

Okruhy ke státní závěrečné zkoušce

Název studijního programu	Učitelství pro 2. stupeň základních škol
Název specializace	Anglický jazyk
Kód studijního programu	N0114A300076
Typ studia	Navazující
Forma studia	prezenční, kombinovaná
Platnost okruhů	zahájené studium 2020/2021 a později

Structure and General Description

The State Exam has three parts (linguistics, ELT methodology and culture) plus the defense of the master's thesis for those who have chosen the English program for their thesis. The defense always takes part on the same day as the rest of the exam, but is organized in a separate session. The state exam lasts approximately sixty minutes, while there is a time limit of thirty minutes for each defense.

During the state exam, candidates are entitled to choose in what order they answer the questions they have been assigned (i.e. whether they start with linguistics, ELT methodology or culture). Topics for the exam are assigned in a raffle, and candidates are given sixty minutes to prepare their solutions before they appear in front of the exam committee. The preparation takes place in a room different from the one where the exam itself is organized, where students are provided with dictionaries and empty sheets of paper. It is forbidden to consult any source or use any form of assistance during preparation. This is constantly monitored by a faculty member.

Unit I: Linguistics

The exam lasts ca 20 minutes. In the exam, students are given a (set of) short authentic text(s). Below the text, there are always two tasks representing the linguistic disciplines listed below. The exam candidates are asked to identify examples in the text and/or features of the whole text (and context) which illustrate a particular linguistic phenomenon.

Example:

1. Find examples of verbs formed by conversion.
2. Identify textual pattern(s), their stages, and the signals of the stages.

1. Phonetics – phonology

- Phonetics – phonology, speech sounds, phonemes, allophones, IPA, production of speech
- The subsystem of English vocalic phonemes, monophthongs, diphthongs
- The subsystem of English consonantal phonemes
- Economy of articulatory effort, assimilation, elision, linking
- Connected speech – stress, rhythm, intonation, strong, weak forms
- British and American English





2. Morphology

- Nouns – countable n., uncountable n., number, gender, the genitive
- Articles – the indefinite a., the definite a., the zero article, reference: generic, specific definite, specific indefinite
- Pronouns – classification and use
- Quantifiers, numerical expressions
- Adjectives – formation, position, comparison
- Adverbs – classification, position, comparison
- Verbs – auxiliaries, modals, lexical verbs: intransitive, transitive, ditransitive, complex transitive, phrasal verbs. Tense, aspect, voice. The infinitive, participle, gerund and their forms

3. Syntax

- Sentence, clause, word classes, sentence/clause elements, word order
- Statements, questions, commands, exclamations
- Compound sentence – coordination
- Complex sentence – subordination
- Noun clauses – direct, indirect speech, noun clauses after wish, subjunctive
- Relative clauses
- Adverbial clauses – time, place, reason, condition, concession, purpose, result, comparison
- Non-finite clauses – participial constructions, gerund phrases, infinitive phrases, absolute constructions
- Apposition, comment clauses
- The complexity of noun phrases
- Cleft/pseudo cleft sentences
- Pro-forms
- Ellipsis
- Irregular sentences
- Punctuation
- Theme – focus, the division of communicative dynamism
- Scope of negation

4. Lexicology

- Lexicology – main areas, relations to other disciplines, sources of the English lexicon
- Morphological structure of words – roots, derivational and inflectional morphemes
- Word formation – compounding, affixation, combining forms, conversion, blending, clipping, back-formation, acronyms, abbreviations, ex-nihilo, specific processes, lexical borrowing
- Lexical semantics – basic terminology, relations between lexical units, lexical fields – hierarchical, non-hierarchical
- Paradigmatic relations – polysemy, homonymy (homograph, homophone); synonymy, antonymy, hyperonymy, hyponymy, meronymy.
- Syntagmatic relations – collocations, selection restriction
- Semantic transfer – metaphor and simile, metonymy





- Idioms, proverbs
- Lexicography. Types of dictionaries. Corpora

5. Sociolinguistics

- Defining language. Language and culture; language and identity.
- Language variation and the factors influencing it.
- Speech community and community of practice.
- The role of ethics in sociolinguistics.
- Standardization of language.
- Language extinction, language diversity.

