

Archived

# Magister profesor angleščine in .../magistrica profesorica angleščine in ...

## Selected qualifications

<b>Name of qualification</b>	Magister profesor angleščine in .../magistrica profesorica angleščine in ...
<b>Translated title (no legal status)</b>	Master's degree in teaching English language and literature and ...
<b>Type of qualification</b>	Diploma druge stopnje
<b>Category of qualification</b>	Izobrazba
<b>Type of education</b>	Master's education
<b>Duration</b>	2 years
<b>Credits</b>	120 credits

## Admission requirements

- A completed first-cycle study programme consisting of at least 180 credits in the field of English language and literature; or
- a completed first-cycle study programme in another field, if prior to enrolment the candidate completes course units essential for further study, totalling 5–30 credits, and meets other requirements laid down by the Department of English and American Studies on the basis of the candidate's profile; or
- a completed academic higher education programme in the field of English language and literature adopted before 11 June 2004; as a rule, 30 ECTS credits are recognised, along with a corresponding number in the other part of the two-subject programme.

## ISCED field

Field  
Izobraževalne znanosti in izobraževanje učiteljev

## ISCED subfield

subfield izobraževanje učiteljev s predmetno specializacijo

## Qualification level

SQF 8  
EQF 7  
Second level

## Learning outcomes

The qualification holder will be able to:  
(general competences)

- communicate effectively with students and develop a positive learning environment and good relationships with and among students,
- differentiate students in terms of their level of cognitive, social and emotional development, learning style and strategies, etc.,
- teach using clear language that is appropriate for the stage of development of students, in an encouraging manner,
- put questions to students, elicit a response and encourage students to ask questions and join in discussions,
- demonstrate understanding of the importance of cooperative problem-solving,
- demonstrate knowledge and understanding of the principles of modern foreign-language teaching and apply them in the planning and implementation of teaching activities,
- plan, implement and evaluate the learning process and set long-term and short-term learning objectives,
- take into account the developmental characteristics and individual specificities of students and the principles and factors of successful learning,
- demonstrate knowledge of English adapted to the purpose of teaching a foreign language in school (subject-teaching knowledge),
- demonstrate knowledge and application of modern principles, methods and techniques for the verification and assessment of knowledge and evaluation,
- demonstrate knowledge, plan and prepare various learning activities and teaching aids with which

to effectively achieve desired learning outcomes,

- effectively use materials (textbooks, workbooks, etc.) and aids for teaching and planning, and devise own materials for foreign-language teaching and learning (e.g. language exercises),
- use modern information and communication technologies in teaching and other pedagogical work,
- demonstrate knowledge and understanding of the importance of research for the profession of teacher and plan and carry out small research studies (e.g. classroom research) in the field of teaching and learning English,
- demonstrate proficiency in organisational and administrative tasks relating to the planning, monitoring and evaluation of the learning process (spatial and time planning, etc.),
- demonstrate proficiency in basic class-management skills: time and space management, organisation and management of work with individual students and the whole class, pair work and group work,
- demonstrate knowledge of the characteristics and functioning of the school (working groups, teacher teams, project schools, etc.),
- demonstrate knowledge of elementary school legislation and documentation,
- communicate effectively and cooperate with teachers and other school staff,
- demonstrate knowledge of forms of cooperation with parents,
- demonstrate knowledge and understanding of the broader (philosophical, sociological, moral and ethical) dimensions of education and teaching in own professional environment and society in general, and develop a critical attitude towards own teaching,
- reflect critically on own teaching work and plan own professional development,

(subject-specific competences)

- demonstrate understanding of phenomena and principles in the field of English language and demonstrate modes of thinking and action characteristic for the subject, with a special focus on the needs of English language teaching (educational linguistics),
- demonstrate knowledge and understanding of the principles and rules of English language teaching in accordance with modern pedagogical, psychological and didactic approaches and apply them in the planning and implementation of teaching activities,
- communicate in English or demonstrate communicative (linguistic, sociolinguistic, pragmatic, etc.) competence at C1 level (Common European Framework of Reference for Languages),
- demonstrate knowledge of literature in English for the needs of English language teaching at various levels,
- demonstrate knowledge of the processes of assimilation of a second or foreign language,
- use appropriate terminology for the teaching of English in schools (classroom English),
- demonstrate knowledge of current syllabuses for the teaching of English at elementary and secondary school and apply them in the planning and implementation of teaching work,
- plan learning units (individual lessons and larger sets of lessons) on the basis of an annual plan,
- use different strategies and techniques of effective teaching, verification and assessment of knowledge and evaluation,
- plan and prepare various learning activities and teaching aids with which to effectively achieve desired learning outcomes,
- integrate language learning with the learning of specific content (i.e. content-based teaching and learning of English),
- plan and implement class activities in a manner which develops and encourages multicultural awareness and international cooperation.

## Assessment and completion

Examination performance is scored as follows: 10 (excellent); 9 (very good: above-average knowledge but

with some mistakes); 8 (very good: solid results); 7 (good); 6 (adequate: knowledge satisfies minimum criteria); 5-1 (inadequate). In order to pass an examination, a candidate must achieve a grade between adequate (6) and excellent (10).

## Progression

In order to progress from the first year to the second year, students must complete at least 21 ECTS credits from the two-subject study programme Teaching English (or the total prescribed 60 ECTS credits in both two-subject programmes) and a specific number of credits envisaged by the other two-subject study programme.

## Transitions

Third-cycle doctoral study programmes (SQF level 10)

## Condition for obtaining certificate

Students complete a two-subject study programme when they have completed all prescribed requirements in both parts of the two-subject study programme and presented and successfully defended a master's thesis, thereby accumulating at least 120 ECTS credits (60 in one part and 60 in the other part of the two-subject study programme).

## Awarding body

University of Maribor, Faculty of Arts

URL

[http://www.ff.um.si/oddelki/anglistika-in-amerikanistika/studijski-programi.dot?language\\_id=1](http://www.ff.um.si/oddelki/anglistika-in-amerikanistika/studijski-programi.dot?language_id=1)

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