

Topics for the final state examination

Follow-up master's degree studies

(Navazující magisterské studium - Učitelství anglického jazyka pro 2. stupeň základních škol,
začátek studia: září 2016 a později)

To pass the state examination successfully, students are expected to demonstrate a sufficient knowledge of each of the disciplines, i.e. ELT methodology, linguistics and literature.

ELT METHODOLOGY

General requirements:

Students are expected to

- demonstrate a thorough theoretical knowledge of the topics,
- use appropriate and precise ELT terminology,
- explain the application of the theoretical principles in English lessons, preferably based on their own experience gained during their teaching practices (students are encouraged to bring their teaching files).

Topics:

1. Linguistic, psychological and pedagogical principles of foreign language teaching (henceforth FLT)

Structural linguistics. Generative and transformational grammar. Acquisition of native and foreign languages. Acquisition and learning. Behaviourism. Learner age and gender differences. Multiple intelligences theory. Interference: positive and negative transfer. The teaching and learning process. Basic methodological principles underlying foreign language teaching and learning.

2. Lesson planning and lesson management in FLT

Principles for the short-term and long-term planning of FLT in relation to the requirements set by the national curriculum for foreign languages, and in relation to the textbooks used in Czech basic schools. Content and forms of planning. Types and stages of a foreign language lesson. Structure and components of a good lesson plan. The role of reflective practice in the planning process. The goals and objectives of FLT and their presentation in the national curriculum in the primary and lower-secondary stages of education. Lesson management. Instructions, timing, using teaching aids, pair and group work, seating arrangements. Teacher and learner roles. Classroom interaction.

3. Assessment and evaluation in FLT

The function of teacher's control and pupils' self-control. Setting homework and types of homework. The principles of learners' project activity. Various types of testing, oral report and assessment depending on proficiency and age levels of the learner and on cognitive and affective variables in FLT. Characteristic features of formal and informal testing. Principles for the design of communicative tests. Various approaches to testing language skills and language systems. Standardisation of testing. Selection and appropriacy of criteria for the evaluation of learners' FL capabilities. The role of translation and testing in learners' FL education. Classification and various uses of dictation in FLT. Comprehensive evaluation of learners' performance. Evaluation of learners with special learning difficulties and needs.

4. Feedback and language error in FLT

Feedback and assessment. Suitable approaches to error (and mistake) correction in different activities, bearing in mind the language accuracy of 6 to 15-year-old learners. Active involvement of learners in self-correction and peer correction. Criteria for error correction with respect to individual language skills and aspects of language. The suitability of different techniques for error correction with respect to 6 to 15-year-old learners. The perception of different types of errors in relation to summative and formative assessment of the learner(s). Approaches to feedback and error correction in different methods and approaches to teaching in general, and to basic school learners in particular (changing roles of teachers and learners, accuracy versus fluency, etc.).

5. Ways of organising teaching and ensuring learner involvement in FLT

Activation techniques suitable for teaching and learning foreign languages at the primary level (the audio-oral course, games, TPR, task-based learning, project-based work, individual work, self-reflection and self-evaluation, programmed learning and problem solving, pair work, group work, frontal teaching, etc.). Suitability of different types of classrooms and varied seating arrangements related to different interaction patterns, classroom activities and tasks. Motivation and stimulation. The concept of differentiation and individualisation in language teaching. Teaching English across the curriculum.

6. Patterns of interaction in a heterogeneous language classroom

Specific approaches to teaching learners aged 6-15 with respect to their individual learning abilities, skills and achievements. Teaching children with specific learning difficulties. Teaching hyperactive and talented learners. Different approaches to the integration of those specific groups of learners into mainstream classes. Principles and teaching strategies related to teaching mixed-ability classes. Discipline problems in language classes. Information technology helping learners to overcome their language difficulties.

