

Course descriptions

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STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPA/A-mDPS-990/11	Course title: Degree Thesis Defence
Number of credits: 0	
Educational level: D	
Course requirements: The student must submit the final thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. Submission of the final thesis within the deadline specified in the schedule of the current academic year for the relevant date of completion of the final exam. The final thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of the Comenius University. The provisions of Article 5 of Internal Regulation No. apply to the evaluation of the final thesis. 9/2020 (Study Regulations of the Faculty of Arts, Charles University). The final thesis consultant will prepare an opinion on the final thesis and will propose an evaluation in the classification of the A-FX thesis. The student has a report available min. 3 working days before the defense. Classification scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A Criteria for the evaluation of the final thesis: 1. The contribution of the final thesis, the fulfillment of the objectives of the thesis in its assignment and the requirements for the content of the final thesis DPŠ given by the internal quality system of Comenius University. Assessed: demonstrates knowledge and skills, the ability to work in the study program, the ability to apply in the collection, interpretation and processing of basic literature; in the case of practically focused final work also mastering the application of theoretical principles in practice and verifiability of hypotheses; 2. Originality of the work (the final work must not have the character of plagiarism, it must not infringe the copyrights of other authors); 3. Correctness and correctness of citation of used information sources, research results of other authors and author groups, correctness of description of methods and working procedures of other authors or author groups; 4. Compliance of the structure of the final work with the prescribed composition defined by the internal quality system of the Comenius University; 5. Respecting the recommended scope of the final work of the DPŠ (minimum scope of the final work of the basic DPŠ module is 27,000 characters including spaces, the minimum scope of the final work of the extension DPŠ module is 36,000 characters including spaces.), The adequacy of the scope of work is assessed by the final thesis consultant; 6. Linguistic and stylistic level of work and formal arrangement. The student orally presents the content, achieved goals and conclusions of the final thesis and answers to the questions and comments of the final thesis consultant, resp. members of the examination board. The committee will comprehensively evaluate the quality of the final thesis, assess the method and form of the defense and the student's ability to fully respond to the comments and questions in the opinion of the final thesis consultant and the opponent. The evaluation is	

achieved from the arithmetic average of the evaluation from the opinion of the final thesis consultant and the evaluation of the examination commission. Scale of assessment (preliminary/final): 0/100
Learning outcomes: The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics, is able to work creatively in the field of study in which he completed the study program, and has adequate knowledge and understanding of the relevant issues. The student can apply his skills in the collection, interpretation, and processing of basic scientific literature, or even in its application in practice, or has the ability to solve a partial task related to the focus of the bachelor's thesis. After a successful defence of the final thesis, the student is able to logically deal with the theoretical background of the final thesis and respond to questions relating to the relevant issues.
Class syllabus: 1. Presentation of the final thesis to the students before the commission for state exams and those present. 2. Student's response to comments and questions in the review from the final thesis consultant. 3. Student's response to the questions of the commission for the final exams of DPŠ and in the discussion.
State exam syllabus:
Recommended literature: LIČNEROVÁ, Lucia. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2021-10-10]. Available at: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf Vnútorný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-10-10]. Available at: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04aStudijny_poriadok_FiF_UK.pdf Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-09-09]. Available at: https://fphil.uniba.sk/studium/student/bakalarske-amagisterske_studium/zaverecne-prace/ Further literature according to the topic of the bachelor's thesis.
Languages necessary to complete the course: Slovak
Last change: 23.04.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-dpsAN-101/20	Course title: English Language Methodology 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning, distance learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: D	
Prerequisites:	
Recommended prerequisites: Successful completion of a masters program in an appropriate field (e.g. English philology, English language teaching, English language and literature, translation studies [combination with English], etc.)	
Course requirements: 10% Completed EPOSTL (The European Portfolio for Student Teachers of Languages) assignments 15% Activity creation and implementation 50% Readings & writing reactions 25% Final exam Both the activity assignment and at least six (6) of the weekly writing reactions must be completed in order to take the final exam. Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Absences are not allowed. Scale of assessment (preliminary/final): Assessment is comprised of coursework and a final exam: 75%/25%	
Learning outcomes: After successful completion of this course, participants will be able to do the following: 1. Discuss and support their own beliefs and practice in regard to language learning teaching with appropriate theory and good practice	

