

**TÉZY NA ŠTÁTNE SKÚŠKY PRE ROZŠIRUJÚCE ŠTÚDIUM
A CELOŽIVOTNÉ ŠTÚDIUM
(UČITEĽSTVO ANGLICKÉHO JAZYKA A LITERATÚRY)
2018/2019**

LINGUISTICS

Phonetics and Phonology

- Physiological aspects of speech
- English vowels
- English consonants
- Stress – types, placement of stress in simple words and complex words
- Strong and weak forms of English function words; Rhythm, rhythmic patterning: stress-timed rhythm and syllable-timed rhythm
- Assimilation, elision, linking
- Intonation – intonation languages and tone languages, tone; Functions of intonation

Compulsory References:

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

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

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

Morphology:

- Nouns – grammatical categories – number, case, gender, determination, definiteness
- Pronouns
- Adjectives
- Adverbs
- Auxiliary verbs – primary, secondary
- Verbs – grammatical categories – tense, aspect, voice, mood,
- Interjections and conjunctions

Compulsory References:

Andrew Carstairs-McCarthy: *An Introduction to English Morphology*, Edinburgh UP, 2002.

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

Michael Vince: Advanced Language Practice, Macmillan, 2003.

Recommended References:

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

Martin Hewings: Advanced Grammar in Use, CUP.

Syntax:

- The simple sentence – word order, concord, negation
- Clause elements, their syntactic functions and semantic roles
- Sentence types (declarative, interrogative, imperative, exclamative) and their functions
- Coordination
- The complex sentence, types of subordinate clauses
- Syntactic and semantic functions of subordinate clauses

Compulsory References:

Greenbaum, S., Quirk, R. (2004) A Student's Grammar of the English Language. Longman.

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

Miller, J. (2002) An Introduction to English Syntax. Edinburgh UP.

Fabb, N. (2005) Sentence Structure. Routledge.

Lexicology:

- The layers of lexicon (native vocabulary, core vocabulary, borrowings)
- Meaning relations (homonymy, polysemy, synonymy, antonymy, hyponymy, metonymy)
- Words and patterns (collocation, lexical set and field, fixed expressions and idioms)
- Word formation (affixation, conversion, back-formation, clipping, blending, abbreviations, loanwords, calque, coinage)
- Word formation (compounding)
- Change of lexicon (semantic widening/narrowing, loss/revival; amelioration, pejoration; neologisms, clichés and archaic words)
- Taboo and swearing, jargon, slang
- Euphemisms, Politically correct language, Double speak / language of propaganda

Compulsory References:

Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. CUP pp.118-187.
Halliday, M. (2007). *Lexicology*. London, Continuum.
Katamba, F. (2005). *English Words*. Routledge.
Lipka, L. (2002). *English Lexicology*. GNV. •

LITERATURE

- **Old English Literature: Cultural and historical context and literary forms**

- Anon. Beowulf (extract)

Anon. Cadmon's Hymn

- **Middle English Literature Cultural and historical context and literary forms**

Geoffrey Chaucer: Canterbury Tales – The General Prologue + 1 tale

- **Renaissance drama Cultural and historical context, development and kinds of drama, comedy vs. tragedy**

William Shakespeare: 1 play

- **Renaissance poetry: Cultural and historical context and poetic forms, sonnet, sonnet cycle**

Shakespeare, Wyatt, Surrey, Spenser, Sidney – (pick one sonnet to discuss)

- **John Milton: Cultural and historical context, form of epic**

John Milton: Paradise Lost: Extracts

- **Metaphysical poetry Cultural and historical context, metaphysical conceit, carpe diem, memento mori (pick one poem to illustrate your points on)**

John Donne: The Flea, Valediction of Weeping

Robert Herrick: To the Virgins, To Make Much of Time

Andrew Marvel: To His Coy Mistress

George Herbert: Easter Wings

- **Restoration period: Cultural and historical context and literary forms**

compare John Dryden: Mac Flecknoe (extracts) and Alexander Pope: The Rape of the Lock; Canto I; Epistle II, of An Essay on Man

- **Neoclassical period /Age of reason/ Cultural and historical context and literary forms**

Jonathan Swift: A Modest Proposal;

Daniel Defoe: Robinson Crusoe OR Moll Flanders

- **Romanticism Cultural and historical context and literary forms**

Thomas Gray: Elegy Written in a Country Churchyard

William Blake: pick one poem from the Songs of Innocence and Experience each

William Wordsworth: Preface to Lyrical Ballads; one poem

Samuel Taylor Coleridge: one poem

Percy Bysshe Shelley: one poem

John Keats: one poem

- **Development of English Novel Cultural and historical context, form of the novel**

Jonathan Swift: Gulliver's Travels

Daniel Defoe: one novel

Jane Austen: one novel

Mary Shelley: Frankenstein

- **Victorian poetry: cultural and historical context; literary forms. Choose ONE author**