7. Development of methods and approaches to foreign language teaching and learning

Differing principles underlying foreign language teaching and learning. The changing roles of teachers and learner(s) and their interaction in the course of classroom instruction. Principles guiding foreign language teaching of 6-15-year-old learners. The role of mother tongue and translation in teaching 6 to 15-year-old learners within the framework of different methods and approaches to FLT. J. A. Komenský. Grammar-Translation Method. Direct Method. Audiolingual Method. Cognitive Approach. Humanistic approaches. Silent Way. Suggestopedia. Community Language Learning. Communicative Approach/Communicative Language Teaching. Natural Approach. Total Physical Response. Multiple Intelligences Theory. Task-based teaching. CLIL. Project work. Cross-curriculum teaching. Rámcový vzdělávací program. Traditional and alternative schools (e.g. Waldorf, Montessori schools, etc.)

8. Evaluation and selection of teaching materials

Evaluation and selection of teaching materials suitable for FLT in basic schools. A coursebook package as a teaching aid. The constituent components of a coursebook package. Different approaches to coursebook evaluation in the process of the selection of teaching material. The principles of choosing criteria for coursebook evaluation and their application in the process of teaching material selection. Different types of teaching material, including online and digital sources. Prediction of problematic areas in foreign language coursebooks of local and foreign, namely British, origin. Principles of supplementing a coursebook with respect to 6 to 15-year-old learners and requirements set by the syllabus for teaching English

in Czech basic schools. Evaluation of coursebooks with respect to the needs of learners with specific learning difficulties.

9. Characteristic features of syllabuses

Basic components constituting a syllabus and its structure. Content-based syllabus: structural syllabus, lexical syllabus, notional/functional syllabus, situational syllabus, topic-based syllabus. Task-based syllabus. Skills-based syllabus. Formal syllabus. Process syllabus. Standard-based syllabus. Multi-strand syllabus. Syllabuses for English in the Czech system of education. The suitability of syllabus gradation with regard to the content and range, staging and sequencing, and the suitability of recycling/reviewing of language content in the syllabus for basic school learners. The specification of language content in the syllabus, language course and other teaching materials in view of the target group of learners. Inductive and deductive concept of language presentation and acquisition. Principles of work with heterogeneous groups, and of evaluation and self-evaluation as an integral part of teaching material.

10. Individual differences in language development of basic school learners

Characteristics of learners across different age groups (3rd-5th, 6th-7th and 8th-9th grades) and proficiency levels. Appropriate interaction patterns with respect to different phases of a language lesson at the basic school level. Suitable teaching approaches and methods (intuitive and cognitive learning) with respect to specific age and proficiency levels. Characteristics of young learners and teenage learners. The role of sensor-motor learning. The role of games in foreign language teaching and learning. Exploiting children's literature, storytelling and drama in language learning at the primary level. The concept of active learning. Ways of stimulating learner involvement. Differentiation and individualisation in FLT to children aged 6-15. Suitable approaches to assessment in different grades across the basic school level. Importance of training effective language learning strategies. Individual approaches to children with specific learning difficulties related to the aspects mentioned above.

11. Teaching aids, media and materials in teaching foreign languages

Audio-visual aids. Electronic media: multimedia information technology. Methodology of working with different types of media. Criteria for choosing appropriate teaching aids. Principles underlying home-made audio-visual materials for teaching English as a foreign language. Sources of information about existing audio-visual aids for foreign language teaching and learning. Advantages and disadvantages of working in a computer room in the case of basic school learners. Online materials to supplement textbook packages. Digital versions of textbooks.

12. Principles underlying presentation, practice, production and reinforcement of the language systems and language skills

Integrated approach to teaching English as a foreign language. Specific features of presentation, practice and production of individual language skills (speaking, listening, reading, writing) and language systems (grammar, vocabulary, pronunciation). Typology of language tasks and their suitability for different stages of presentation, practice and production of skills work and aspects of language with respect to individual differences among learners. Suitability of inductive and deductive methods of presentation. Accuracy and fluency. Teaching integrated skills. Evaluation criteria of language task difficulty and text difficulty in relation to different stages of language learning and characteristics of the target learning population. Making use of Czech pupils' mother tongue and foreign language awareness. Homework typology and homework setting.

