

INSTYTUT JEZYKOZNAWSTWA I LITERATUROZNAWSTWA

Wykaz zagadnień na egzamin dyplomowy na studiach II stopnia na kierunku filologia na rok akademicki 2024/25

specjalność: język angielski w biznesie z translatoryką

specjalność: filologia angielska z uprawnieniami nauczycielskimi

Zagadnienia kierunkowe: Językoznawstwo

1. The Saussurean heritage: structuralism and its main assumptions.
2. Psycholinguistics: its definition, scope of study, and main assumptions.
3. Clinical linguistics: its definition, scope of study, and main assumptions.
4. What is discourse analysis? Discuss.
5. Neurolinguistics: its definition, scope of study, and main assumptions.
6. Sociolinguistics: its definition, scope of study, and main assumptions.
7. Computational Linguistics: its definition, scope of study, and examples of practical application.
8. Corpus Linguistics: its definition, scope of study, basic terms (a corpus and its types, concordance, annotation, frequency, etc.), and practical application.
9. Contrastive linguistics: its definition, scope of study, and main assumptions.
10. Cognitive linguistics - basic assumptions and theories.

Zagadnienia kierunkowe: Literaturoznawstwo

1. What is the relationship between the scriptor and the reader in Roland Barthes's theory of the 'death of the author'?
2. How is narratology defined? What is the difference between mimesis and diegesis, and story and discourse?
3. What does Fredric Jameson mean by defining postmodernism as an ideology of form?
4. What notion of gender does Judith Butler propose? Is the gendered subject free to choose and perform its gender?
5. According to Donna Haraway's 'A Manifesto for Cyborgs', how does the cyborg decentre humanism?

6. How is the theme of identity interpreted in relation to globalization and in particular (im-) migration by the contemporary writers? Provide examples (*The Weight of Water* by Sarah Crossan, *Paddington* by T.M. Bond, *Two Caravans* by M. Lewycka, *Brooklyn* by Colm Toibin) and compare.
7. How is the idea of post-humanism reflected in contemporary literature (*Never Let Me Go* (2005), *Clara and the Sun* (2021) by Kazuo Ishiguro) and culture (e.g. *Bionic Woman* (2007-8), *Almost Human* (2013), *West World* (2016-)) or arts (Patricia Piccinini)?
8. What is the understanding of ecological catastrophe as reflected in contemporary literature and film (*A Day After Tomorrow* (2004), *Snowpiercer* (2014), *Chernobyl* (2019))?
9. Discuss the representation of disability in contemporary art (Patricia Piccinini vs. Alison Lapper), film (*Rain Man* (1994), *Wonder* (2017), *Mary and Max* (2009)), and literature ("Challenger Deep" by Neal Shusterman).
10. What are the peculiarities of representation of higher education in fiction and film? Discuss themes, images and ways of portraying.

Zagadnienia specjalnościowe: język angielski w biznesie z translatoryką

1. R. Jakobson's typology of translation
2. Differences and similarities between interpreting and translation
3. Approaches to and challenges in machine translation
4. Consecutive interpreting and its characteristics
5. Simultaneous interpreting and its characteristics
6. Hejwowski's classification of translation errors
7. Audiovisual translation and its typology
8. Challenges in audiovisual translation
9. P. Newmark's model of translation criticism
10. Note-taking in interpreting
11. Challenges in translating business texts
12. Bilateral interpreting and its use
13. Professional ethics for translators and interpreters.
14. F. Gruzca's model of translation
15. Classification of conference interpreters' working languages

Zagadnienia specjalnościowe: filologii angielska z uprawnieniami nauczycielskimi

1. How is the Polish Matura Repetytorium structured? What criteria would you take into account when evaluating the book?
2. Why is it important to familiarize students with the answer key Matura? Especially with regard to writing.
3. Discuss the assessment sheet for the oral Matura. Is communication more important than grammatical and lexical correctness?
4. Discuss the types of disabilities. How can individual work be organized in the language classroom?
5. Discuss forms of self-assessment in the language classroom. What can students do to assess themselves?
6. What challenges does the IWB face in the school environment? Discuss.
7. Give examples of games that can be used in collaborative language learning.
8. Using films to teach listening comprehension is beneficial. Discuss.
9. What interactive activities can be implemented to enhance cultural understanding in a language classroom?
10. What strategies can be used when working with higher ability students?
11. What strategies can be used to support and encourage lower ability students to speak a foreign language?
12. What approaches can help students with phobias and physical disabilities overcome educational barriers and integrate with their peers?
13. Discuss some practices for preparing and conducting open lessons.

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