

**TÉZY NA MAGISTERSKÉ ŠTÁTNE SKÚŠKY PRE PROGRAM UČITEĽSTVO
ANGLICKÉHO JAZYKA A LITERATÚRY 2017/2018**

LINGUISTICS

Development of English Language

1. Languages before history.
2. The large language groups.
3. From Germanic to Modern English.
4. Old English
5. Middle English
6. Early Modern English
7. Modern English
8. World English

Compulsory References:

- Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. CUP
- Crystal, D. (2007). *How Language Works*. Penguin
- Hogg, R. and Denison, D. ed. (2006). *A History of the English Language*. CUP
- Janson, T. (2002). *Speak*. OUP

Stylistics

1. The scope of stylistics. Aims of stylistic analysis.
2. Linguistic levels and stylistic analysis. Stylistic markers.
3. Texts as discourse. Functional categories and style (transitivity, modality, cohesion).
4. Cognitive stylistics. Schema theory, figure and ground, cognitive metaphor theory.
5. The main genres and their characteristics. Conversation, media, law, science, advertising.

Recommended Literature:

- Jeffries, L., McIntyre, D. (2010) *Stylistics*. Cambridge: CUP.
- Fairclough, N. (2003) *Analysing Discourse*. London and New York: Routledge.
- Bhatia, V. K. (1993) *Analyzing Genre. Language Use in Professional Settings*. Essex: Longman Group.
- Swales, John. (1990) *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.

Semantics

1. Early empirical research into lexical categories
2. The internal structure of categories
3. Context-dependence and cultural models
4. Basic level categories of organisms and concrete objects
5. Superordinate categories and experiential hierarchies
6. Subordinate categories, composite terms and word-formation
7. Basic level categories and basic experiences
8. Metaphors and metonymies: from figures of speech to conceptual systems
9. Metaphors, metonymies and the structure of emotion categories
10. Metaphors as a way of thinking: examples from science and politics

Recommended Literature:

Ungerer, F., Schmid, H. J. (1996) *An Introduction to Cognitive Linguistics*. Pearson Education Limited.

Kövecses, Z. (2010) *Metaphor*. Oxford: OUP.

Evans, V., Green, M. (2011) *Cognitive Linguistics. An Introduction*. Edinburgh: Edinburgh University Press.

LITERATURE

Drama

1. Medieval Roots and Renaissance Flowering (Shakespeare: A Midsummer Night's Dream and As You Like It)
2. Wit and Manners: Restoration Drama (Wycherley: The Country Wife and Behn: The Rover)
3. The Path of Realism: Domestic and Realistic Drama (Synge: Riders to the Sea and Glaspell: Trifles)
4. Towards a Portrayal of Absurdity: Philosophical and Cultural Contexts (Beckett: Endgame and Edson: Wit)
5. Questions of Identity: Contemporary Drama (Churchill: Cloud Nine and Top Girls)

Reading List:

William Shakespeare: A Midsummer Night's Dream

William Shakespeare: As You Like It

William Wycherley: The Country Wife

Aphra Behn: The Rover

Susan Glaspell: Trifles

John Millington Synge: Riders to the Sea

Samuel Beckett: Endgame

Caryl Churchill: Cloud Nine

Caryl Churchill: Top Girls

Compulsory References:

Luckhurst, Mary (ed.). *A Companion to Modern British and Irish Drama 1880-2005*. Blackwell 2010.

Smart, John. *20th Century British Drama: Cambridge Contexts in Literature*. Cambridge: CUP, 2001.

Goodman, Lizbeth, ed. *Literature and Gender*. London: Routledge, 1996.

Owens, W.R.- Lizbeth, Goodman, eds. *Shakespeare, Aphra Behn and the Canon*. London: Routledge, 1996.

Recommended References:

Knapp, Peggy. "The 'Plyant' Discourse of Wycherley's the Country Wife." *SEL: Studies in English Literature (Johns Hopkins)*, 40.3 (2000): 451-472.

Matalene, H.W. "What Happens in the Country-Wife." *Studies in English Literature (Rice)*, 22.3 (1982): 395-411.

Nykrog, Per. "In the Ruins of the Past: Reading Beckett Intertextually." *Comparative Literature*, 36.4 (1984): 289-311.

Kumar, K. Jeevan. 1997. *The Chess Metaphor in Samuel Beckett's Endgame*. *Modern Drama*. 40, no. 4: 540-552.

Tobin, J.J.M. "The Irony of 'Hermia' and 'Helena'." *American Notes & Queries*, 17.10 (1979): 154.

Coatalen, Guillaume. "THE FAERIE QUEENE, VI.vii.32.1, a MIDSUMMER NIGHT'S DREAM, II.i.2, and PARADISE LOST- IV. 538." *Notes & Queries*, 51.4 (2004): 360-361.

Hunt, Maurice. "A Speculative Political Allegory in a Midsummer Night's Dream." *Comparative Drama*, 34.4 (2000): 423-453.