13. Specific features of teaching and learning English as a compulsory subject at basic schools

The balance between the use of the mother tongue and the target language at primary and lower secondary stages (functional code switching). Modification of the target language in the communicative classroom. English as a tool for communication between the teacher and learners (teacher talk and learner talk). The balance between teacher talking time and student talking time. Transfer and interference. Classification of teacher's questions. The role of translation in FLT with respect to different age groups at the basic school level. The role of translation in testing and assessing pupils' language achievements and skills. Teaching and learning spelling, pronunciation, vocabulary and grammar, listening and reading comprehension, speaking and writing in English and in learners' mother tongue. Use of different types of dictionaries, encyclopaedias and other supplementary materials.

14. Learners as individuals

Individual differences in intellectual development among basic school learners. Gardner's multiple intelligences theory (MI). Implications of MI theory for foreign language training. Cognitive, affective and gender capacities as significant determinants in foreign language teaching and learning. Importance of motivation. Ways of arousing pupils' interest in learning. The role of sensor-motor learning. Memory, forgetting and revision. The role of remedial teaching. The impact of specific learning difficulties on the process of foreign language learning and acquisition.

15. Classroom research

Objects of research: the pupil(s), the teacher, characteristic features of language communication, teaching and learning process, lessons, lesson planning, study skills and learning strategies, ability to self-reflect, teaching skills, classroom management, teaching materials and media. Methods suitable for classroom-based research. The presentation of classroom-based research results.

Recommended reading:

BENEŠ, E. a kol. *Metodika cizích jazyků*. Praha: SPN, 1970.

BETÁKOVÁ, L. *Angličtina učitele angličtiny*. Plzeň: Fraus, 2006.

BERMAN, M. *A Multiple Intelligences Road to an ELT Classroom*. Carmarthen, Wales: Crown House Publishing, 1998.

BROWN, H. D. *Principles of Language Learning and Teaching*. Fifth edition. Englewood, Cliffs, New Jersey: PrenticeHall, 2007.

CELCE-MURCIA, M. *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle, Thomson Learning, 2001.

CHASTAIN, K. *Developing Second-Language Skills*. Third edition. Orlando: Harcourt Brace Jovanovich, Publishers, 1988.

CHODĚRA, R. *Didaktika cizích jazyků*. Praha: Academia, 2006.

CHODĚRA, R. a kol. *Didaktika cizích jazyků na přelomu staletí*. Rudná u Prahy: Editpress, 2001.

COOK, G. *Translation in Language Teaching*. Oxford: OUP, 2010.

COUNCIL OF EUROPE. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press, 2001.

CUNNINGSWORTH, A. *Choosing Your Coursebook*. Oxford: Heinemann, 1995.

EDGE, J. *Mistakes and Correction*. New York: Longman, 1990.

ELLIS, R. *Second Language Acquisition*. Oxford: OUP, 2002.

