

Follow-up master's degree studies

Navazující magisterské studium, Učitelství anglického jazyka pro základní školy – maior, minor, completus,

Topics for the final state examination: The English language and a cultural and literary overview

To pass the state examination successfully, students are expected to demonstrate a sufficient knowledge of each of the disciplines, i.e. The English language and a cultural and literary overview.

The English language

General requirements:

Students are required to demonstrate both theoretical and practical knowledge of the linguistic disciplines completed during their bachelor's degree study program (English phonetics and phonology, morphology, syntax and lexicology), as well as the disciplines studied in their master's degree study programme (text analysis and stylistics, pragmatics and sociolinguistics). The examination will include a discussion over a short authentic English text.

Topics:

1. Formal and informal language.
2. Basic functional styles in English.
3. Text. Standards of textuality.
4. Intertextuality and its impact on text comprehension.
5. Text and informativity.
6. Cohesion and coherence.
7. Types of cohesive devices.
8. Communicative value of constructions used for highlighting.
9. Reference and deixis. Presupposition.
10. Language and society. Standard English, regional dialects.
11. Sociolinguistic and pragmatic competence.
12. Conversation structure and conversation analysis. Social conventions, conversational maxims and implicature.
13. Speech acts and politeness. Gender differences in language use.
14. English as lingua franca. British and American English. World Englishes.
15. Bilingualism and multilingualism. Language policy – national and official languages, minority languages, language rights. Language policy in the European Union.

Recommended reading:

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

- BROWN, G. and YULE, G. *Discourse Analysis*. Cambridge: CUP, 1983.
- COUNCIL OF EUROPE. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: CUP, 2001.
- COUNCIL OF EUROPE. *Common European Framework of Reference for Languages: Learning, teaching, assessment - Companion volume*. Online. Strasbourg: Council of Europe Publishing, 2020. Available from www.coe.int/lang-cefr
- COUPLAND, N. and JAWORSKI, A., eds. *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.
- CRYSTAL, D. *The Cambridge Encyclopedia of Language*. Third edition. Cambridge: CUP, 2010.
- DE BEAUGRANDE, R. and DRESSLER, W. *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.
- HIRSCHOVÁ, M. *Pragmatika v češtině*. Olomouc: Univerzita Palackého, 2006.
- HORNOVÁ, L. *Awfully Afraid of Analysis*. Olomouc: UP, 2006.
- HUDDLESTON, R. and PULLUM, G. K. *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 HORNBERGER, N. H.. *Sociolinguistics and Language Teaching*. Cambridge: CUP, 1996.
- MONTGOMERY, M. *An Introduction to Language and Society*. London: Routledge, 1986.
- ROSE, K. R. and KASPER, G. *Pragmatics in Language Teaching*. Cambridge: CUP, 2001.
- SPOLSKY, B. *Sociolinguistics*. Oxford: OUP, 1998.
- STOCKWELL, P. *Sociolinguistics*. London: Routledge, 2002.
- TANNEN, D. *You Just Don't Understand*. London: Virago Press, 1991.
- TÁRNYIKOVÁ, J. *From Text to Texture*. Olomouc: Univerzita Palackého, 2002.
- TRUTGILL, P. *Sociolinguistics. An Introduction to Language and Society*. London: Penguin, 1990.
- WIDDOWSON, H. G. *Discourse Analysis*. Oxford: OUP, 2007.
- YULE, G. *Pragmatics*. Oxford: OUP, 1996.

A cultural and literary overview

General requirements:

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. **Afro-American Literature and Identity** – slavery, slave narratives, Civil War, Segregation, Civil Rights, Harlem Renaissance, contemporary Afro-American literature, 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** – colonial wars, Civil War, World Wars, Korean, Vietnam War and War on Terror and their reflections in literature, Holocaust literature, trauma
4. **American identity in American literary tradition** – the birth of the nation, patriotism, minority voices, contemporary American identity, suburbanization, Southern literature, representations of typical Americans
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 condition and their 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 American literature** from Benjamin Franklin to John Irving, the theme of American dream, its development and also criticism, American dream on stage
8. **Contemporary American Literature** – changes in American society after WWII up to the present, fiction since 1950s, postmodernism
9. **Sci-fi and fantasy in American and British literature**
10. **Children's literature and its development** – the position of the child in history, children's literature from didacticism to contemporary young adult fiction
11. **British Theatre** – from Elizabethan Age up to the present, 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 the 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 until 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 McRAE, J. *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 univerzity 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 ARBUTHNOT, M. H. *Children and Books*. New York, Harper Collins, 1991.

TOWNSEND, J. R. *Written for Children*. Harmondsworth: Penguin Books, 1974.

THACKER, D. C. and WEBB, J. *Introducing Children's Literature*. New York and London: Routledge, 2002.

WULLSCHLÄGER, J. *Inventing Wonderland*. New York: The Free Press, 1995.