

Kierunek: Filologia angielska, specjalność: nauczycielska

Studia drugiego stopnia

Egzamin dyplomowy

Rok akademicki 2020/2021

Zagadnienia kierunkowe

- (1) Discuss gender identity as a key auto/biographical element in Helen Fielding's *Bridget Jones diary*.
- (2) Discuss the role of humour in non-fiction, basing your answer on Jeremy Clarkson's *The world according to Clarkson* and Bill Bryson's *Notes from a big country*.
- (3) Present the educational value of auto/biography, analysing Maya Angelou's *I know why the caged bird sings* and Jon Krakauer's *Into the wild*.
- (4) Present travel writing as a form of auto/biography, referring to Bruce Chatwin's *The songlines* and Christina Dodwell's *A traveller on horseback*.
- (5) Present scriptotherapy as a way of dealing with memories of a traumatic childhood on the basis of Frank McCourt's *Angela's ashes*.
- (6) Present auto/biographical writing as a way of exploring multiple identities, referring to Janet Frame's *To the is-land* and Lorna Sage's *Bad blood*.
- (7) Enumerate types of biographical genres and explain each of them briefly. Compare the biographical novel *Flaubert's parrot* by Julian Barnes with another biography or biographical novel you have read.
- (8) Name the two social classes presented by Jane Austen in her novel *Pride and prejudice*. Discuss the values represented by members of these social groups as well as their attitudes to the other social ranks and to money.
- (9) Give a definition of a literary sketch. Discuss the purpose of *Sketches by Boz: illustrative of every-day life and every-day people* by Charles Dickens. Explain when the collection was published and how many sketches form the collection. Describe the events and characters presented in one of the sketches.
- (10) Define typical traits of dystopian fiction: a typical dystopian protagonist, society and types of control. Explain how they are represented in the novel *Never let me go* by Kazuo Ishiguro. Provide other examples of dystopian fiction.
- (11) Compare the various forms of racial inequalities across the 19th and 20th centuries in the USA based on: *Désirée's baby* by Kate Chopin, *To kill a mockingbird* by Harper Lee, and *The bluest eye* by Toni Morrison. Give examples of institutionalized racism and every-day, social racism presented in each of the literary works mentioned above.
- (12) Enumerate a few key historical events presented in the film *Forest Gump* directed by Robert Zemeckis. Discuss the events and the people involved and explain how the music used in the film rendered the cultural and historical background.
- (13) Discuss the presentation of teenage initiation in Joyce Carol Oates's *Where are you going, where have you been?* and John Updike's *A&P*.

- (14) Discuss Sylvia Plath's presentation of and commentary on American women in *The bell jar*.
- (15) Discuss Thomas Pynchon's *The crying of lot 49* as a postmodern novel.
- (16) Discuss how the issues of class and race are presented in Alice Walker's *Everyday use* and Toni Cade Bambara's *The lesson*.
- (17) Discuss the presentation of Sula and Nel in Toni Morrison's *Sula*. Compare and contrast the characters.
- (18) Discuss the concept of home and housekeeping as presented in Marilynne Robinson's *Housekeeping*.
- (19) Discuss the presentation of the struggle for self-definition in Sandra Cisneros's *The house on Mango Street*.
- (20) Define 'domestication' as a translation strategy. Discuss translation techniques related to this strategy.
- (21) Define 'foreignization' as a translation strategy. Discuss translation techniques related to this strategy.
- (22) Define the term 'cultural elements'. Discuss translation techniques that can be used in translation of cultural elements.
- (23) Discuss different functions of 'proper names' in fiction and translation techniques that can be used in translation of proper names in fiction.
- (24) Define the term 'metaphor'. Discuss different types of metaphors and the problem of metaphor translation.
- (25) Define the term 'idiom'. Discuss different translation techniques that can be used in the translation of idioms.
- (26) Define the term 'translation error'. Discuss different types of translation errors.
- (27) Discuss the functions of non-verbal communication and the differences in the interpretation of non-verbal signs in various cultures.
- (28) Explain the concept of 'language arbitrariness'.
- (29) Present the differences between an idiolect, a sociolect and a dialect.
- (30) Explain the theory of linguistic relativity (Sapir-Whorf hypothesis).
- (31) Characterise the language of modern forms of communication: the Internet and social media.
- (32) Explain the meaning of a linguistic sign and present its two components.
- (33) Discuss the way the West has been represented in country music and westerns.
- (34) Discuss the way the South has been represented by American songwriters and film-makers.
- (35) Outline major critical approaches to analysis, evaluation and discussion of films.
- (36) Explain the term 'separate-but-equal doctrine' and give a brief overview of African-American struggle for equality.
- (37) Present the concept of film noir and explain how the darkness of the films reflected the disenchantment of the times.