- Evropské jazykové portfolio pro žáky do 11 let v České republice.* Plzeň: Fraus, 2002.
- Evropské jazykové portfolio pro žáky a žákyně ve věku 11-15 let v České republice.* Praha: MŠMT ČR, 2001.
- FRIED-BOOTH, D. *Project Work.* Oxford: OUP, 1986.
- GILL, S. and A. LENOCHOVÁ. *Classroom English.* Olomouc: Univerzita Palackého, 2005.
- GRENAROVÁ, R. and M. VÍTKOVÁ, ed. *Komunikativní přístup v cizojazyčné výuce u žáků s SPU.* Brno: MU, 2008.
- HARMER, J. *The Practice of English Language Teaching.* Fifth edition. Harlow: Pearson Education Limited, 2015.
- HEATON, J. B. *Classroom Testing.* London: Longman, 1990.
- HEDGE, T. *Teaching and Learning in the Language Classroom.* Oxford: Oxford University Press, 2000.
- HENDRICH, J. a kol. *Didaktika cizích jazyků.* Praha: SPN, 1989.
- HOWATT, A.P.R. and H. G. WIDDOWSON. *A History of English Language Teaching.* Oxford: OUP, 1984.
- HURTOVÁ, D., STRNADOVÁ, I. and M. ŠIGUTOVÁ. *Nápadníček pro učitele a rodiče (nejen) dětí s dyslexií, které začínají s angličtinou.* Oxford: Oxford University Press, 2006.
- KELLY, G. *How to Teach Pronunciation.* Harlow: Longman, 2000.
- LARSEN-FREEMAN, D. *Techniques and Principles in Language Teaching.* Second edition. Oxford: OUP, 2000.
- LENOCHOVÁ, A. *Práce se žáky se specifickými poruchami učení v hodinách anglického jazyka.* In: *Specifické poruchy učení a chování.* Praha: Portál, 1999, s. 84-88.
- LENOCHOVÁ, A. *Teaching English as a Foreign Language. Selected Extracts.* Olomouc: Univerzita Palackého, 1989.
- LEWIS, G. *Bringing technology into the classroom.* Oxford: OUP, 2009.
- LITTLE, D. and R. PERCLOVÁ. *Evropské jazykové portfolio: Příručka pro učitele a školitele.* Praha: MŠMT ČR, 2001.
- LYNCH, T. *Teaching Second Language Listening.* Oxford: OUP, 2009.
- MEHISTO, P. et al. *Uncovering CLIL.* Oxford: Macmillan Education, 2008.
- PECHANCOVÁ, B. and A. SMRČKOVÁ. *Cvičení a hry pro žáky se specifickými poruchami učení v hodinách angličtiny.* Olomouc: UP, 1998.
- PUCHTA, H. and M. RINVOLUCRI *Multiple Intelligences in EFL. Exercises for secondary and adult learners.* Helbling Languages, 2005.
- Rámcový vzdělávací program pro základní vzdělávání.* Praha: NÚV, 2016.
- RICHARDS, J. and T. RODGERS. *Approaches and Methods in Language Teaching. Third edition.* Cambridge: CUP, 2014.
- RICHARDS, J. C. *Teaching Listening and Speaking. From Theory to Practice.* Cambridge: Cambridge University Press, 2008.
- SCRIVENER, J. *Learning Teaching.* Third edition. Oxford: Macmillan Education, 2011.
- Seznámení s komunikativním způsobem vyučování angličtiny – Příručka pro české učitele.* Oxford: Oxford University Press, 1998.
- THORNBURY, S. *An A-Z of ELT.* Oxford: Macmillan Education, 2006.
- THORNBURY, S. *How to Teach Grammar.* Harlow: Longman, 1999.
- THORNBURY, S. *How to Teach Vocabulary.* Harlow: Longman, 2002.
- UR, P. *A Course in English Language Teaching.* Second edition. Cambridge: CUP, 2010.
- WATKINS, P. *Learning to Teach English.* Addlestone: Delta Publishing, 2005.
- WRIGHT, A., BETTERIDGE, D. and M. BUCKBY. *Games for Language Learning.* Cambridge: CUP, 1984.

LINGUISTICS

General requirements:

Students are supposed to prove that they have mastered the linguistic disciplines that they studied in the bachelor programme: **phonetics a phonology, morphology, syntax and lexicology**, and also the new disciplines studied in the magister programme, i.e. **sociolinguistics, text analysis and pragmatics**.

Their knowledge will be examined in the discussion based on a short extract of an authentic English text. The students will have to prove that they understand the typological differences between English and Czech, which should help them to efficiently deal with negative transfer of their prospective pupils.

Topics:

Sociolinguistics

1. Language varieties – the concept of standard English, the social role of RP.
2. Regional dialects – rural and urban. Attitudes to dialects on part of different social classes.
3. The structure of conversation – social conventions in different countries.
4. Gender differences in language use.
5. The language situation in Scotland, Wales and Ireland.
6. British and American English. World Englishes.
7. English as a Lingua Franca.
8. Bilingualism and multilingualism.

Text analysis

1. Cohesion and coherence.
2. Types of cohesive devices.
3. Informativity of a text.
4. Intertextuality.
5. Highlighting constructions.
6. Types of texts.

Pragmatics

1. Pragmatics: definition, pragmatics and other linguistic disciplines, pragmatic competence.
2. Reference and deixis.
3. Presupposition and entailment.
4. Speech acts.
5. Politeness theory.
6. Maxims of conversation and conversational implicature.
7. Conversation analysis.

