

University of Zenica
Faculty of Philosophy
in Zenica



University of Zenica
Faculty of Philosophy: Zenica

CURRICULUM OF ENGLISH LANGUAGE AND LITERATURE STUDY PROGRAM

**Graduate studies
(Revised, academic 2023/24)**

Zenica, May, 2023

Contents

1. GENERAL INFORMATION	3
2. Introduction	3
3. BACKGROUND INFORMATION.....	3
4. STUDY PROGRAM DESCRIPTION.....	4
Course plan.....	6
CURRICULUM OF THE STUDY PROGRAM ENGLISH LANGUAGE AND LITERATURE, II CYCLE - EDUCATION.....	7
CURRICULUM SYLLABI	8
Subject title: Teaching and Learning English language.....	9
Subject title: Corpus linguistics.....	11
Subject title: Contemporary English Language	13
Subject title: Methodology of research in linguistics.....	15
Subject title: Family pedagogy.....	17
Subject title: Professional identity of a teacher.....	20
Subject title: Integrating language and profession	22
Subject title: Grammar in context	23
Subject title: Research and Completion of the Thesis.....	25
Subject title: Computer-assisted English language teaching.....	26

1. GENERAL INFORMATION	
1.1. Course title	English Language and Literature 1. in Education
1.2. Study programs level	(II cycle) <i>Graduate M.A. study program</i>
1.3. Academic title upon the completion of the course	Title: MA in English Language and Literature in Education <i>Master of Arts in English Language and Literature in Education</i>

2. Introduction	
2.1. Reasons for launching the study program	Continuation of education for graduate students of English Language and Literature and as additional specialization
2.2. Assessment of justification against the public and private sector labor market needs.	Improvement in education of teachers and obtaining higher education degree necessary for the position in high school education; training in the area of English language teaching methodology necessary for continuation of study at III cycle.
2.3. Compliance with the University Mission and Strategy	The English Language and Literature study program is one of the study programs existing at the Pedagogical Faculty – today's Faculty of Philosophy – from its very foundation. Launching second cycle study in the related scientific field (English studies) is a natural continuation of the existing undergraduate study. It aims at adding and expanding of education at undergraduate level. Having in mind that launching II cycle study is one of obligations of the University and Faculty, this study program is fully compliant with the mission and strategy of the University of Zenica.
2.4. Comparability of this with other similar BiH or regional HEI study programs	The basic features of this study program are in line with other similar programs in BiH. However, at the same time, this study program is characterized by some subjects related to specific features of II study cycle at University of Zenica (II semesters).
2.5. Connection with the local community (economy, public institutions)	Similarities to other similar department at other universities, primary and secondary schools at ZDK and cultural institutions,
2.6. Other	

3. BACKGROUND INFORMATION	
3.1. Field of science of the study program	Scientific area: Social and humanistic sciences; field: Languages and literature; branch: linguistics/English language
3.2. Study program duration (the possibility for LD or part-time study etc.)	Two semesters or one year. There is no distance-learning or part-time study owing to the nature of the field (language skills) and the current capacities at the University of Zenica.
3.3. Minimum ECTS credits required for the completion of study program	60 ECTS
3.4. Prerequisites for enrollment	Completed undergraduate studies in related area (English studies) with 240 ECTS

3.5. 3.5 Study program goals	- Educate graduate professors of English Language and Literature in accordance with the standards of the ECTS system and the Bologna Declaration. - Ensure mechanisms for acquiring contemporary core competencies of a graduate professor of English Language and Literature. - Apply principles of holistic education, which necessitates the integration of informative and formative study components. - Ensure student mobility and progression through the application of the ECTS system. - Train, in the long term, internal academic and research personnel. - Direct planned and well-conceived long-term development projects in linguistic research, particularly in English language and literature. - Facilitate the integration of the University of Zenica and the Zenica-Doboj Canton into ongoing societal changes and transformations through this study concept.
3.5. Competencies (learning outcomes)	Specialization in Methodology of English language teaching high level of knowledge in general English language (all four language skills should be at C2 CEFR level). Obtained academic degree necessary for the continuation of studies in the III study cycle in the area of Teaching methodology (related to English studies).
3.6. Employability (list of potential employers) and opinion from labour market related to the appropriateness of the planned learning outcomes (attach as appropriate).	Economy, administration, tourism, diplomacy, education, publishing etc.
3.7. Opportunities for continuation of studies	Third cycle (doctoral program) in English language/linguistics.
3.8. In the process of approval for II and III cycle study programs list the undergraduate studies at home institution or other institutions in BiH eligible for their students' enrollments at the aforementioned study program	Study program I cycle, 240 ECTS - <i>English Language and Literature</i>

