

The Final State Exam in English Language - Double-major Study Programme

The final state exam consists of three parts: literary with a didactic application, linguistic with a didactic application and a didactic part. The condition for admission to the exam is the timely submission of a high-quality professional portfolio.

The literary part of the final state exam takes approximately 20 minutes. The student will draw a total of 2 questions, 1 from both of the following groups of questions: A. Postcolonial literature and B. British and American literature.

A reading list is an integral part of the state exam as it serves as the basis of the discussion. Reading-list description: The student will prepare a reading list that comprises canonical works of literature written in English (novels, short stories, poems, dramas, short story collections, poetry collections). The student will divide the reading list into 3 groups: 1) British literature, 2) American literature, 3) Postcolonial literature. Each of these three parts should be organised according to the surnames of the authors and should contain only literary works related to the topics of the state exam. The reading list is a part of the portfolio that is due at least 5 working days before the exam takes place. The reading list is available to the student during the preparation for the exam.

The exam consists of 2 parts: question A takes 10-15 minutes; question B takes 5-10 minutes. In answering question A, the student should present the theoretical background (10 minutes) and then subsequently demonstrate a practical application of the question. A discussion with the examiners follows. The main focus of the application part is the presentation of 1 teaching activity based on the topic of question A (Postcolonial literature) that the student presented during the theoretical part of the exam.

The practical part of the exam has the following form: the student prepares for his/her portfolio 1 teaching activity for each of the 6 topics from part A of the exam (Postcolonial literature). Each activity should be focused on the teaching of literature written in English and/or its historical and cultural context. The student will base each activity on a text, or its part(s), which responds to the topic from part A. The student will justify the choice of the text(s), and also the type, focus and structure of the activity s/he based his lesson plan on. Another part of the activity presentation is to define the didactic context (type of activities, age of learners, their language level). The student will submit his/her portfolio to the examiner at least 5 working days before the exam takes place. This part of the state exam should prove the student's ability to apply practical principles of literature teaching in TEFL.

The linguistic part of the Final State Exam is established on an unfamiliar sample of a literary or non-literary text the candidate draws randomly. Listed under the sample, they will find three topics prepared for discussion, chosen by the examiner from the pertinent list of linguistic topics (see the separate file). It should be noted that each of the topics represents a different linguistic discipline. Within approximately 15 minutes, the candidate is expected to introduce each of the topics theoretically and then trace in the text sample suitable examples and analyse them convincingly, setting them in relevant co-text and employing adequate terminology.

In addition to this, the candidate will prepare one or two teaching activities which might be used when teaching one or two of the topics listed under the sample. They may use the sample itself for the activity. The authentic samples are approximately half a page in length, and they illustrate a range of authentic texts, genres, stylistic varieties, registers and more. In this part of the Final State Exam, the candidate will be able to apply their linguistic knowledge and skills to the teaching of English, and demonstrate their familiarity with the main topics, terms, theories, varieties and frameworks, together with their ability to transform the selected linguistic phenomena to suit the teaching context. This part of the exam is designed to take ten minutes.

The assessment of the literary and linguistic parts is established on factual, theoretical as well as proficiency criteria. In addition to this, the teaching application in both parts looks at the candidate's overall didactic standard and creativity.

The ELT methodology part consists of a theoretical and a practical part. It includes three interrelated sub-parts: presentation of the professional portfolio and discussion of its selected parts, defence of a selected lesson plan, and orientation in the field of ELT methodology. The duration of this part of the exam is approximately 20-25 minutes.

The professional portfolio consists of compulsory and optional parts that allow the student to present himself/herself as a (future) teacher. The compulsory parts of the professional portfolio are: the student's own professional philosophy, a professional CV, a look back at the experience of the teaching practice in primary and secondary schools, and three detailed lesson plans created for the purpose of the final state exam. The professional philosophy will be presented as an essay titled *My essential principles for teaching English* (2500 - 3000 words). The author should organize his/her professional philosophy of English language teaching into seven fundamental didactic principles (a lower or higher number of principles may be presented, at least five, at most ten). The principles will be preceded by a short introduction of no more than half a standard page, which may be written in the first person and may be subjective in nature. It may mention, for example, information about the author's motivation, learning and teaching experiences, etc., that influenced the selection of the principles. The principles will be treated objectively and neutrally without the use of the first person and will always be based on theory, facts, research or the hypotheses of other authors, and professional terminology will be used. Each principle will first be summarized in a single sentence/title and then clearly explained using at least two different sources in a standardized citation format according to APA 7. The total number of sources will be at least 10. All principles will be explicitly related to foreign language teaching, so they will not be general didactic principles. The principles may be followed by a conclusion, no more than half a standard page, which may again be subjective. The professional CV will be designed according to the principles of a structured CV and will allow students to present their own "professional self", experience of working with children, teaching, etc. (the absence of this experience is not restrictive). Reflection of, or a look back at, the experience from the teaching practice in primary and secondary schools consists of a selection of real lesson plans, including reflections, a selection of own teaching activities, etc., giving the student the opportunity to present their professional accomplishments from the pre-service teacher education period. The three detailed lesson plans designed for the purpose of the final state exam aim at different areas of teaching English as a foreign language. One focuses on a selected language system, one focuses on a selected language skill, and one focuses on the development of the literature and culture of the target language countries, i.e., development of

