

Compulsory subjects - Branch - Compulsory subjects/ Didactics, Practice/ Part 1b, 3

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINA4A012A	English Language Teaching Methodology I	1/2	Z+Zk	5	1/ZS	
OINA4A013A	Observation Teaching Practice with Reflection	0/1, 12H	Z	2	1/ZS	K OINA4A012A
OINA4A022A	English Language Teaching Methodology II	1/2	Z+Zk	5	1/LS	P OINA4A012A
OINA4A023A	Continuous Teaching Practice at Lower Secondary School with Reflection	0/1, 24H	Z	4	1/LS	P OINA4A012A K OINA4A022A
OINA4A032A	English Language Teaching Methodology III	0/2	Z+Zk	3	2/ZS	P OINA4A022A
OINA4A033A	Continuous Teaching Practice at Upper Secondary School with Reflection	0/1, 24H	Z	4	2/ZS	P OINA4A022A K OINA4A032A

Total credits **23**

Compulsory subjects - Branch - Compulsory subjects/ Branch/ Part 2

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINA4A011A	Text Linguistics and Stylistics	1/1	Z+Zk	4	1/ZS	
OINA4A021A	Pragmatics and discourse	1/1	Z+Zk	3	1/LS	P OINA4A011A
OINA4A031A	Postcolonial Literatures in English	1/1	Z+Zk	4	2/ZS	
OINA4A041A	Final Written Compositions from English Language and Literature	0/1	Zk	3	2/LS	P OINA4A021A P OINA4A031A

Total credits **14**

Compulsory optional subjects - Compulsory optional subjects 1/ Branch/ Part 2

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINA4A031B	Sociolinguistics	0/1	Z	2	2/ZS	P OINA4A011A
OINA4A032B	Psycholinguistics	0/1	Z	2	2/ZS	P OINA4A011A
OINA4A033B	Selected Chapters from Literary Theory	0/1	Z	2	2/ZS	
OINA4A034B	Contemporary British Novel	0/1	Z	2	2/ZS	
OINA4A035B	Linguistic Interpretation	0/1	Z	2	2/ZS	P OINA4A021A

Minimum credits **2**

Recommended optional subjects

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINA4A101C	Key Chapters in English Philology	0/1	Z	3	2/LS	
OINA4A102C	Modern English Towards C2 Level	0/1	Z	3	2/LS	
OINA4A103C	Aspects of Gender in Literature	0/1	Z	3	2/LS	

Ad terms: Mark in front of subject P = Preterms, K = Currently filed subject, Z = Exchangeable subject, N = Incompatible subject

Final state exam

OSZNM139	English Language and Literature with Didactic
OSZNM139	English Language and Literature with Didactic
	Final state examination – a description of the oral exam procedure: The exam consists of three general areas: literature with didactic application, linguistics with didactic application, and a didactic area. The student draws questions for all three parts and then processes them during the preparation phase.

A. The focus of the literary part of the state exam is the presentation of one topic which the student has drawn from the list, followed by additional questions asked by the examiner. An integral part of the exam is a reading list, which serves as a basis for discussion. This part of the state exam lasts 10-15 minutes. The bibliography consists of canonical works of literature written in English. The student will prepare a list of relevant works s/he has read, which will be divided into three categories, namely A) British literature, B) American literature and C) postcolonial literature. All three parts of the list will be organized alphabetically according to the author's surname. Each of these lists should include works that correspond to the relevant topics listed as state exam literature questions. The reading list is part of the portfolio which must be submitted at least five working days before the exam. The list of literature

serves as a basis for discussion during the exam, and the student can consult it during the preparation phase.

