



Form SP2

UNIVERSITY OF SARAJEVO – FACULTY OF EDUCATIONAL SCIENCES

<b>Course code: PEF RN 308</b>		<b>Course: Professional English 3</b>	
<b>Cycle: 1<sup>st</sup></b>	<b>Year: 3<sup>rd</sup></b>	<b>Semester: 5<sup>th</sup></b>	<b>ECTS credits: 2</b>
<b>Status: elective course</b>		<b>Total number of class hours: 30</b> per week: 2      per semester: 30 lectures: 1      lectures: 15 exercises: 1      exercises: 15	
<b>Lecturer(s):</b>	Izela Habul-Šabanović, Ph.D., associate professor		
<b>Prerequisites:</b>	None.		
<b>Course goal(s):</b>	The aim of this course is to revise and acquire new knowledge and skills in the domain of oral and written communication in English to further enable students for independent use of English, both in general and at the professional level in the domain of education in the broader sense and primary teacher education in the narrower. Students will be trained through continuous development of vocabulary, the proper use of grammatical forms and structures, and independent participation in discussions on topics in the field of pedagogy. During the course, students 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 analyzing texts on general topics and related both to education in general and primary teacher education in particular.		
<b>Course content:</b>	The course consists of two interrelated units: (i) acquisition and development of vocabulary in general English and related to the pedagogical profession, (ii) developing and improving basic language skills with the aim of training for independent oral and written communication in English. This course also focuses on introducing students to the basic characteristics of academic English (vocabulary and grammar). Within this course, students will read various texts, both from everyday life, culture and civilization of native speakers, and texts in the domain of education in general and primary teacher education in particular. The aim is to further develop their understanding of written content, improve vocabulary and grammatical accuracy, and enable them to express themselves spontaneously and independently in academic English. During the course, students will read and listen to texts of a general nature or from their profession, perform speaking and writing exercises, and produce their own pieces of work in English (e.g. essays, abstracts, seminar papers, presentations). In addition to practicing grammatical		

	forms and vocabulary through comprehension of written information, they will develop all language skills and continue to be trained for spontaneous written or oral expression in English.
<b>Course outcomes:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- revise and enhance previously acquired knowledge and skills in the English language;</li> <li>- improve their oral and written communication skills in English in everyday situations and in the academic context;</li> <li>- use academic and professional English;</li> <li>- adopt and develop the technique of reading professional literature;</li> <li>- further develop the ability to independently analyze various texts and interpret language contents;</li> <li>- express and argue their opinion on various topics using more complex language structures, and exchange information in English;</li> <li>- write summaries or short essays on general topics or the professional ones covered within the course;</li> <li>- develop the skill of creating short written or oral presentations in English;</li> <li>- learn how to use technology in learning English;</li> <li>- acquire habits of lifelong self-education and independent learning and use of the English language.</li> </ul>
<b>Teaching methods:</b>	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.
<b>Assessment methods with grade structure:</b>	<p>Written part of the exam:</p> <p>Test, essay, summary, translation, seminar paper etc.</p> <p>Oral part of the exam:</p> <p>Final exam at the end of the semester (individual oral presentation and discussion)</p> <p>Method of evaluation:</p> <p>Activity and participation in classes (discussion, presentation, individual</p>

	<p>and pair or group work): 10%</p> <p>Written exams (test, essay, summary, translation, seminar paper, etc.) 40%</p> <p>Final exam 50%</p>
<p><b>Literature:</b></p>	<p><b>Obligatory:</b></p> <p>Hrasnica, N. (2003). <i>English 3</i>. Sarajevo: Pedagogical Academy.</p> <p>McCarthy, M., O'Dell, F. (2008). <i>Academic Vocabulary in Use</i>. Cambridge: Cambridge University Press.</p> <p>Oshima, A., Hogue, A. (2006). <i>Writing Academic English (4<sup>th</sup> ed.)</i>. New York: Pearson Education.</p> <p>Taylor, G. (2009). <i>A Student's Writing Guide: How to Plan and Write Successful Essays</i>. New York: Cambridge University Press.</p> <p><b>Note:</b></p> <p>During the course, purposefully prepared additional material (compilation of texts and exercises) will be used, which students will receive in printed form.</p> <p><b>Additional:</b></p> <p>Bujas, Ž. (2001). <i>Veliki englesko-hrvatski rječnik</i>. Zagreb: Nakladni zavod Globus.</p> <p>Bujas, Ž. (2001). <i>Veliki hrvatsko-engleski rječnik</i>. Zagreb: Nakladni zavod Globus.</p> <p>Greenbaum, S. (2000). <i>The Oxford Reference Grammar</i>, ed. by Weiner, E. Oxford: Oxford University Press.</p> <p>Stevenson, A., Soanes, C. (2004). <i>Concise Oxford English Dictionary</i>. Oxford: Oxford University Press.</p> <p>Walker, E., Elsworth, S. (2000). <i>Grammar Practice (for Intermediate Students)</i>. Essex: Pearson Education Limited.</p>