



**STATE FINAL EXAMINATION
STUDY AREAS AND EXAMINATION QUESTIONS
MAGISTERSKÉ NAVAZUJÍCÍ STUDIUM UČITELSTVÍ ANGLICKÉHO JAZYKA PRO SŠ
(MA in English Language Teaching)**

The State Final Examination consists of three parts: British and American Literature, English Language and Linguistics, and English Language Teaching Methodology and Classroom Discourse Analysis. Each part poses 20 individual topic areas. The examination will take the form of an interview. The student is expected both to demonstrate a theoretical knowledge of the selected topic and provide its interpretation within a broader linguistic or literary context. The examiners will seek to elicit the student's views and opinions and examine the ability of the student to think critically and, where appropriate, offer the student the opportunity to apply his/her learning to a specific teaching situation.

PART ONE: BRITISH AND AMERICAN LITERATURE

The student will first be asked to interpret an extract from a given literary work and then answer a series of questions related to the particular area in the history of English or American literature.

1. G. Chaucer and the tradition of English medieval literature

- a) Characterise the work of G. Chaucer and assess its significance for the further development of English literature and the English literary language.
- b) Name two other key literary figures of the High and Late Middle Ages in England.
- c) Characterise the genre of The Canterbury Tales.
- d) Name and characterise other major works of G. Chaucer.

2. The development of English drama from the High Middle Ages to W. Shakespeare.

- a) Identify the genres and typical features of medieval English drama.
- b) Characterise the beginnings of English comedy and tragedy.
- c) Describe the development of theatrical practice in England from the Late Middle Ages to the early Tudor period.
- d) Describe the situation of the theatre during the Elizabethan period.

3. The work of W. Shakespeare

- a) Characterise the stages in the development of Shakespeare's work.
- b) Give a brief description of the development of Shakespearean comedy and illustrate its features on an example you choose.
- c) Give a brief description of the development of Shakespearean tragedy and illustrate its features on an example you choose.
- d) Give a brief description of the development of Shakespearean history and illustrate its features on an example you choose.
- e) Characterise the genre of a Shakespearean romance.
- f) Characterise Shakespeare as a poet and interpret a given example.



4. English literature of the 17th century

- a) Identify typical features of metaphysical poetry and interpret a given extract.
- b) Characterise the genre of the epic and assess the significance of J. Milton.
- c) Describe the typical features of Restoration drama. Assess the arguments in favour of English drama in J. Dryden's *Essay of Dramatic Poesy*.
- d) Assess the significance of J. Bunyan's work.

5. English novel of the 18th century

- a) Name and characterise the key authors of English novel in the 18th century.
- b) Give a brief description of the development of English novel in the 18th century.
- c) Interpret a given extract and illustrate the typical features of 18th century novel and the style of the given author.
- d) What is Pre-Romanticism? Give examples of Preromantic works and authors in English literature.

6. Romantic poetry

- a) Present the English Romanticism in the gradual phases of its development.
- b) Characterise the main features of Romantic literary theory.
- c) Interpret a given extract and illustrate the typical features of Romantic poetry and the style of the given author.

7. Victorian literature

- a) Characterise the key authors of English poetry in the Victorian period.
- b) Assess the development of the Victorian novel.
- c) Name the key authors of the Victorian novel and the specific features of their work.
- d) Characterise the work of T. Hardy within the context of Victorian literature and the rise of Modernism.

8. Anglo-American modernism

- a) Discuss main trends and characteristics of modernism in Britain and America.
- b) Discuss major development in poetry and fiction, including the works of T.S. Eliot and James Joyce.
- c) Discuss the legacy of modernism.

9. Post-war British literature

- a) Discuss the Angry Young Men and their poetics.
- b) Discuss major trends in post-war British poetry.
- c) Discuss British literature of the 1960s and 1970s.

10. Contemporary British literature

- a) Present major trends in contemporary literature.
- b) Discuss the works of Martin Amis and Julian Barnes.
- c) Talk about the developments in contemporary poetry.



11. Puritanism and its Influence on American Literature

- a) Characterize Puritan culture and its role in Colonial America.
- b) Discuss the main genres, themes, and representatives of Puritan literature.
- c) Comment on the role of Puritan heritage in later American literature.

