Study Programme Characteristics	
Name of the Study Programme	**English Language for Education**
Type of the Study Programme	Bachelor
Profile of the Study Programme	academically-oriented
Study Form	full-time
Standard Study Period	3 years
Study Language	English
Academic Degree Granted	Bc.
Study Programme Guarantor	Mgr. Blanka Babická, Ph.D.

Study Objectives of the Study Programme

Graduates have gained thorough theoretical knowledge of linguistic disciplines, a wide knowledge of literature in English, including children's literature, and the culture and history of English-speaking countries. Graduates understand theoretical principles of foreign language learning and acquisition and their application in English lessons at primary and lower secondary schools.

Graduates
- have been taught the theory of English linguistics and have acquired a wide knowledge of the literature, culture and history of English-speaking countries,
- demonstrate thorough theoretical knowledge in the field of English language acquisition and learning,
- categorize, discuss and modify the acquired theoretical knowledge,
- apply and demonstrate acquired knowledge in practice,
- can apply the acquired theoretical knowledge when interpreting texts in their own language production and when selecting materials for teaching English at primary and lower secondary schools,
- are well informed about a wide range of teaching methods and can explain the use of suitable teaching methods, techniques and classroom organization, considering learners' age, language proficiency level and their individual abilities, including learners with special educational needs,
- can critically evaluate the significance of different trends in foreign language teaching and define effective techniques and classroom procedures,
- can use computer technology and digital materials effectively for their own professional development,
- use English in communication (both productively and receptively) at level C1 or higher.

Graduates
- can critically evaluate educational theories and relate these to practice,
- can analyse educational conditions in a school, region or a country and explain how these can affect the teacher profession,
- can characterize psychological aspects of learning with regard to different age groups, planning curricula and evaluating learning outcomes accordingly,
- can describe, evaluate and innovate the structure and content of genuine school curriculum documents,
- can recognize and respect learners with different abilities and special education needs and adopt appropriate strategies.

Graduates are also expected to
- use self-reflection and self-evaluation to enhance their professional development,
- critically evaluate various recommendations for educational situations in schools (publications, resource books, online materials, workshops, examples of good practice from other countries, etc.),
- adopt an active approach to solving various educational situations in schools.

Graduates of the study programme receive the academic title Bc. after:
- defending their bachelor's thesis,
- passing the final exams from English language for education.

Study Programme Graduate Profile

The graduate's profile results from the study programme syllabus, which includes specialized English studies courses, courses on psychology, education and special education, and theory of English language learning and acquisition. Students apply the acquired knowledge during their practical training in schools.

The graduate possesses relevant competences needed for the profession of a teaching assistant in primary and lower secondary schools (5-15 age group), especially educational, psychological, diagnostic, communicative and personality-cultivating competences.

Admission Requirements
Admission requirements: Completed secondary level of education – graduation exam from secondary education. Online interview: during the interview applicants should prove their motivation and readiness to study English. Language competence: The standard English language requirement is at a level B2 in accordance with the Common European Framework of Reference for Languages (CEFR). Minimum language requirements in the Test of English as a Foreign Language (TOEFL): Internet based Test (IbT): 70, Computer based Test (CbT): 195, Paper based Test (PbT): 525 or an International English Language Testing System (IELTS) overall band score of at least 6.0. Applicants must provide their CV and prove their fitness for study in a motivation profile essay (in English), approx. 9 000 characters long, focused on the area of the study programme.

