Státní závěrečná navazující magisterská zkouška z angličtiny – otázky a okruhy

LINGVISTIKA

Každý student dostane celkem tři z níže uvedených lingvistických okruhů, přičemž každý bude vybrán z jiné oblasti. Očekává se jejich teoretický výklad, jakož i aplikace na krátké ukázce neznámého autentického textu.

1. Typological classification of languages
2. Language origin theories (genealogical classification of languages: Indo-European and Non-Indo-European languages); origins of linguistics
3. History and position of English in the global context (linguistic, political, cultural)
4. Saussurian conception of language (langue and parole; paradigmatic vs. syntagmatic relationships; form vs. substance; language as a system; relationship to Chomsky’s competence vs. performance)
5. Prague Linguistic School - history, its members, principal theories and tenets (centre and periphery; markedness vs. unmarkedness)
6. Language sign (index, symbol, icon) and its properties; arbitrariness and motivation in language
7. Graphology; writing systems; relationship between speech and writing
8. Levels of linguistic research, key linguistic disciplines and their basic units
9. Phonetics and phonology (subdivision; phoneme, allophone, sound; RP; IPA; types of transcription); speech organs and phonation; phonotactics (weak and strong syllables)
10. English vowels (colour, length, cardinal vowels); diphthongs and triphthongs
11. English consonants (voicing, place and manner of articulation, fortis/lenis)
12. Allophonic variation
13. Connected speech (assimilation, assimilation, elision, linking)
14. Word stress (its nature and influence on the vowel quality); stress placement in complex and compound words; stress shift
15. Sentence stress; strong and weak forms of grammatical words; rhythm (stress-timed English x syllable-timed Czech; euhythm)
16. Form of intonation (tone-unit and its internal structure); five basic tones and their major functions; tone x intonation languages; functions of English intonation (accentual, grammatical, discourse)
17. Parts of speech (criteria; open vs. closed-system items)
18. Classification of nouns; noun categories (definiteness, number, countability, case, gender)
19. Classification of verbs; verb categories (person, number, voice, aspect, mood, tense)
20. Non-finite verb forms (infinitives, gerunds, participles) and their morphological characteristics; modality (types, devices, i.e., modal verbs, semi-modals, and their functions)
21. Pronouns and quantifiers (classification, morphology and syntax of pronouns and quantifiers); numerals (classification, morphology and syntax of numerals)
22. Adverbs (classification, morphology and syntax of adverbs)
23. Adjectives (classification, morphology and syntax of adjectives)
24. Closed system items and their classification
25. Lexicography; classification of dictionaries; dictionary entry
26. Lexical semantics; modes of meaning; componential analysis; shifts of meaning; meaning transfer
27. Sense relations between words – paradigmatic (vs. syntagmatic)
28. Vocabulary as a system (word-stock layers, registers and styles; lexical centre and periphery)
29. Word formation processes (overview: major vs. minor); minor WF types and their subtypes
30. Internal structure of words; types of morphemes; affixation; conversion
31. Foreign influences on the development of the English wordstock; borrowing
32. Compounding; set expressions and their use, collocations; idioms
33. Sentence types and their discourse functions; negation (global vs. local; double/multiple; negative raising)
34. Clause patterns; valency, verb classes; constitutive, obligatory (vs. optional) clause elements
35. Optional clause elements; modification of sentence as a whole (disjuncts and conjuncts)
36. Condensation of the English sentence structure using non-finite verb forms; types of condensers; relation to subordinate clauses; minor sentences
37. Coordination between clause elements and clauses; compound and multiple sentences
38. Subordination; classification of subordinate/dependent clauses (nominal content, relative and adverbal)
39. Semantics of clause elements (verbal valency and intention; subject and object, their realizations and semantic roles)
40. Word order (functions; fixed WO in English; applicable syntactic constructions; discontinuities) and Functional sentence perspective
41. Standards of textuality; coherence
42. Cohesion, ties/ links, devices (co-referentiality, co-classification, co-extension; reference, substitution, ellipsis, conjunction, lexical links); cohesive chains (identity chains, similarity chains, cohesive harmony)
43. Thematic flow (thematic progressions, syntagmatic vs. paradigmatic ones)
44. Paragraph (parameters, approaches, style-specific tendencies); text structure/organization
45. Register (the relationship of the text and its context of situation; field, tenor, mode vs. language functions);
46. Frameworks of stylistic description (dimensions, categories, parameters of description, stylistic features)
47. Orality and literacy; medium vs. channel; text vs. discourse
48. Text types, genres, functional styles, stylistic varieties
49. Pragmatics, historical background; rules and principles; aspects of speech situation; communicative competence
50. Cooperative principle and Relevance theory
51. Politeness and Politeness principle
52. Second-order pragmatic principles (Irony, Banter, Interest, Pollyanna, etc.); relationship to higher-order, central principles
53. Speech acts (constatives vs. performatives, Searle’s classification, felicity conditions)
54. Approaches to conversation (eg. Discourse Analysis, Conversational Analysis)
55. Deixis (typology), relation to reference
56. Semantic and pragmatic presuppositions; presupposition pool
57. Regional and social dialects (accent vs. dialect; status, social networks)

