

Filologia angielska i Filologia angielska w zakresie nauczania języka

Zagadnienia na egzaminy dyplomowe

Zagadnienia na egzamin licencjacki

Dyscyplina JĘZYKOZNAWSTWO

Grupa tematów ogólnych

1. Define language. Explain: the notion of a linguistic sign, arbitrariness of language, and that language is a system.
2. Branches of linguistics.
3. Properties and functions of language.
4. Define sense relations: synonymy, antonymy, polysemy, homonymy (homophony and homography), hyponymy, partonymy. Provide examples.
5. Gricean co-operative principle. Conversational maxims.
6. Explain the following notions: accent, dialect, idiolect, pidgin, creole, kinesics, proxemics.
7. Discuss cohesion and coherence. Define the following cohesive devices: recurrence, paraphrase, pro-forms, ellipsis, functional sentence perspective. Provide examples.

Grupa tematów seminaryjnych

(w zależności od oferty seminariów w danym roku akademickim)

Cognitive linguistics

1. The notion of conceptual metaphor (source and target domain; conceptual mappings; metaphorical linguistic expressions; the difference between metaphorical and literal language).
2. Classification of conceptual metaphors according to their cognitive function.
3. Conceptual metonymy: definition and classification.
4. Conceptual metaphor and metonymy: comparison.
5. Multimodal metonymy
6. Multimodal metaphor
7. Pictorial metaphors
8. Motivation of metaphors

Language acquisition

1. Define the notion of learning and the roles of the teacher and the student in the following theories: behaviourism, cognitivism, constructivism and humanism.
2. Discuss the main proponents of positive psychology and their role in creating the framework for studying the role of emotion in foreign language learning.
3. Discuss the notions of foreign language enjoyment and foreign language classroom anxiety; give examples of the variables that affect each of these and refer to the main researchers.

4. Define the following terms: behaviourism, classical conditioning, principle of reinforcement, drive and habit strength, operant conditioning, reinforcers, punishers, social constructivism, schemata, equilibrium and disequilibrium, equilibration and disequilibration, assimilation, accommodation, modes of representation, personal construct theory, personal construct theory, man-the-scientist, social interactionism, dialogic process, Zone of Proximal Development (ZPD), Mediated Learning Experience, humanism, hierarchy of needs, deficiency needs, growth needs, empathic process, growth-promoting climate, cognitive-emotional interface, emotional thought, cold cognition, hot cognition, positive psychology, broaden-and-build theory, upward spiral of emotions, undoing hypothesis, psychology of optimal experience, flow, autotelic experience, autotelic personality, PERMA, foreign language classroom anxiety, foreign language enjoyment.

Applied linguistics: Rhetorical discourse and effective communication

1. Discuss the five canons of rhetorical discourse and refer to selected researchers.
2. Discuss the three main functions of rhetoric and refer to selected researchers.
3. Discuss persuasion in rhetorical discourse and refer to selected researchers.
4. Discuss the roles of the teacher and the student in a foreign language classroom and refer to selected researchers.
5. Discuss the main assumptions of teacher-student communication in a foreign language classroom and refer to selected researchers.
6. Discuss the concept of organizational culture and refer to selected researchers.
7. Discuss the main interpersonal skills in the workplace and refer to selected researchers.
8. Define the following terms: rhetorical discourse: invention, arrangement, elocution (style), memory, delivery, ethos, pathos, logos, persuasion, types of persuasion, social functions of rhetoric; foreign language classroom: active listening, self-motivation, self-efficacy, feedback; business communication: organizational culture, positive reinforcement, reflecting, questioning, meta-perception, assertiveness.

Applied linguistics: Persuasion and Rhetoric. Discourse Analysis

1. Define and explain the differences between the terms: persuasion, manipulation, propaganda, agitation, coercion, influence.
2. Define Aristotle's Rhetorical Triangle and discuss how these persuasive appeals manifest in different types of texts.
3. Discuss Cialdini's persuasion techniques and provide examples.
4. Define a communicative situation and its elements and discuss them in the context of persuasion.
5. How do the context and genre of a persuasive text influence the language choices made by the communicator? How does the medium of delivery (written vs. spoken) affect persuasiveness?
6. How can persuasive language be used to manipulate or deceive the audience? What ethical considerations should be made when employing persuasive techniques?
7. Discuss how technological advancements, such as social media and online advertising, have influenced the way we communicate and persuade? What ethical concerns arise from the use of persuasive tactics in digital environments?

8. Discuss Austin's and Searle's approaches to speech acts (what a speech act is, Speech Act Theory, speech act categorisation, etc.) and provide examples.

Pragmatics

1. Define and discuss the notion of face.
2. Define and discuss face-threatening acts.
3. Define and discuss politeness strategies.
4. Define and discuss Grice's Cooperative Principle.
5. Define and discuss politeness theory.

Lexicography

1. What is the difference between an analytical definition and single-clause *when*-definition?
2. What is the difference between an analytical definition and full-sentence definition?
3. What is the difference between an analytical definition and metalinguistic definition?
4. Compare paper and online dictionaries.
5. What are the main features of English monolingual learners' dictionaries?
6. Explain the term "defining vocabulary".
7. What are the criteria of a good dictionary?
8. Describe the three most important dictionary skills.
9. How can dictionary skills be taught in the EFL classroom?
10. Describe the term "frequency information".

