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

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| **Subject** | **Teaching foreign languages to adult students** | | |  |
| **Subject code** | **Subject status** | **Semester** | **Lesson fund** | **Number of ECTS credits** |
| NSJO | Elective | I | 2+2 | 5 |
| **Professors** | Prof. Dr. Sanja Josifović-Elezović | | |  |

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| **Conditioned by other subjects** | | | | | |
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| **Objectives of studying the subject:** | | | | | |
| The goals of the course are to deepen students' knowledge of contemporary conclusions regarding the acquisition and learning of a foreign language by adults, and to enable them to effectively solve possible problems in different teaching situations and contexts. | | | | | |
| **Learning outcome (Acquired knowledge):** | | | | | |
| After successfully completing the module, students will be able to:    1. Argumentatively discuss different ways of presenting, practicing and evaluating language skills in foreign language teaching so that it meets the needs of a certain group of students  2. Applications of modern knowledge about language components and skills in planning foreign language lessons for adult students  3. Independent preparation for the lesson, planning a teaching unit for different groups and levels of language proficiency  4. They successfully teach high-quality foreign language classes to adult students, independently and/or in a team with a colleague.  5. Critically observe, analyze and evaluate their own lessons in writing and orally classes of colleagues | | | | | |
| **Course content:** | | | | | |
| On the course the material mastered at the undergraduate study in the methodology of foreign language teaching with a special focus on adults will be studied in more detail. Efforts will be made to meet the individual needs of students and modify the planned syllabus in accordance with them, and students' competencies will be improved in thematic areas such as: planning and organization of foreign language lessons and courses, learning goals and outcomes, roles of language teachers and development of teacher competencies, contextualization language teaching, intercultural communicative competence, development of language skills individually and integrated, motivation in language teaching, learning styles and strategies (student preferences), individual differences, creativity in language teaching, autonomy of students and teachers, learning and acquisition of a foreign language by adults independently and in organized groups, and others. | | | | | |
| **Teaching methods and mastering the material:** | | | | | |
| Interactive lectures, workshops, presentations, debates, exercises in pairs and small groups, consultations. The practical approach through interactive lectures and exercises is aimed at encouraging and developing students' teaching competencies, gaining experience in different teaching contexts and with different ages of students, and establishing awareness of the necessity of lifelong education. 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 modern approaches to foreign language teaching, 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 are practiced with the application of modern communicative methods of language teaching. 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, class evaluations by colleagues and elements chosen by the student. | | | | | |
| **Literature:** | | | | | |
| * Brown, H. D. (2000). *Principles of Language Learning and Teaching*. 4th. ed. Englewood Cliffs, NJ: Prentice-Hall * Brown H.D. (2007). *Teaching by principles. An interactive approach to Language Pedagogy*. Harlow: Longman * Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Cambridge: CUP. * Harmer, J. (2007). *The Practice of English Language Teaching*. (4th ed.) Harlow: Pearson Education Limited. * McKay, H. and A. Tom (1999)*. Teaching Adult Second Language Learners.* Cambridge: CUP. * Newby, D. *et al*. (eds.) (2007). *European Portfolio for Student Teachers of Languages: А reflection tool for language teacher education.* Strasbourg / Graz: Council of Europe / European Centre for Modern Languages. <http://epostl2.ecml.at/> * Scrivener, J. (2005). *Learning Teaching*. Oxford: Macmillan Publishers.     The list of additional literature will be adapted to the individual needs of students. | | | | | |
| **Forms of knowledge testing and assessment:** | | | | | |
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| Portfolio | 40 | Preparing and holding a lesson | 30 | Final exam | 30 |
| Закључна оцјена представља збир свих наведених облика провјере знања. | | | | | |
| **Special indication for the subject:**  ​ | | | | | |
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| **Name and surname of the professor who prepared the data: Sanja Josifović-Elezović** | | | | | |