6. Textual Analysis

- Problem-Solution and other text patterns. Canonical patterns vs. complexity and deviations
- Genre, aspects of context
- Differences between written/spoken language and formal/informal language
- Cohesion, coherence, links within sentence and beyond sentence level

Unit II: ELT Methodology

The exam lasts ca 20 minutes and is divided into two equal parts:

- 1) discussion on the teaching practicum portfolio including the teaching with children's literature portfolio, ca 10 minutes.

The portfolio will be submitted on Moodle course: KAJ/ORa State exam (KAJ M.A. State Exam) - portfolio submission: <https://elearning.tul.cz/mod/assign/view.php?id=488682> one week before the state exam. Students self-enrol in the course with a password: technickauniverzitavliberci. The submitted portfolio should include all teaching practicum portfolios (i.e. PP1, PP2, PP3 portfolios: OTs, LPs, self-evaluation forms) plus the Children's literature portfolio. The portfolio is ideally submitted as one file only as a link to an accessible Cloud or as a Word/PDF file.

- 2) ELT methodology discussion, ca 10 minutes.
Students are given a choice of two procedures.

In A, students comment on a classroom procedure described via a (set of) short text(s) and base their arguments/comments/feedback on the theoretical knowledge of the drawn topic.

In B, students comment on the given bullet points representing issues within the drawn topic.

Candidates are entitled to choose in what order they answer the ELT methodology unit (i.e. whether they start with discussion on the teaching practicum portfolio or ELT methodology discussion).

1. Concepts and terminology of ELT
2. EFL learner
3. Fostering learner's autonomy
4. Developing language and cultural awareness





5. EFL teacher
6. Lesson planning
7. Teaching language systems: Teaching pronunciation
8. Teaching language systems: Teaching vocabulary
9. Teaching language systems: Teaching grammar
10. Developing receptive skills: Teaching listening
11. Developing receptive skills: Teaching reading
12. Developing productive skills: Teaching speaking
13. Developing productive skills: Teaching writing
14. Error correction
15. Providing feedback
16. Evaluation, assessment and testing
17. Teaching English to young learners
18. Classroom management and classroom language
19. Resources and materials in EFL classes
20. Teaching learners with specific educational needs

Example: Extra question - Further professional growth

In your preparation time, use the skimming reading technique and find the gist of both presented procedures. Choose the procedure you want to discuss.

In procedure A, you should comment on a classroom procedure and base your arguments on the theoretical knowledge of the given topic.

In procedure B, you should comment on your chosen bullet points (you do not have to cover all of them).

Procedure A:

You have observed the following classroom procedure. What are the students and their teacher talking about?

Teacher: Dear class, you are going to have a substitute teacher for the next week. I am taking my DELTA course.

Students: What is a DELTA course?

Teacher: Have you ever done any online courses?

Student A: I am now preparing for the FCE certificate online with the British Council.

Student B: I did PET last year at the Cambridge Assessment Centre.

Student C: I learned how to play Minecraft.

Teacher: Minecraft counts too. I attended an Open University many times already but no Minecraft course was there, what a pity:-) But everything that we learned made us better learners, better players of Minecraft and DELTA is going to make me a better teacher.

Students: You don't need that. You are an amazing teacher.

Teacher: Oh, thank you. But everyone needs to grow. What do you think would a teacher need to become a better teacher? [students brainstorm]

Teacher: So, now you have probably guessed what a DELTA course is about.



Procedure B:

Choose the bullet points for discussion and comment.

- Discuss the opportunities for further teacher development available in your teaching context.
- What might be the reason for developing first-year stress and later burnout?
- What is your observation and experience from teaching practice related to the further professional development of teachers?
- Identify what educational problems an average teacher in your context can encounter and be concerned with. Choose one and identify the sources of information needed to help him understand the problem.
- What are the benefits of action research, and how to do it?

Unit III: Culture

Students are examined orally, on the basis of their readings in two subject areas: Anglophone Literatures and Children's/Young Adult Literature. The exam lasts 20 minutes.

Every student is required to submit a list of six books (three from each of the lists that represent the above-mentioned subject areas, i.e. three Anglophone titles and three Children's/YA titles that they are prepared to critically discuss in depth at the exam.

The Children's/Young Adult list is further divided into three sections. Candidates must choose one book per each of these sections. This rule *does not apply* to the Anglophone list.

Students create and submit a numbered list of the six titles when they enrol for the state exam. The numbering is as follows: 1 to 3 for the Anglophone Literatures titles and 4 to 6 for the Children's/Young Adult Literature titles.