Recommended reading:

Text analysis

BIBER, D., et al. *Longman Grammar of Spoken and Written Language*. London: Pearson Education Ltd, 1999.

BROWN, G. and G. YULE *Discourse Analysis*. Cambridge: CUP, 1983.

CRYSTAL, D. *The Cambridge Encyclopedia of the English Language*. Cambridge: CUP, 2003.

DE BEAUGRANDE, R. and W. DRESSLER. *Introduction to Text Linguistics*. London: Longman, 1981.

HORNOVÁ, L. *Awfully Afraid of Analysis*. Olomouc: UP, 2006.

HUDDLESTON, R. and G. K. PULLUM. *The Cambridge Grammar of the English Language*. Cambridge: CUP, 2002.

MATHESIUS, V. *A Functional Analysis of English*. Praha: Academia, 1975.

TÁRNYIKOVÁ, J. *From Text to Texture*. Olomouc: Univerzita Palackého, 2002.

Sociolinguistics

COUNCIL OF EUROPE. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: CUP, 2001.

COUPLAND, N. and A. JAWORSKI, ed. *Sociolinguistics. A Reader and Coursebook*. Basingstone: Palgrave, 1997.

CRYSTAL, D. *English as a Global Language*. Cambridge: CUP, 1997.

CRYSTAL, D. *The Cambridge Encyclopedia of the English Language (2nd Ed.)*. Cambridge: CUP, 2003.

McKAY, S. L. and N. H. HORNBERGER. *Sociolinguistics and Language Teaching*. Cambridge: CUP, 1996.

MONTGOMERY, M. *An Introduction to Language and Society*. London: Routledge, 1986.

SPOLSKY, B. *Sociolinguistics*. Oxford: OUP, 1998.

STOCKWELL, P. *Sociolinguistics*. London: Routledge, 2002.

TANNEN, D. *You Just Don't Understand*. London: Virago Press, 1991.

TRUTGILL, P. *Sociolinguistics. An Introduction to Language and Society*. London: Penguin, 1990.

Pragmatics

COUNCIL OF EUROPE. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: CUP, 2001.

CRYSTAL, D. *The Cambridge Encyclopedia of Language*. Third edition. Cambridge: CUP, 2010.

DIGNEN, B. *Communicating Across Cultures*. Cambridge: CUP, 2011.

GEANEY, D. *Discourse Analysis and Related Topics for Teachers of English as a Second Language*. Praha: Univerzita Karlova, 1996.

HIRSCHOVÁ, M. *Pragmatika v češtině*. Olomouc: Univerzita Palackého, 2006.

KRAMSCH, C. *Language and Culture*. Oxford: OUP, 1998.

LEVINSON, S. C. *Pragmatics*. Cambridge: CUP, 1983.

ROSE, K. R. and KASPER, G. *Pragmatics in Language Teaching*. Cambridge: CUP, 2001.

WIDDOWSON, H. G. *Discourse Analysis*. Oxford: OUP, 2007.

YULE, G. *Pragmatics*. Oxford: OUP, 1996.

LITERATURE

General requirements:

- General knowledge of British, American and children's literature
- Ability to use simple literary texts for teaching language.

Students must submit a **reading list** of minimally **50 titles** (novels, **collections** of short stories and poetry, children's literature books) representing individual topics.

Students are expected to say a few words about the historical period in question, the main literary styles and key writers of the period. Then they will focus on the literary works that they have read. In the discussion about their reading they should show the ability to interpret literary works against the historical, social and political background of that period and find potential usage within English classes with their pupils discussing several socio-cultural issues throughout school curricula.