2. Discuss and explain what influences language learning (e.g., learning strategies, motivation, age, level, etc.)
3. Discuss and provide examples of effective techniques and activities for use in lower and upper secondary English as a foreign language lessons
4. Create and implement effective language learning activities appropriate for specific target learners in an English as a foreign language class (e.g., lower or upper secondary, large or small class, language level, age, class make up, etc.).
5. Prepare lesson plans based on the type of target learner and context while applying the principles of second language acquisition and communicative language teaching
6. Read, observe, reflect, and write more critically
7. Provide and respond well to effective feedback

Class syllabus:

1. Terminology in the field of English language teaching and learning: definitions and implications
2. The Common European Framework of Reference for Languages: application and implications for teaching
3. Learners and learning: influences and strategies
4. Teaching strategies and techniques: giving instructions, classroom management, scaffolding, monitoring, etc.
5. The language of teaching English: metalanguage & classroom management
6. Language systems and language analysis
7. Activity and task planning and creation
8. Lesson planning: creation, feedback, and revision
9. Feedback: what it is and how to give it

Recommended literature:

Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8 Available from <https://www.coe.int/en/web/common-european-framework-reference-languages/home>

Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom [National Curriculum for lower and upper secondary, 4- and 5-year programmes] Available from: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.

NEWBY, D. The European Portfolio for Student Teachers of Languages (EPOSTL) [online]. Council of Europe, 2007. Available from: <https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx>

SCRIVENER, Jim. Learning Teaching: The Essential Guide to English Language Teaching. London: Macmillan Education, 2011. ISBN 978-0-230-72984-1.

Languages necessary to complete the course:

C1 English (CEFR)

Notes:

The course meets for a minimum of two (2) 90-minute sessions on four (4) Saturdays during the course of the semester. Dates are decided on at the initial online meeting the first Friday of the semester.

Past grade distribution

Total number of evaluated students: 20

A	B	C	D	E	FX
25,0	40,0	25,0	5,0	0,0	5,0

Lecturers: doc. Mgr. Eva Reid, PhD., M. A. Linda Steyne, PhD.
Last change: 05.02.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-dpsAN-102/20	Course title: English Language Methodology 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning, distance learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: D	
Prerequisites:	
Recommended prerequisites: FiF KAA/A-dpsAN-101/15 (DPS ELT 1)	
Course requirements: 5% Completed EPOSTL (The European Portfolio for Student Teachers of Languages) assignments 10% Two lesson plans for 45-minute classes 10% Microteaching (in class) 50% Weekly readings & writing reactions 25% Final exam The following must be completed to qualify to take the final exam: • Krashen - a minimum of four (4) reading reactions • Scrivener – a minimum of six (6) reading reactions • The two lesson plans and microteaching Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Absences are not allowed. Scale of assessment (preliminary/final): Assessment is comprised of coursework and a final exam: 75%/25%	
Learning outcomes: After successful completion of this course, participants will be able to do the following: 1. Read, observe, reflect, and write more critically	

2. Provide effective feedback and error correction, both when observing others teach and teaching themselves
3. Hold an informed discussion on second language acquisition and communicative language teaching
4. Be more aware of issues in phonology, especially intonation, and be able to apply strategies to mitigate them in their teaching
5. Create and revise effective lesson plans (in response to peer feedback) appropriate for specific target learners in an English as a foreign language class (e.g., lower or upper secondary, large or small class, language level, age, class make up, etc.) while applying the principles of second language acquisition and communicative language teaching
6. Microteach for their peers
7. Recognise, analyse, and understand the purpose of various kinds of assessment, criteria, and weighting
8. Create various kinds of criteria, tasks, and items for written and oral assessment appropriate to various target learners

Class syllabus:

1. Teaching lexis and grammar
2. Teaching productive skills: speaking and writing
3. Teaching receptive skills: listening, reading, and viewing
4. Feedback: what it is and how to give it
5. Lesson planning: creation, feedback, and revision
6. Microteaching: peer participation, observation, and feedback
7. Evaluation and assessment: controversies, types, and practical training in test creation

Recommended literature:

Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8 Available from <https://www.coe.int/en/web/common-european-framework-reference-languages/home>

Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom [National Curriculum for lower and upper secondary, 4- and 5-year programmes] Available from: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.

