

The graduates of the English Language subject of study are specialists in all linguistic disciplines, well acquainted with the development of English language literature and the methods of teaching literature. They have adequate knowledge of the theories and methods of language teaching, and command of language skills on the C2 level.

The main focus of the linguistic courses is on the *parole* disciplines (stylistics, textual linguistics, discourse analysis, pragmatics and conversation analysis). The optional-mandatory disciplines include the borderline disciplines of psycholinguistics and sociolinguistics. In addition to that the students familiarize themselves with the broad context and specifics of Academic Discourse, and receive professional consultations during their work on their diploma theses. The integration of the

*langue* and *parole* disciplines occurs in the optional-mandatory disciplines of Selected Chapters in Linguistics I and II.

The teaching of the literary disciplines strives to emphasize the correlation between the use of the language in literary texts and their stylistic, esthetic and broader socio-historical and philosophical contexts. The aim is to cultivate the ability of the future teachers to perceive and analyze the multiple meanings of literary texts, to increase their awareness of the extraordinarily broad spectrum of stylistic registers and of the specifics of cultures and civilizations reflected in English language literature. Last but not least, due attention in teaching literature is paid to creating the proper understanding of the multiplicity and otherness of cultures.

The objective of courses dealing with the techniques of teaching is to provide the students with a profound and complex theoretical basis and to instruct them in the key teaching skills which will motivate the graduates' future pupils.

Needless to say that the general efforts to integrate theory and practice is reflected in the used forms of teaching (such as the combination of individual study of specialized literature with complementary group discussion and application). A typical component of the seminars are activating teaching methods (e.g. micro-teaching, peer teaching, interactive situations) and experience teaching through which the students achieve the abstract conceptualization on the basis of concrete experience or active experimentation, and enhance their ability of critical reflection and self-reflection.

Throughout their study, the students are systematically led to a perfect practical command of contemporary English on level C2 of the Joint European Comparative Framework.