

**Tézy na štátne skúšky pre magisterský študijný program**  
***Učiteľstvo anglického jazyka a literatúry,***  
**akademický rok 2019/2020**

**Literatúra:**

1. Discuss the questions of gender and race identity in Churchill's *Cloud Nine* and *Top Girls*.
2. Discuss the function of intertextuality in drama – demonstrate your points on particular text(s).
3. Discuss the philosophical and cultural contexts of the Theatre of the Absurd and the Epic Theatre (Beckett: *Endgame* and Edson: *Wit*).
4. Discuss the function of the contrasting setting(s) in Shakespeare's plays.
5. The Path of Realism: Domestic and Realistic Drama (Synge: *Riders to the Sea* and Glaspell: *Trifles*).
6. Discuss physical and linguistic elements of Restoration drama functioning as mask and disguise – demonstrate your points on particular text(s).
7. Discuss naturalism and supernaturalism in Synge's *Riders to the Sea*.  
Susan Glaspell: *Trifles*.
8. Discuss the features of Restoration drama indicating its social specificities – demonstrate your points on particular text(s).
9. Poetry-Poetics-Poem (framing the field)
10. Tropes (metaphor; metonymy; allegory; apostrophe; prosopopoeia; hypogram)
11. Sound vs. Script (written text vs. sounding discourse)
12. Poetic Voice (hyperbole; metaphysical conceit; heroic epic; mock heroic; long poem; graveyard poetry – choose three and explain; illustrate your point with examples)
13. Self and Subjectivity (the lyrical I confessional poetry) OR Poetic Image and Imagination
14. Conventions and Intertextuality (topoi; clichés; myths; archetypes; symbols)
15. Forms: the Sonnet, the Ode, the Elegy
16. Rhythm and Rhyme: Prosody, Rhythm, Meter and Metrical Patterns, forms of repetition, rhyming schemes and free verse (choose three of these concepts)
17. The Poem as an Art-Object (Give examples)
18. Discuss the narrative technique in realist texts - demonstrate your points on particular text(s) from your reading list

19. Discuss the narrative technique in modernist texts - demonstrate your points on particular text(s) from your reading list
20. Discuss the use of setting in realist texts - demonstrate your points on particular text(s) from your reading list
21. Discuss the use of time and space in modernist texts - demonstrate your points on particular text(s) from your reading list
22. A comparison of the presentation of character in realist and modernist texts - demonstrate your points on particular text(s) from your reading list
23. Symbolism in modernist texts - demonstrate your points on particular text(s) from your reading list
24. Masculinity and femininity as a theme - demonstrate your points on particular text(s) from your reading list

**Reading List 1:**

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.

### **Reading List 2:**

- 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)

## 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 Rhoethke: 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*. 2<sup>nd</sup> 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.

## **Lingvistika:**

1. Give the definition of style and explain the aims of stylistic analysis.  
What are the main approaches employed in stylistic analysis?
2. Describe the stylistic markers at the level of phonology and graphology.  
What are the main differences between spoken and written communication?
3. Describe the stylistic markers at the level of morphology.  
Give examples in terms of varieties across genres.
4. Describe the stylistic markers at the level of syntax.  
Give examples in terms of varieties across genres.
5. Describe the stylistic markers at the level of lexis.  
Give examples in terms of varieties across genres.
6. How is the notion of transitivity employed in stylistic analysis?  
Give examples related to media discourse.
7. How are the notions of modality and cohesion employed in stylistic analysis?  
Give examples related to various genres.
8. Describe the cognitive approaches to stylistic analysis.
9. Briefly discuss the beginnings of English.
10. Discuss the main characteristics of Old English, focus on the level of pronunciation and lexis.
11. Discuss the main characteristics of Middle English, focus on the level of pronunciation and lexis.
12. Discuss the main characteristics of Early Modern English, focus on the level of pronunciation and lexis (the Inkhorn Controversy).
13. Discuss the main characteristics of Early Modern English, focus on the level of grammar.
14. Discuss the different translations of the Bible.
15. Discuss the varieties of Modern English (English language around the world).
16. Discuss some of the early empirical research into the nature of lexical categories.  
What were the new findings?

17. Discuss the role of prototypes, gestalt and attributes in defining the internal structure of categories.
18. Discuss the role of context and cultural models in category definition.
19. What are the basic level categories and what is their function?
20. What are superordinate categories, how are they defined and what is their function?
21. What are subordinate categories, what is their function and typical lexical manifestations?
22. Discuss the structure of emotion categories. What is the role of metaphors and metonymies in conceptualizing emotions?

### **Compulsory References:**

- Bhatia, V. K. (1993) *Analyzing Genre. Language Use in Professional Settings*. Essex: Longman Group.
- Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. CUP
- Crystal, D. (2007). *How Language Works*. Penguin
- Evans, V., Green, M. (2011) *Cognitive Linguistics. An Introduction*. Edinburgh: Edinburgh University Press.
- Fairclough, N. (2003) *Analysing Discourse*. London and New York: Routledge.
- Hogg, R. and Denison, D. ed. (2006). *A History of the English Language*. CUP
- Janson, T. (2002). *Speak*. OUP
- Jeffries, L., McIntyre, D. (2010) *Stylistics*. Cambridge: CUP.
- Kövecses, Z. (2010) Metaphor. Oxford: OUP.*
- Swales, John. (1990) *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.
- Ungerer, F., Schmid, H. J. (1996) *An Introduction to Cognitive Linguistics*. Pearson Education Limited.

### **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](http://www.teachenglish.org)

[www.learnenglish.org](http://www.learnenglish.org)

[www.onestopenglish.com](http://www.onestopenglish.com)