4. STUDY PROGRAM DESCRIPTION	
4.1. List of obligatory and elective courses with the number of hours and ECTS credits – curriculum	
4.2. Description of each course - curriculum	
4.3. Structure of study (numbers of semesters, group size for lectures and practical classes/seminars)	Number of semesters: 2 group size for lectures 15 group size for practical classes 10
4.4. Requirements for enrollment in the next semester	Certified first semester of the study.
4.5. List of courses and/or modules taught in foreign language (name the language)	All specialized courses are conducted in English (linguistic, literary-historical, and methodological). General courses, as well as specialized ones (pedagogical and psychological), are conducted in the BCS language.

4.6. Completion of the study:					
<i>a) Requirements for the completion of the study</i>		Final paper			
			Master paper		
<i>b) Pre-requisites for the final paper defense</i>	All exams passed + positive evaluation from the paper defense committee (in every aspect: Originality, form, language, aims and results of research, methodology)				
<i>c) Procedure for the final paper defense</i>	Committee defense Following the procedures of UNZE				

Course plan



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY



CURRICULUM OF THE STUDY PROGRAM ENGLISH LANGUAGE AND LITERATURE, II CYCLE - EDUCATION

Subject code	No .	Subject title:	1. Semester (Fall)				TEACHER/ASSOCIATE
			L	V	LPC	ECT(A)S	
04K03-1038	1.	Teaching and Learning English language	3	-	-	6	
04K03-1039	2.	Corpus linguistics	3	-	-	6	
04K03-1040	3.	Contemporary English Language	4	-	-	7	
04K03-1041	4.	Methodology of research in linguistics	4	-	-	7	
	5.	Elective					
04K04-375		<i>Family pedagogy</i>	2	-	-	4	
04K04-377		<i>Professional identity of a teacher</i>					
		Hours per week L/PC/LPC	16	-	-		
		Total number of classes per week	16				
		Total number of ECTS				30	
Subject code	No .	Subject title:	2. Semester (spring)				
			L	V	LPC	ECT(A)S	
04K03-750	1.	Integrating language and profession	3	-	-	4	
04K03-751	2.	Grammar in context	4	-	-	6	
04K03-1042	3.	Research and Final paper preparation	4	-	-	13	
04K03-1043	4.	Computer assisted English language teaching	4	-	-	7	
		Hours per week L/PC/LPC	15	-	-		
		Total number of classes per week	15				
		Total number of ECTS				30	

CURRICULUM SYLLABI



**UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY**



SUBJECT TITLE: TEACHING AND LEARNING ENGLISH LANGUAGE

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
I	obligatory	3	-	6	04K03-1038

Teacher:	Course Teaching Assistant:
E-mail:	E-mail:

Subjects as prerequisites:

Subject aims	• The main aim of this course is to introduce students to the basic teaching skills including practical knowledge about the most important roles of teachers and ways for knowledge transfer. • Expand students' knowledge contemporary position of the teacher and • introduction to the basic teaching styles and ways of teaching - from traditional (ex-cathedra) to contemporary interactive modes of communication in the classroom.
Competences (learning outcomes)	• Use modern teaching methods in instruction and work with students, • Respect the concept of principled eclecticism in English language teaching • Apply the most important teaching roles as prerequisites for contemporary teaching, taking into account different student preferences • Implement ideas that shift the focus of teaching from the teacher to the student (from lecturing to learning), etc.

Course delivery plan:

1. Introductory lecture on student obligations and duties, literature, etc.
2. The most important roles of the teacher (organizer, animator, participant in teaching, mentor, source of knowledge, etc.),
3. The concept of principled eclecticism that can be applied to all theoretical and practical dilemmas in the field of methodology,
4. Basic teaching styles (authoritarian, integrative, and liberal),
5. Advantages and disadvantages of the mentioned styles,
6. Methods of knowledge transmission ("ex cathedra," interactive method, communicative style, group work, pair work),
7. Differentiating knowledge and understanding, quantitative and qualitative knowledge,
8. The principle of applicability of acquired knowledge,
9. Managing classroom energy,
10. Ways to resolve disciplinary problems,
11. The emotional atmosphere of teaching (affective factor),
12. Methods of stimulating intrinsic and extrinsic motivation,
13. Methods of lesson preparation,
14. The purpose and method of keeping a teaching diary,
15. The necessity of continuous professional development and basic psychological knowledge required for quality teaching.

