

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

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINA3A012A	Didactics of the English Language I	1/2	Z+Zk	6	1/ZS	
OINA3A013A	Observation practice with reflexion - English language	0/2, 24H	Z	4	1/ZS	K OINA3A012A K OINA3A013A
OINA3A015A	Linguistic System in English language teaching	1/2	Zk	4	1/ZS	
OINA3A022A	Didactics of the English Language II	1/3	Zk	6	1/LS	P OINA3A012A P OINA3A013A
OINA3A023A	Teaching practice with reflexion at lower secondary level	0/2, 48H	Z	8	1/LS	P OINA3A015A K OINA3A022A
OINA3A025A	Selected didactics aspects of English language I	1/1	Zk	4	1/LS	K OINA3A023A
OINA3A033A	Teaching practice with reflexion at upper secondary level	0/2, 48H	Z	8	2/ZS	P OINA3A023A K OINA3A033A
OINA3A032A	Didactics of the English Language III	1/1	Z+Zk	4	2/ZS	P OINA3A022A
OINA3A035A	Selected didactics aspects of English language II	1/1	Zk	2	2/ZS	K OINA3A032A

Total credits **46**

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

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINA3A011A	Text Linguistics and Stylistics	1/1	Zk	4	1/ZS	
OINA3A014A	Contemporary British and American Literature	1/1	Zk	4	1/ZS	
OINA3A021A	Pragmatics and discourse	1/1	Zk	3	1/LS	P OINA3A011A
OINA3A024A	Selected Chapters from Literary Theory	1/1	Zk	3	1/LS	
OINA3A031A	Postcolonial Literatures in English	1/1	Z+Zk	4	2/ZS	P OINA3A014A P OINA3A024A
OINA3A034A	Psycholinguistics	1/1	Zk	4	2/ZS	P OINA3A011A
OINA3A041A	Linguistic Interpretation of Text and Discourse	0/1	Zk	3	2/LS	P OINA3A021A
OINA3A042A	Final Written Compositions from English Language and Literature	0/1	Zk	3	2/LS	P OINA3A021A P OINA3A034A P OINA3A031A

Total credits **28**

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

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINA3A031B	Sociolinguistics	0/1	Z	2	2/ZS	P OINA3A011A
OINA3A032B	Contemporary British Novel	0/1	Z	2	2/ZS	P OINA3A014A
OINA3A033B	Modern English Towards C2 Level	0/1	Z	2	2/ZS	
OINA3A034B	Selected chapters from English literature	0/1	Z	2	2/ZS	
OINA3A035B	Selected chapters of Linguistics I	0/1	Z	2	2/ZS	P OINA3A011A

Minimum credits **4**

Recommended optional subjects

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINA3A001C	Aspects of Gender in Literature	0/1	Z	2	2/ZS	P OINA3A014A P OINA3A024A
OINA3A002C	Selected Chapters from American Literature	0/1	Z	2	2/ZS	
OINA3A003C	Academic Discourse	0/1	Z	2	2/ZS	P OINA3A011A
OINA3A004C	Selected chapters of Linguistics II	0/1	Z	2	2/ZS	P OINA3A021A
OINA3A005C	History of the English Language	0/1	Z	2	2/ZS	P OINA3A011A
OINA3A006C	Translation in English language teaching	0/1	Z	3	2/LS	
OINA3A007C	Video analysis of English language teaching at lower secondary level and at upper secondary level	0/1	Z	3	2/LS	
OINA3A008C	Literary interpretation of text	0/1	Z	3	2/LS	
OINA3A009C	Contemporary literatures in English	0/1	Z	3	2/LS	

Compulsory subjects - Branch - Compulsory subjects/ Final work/ Part 4 - for maior

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINA3A026A	Seminar for preparation of a diploma thesis	0/1	Z	2	1/LS	P OINA3A021A
OINA3A043A	Preparation and submission of a diploma thesis	0/0, 5H	Z	11	2/LS	P OINA3A026A

Total credits 13

Compulsory subjects - Basic - Final state exam/ Compulsory subjects the follow-up master/ Pedagogy, Psychology, Practice/ Part 1a, 3

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINZ1P001A	General Didactics and School Pedagogy	1/1	Zk	4	1/ZS	K OINZ1Q002A
OINZ1Q002A	Educational and School Psychology	1/1	Zk	4	1/ZS	K OINZ1P001A
OINZ1P003A	Pedagogical and Psychological Practice with Reflection	0/1, 24H	Z	4	1/ZS	K OINZ1P001A

Total credits 12

Compulsory optional subjects - Final state exam / Compulsory optional subjects the follow-up master/ Pedagogical module/ part 1a

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINZ1P003B	Leisure-time Education	0/1	Z	2	2/ZS	P OINZ1P001A
OINZ1P006B	Prevention of Violence and Bullying in Schools	0/1	Z	2	2/ZS	P OINZ1P001A
OINZ1P002B	Multiculturalism in Education	0/1	Z	2	2/ZS	P OINZ1P001A
OINZ1P005B	Authority in Education	0/1	Z	2	2/ZS	P OINZ1P001A

Minimum credits 2

Compulsory optional subjects - Final state exam / Compulsory optional subjects the follow-up master/ Psychological module/ part 1a

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINZ1Q013B	Gifted Children	0/1	Z	2	2/ZS	P OIZ1P003A
OINZ1Q018B	Gender socialization and equality in school	0/1	Z	2	2/ZS	P OIZ1P003A