Before the exam, students draw two numbers from a bag. They are then given some time to prepare their oral performance focusing on the two books whose numbers they have drawn.

During the preparation, and at the oral exam, students are required to consider and comment on the following issues related to the particular works:

- the historical period the texts belong to (socio-political, religious, economic conditions),
- cultural trends and artistic movements dominant in the historical period the texts belong to,
- the main idea/message(s) the texts convey,
- literary art: style, characters and plot construction, narration (for fiction and drama)/tropes (for poetry),
- comparison with another literary work written during the same period, and/or belonging to the same cultural trend/movement.
- In relation to the works of the Children's/Young Adult Literature list, students are also required to assess the titles as regards their use in ELT.

In short, candidates should bear in mind that the critical evaluation process that is expected of them is not merely a summary of literary works. Instead, it is an argument about the works discussed, covering, among others, interpretation, judgment, or critical evaluation.

At the exam, students present what they have prepared, and get questions from the examiners that aim to map the candidates' overall ability to apply the same critical evaluation process also to the other books on their reading lists, as well as their knowledge of wider cultural context within the three subject areas.





The state exam tests not only the skills and knowledge acquired directly in the MA program, but also builds on the ability to creatively use what students obtained during their BA studies. In fact, the analysis of narration, plot construction and tropes, as well as putting the works in the context of cultural trends, schools and historical periods requires active familiarity with the curriculum of the department's BA courses in culture and literature or their equivalents taught elsewhere. Students uncertain about their ability to perform these tasks should therefore consult the e-learning courses online, as well as the textbooks recommended by those individual courses.

The lists of the works from which students can choose the six compulsory elective titles are provided in the Appendix at the end of this document.



Appendix: Lists of Books (Culture)

Anglophone Literatures

- The Absolutely True Diary of a Part-Time Indian* (2007). Alexie, Sherman.
- Bless Me, Ultima* (1972). Anaya, Rudolfo.
- Brick Lane* (2003). Ali, Monica.
- The Buddha of Suburbia* (1990). Kureishi, Hanif.
- Cathleen ní Houlihan* (1902). Yeats, W.B.
- Ceremony* (1977). Silko, Leslie.
- Clear Light of Day* (1980). Desai, Anita.
- The Color Purple* (1982). Walker, Alice.
- The Conservationist* (1974). Gordimer, Nadine.
- A Dance of the Forests* (1960). Soyinka, Wole.
- Dogside Story* (2001). Grace, Patricia.
- Dracula* (1897). Stoker, Bram.
- Dubliners* (1914). Joyce, James.
- The Dust Diaries* (2004). Sheers, Owen.
- Eleanor Oliphant is Completely Fine* (2017). Honeyman, Gail.
- The English Patient* (1992). Ondaatje, Michael.
- A Fine Balance* (1995). Mistry, Rohinton.
- The God of Small Things* (1997). Roy, Arundhati.
- The Golden Notebook* (1962). Lessing, Doris.
- Gulliver's Travels* (1726). Swift, Jonathan.
- Home Fire* (2017). Shamsie, Kamila.
- A House for Mr Biswas* (1961). Naipaul, V. S.
- House Made of Dawn* (1968). Momaday, N. Scott.
- Interpreter of Maladies* (1999). Lahiri, Jhumpa.
- Kidnapped* (1886). Stevenson, Robert Louis.
- The Life and Opinions of Tristram Shandy, Gentleman* (1759-67). Sterne, Laurence.
- Life of Pi* (2001). Martel, Yann.
- The Little Stranger* (2009). Waters, Sarah.
- Lives of Girls and Women* (1971). Munro, Alice.
- The Master Butchers Singing Club* (2003). Erdrich, Louise.
- The Middleman and Other Stories* (1988). Mukherjee, Bharati.
- Midnight's Children* (1981). Rushdie, Salman.
- Nervous Conditions* (1988). Dangarembga, Tsitsi.
- No-No Boy* (1957). Okada, John.
- Omeros* (1990). Walcott, Derek.
- Passing* (1929). Larsen, Nella.



