

Státní rigorózní zkoušky

Studijní program: UČITELSTVÍ pro ZŠ (akreditace do r. 2024)
Studijní obor: **Lower Secondary School Teacher Training in English Language**

Linguistics

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.

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.

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.

Literature

1. Slavery and Civil Rights movement in American literature – slavery, slave narratives, Civil War, Segregation, Civil Rights, Harlem Renaissance, neo slave narratives
2. Contemporary American and British 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, queer authors

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. Sci-fi and fantasy in American and British literature

9. Children's literature and its development

10. Contemporary British Theatre – 20th century British Theatre, the theatre of the absurd, in-ner-face theatre, contemporary drama

11. British Novel in the 20th century – from James Joyce to Ian McEwan

12. Colonialism and Postcolonialism and its representatives, Commonwealth writers

13. Experiments in British and American literature – from modernism to postmodernism.

ELT methodology

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

Linguistics

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.

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.

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

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.
- HORNOVA, L. *Awfully Afraid of Analysis*. Olomouc: UP, 2006.
- HUDDLESTON, R. and G. K. PULLUM. *The Cambridge Grammar of the English Language*. Cambridge: CUP, 2002.
- KRAMSCH, C. *Language and Culture*. Oxford: OUP, 1998.
- LEVINSON, S. C. *Pragmatics*. Cambridge: CUP, 1983.
- MATHESIUS, V. *A Functional Analysis of English*. Praha: Academia, 1975.
- McKAY, S. L. and N. H. HORNBERGER. *Sociolinguistics and Language Teaching*. Cambridge: CUP, 1996.
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- ROSE, K. R. and KASPER, G. *Pragmatics in Language Teaching*. Cambridge: CUP, 2001.
- SPOLSKY, B. *Sociolinguistics*. Oxford: OUP, 1998.
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- YULE, G. *Pragmatics*. Oxford: OUP, 1996.

Literature

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- JONES, S. *The Fairy Tale*. New York and London: Routledge, 2002.
- KOLÁŘ, S. *Seven Responses to the Holocaust in American Fiction*. Ostrava. Tilia, 2004.
- LURIE, A. *Boys and Girls Forever*. New York: Penguin Books, 2003.
- MILLARD, K. *Contemporary American Fiction*. New York: Oxford University Press, 2000.
- The Oxford Companion to Children's Literature*. Oxford: OUP, 1991.
- PROCHÁZKA, M. et al. *Lectures on American Literature*. Praha: Karolinum, 2002.
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- SADDIK, A. J. *Contemporary American Drama*. Edinburgh. Edinburgh University Press. 2007.
- SHAW, S. M. and J. LEE. *Women's Voices, Feminist Visions*. Mountain View: Mayfield Publishing Company, 2001.
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ELT methodology

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- WRIGHT, A., BETTERIDGE, D. and M. BUCKBY. *Games for Language Learning*. Cambridge: CUP, 1984.