Study Plans and Proposal for Theses Topics

Study Programme	English Language for Education			
Compulsory Courses				
Course name	**Extent**	**Examination method**	**No. of credits**	**Recommended year/term**
Overview of the English Language 1	13+0+13	Cr., Col.	3	1/W
Foundations of literary theory	13+0+13	Cr.	2	1/W
English pronunciation - theory and practice	13+13+0	Cr., Ex.	4	1/W
Language practice 1	0+26+0	Cr.	2	1/W
Speaking skills 1	0+13+0	Cr.	2	1/W
Listening skills 1	0+13+0	Cr.	2	1/W
Reading skills	0+13+0	Cr.	2	1/W
Writing skills	0+13+0	Cr.	2	1/W
Background studies 1	0+0+26	Cr., Col.	3	1/W
General education science 1	13+0+0	Col.	2	1/W
Psychology for education 1	13+13+0	Cr., Ex.	2	1/W
Literature of English speaking countries	13+0+0	Col.	2	1/S
British literature 1	0+0+26	Cr.	2	1/S
History of Great Britain	0+0+26	Cr., Col.	3	1/S
English morphology	13+0+13	Cr., Ex.	4	1/S
Academic writing 1	0+13+0	Cr.	2	1/S
Language practice 2	0+26+0	Cr., Ex.	4	1/S
Overview of the English Language 2	0+0+13	Cr.	2	1/S
Practical pronunciation	0+13+0	Cr.	2	1/S
Listening skills 2	0+13+0	Cr.	2	1/S
Speaking skills 2	0+13+0	Cr.	2	1/S
General education science 2	26+0+0	Col.	3	1/S
Psychology for education 2	13+13+0	Cr., Ex.	3	1/S
English syntax 1	13+0+13	Cr.	2	2/W
British literature 2	0+0+26	Cr., Ex.	4	2/W
Background studies 2	0+0+26	Cr., Col.	3	2/W
Language practice 3	0+26+0	Cr.	2	2/W
Academic writing 2	0+13+0	Cr.	2	2/W
Text editing	0+13+0	Cr.	2	2/W
ICT for students of English	0+26+0	Cr.	3	2/W
English as a foreign language	13+0+0	Ex.	3	2/W
Contemporary and children's literature in English speaking countries	13+0+0	Ex.	3	2/W
Theory of teaching and learning	13+0+0	Ex.	2	2/W
Selected chapters from abnormal psychology	13+13+0	Cr., Ex.	2	2/W
English syntax 2	13+0+13	Cr., Ex.	4	2/S
American literature 1	0+0+26	Cr.	2	2/S
History of the USA	0+0+26	Cr., Col.	3	2/S
Other English speaking countries	0+0+26	Cr.	2	2/S
Language practice 4	0+13+0	Cr.	2	2/S
English as a foreign language – seminar 1	0+0+26	Cr.	2	2/S
English for young learners 1	0+0+26	Cr.	2	2/S
Classroom observation		Col.	4	2/S
Introduction to special education	26+0+0	Col.	3	2/S
Prevention of risk behaviours	0+13+0	Cr.	2	2/S
English lexicology	13+0+13	Cr., Ex.	4	3/W
American literature 2	0+0+26	Cr., Ex.	4	3/W
Children's literature in English	0+0+13	Cr.	2	3/W
English as a foreign language - seminar 2	0+0+26	Cr., Ko	3	3/W
Language practice 5	0+13+0	Cr., Ex.	3	3/W
Bachelor's thesis seminar 1	0+13+13	Cr.	2	3/W
English in the classroom	0+0+13	Cr., Col.	2	3/W

English around the World	0+13+13	Cr., Ex.	4	3/W
English for young learners 2	0+0+26	Cr., Col.	3	3/W
ICT in the classroom	0+0+26	Cr.	3	3/W
English and learners with special educational needs	0+0+13	Cr.	2	3/W
Practical training 1		Cr.	6	3/W
English as a foreign language - seminar 3	0+0+26	Cr.	2	3/S
Bachelor's thesis seminar 2	0+13+13	Col.	3	3/S
Cultural studies in the classroom	0+0+13	Cr.	2	3/S
Practical training and reflection 2		Col.	10	3/S
Compulsory-Elective Courses - Group 1				
English for pre-school children	0+0+13	Cr.	2	W/S
Grammar in the classroom	0+0+13	Cr.	2	W/S
Vocabulary in the classroom	0+0+13	Cr.	2	W/S
Language skills in the classroom	0+0+13	Cr.	2	W/S
Pronunciation in the classroom	0+0+13	Cr.	2	W/S

Conditions for fulfilment of this group of courses:
Students are required to gain at least 6 credits from Ba course, i.e. select at least 3 courses developing the students' knowledge and skills according to their study focus and individual needs.

Compulsory-Elective Courses - Group 2				
Modern English	0+0+13	Cr.	2	W/S
Grammar practice 1	0+13+0	Cr.	2	1/W
Grammar practice 2	0+13+0	Cr.	2	1/S
Film and literature	0+0+13	Cr.	2	W/S
Chapters from literature of other English speaking countries	0+0+13	Cr.	2	W/S
Creative writing	0+13+0	Cr.	2	W/S
Language practice 6	0+13+0	Cr.	2	W/S
Selected chapters from British literature	0+0+26	Cr.	2	3/W
Selected chapters from American literature	0+0+26	Cr.	2	3/S
British art and architecture	0+0+26	Cr.	3	W
American art and architecture	0+0+26	Cr.	3	S
Film club	0+0+13	Cr.	2	W/S

Components of the State Examination and their Content

1. **Bachelor's thesis defence.**
2. **Final exam – English Language for Education**

The final exam assesses students' knowledge, skills and their application in the area of English linguistics, literature and culture. Each student submits a reading list of at least 30 books (novels, collections of short stories and poetry).