58. Sociolinguistic variables (social factors, dimensions, and scales)

59. Language varieties (British vs. American varieties; standard vs. non-standard, i.e., vernacular)

60. Language change (real vs. apparent-time change, lexical diffusion, wave model)

61. Style and social context (audience design, accommodation theory, social class)

62. Language and gender (construction of gender, interaction, sexism; genderlect)

63. Ethnicity; pidgins, creoles; lingua francas

64. Choice of code (bi-/multilingualism, diglossia, code-switching/mixing)

65. Theory of (verbal) communication; properties of human language

66. Animal and non-verbal communication

67. Language acquisition (vocalization, babbling, holophrastic stage, telegraphic stage, parentese)

68. Language production (conceptualization, formulation, articulation, self-monitoring)

69. Language comprehension; mental lexicon;

70. Language loss; sign language

71. Language and brain; language and thought; language disorders

72. Bilingualism, classification, individual (vs. societal)
LITERATURA

A. Developments in English and American Literature

1. English literature and religion (from the Anglo-Saxon period to Daniel Defoe)
2. Climaxes of English drama (from the Renaissance to the present)
3. Metamorphoses of poetic sensibility in English literature (from the Renaissance to the present)
4. Major developments in the 18th and 19th century English novel
5. English and American Romanticism: common features and differences
6. Metamorphoses of humour in English literature
7. Modernism in British and American literature: common features and differences
8. Compare the distinctive developments in British and American literature from the 1940s to 1960s
9. Postmodernism in British and American literature: parallels and differences
10. Compare and contrast the Puritan and Enlightenment ethos in the context of 17th and 18th century American literature
11. Compare and contrast the Romanticist and Naturalist perception of an individual in society.
12. The changing reflections of war in American literature
13. Major tendencies in the 19th and 20th century American poetry
14. Major developments of American drama
15. Specific features of hyphenated American literatures

B. Specific topics in Modern Literary Theory, Postcolonial Literature and Literature for Children and Young Adults

1. Explain the philosophy of New Criticism and discuss its major issues or representatives
2. Explain the philosophy of Structuralism and discuss its major issues or representatives
3. Explain the philosophy of Reader-Response Criticism and Psychoanalytic Criticism and discuss their major issues or representatives
4. Explain the philosophy of Post-Structuralism and discuss its major issues or representatives
5. Explain the philosophy of Feminist Criticism and Gender Studies and discuss their major issues or representatives
6. Explain the philosophy of New Historicism and discuss its major issues or representatives
7. Discuss the major issues and representatives of postcolonial theory and the role of English
8. Characteristic features of Australian literature. Exemplify on individual literary works
9. Characteristic features of English written Indian literature in English. Exemplify on individual literary works
10. Characteristic features of English written Caribbean literature. Exemplify on individual literary works
11. Characteristic features of English written South African literature. Exemplify on individual literary works
12. Characteristic features of English written Nigerian literature. Exemplify on individual literary works
13. Characteristic features of New Zealand literature. Exemplify on individual literary works
14. Discuss and exemplify the history of, and the subgenres of, Modern Fantasy Literature for Children and Young Adults
15. Exemplify and discuss the history of Traditional Literature for Children and Young Adults and Realistic Literature for Children and Young Adults

Student/ka si losuje po jedné otázce ze skupin A a B.
DIDAKTIKA

A) The theoretical part

1. Developing listening skills (botom-up and top-down approaches to listening, listening subskills and techniques developing them, stages in listening tasks and examples of effective activities, use of video).


4. Developing writing skills (process, product and genre-oriented views of writing: focus on fluency and accuracy: controlled, guided and free writing, stages in writing tasks and examples of activities).

5. The syllabus and planning (syllabus characteristics, different types of language syllabi).

6. Helping students understand, learn and remember new vocabulary items, helping students understand and acquire new grammatical structures, learning how-to-learn tasks.

7. Classroom interaction (different types of interaction, teacher controlled, learner directed activities, focus on accuracy and fluency, options and their advantages and disadvantages, examples of activities suitable for each type of interaction).

8. Teaching grammar (approaches to teaching grammar, aspects of knowing a structure, presentation techniques, characteristics of a good presentation, practice activities, their types and principles).


10. Developing speaking skills (ways to simulate oral interaction in the classroom, the communicative continuum, focus on accuracy and fluency, characteristics and examples of effective speaking activities, communication games, simulation and role-play).

11. Teaching vocabulary (approaches to teaching vocabulary, aspects of knowing a word, frequency, selecting and sequencing, recognition, retention and retrieval, presentation and practice techniques and their principles, testing techniques).


14. Teaching pronunciation (aims, priority areas, segmental and suprasegmental features, practice activities).

15. Developing reading skills (botom-up and top-down approaches to reading, reading sub-skills and techniques developing them, stages in reading tasks and examples of effective activities, use of authentic and non-authentic texts).

Mistakes and correction (causes of mistakes, slips, errors, attempts, overt and covert correction, delayed correction, student correction, teacher correction, peer correction, correcting mistakes in oral work, written feedback).

Preparing students for effective functioning in real-life situations: ways to help students become successful listeners, readers, speakers and writers of English: comprehension, interaction and production.

Communicative approach: advantages and disadvantages, teaching techniques.


B) The practical part

In the practical part of the exam you should demonstrate an ability to apply theory into practice and to build on your practice - teaching experience. You, in cooperation with the examiner, will choose one lesson plan from your portfolio and you will be asked to reflect on it. In addition, you will be given a set of textbooks and your task will be to choose an activity which you will be asked to incorporate into the lesson plan you have chosen.