NEWBY, D. The European Portfolio for Student Teachers of Languages (EPOSTL) [online]. Council of Europe, 2007. Available from: <https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx>

SCRIVENER, Jim. Learning Teaching: The Essential Guide to English Language Teaching. London: Macmillan Education, 2011. ISBN 978-0-230-72984-1.

Languages necessary to complete the course:

C1 English (CEFR)

Notes:

The course meets for a minimum of two (2) 90-minute sessions on four (4) Saturdays during the course of the semester. Dates are decided on at the initial online meeting the first Friday of the semester.

Past grade distribution

Total number of evaluated students: 20

A	B	C	D	E	FX
30,0	35,0	20,0	5,0	0,0	10,0

Lecturers: doc. Mgr. Eva Reid, PhD., M. A. Linda Steyne, PhD.
Last change: 10.04.2022
Approved by:

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-401/15	Course title: English Language Teaching Methodology
Number of credits: 3	
Educational level: D, II.	
Course requirements: Conditions for successful completion of course: All matters pertaining to state examinations (conditions of the examination, deadlines, assessment, examination board, participation) are set out in Article 15 of the Study Regulations of the Faculty of Arts. One component of state examinations in the MA teaching degree programme at the Department of British and American Studies in English Language Teaching Methodology, which takes the form of a didactic project (lesson plans based on the specifications below), by which the students have to demonstrate their ability to prepare a meaningful lesson plan and, in the course of its defence, to answer relevant questions from the theory of teaching and education. The purpose of the state exams is to determine whether students are well-grounded in English language teaching theory and able to apply it appropriately in the Slovak educational environment. To that end, the student prepares two (2) 45-minute English language lesson plans (template available), with the understanding that one lesson follows the other. Students submit their lesson plans by the deadline set by the department. Any teaching aids that are part of their lesson plans, e.g. pictures, flashcards, etc., must be submitted as well. At the exam explain the theory (or theories) upon which their lesson plans, activities, and assignments are based and their reasonings for laying the lesson out as they did. Examiners may ask questions concerning any aspect of the lesson plans and their objectives, as well as questions about the intended group of learners (i.e., aspects such as the characteristics of that age group, classroom management, and types of interaction). Use of professional terminology is expected. Assessment: Students are assessed on their knowledge of English language teaching methodology and theory as it relates to the components of and factors in their lesson plans. English language proficiency, as well the ability to provide explanations and give instructions appropriately, are also taken into consideration. Level C1 and above is expected. The target students, their educational level, their level of language proficiency (according to CEFR), the group size, and all other variables need for the didactic project (i.e., lesson plans) are determined by lottery. The target group for the second lesson plan does not change, but the following variables can be changed by the student according to their own preference: time of the day, language skill, target language, and topic. Variables A. ISCED Level: Lower or Upper Secondary B. Grade, Age, and CEFR Language Level · Lower secondary: 5th-8th grades in a 9-year primary school 7th grade (12-13 years old); prima-tercia in an 8-year secondary school · Upper secondary: 4-year program; 5-year bilingual program; vocational school C. Size and Make-up of the Group D. Day and Time	

E. Target Language Skill: Speaking, Listening, Reading, Writing F. Topic (topics are listed below in the “Content of State Examination” section) Assessment coursework/final exam: 0/100% Scale of assessment (preliminary/final): 0/100 (%)
Learning outcomes: Learning outcomes Upon successful completion of the state examination, students will have demonstrated the following: · a basic knowledge of the psychological and linguo-didactic foundations of English language teaching, and the foundations of the theory of foreign language teaching · a basic knowledge of various methods, approaches, techniques, classroom management solutions, forms of testing, and classroom activities appropriate for the teaching of all language skills: speaking, listening, reading, and writing · the ability to appropriately use various teaching techniques and technology relevant to the content and/or teaching objective · the ability to plan and organise lessons of English as a foreign language in accordance with government and EU policy (i.e., the updated National Curriculum and the Common European Framework of Reference for Languages) · the ability to develop teaching materials and curricula · the skills to prepare and implement a an English language lesson in practice based on government requirements and teaching objectives
Class syllabus: Brief outline of the course: 1. The student briefly presents (but does not read) their project to the members of the state exam committee. 2. The student responds in depth to comments and questions from the feedback received in advance. 3. The student responds to any additional comments and questions from the committee members in a discussion. 4. The student responds to related questions on the theory of foreign language teaching. 5. Non-public discussion and decision by the commission members assessing the defence of the didactic project (i.e., their lesson plans). 6. Announcement of the final assessment of the defence and didactic project.
State exam syllabus: Content of the state examination course: Topic 1. Family & Society 2. Home & Housing 3. The Human Body & Healthcare 4. Transportation & Travel 5. Education 6. Humans & Nature 7. Free Time, Hobbies, & Lifestyle(s) 8. Meals & Eating Habits 9. Multicultural Society 10. Clothing & Fashion 11. Sport 12. Shopping and Services 13. Countries, Towns, & Places