*The teacher reserves the right to change course content.

Teaching:

Lecture classes (teacher elaborates topics), practical classes (discussions, presentations, questions, analyses, elaboration of literature, etc.) Serious and continuous work, autonomous reading of literature and preparation and performance of assigned tasks that are precondition for successful mastering of material and passing exam.

Assessment:

Assessment will be done continuously during classes (attendances, portfolio, seminar papers) and on final exam. Continuous work, homework and seminar paper are pre-conditions for attending final exam. Students will be informed about all aspects of teaching at the beginning of the semester and via course syllabus.

Assessment criteria:

Presentation	Seminar paper	Final exam	Total
30	30	40	100

References	
Required	Hightet, G. (1957) <i>The Art of Teaching</i>, New York: Alfred. A. Knopf Brown, D. (2007) <i>Teaching by Principles</i>, NY: Pearson Education Rivers, W. (1978) <i>A Practical Guide to the Teaching of English</i>, Oxford: Oxford University Press Peter, W., <i>What Teachers Need to Know about Teaching Methods</i>, Acer Press, 2008. Freeman, D., <i>Techniques and Principles in Language Teaching</i>, Oxford: Oxford University Press, 2006. Rod Ellis (2003), <i>Second Language Acquisition</i>, Oxford: Oxford University Press, 2003.
Additional	Teacher reserves the right to update the reading list.

	UNIVERSITY OF ZENICA FACULTY OF PHILOSOPHY				
SUBJECT TITLE: CORPUS LINGUISTICS					
Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
I	obligatory	3	-	6	04K03-1039
Teacher: E-mail:		Course Teaching Assistant: E-mail:			
Subjects as prerequisites:					
Subject aims	• Expand students' knowledge of corpus linguistics and its applications. • Enable students to engage in scientific research within the framework of corpus linguistics, as well as its pedagogical application.				
Competences (learning outcomes)	• Explains the characteristics of corpora, types of corpora, and ways in which corpora can be used for language research, as well as for creating teaching materials. • Applies acquired principles of corpus search for creating one's own corpus in given linguistic research. • Independently creates teaching materials based on corpora				
Course delivery plan: 1. Introduction to the Contents and syllabus 2. Introduction to the course content and requirements 3. Introduction to corpus linguistics; Corpus linguistics vs. generative approach 4. Criteria for creating corpora; type and number of data, representativeness 4. Types of corpora: spoken language corpus, written language corpus, historical corpus, specialized corpus 5. Corpus analysis: frequencies, concordances, key words 6. Use of corpora in language study (lexical, phraseological, grammatical, register and genre studies, discourse analysis) 7. Use of corpora in language teaching: data-driven learning and language teaching; syllabus and teaching material development 8. First In-class assignment 9. Use of corpora for textbook, dictionary, grammar development 10. Use of corpora in translation (parallel and comparable corpora) and study of literary language 11. Application of corpus research in sociolinguistics 12. Application of corpus research in pragmatics and teacher education 13. Introduction to COCA corpus and its applications 14. Corpus searching and practical tasks 15. Second in-class test *The teacher reserves the right to change course content.					
Teaching: The classes are conducted through lectures using multimedia resources (presentations, audio and video materials), an interactive approach, and student participation through: discussions, debates, presentations, translation, individual and group work, as well as pair work. The classes are conducted in English.					
Assessment: Assessment includes seminar paper presentations on a given topic, seminar paper, practical work on individual and group projects, in-class tests and set theoretical exam in written or oral form depending on in-class tests.					
Assessment criteria:					
Presentation (3)	Seminar paper	Practical work	In-class tests	Final exam	
15	30	15	20	20	
References					
Required	McEnery Tony and Wilson Andrew (2001) <i>Corpus Linguistics</i> , Edinburgh: Edinburgh University Press Biber, Douglas, Conrad, Susan & Reppen, Randi (2000) <i>Corpus Linguistics, Investigating Language Structure and Use</i> , UK: Cambridge University Press Hunston, Susan (2002) <i>Corpora in Applied Linguistics</i> . UK: Cambridge University Press				

	Reppen, Randi (2010) <i>Using Corpora in the Language Classroom</i> , UK: Cambridge University Press Viana, Vander, ed. (2023) <i>Teaching English with Corpora, A Resource Book</i> , Routledge
Additional	McEnery Tony and Hardie Andrew (2011) <i>Corpus Linguistics</i> , New York: Cambridge University Press Lüdeling Anke and Kytö Merja, eds. (2009) <i>Corpus Linguistics, An International Handbook</i> , Berlin: Walter de Gruyter Meyer, Charles F. (2004) <i>English Corpus Linguistics</i> , UK: Cambridge University Press *Teacher reserves the right to change and add to reading list.