- (38) Explain the concept of genre films and present basic genre conventions.
- (39) Discuss the connection between the innateness hypothesis and the idea of Universal Grammar.
- (40) Discuss the importance of phonetics in language learning and explain the difference between phonetics and phonology.
- (41) Explain the term 'deixis' / 'deictic expressions' and discuss their functions in text. List three basic types of deictic expressions and give examples.
- (42) Explain the notion of 'metaphor' in cognitive linguistics. Identify a source and a target domain in the following examples:
He's a really cold person.
She gave us a warm welcome.
- (43) Discuss the main concept of structuralism and explain the basic Saussurean dichotomies:
 'langue' vs. 'parole'
 'synchrony' vs. 'diachrony'
 'paradigmatic' vs. 'syntagmatic'
- (44) Discuss the influence of positivist approaches to learning and the behaviourist school of thought in psychology on second/foreign language teaching and learning. Present their major pedagogical implications.
- (45) Discuss the impact of cognitive approaches to learning on second/foreign language teaching and learning, and present the main pedagogical implications emerging from the research in the area of attention and memory.
- (46) Present the main assumptions of the constructivist movement, social interactionism and sociocultural views of human learning. Discuss the main pedagogical implications for teachers, teacher trainers and educational psychologists.
- (47) Discuss the main assumptions of humanism and ecological psychology. Present their implications for learning and teaching, including the learning and teaching of foreign languages.
- (48) Discuss the issue of successful classroom management taking into consideration factors related to group processes and group dynamics as well as the needs of unique individuals within the class.
- (49) Discuss the role of learner cultural background, beliefs and motivation in second/foreign language learning.
- (50) Discuss the issue of agency and self-regulation in second/foreign language learning. Consider the role of learner styles and individual learning strategies in second/foreign language learning.

Zaganiaenia specjalnościowe

1. Present the information in the following documents regulating the educational process in Poland: framework curriculum (*ramowy plan nauczania*), syllabus (*rozkład materiału*), foreign language curriculum (*podstawa programowa*) for secondary schools, and proprietary curriculum (*program własny/autorski*)?

2. Explain the key principles of a differentiated classroom and present different learner styles.
3. Discuss effective yet innovative homework practices aiming at developing listening, speaking, reading and writing skills that are appropriate for adolescent and adult learners.
4. Discuss the theory of multiple intelligences developed by Howard Gardner and suggest ways of implementing it into the EFL classroom with adolescent and adult learners.
5. Compare Task-Based Instruction and Content-Based Instruction in EFL teaching and suggest how the approaches can be implemented with adolescent and adult learners.
6. Present the techniques of assessing EFL learners' initial level of pronunciation, correcting pronunciation mistakes and testing pronunciation. Present strategies for individual pronunciation development appropriate for teenage and adult EFL learners.
7. Discuss the major difficulties Polish learners might face in acquiring the English pronunciation and present didactic solutions effective in tackling each of these problems.
8. Define the concepts of direct and indirect vocabulary learning and express your opinion on these approaches to vocabulary development. Enumerate and explain at least eight dimensions of word knowledge that should be taught in the EFL classroom.
9. Present the techniques of integrating vocabulary teaching into a lesson with teenagers and adult learners.
10. Discuss the techniques of presenting, practicing and assessing new grammar structures in the EFL classroom. Define the principles for both guided and communicative grammar practice as well as effective and engaging activities and techniques useful in teaching EFL grammar to teenagers and adult learners.
11. Explain the techniques of assessing EFL learners' initial level of grammatical competence, correcting grammatical errors and testing grammar. Define the strategies for individual grammar development appropriate for teenage and adult EFL learners.
12. Discuss in detail different teaching styles and their effects on the learning process and learner motivation. Discuss the issue of effective and stimulating teacher-learner interaction, its importance and characteristics. Explain how the interaction can be adjusted to individual learners representing different developmental levels and cognitive needs.
13. Discuss the importance of effective teacher-parent, teacher-teacher and teacher-community cooperation aiming at the best interest of the pupils and their developmental and emotional well-being and suggest practical ideas how such cooperation can be achieved. Discuss the problem of teacher stress and suggest effective ways of dealing with it.
14. Discuss activities for pre-, while-, and post-listening tasks appropriate for secondary school and adult learners. Characterize effective listening material for these age groups and explain where such materials can be found and how you can adapt them to ensure they meet your learners' needs.
15. Discuss the types of reading performance encountered in the classroom and the purposes they serve. Explain the importance of bottom-up and top-down processes in reading. Discuss the principles of dealing with grammar while teaching reading.

16. Present examples of pre-, while- and post-reading activities appropriate for secondary and adult EFL learners. Discuss learner strategies useful in approaching different types of reading tasks (e.g. gap filling, matching headings, distinguishing facts and opinions).
17. Present the main stages of a successful speaking activity. Present the difference between transactional and interactional exchanges. Discuss the obstacles that teachers might encounter while teaching this productive skill.
18. Present types of speaking activities effective with secondary and adult learners. Discuss authentic materials that can be used as a stimulus for speaking. Explain the relationship between accuracy and fluency in the process of developing speaking skills.
19. Discuss the principles of giving immediate and delayed feedback while teaching speaking in EFL classroom. Mention some benefits of peer feedback and explain the difference between implicit and explicit feedback.
20. Discuss the main stages of the writing process and present controlled, shared and independent writing tasks. Discuss the main forms of feedback students might receive on their writing.