

Bachelor's degree studies

English Language for Education

Topics for the final state examination

To pass the state examination successfully, students are expected to demonstrate a sufficient knowledge of each of the disciplines, i.e. linguistics, literature and cultural studies, and English as a foreign language.

Linguistics

General requirements:

Students are supposed to prove that they have mastered the following linguistic disciplines: **English phonetics and phonology, morphology, syntax and lexicology**. Their knowledge will be examined in the discussion based on a short extract of an English text.

Topics:

- 1) English phonetic and phonological system. Phonemes.
- 2) Word and sentence stress, rhythm, connected speech, assimilation and elision.
- 3) Functions and forms of intonation in English.
- 4) Types of morphemes, allomorphs, words, word classes, suffixes typical for different word classes. Affixes and their effect on word stress. Pronunciation and spelling of grammatical endings (-ed, -s/-es, -ing, 's).
- 5) The usage of articles with common and proper nouns (rules and exceptions).
- 6) The grammatical categories of number and countability in English.
- 7) The categories of gender and case in English. Pronunciation and spelling of the genitive case.
- 8) Pronouns, their types and function. Pronunciation of pronouns in their various syntactic functions.
- 9) Adjectives, adverbs, numerals.
- 10) The grammatical category of voice in English.
- 11) Auxiliary verbs and their functions in the verb phrase, especially in connection to the grammatical category of aspect. Pronunciation of auxiliary verbs.
- 12) Mood and modality.
- 13) Non-finite verb forms, their structure, syntactic functions and grammatical categories.
- 14) Sentence elements (constituents, phrases) and their relations. Constituency tests. Phrase structure, types of phrases.
- 15) Differences between simple and composite sentences, main and subordinate clauses (structural and typological). Sentence stress.
- 16) Syntactic classification of English verbs and their complementation.
- 17) Complex noun phrase and its components.
- 18) Negation in English. Types of negation. Negation in relation to pronunciation.
- 19) Simple sentence types, inversion, ellipsis. Intonation patterns in relation to intonation functions.
- 20) Compound and complex sentence, relations between clauses, the function of coordinators and subordinators.
- 21) Subordinate clauses (types and structure).
- 22) Sentence condensation in English, rules and usage.
- 23) Functional sentence perspective and its influence on sentence structure in English.
- 24) Constructions for highlighting sentence elements and the function of sentence stress.
- 25) Grammatical and lexical meaning, denotation and connotation. Lexical relations: collocations, synonyms, antonyms, homonyms, polysemy. Word meaning and pronunciation (homophones etc.).
- 26) Layers in the lexicon - territorial, social and stylistic differences. Register.
- 27) Word formation processes, borrowings.
- 28) The origin of words. Modern development - political correctness, language and gender.

Recommended study materials:

