

**TEMATICA PENTRU COLOCVIUL DE ADMITERE
LA EXAMENELE PENTRU OBTINEREA GRADULUI DIDACTIC I
A PERSONALULUI DIDACTIC DIN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR
LA SPECIALIZAREA LIMBA ENGLEZĂ**

I. METODICA PREDĂRII LIMBII ENGLEZE CA LIMBĂ STRĂINĂ

OBIECTIVE – Consolidarea cunoștințelor și abilităților metodice privind:

- Corelarea programei cu proiectarea didactică;
- Managementul clasei;
- Utilizarea unor metode variate și adecvate în: predarea conținuturilor lingvistice (morfo-sintaxă și lexic); dezvoltarea abilităților de receptare și producere a mesajelor scrise și orale (deprinderilor de exprimare orală și scrisă); integrarea deprinderilor pe parcursul lecțiilor; organizarea activităților de comunicare în perechi și pe grupe de lucru
- Structurarea proiectelor didactice pe arii de competențe corespunzătoare Cadrului European Comun de Referință; proiectarea didactică pe arii de competențe de comunicare (lingvistică, culturală, interculturală)
- Proiectarea didactică pe module de studiu: dezvoltarea capacităților de comunicare; studii culturale; literatură; recapitulare și evaluare.

TEMATICĂ DIDACTICA PREDĂRII LIMBII ENGLEZE CA LIMBĂ STRĂINĂ

1. Approaches to language teaching and learning
2. Background to second language acquisition – SLA
3. The communicative approach: principles, methods, teaching techniques and activity types
4. Teaching grammar
5. Communicative grammar activities
6. Using games for grammar practice activities
7. Teaching vocabulary. Communicative activities and games
8. Principles and techniques in developing receptive skills
9. Developing listening skills
10. Developing reading skills
11. Developing oral communication skills
12. Communicative speaking activities
13. Developing written communication
14. Writing activities and games
15. Integrated skills lessons
16. Testing and evaluation. Test types and evaluation criteria
17. Teaching culture and civilisation
18. Teaching literature in the English classroom – techniques and activity types
19. Teaching young learners
20. Teaching teenagers and young adults

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General ELT methodology

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- Scrivener, Jim. *Learning Teaching: The Essential Guide to English Language Teaching*. MacMillan, 2011.
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Grammar

- Aitken Rosemary. *Teaching Tenses*. ELB Publishing, 2002.
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- Rinvolucri, Mario. *Grammar Games: Cognitive, Affective and Drama Activities for EFL Students*. Cambridge University Press, 1985.
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- Ur, Penny. *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge: Cambridge University Press, 1988.
- Wajryb, Ruth. *Grammar Dictation*.

Vocabulary

- Digby and Myers. *Making Sense of Vocabulary*. Cassel, 1991.
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- Redman, Stuart. *A Way with Words*. Cambridge University Press, 1991.
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- Wallace, Michael J. *Teaching Vocabulary*. English Language Book Society (ELBS), Heinemann Educational Books, 1989.
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Listening

- Anderson, A, Lynch, T. *Listening*. Oxford University Press, 1988.
- Blundell, L, Stokes, J. *Task Listening*. Cambridge University Press 1981.
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Ur, Penny. *Teaching Listening Comprehension*. Cambridge University Press, 1984.

Reading

Collie, Joanne, Slater, Stephen. *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge University Press, 1988.

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Gower, Roger. *Past into Present: An anthology of British and American Literature*. Longman, 1990.

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Wallace, Catherine. *Reading*. Oxford University Press, 1992.

Speaking

Halliwell, Susan, Holmes, Bernardette, Jones, Barry. *You Speak, They Speak: Focus on Target Language Use*. CILT National Centre for Languages, 2002.

Klippel, Friederike. *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge University Press, 1985.

Ur, Penny. *Discussions that Work: Task-centred Fluency Practice*. Cambridge University Press, 1981.

Writing

Byrne, Donn. *Just Write*. London: Macmillan, 1988.