Kiss, Attila. "Cloud 9, Metadrama, and the Post-semiotics of the Subject. *The AnaChronisT*. (Annual 2003): 223.

Hull, Keith N. "Natural Supernaturalism in *Riders to the Sea*." *Colby Quarterly*, 25.4 (1989): 245-52.

Fiction

1. Types of fiction, fiction forms and genres
2. Elements of fiction (setting, characters, methods of characterization, plot and its components, types of conflict, point of view, themes)
3. Symbolism, fragmentation, foreshadowing, irony, intertextuality, metafiction, pastiche, palimpsest
4. Narrator and narration
5. Short story (traditional vs. modernist)
6. Novel (realistic, modernist, post-modern)

Reading List:

Charles Dickens: "To Be Read at Dusk"

Elizabeth Gaskell: "The Manchester Marriage"

D.H. Lawrence: "The Horse Dealer's Daughter"

Katherine Mansfield: "The Daughters of the Late Colonel"

Jane Austen: *Emma*

Charles Dickens: *Our Mutual Friend*

E.M. Forster: *The Howard's End*

Jeanette Winterson: *The Passion*

Recommended Literature:

Adrian Hunter: *The Cambridge Introduction to the Short Story in English* (CUP 2007)

M. Bradbury, J. McFarlane: *Modernism: A Guide to European Literature 1890-1930* (Penguin 1991)

Leigh Wilson: *Modernism* (Continuum 2007)

Pam Morris: *Realism* (Routledge 2003)

Dominic Head: *The Cambridge Introduction to Modern British Fiction* (CUP 2002)

Sacido, Jorge: *Modernism, Postmodernism, and the Short Story in English* (Rodopi 2012)

Eagleton, T. *The English Novel, An Introduction* (Wiley-Blackwell, 2004)

McKeon, Michael: *Theory of the Novel: A Historical Approach* (Johns Hopkins UP, 2000)

Poetry

1. Poetry-Poetics-Poem (framing the field)
2. Aristotle's concept of 'tekhne poetikhe' (poetry as craft/art)
3. The concepts of Truth and Beauty; Aesthetics vs. Ethics
4. The Poem as an Art-Object
5. Poetic Voice (hyperbole; metaphysical conceit; heroic epic; mock heroic; long poem; graveyard poetry;
6. forms of irony and parody)
7. Forms (sonnet; ode; elegy; hymn)
8. Poetic Rhythm: Prosody (Rhythm; Meter; Metrical Patterns)

9. Poetic Rhythm: Sound and Rhyme (alliteration; repetition; rhyming schemes; free verse)
10. Image
11. Tropes (metaphor; metonymy; allegory; apostrophe; prosopopoeia; hypogram)
12. Semiotics and Rhetoric (rhetorical meaning vs. grammatical meaning; syntax and the poetic Line)
13. Sound vs. Script (written text vs. sounding discourse)
14. Self and Subjectivity (the lyrical 'I'; confessional poetry)
15. Gender and Poetic Voice
16. Meta-language (poetry about poetry)
17. Intertextuality (clichés; myths; archetypes; symbols)

List of Poems

William Shakespeare: Sonnet LXXX (O! How I faint when I of you do write);
 Edmund Spenser: Sonnet Fair is my love, when her fair golden hairs
 William Blake: The Fly; Night; The Divine Image
 Andrew Marvell: The Definition of Love
 Thomas Gray: Ode on the Death of a Favourite Cat Drowned in a Tub of Goldfishes
 Edward Young: Night-Thoughts
 William Wordsworth: Tintern Abbey
 Samuel Taylor Coleridge: The Nightingale
 John Keats: Ode on a Grecian Urn
 Percy Bysshe Shelley: Music when soft voices die
 W.B. Yeats: Sailing to Byzantium; The Sorrow of Love
 T.S. Eliot: The Journey of the Magi
 Ezra Pound: Meditatio
 William Carlos Williams: The Red Wheelbarrow
 E.E.Cummings: 'r-p-o-p-h-e-s-s-a-g-r'; '1(a)
 D. H. Lawrence: Green
 W.H. Auden: The Shield of Achilles; But I Can't
 Theodore Roethke: My Papa's Waltz
 Gwendolyn Brooks: still do I kee my look, my identity...; We Real Cool
 Dylan Thomas: And Death Shall Have No Dominion
 Sylvia Plath: Face Lift; The Moon and the Yew Tree; The Arrival of the Bee Box/In Plaster
 Marianne Moore: Poetry
 Seamus Heaney: No. 3 or No.5 from *Clearances*
 Ted Hughes: Crow

Compulsory References:

Jeffrey Wainwright: *Poetry: The Basics*. 2nd Edition. London: Routledge, 2011.
 (Recommended: Shira Wolosky: *The Art of Poetry: How to Read a Poem*. OUP. 2001.)
 Poe: *The Philosophy of Composition*
 T.S. Eliot: *Tradition and the Individual Talent*
 Walter Benjamin: *The Work of Art in the Age of Mechanical Reproduction*
 Roman Jakobson: from *Linguistics and Poetics*
 Paul de Man: *The Rhetoric of Temporality; Anthropomorphism and Trope in the Lyric*
 W.J.T. Mitchell: 'Ekphrasis and the Other' in *Picture Theory*
 Jonathan Culler: 'Rifaterre and the Semiotics of Poetry'; 'Presupposition and Intertextuality'; 'Apostrophe';

‘The Turns of Metaphor’ in *The Pursuit of Sings*. Routledge Classics, 2001.