- BAUER, L. *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press, 2003.
- BERK, L. M. *English Syntax*. Oxford: OUP, 1999.
- BIBER, D.; CONRAD, S. and LEECH, G. *Student Grammar of Spoken and Written English*. Harlow: Longman, 2006.
- BIBER, D. et al. *Longman Grammar of Spoken and Written English*. London: Pearson Education Ltd., 2000.
- BROWN, K. and MILLER, J. *Syntax*. London: Routledge, 1991.
- CARTER, R. and McCARTHY, M. *Cambridge Grammar of English*. Cambridge: CUP, 2006.
- CHALKER, S. *A Student's English Grammar Workbook*. Harlow: Longman, 2005.
- CRUSE, D. A. *Lexical Semantics*. Cambridge: CUP, 1986.
- GREENBAUM, S. *An Introduction to English Grammar*. Harlow: Longman, 1991.
- GREENBAUM, S. and QUIRK, R. *A Student's Grammar of the English Language*. Harlow: Longman, 1990.
- HALLIDAY, M. A. K. and YALLOP, C. *Lexicology. A Short Introduction*. London and New York, Continuum, 2007.
- HUDDLESTON, R. and PULLUM, G. K. *A Student's Introduction to English Grammar*. Cambridge: CUP, 2005.
- JACKSON, H. and AMVELA, E. Z. *Words, Meaning and Vocabulary. An Introduction to Modern English Lexicology*. London and New York: Continuum, 2007.
- LEECH, G. *Meaning and the English Verb*. 3rd edition. Harlow: Longman, 2004.
- LEECH, G. and SVARTVIK, J. *A Communicative Grammar of English*. 3rd edition. New York: Routledge, 2003.
- MACLIN, A. *Reference Guide to English: A Handbook of English as a Second Language*. Washington: USIA, 1994.
- PEPRNÍK, J. *English Lexicology*. Olomouc: Univerzita Palackého, 1992.
- ROACH, P. *English Phonetics and Phonology*. Cambridge: Cambridge University Press, 2009.
- SVOBODA, A. *Lectures on English Syntax*. Ostrava: Filozofická fakulta Ostravské Univerzity, 2004.
- SWAN, M. *Practical English Usage*. 4th edition. Oxford: OUP, 2017.
- ŠTEKAUER, P. (ed.) *Rudiments of English Linguistics*. Prešov: Slovacontact, 2000.
- TALLERMAN, M. *Understanding Syntax*. London: Routledge, 2014.
- THOMSON, A. J. and MARTINET, A. V. *A Practical English Grammar*. Oxford: OUP, 1986.
- VAN VALIN Jr., R. D. *An Introduction to Syntax*. Cambridge: Cambridge University Press, 2001.
- VESELOVSKÁ, L. *English Syntax: Syllabi, Examples and Exercises*. Olomouc: Univerzita Palackého, 2006.
- WELLS, J. C. *Longman Pronunciation Dictionary*. Harlow: Pearson Education Ltd., 2008.

Literature and cultural studies

General requirements:

- General knowledge of British and American literature and culture

Students must submit a **reading list** of minimally **30 titles (novels, collections** of short stories and poetry - that is not just the obligatory reading for the seminars).

Students are expected to say a few words about the historical period in question, and then focus on the main literary styles and key writers of the period. Students should be able to show deeper understanding of the topics covered in the literature and history courses through their interpretation of literary works of the period, mainly based on their reading. Each topic should be represented minimally by one title on students' reading list.

Topics:

- 1) Old English and Middle English literature in historical perspective. Conquerors and raiders on British Isles.
- 2) Elizabethan prose and poetry, life in the Elizabethan era.
- 3) Elizabethan drama – its representatives and historical background.
- 4) The Stuarts, the Republican Era and Restoration – metaphysical poetry, John Milton, restoration poetry and drama. Life in republican England, differences from the previous and consequent eras.
- 5) 18th century Britain and her literature – the age of reason, poetry and the development of the novel. The Enlightenment, agricultural and industrial revolution.
- 6) British romanticism, its representatives and historical background.
- 7) Victorian era, its values, problems and literature.
- 8) Literature at the turn of the 19th and 20th century in historical context.
- 9) British modernism and Britain at the beginning of the 20th century.
- 10) Irish literature and the Irish question.
- 11) Britain between the Wars and her literature.
- 12) Post-war Britain and the Angry Young Men, changes in Britain after WWII.
- 13) Contemporary British fiction in historical context.
- 14) 20th and 21st century British drama.
- 15) Puritanism and colonial America, political writings until 1789 and the first years of the Republic.
- 16) American romanticism in historical context.
- 17) Transcendentalism in historical context.
- 18) 19th century American poetry.
- 19) Regional and national voices after the Civil War, realism and naturalism. The reasons for the Civil War, the Reconstruction and its failure.
- 20) Modernism and the Lost Generation in historical context.
- 21) American poetry in the 20th century, the Beat Generation in historical context.
- 22) African-American identity and its roots, the development of African-American literature.
- 23) Jewish-American writers and waves of immigration from Europe to the USA.
- 24) Ethnic minorities and their literatures.
- 25) Literature and war.
- 26) Postmodernism in American fiction.
- 27) American drama.
- 28) Contemporary American writers in historical context.
- 29) Sci-fi and fantasy in British and American literature
- 30) Children's literature and its development

Recommended study materials:

- ALSUP, J. (ed.) *Young Adult Literature and Adolescent Identity Across Cultures and Classrooms*. New York: Routledge, 2010.
- AXELROD, A. *American History*. Indianapolis: Macmillan USA, Ltd., 2000.
- BASSNETT, S. (ed.) *Studying British Cultures*. London: Routledge, 2003.
- BAYM, N. et al. (eds.) *The Norton Anthology of American Literature*. New York, London: W.W. Norton & Company, 2012.