Linguistics:
1) English phonological system, phonemes, stress, rhythm, connected speech, intonation.
2) Types of morphemes, allomorphs, words, word classes.
3) The usage of articles with common and proper nouns.
4) The grammatical categories of number and countability in English.
5) The grammatical categories of gender and case in English.
6) Pronouns, their types and function.
7) Adjectives, adverbs, numerals.
8) The grammatical category of voice in English, reflexive verbs.
9) Auxiliary verbs and their functions in the verb phrase.
10) Mood and modality.
11) Non-finite verb forms, their structure, syntactic functions and grammatical categories.
12) Sentence elements, their relations, differences between simple and composite sentence, main and subordinate clause.
13) Syntactic classification of English verbs and their complementation.
14) Complex noun phrase and its components.
15) Lexical-grammatical category of negation in English.
16) Simple sentence types, inversion, ellipsis. Intonation patterns in relation to intonation functions.

17) Compound and complex sentence, relations between clauses, the function of coordinators and subordinators.
18) Subordinate clauses (types and structure).
19) Sentence condensation in English, rules and usage.
20) Functional sentence perspective and its influence on sentence structure in English.
21) Constructions for highlighting sentence elements and the function of sentence stress.
22) Grammatical and lexical meaning, denotation and connotation. Lexical relations. Homonyms, minimal pairs.
23) Layers in the lexicon - territorial, social and stylistic differences. Register.
24) Word formation processes.
25) The origin of words. Modern development - political correctness, language and gender.
26) English for international communication, standard and non-standard varieties of English.

Literature and culture
1) Old English and Middle English literature in historical perspective.
2) Elizabethan prose and poetry, life in the Elizabethan era.
3) Elizabethan drama – its representatives and historical background.
4) The Stuarts, the Republican Era and Restoration – metaphysical poetry, John Milton, restoration poetry and drama.
5) 18th century Britain and her literature – the age of reason, poetry and the development of the novel.
6) British romanticism, its representatives and historical background.
7) Victorian era, its values, problems and literature.
8) Literature at the turn of the 19th and 20th century in historical context.
9) British modernism and Britain at the beginning of the 20th century.
10) Irish literature and the Irish question.
11) Britain between the Wars and her literature.
12) Post-war Britain and the Angry Young Men, changes in Britain after WWII.
13) Contemporary British fiction in historical context, postmodern literature.
14) 20th and 21st century British drama.
15) Puritanism and colonial America, political writings until 1789 and the first years of the Republic.
16) American romanticism in historical context.
17) Transcendentalism in historical context.
18) 19th century American poetry.
19) Regional and national voices after the Civil War, realism and naturalism. The reasons for the Civil War, the Reconstruction and its failure.
20) Modernism and the Lost Generation in historical context.
21) The development of American poetry in the 20th century, the Beat Generation in historical context.
22) African-American identity and its roots, the development of African-American literature.
23) Jewish-American writers and waves of immigration from Europe to the USA.
24) Ethnic minorities and their literatures.
25) Literature and war.
26) Postmodernism in American fiction.
27) American drama.
28) Contemporary American writers in historical context.
29) Sci-fi and fantasy in American and British literature.
30) Children's literature and its development.

English as a Foreign Language
1. Psychological and physiological characteristics of primary and lower secondary school learners.
2. Linguistic, psychological and pedagogical principles of learning English as a foreign language.
3. Methods and approaches.
4. Motivation.
5. Lesson planning and lesson management.
6. Classroom communication, discipline.
7. Teacher and learner roles.
8. Patterns of interaction in a heterogeneous language classroom.
9. Assessment and evaluation.
10. Feedback and language error.
11. Ways of organising teaching and ensuring learner involvement.
12. Characteristic features of syllabuses, school curricula.
13. Evaluation and selection of teaching materials.
14. Teaching aids, media, digital tools.

15. Individual differences in language development of primary and lower secondary school learners.
16 Principles underlying presentation, practice, production and reinforcement of language systems.
17. Principles underlying presentation, practice, production and reinforcement of language skills.
18. Self-reflection, self-assessment.
19. Learners as individuals, special educational needs.
20. Multiculturality, cross-curricular teaching.
21. Classroom research.

Other Study Requirements

Classroom observation and practical training are integral parts of the study programme.

Proposal for the Topics of Qualification Theses

Suggested topics:
The passive voice in English
Different patterns of word formation in English
Discourse markers and linking words in English
English punctuation in various styles of text
English conditional clauses
Alice Walker's Heroines
Resurrection of Slavery – The Theme of Slavery in 20th Century Fiction
Interpreting Future: 1984 vs Brave New World
Holocaust in a Cartoon: Art Spiegelman's Maus
Humour and word-plays in William Shakespeare's works
US Government policy towards the native Americans throughout the US history
The legacy of Romans in Britain
The inevitability of American Civil War
Exploration of space as a form of political war
Brexit and EU
World Englishes in the classroom
Language learning and motivation
English across the curriculum (e.g. CLIL, Project work, etc.)
ICT in English lessons
Language learning and pupils with specific learning difficulties
Evaluation of coursebooks for primary and lower secondary school learners
Testing and assessment at primary and lower secondary schools
Media in language teaching
Intercultural aspects of language teaching