Minimum credits 2

Compulsory optional subjects - Final state exam / Compulsory optional subjects the follow-up master/ Pedagogical-psychological module/ part 1a

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINZ1P025B	Professional Development and Continuing Teacher Education	0/1	KZ	3	2/LS	P OINZ1P001A
OINZ1Q026B	Specific Learning Disabilities and Behavioral Disorders	0/1	KZ	3	2/LS	P OINZ1P001A
OINZ1Q028B	Prevention of Burnout Syndrome	0/1	KZ	3	2/LS	P OINZ1P001A
OINZ1Q030B	Teaching Students from Different Cultural Backgrounds	0/1	KZ	3	2/LS	P OINZ1P001A
OINZ1P023B	Development and Use of Didactical Tests	0/1	KZ	3	2/LS	P OINZ1P001A

Minimum credits 3

Compulsory optional subjects – Final state exam /Compulsory optional subjects / Common ground / Part 1c

Subject code	Subject	Extent	Exam	Credit	Recommended year/semester	Terms
OINZ1I043B	Cyber security	0/2	Z	4	2/LS	P OINZ1P001A
OINZ1B045B	Education for a life responsible to people and nature	2/0	Z	4	2/LS	P OINZ1P001A
OINZ1E049B	Action research in teachers' practice	0/2	Z	4	2/LS	P OINZ1P001A

Minimum credits 4

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

Final state exam	
OSZD105EN	Diploma Thesis
OSZNM139	English Language and Literature with Didactic
OSZNM140	English language, literature and didactics - interdisciplinary links
OSZNM145	Educational science and psychology for teachers

OSZNM139	English Language and Literature with Didactic
	<p>Description of the oral state 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.</p> <p>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.</p> <p>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 linguo-didactic transformation of selected language phenomena.</p> <p>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 materials in the portfolio 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 it 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, the 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 teaching English. 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.</p>

OSZNM140	English language, literature and didactics - interdisciplinary links
	<p>The third part of the final state examination takes the form of an expert discussion. There is a total of three variants according to the student's own choice, which allows for his or her preferences within the given field, which may in turn be indicative of the student's str.8 / 10 future professional specialization. This part of the final state exam lasts approximately 20 minutes.</p> <p>The student chooses one of the following areas:</p> <p>A. Didactics and linguistics (Compulsory courses: Selected Aspects of Didactics, Linguistics, Psycholinguistics). The exam takes the form of a theoretical exposition of two distantly related areas, one of which comes from the field of Psycholinguistics and the other from the field of Linguistics or Selected Aspects of Didactics. The student will first expound the two areas theoretically and then will highlight and interpret the connections between these disciplines. The subject of evaluation is not only the quality and breadth of the candidates' knowledge (factual accuracy and terminological prowess), but also their ability to grasp distantly related phenomena comprehensively and illuminate various interdisciplinary links and connections. Last but not least, the evaluation also reflects the candidates' ability to articulate their thoughts, and the sophistication of their speech.</p> <p>B. Linguistics and Literature (Compulsory courses: Linguistic (or Literary) Interpretation, Contemporary English and American literature, Selected Chapters from Literary Theory). The student picks a random unfamiliar text which s/he will interpret using the tools acquired in the two fields, i.e. in a range of literary and linguistic disciplines. In addition to the quality and breadth of the candidate's knowledge (factual adequacy and terminological correctness), the committee also evaluates his or her ability to use this knowledge in the process of analyzing the assigned text. This entails the ability to interpret the text in a nuanced, erudite and comprehensive manner, and to creatively employ various interdisciplinary connections. Finally, the evaluation also reflects the candidates' ability to articulate their thoughts and the sophistication of their speech.</p> <p>C. Literature and Didactics (Compulsory courses: Contemporary English and American Literature, Selected Chapters from Literary Theory and Selected Aspects of Didactics, or Linguo-didactics). The student works with the assigned text, one which can be used in teaching English at the elementary school or high school. S/he will interpret this text, place it in various historical and theoretical contexts and indicate its possible didactic use with regard to its didactic adequacy. In addition to evaluating the factual accuracy (breadth and quality of the candidate's literary-historical and literary-theoretical knowledge, including his or her terminological prowess), the committee also assesses the candidate's literary-interpretive skills and especially the ability to integrate literary knowledge and skills with didactic creativity. Last but not least, the evaluation also reflects the candidates' ability to articulate their thoughts, and the sophistication of their speech.</p>
OSZNM145	Educational science and psychology for teachers
	<p>The state final pedagogical and psychological examination verifies the basic teacher competencies for the performance of the teaching profession. The student will achieve teacher competencies by completing compulsory subjects. The content of the pedagogical and psychological examination includes two interrelated pedagogy and psychology topics.</p> <p>Individual topics lead to the application of pedagogical and psychological knowledge for teachers in elementary and secondary school. The examination contains a teacher portfolio. The student demonstrates with the teacher portfolio the obligatory pedagogicalpsychological practice and the ability to reflect this practice. During the examination, the student will demonstrate knowledge of the pedagogical and psychological theory and at the same time the ability to apply this theory to specific issues of the teaching profession.</p> <p>Examination topics include teaching and learning, curriculum and curricular documents, planning, work with educational goals, evaluation of learning outcomes, pedagogical and pedagogical-psychological diagnostics, teaching models and teaching strategies, methods and organizational forms of teaching, didactic, pedagogical communication, work with students with special needs, risky behavior of pupils, school and classroom climate, family issues, school counselling services, the legal framework of teacher work, professional development of teachers and coping with difficult situations in the teaching profession.</p>