

**Tézy na závěrečné skúšky na akademický rok 2022/23
rozširujúce štúdium učiteľstvo anglického jazyka a literatúry**

Anglophone Literature

1. Discuss the style, genres, cultural influences, typical features, main authors and works of Old English Literature (timing; main cultural influences of the Old English period; typical features of literature)
2. Discuss the main differences between Old English Literature and Middle English Literature (style; genres; language; poetic devices)
3. Discuss the style, genres, main authors and works of Middle English Literature.
4. (timing; difference between Old and Middle English and why; languages of the Middle English period; kinds of literature; the most important author and his works)
5. Discuss the typical features of Renaissance poetry. Illustrate your answers with examples (timing; style; language; main genres of poetry – define)
6. Discuss the period of the Renaissance in English Literature (timing; historical background; Renaissance thinking; genres and their typical features)
7. Discuss the works of William Shakespeare (timing; historical period; kinds of plays; division of Shakespeare's work; Pseudoshakespearean plays; Shakespeare's language)
8. Give the main characteristics of Metaphysical poetry based on examples from poems of your choice (timing; historical background; explain what makes the poetry "metaphysical"; poetic techniques; philosophy)
9. What are the main developments in 17th c. English literature? What are the historical reasons for the development? (historical background; genres; authors; their works)
10. Discuss the main characteristics of 18th c. satirical prose and illustrate them with examples from the works of Jonathan Swift (define satire; 18th century philosophical background)
11. Discuss the typical features of 18th c. poetry as represented in the works of Alexander Pope (general features of 18th c. poetry and thought; main genres and their characteristics)
12. Discuss the style and characteristic features of the works of Daniel Defoe (timing; historical background; genre; typical features of his writing illustrated on the example of one of his works)
13. Discuss the emergence of the novel in the 18th c. and its difference genres (reasons for the emergence of prose; especially novels as the most popular genre; kinds and types of novels; examples)
14. Discuss the main differences between the Neoclassical and Romantic periods in English Literature.
15. Characterize the Pre-romantic period in English poetry; discuss poems of your choice (comparison of respective inspirations; social and other concerns; genres; etc.)
16. Discuss the poetry of the Lake school poets (timing; general characteristics of the period/school; authors and their works)
17. Discuss the poetry of Byron, Keats and Shelley (timing; general characteristics of the period/school; authors and their works)
18. Discuss the works of Jane Austen (timing; general characteristics of the period; what genre are Austen's novels; themes; discuss the novel of your choice)

19. Discuss the works of Charles Dickens (timing; general characteristics of the period; what genre are Dickens' novels; themes; discuss the novel of your choice)
20. Discuss the works of Emily and Charlotte Brontë (timing; general characteristics of the period; what genre are their novels; themes; discuss the novel of your choice)
21. Discuss the typical features of Victorian poetry in the poems of A. Tennyson, R. Browning, E. B. Browning (cultural and historical context and literary forms; idyll; dramatic monologue)
22. Discuss the emergence of Modernism in England and its reflection in the works of James Joyce or D. H. Lawrence (Modernism; context; stream of consciousness; linguistic experiments)
23. Discuss the emergence of Modernism in England and its reflection in the works of Virginia Woolf (Modernism; context; experiments with time; stream of consciousness)
24. Discuss the works of W. Golding or G. Orwell (Dystopian features; totalitarianism)
25. Put the author John Fowles or Ian McEwan in context and discuss the work you have read (Post-war literature; Postmodernism: definition; features; self-reflexivity; metafiction; use of popular fiction; intertextuality)
26. Discuss the main features of the drama of the Absurd or the Angry Young Men (Samuel Beckett or John Osborne) (Post-war drama; context; philosophy; features)
27. Discuss the works of I. Murdoch or A. Carter (Postmodernism; definition; self-reflexivity; metafiction; use of popular fiction; intertextuality)
28. Give the typical characteristics of Gothic novels in English Literature and illustrate them on examples from the works you have read (timing; reasons and typical features of Gothic fiction; illustrate your point on a novel of your choice)
29. Discuss the emergence of Postmodernism in Great Britain and its reflection in the works of Kazuo Ishiguro or Martin Amis (Postmodernism; self-reflexivity; use of popular fiction; intertextuality; unreliable narrator)
30. The problem of the American Literary Canon. What do we mean by "American Literature"? (genres, times and periods, geographical and ethnic distribution)
31. The literature of the early colonies (Captain John Smith; William Bradford). (American as an idyllic new world; personal accounts, travel narratives, diaries; religious perspectives and the role of religion)
32. Puritan writing (Anne Bradstreet, Jonathan Edwards). (Pilgrim Fathers; Mayflower Compact; Puritanism – historical and cultural background; sociological significance, characteristic features of the Puritan society; the role of religion [worship, doctrine, personal piety].)
33. The Birth of a New Nation and the War of Independence (non-fiction). (New Nation; patriotism; historical background of the war; Benjamin Franklin: *The Autobiography* [esp. the chapter discussed in the seminar]; Thomas Paine: from *Common Sense* OR *The American Crisis* [Number 1])
34. Non-fictional Prose; Political/Philosophical Writing. Thomas Jefferson: *The Declaration of Independence* (when, why, by whom, to whom etc; philosophical background [natural philosophy, equality of all men etc.])
35. American Romantic Movement and Early Fiction. Washington Irving OR Nathaniel Hawthorne: *The Scarlet Letter*
36. Dark Romanticism: Edgar Allan Poe Herman Melville
37. Transcendentalism (intuition, individualism, philosophical roots [Kant's transcendental idealism], subject-based approach, role of nature): Walt Whitman; Emily Dickinson