14. Culture & Art 15. Books & Literature 16. Humans & Society 17. Communication & Its Forms 18. Mass Media 19. Young people & their world 20. Employment, occupations, & jobs 21. Science and Technology in service to humans 22. Role Models & ideals 23. Human Relationships 24. Slovakia 25. The Countries whose Language I'm learning
Recommended literature: References: BROWN, Douglas H. Principles of Language Learning and Teaching, Sixth Edition. Upper Saddle River: Pearson Education, 2014. ISBN 978-0-13-304194-1. Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Strasbourg: Council of Europe Publishing, 2020. ISBN 978-92-871-8621-8. Available from: https://www.coe.int/en/web/common-european-framework-reference-languages/home HARMER, Jeremy. The Practice of English Language Teaching. Harlow: Pearson Education, 2015. ISBN 1447980255. HOLDEN, Susan and Vinicius NOBRE. Teaching English Today: Contexts and Objectives. Scotland: Swan Communication Ltd., 2019. ISBN 978-1-901760-13-2. Inovovaný štátny vzdelávací program [online]. Bratislava: Štátny pedagogický ústav, 2020. Available from: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/ NUNAN, David and Ronald CARTER. Cambridge Guide to Teaching Speakers of Other Languages. Cambridge: Cambridge University Press, 2001. ISBN 9780511667206. TANDLICOVÁ, Eva. Didaktika anglického jazyka. Bratislava: UK Bratislava, 2001. ISBN 80-223-1611-3.
Languages necessary to complete the course: Students must be proficient to at least CEFR level C1 to pass the state examination.
Last change: 05.04.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-dpsAN-103/20	Course title: Training in English Language Teaching 1
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 20s Form of the course: on-site learning, distance learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: D	
Prerequisites:	
Course requirements: Course requirements and assessment: 60% Observing all 15 lessons & participating in 5 feedback sessions about the lessons observed with the colleague they have observed 15% Completed observation worksheets 25% Reflection paper Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. All fifteen (15) observations and 5 feedback sessions with the mentor teacher must be undertaken to pass. Scale of assessment (preliminary/final): Assessment is 100% coursework.	
Learning outcomes: Participants work with English language teaching colleagues at their own schools or neighbouring schools in order to: 1. receive pedagogical insight into lesson planning and implementation 2. analyze how other teachers teach English in various learners in different contexts 3. evaluate and reflect on all aspects of the teaching they observe, i.e., content, delivery, preparedness, classroom management, instructions, etc. 4. reflect on what they observe as it relates to their own strengths and weaknesses as a teacher 5. discuss what they have observed with their peers (in the Certificate course) and their colleagues at school, training constructive criticism and feedback skills	
Class syllabus: Participants observe 15 lessons taught by colleagues at their school. They receive insight into lesson planning and implementation from those colleagues they observe.	

They provide feedback on those lessons and discuss what they learn with both their colleagues and their peers in the Certificate course.
Each completes an online observation worksheet for each lesson and then writes about the experience in a reflection paper.

Recommended literature:

All approved course books for teaching English as a foreign language
Inovovaný ŠVP pre 2. stupeň ZŠ (National Curriculum for Primary Schools)
Inovovaný ŠVP pre gymnáziá so štvorročným a päťročným vzdelávacím programom. (National Curriculum for 4- and 5-year Secondary Schools) Available: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.
Školský vzdelávací program cvičnej školy (Curriculum of the mentoring school)
Vnútorný poriadok školy (Policy guidelines of the mentoring school)
KOSOVIČ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Available: <https://www.minedu.sk/data/att/8032.pdf>
Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8. Available: <https://www.coe.int/en/web/common-european-framework-reference-languages/home>
NEWBY, D. [online]. EPOSTL - The European Portfolio for Student Teachers of Languages. Council of Europe Publishing: Strasbourg, 2007. Accessed 17 September 2021. Available from: <https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx>
STEYNE, Linda M. English as a Foreign Language Student Teaching Practicums Handbook [online]. 2021. Available: https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1_uniba_sk/Edet1FSx5ihBndR7ow28HH4Bku_-suPQ9RC-44F0Oj40pw?e=uwoQre

Languages necessary to complete the course:

Basic Slovak is welcomed, English is required.

