997) The Standby Book Activities for the Language Classroom, Cambridge Handbooks for Language Teachers, CUP
McCarthy, M.(1990) Vocabulary, OUP
Thornbury, S. (2001). Uncovering grammar. Oxford: Macmillan Heinemann.
Thornbury, S.(2004) Grammar, English Teaching Professional, Issue 32, May p.40-41
Wingate, J. (1993) Getting Beginners to Talk, Prentice Hall
Ur, P. (1996). A Course in Language Teaching. Cambridge: Cambridge University Press.

10. Types of Activities in Foreign Language Teaching
(Exercises / Games/ Songs/ Problem Solving Tasks, etc.)

Cross, D. (1992) A Practical Handbook of Language Teaching, Prentice Hall International (UK) Limited
Griffee, D.T. (1992) Songs in Action, Prentice Hall International
Hadfield, J., (1999), Beginners' Communication Games, Longman
Lee, W.R. (1979) Language Teaching Games and Contests, OUP
Murphey, T. (1992) Music and Song, OUP
Ur, P. (1996). A Course in Language Teaching. Cambridge: Cambridge University Press.
Wright, A., David Betteridge & Michael Buckby, (1997) Games for Language Learning. Cambridge: CUP

11. Testing and Assessment of Students' Knowledge and Psycholinguistic Skills

Heaton, J.B. (1990) Classroom Testing, Longman
Common European Framework of Reference for Languages: learning, teaching, assessment; (2001), OUP
Edge, J. (1990) Mistakes and Correction, Longman

McNamara, T. (2000) Language Testing, OUP
Weir, C. (1990) Communicative Language Testing, ELT, Prentice Hall
Harmer, J. (2007). The Practice of English Language Teaching (4th edition). Harlow, UK: Pearson.
Hedge, T. (2000). Teaching and Learning in the Language Classroom. Oxford: Oxford University Press.

12. Cultural Awareness in the FL Classroom

Byram, M.and Michael Fleming (1998) Language Learning in Intercultural Perspective; Approaches through Drama and Ethnography, CUP
Harrison, B. (1990) Culture in the Classroom
Halliday, M. AND Ruquaiya Hasan, (1990) Language, context, and text: aspects of language in a social – semiotic perspective, OUP
Kramsch, C. (1994) Context and Culture in Language Teaching, OUP
Mountford, A. and Nick Wadham-Smith, (2000) British Studies: Intercultural Perspectives, English Language Teaching Review, Longman in association with the British Council
Roberts, C., Michael Byram, Ano Barro, Shirly Jordan and Brian Street (2001) Language Learners as Ethnographers, Modern Languages in Practice, Multilingual Matters Ltd.
Hinkel, E. 2014. Culture and pragmatics in language teaching and learning. In M. Celce-Murcia, D. Brinton, Snow, M. (eds.). Teaching English as a Second or Foreign Language (4th edition). Heinle & Heinle. 394-408. http://www.elihinkel.org/downloads/Culture_and_Pragmatics.pdf

13. Language Awareness in the FL Classroom. Mother Tongue in Foreign Language Teaching

Selinker, L.(1997) Rediscovering Interlanguage, Applied Linguistics and Language Study, general editor Candlin, Longman
Levine, G. (2009). Building meaning through code choice in second language learner interaction: Discourse Analysis and Proposals for Curriculum Design and Teaching. In Turnbull, M., Dailey O‟Cain, J. (eds.). First language use in second and foreign language learning. Bristol: Multilingual Matters. 145-162.
Hall, G. Cook, G. (2012). Own-language use in language teaching and learning: state of the art. Language Teaching. 45 (3). 271-308.

ПРОГРАМА

ЗА УСТЕН ИЗПИТ С УЧИТЕЛИ ПО **АНГЛИЙСКИ ЕЗИК** ЗА ПРИДОБИВАНЕ НА **ПЕТА** ПРОФЕСИОНАЛНО - КВАЛИФИКАЦИОННА СТЕПЕН

1. Планиране на учебно-възпитателния процес:
- годишно планиране
- урочно планиране
2. Основни цели и задачи на образователния процес по чужд език:
- Глобални: комуникативна компетентност
- за цикъл занятия и отделно занятие
3. Учебната програма - основа за организация на учебната дейност
4. Учебникът по чужд език. Оценка на заложената в него образователна стратегия, на неговите качества като източник на информация, като средство за формиране на умения

5. Компоненти на учебното съдържание (фонетични, лексико-граматични, и прагматични аспекти, понятия, текстови разновидности, тематика)
6. Подходи и методи при чуждоезиковото обучение
7. Управление на класа. Форми на работа и роли на учителя и учениците.
8. Работа с ученици с различно ниво на владеене на езика. Автономност на учениците.
9. Преподаване и развиване на езиковите знания и умения
10. Дейности и задачи в чуждоезиковото обучение
11. Контрол и оценка на знанията и уменията на учениците
12. Социокултурна компетентност / знания и разбиране, поведение, ценностна система/
13. Мястото на родния език в чуждоезиковото обучение

Указания

Устният изпит се провежда на чуждия език, който е специалност на кандидата.
Кандидатът изтегля билет с въпрос от конспекта и представя накратко основните положения по темата, като илюстрира теоретичните постановки с примери от собствената си педагогическа практика и учебни материали. За целта кандидатите трябва да носят следните материали, които да използват в зависимост от изтеглената тема:

- Учебник, по който преподават в момента или познават от практиката си;
- Учебна програма за един от класовете, в които преподават;
- Годишно разпределение за един клас, в който преподават;
- Готов или подготвен от тях тест
- Урочен план на преподаван от тях урок
- Примерни материали, свързани с преподаването чрез игри, песни, приказки и проекти
- Примерни материали, свързани с развиване на интеркултурната компетентност на учениците.

Оценката се оформя с точност до 0,50.

Забележка: Препоръчителната литература е дадена подробно след всяка тема от конспекта на английски език.