12. Romanticism and the Growth of American National Literature

- a) Introduce American Romanticism and compare it to Romanticism in Europe; characterize the major tendencies in American Romantic literature.
- b) Discuss the importance of the works of Washington Irving and James Fenimore Cooper for the creation of the national American literature.
- c) Explain the term "American Renaissance" in the context of the history of American literature, name its main representatives and characterize their major works.

13. Transcendentalism and its Influence on Modern American Culture

- a) Explain the major principles of Transcendentalist thought.
- b) Name the main representatives of Transcendentalism and characterize their works.
- c) Discuss the various ways Transcendentalism influenced the works of the authors of the 19th and 20th centuries.

14. Mark Twain and American Realist Tradition

- a) Discuss the changes in American literature and culture after the Civil War.
- b) Explain Mark Twain's role in the development of American novel.
- c) Discuss the major tendencies in American realist literature, and introduce its main representatives.

15. Walt Whitman and His Role in the Development of American Poetry

- a) Explain Whitman's position in the context of the history of American poetry.
- b) Characterize Whitman's poetry focusing on its main formal features, thematic aspects, and language.
- c) Comment on the works of other major American poets of the 19th century and compare them to Whitman.

16. American Theatre

- a) Discuss the development of theatre in America.
- b) Comment on the works of major American playwrights of the 20th century.
- c) Explain the main trends in contemporary American drama.

17. Trends in American Literature after WWII

- a) Offer an overview of the main tendencies in postwar American fiction and poetry.
- b) Present a more detailed discussion of a postwar movement of your choice.
- c) Choose two major postwar authors and compare their works.



18. Literature of American Minorities

- a) Explain the position of minority literatures in the American literary canon.
- b) Comment on the specificities of minority literatures: Native, African, Jewish, Chicano, Asian, and others. Give examples of representative works.
- c) Focus on one minority literature of your choice and offer a closer discussion of its development.

19. Contemporary American Fiction

- a) Comment on the major trends in American fiction since the 1980s.
- b) Discuss the notable themes and narrative techniques in contemporary American fiction.
- c) Offer a detailed discussion of the work of a major American contemporary author of your choice.

20. Literature for Children and Young Adults Written in English

- a) Comment on the major trends, authors, and works in literature for children and young adults in Britain and America since 19th century.
- b) Choose one of the periods or subgenres and offer a more detailed discussion.
- c) Discuss the role of literature for children in English in the Czech cultural context: translations, reception, influence.

Study Resources:

1-10

Hilský, M.: Modernisté. Praha 1995.

Hilský, M.: Shakespeare a jeviště svět. Praha 2010.

Hilský, M.; Nagy, L (eds.): Od slavíka k papouškovi. Proměny britské prózy. Brno 2002.

J. Shattock.: A Cambridge Companion to English Literature 1830-1914. CUP 2010.

Sanders, A.: The Short Oxford History of English Literature, OUP 2004.

The Oxford English Literary History – series

11 -20

Bercovitch, Sacvan, ed. The Cambridge History of American Literature. Cambridge: Cambridge University Press, 1994.

Bradbury, Malcolm, Ruland, Richard. From Puritanism to Postmodernism: A History of American Literature, New York: Penguin, 1992.

Gray, Richard. A History of American Literature. Malden: Wiley-Blackwell, 2012.

Hilský, Martin Rozbité zrcadlo. Praha: Albatros, 2009.

Quinn, Justin, ed. Lectures on American Literature, Praha: Karolinum, 2011.



PART TWO: ENGLISH LANGUAGE AND LINGUISTICS

In Part Two of the examination, the student will be presented with an extract from an authentic text and a number of questions covering all the following linguistic disciplines: phonetics and phonology, morphology, syntax, lexicology, and the history of the English language. In the subsequent interview, the examiners will test not only the student's knowledge and understanding of individual linguistic phenomena but also his/her ability to apply his/her knowledge across the listed topic areas.