intercultural communicative competence. This focus must always prevail in the lesson plan, but it is possible and desirable to prepare teaching units in which different areas are integrated. Lesson plans will cover as many aspects of the teaching and learning processes as possible, the level of the pupils' communicative competence, the aims and sub-objectives or at least the purpose of each activity, careful thought about what the pupils are doing in each activity to develop their communicative competence (even those who are not currently being called upon), the instructions, etc. The optional portfolio materials allow the student to present him/herself as a (beginning/future) teacher. Selectivity, i.e. the student's ability to choose representative examples of his/her own teaching practice, is also positively evaluated in the choice of materials included in the portfolio. Students submit the portfolio 2 weeks (14 days) before the final state exam. At the beginning of final state exam, the student has five minutes to present his/her professional portfolio (visual support is welcome, e.g., PPT).

The committee will select one of the three lesson plans from the professional portfolio. The student will briefly present the selected lesson plan and should be able to defend it in the subsequent debate. In the debate on the selected lesson plan from the professional portfolio, the student demonstrates the ability to explain his/her own pedagogical intention and to defend his/her lesson plan with theoretical knowledge of ELT methodology. The student demonstrates that he/she can apply the ELT methodology knowledge, i.e., transform it didactically for the needs of primary and/or secondary school students.

Examination of the student's orientation in the field of ELT methodology is based on one selected topic area. In addition, the student chooses one worksheet involving the concretization of the selected topic area through a set of questions and/or tasks. The student demonstrates the ability to discuss substantively, relate the selected topics to his/her own teaching practice (ideally supported by his/her own professional portfolio and the lesson plans) and illustrate them with appropriate examples (again supported by his/her own professional portfolio and/or the activities). In the discussion, the student also includes current issues relating to different aspects of English language teaching.

Exam questions:

LITERATURE

A. POSTCOLONIAL LITERATURE

1. Major issues and representatives of post-colonial theory and the role of English in the development of postcolonial literatures.
2. The main themes, historical aspects and representatives of Australian and New Zealand literature in English since its beginnings until the present.
3. The main themes, historical aspects and representatives of Indian literature in English since its beginnings until the present.
4. The main themes, historical aspects and representatives of Anglophone Caribbean literature since its beginnings until the present.

5. The main themes, historical aspects and representatives of South African literature in English since its beginnings until the present.
6. The main themes, historical aspects and representatives of Nigerian literature in English since its beginnings until the present.

B. ENGLISH AND AMERICAN LITERATURE

1. English literature and religion from the Anglo-Saxon period to Daniel Defoe.
2. Climaxes of British drama from the Renaissance until the present.
3. Metamorphoses of poetic sensibility in English literature from the Renaissance until the present.
4. Major developments in the 18th and 19th-century English novel.
5. Metamorphoses of humour in British literature.
6. British Modernist fiction demonstrated on the contribution of three authors.
7. Developments in British fiction from the 1930s to 1950s. (1960s?)
8. Socio-cultural and intellectual background of post-modernist British literature and its variety illustrated by the contribution of three authors.
9. The most significant literary offshoots of Colonial and Early Republican era in the United States.
10. Characteristic features of American literary Romanticism, exemplified with reference to fiction, poetry and the dominant philosophy of the era.
11. Development of Realism and Naturalism in American literature seen as response to the changing social climate, scientific and ideological discourse of the late 19th century.
12. Representative summary of American prose and poetry of the 1910s through early 40s, centred around Modernism and the Lost Generation.
13. The birth and rise of American drama, with an obvious focus on 20th century playwrights.
14. A comprehensive overview of US literature from World War II until the present.

LINGUISTICS

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. Difference between phonetics and phonology; allophonic variation
10. English vowels and their classification (difference between vowel quality and quantity)
11. English consonants and their classification (voicing, place and manner of articulation)
12. Connected speech (assimilation, elision, linking); phonotactic patterning
13. Word stress (prominence factors, levels of stress, vowel reduction, stress placement, stress shift)
14. Rhythm (stress-based English x syllable-based Czech); weak and strong forms of grammatical words
15. Intonation – form and functions
16. Parts of speech (criteria; open vs. closed-system items)
17. Classification of nouns; noun categories (definiteness, number, countability, case, gender)
18. Classification of verbs; verb categories (person, number, voice, aspect, mood, tense)
19. Modality (types, devices - modal verbs, semi-modals, and their functions)
20. Pronouns and quantifiers (classification, morphology and syntax of pronouns and quantifiers)
21. Adverbs (classification, morphology and syntax of adverbs)
22. Adjectives (classification, morphology and syntax of adjectives)
23. Lexicography; classification of dictionaries; dictionary entry
24. Sense relations between words – paradigmatic vs. Syntagmatic

