

## State Doctoral Examination

The State Doctoral Examination lasts approximately 90 minutes, is held in English and consists of three parts, with parts A. and B. corresponding to the compulsory subjects of the doctoral studies, and part C. focussing on the dissertation in preparation. Parts A. and B. test the PhD student's orientation in the relevant disciplines, their erudition and overall professional profile. Part C. verifies the doctoral student's ability to place the topic of their dissertation in broader (disciplinary and/or didactic) contexts, to justify the choice of the methodology and to defend the research conducted so far. The order of the individual parts may be changed as needed.

### A. English Language and Literature with Didactics

- English Language and Literature Basis (Either English language part or Anglophone literatures part will be selected by the doctoral student)
- English Language Didactics

### B. Methodology of Educational Research

Each of these parts lasts approximately twenty minutes and is always centred on the topic that the PhD student draws on the spot from a pre-published list of topics per individual subjects. The doctoral student is expected to grasp the topic rather comprehensively, as they can integrate in them, according to their ISP, even the knowledge gained from the completed compulsory-elective disciplines, and if necessary, employ other relevant secondary literature studied according to their professional profile. On the other hand, the PhD student is not expected to narrow the topic and focus on their dissertation in Part A. Before the examination, the PhD student has approximately 30 minutes to prepare

### C. The Disciplinary and Didactic Contexts of the Dissertation Project

Past C. is established on the Dissertation Summary submitted. At least 14 days before the examination the PhD student will send the Dissertation Summary in electronic form to the Chair of the examining committee, together with a selected chapter of the forthcoming Dissertation and the List of the secondary sources studied. The candidate will also indicate whether they have chosen to focus on the English Language or on Anglophone literatures in the 'English Language and Literature Basis' part of the examination. At least a week before the examination the doctoral student will send one copy of the Dissertation chapter, three copies of the Dissertation Summary and three copies of the List of the secondary sources to the Department of Research and Science. The Dissertation Summary should be written in English and structured as a coherent, academic text 8-10 pages in length (excluding the Works Cited). The Dissertation Summary contains the main theoretical background of the Dissertation, description of the methodology used, preliminary results and conclusions of the Dissertation. In Part C. of the State Doctoral Examination, the doctoral candidate first gives their brief commentary on the submitted Dissertatioin Summary, especially with regard to the more complex aspects, challenges and questions that they are currently addressing in their research (about 5 minutes). This is followed by a discussion with the members of the examination committee based on the submitted Dissertation Summary and the doctoral student's introductory presentation.

The examination is graded as pass/fail.

### Dissertation Summary:

The structure of the Dissertation Summary corresponds to the structure of a standard dissertation:

- Delimitation of the topic and the key concepts
- A summary of the previous research and the approaches adopted so far
- Description of the chosen methodology
- Presentation of the results to date/selected results or preliminary results
- An outline of the main contribution of the Dissertation and presentation of the preliminary/significant results

## **Exam Topics:**

### **LINGUISTICS**

#### **1. Morphological features and characteristics of present-day English, their functions and use**

(You may discuss prominent features of the English morphemes, focus on some word classes and their categories, and point out the main morphological tendencies in present-day English from the typological, characterological or contrastive perspective, and/or elaborate on their functions in text production).

#### **2. Syntactic features and characteristics in present-day English, their functions and use**

(You may discuss prominent syntactic units and relationships, introduce simple, compound and complex sentences, and outline the main subordinate clauses in English, finite and non-finite ones. You can discuss word order, FSP issues, negation and more, possibly employing the typological, characterological or contrastive perspective, and/or elaborate on the functions of various syntactic units in text production).

#### **3. Word-formation processes in the English Lexicon, their prominent characteristics, functions and use**

(You may discuss prominent English word-formation processes, discriminating between major and minor ones, and identifying their diverse types and subtypes. You may also relate the word-formation processes with other relevant topics, such as diverse source languages, word classes and/or stylistic layers of the lexicon, possibly employing the typological, characterological or contrastive perspective, and/or elaborating on the functions of the word-formation processes in text production).

#### **4. Lexical-semantic and/or stylistic relationships in present-day English lexicon, their functions and use**

(You may discuss prominent modes of meaning, characterise the main sense relations between words and their subtypes, and point out significant tendencies in present-day English lexicon, possibly referring to the typological, characterological or contrastive characteristics. You may identify conspicuous stylistic layers in the English lexicon and/or elaborate on the functions of meaning-established relationships in text production).

#### **5. Typological, characterological, genealogical and /or contrastive aspects of present-day English at distinct levels of the system, their functions and use**

(You may discuss prominent English phonetico-phonological, morphological, lexical and syntactic features and characteristics and/or comment on their mutual relationships and explain

them with reference to language typology and characterology, or employing genealogical background and/ or English-Czech contrastive viewpoint. You may also suggest the leading functions of the selected phenomena and their use in text production.)

## **6. Phonetic-phonological and graphic features in present-day English, their functions and use**

(You may discuss prominent features of English vowels and consonants, aspects of connected speech, grapheme-phoneme correspondence, and outline prominent pronunciation and spelling differences between British and American varieties. You may attend to the interface between phoneme and other relevant units, and possibly employ the typological, characterological or contrastive perspective, You may characterise the suprasegmental features in English, relate them to pertinent phenomena in other disciplines and/or elaborate on their functions in text production).