1. Essential spelling-pronunciation correspondences
2. English phonemes and allophones (compared to Czech ones)
3. Stress (strong and weak syllables, strong and weak forms, lexical stress)
4. Aspects of connected speech (rhythm, assimilation, elision, linking)
5. Essential principles and functions of English intonation
6. Grammatical properties of nouns (countability, the use of articles, number, gender, and case)
7. Grammatical properties of pronouns (personal, reflexive, possessive, reciprocal, relative, interrogative, demonstrative, and indefinite pronouns)
8. Grammatical properties of adjectives and adverbs
9. Grammatical properties of verbs (forms, auxiliary verbs, multi-word verbs, modality, tense system, transitivity, telicity, dynamicity, mood, voice, non-finite verb phrases)
10. English word-formation processes (derivation, compounding, conversion, back-derivation, blending, clipping, and initialism)
11. Essential structures of English simple sentences (valency of verbs, clause constituents)
12. Word order and Functional Sentence Perspective in English (compared to Czech)
13. Non-finite clauses
14. English compound and complex sentence
15. Cohesion (reference, substitution, ellipsis, conjunction)
16. Concepts, lexical units, contextual variability
17. Sense relations (inclusion, identity, exclusion, opposition, syntagmatic relations)
18. Describing lexical senses (descriptive and non-descriptive meaning, approaches to the specification of word meaning)
19. The evolution of the grammatical system of English in typological perspective
20. English vocabulary and word-formation processes in diachronic perspective

Study Resources:

1-5

- Gimson, A. C. (1989) *An Introduction to the Pronunciation of English*. London, Arnold (výběrově)
Roach, P. (1991) *English Phonetics and Phonology*. Cambridge University Press.
Skaličková, A. (1982) *Fonetika současné angličtiny*. Praha SPN.
Wells, J. C. (2006) *English Intonation: An Introduction*. Cambridge University Press.

6-9

- Dušková, L. et al. (1988) *Mluvnice současné angličtiny na pozadí češtiny*, Praha: Academia.
Quirk et al. (1985) *A Comprehensive Grammar of the English Language*. London, New York: Longman.

10-15

- Bauer, L., Huddleston, R. (2002) Lexical word-formation, in: Huddleston, R., Pullum, G. K. (eds.) *The Cambridge Grammar of the English Language*. Cambridge: CUP.
Wells, J. C. (1990) *Longman Pronunciation Dictionary*. Harlow, Longman

16-18

- Cruse, A. (2011) *Meaning in Language*, Oxford: OUP.



PART THREE: ENGLISH LANGUAGE TEACHING METHODOLOGY AND (CLASSROOM) DISCOURSE ANALYSIS

Students will demonstrate their theoretical knowledge and application of one of the selected thematic units listed below. This will be achieved by firstly giving a coherent presentation of the key features and concepts of the selected topic. Subsequently, students will be asked to apply their understanding to a particular learning/teaching situation and suggest a practical solution to resolve this. This will take the form of responding to a short case study introduced by the examiners and drawing, for example, on a problem-solving task, a lesson plan, a teaching situation, a discussion of learning materials, or an analysis of text.

1. ELT methodology - key terms associated with ELT methodology, general objectives of contemporary language teaching, ELT methodology and its relation to pedagogy, psychology and different linguistic disciplines, the current position of English language teaching within the Czech educational environment, the general process and structure of foreign language learning
2. A diachronic overview of methods and approaches in language teaching, the Grammar-translation Method, the Direct Method, the Audio-lingual Method, the Oral Approach, alternative teaching methods - Suggestopedia, TPR, Silent Way
3. Communicative language teaching and contemporary concepts and strategies in ELT - (Competency-based language teaching (CBLT) and Task-based language teaching (TBLT), the Common European Framework of Reference for Languages (CEFR) - an action-oriented approach, the levels of CEFR and key language competences
4. Teaching pronunciation: key principles, typology of frequently-used activities, common learning/teaching problems and how they may be addressed
5. Grammar and vocabulary teaching: key principles, typology of frequently-used activities, common learning/teaching problems and how they may be addressed
6. Developing receptive language skills - listening and oral comprehension: key principles, typology of frequently-used activities, common learning/teaching problems and how they may be addressed
7. Developing receptive language skills – reading: key principles, typology of frequently-used activities, common learning/teaching problems and how they may be addressed
8. Developing productive language skills - speaking and spoken interaction: key principles, typology of frequently-used activities, common learning/teaching problems and how they may be addressed
9. Developing productive language skills – writing: key principles, typology of frequently-used activities, common learning/teaching problems and how they may be addressed
10. Lesson planning and classroom management: teaching preparation, creating a lesson plan, acknowledging group-specific needs and interests (i.e., teaching teenagers), organisational forms of teaching (grouping students), the roles of teacher in the learning process, dealing with discipline problems, teaching heterogeneous classes
11. Using mother tongue and translation activities in ELT, language transfer and interference (interlingual vs intralingual), interlanguage, common mistakes Czech learners make in English



