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|   |  |  |   | **UNIVERSITY OF BANJA LUKA** **FACULTY OF PHILOLOGY**  |
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|  | **Дипломске академске студије**  |
| **Study program** |  | **Methodology of language and literature teaching** |

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| **Subject** | **Literature in foreign language teaching** |  |
| **Subject code** | **Subject status**  | **Semester**  | **Lesson fund** | **Number of ECTS credits** |
| КNSJ | Elective  | I  | 2+2  | 5  |
| **Professors** | Prof. Dr. Sanja Josifović-Elezović |  |

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| **Conditioned by other subjects** |
| It is not conditioned by other subjects. |
| **Objectives of studying the subject:** |
| The goals of the course are to introduce students in more detail to the possibilities of using various literary texts in foreign language teaching at different levels of knowledge and to train them for the application of literature in foreign language teaching with an established awareness of the advantages in linguistic, communicative, personal, literary and cultural aspects. |
| **Learning outcome (Acquired knowledge):** |
|  After completing the module, students will be able to: 1. Show an increased awareness of the reasons for integrating literary texts into modern foreign language teaching2. Discuss important principles and approaches to teaching literature in foreign language teaching3. Select and modify appropriate teaching materials in which literature is one of the basic sources for certain teaching contexts4. Make preparations for foreign language classes where different literary genres are used5. Independently and/or in a team, hold quality foreign language lessons using literature as a source and respecting modern principles of foreign language learning.6. Critically evaluate their own lessons and the lessons of colleagues |
| **Course content:** |
| Various possibilities of using literary texts in foreign language teaching and designing foreign language programs with literature as a source are studied. Various genres of world literature within prose, poetry, and drama are analyzed and treated - lyric, epic, tragedy, comedy, novel, short story, biography, essay, etc. Strategies for planning, acquiring, and improving intercultural communicative competence with the help of various sources are discussed. The use of modern technology and the combination of literature with other forms of art and culture – film, music, painting, etc., as well as with non-literary materials – are encouraged. The possibilities of combining different media and texts from different parts of the world are explored. The design of various communicative tasks and the construction of language tests after the processing of texts are planned and carried out, considering different age groups in teaching. |
| **Teaching methods and mastering the material:** |
| Lectures, workshops, presentations, debates, exercises in pairs and small groups, consultations. Practical approach through interactive lectures and exercises is aimed at encouraging and developing students' understanding and abilities, and gaining experience on how world literature can be effectively applied in different teaching contexts and with different ages of students. The methodical knowledge of students, adopted at undergraduate studies, is expanded when it comes to planning, conducting and evaluating foreign language classes. In discussions about contemporary approaches to foreign language teaching in which literature is the main source, in combination with various forms of culture and art, problems that may arise when applying different sources in teaching practice are identified and effective ways of overcoming them are considered. The creation of teaching materials and the planning of foreign language lessons based on a literary text are practiced with the application of innovative language teaching methods. Teaching colleagues, independently and/or in a team, is a pre-exam obligation for everyone. Reflecting on one's own work and the work of colleagues, verbally and in writing, is constantly encouraged. During the entire semester, a teacher's portfolio is prepared, with all preparations for the class, teaching materials, reflective essays, evaluations of colleagues' classes and elements chosen by the student. |
| **Literature** |
|  * Day, R. & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom.* Cambridge: Cambridge University Press.
* Јосифовић-Елезовић, С. (2017) Интегрисање књижевности у савремену постметодску наставу страног језика. У *Липар, часопис за књижевност, језик, уметност и културу XVIII број 63*. Крагујевац: Универзитет у Крагујевцу. стр.223-244.
* Lazar, G. (1993) *Literature in the Language Teaching: A Guide for teachers and trainers.* Cambridge: Cambridge University Press.
* Martin, A. and Hill, R. (1995) *Modern Plays: Introduction to Modern English Literature for Students of English*. Hemel Hampstead: Prentice Hall International.
* Martin, A. and Hill, R. (1992) *Modern Poetry: Introduction to Modern English Literature for Students of English*. Hemel Hampstead: Prentice Hall International.
* Shaffer-Koros, C.M. and Reppy, J. M. (1998). *Explorations in World Literature. Readings to enhance Academic Skills*. Cambridge: Cambridge University Press.
* Wajnryb, R. (2003) *Stories: Narrative Activities in the Language Classroom*. Cambridge: Cambridge University Press.

 The list of additional literature will be adapted to the individual needs of students.  |
| **Forms of knowledge testing and assessment:** |
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| Preparation and execution of the lesson | 40  | Portfolio | 30  | Final exam (oral) | 30  |
| The final grade represents the sum of all the mentioned forms of knowledge testing. |
| **Special indication for the subject:** |
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| **Name and surname of the teacher who prepared the data: Sanja Josifović-Elezović** |