

English Department Guide To Graduate State Final Exams (2018/2019 on)

NOTE: This guide has been compiled to provide you with information on the content and process of the state final exams. It is recommended that you closely study the guidelines and contact professors of particular disciplines if you have any questions.

General Information

There are three core exams to complete:

- KAN/SZ – Comprehensive exam in English studies
- KAN/SZD1 - Comprehensive exam in English language teaching theory
- KAN/SZD2 - Comprehensive exam in English language teaching practices

Each exam has a different structure, process, and grading criteria. Overall, the goal of the exams is to allow students apply their knowledge of the various disciplines in practice. We encourage students to registers for all three exams at once.

KAN/SZ – Comprehensive exam in English studies

During the exam, students are to:

- Show understanding how culture shapes the use of language
- Discuss and reflect on English cultures across the world
- Identify transnational issues in texts of various types
- Identify and analyze selected linguist phenomena in texts

Prior to the exam

Students receive two texts by email three days prior to the scheduled date of the exam. During the exam, they must complete the following three tasks:

Task 1

Discuss the literary text in relation to some of the broader issues and concepts you learnt about during your studies (among these cultural stereotyping, intercultural competence, migration, tourism, globalism, homogeneity, hybridism, postcolonialism, global Englishes). (See courses Czechs Through Anglophone Eyes, Global Anglophone Discourse, Global Anglophone Literature.)

Task 2

During the oral exam in grammar, you are supposed to work with the non literary text (a piece of written language of approximately 300 words) and answer questions referring to the following grammatical phenomena:

a) In the area of syntax:

- individual sentence types by the word order and polarity, the communicative function, the number of finite clauses
- individual clause elements, their semantic roles and the means of their realization
- individual types of dependent clauses and their syntactic functions
- the principles of the word order in an English sentence
- the functional sentence perspective and its principles

b) In the area of morphology:

- grammatical categories of nouns
- adjectives, their grammatical functions and qualities
- grammatical categories of verbs

Task 3

Find in the text examples of three most frequent ways of word-formation - affixation, compounding and conversion, and comment on each example (e.g.: the type of affix, the relation between the components of the compound word, variability of word classes in the given example of conversion).

Exam process

Exam materials:	Selected text, student's notes
Exam length:	15- 30 minutes
Exam format:	Oral dialogue with the members of the committee
Grading criteria:	

Task 1

Criteria	Description	Evaluation
Argument	Demonstrates an ability to analyze complex cultural phenomena using novel approaches and presents a clear, persuasive and original argument based on the analysis.	Outstanding Very good Acceptable Somewhat deficient Very deficient
Supporting details, examples	Presents evidence that is accurate and relevant to the argument, and in sufficient amounts.	Outstanding Very good Acceptable Somewhat deficient Very deficient
Application of broader concepts	Displays an understanding of broader theoretical concepts, and connects these persuasively to the specific question	Outstanding Very good Acceptable Somewhat deficient Very deficient
Response to questions from examiners	Responds critically and quickly to comments and questions from examiners, integrating their questions and observations into own argument	Outstanding Very good Acceptable Somewhat deficient Very deficient
Fluidity	Communicates clearly and professionally in standard English without errors of grammar or register. Speaks in a way that indicates ease with the material and organized thought.	Outstanding Very good Acceptable Somewhat deficient Very deficient

Task 2 and Task 3

Grade 1 criteria:

- the student shows an excellent knowledge of the subject matter,
- the student is able to provide a systematic explanation or analysis of a particular grammatical phenomenon under discussion,
- the student is able to support his or her arguments by suitable examples from the text.

Grade 2 criteria:

- the student shows a good knowledge of the subject matter,

- the student is able to identify the grammatical phenomenon under discussion in the text without being prompted,
- the student may feel unsure about certain arguments

Grade 3 criteria:

- the student shows rather disjointed, though still acceptable knowledge of the topics covered,
- although the student a guidance of an examiner in the process of the exam, the student answers most questions correctly,
- the student is able to make his/her way through the material under analysis.

KAN/SZD₁ - Comprehensive exam in English language teaching theory

During the exam students are to:

- Demonstrate knowledge and understanding of general principles of effective English language teaching
- Demonstrate knowledge and understanding of methods and techniques in teaching language knowledge and language skills, of the assessment with respect to the needs of a given age group, and of the use of various tools (teaching aids) including ICT
- Discuss various ELT classroom practices regarding their strengths and weaknesses (rationalize their implementation)
- To explain why a certain approach is more suitable than another one

Prior to the exam

Students revisit methodology topics/areas from all required methodology and assessment courses and covered reading materials including terminology. They should be able to complete the following three parts of the exam

1. Defining/explaining a number of ELT terms - Students select a given number of terms from a list of terms and define each briefly. (2 points per answer)
 - Example: CEFR, metalanguage, skimming, etc.
2. Answering questions - Students select a given number of questions from a list and write 1-2 paragraphs addressing each one (not more than 300 words). There is no way to provide very comprehensive answers to all the questions; instead, students provide the key information specific to the selected topic and show that they understand the subject matter. (10 points per answer)
 - Example: How would you design a reading activity? What should you keep in mind? Why? What should you avoid, if anything? What tasks could you assign? What activities could you conduct?
3. Agreeing/disagreeing with statements about teaching - Students select a given number of statements from a list and explain in 1 paragraph per statement (max 150 words) why they agree or disagree with the statements, making references to current theory and best ELT practices. (10 points per answer)
 - Example: It is important to correct every mistake students make.