Notes:

Full-time students participating in this course are assigned to a local school to do their lesson observations together in groups of three (3). These students are not excused from their other classes.

Past grade distribution

Total number of evaluated students: 19

A	B	C	D	E	FX
94,74	5,26	0,0	0,0	0,0	0,0

Lecturers: M. A. Linda Steyne, PhD.

Last change: 06.02.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-dpsAN-104/20	Course title: Training in English Language Teaching 2
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 20s Form of the course: on-site learning, distance learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: D	
Prerequisites:	
Recommended prerequisites: Pedagogická prax z anglického jazyka 1 (DPS)	
Course requirements: 60% Teaching and receiving input and feedback from a mentor teacher for a total of 20 lessons 10% Completed observation worksheets 5% Updated EPOSTL (Context & Methodology) 25% Reflection paper Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Scale of assessment (preliminary/final): Assessment is 100% coursework.	
Learning outcomes: By the end of their teaching practicum, participants will have done the following: 1. independently prepared and taught 15 English as a foreign language lessons, following the lead of more experienced colleagues and revising each lesson plan as necessary 2. received intensive guidance, pedagogical insight, and feedback on their lesson plans and teaching 3. evaluated and reflected on all aspects of their teaching experience, i.e., content, delivery, preparedness, classroom management, instructions, etc., including their own strengths and weaknesses as a teacher 4. discussed what they have observed with their colleague(s) and their peers, training constructive criticism and feedback skills	
Class syllabus: Each participant arranges for a more experienced colleague(s) at their own school or a neighbouring school to observe them and provide them with feedback, pre- and post-lesson, for 15 lessons.	

Pre-lesson, they receive pedagogical input into their lesson plans. Post-lesson, the mentor colleague provides feedback on all aspects of their teaching (i.e., content, delivery, preparedness, classroom management, instructions, etc.), with suggestions and advice for improvement. Post practicum, the participant submits their lesson plans together with notes on their choices. Post practicum, students discuss their experiences within others in the course and then submit a reflection paper on the experience focusing on their strengths and weaknesses as teachers, including strategies for further improvement.												
Recommended literature: All approved course books for teaching English as a foreign language Inovovaný ŠVP pre 2. stupeň ZŠ (National Curriculum for Primary Schools) Inovovaný ŠVP pre gymnáziá so štvorročným a päťročným vzdelávacím programom. (National Curriculum for 4- and 5-year Secondary Schools) Available: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/ . Školský vzdelávací program cvičnej školy (Curriculum of the mentoring school) Vnútný poriadok školy (Policy guidelines of the mentoring school) KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijsná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Available: https://www.minedu.sk/data/att/8032.pdf Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8. Available: https://www.coe.int/en/web/common-european-framework-reference-languages/home NEWBY, D. [online]. EPOSTL - The European Portfolio for Student Teachers of Languages. Council of Europe Publishing: Strasbourg, 2007. Accessed 17 September 2021. Available from: https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx STEYNE, Linda M. English as a Foreign Language Student Teaching Practicums Handbook [online]. 2021. Available: https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1_uniba_sk/Edet1FSx5ihBndR7ow28HH4Bku_-suPQ9RC-44F0Oj40pw?e=uwoQre												
Languages necessary to complete the course: English (Slovak is helpful but not required.)												
Notes: Full-time students participating in this course are assigned mentor teachers at local schools.												
Past grade distribution Total number of evaluated students: 20												
<table><tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>FX</td></tr><tr><td>70,0</td><td>20,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>10,0</td></tr></table>	A	B	C	D	E	FX	70,0	20,0	0,0	0,0	0,0	10,0
A	B	C	D	E	FX							
70,0	20,0	0,0	0,0	0,0	10,0							
Lecturers: M. A. Linda Steyne, PhD.												
Last change: 06.02.2022												
Approved by:												