	Department						
	Study programme						
Description of	English Department - Graduate Study (Teacher education)						
the study	The main aim of the English Language and Literature graduate study						
programme	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.						
	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						
Lagraina	at the doctoral level.						
Learning outcomes of the	Generic (general) competences						
	Upon completion of the graduate study programme, the student will be able						
study	to: - recognize and describe relevant ideas and concepts						
programme	- 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						
	Specific competences:						
	Upon completion of the graduate study programme, the student will be able						
	to:						
	- 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						

	- prepa	are and teach an Engl	ish lesso	n in elem	entary so	chool and high	school			
	based on the prescribed curriculum and in accordance with students' needs									
List of courses	Princi	ples of English as a F	oreign L	anguage	(EFL) Te	eaching				
offered in a	Second Language Acquisition									
foreign										
language in										
winter term (by										
semesters)										
List of courses	Englis	h Language Teaching	Method	ology						
offered in a	English Language Teaching Methodology									
foreign										
language in										
summer term										
(by semesters)										
(=) ==================================	Descr	ription of the courses	offered	in a forei	gn langu	age				
Name of the		iples of English as a				•				
course		-P62 01 =821 00 0	- 0- 0-8		5 (—— —)	,				
Number of	3	Manner of	L 15	Е	S 15	Semester				
ECTS credits		implementation of		_		Winter				
		the study				'				
		programme								
Description of	The co	ourseintroduces key c	oncentsa	nd princi	plesof E	<u> </u>	edon			
the course		piricalapproach, and f								
		nciplesof language te				-				
	_		_	inguistic:	, psycho	logy und BEIT				
	theories, as well as theimpact ofsociolinguisticsandpsycholinguisticsonteaching methodology. The									
	courseprovidesahistorical overviewof methods and approaches to language teaching and examines their impact oncontemporary approaches to EFL teaching. The characteristics of the basic language skills with regard to									
		thedevelopment of learner'inter-language' are also emphasized. Particular								
		_	_	_		-				
	attentionis paid to the development of a learner-focused approach, as well as to the definition and development of communicative competence, self-									
	assessmentandassessmentof knowledge and skills, and the relationship between theory and practice in foreign language teaching.									
Learning		g completed the cour			_	•				
outcomes of the		ricoutcomes)	se the ste	acines wi	noc dore					
course	, •	ify and describereleva	ant ideas	and conc	ents and	connect them				
Course		= -			_					
	withdifferent approachesthrough an interdisciplinary approach, -plan and carry out a small-scale research,									
	-	•			ınnroble	m solvingand				
	- applyethical principlesin individualand groupproblem solvingand inconducting of research,									
	(specificoutcomes)									
	-identify, describe and comparedifferent approaches, methods and									
		strategies of EFL teaching,								
	-identify and explain the goals of contemporary theoretical principles in									
		age teaching,		P 5141	, or or	r-r-ipiosii				
	-considerthe basictheoretical hypothesesand complexities of the impact of linguistics, psychological and educational sciences on EFL teaching, -considerand explain the complexity of communicative competence.									
		se relevantlinks betw					iculum.			
	J									

Name of the	Secon	d Language Acquisi	tion							
course	Secon	a Bangaage medansi								
Number of	3	Manner of	L 15	Е	S 15	Semester				
ECTS credits		implementation of	L 13		5 15	Winter				
Le 15 cicuits		the study				vv inter				
		programme								
Description of	Tho m		is tofom	iliorico c	tudontexy	ith the content	and the			
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									
the course										
	language acquisition theories, and theinfluence of other disciplines. To the end, students will be introduced to the basic factors that influence the									
							rtomal			
	_	ssof second language	_							
		s), includingindividua			-	_	_			
	-	ition, and the charact					tudents			
		ecome acquainted wit				0 0	. ~			
	_	ition research, and th	e refatioi	isnip bet	ween acq	uisition,iearnii	ng			
т .		nguage teaching.	41 4	1 , "	111	. 1.1				
Learning		g completed the cours								
outcomes of the		nowledge of second la					1			
course		rstandcorecontent and	lobjective	es of the	research	process in seco	nd			
		nge acquisition,		c 1	1	• •,•				
		ninsight into thedevel		of second	language	acquisition				
		esandunderstand their			1	11	1			
		rstand the relationship				ndlearner-exte	rnal			
		s that affect secondlar				•				
	_	incognitive andaffect		rs which	can affec	et the process				
		ond language acquisiti								
	_	nise the characteristic		_	_	1 6 11				
	-develop and carry out asmall-scaleresearchin the field of second language									
NI C.1		acquisition.								
Name of the	Englis	sh Language Teachi	ng Metn	oaology						
course	4	N4 C	1 20	Г	0.15	G .	1			
Number of	4	Manner of	L 30	E	S 15	Semester				
ECTS credits		implementation of				Summer				
		the study								
		programme					<u> </u>			
Description of			•	-	-	language t	_			
the course		dology, including					eaching, heroleof			
characteristicsandrolesof teachers, as well as the affective and cognitive factors in the learning process. There will also										
	focus on theformsandmethods used for developing basic language skills addition to teaching different language areas. Emphasis willalsobe pla									
	ofteaching materialsandfactorsthat define them. The students will introduced to the basic principles of evaluation and testing of language knowledge, and to different types of language tests. Elements									
ı	effective classroom interaction together with new technologies									
		n language learning a	nd teach	ing will b	e discuss	sed.				
Learning	The st	udents will:								
Learning outcomes of the course	The st		nderlying	objectiv	es of Eng	glish language				

contemporary approach to language teaching

- 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 ableto recognize thecharacteristics 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 abletoidentifythe elementsof successfulclassroom interaction, as well as someof theproblemsthatteachers 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