	UNIVERSITY OF ZENICA FACULTY OF PHILOSOPHY				
SUBJECT TITLE: CONTEMPORARY ENGLISH LANGUAGE					
Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
I	obligatory	4	-	9	04K03-1040
Teacher:			Course Teaching Assistant:		
Subjects as prerequisites:					
Subject aims	• The aim of the course is to enhance productive language skills and • empower students to analyze, translate and discuss texts with specific vocabulary and complex grammatical structures.				
Competences (learning outcomes)	• correctly use rich vocabulary and complex grammatical structures • analyze texts with complex grammatical structures • recognize and correct errors in speaking and writing • demonstrate skills necessary for independent and lifelong language improvement				
Course delivery plan: 1. Introduction to the course 2. Skills required for independent language improvement 3. Nonfictional prose 4. Scientific and journalistic articles 5. Contemporary literary texts 6. Text analysis 7. Presentation of seminar papers 8. Expressing opinions 9. Expressing disagreement 10. Argumentation and debate preparation 11. Debate on the first assigned topic 12. Analysis and correction of errors 13. Debate on the second assigned topic 14. Analysis and correction of errors Presentation of seminar papers *The teacher reserves the right to change course content.					
Teaching: Lectures, seminars and workshops					
Assessment: Final grade is the sum of points awarded for participation, seminar papers, preparations and participations in debates and presenting skills required for independent language improvement.					
Assessment criteria:					
Activity	Seminar papers		Debate		Total
10	50		40		100

References

- Bujas, Željko (2001) *Veliki englesko-hrvatski rječnik*, Zagreb: Nakladni zavod *Globus*
Bujas, Željko (2001) *Veliki hrvatsko-engleski rječnik*, Zagreb: Nakladni zavod *Globus*
Longman Dictionary of Contemporary English (2005) Longman/Pearson (ili neki drugi rječnik kategorije 'advanced learner's dictionary')
Oxford Collocations, Dictionary for Students of English (2009) Oxford University Press, (second edition)
Cambridge Idioms Dictionary (2006) Cambridge University Press
- *Cambridge Phrasal Verbs Dictionary* (2006) 2nd edition, Cambridge University Press
Virgo, D. i Ž. Fink Arsovski (2008) *Hrvatsko-engleski frazeološki rječnik*, naklada *Ljevak*
Wells, J.C., *Pronunciation Dictionary* (2000) Longman
Teacher reserves the right to use new texts and audio-visual materials in every academic year.

		UNIVERSITY OF ZENICA FACULTY OF PHILOSOPHY				
SUBJECT TITLE: METHODOLOGY OF RESEARCH IN LINGUISTICS						
Semester	Status	Number of classes per week		ECTS credits	Code	
		Lectures (L)	Practical classes (PC)			
I	obligatory	3	-	7	04K03-1041	
Teacher: E-mail:			Course Teaching Assistant: E-mail:			
Subjects as prerequisites:						
Subject aims	The aim of this subject is to enable students to conduct independent scientific research.					
Competences (learning outcomes)	- Independently conducts research, utilizes professional literature. - Applies modern quantitative and qualitative methods in the field of linguistic research. - Processes data, formulates hypotheses, gathers relevant information, adheres to ethical principles of scientific research, argues viewpoints, and draws conclusions.					
Course delivery plan: 1. Introduction to the course content and requirements 2. Overview of research, quantitative, qualitative, and mixed methods 3. Intellectual property and plagiarism, ethics in linguistic research, citation methods in humanities 4. Research process, primary and secondary sources 5. Components of research; structure of papers 6. Research question and hypotheses in linguistic research 7. Research instruments; surveys, questionnaires, and interviews in linguistic research 8. First In-class assignment 9. Data collection, data processing 10. Theoretical linguistics and judgments of grammaticality 11. Contrastive analysis, identification of linguistic units for comparison 12. Research in translation studies (with a focus on product, process, participant, and/or context) 13. Research on language change (synchronic and diachronic research) 14. Language research in the classroom, teacher's diary, experiment, case study Second in-class test *The teacher reserves the right to change course content.						
Teaching: The classes are conducted through lectures using multimedia resources (presentations, audio and video materials), an interactive approach, and student participation through: discussions, debates, presentations, translation, individual and group work, as well as pair work. Teaching is done in English						
Assessment: Assessment includes seminar paper presentations on a given topic, seminar paper, practical work on individual and group projects, in-class tests and set theoretical exam in written or oral form depending on in-class tests.						
Assessment criteria:						
Presentation (2)	Seminar paper	Practical work		In-class tests	Final exam	
10	20	30		30	10	
References						
Required	Duff, P. (2008) <i>Case Study Research in Applied Linguistics</i> , Lawrence Erlbaum Associates McDonough, J. and McDonough, S. (2006) <i>Research Methods for English Language Teachers</i> , Perry, F.L. (2011) <i>Research in Applied Linguistics, Becoming a Discerning Consumer</i> Routledge, London Podesva, R.J. and Sharma, D. (2013) <i>Research Methods in Linguistics</i> , Cambridge University Press Saldanha, G. i O'Brien, S. (2013) <i>Research Methodologies in Translation Studies</i> , Routledge, NY Willems, D. et. al, ur. (2003) <i>Contrastive Analysis in Language, Identifying Linguistic Units of Comparison</i>					

