

| | Department Study programme |
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| Description of the study programme | <p>English Department - Graduate Study (Teacher education)</p> <p>The main aim of the English Language and Literature graduate study programme (Teacher Education) is the acquisition of specific knowledge and skills in the field of the study programme. This includes the investigation of the processes of second language acquisition, understanding the inherent elements of the teaching process, application of a modern approach to foreign language teaching, as well as the ability to teach independently. Students also have the opportunity to expand their knowledge and skills through elective courses. The thesis defence is a prerequisite for the completion of the study programme. The ultimate aim of the graduate study programme (Teacher Education) is to prepare students to enter the labor market in jobs which are related to English language teaching in schools, as well as other jobs which require a higher level of language competence such as working in the media, publishing, cultural and commercial institutions and diplomacy.</p> <p>Considering the fact that during their studies students also acquire knowledge necessary for research work, graduates will attain competences which will enable them to further their academic and professional training at the doctoral level.</p> |
| Learning outcomes of the study programme | <p>Generic (general) competences</p> <p>Upon completion of the graduate study programme, the student will be able to:</p> <ul style="list-style-type: none"> - recognize and describe relevant ideas and concepts - connect different approaches, perceptions, and knowledge through an interdisciplinary approach - apply a critical and self-critical approach in argumentation - carry out scientific research investigations - apply ethical principles in conducting investigations and in resolving issues independently and in a group - consider specific aspects of diversity and multiculturalism - assess the importance of working in an international context <p>Specific competences:</p> <p>Upon completion of the graduate study programme, the student will be able to:</p> <ul style="list-style-type: none"> - discuss the complexity of communicative competence - differentiate the basic aims and tasks of English language teaching - recognize and describe the main approaches, methods and strategies in teaching English as a foreign language - describe and compare basic second language acquisition theories and principles - analyse and assess the characteristics of the student's language - investigate cognitive and affective factors in the process of English learning and teaching - identify and assess relevant relationships between students' needs, elements of the curriculum, and teaching materials - observe and compare basic psychological and educational theoretical premises and adjust and apply them to the needs of English language teaching |

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| Name of the course | Second Language Acquisition | | | | | | |
| Number of ECTS credits | 3 | Manner of implementation of the study programme | L 15 | E | S 15 | Semester Winter | |
| Description of the course | The major aim of the course is to familiarise students with the content and the foci of second language acquisition research processes, including second language acquisition theories, and the influence of other disciplines. To that end, students will be introduced to the basic factors that influence the process of second language acquisition (learner-internal and learner-external factors), including individual differences in the process of second language acquisition, and the characteristics of learner language. Furthermore, students will become acquainted with current approaches to second language acquisition research, and the relationship between acquisition, learning and language teaching. | | | | | | |
| Learning outcomes of the course | Having completed the course, the students will have gained the basic knowledge of second language acquisition and will be able to: - understand core content and objectives of the research process in second language acquisition, - get an insight into the development of second language acquisition theories and understand their impact, - understand the relationship between learner-internal and learner-external factors that affect second language acquisition, - explain cognitive and affective factors which can affect the process of second language acquisition, - recognise the characteristics of learner language, - develop and carry out a small-scale research in the field of second language acquisition. | | | | | | |
| Name of the course | English Language Teaching Methodology | | | | | | |
| Number of ECTS credits | 4 | Manner of implementation of the study programme | L 30 | E | S 15 | Semester Summer | |
| Description of the course | The course will cover key concepts of English language teaching methodology, including the goals and tasks of language teaching, characteristics and roles of teachers, as well as the role of affective and cognitive factors in the learning process. There will also be a focus on the forms and methods used for developing basic language skills, in addition to teaching different language areas. Emphasis will also be placed on the student-centered approach, learner autonomy, and the selection of teaching materials and factors that define them. The students will be introduced to the basic principles of evaluation and testing of language knowledge, and to different types of language tests. Elements of effective classroom interaction together with new technologies used in foreign language learning and teaching will be discussed. | | | | | | |
| Learning outcomes of the course | The students will: - have an insight into the underlying objectives of English language teaching and understand the basic assumptions and specifics of | | | | | | |

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| | <p>contemporary approach to language teaching</p> <ul style="list-style-type: none"> - understand the various roles that teachers have in the classroom, as well as a better understanding of learner differences. - understand how to plan and prepare a lesson. - understand how to teach basic language skills, including reading, writing, listening and speaking - be aware of the functions and types of assessment - will be able to recognize the characteristics of various teaching materials and syllabi, as well as relevant criteria of their choice with regard to a) the individual learners differences, and b) the general curriculum objectives - will be able to identify the elements of successful classroom interaction, as well as some of the problems that teachers must deal with, including classroom discipline - become familiar with aspects involved in teacher development - be able to write a review paper on a theme from English language teaching - develop critical thinking skills with regard to English language teaching |
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