Translation

1. Stages of the translation process.
2. Levels of equivalence according to Mona Baker.
3. Types of lexical meaning according to Mona Baker.
4. Universals of Translation.
5. Errors in translation – Krzysztof Hejwowski's typology.
6. Techniques of translating slang and dialect.
7. Translating metaphors.
8. Formal and dynamic equivalence according to Eugene Nida.
9. Equivalence in difference according to Roman Jakobson.
10. Types of language according to Peter Newmark.
11. Groups of cultural words according to Peter Newmark.
12. Techniques of translating culture-bound items according to Krzysztof Hejwowski.
13. Codes in translation according to Maria Krysztofiak.
14. AVT – characteristics.

Dyscyplina LITERATUROZNAWSTWO

History of Literature

1. The beginnings of national literature on the British Isles.
2. Historical and social background of particular literary epochs.
3. The development of the English Theatre tradition (selected examples).
4. The beginnings of English novel.
5. Victorian novel.
6. American literature in Romanticism and Realism.
7. Gothic literature – motifs, techniques, representatives and cultural context.
8. Modernist fiction – motifs, techniques, representatives and cultural context.

Theory of literature

1. Characteristic features of literary genres.
2. Novel as a literary genre – types, examples, main features.
3. Typology of narration.
4. Basic literary devices employed in poetry and prose.

Dyscyplina NAUKI O KULTURZE I RELIGII

(nie dotyczy Filologii angielskiej w zakresie nauczania języka)

Grupa tematów ogólnych

1. Define the term "culture." Discuss: social values, customs, norms, and institutions as well as cultural products shared by individuals belonging to a given society (art, knowledge, traditions, etc.)
2. Discuss the basic models of cultural studies research (production-based studies, text-based studies, studies of lived cultures).
3. Discuss the topographies of culture: geography, meaning and power.
4. Discuss the relation between culture and politics.
5. Discuss the postmodernisation of everyday life: consumption and information technologies.
6. Discuss the different concepts of the body in culture.
7. Discuss the concepts of subculture, postsubculture and fandom.

Grupa tematów seminaryjnych

1. Discuss the concept of 'symbol' according to Saussure's and Peirce's 'sign' models. Describe the meaning of a chosen symbol of American culture.

2. Discuss the concept of an 'icon'. Interpret one of the icons of American culture based on Richard Dyer's theory of stars.
3. Discuss the concept of 'myth' and Campbell's functions of myth, giving examples of myths fulfilling these functions.
4. Discuss Campbell's concept of the hero's journey 'monomyth' using the example of a 21st century text of culture.
5. Discuss Jewett and Lawrence's concept of the 'American monomyth' on the example of a 21st century text of culture.

Zagadnienia na egzamin magisterski

Dyscyplina JĘZYKOZNAWSTWO

Grupa tematów ogólnych

1. Define language. Explain: Saussurean notion of a linguistic sign. Linguistic signs and Peircean classification of signs (symbols, icons and indices).
2. Properties and functions of language. Evolutionary perspective.
3. Explain and illustrate with examples the following sense relations: synonymy, antonymy, polysemy, homonymy (homophony and homography), hyponymy, partonymy. In your explanation include diachronic perspective (where relevant).
4. Discuss cohesion and coherence. Define the following cohesive devices: recurrence, paraphrase, pro-forms, ellipsis, functional sentence perspective. Provide examples.
5. Models of communication (information- vs intention-based models).
6. Main assumptions of the Relevance Theory.

Grupa tematów seminaryjnych

(w zależności od oferty seminariów w danym roku akademickim)

Cognitive Semantics

1. The notion of conceptual metaphor (definition of the notion; the principle of unidirectionality; the difference between metaphorical and literal language; modalities of manifestation).
2. Classification of conceptual metaphors along the parameter of conventionality, cognitive function, nature and levels of generality.
3. Functions of metaphors in discourse.
4. The basis of metaphors.
5. Discuss the Great Chain of Being and metaphors based on it. Provide examples.
6. Discuss the axiological component in metaphORIZATION.
7. Discuss the types of cross-cultural variation in metaphors. Provide examples to each of the types.
8. Define preconceptual image schemas. Provide examples.
9. Discuss the notion of conceptual metonymy. Provide examples. Compare conceptual metaphor and conceptual metonymy.

Translation

1. CBIs – translations techniques.
2. Domestication and foreignization.
3. Translation series; types; factors contributing to the development of translation series.
4. Techniques for translating proper names.
5. Competences and roles of translators.
6. Equivalence: types and problems of achieving it.
7. Translatability vs untranslatability.

8. Translation as a communicative process.
9. Text types and their functions.
10. Types of CBIs.
11. Contribution of: Jakobson, Vinay & Darbelnet, Wojtasiewicz, Newmark, Hejwowski, Venuti, Berman, Lefevere to Translation Studies (discuss one of those).
12. Acceptability vs adequacy (initial norms – Toury).

Dyscyplina LITERATUROZNAWSTWO

1. The beginnings of national literatures – historical and social background (England, Scotland, Wales, Ireland, New Zealand, Australia).
2. Main motifs and themes of particular literatures.
3. Literary works – representatives of particular literatures (examples).
4. Literature and other arts – influence of painting, film, photography and sculpture on the development of narrative techniques (main features of literary works which draw on visual art; the function of the visual in literature).
5. American literature in the second half of the 20th century.

Dyscyplina NAUKI O KULTURZE I RELIGII

(nie dotyczy Filologii angielskiej w zakresie nauczania języka)

1. Theories and categories of adaptation in culture.
2. Narration in film and in literature.
3. Elements of mise-en-scène.
4. Adaptation and audiovisual culture.
5. Methods of analyzing cultural artefacts.