Additional	Dornyei, Z. (2007) <i>Research Methods in Applied Linguistics, Quantitative, Qualitative, and Mixed Methodologies</i>, Oxford University Press, NY Jorgensen, M. i Phillips, L. (2002) <i>Discourse Analysis as Theory and Method</i>, SAGE Publications, New Delhi Litosseliti, L. ur (2010) <i>Research Methods in Linguistics</i>, Continuum Int. Publishing Group O'Keeffe, A. i McCarthy, M. (2010) <i>The Routledge Handbook of Corpus Linguistics</i>, Routledge, NY Pauels, et al. (1995) <i>Master of Arts in Applied Linguistics</i>, Distance Education Centre, Monash University, Australia Williams, J. i Chesterman, A. (2002) <i>A Beginner's Guide to Doing Research in Translation Studies</i>, St. Jerome Publishing, UK *Teacher reserves the right to change and add to reading list.
------------	--



**UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY**



SUBJECT TITLE: FAMILY PEDAGOGY

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
I	Elective course	2	0	4	04K04-375
Teacher:					
E-mail:					
Subjects as prerequisites:					
Subject aims	To acquaint students with the subject of study of this pedagogical scientific discipline, with the latest scientific knowledge and research results in the field of family/family pedagogy, with the basic professional and scientific attitudes of family/family studies, and to enable them to understand and apply a systemic approach to familiarizing and studying the family/family. To enable students to become familiar with the basics of family research methodology and family upbringing, to understand the logic of society-family relations both in their historical duration and cultural variations, as well as in occasional transversal sections. To develop professional curiosity and positive motivation among students for further studies and independent development in this field.				
Competences (learning outcomes)	train students for the theoretical and practical application of knowledge in order to monitor and evaluate their family/family contexts through various activities with young people, and accordingly organize their own educational work; - that as experts, applying the acquired knowledge, they help the parents of their students in better organizing and practicing family education; - to successfully apply, structure, assess, analyze and organize counseling work with parents, children, as well as with families as a whole, especially in cases of pronounced dysfunctionality of the family system; - to successfully apply the methodology of family research and family education and to contribute to the enrichment of this scientific pedagogical discipline.				
Subject program:	1. Approaching the family/family - theoretical and practical orientations. 2. The family and the change in defining the position of the child and childhood; 3. The theory of familial changes. Family in traditional and detraditionalized societies. 4. Macro and micro-orientation of family understanding - transitional theories: Functionalism, Symbolic interactionism, social networks, social atom. 5. Family rituals, structure and communication 6. The family in a transgenerational perspective – a transgenerational model 7. Systemic approach in understanding family dynamics. Genogram representation of family relationships the family and its basic stages of transformation - Family cycles. 8. Formation of marriage and marital union. 9. Socio-pedagogical factors of family life 10. Parenting and strategies of parental behavior the concept of authority 11. The role of mother and father in upbringing. 12. The importance of early experience in personality development. Sibling positions 13. Cross-cultural perspective. 14. Advisory work aimed at improving family relationships and raising children. 15. Investigation of the functionality and dysfunctionality of the family. *The teacher reserves the right to change course content.				
Teaching: Teaching is auditory and follows the schedule which includes lectures, practical classes and office hours.					