The Picture of Dorian Gray (1890). Wilde, Oscar.
The Pillowman (2003). McDonagh, Martin.
The Prime of Miss Jean Brodie (1961). Spark, Muriel.
Pygmalion (1912). Shaw, George Bernard.
The Reading List (2021). Adams, Sara Nisha.
A Question of Power (1973). Head, Bessie.
The Sea, the Sea (1978). Murdoch, Iris.
The Testaments (2019). Atwood, Margaret.
Things Fall Apart (1958). Achebe, Chinua.
Trainspotting (1993). Welsh, Irvine.
The Tree of Man (1955). White, Patrick.
True History of the Kelly Gang (2000). Carey, Peter.
Two Solitudes (1945). MacLennan, Hugh.
Up from Slavery (1901). Washington, Booker T.
Waiting for Godot (1952). Beckett, Samuel.
Waiting for the Barbarians (1980). Coetzee, J. M.
The Whale Rider (1987). Ihimaera, Witi.
Wide Sargasso Sea (1966). Rhys, Jean.
The Woman Warrior (1976). Kingston, Maxine Hong.

Children's Literature

Group 1

A Bear Called Paddington. Bond, Michael.
The Cat in the Hat. Dr. Seuss.
Frog and Toad Are Friends. Lobel, Arnold.
The Hundred Dresses. Estes, Eleanor.
The Tale of Peter Rabbit. Potter, Beatrix.
The Velveteen Rabbit. Williams, Margery.
Where the Sidewalk Ends. Silverstein, Shel.
The Wind in the Willows. Grahame, Kenneth.
Winnie-the-Pooh. Milne, Alan Alexander.

Group 2

Anne of Green Gables. Montgomery, Lucy Maud.
Alice's Adventures in Wonderland. Carroll, Lewis.
Artemis Fowl. Colfer, Eoin.
Black Beauty. Sewell, Anna.
The Borrowers. Norton, Mary.
The Boy at the Back of the Class. Raúf, Onjali Q.



The Boy with Wings. Henry, Lenny.
Bridge to Terabithia. Paterson, Katherine.
The Camels Are Coming. Johns, W. E.
Charlie and the Chocolate Factory. Dahl, Roald.
Charlotte's Web. White, E. B.
The Chronicles of Narnia. Book 2: The Lion, the Witch and the Wardrobe. Lewis, C. S.
Coraline. Gaiman, Neil.
Flour Babies. Fine, Anne.
Harry Potter and the Philosopher's Stone. Rowling, J. K.
His Dark Materials. Pullman, Philip.
The Hobbit or There and Back Again. Tolkien, J. R. R.
Holes. Sachar, Louis.
How to Train Your Dragon. Cowell, Cressida.
Howl's Moving Castle. Jones, D. W.
The Jungle Book. Kipling, Rudyard.
Little Women. Alcott, Louisa May.
Mary Poppins. Travers, P. L.
Myths and Legends. Horowitz, Anthony.
The Owl Service. Garner, Alan.
Peter Pan and Wendy. Barrie, J. M.
The Phantom Tollbooth. Juster, Norton.
The Railway Children. Nesbit, E.
The Ring O'Bells Mystery. Blyton, Enid.
The Secret Garden. Burnett, Frances Hodgson.
A Series of Unfortunate Events. Snicket, Lemony.
The Story of Tracy Beaker. Wilson, Jacqueline.
Treasure Island. Stevenson, Robert Louis.
Truckers. Pratchett, Terry.
War Horse. Morpurgo, Michael.
Watership Down. Adams, Richard G.
A Wizard of Earthsea. Le Guin, Ursula K.
Wonder. Palacio, R. J.
A Wrinkle in Time. L'Engle, Madeleine.

Group 3

The Adventures of Tom Sawyer. Twain, Mark.
The Beast of Buckingham Palace. Walliams, David.
The Boy in the Striped Pyjamas. Boyne, John.
Confessions of Georgia Nicolson Series. Rennison, Louise.
The Curious Incident of the Dog in the Night-Time. Haddon, Mark.





Double Down. Kinney, Jeff.
Eragon. Paolini, Christopher.
Hilda and the Troll. Pearson, Luke.
Hunger Games. Collins, Suzanne.
Lord of the Flies: A Novel. Golding, William.
A Monster Calls. Ness, Patrick.
My Family and Other Animals. Durrell, Gerald Malcolm.
Percy Jackson and the Lightning Thief. Riordan, Rick.
The Secret Diary of Adrian Mole, Aged 13¾. Townsend, Sue.
Skellig. Almond, David.
Uncle Remus Stories. Harris, J. Ch.
The Wizard of Oz. Baum, L. Frank.

Obsahová správnost	
Předkládající katedra	katedra anglického jazyka
Jméno předkladatele	Mgr. Zénó Vernyik, Ph.D.