25. Vocabulary as a system (word-stock layers, registers and styles; lexical centre and periphery)
26. Word formation processes – overview; major WF types and subtypes vs. minor WF types and subtypes
27. Internal structure of words; types of morphemes; affixation; conversion
28. Foreign influences on the development of the English wordstock; borrowing
29. Compounding; set expressions and their use, collocations; idioms
30. Sentence types and their discourse functions; negation (global vs. local; double/multiple; negative raising).
31. Clause patterns; valency, verb classes; constitutive, obligatory vs. optional clause elements
32. Optional clause elements; modification of sentence as a whole (disjuncts and conjuncts)
33. Condensation of the English sentence structure using non-finite verb forms; types of condensers, their morphological characteristics, syntactic functions and their relation to subordinate clauses
34. Coordination between clause elements and clauses; compound and multiple sentences
35. Subordination; classification of subordinate/dependent clauses (nominal content, relative and adverbial)
36. Semantics of clause elements (subject and object, their realizations and semantic roles)
37. Word order (functions; fixed WO in English; applicable syntactic constructions; discontinuities) and Functional sentence perspective
38. Standards of textuality; coherence
39. Cohesion. Cohesive ties/ links; cohesive devices; cohesive chains. Cohesive harmony
40. Thematic flow (thematic progressions, syntagmatic vs. paradigmatic ones)
41. Paragraph (parameters, approaches, style-specific tendencies); text structure/organization
42. Register (the relationship of the text and its context of situation; field, tenor, mode vs. language functions)
43. Frameworks of stylistic description (dimensions, categories, parameters of description, stylistic features)
44. Orality and literacy; medium vs. channel; text vs. Discourse
45. Text types, genres, functional styles, stylistic varieties and related concepts

46. Pragmatics, historical background; rules and principles; aspects of speech situation; communicative competence
47. Cooperative principle and related frameworks
48. Politeness and Politeness principle
49. Second-order and higher-order pragmatic principles (Irony, Banter, Interest, Pollyanna, etc.)
50. Speech acts (constatives vs. performatives, Searle's classification, felicity conditions)
51. Approches to conversation (eg. Discourse Analysis, Conversational Analysis)
52. Deixis (typology), relation to reference
53. Semantic and pragmatic presuppositions; presupposition pool

ELT METHODOLOGY

1. Teacher of the English language

Roles of the teacher, teaching styles.

Learning/teaching cycle.

Activities, running activities.

Formal and informal lesson plans and their components, lesson aims, ..., needs analysis.

CEFR (levels of language proficiency, descriptors), Framework Education Programmes, School Education Programmes, ...

Maturita exam, didactic test, oral and written exams, and their assessment/marking.

Classroom management: types of grouping, classroom arrangement, classroom interaction, role of mother tongue in ELT, assessment, feedback vs. error correction, ...

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2. Learner of the English language

Variables and factors affecting the process of SLA (age, aptitude, ...) Specifics of teaching English at primary, secondary and language schools.

Strategies and styles of teaching foreign languages and their didactic consequences.

Neurolinguistic and psycholinguistic factors affecting the process of SLA and their didactic consequences.

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3. Aims and content of English language teaching

Classification of aims.

Communicative competence/Communicative language ability, Intercultural communicative competence.

Aims and content in the European and Czech curricular documents, Cross-curricular links.

Formulation of aims and their reflection.

General English, English for specific purposes.

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4. Teaching language skills

Receptive vs. productive skills, macro and micro skills, integration of skills (communicative activities, ...).

Teaching receptive skills: listening and reading, nature of the two skills in comparison, criteria for text selection, ...

Teaching productive skills: speaking and writing, main conditions of effective communication, ...

The structure and objectives of English lessons focusing on individual language skills.

Testing, assessment and marking/feedback of student performances in the area of receptive and productive language skills.

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5. Teaching language systems

Teaching the areas of a language system. The structure and objectives (aims) of English lessons aimed at the areas of a language system and planning the lessons.

Teaching grammar. Techniques for teaching grammar.

Teaching vocabulary. Techniques for teaching vocabulary.

Teaching pronunciation. Techniques for teaching pronunciation, its segmental and suprasegmental features.

Assessment and testing of the areas of a language system, ...

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6. Approaches and methods in English language teaching

Theories of learning, Theories of language.

Relevant terminology related to the topic.

History and brief early development of ELT approaches and methods and their relevance to the present.

Alternative 20th century ELT approaches and methods and their relevance to the present.

Current ELT approaches and methods.

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