- BIGSBY, C. *The Cambridge Companion to Modern American Culture*. Cambridge: Cambridge University Press, 2006.
- BREIDLID, A. et al. (ed.) *American Culture: An Anthology*. 2nd. Ed. New York, London: Routledge, 2008.
- BRODEY, K. *History of England*. Milan: La Spiga languages, 1998.
- BRODEY, K. *History of the United States*. Milan: La Spiga languages, 1996.
- BURGESS, A. *English Literature*. Harlow: Longman, 1991.
- CAMPBELL, N. and KEAN, A. *American Cultural Studies. An Introduction to American Culture*. 3rd ed. New York: Routledge, 2012.
- CROWTHER, J. *Oxford Guide to British and American Culture (New Edition)*. Oxford: Oxford University Press, 2005.
- DUVALL, J. N. (ed.) *Cambridge Companion to American Fiction After 1945*. London: CUP, 2012.
- GEYH, P.; LEEBRON, G. and LEVY, A. (eds.) *Postmodern American Fiction. A Norton Anthology*. New York, London: W. W. Norton and Company, 1998.
- GUERIN, WILFRED L. et. al. *A Handbook of Critical Approaches to Literature*. Oxford: Oxford University Press, 2011.
- HIGGINS, M. et al. (ed.) *The Cambridge Companion to Modern British Culture*. Cambridge: Cambridge University Press, 2010.
- HIGH, P. B. *An Outline of American Literature*. London a New York: Longman, 1993.
- MAYS, K. J. (ed.) *The Norton Introduction to Literature*. New York, London: W. W. Norton and Company, 2013.
- McDOWALL, D. *An Illustrated History of Britain*. Harlow: Longman, 2007.
- MORGAN, K. O. *The Oxford Illustrated History of Britain*. Oxford: Oxford University Press, 2009.
- MOUNTNEY, P. and ANTÉNE, P. *UK and US Background Studies: An Introduction to the UK and British Studies, and to the US and American Studies*. Olomouc: UP, 2018.
- NILSEN, A. P., et al. *Literature for Today's Young Adults*. Boston, MA: Pearson, 2012.
- O'CALLAGHAN, B. *An Illustrated History of the USA*. Harlow: Longman, 2007.
- O'DONNELL, P. *The American Novel Now: Reading Contemporary American Fiction Since 1980*. Chichester: Wiley-Blackwell, 2010.
- POPLAWSKI, P. *English Literature in Context*. Cambridge: CUP, 2017.
- PROCHÁZKA, M. et al. *Lectures on American Literature*. Praha: Karolinum, 2002.
- RUSSELL, D. H. *Literature for Children: A Short Introduction*. Boston: Pearson, 2012.
- THACKER, D. C. and WEBB, J. *Introducing Children's Literature*. New York and London: Routledge, 2002.
- THORNLEY, G. C. and ROBERTS, G. *An Outline of English Literature*. London: Longman, 1993.
- VANSPACKEREN, K. *Outline of American Literature*. New York: A. J. Cornell Publications, 2010.
- VODIČKOVÁ, M. *How to Read and Study Literature*. Olomouc: UP, 2006.