Assessment: There will be two in-class exams for students to win sufficient points for minimum passing grade and more. In case of failing to take in-class exam, students will be given an opportunity to take final exam.			
Assessment criteria:			
Presentation on a given topic from the program in practical classes	Written paper	Final exam (Oral exam)	Total
35	35	30	100
References			
Required	Alić, A. (2012). <i>Struktura i dinamika obiteljske kulture</i>. Sarajevo: Dobra knjiga i CNS. Pašalić-Kreso, A. (2012). <i>Koordinate obiteljskog odgoja</i>. Sarajevo: Dobra knjiga. Haralambos, M. Heald, R. (1989). <i>Uvod u sociologiju</i>. Zagreb: Globus. (Poglavlja: Obitelj) Janković, J. (2004). <i>Pristupanje obitelji</i>. Zagreb: Alinea Selmanagić-Lizde, E. (2018). <i>Odnos braće i sestara kroz intraobiteljsku dinamiku</i>. Sarajevo: Perfecta.		
Additional	Alić, A., Cerić, H., Habibović, S. (2018). <i>Obilježja kulture mladih</i>. Sarajevo: Centar za napredne studije. Beavers, W., Hampson, R.B. (1990). <i>Successful families</i>. New York: WW Norton. Beck, U. (2001). <i>Rizično društvo</i>. Beograd: Filip Višnjić. Beck, U., Beck-Gernsheim, E. (1995). <i>The Normal Chaos of Love</i>. Cambridge: Polity Press. Becvar, D.S., Becvar, R.J. (1999). <i>Systems Theory and Family Therapy</i>. New York: University Press Brajša-Žganec, A. (2003). <i>Dijete i obitelj</i>. Zagreb: Naklada Slap. Bronfenbrenner, J. (1997). <i>Ekologija ljudskog razvoja</i>. Beograd: ZZUINS. Carr, A. (2006). <i>Family Therapy</i>. New York: John Wiley & Sons, Inc. Covey, S.R. (1998). <i>7 navika uspješnih obitelji</i>. Zagreb: Mozaik knjiga. Ekermen, N. (1987). <i>Psihodinamika porodičnog života</i>. Titograd: NIO Pobjeda. Friedman, E.H. (2011). <i>Generation to Generation</i>. New York: The Guilford Press. Galindo, I., et al. (2006). <i>A Family Genogram Workbook</i>. Educational Consultants: Morris Publishing. Giddens, A. (2007). <i>Sociologija</i>. Zagreb: Globus. Giddens, A. (2005). <i>Odbjegli svijet</i>. Zagreb: Naklada Jesenski i Turk. Gilbert, R.M. (2006). <i>The Eight Concepts of Bowen Theory</i>. Leading Systems Press. Goldenberg, H., & Goldenberg, I. (2008). <i>Family Therapy</i>. Brooks/Cole, CENGAGE Learning. Golubović, Z. (1981). <i>Porodica kao ljudska zajednica</i>. Zagreb: Naprijed. Gordon, T. (1997). <i>Umeće roditeljstva - Kako podizati odgovornu decu</i>. Beograd: Kreativni centar. Honore, C. (2009). <i>Pod pritiskom – spašavanje djece od kulture hiperroditeljstva</i>. Zagreb: Facta. Juul, J. (1995). <i>Razgovori s roditeljima - perspektive i procesi</i>. Zagreb: Alinea. Katherine A. (2000). <i>Boundaries – Where You End and I Begin</i>. New York: A Fireside Book. Kerr, M.E., Bowen, M. (1988). <i>Family Evaluation</i>. New York: WW Norton & Company, Inc. Lata, N. (2011). <i>Kako deci postaviti granice</i>. Novi Sad: Psihopolis. LeVine, R.A. (2003). <i>Childhood Socialization: Comparative Studies of Parenting, Learning and Educational Change</i>. The University of Hong Kong: Comparative Education Research Centre. LeVine, R., New, R.S. (2008). <i>Anthropology and Child Development – a Cross-cultural Reader</i>. Blackwell Publishing. McGoldrick, M., (2008). <i>Genograms, Assessment and Intervention</i> (3rd edition). New York: W.W. Norton & Company. McGraw, P. (2008). <i>Porodica na Prvom mestu</i>. Novi Sad: Stylos. Minuchin, S. (1998). <i>Family Healing</i>. New York: Free Press.		