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Klauser, H. A. *Writing on Both Sides of the Brain. Breakthrough Techniques for People who Write*. London: Harper and Row, 1986.

Nolasco, Rob. *Writing*. Oxford University Press, 1992.

Raimes, A. *Exploring Through Writing*. New York: St. Martin's Press, 1987.

White, Ron, Arndt, Valerie. *Process Writing*. Longman, 1991.

II. STRUCTURA LIMBII

OBIJECTIVE – Consolidarea competențelor de:

- Comunicare (orală și în scris) în limba engleză
- Înțelegere a mesajului scris și oral în limba engleză
- Explicare a structurilor limbii engleze folosind adecvat termenii și conceptele de specialitate
- Identificarea structurilor limbii engleze care prezintă dificultăți pentru vorbitorii de română ca limbă maternă

- Identificare, explicare și corectare a erorile tipice comise de vorbitorii de română în procesul de învățare a limbii engleze ca limbă străină

TEMATICĂ

1. Linguistics and the Components of Language
2. Grammatical Categories and Word Classes
3. The Tense-Aspect System of English (Time, Tense, Aspect)
4. Mood and voice
5. Modality
6. Deontic versus Epistemic Modality
7. Realis versus Irrealis (The Indicative vs. the Subjunctive)
8. Negative Polarity Items and Levels of Negation
9. Syntactic Categories and Grammatical Relations
10. Clausal Complementation

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- Vince, M. 2003. *Advanced English Practice*, Macmillan.
- Vizental, A. 2003. *Strategies of Teaching and Testing*, Editura Orizonturi Universitare, Timisoara.

III. TEXTE LITERARE, CONTEXTE CULTURALE ȘI PREDAREA LOR

OBIECTIVE – Consolidarea abilităților privind:

- Înțelegerea și analiza unui text literar la prima vedere, prin utilizarea corectă a termenilor și conceptelor, noțiunilor de teorie și critică literară prin care un text se plasează în context istoric și cultural;
- Conștientizarea și transmiterea unor atitudini culturale (cultural awareness)
- Adecvarea metodelor și tehnicilor de predarea termenilor și conceptelor de teorie și critică literară la diverse tipuri de clase;
- Selectarea textelor literare în predarea limbii engleze ca limbă străină;
- Abordarea unor teme generale cu referire la operele incluse în bibliografie.

TEMATICĂ

1. Shakespearean drama
2. The eighteenth century
3. Romanticism
4. Victorian realism
5. Modernist approaches to reality
6. Particularities of plot, character and narrative discourse in the modernist novel: D. H. Lawrence, Virginia Woolf, James Joyce, Scott Fitzgerald, William Faulkner
7. Tradition and innovation in post-romantic and modernist poetry: W. B. Yeats, T. S. Eliot
8. Realism and fabulation, types of narrator and narrative techniques in 20th century British and American fiction: William Golding, Anthony Burgess, Vladimir Nabokov, John Barth
9. Staging the void: a study of the theatre of the absurd: Samuel Beckett, Harold Pinter, Edward Albee
10. Postmodern approaches to reality: Martin Amis, Ian McEwan, Graham Swift, Peter Ackroyd, Julian Barnes, Alasdair Gray
11. Character and narrative discourse in the postmodern novel: Doris Lessing, John Fowles, David Lodge, Kazuo Ishiguro, Toni Morrison
12. Representation of American myths: John Updike, Saul Bellow, Toni Morrison
13. Myths revisited in 20th century literature in English: Salman Rushdie, Margaret Atwood, Donald Barthelme, Michael Ondaatje

14. Fictionalising history and historicising fiction: *historiographicmetafiction*
15. Metafiction and intertextuality in the postmodern novel
16. Post-colonialism and the postcolonial novel: V. S. Naipaul, Salman Rushdie, Arundhati Roy, Anita Desai, Jhumpa Lahiri, Hanif Kureishi, Timothy Mo

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- Lee, Hermione, *The Novels of Virginia Woolf* (London, 1977).
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