The subsequent practical (application) part of the exam tests the student's ability to harness the didactic potential of his or her field knowledge. It has the following format: the student prepares one or two teaching activities related to each topic s/he has drawn from the literature questions. The teaching activity may either close-read literary texts in English or elaborate on the historical and cultural context. To develop the activities, the student chooses any texts or their parts which correspond to the relevant thematic area. In the course of the exam, the student should justify the choice of the text which s/he has picked as the basis for the teaching activity, and also the type, focus and structure of the activities s/he incorporated in his or her lesson plan. The examinee is also expected to set the parameters of the didactic context that informs the teaching activity (type of activity, participation in the lesson, age of students, their level of language proficiency). The examinee submits the portfolio of selected texts, along with the lesson plans based on these texts, to the relevant examiner for perusal, along with the reading list. This is to be done at least five working days before the exam. This part of the exam seeks to ascertain the student's familiarity with the principles of using literary texts in English language teaching, his or her knowledge of the most relevant topics, the socio-cultural context and structural specifics of individual texts, as well as linguo-didactic transformations of selected literary phenomena. This part of the state exam lasts 5 - 10 minutes.

B. The linguistic part of the state exam revolves around a short authentic sample of a nonliterary English text, to which a total of three sections from the list of linguistic questions are attached. Each of the three sections relates to a different linguistic discipline, and the students know all the respective combinations beforehand. It is expected that in about 15 minutes the student will first briefly introduce the topics theoretically and then provide a practical demonstration with reference to the authentic English text at hand. S/he should be able to find these relevant passages in the text, and convincingly analyze them with regard to the context and with the use of appropriate terminology.

Furthermore, the candidate will prepare one or two practical activities that could be used by way of teaching one or two topics of the linguistic part of the exam, for which s/he will use the authentic text. The size of these authentic English texts does not exceed one half of a standard A4 page, and they exemplify various types of texts, genres, styles, registers, etc. In this part of the exam, the students demonstrate their ability to use their knowledge of linguistics in English language teaching, their familiarity with the main topics, concepts, theories, varieties, frameworks, etc., as well as their expertise in the linguodidactic transformation of selected language phenomena.

C. The didactic part of the state exam is a theoretical-practical examination which consists of three interrelated parts: a presentation of the candidate's professional portfolio, the presentation and defense of a pre-selected ELT lesson plan, and general orientation in the field of English language didactics. This part of the state exam lasts approximately 20-25 minutes.

The professional portfolio consists of several mandatory parts, namely the summary of student's own professional philosophy (narrative), his or her own professional curriculum vitae (CV), his or her review of the teaching practice at primary and secondary schools (real lesson plans plus reflection, a sample of original activities of his or her own making, etc.), three detailed lesson plans tailored specifically for the state exam (one focused on selected speech skills, one focused on selected language means, one focused on the development of literature and culture of the target language countries, or on the development of intercultural communication competence). Optional portfolio materials allow the student to introduce himself or herself as a (beginning) teacher. When assessing the materials included in the portfolio, the committee tends to positively evaluate selectivity, i.e. the student's ability to choose representative examples of his/her own practice. Students submit the portfolio 14 days before the final state examination. At the beginning of the examination, the student has five minutes to present his or her professional portfolio.

The examination committee will select one of the three lesson plans in the portfolio. The student will briefly present the selected lesson plan and will be able to defend its merits in the subsequent debate. When discussing the selected English lesson plan, the students should be able to explain their own pedagogical intention and to support their own lesson plan with theoretical knowledge of ELT didactics. The examinee should prove that s/he can practically apply his or her major field of expertise, as well as ELT didactics, i.e. didactically transform this knowledge to meet the needs of primary and secondary school pupils.

The committee assesses the student's orientation in the field of English language didactics, based on one selected thematic area from the list. Students demonstrate their ability to present the internal structure of the selected area, i.e. its content, orientation in context, but also to discuss the selected subtopic in detail. When debating the selected subtopic with the examiners, students should demonstrate their ability to discuss it objectively, relate it to their own teaching practice (ideally with reference to their own professional portfolio and the lesson plans included therein) and illustrate it with suitable examples (again with reference to their own professional portfolio or/and the lesson plans included therein). Students are expected to discuss substantively, clearly and with reference to current issues related to various aspects of ELT.

The committee also evaluates the general professional expertise of the candidate and his or her language proficiency. When assessing the segments focusing on practical application, the didactic expertise and ingenuity of the candidate are also considered.