- | | |
|--|---|
| | <p>Olson, D.H., DeFrain, J. & Skogrand, L. (2010). <i>Marriages and Families: Intimacy, Diversity and Strengths</i>, 7th ed. New York: McGraw-Hill Companies.</p> <p>Nikolić, S., i drugi (1996). <i>Osnove obiteljske terapije</i>. Zagreb: Medicinska naklada.</p> <p>Pašalić-Kreso, P., Alić, A. (2017). Obilježja kohezivnosti i kompetentnosti porodičnog sistema u međugeneracijskom djelovanju. <i>Sarajevski žurnal za društvena pitanja / Sarajevo Social Science Review</i>, Vol., proljeće - ljeto 2017. (p.49-76)</p> <p>Pašalić-Kreso, A. (2000). <i>Rano učenje: ili učenje u funkciji uvećanja kapaciteta mozga</i>. Sarajevo: Step by Step.</p> <p>Rosić, V., Zloković, J. (2002). <i>Prilozi obiteljskoj pedagogiji</i>. Rijeka: Filozofski fakultet u Rijeci.</p> <p>Runkel, H.E. (2008). <i>Odgojite svoje dijete bez vikanja</i>. Zagreb: VBZ.</p> <p>Satir, V. (1988). <i>The New Peoplemaking</i>. California: Science and Behavior Books, Inc.</p> <p>Segalan, M. (2009). <i>Sociologija porodice</i>. Beograd: Clio.</p> <p>Sigman, A. (2012). <i>Razmažena generacija</i>. Novi Sad: Psihopolis.</p> <p>Winterhoff, M. (2010). <i>Zašto nam djeca postaju nasilnici</i>. Zagreb: Znanje.</p> <p>Withfield, C.L. (1997). <i>Tješiti dijete u nama</i>. Zagreb: VBZ.</p> |
|--|---|

	UNIVERSITY OF ZENICA FACULTY OF PHILOSOPHY				
SUBJECT TITLE: PROFESSIONAL IDENTITY OF A TEACHER					
Semester	Status	Number of classes per week		ECTS	Code
		Lectures (L)	Practical classes (PC)		
I	Optional	2	0	4	04K04-377
Teacher: E-mail:			Course Teaching Assistant: E-mail:		
Subjects as prerequisites:					
Subject aims	Understanding the position and role of the teaching profession in modern society. Examining the position of teachers in the context of the state's relationship to education. Understanding education, the profession and the professional role of teachers. The future of teacher education. Understanding the position of teachers with regard to educational systems in the future				
Competences (Learning outcomes)	Development of general skills required for work in educational activities, such as professional and collegial work in the school team, transfer of knowledge in practice, problem solving, teamwork. Developing professional ethics, research skills, ability to adapt to new situations, creativity, independence, work on projects.				
Course delivery plan: 1. Introducing students to in class activities, reading list 2. Origin and development of the teaching profession 3. Analysis of laws, pedagogical documents concerning the position of teachers 4. Teacher education as the greatest challenge of the modern age 5. Teaching profession in the 21st century (challenges) 6. Competencies necessary for successful teacher education 7. Inclusive competences of teachers 8. Professionalization of the teaching profession 9. Teacher career development, 10. The stress of being a teacher, 11. Teacher roles and teacher typology 12. Presentation of student portfolios 13. Presentation of student portfolios 14. Presentation of student portfolios 15. Presentation of student portfolios *The teacher reserves the right to change course content.					
Teaching: Lectures, office hours					
Assessment: Testing is done in oral exam only During semester student as given an opportunity to score some points from term assignments. During the semester, the student has 5 assignments worth 20 points each the first task refers to the preparation of a term paper (20 points). The second task refers to the presentation of the book, which deals with the issue of the professional identity of the teacher (20 points). The third task is an essay about current issues in professional identity of a teacher (20 pts), Fourth task is list of scientific articles related to professional identity of a teacher (20 pts) The fifth task refers to the presentation of the work done (20 points)					
Assessment criteria:					
Lectures	Practical classes (PC)	Activity		Final exam	Total
-	-	100			100
References					
Required	1. Cindrić, M. (1995). Profesija učitelja u svijetu i u Hrvatskoj. Zagreb:Persona				

- | | |
|--|--|
| | <p>2. Marinković, R., Karajić, R. (2004), Budućnost i uloga nastavnika. Zagreb PMF</p> <p>3. Kyiacou, C. (1997). Temeljna nastavna umijeća. Zagreb</p> <p>4. Havelka, N. (2000) Učenik i nastavnik u obrazovnom procesu, Beograd, Zavod za udžbenike i nastavna sredstva</p> <p>*Teacher reserves the right to change and add to reading list.</p> |
|--|--|