38. Post bellum literature. Realism. What is realism? Language and style. Henry James OR Hemingway
39. Modernism (A general introduction: cultural changes; comparison with realism; experience and perception; subjectivity; language; most important artistic trends and movements). Poems of your choice
40. Modernist Fiction: Fitzgerald OR Hurston OR Chandler – choose an author and put them into context (Jazz Age / Roaring Twenties; Urban writing – hardboiled fiction and the beginnings of noir; literature and cinema of the 30s and 40s)

Compulsory References:

- Bradbury, M.: *The Modern British Novel 1878-2001*. Penguin 2001.
- Bran Nicol: *The Cambridge Introduction to Postmodern Fiction*. CUP, 2009.
- Carter, R., McRae, J.: *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2001.
- Paul Lauter (Ed.): *A Companion to American Literature and Culture*. Wiley-Blackwell, 2010.
- Poplawski, P. *English Literature in Context*. Cambridge University Press, 2008.
- Richard Gray: *A History of American Literature*. Wiley_blackwell, 2003.
- Scavan Bercovitch (Ed.): *The Cambridge History of American Literature Vol 1 (1590-1820)*. CUP, 1994.
- Walter Kalaidjian (Ed): *The Cambridge Companion to American Modernism*. CUP, 2005.

Recommended References:

- Carter, R.: *The Penguin Guide to English History of Literature in English*. Penguin, 1996.

Linguistics

1. Briefly characterise the main branches of English Phonetics and discuss Articulatory Phonetics in greater detail.
2. Divide organs of speech into respiratory organs; modulating organs; resonators and phonatory apparatus; and discuss their specific role in the articulation of English speech sounds.
3. Discuss English fricatives; affricates and laterals (discuss their manner and place of articulation; voicing and their distribution in English).
4. Discuss the vowels of English (how do we describe them in terms of duration; lip-rounding; vertical and horizontal position of tongue). Which vowels are referred to as *pure vowels* and *glides*; and why.
5. Discuss consonants and their basic classification. How do consonants differ from vowels? What are homorganic consonants? Which consonants are referred to as continuants and why?
6. Plosives; approximants and nasals in English (discuss their manner and place of articulation; voicing; and their distribution in English).
7. Discuss the structure of the English syllable and the distribution of speech sounds in English. What is the maximum phonological structure of the English syllable? What are syllabic consonants?

8. What is the difference between tone and intonation languages? Discuss the four main functions of intonation in English: attitudinal; accentual; grammatical and discourse function.
9. What aspects make a syllable prominent (stressed)? What is primary and secondary stress; and how do they differ? Discuss the impact different derivational suffixes can have on stress placement.
10. Which parts of speech can have strong and weak forms (give examples)? In connected speech; when is *the strong form* a preferred pronunciation version? What is the difference between stress-timed and syllable-timed rhythm?
11. Discuss assimilation in English (historical vs. contextual; progressive vs. regressive; assimilation of place; manner and voicing; coalescent assimilation).
12. Discuss elision and linking in words and across the word boundary.
13. Discuss the difference between a word and a morpheme. What is an allomorph? Discuss different types of morphemes (free/bound; root/affix; prefix/suffix; derivational/inflectional). Briefly characterise different parts of speech in English.
14. Which grammatical tenses can be used to express future events?
15. Discuss nouns (countability; gender; number; determination and case).
16. Discuss central (personal; possessive; reflexive); reciprocal; demonstrative and relative pronouns.
17. Compare and contrast adjectives and adverbs (distribution; grammatical function; morphology).
18. Discuss verbs (lexical vs. auxiliary; regular vs. irregular). Which verbs can express tense; person and number? Comment on differences in the formation of questions and negation.
19. Discuss primary auxiliaries (*do; be; have*) vs. modal auxiliaries (*can; may; must; will; shall; should; ought to*).
20. Discuss the layers of the lexicon (core vocabulary vs. borrowings). Which tests can be used to determine core vocabulary? Why did/does English “borrow” words from other languages? What happens to the loans before they are fully integrated into the lexicon of EL?
21. Discuss lexical and meaning relations (homonymy; polysemy; synonymy; antonymy; hyponymy; meronymy).
22. Discuss words and patterns (collocation; lexical set and field; fixed expressions and idioms).
23. Discuss word formation in English (affixation; conversion; back-formation; clipping; acronyms; blending; loanword; calque; coinage).
24. Discuss different types of compounds in English (endocentric vs. exocentric; appositional; dvandva; rhyme-motivated; ablaut-motivated; neo-classical).
25. Discuss the change of the lexicon (semantic widening/narrowing; loss/revival; amelioration; pejoration; neologisms; and archaic words).
26. Discuss taboo and swearing; jargon and slang.
27. Discuss euphemisms; politically correct language; double speak / the language of propaganda.
28. Clause structure – clause types; verb classes; obligatory and optional clause elements (complements and adjuncts/adverbials).

