



UNIVERSITY OF SARAJEVO – FACULTY OF EDUCATIONAL SCIENCES
Course OVERVIEW

Obrazac SP2

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Course code: PEF EDU 103		Course: English Language	
Cycle: 1 st cycle		Year of study: 1 st	Semester: 1 st
Status: obligatory course		ECTS credits: 4	
		Total number of class hours: 45	
		Per week: 3	Per semester: 45
		Lectures: 2	Lectures: 30
		Exercises: 1	Exercises: 15
Lecturer(s)	Izela Habul-Šabanović, PhD, associate professor		
Prerequisites:	None		
Course goal(s):	The aim of this course is to revise and acquire new knowledge and skills in the domain of oral and written communication in English. Students will be introduced to basic grammatical structures (word types and basic sentence structures), as well as vocabulary at the intermediate level of English, in order to enable them to better understand and independently analyze general texts, as well as those in the field of special education and rehabilitation. During the course, students will be put into situations in which they will be encouraged to express themselves spontaneously (in written or oral form), develop language skills of listening, reading, speaking, and writing, and practice grammar and vocabulary through understanding written information, and analyzing texts both on general topics and including professional terminology in the field of education, and special education and rehabilitation.		
Course content:	The course consists of three interrelated units: (i) revision of English grammar at the level of word types (morphology) and the level of sentence structure (syntax), (ii) acquisition and development of vocabulary in general English and related to the profession, (iii) developing and improving basic language skills with the aim of training for independent oral and written communication in English. Teaching related to grammar revision will be based on the following thematic units: (1) Verbs; (2) Nouns; (3) Adjectives; (4) Adverbs; (5) Pronouns; (6) Articles; (7) Numbers; (8) Sentence. Within this course, students will read various texts, both from everyday life, culture and civilization of native speakers, and texts in the field of special education and rehabilitation, to develop their understanding of written content and improve vocabulary and grammatical accuracy. All this aims to enable them to express themselves spontaneously and independently in English.		
Course outcomes:	Students will be able to: - revise and enhance previously acquired knowledge and skills in the English language; - use the acquired knowledge and skills to establish oral and written communication in English in everyday situations and in the academic context; - understand the basic messages of written texts and audio/video materials on various topics; - develop the ability to independently analyze various texts and interpret language contents;		

	<ul style="list-style-type: none"> - express and argue their opinion on various topics using simple structures, and exchange information in English; - develop the skill of writing short texts on topics of personal interest or topics covered throughout the course; - navigate reference materials and sources (dictionaries, grammars, Internet, etc.) and acquire independent learning strategies; - adopt habits of lifelong self-education, independent learning, and use of the English language. 																					
<p>Teaching methods:</p>	<p>The primary method of teaching is interactive teaching with active learning and engagement of all students and the application of modern technology in teaching English (multimedia and Internet). The focus is on interactive communication that takes place on several levels, e.g. teacher-student interaction, pair or group work (cooperative learning), and language learning in context, through certain communication situations, in order to acquire relevant language skills, i.e. speaking, listening, reading comprehension, and writing. The method of direct teaching (introduction of new teaching content, guided practice, comprehension check, and application of acquired knowledge and skills), the method of guided discovery through conversation and discussion, and independent learning will also be used.</p>																					
<p>Assessment methods with grade structure:</p>	<p>Written part of the exam: 1st partial exam (Test 1) 2nd partial exam (Test 2)</p> <p>Note: Students can take the written part of the exam integrally at the end of the semester.</p> <p>Oral part of the exam: Final exam at the end of the semester</p> <p>Method of evaluation: Activity and participation in classes (discussion, presentation, individual and pair or group work): 10% 1st partial exam 20% 2nd partial exam 20% Final exam 50%</p> <p>The final grade is formed according to the scale determined by the Article 62 of the Law on Higher Education ("Official Gazette of Sarajevo Canton" No. 33/17):</p> <table border="1" data-bbox="699 1563 1481 1998"> <thead> <tr> <th>grade</th> <th>achievement description</th> <th>number of points</th> </tr> </thead> <tbody> <tr> <td>10 (A)</td> <td>Exceptional success without mistakes or with minor errors</td> <td>95 – 100 points</td> </tr> <tr> <td>9 (B)</td> <td>Above average, with some errors</td> <td>85 – 94 points</td> </tr> <tr> <td>8 (C)</td> <td>Average with noticeable errors</td> <td>75 - 84 points</td> </tr> <tr> <td>7 (D)</td> <td>Generally good, but with significant shortcomings</td> <td>65 – 74 points</td> </tr> <tr> <td>6 (E)</td> <td>Meets the minimum criteria</td> <td>55 – 64 points</td> </tr> <tr> <td>5 (F, Fx)</td> <td>Significantly more work required</td> <td>Below 55 points</td> </tr> </tbody> </table>	grade	achievement description	number of points	10 (A)	Exceptional success without mistakes or with minor errors	95 – 100 points	9 (B)	Above average, with some errors	85 – 94 points	8 (C)	Average with noticeable errors	75 - 84 points	7 (D)	Generally good, but with significant shortcomings	65 – 74 points	6 (E)	Meets the minimum criteria	55 – 64 points	5 (F, Fx)	Significantly more work required	Below 55 points
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Literature:

Obligatory:

Grgić, B., Brihta, J. (1986). *Engleska gramatika za svakoga*. Zagreb: Školska knjiga.

Kalman, V., Šober-Alkalaj, A. (2000). *Engleski 1 sa rješenjima vježbanja* (XIV izdanje). Sarajevo: 'Svjetlost' Zavod za udžbenike i nastavna sredstva.

Murphy, R. (2012). *English Grammar in Use* (4th ed.). Cambridge University Press.

Note:

During the course, purposefully prepared additional material (compilation of texts and exercises) will be used, which students will receive in printed form.

Additional:

Bujas, Ž. (2001). *Veliki englesko-hrvatski rječnik*. Zagreb: Nakladni zavod Globus.

Bujas, Ž. (2001). *Veliki hrvatsko-engleski rječnik*. Zagreb: Nakladni zavod Globus.

Cox, K., Hill, D. (2004). *English for Academic Purposes, Students' Book*. French Forests, NSW: Pearson Education Longman Australia.

Eastwood, J. (1994). *Oxford Guide to English Grammar*. Oxford, New York: Oxford University Press.

Greenbaum, S. (2000). *The Oxford Reference Grammar*, ed. by Weiner, E. Oxford: Oxford University Press.

Walker, E., Elsworth, S. (2000). *Grammar Practice (for Intermediate Students)*. Essex: Pearson Education Limited.