Alfred, Lord Tennyson: Lady of Shallot

Robert Browning: My Last Duchess

- **Victorian prose**

Charles Dickens: one novel

Charlotte Bronte: Jane Eyre

Emily Bronte: Wuthering Heights

- **Development of drama: Victorian theatre; social pressure; class and domestic ideology;**

Oscar Wilde: Importance of Being Earnest,

- **Development of post-war drama: Angry Young Men; Theatre of the Absurd. Choose ONE author**

John Osborne: Look Back in Anger

Samuel Beckett: Waiting for Godot

- **Modernism: destabilization and fragmentation; stream of consciousness; allusiveness. Choose ONE author**

David Herbert Lawrence: Sons and Lovers

James Joyce: Portrait of the Artist as a Young Man OR Dubliners

Virginia Woolf: Mrs. Dalloway OR To the Lighthouse

- **First World War Poetry: idealism; patriotism; scepticism. Choose ONE author**

Rupert Brooke: "The Soldier", Siegfried Sassoon: "The General", W. Owen: "Dulce Et Decorum"

- **Modernist Poetry: symbolism; fragmentation; allusiveness. Choose ONE author**

William Butler Yeats: "Sailing to Byzantium"

Thomas Stearns Eliot: "The Love Song of J. Alfred Prufrock"

- **Post-war Poetry: diversity; the plurality of voices in post-war poetry; cultural and regional differences. Choose ONE author**

Dylan Thomas: "Fern Hill"

Philip Larkin: "Home is so Sad"

Ted Hughes: "Wind"

- **Literature between the wars/ Literature and the wars: cultural and historical context; dystopian tendencies. Choose ONE author**

George Orwell: Animal Farm

William Golding: Lord of the Flies

- **Post war fiction. Postmodernism: self-reflexivity; parody; pastiche; metafiction. Choose ONE author.**

Iris Murdoch: *The Black Prince*

Angela Carter: *The Bloody Chamber and Other Stories* OR *Nights at the Cirkus*

John Fowles: *The French Lieutenant's Woman* OR *The Collector*

- **Post-war fiction. Postmodernism: post-war scepticism; subversive historical narratives; blurring of the boundaries between popular and high art forms. Choose ONE author**

Martin Amis: *Night Train*

Ian McEwan: *Atonement*

Kazuo Ishiguro: *Remains of the Day* OR *An Artist of the Floating World*

Compulsory References:

Bradbury, M.: *The Modern British Novel 1878-2001*. Penguin 2001.

Carter, R., McRae, J.: *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2001.

Poplawski, P. *English Literature in Context*. Cambridge University Press, 2008.

Recommended References:

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

American Literature and Culture

1. The problem of the American Literary Canon (cultural, geographic, ethnic diversities)
2. From the literature of the early colonies to Puritan writing. Also discuss the cultural-historical context of the establishment of the colonies
(Authors: Captain John Smith **OR** William Bradford, Anne Bradstreet, Jonathan Edwards)
3. The literary and cultural and political contexts of the War of Independence
(Authors: Benjamin Franklin: *The Autobiography* **OR** Thomas Paine: from *Common Sense* **OR** *The American Crisis* [Number 1]; Thomas Jefferson: *The Declaration of Independence*)
4. The American Romantic Movement and Early Fiction
Washington Irving **OR** Nathaniel Hawthorne; Edgar Allan Poe **OR** Herman Melville
5. The 'Realism' of Henry James **OR** Ernest Hemingway. Provide a cultural-historical context.
6. Modernism: a general introduction: cultural changes; comparison with realism; most important artistic trends and movements
7. Modernist and Postmodern Poetry
(Authors and texts: Ezra Pound; Imagist Manifesto; William Carlos Williams; Robert Frost;

Gertrude Stein; Amy Lowell; E.E. Cummings; Carl Sandburg; Wallace Stevens; Sylvia Plath, Anne Sexton; Allen Ginsberg, Gary Snyder; John Ashbery [chose three poets])

8. The Harlem Renaissance
(Cultural background; the Negro experience; important representatives; intellectual and cultural significance of the movement)
9. Modernist Fiction: Fitzgerald **OR** Hurston **OR** Steinbeck **OR** Chandler
10. Modern American Drama:
Miller **OR** Wilder
11. Postmodernism: cultural and political contexts, historical background.
(Authors: Vonnegut **OR** Nabokov; **OR** Roth **OR** Auster
12. African-American prose (Angelou **OR** Morrison) **OR** Jewish American prose (Malamud) **OR** Native American prose (Alexie **OR** Silko) **OR** Sci-Fi (Philip K. Dick) **OR** the Bestseller/Blockbuster (Suzanne Collins **OR** George R.R. Martin)

Compulsory References:

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.

Bran Nicol: The Cambridge Introduction to Postmodern Fiction. CUP, 2009.

Paul Lauter (Ed.): A Companion to American Literature and Culture. Wiley-Blackwell, 2010.

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 :Žilinskáuniverzita, 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 Cudzí jazyky (a kultúry) v škole 1 – 10

Recommended web pages:

www.teachenglish.org

www.learnenglish.org

www.onestopenglish.com