

Státní závěrečná navazující magisterská zkouška z angličtiny (jednoobor) – otázky a okruhy

LITERATURA

A. SPECIFIC TOPICS IN MODERN LITERARY THEORY

1. Explain the philosophy of New Criticism and discuss its major issues and representatives.
2. Explain the philosophy of Structuralism and discuss its major issues and representatives.
3. Explain the philosophy of Reader-Response Criticism and discuss its major issues and representatives.
4. Explain the philosophy of Psychoanalytic Criticism and discuss its major issues and representatives.
5. Explain the philosophy of Post-Structuralism and discuss its major issues and representatives.
6. Explain the philosophy of Feminist Criticism and Gender Studies and discuss their major issues and representatives.
7. Explain the philosophy of New Historicism and discuss its major issues and representatives.
8. Explain the philosophy of Literary Marxism and discuss its major issues and representatives.
9. Discuss the major issues and representatives of postcolonial theory and the role of English.

B. POSTCOLONIAL and CONTEMPORARY BRITISH AND AMERICAN LITERATURE

1. The main themes, historical aspects and representatives of Australian and New Zealand literature in English since its beginnings until the present.
2. The main themes, historical aspects and representatives of Indian literature in English since its beginnings until the present.
3. The main themes, historical aspects and representatives of Anglophone Caribbean literature since its beginnings until the present.
4. The main themes, historical aspects and representatives of South African literature in English since its beginnings until the present.
5. The main themes, historical aspects and representatives of Nigerian literature in English since its beginnings until the present.
6. Contemporary British and American fiction.
7. Contemporary British and American drama and poetry.

C. BRITISH AND AMERICAN LITERATURE

1. English literature and religion from the Anglo-Saxon period to Daniel Defoe.
2. Climaxes of British drama from the Renaissance to the end of 19th century.
3. Climaxes of British drama in 20th century.
4. Metamorphoses of poetic sensibility in English literature from the Renaissance to the end of 19th century.

5. Metamorphoses of poetic sensibility in British literature in the 20th century.
6. Major developments in the 18th and 19th-century English novel.
7. Metamorphoses of humour in British literature.
8. British Modernist fiction demonstrated on the contribution of three authors.
9. Developments in British fiction from the 1930s to 1950s.
10. Socio-cultural and intellectual background of post-modernist British literature and its variety illustrated by the contribution of at least three authors.
11. The most significant literary offshoots of Colonial and Early Republican era in the United States.
12. Characteristic features of American literary Romanticism, exemplified with reference to fiction, poetry and the dominant philosophy of the era.
13. 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.
14. Representative summary of American prose and poetry of the 1910s through early 40s, centred around Modernism and the Lost Generation.
15. The birth and rise of American drama, with an obvious focus on 20th century playwrights.
16. A comprehensive overview of US literature from World War II until the present.

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 ukázkové 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. 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
54. Human language and it unique characteristics
55. First language acquisition. Principles, stages, tendencies
56. Language comprehension. Frames, schemata
57. Language production. Mental lexicon
58. Language skills (speaking, reading, writing, listening)
59. Language and brain. Selected language disorders. Language loss

DIDAKTIKA

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 – principles of their creation, ...

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.

Age characteristics/differences.

Students with SENDs in ELT.

Symptoms, classification and diagnostics of SENDS, dyslexia and other (S)LA disorders.

Teaching English for students with SENDs. Techniques and strategies, their accommodations (modifications and compensations).

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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.

Wholistic and analytical approach to marking in teaching language skills.

Students with SENDs and teaching 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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7. Assessment and testing in English language teaching

Test typologies and approaches to testing (objectivity, validity, reliability, ...). Language aptitude, its measurement.

Test item analysis (typologies of test items, selected test characteristics, ...).

Typologies of assessment and their functions (self-assessment and its limitations, norms, classification, ...).

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