English as a Foreign Language

General requirements:

Students are expected to

- demonstrate a good **theoretical knowledge** of the topics,
- use appropriate and precise **terminology**,
- present their **classroom observation and practical training files (portfolios)**
- illustrate the **application** of the theoretical principles in English lessons, using examples from their portfolios

Topics:

- 1) Psychological and physiological characteristics of primary and lower secondary school learners
- 2) Linguistic, psychological and pedagogical principles of teaching and learning English as a foreign language
- 3) Methods and approaches in the EFL classroom
- 4) Motivation in the EFL classroom
- 5) Lesson planning and lesson management in the EFL classroom
- 6) Classroom communication, discipline in the EFL classroom
- 7) Teacher and learner roles in the EFL classroom
- 8) Patterns of interaction in a heterogeneous language classroom
- 9) Assessment and evaluation in the EFL classroom
- 10) Feedback and language error
- 11) Ways of organising teaching and ensuring learner involvement in the EFL classroom
- 12) Characteristic features of syllabuses, school curricula
- 13) Evaluation and selection of materials for teaching English as a foreign language
- 14) Teaching aids, media, digital tools in the EFL classroom
- 15) Individual differences in language development of primary and lower secondary school learners
- 16) Principles underlying presentation, practice, production and reinforcement of English language systems
- 17) Principles underlying presentation, practice, production and reinforcement of English language skills
- 18) Self-reflection, self-assessment in the EFL classroom
- 19) Learners as individuals, learners with special educational needs in the EFL classroom
- 20) Cross-curricular teaching, multiculturalism

Recommended study materials:

- BENTLEY, K. *The TKT Course CLIL Module*. Cambridge: CUP, 2010.
- BERMAN, M. *A Multiple Intelligences Road to an ELT Classroom*. Carmarthen: Crown House Publishing, 1998.
- BROWN, D. *Principles of Language Learning and Teaching*. New York: Pearson, 2007.
- CHASTAIN, K. *Developing Second-Language Skills*. Third edition. Orlando: Harcourt Brace Jovanovich, Publishers, 1988.
- COYLE, D. and HOOD, P. *CLIL Content and Language Integrated Learning*. Cambridge: CUP, 2010.
- GILL, S. and LENOCHOVÁ, A. *Classroom English*. Olomouc: UP, 2004.
- HARMER, J. *How to Teach English*. Harlow: Longman, 1998.
- HARMER, J. *The Practice of English Language Teaching*. 5th ed. Harlow: Pearson Education Limited, 2015.
- HARRIS, M. and McCANN, P. *Assessment*. Oxford: Heinemann, 1999.
- HATTIE, J. and YATES, G. *Visible Learning and the Science of How We Learn*. Abingdon: Routledge, 2014.
- HEDGE, Tricia. *Teaching and Learning in the Language Classroom*. Oxford: OUP, 2000.
- HUGHES, G. and MOATE, J. *Practical Classroom English*. Oxford: OUP, 2007.
- KRATHWOHL, D. R. et al. (eds.) *A Taxonomy for Learning, Teaching and Assessing of Educational Objectives*. New York: Longman, 2001.
- LIGHTBOWN, P. and SPADA, N. *How Languages are Learned*. Oxford: OUP, 2013.
- MOON, G. *Children Learning English*. Oxford: Macmillan. 2000.
- PEER, L. *Winning With Dyslexia*. London: British Dyslexia Association, 1998.

- POLLOCK, J. and WALLER. E. *Day-to-day Dyslexia in the Classroom*. London: Routledge, 1994.
- SCRIVENER, J. *Learning Teaching*. 3rd ed. Oxford: Macmillan Education, 2011.
- SLATTERY, M. and WILLIS, J. *English for Primary Teachers*.
- ŠVECOVÁ, H. *Listen and Do. Oxford basics for children*. Oxford: OUP 2006.
- THORNBURY, S. *An A-Z of ELT*. Oxford: Macmillan Education, 2006.
- THORNBURY, S. *The New A-Z of ELT*. Oxford: Macmillan Education, 2018.
- UR, P. *A Course in Language Teaching*. Revised ed. Cambridge: CUP, 2012.
- UR, P. *A Course in Language Teaching*. 3rd ed. Cambridge: CUP, 2024.
- WRIGHT, T. *Roles of Teachers & Learners*. Oxford: OUP, 1987.