## **LITERATURE**

For each topic, provide analysis of two works written by two different authors to support your argument with respect to the given area of anglophone literary studies.

### **1. Anglophone literatures in the context of the historical and geopolitical developments**

(literary reflection of historical and geopolitical developments; influence of historical and geopolitical developments on literary production)

### **2. Anglophone literatures as reflection of socio-cultural transformations**

(literary reflection of socio-cultural transformations; influence of socio-cultural transformations on literary production)

### **3. Figurative language and style as meaningful devices in anglophone literatures**

(figures; language varieties; stylistic devices; narration; characterisation; plot construction, etc.)

### **4. The genre as a medium of intellectual, aesthetic and social changes in anglophone literatures**

(how a particular genre reflects intellectual, aesthetic and social changes; how intellectual, aesthetic and social changes affect the development of a particular genre)

### **5. Literary theory as an instrument of a more complex understanding of anglophone literatures**

(application of two literary theoretical approaches, one on each of the selected works)

### **6. Biographic and autobiographic projections in anglophone literatures.**

(projection and interference of biographic and autobiographic features in a literary work and their effects)

## **DIDACTICS**

**1. Recent trends and approaches to foreign language learning and acquisition.** The importance of active learning and its demonstration in educational settings. The learner's

agenda, self-regulated learning and its support in the school. The importance of neuroscience for the educational research and the application of appropriate practice.

**2. Factors influencing language learning.** Individual differences between learners. Motivation to learn. The importance of intrinsic motivation for success in the learning process and the possibilities of applying motivational strategies in education. The development of higher cognitive processes in foreign language education and their application in the English language classes. Reflection as an essential factor in the development of metacognition.

**3. Evaluation in education.** The importance of formative assessment and feedback for the development of students' language competences. Application of authentic assessment. Developing skills for the use of peer assessment and self-assessment in the classroom.

**4. Cross-curricular links.** Content and Language Integrated Learning (CLIL) and its importance for meaningful learning and authentic content in English language classes.

**5. Global learning and global skills.** Implementing global/life skills in foreign language teaching. Soft skills in the foreign language classroom.

**6. Teaching materials in the EFL classroom.** EFL textbooks - their importance and problematic aspects. Effective work with textbooks in the classroom. Authentic materials and their relevance. Personalisation of the learning process through authentic materials. Criteria for selecting and evaluating the effectiveness of authentic materials. Modern technologies in the language classroom, their importance and problematic aspects.

## **METHODOLOGY OF EDUCATIONAL RESEARCH**

The examination topics consists of two parts. The first part covers the fundamentals of educational research in a general sense. The second part focuses on commonly used research designs and methods in educational research.

### **1. Sources of Information in Educational Research & Qualitative Research**

a) Sources of information in educational research – Key sources such as Czech and international academic journals indexed in scientific databases. Czech and international educational research organizations.

b) Qualitative research in education – Characteristics of qualitative research. Examples of qualitative research designs: grounded theory, case study, ethnography, biographical research. Data collection methods: observation, interviews. Example of a qualitative research study on English as a foreign language published in an academic journal or monograph. Software tools for qualitative data analysis.

### **2. Steps in the Research Process & Quantitative Research**

a) Steps in the research process – Key steps of conducting research. Characteristics of a well-defined research topic.

b) Quantitative research in education – common data collection methods in educational research: questionnaires and achievement tests. Types of questionnaire scales: Likert scale, rating scale, bipolar scale. Achievement test construction process, test item properties, and test evaluation. Example of a quantitative research study on English as a foreign language published in an academic journal or monograph. Software tools for quantitative data analysis.

### **3. Measurement Quality in Research & Mixed-Methods Research**

- a) Measurement quality in research – Validity and reliability: definitions, types, and methods of assessment with examples from published research papers or monographs.
- b) Mixed-methods research designs – Integration of qualitative and quantitative approaches: simultaneous and sequential designs. The QUAL-Quan and QUAN-Qual models. Triangulation. Analysis of a published study using a mixed-methods design in educational research on English as a foreign language.

#### **4. Evaluation of Research Organizations in the Czech Republic & Experimental Designs in Educational Research**

- a) Evaluation of research organizations in the Czech Republic – Overview of the Basic Evaluation Framework and its five evaluation modules.
- b) Experimental designs in educational research – Experimental and control groups, threats to experimental validity, and types of experimental designs (true experimental, quasi-experimental, and pre-experimental designs). Analysis of a published study using an experimental design in educational research on English as a foreign language.

#### **5. Grant Projects & Sampling Methods in Research**

- a) Grant research projects – Typical structure of a grant proposal; research funding sources at the university, national, and international levels.
- b) Sampling methods in qualitative and quantitative research, statistics – Sampling strategies in quantitative research: random and non-random sampling strategies, advantages and disadvantages of different sampling techniques. Sampling strategies in qualitative research: snowball sampling, intensive sampling, criterion sampling, homogeneous sampling. Descriptive and inferential statistics: basic statistical characteristics of datasets, measures of central tendency and variability, fundamental statistical tests, and regression analysis.

#### **6. Ethical Guidelines in Research & International Comparative Studies in Education**

- a) Ethical guidelines in research – Ethical principles in conducting research, including responsible use of generative AI.
- b) International comparative studies in education – Organizations conducting international educational research. Overview of TIMSS and PISA studies: comparison in terms of content focus, target populations, and test formats. Student performance in cognitive and non-cognitive skills as assessed in international comparative studies.