Exam process

Exam materials:	Students complete a set of tasks consisting of the parts listed above; students have the option of choosing a certain number of questions from the total number of provided questions in each section of the exam
Exam length:	150 minutes
Exam format:	Written on the computer (students are encouraged to bring their own device). However, if needed, students can handwrite the exam.
Grading criteria:	<p>Points will be awarded for each answer as follows:</p> <ul style="list-style-type: none">• <i>Total number of points</i> - Task addressed adequately; answer is clear; information is complete; no evidence of space fillers (general/common knowledge); ELT terminology used effectively• <i>Half of the total number of points</i> - Task only partially addressed; good evidence of understanding the subject matter but certain key info missing; ELT terminology used• <i>Zero points</i> – Task poorly addressed; some evidence of familiarity with the topic/issue; however, no strong evidence of knowledge; limited ELT terminology used
Scoring:	<ul style="list-style-type: none">• Excellent - 91-100 points• Very Good - 81-90 points• Good - 71-80 points• Fail - less than 71 points

KAN/SZD2 - Comprehensive exam in English language teaching practices

During the exam, students are to:

- Demonstrate knowledge and understanding of general principles of effective English language teaching
- Demonstrate knowledge and understanding of methods and techniques in teaching language knowledge and language skills, of the assessment with respect to the needs of a given age group, and of the use of various tools (teaching aids) including ICT
- Reflect on the students' needs resulting from the specifics of the school environment and the students' individual needs
- Discuss various ELT classroom practices regarding their strengths and weaknesses (rationalize their implementation)
- Demonstrate knowledge and skills associated with effective lesson planning and classroom management
- Discuss their teaching competences and areas of their further professional development
- Respond to questions posed by the members of the committee within the scope of the topics listed above

Prior to the exam

Three days prior to the scheduled date of the exam, students email the exam committee a plan of a lesson they have taught. The structure of the lesson plan should be as follows:

School:

Class:

Number of students:

Level of students:

Class time:

Lesson objectives:

Materials:

Classroom arrangement:

Lesson procedure:

Stage	Procedure (What the teacher will do)	Tasks (What the students will do)	Interaction (How the class will be organized)	Aims (What the purpose of the activity is like)	Time (How much class time is dedicated to the activity)

Students should be ready to complete the following three tasks during the exam:

Task 1

Provide comprehensive explanation and justification of the planned procedures – tasks and activities presented in the lesson plan with respect to the lesson goals: Why did you do what you did? Support your views with theory and use appropriate ELT terminology when discussing your plan. If needed, mention anything you would do differently next time if the lesson were taught again and explain why you would make those changes.

Task 2

Present your English language teaching philosophy (Why would you like to teach English? How does language learning occur? Why should English be taught in schools? What are the goals of English language education? What would be your main goals for students if you taught? What skills and/or knowledge would you like your students to gain from your class? What is the role of the teacher in an English class?).

Task 3

Present your strengths and areas of further growth as an English language teacher. You can use your own language when presenting your self-assessment but make sure you refer to competences outlined in EPOSTL. Be specific and refer to specific ELT competences rather than general teaching competences.

Exam process

Exam materials: A plan of a lesson that has been taught by the student, self-assessment report, teaching philosophy, notes

Exam length: 30-45 minutes

Exam format: A dialogue with the members of the committee

Grading criteria: Grade 1 criteria: The student provides comprehensive explanation and justification of the planned procedures. S/he supports his/her views with theory and uses appropriate ELT terminology effectively. S/he provides clear evidence of knowledge and understanding of principles central to English language teaching and manifests various teaching strategies and skills. S/he responds critically and quickly to comments and questions from examiners. In addition, the student shows clear awareness of his/her teaching philosophy, his/her strengths and weaknesses related to teaching and good ability to reflect upon his/her teaching practices. Overall, the student acts highly professional and autonomous.

Grade 2 criteria: The student provides coherent explanation and justification of the planned procedures. S/he supports his/her views with theory and uses appropriate ELT terminology occasionally. S/he provides some evidence of knowledge and understanding of principles central to English language teaching and manifests some teaching strategies and skills. S/he responds to comments and questions from examiners. In addition, the student shows familiarity with his/her teaching philosophy, his/her strengths and weaknesses related to

teaching and ability to reflect upon his/her teaching practices. Overall, the student acts professionally and autonomously.

Grade 3 criteria: The student provides partial explanation and justification of the planned procedures. S/he refers to theory sporadically and uses almost no ELT terminology. S/he provides limited evidence of knowledge and understanding of principles central to English language teaching and manifests only a small number of teaching strategies and skills. S/he responds slowly and uncritically to comments and questions from examiners. In addition, the student shows almost no awareness of his/her teaching philosophy, his/her strengths and weaknesses related to teaching and ability to reflect upon his/her teaching practices. Overall, the student demonstrates the ability to act professional and autonomous to only some degree.