29. Syntactic characterisation of clause elements – subject; object; complement; adverbial. Direct and indirect objects. Subject complement; object complement. Obligatory and optional adverbials.
30. Semantic roles of clause elements – participants; agentive; affected; recipient; attribute.
31. Subject-verb concord – general rule; notional concord; and proximity. Negation – clause negation; scope of negation; focus of negation.
32. Sentence types and discourse functions – declaratives; interrogatives; imperatives; exclamatives. Types of interrogative sentences. The nature and function of ellipsis; types of ellipsis (categorical; positional).
33. Semantic roles of adverbials – space; time; process; respect; contingency; modality; degree. Formal realisation of adverbials (phrasal categories) and their position within the clause.
34. Coordination – types; coordination and subordination; coordinators and their syntactic functions; semantic roles of the main coordinators. Apposition – restrictive; non-restrictive.
35. The complex sentence – subordinate and superordinate clauses; finite; non-finite and verbless clauses; formal indicators of subordination.
36. Syntactic and semantic functions of subordinate clauses – nominal clauses (subject; object; complement and appositive clauses).
37. Syntactic and semantic functions of subordinate clauses – adverbial (time; conditional) and comparative clauses.
38. Multi-word verbs (phrasal verbs; prepositional verbs). Complementation of adjectives (examples; the selection of the preposition).
39. The noun phrase – premodification and postmodification; relative clauses (restrictive and non-restrictive). Sentential relative clauses.
40. Theme/topic; focus and information processing/packaging (movements; inversions; passivisation); cleft sentences; existential sentences (the function of *it* and *there*).

Compulsory References:

- Andrew Carstairs-McCarthy: *An Introduction to English Morphology*, EdinburghUP, 2002.
- Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. CUP pp.118-187.
- Fabb, N. (2005) *Sentence Structure*. Routledge.
- Greenbaum, S., Quirk, R. (2004) *A Student's Grammar of the English Language*. Longman.
- Halliday, M. (2007). *Lexicology*. London, Continuum.
- Katamba, F. (2005). *English Words*. Routledge.
- Lipka, L. (2002). *English Lexicology*. GNV. •
- Michael Vince: *Advanced Language Practice*, Macmillan, 2003. Miller, J. (2002) *An Introduction to English Syntax*. Edinburgh UP.

Pavlík, R. (2000). *Phonetics and Phonology of English: A Theoretical Introduction*. Bratislava: PdF UK.

Roach, P. (1991). *English Phonetics and Phonology*. CUP.

Sidney Greenbaum, Randolph Quirk: *A Student's Grammar of the English Language*, Longman, 1990 (2004).

Yule, G. (2006) *The Study of Language*. CUP.

Recommended References:

(ed.) Collinge, (2005) N.E. *An Encyclopaedia of Language*. Routledge

Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. CUP.

Crystal, D. (2007). *How Language Works*. Penguin

Geoffrey Leech, M. Deuchar and R. Hoogenraad: *English Grammar for Today*, Macmillan, 1982 (1993).

Gimson, A.C. (1991). *An Introduction to the Pronunciation of English*. Hodder & Stoughton.

Martin Hewings: *Advanced Grammar in Use*, CUP.

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.

Compulsory literature:

- 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.
- Harmer, J.: The Practice of English Language Teaching. Harlow: Pearson, 2007
- 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:

<https://academic.oup.com/eltj>

<http://eltnotebook.blogspot.com/p/complete-list-of-contents-there-are.html>

www.onestopenglish.com