Topics:

1. **Slavery and Civil Rights movement in American literature** – slavery, slave narratives, Civil War, Segregation, Civil Rights, Harlem Renaissance, neo slave narratives
2. **American Women Writers** – the position of women in American society, first women writers, ethnic women writers, contemporary women writers
3. **Literature and War in British and American literary tradition** – Civil War, World Wars, Korean, Vietnam War and War against Terrorism and their reflections in literature, the literature of holocaust, trauma
4. **American identity in American literary tradition** – the birth of the nation, minority voices, contemporary American identity, Southern literature
5. **Non-conformity in British and American literary tradition** – fight for American independence, transcendentalism, Walt Whitman and his followers, naturalists, Babbits, Beatniks, Hippies, Angry Young Men, Postcolonial writing and other literature of political protest
6. **The Others in the US** – immigrants, their conditions and its reflection in American literary tradition: Latino/Latina, Native Americans, Jewish-Americans, Asian-Americans and other hyphenated Americans and their literary tradition
7. **American Dream in literature** from Benjamin Franklin to John Irving, the theme of American dream, its development and also criticism, American dream on stage
8. **Contemporary American Fiction** – changes in American society after WWII up to present times, fiction since 1950ies, postmodernism
9. **Sci-fi and fantasy in American and British literature**
10. **Children's literature and its development**

11. **British Theatre** – from Elizabethan Age up to Nowadays, Shakespeare and his Contemporaries, Victorian Drama, Irish dramatists, the theatre of the absurd, contemporary drama

12. **British Novel since the 18th century** – the development of the novel, its main representatives, Victorian novelists, war novels, Angry Young Men, university novel, contemporary novelists

13. **The Rise and Fall of British Empire** – Colonialism and Postcolonialism and its representatives, Commonwealth writers

14. **British Women Writers throughout the ages** – Suffragettes, changing role of women from Celtic times till today, position of women in different countries of the Commonwealth and its reflection in literature, woman and womanhood

15. **Experiments in British literature** – From L. Sterne to postmodernism. British modernism and postmodernism

16. **Irish and Scottish nationhood and literature** – the tradition and development of Irish and Scottish literature, reflection of socio-political events in literature

Recommended reading:

Contemporary literature of English speaking countries

BAYM, N. *The Norton Anthology of American Literature (Vol. 2)*, New York: W.W. Norton & Company, 2000.

CARTER, R. and J. McRAE. *The Penguin Guide to Literature in English. Britain and Ireland*. Harlow: Pearson Education, Ltd, 2001.

FRANKOVÁ, M. *Britské spisovatelky na konci tisíciletí*. Brno: Spisy Masarykovy university v Brně, Filozofická fakulta, 1999.

HILSKÝ, M. *Současný britský román*. Praha: Torst, 1995.

PROCHÁZKA, M. et al. *Lectures on American Literature*. Praha: Karolinum, 2002.

ROTH, J., ed. *American Diversity, American Identity*. New York: Henry Holt, 1995.

SHAW, S. M. and J. LEE. *Women's Voices, Feminist Visions*. Mountain View: Mayfield Publishing Company, 2001.

American Literature

HIGH, P. B. *An Outline of American Literature*. London and New York: Longman, 1993.

PROCHÁZKA, M. a kol. *Lectures on American Literature*. Praha. Karolinum, 2002.

MILLARD, K. *Contemporary American Fiction*. New York: Oxford University Press, 2000.

JAŘAB, J. *American Poetry and Poets of Four Centuries*. Praha: SPN, 1989.

JAŘAB, J. *Masky a tváře černé Ameriky*. Praha. Odeon, 1985.

KOLÁŘ, S. *Seven Responses to the Holocaust in American Fiction*. Ostrava. Tilia, 2004.

SADDIK, A. J. *Contemporary American Drama*. Edinburgh. Edinburgh University Press. 2007.

SHIACH, Don. *American drama 1900-1990*. Cambridge; New York: Cambridge University Press. 2000.

Children's literature

JONES, S. *The Fairy Tale*. New York and London: Routledge, 2002.

LURIE, A. *Boys and Girls Forever*. New York: Penguin Books, 2003.

- The Oxford Companion to Children's Literature*. Oxford: OUP, 1991.
- SUTHERLAND, Z. and M. H. ARBUTHNOT. *Children and Books*. New York, Harper Collins, 1991.
- TOWNSEND, J. R. *Written for Children*. Harmondsworth: Penguin Books, 1974.
- THACKER, D. C. and J. WEBB. *Introducing Children's Literature*. New York and London: Routledge, 2002.
- WULLSCHLÄGER, J. *Inventing Wonderland*. New York: The Free Press, 1995.