12. Textbook analysis and assessment, criteria for choosing a textbook, the most commonly-used English language textbooks at Czech secondary schools, general language textbook structure and language syllabus, textbooks used in English for Specific Purposes (ESP), grammar books and other supplementary learning/teaching resources

13. Using authentic documents and multimedia in ELT - definition of authentic documents and their role in ELT, different typologies of authentic documents, basic principles of using different types of media in language teaching, using modern information and communication technologies, smart devices and language learning applications, e-learning and blended learning

14. Error correction and evaluation - key principles, error correction in written and spoken production, basic types of assessment - formative, summative, criterion referenced, etc.; self-assessment, providing feedback

15. Kurikulární dokumenty v praxi - Rámcové vzdělávací programy, RVP-G - vzdělávací oblast: Jazyk a jazyková komunikace - Cizí jazyk a další cizí jazyk, očekávané výstupy cizojazyčného vzdělávání dle RVP- G, očekávané výstupy dle RVP-SOV, rozvíjení klíčových kompetencí dle RVP ve výuce anglického jazyka, průřezová témata ve výuce anglického jazyka na SŠ, ŠVP, závěrečná maturitní zkouška z anglického jazyka - státní část maturitní zkoušky, její struktura a průběh, kritéria hodnocení písemného projevu, kritéria hodnocení ústní části

16. Classroom Discourse Analysis – what is it and how may insights into classroom interaction inform your own teaching practice? Define the key terms, delimit the scope and focus of classroom discourse analysis, name some of the important contributors to the field, and discuss the importance of talk in teaching and learning.

17. John Sinclair and Malcolm Coulthard (1975) – what are the key features of classroom discourse as they were first described by Sinclair and Coulthard? Explain the concept of the Initiation-Response-Feedback (IRF) exchange structure; provide examples to illustrate your key points. Then discuss the appropriateness of Sinclair’s and Coulthard’s work in the context of modern teaching.

18. Walsh (2013) describes the elements of classroom discourse interaction under four main themes: 1) teacher’s control of patterns of communication; 2) teacher’s speech modification; 3) elicitation; and 4) repair. Discuss these four themes and explain how your understanding of classroom interactional dynamics can lead to the improvement of teaching and learning.

19. Classroom Interactional Competence (CIC): what is it and how does it link to the term “communicative competence” as coined by Dell Hymes in 1972? One of the goals of CIC is to create ‘space for learning’. How do you understand this notion? Can you think of some interactional strategies that may assist you as a teacher in maximising the learning experience? When possible, provide examples to illustrate your answer.

20. Current classroom discourse research – set out and discuss its key trends and orientations. How would you undertake your own research into classroom discourse if you: a) wanted to raise your awareness of what is going on in the classroom; b) wanted to reflect on your own teaching practice?



Study Resources

1-15

Harmer, J. *The Practice of English Language Teaching*. Pearson, 2015
Richards, J. and Rodgers, T. *Approaches and Methods in Language Teaching*. CUP, 2015.
Ur, P. *A Course in Language Teaching*. Cambridge, Cambridge University Press, 1996.
Společný evropský referenční rámec pro jazyky: jak se učíme jazykům, jak je vyučujeme a jak v jazycích hodnotíme. 2006. 2. české vyd. Olomouc: Univerzita Palackého. ISBN 80-244-1425-2.

16-20

Brown, G. and G. Yule. *Discourse Analysis*. Cambridge: Cambridge University Press, 1983.
Gee, J. P. *An Introduction to Discourse Analysis: Theory and Method*. 3rd ed. Abingdon, Oxon: Routledge, 2011.
McCarthy, M. *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press, 1991.
Sinclair, J. McH. and R. M. Coulthard. *Towards an analysis of discourse: the English used by teachers and pupils*. London: Oxford University Press, 1975.
Walsh, S. *Investigating classroom discourse*. Abingdon, Oxon; New York, NY: Routledge, 2006.
Walsh, S. *Classroom Discourse and Teacher Development*. Edinburgh: Edinburgh University Press, 2013.