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|  | **UNIVERSITY OF BANJA LUKA**    **FACULTY OF PHILOLOGY** |
|  | **Graduate academic studies** |
| **Study program** | **Master study - Methodology of language and literature teaching** |

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| **Subject** | **Creation of syllabus and teaching material** | | |  |
| **Subject code** | **Subject status** | **Semester** | **Lesson fund** | **Number of ECTS credits** |
| INJ | E | I | 2+2 | 5 |
| **Professors** | |  | | --- | | prof. dr Željka Babić | | | |  |

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| **Conditioned by other subjects** |
| It is not conditioned by other subjects. |
| **Objectives of studying the subject:** |
| Students will learn about the types of syllabuses and teaching materials, and practice with their creation and application in pedagogical practice. |
| **Learning outcome (Acquired knowledge):** |
| Students will be able to create syllabi that will be presented during the course and analyze the needs. Also, the students will be trained in collecting, creating, and analyzing the teaching material that will be used in pedagogical practice. |
| **Subject content:** |
| Students will get acquainted with the methodological bases of creating the syllabus, but also with the methods of their research. They will also deal with needs analysis and learn how to implement it in their own pedagogical practice. At the same time, students will become familiar with the term teaching materials, and learn how to practically apply the acquired knowledge and skills within pedagogical and research practice. |
| **Teaching methods and mastering the material:** |

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| Lectures, exercises, seminar papers, consultations, independent work at home.    The following thematic units will be covered:    - Methodological basis of creating the syllabus  - Product oriented syllabi  - Process-oriented syllabuses  - Content oriented syllabi - Needs analysis  - Selection of elements and preparation of syllabus  - Syllabus oriented research  - Contemporary trends in the preparation of syllabuses  - Collection of teaching materials  - Creation of teaching materials  - Processing of teaching material  - Evaluation of teaching material | | | | | |
| **Literature:** | | | | | |
| * O’Brien, J. G., Millis, B. J., & Cohen, M. G. (2008). *The Course Syllabus: A Learning-Centered Approach*. San Francisco, CA: Jossey-Bass. * Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press. * Babić, Ž. (2016). Exploring ESP Syllabi: Some Implications For Further Pedagogical Considerations. *Zbornik instituta za pedagoška istraživanja 48.1*. Beograd: Institut za pedagoška istraživanja, 164-179. * Long. M. (ed.). (2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press. * Tomlison, B. (2011). *Materials Development in Language Teaching. 2nd ed.* Cambridge: Cambridge University Press. * Neuner, G., & Hunfeld, H. (1993). *Methoden des fremdsprachlichen Deutschunterrichts. Fernstudieneinheit 4*. München: Langenscheidt. * Bausch K.R, Christ H., & Krumm H.J. (Hrsg.) (2005). *Handbuch Fremdsprachenunterricht*. Tübingen und Basel: Francke. * Serena A.S. (2004): Berufs- und Fachorientierung als zukunftsweisendes Prinzip eines   Rahmencurriculums für den studienbegleitenden Fremdsprachenunterricht (mit Einleitung auf Italienisch). In: SeLM-Scuola e Lingue Moderne. Organo ufficiale dell`ANILS 9. Milano: Ghisetti&Corvi, 61-65.   * Laduc, L. (2008). *Un guide pour l’étudiant, un guide pour l’enseignant: l’engagement pédagogique*. Liège: Universitè de Liège. | | | | | |
| **Forms of knowledge testing and assessment:** | | | | | |
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| **Seminar papers** |  |  |  |  | **50** |
| **Final exam** |  |  |  |  | **50** |
| **Special indication for the subject:** | | | | |  |
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| **Name and surname of the professor who prepared the data: prof. dr. Željka Babić** | | | | |  |