METHODOLOGY

1. Teaching English in Slovakia: history, present status and future. The Conception of teaching foreign languages at primary and secondary schools (2009). TEFL teacher – professional criteria, training, life-long education, legislation.
2. TEFL learner: identifying learners’ learning styles and how to facilitate learning needs of learners with various learning styles.
3. Teaching English to various age groups (very young and young learners, teenagers, adults). Critical period hypothesis. Developmental psycholinguistics and TEFL.
4. Teaching English to learners with special learning needs (dysgraphia, dyslexia, ADHD and ADD, visual and hearing impairment, etc.). Teaching English to talented learners.
5. Traditional and Modern Approaches to teaching EFL: GTM, Direct Method, ALM, Suggestopaedia, Silent Way, Communicative Approach and Community Learning: their pedagogical-psychological bases, objectives, techniques, advantages and disadvantages.
6. Integrated Approaches to TEFL (CLIL and CALL). Bilingual Education. Bilingual education at nursery, primary, secondary schools and higher education institutions (colleges and universities). Types of bilingualism and types of bilingual education (objectives and forms of each).
7. Classroom Management: identifying classroom atmosphere and climate, teacher-student interaction, managing student-student interaction, encouraging active participation of learners.
8. Classroom Management: giving feedback. Evaluation and Assessment. Evaluation and assessment learner’s skills and knowledge. Types of evaluation. Oral and written exams. Testing. Types of tests. Criteria for quality testing. CEFR for languages and European Language Portfolio.
9. Classroom Management: planning a school year and a lesson.
10. Teaching vocabulary (why to teach foreign language vocabulary, how many words, introducing and fixing vocabulary, recommended procedures, various teaching techniques, teaching idioms and collocations, types of dictionaries, evaluation of vocabulary development).
11. Teaching listening (listening as a communicative skill, listening comprehension, dictation, overcoming common problems related to teaching listening, authentic and adapted listening tasks, controlled, guided, and free teaching techniques to develop listening, evaluating listening competence) .
12. Developing correct pronunciation. Suitable teaching techniques. Evaluation of pronunciation. How to deal with dialects and accents?
13. Teaching speaking: speaking as a communicative skill, conversation skills and strategies, speaking fluency, techniques of TS, dialogue performances, role playing, conversation simulations, drama, overcoming common problems related to teaching speaking; controlled, guided, and free teaching techniques to develop speaking; evaluation of speaking competence.
14. Teaching reading, models of reading, various reading skills and competences, controlled, guided, and free teaching techniques to develop reading, evaluating reading competence.
15. Teaching writing (writing as a communicative skill, creative and academic writing, controlled, guided, and free teaching techniques to develop writing, evaluating writing competence).
16. Teaching grammar (fluency versus accuracy, objectives, controlled, guided, and free teaching techniques to teach grammar, evaluating grammar knowledge).
17. Teaching materials and aids (authentic or teacher generated, material development, a scale of teaching aids, modern textbooks and teaching packs, authentic versus adapted materials, selecting teaching materials).

18. TEFL and Literature. Objectives, selecting suitable literary texts, sources, teaching techniques.
 19. TEFL and Intercultural Education. Involving Anglophone culture into teaching English. Integrating Slovak culture into teaching English.
 20. Research in foreign language education (specifically in TEFL – research centres, resources, journals, popular topics, neglected topics, relationship between FLE research and teaching practice).
- FLE = foreign language education; TEFL = teaching English as a foreign language

Compulsory literature:

- Cimermanová, I.: Using Technologies in Language Teaching, Prešovská univerzita v Prešove: Prešov. 2011.
- Gondová, D.: Taking first steps in teaching English: assessing learners. Žilina : University of Žilina, 2010.
- Gondová, D.: Taking first steps in teaching English: teaching systems Žilina : Žilinská univerzita, 2012.
- Larsen-Freeman, Diane: Techniques and Principles in Language Learning. 2008
- Pokrivčáková, S.: Modern Teacher of English. Nitra: ASPA, 2012.
- Pokrivčáková, S.: Teaching Techniques for Modern Teachers of English. Nitra: ASPA, 2013.
- Straková, Z. – Cimermanová, I.: Učiteľ cudzieho jazyka v kontexte primárneho vzdelávania. Prešov: Prešovská univerzita, 2010.
- Žemberová, I.: Teaching English through Children's Literature. - Nitra : ASPA, 2010.

Recommended literature:

Series of the proceedings Cudzie jazyky (a kultúry) v škole 1 – 10

Recommended web pages:

www.teachenglish.org

www.learnenglish.org

www.onestopenglish.com