		UNIVERSITY OF ZENICA FACULTY OF PHILOSOPHY			
SUBJECT TITLE: INTEGRATING LANGUAGE AND PROFESSION					
Semester	Status	Number of classes per week		ECTS	Code
		Lectures (L)	Practical classes (PC)		
II	Required	3	0	4	04K03-750
Teacher: E-mail:			Course Teaching Assistant: E-mail:		
Subjects as prerequisites:			-		
Subject aims		• Enable students to master the basics of the integrated learning method in English language teaching. • Prepare students for inter-teaching collaboration within the Content and Language Integrated Learning (CLIL) approach. • Prepare students to analyze and plan this type of teaching.			
Competences (learning outcomes)		• Mastery of the basics of the CLIL approach which involves simultaneous learning of English language and content from non-language subjects. • Analyzing and evaluating the specificities of English language instructional materials used in CLIL. • - Applying acquired methodological knowledge to plan and organize teaching activities within CLIL instruction.			
Course delivery plan: Introduction to the subject and syllabus. 2. Specific features of CLIL theory and practice. 3. The institutional context of CLIL and the specific features of implementation at different educational levels. 4. Vocabulary in CLIL. 5. Grammar in CLIL. 6. Teaching listening skills in CLIL. 7. Teaching speaking skills through CLIL. 8. Reading skills and mastering them in CLIL. 9. Writing skills and CLIL. 10. Cognitive skills in CLIL. 11. Learning strategies. 12. Rhetorical functions. 13. Task-based instruction in CLIL. 14. Evaluation in CLIL. 15. Creating CLIL models. *The teacher reserves the right to change course content.					
Teaching: Teaching is done through lectures using multimedia tools and an interactive approach, i.e. presentations, discussion, practical work (individual, group work, and work in pairs).					
Assessment:					
Assessment criteria:					
Written exam		homework		Practical work/presentation	
60		20		10	
References					
Required		Tarabar, A. (2018). <i>Istovremeno učenje jezika i struke: kreiranje CLIL modela</i> , Zenica: IPI Jarvinen, H.M. (ed.) (2009) <i>Handbook: A Language in Content Instruction</i> , Turku: University of Turku Ruiz de Zarobe, Y. And Jimenez Catalan, R.M. eds (2009). <i>Content and Language Integrated Learning: Evidence from Research in Europe</i> , Bristol: Multilingual Matters			
Additional		Materials obtained during classes, Dictionaries and grammar books (as preferred) *Teacher reserves the right to change and add to reading list.			

		UNIVERSITY OF ZENICA FACULTY OF PHILOSOPHY			
SUBJECT TITLE: GRAMMAR IN CONTEXT					
Semester	Status	Number of classes per week		ECTS	Code
		Lectures (L)	Practical classes (PC)		
II	obligatory	4	-	6	04K03-751
Teacher: E-mail:			Course Teaching Assistant: E-mail:		
Subjects as prerequisites:					
Subject aims	• The aim of the course is to enable student to select appropriate contexts for the analysis and interpretation of linguistic forms in natural language exchange • teaching grammar in a way that reflects the real use of the English language in a specific context. • Identifying specific grammatical constructions whose form, meaning and use can cause learning difficulties during ELL				
Competences (learning outcomes)	• analyze way in which context influences the choice, use, and interpretation of language forms in natural language communication, is analyzed • - identify specific grammatical constructions whose form, meaning and use can cause learning difficulties in ENGLISH LANGUAGE • Application the principles that serve as a basis of the appropriate, current practice in teaching grammar • - mark, create, and adapt materials for grammar teaching				
Course delivery plan:					
1. Introduction to the course					
2. Impact of context on the selection and usage of linguistic forms					
3. Impact of context on the interpretation of linguistic forms					
Presentation of seminar papers					
5. Grammatical structures posing challenges in language acquisition					
6. Concept of definiteness/indefiniteness					
Presentation of seminar papers					
8. Expressing past, present and future					
9. Finiteness and non-finiteness					
Presentation of seminar papers					
11. Current practices in grammar teaching					
12. Teaching grammar materials					
Workshop: analysis of existing teaching materials					
Workshop: adaptation of existing and creation of new teaching materials					
15. Presentation of students' teaching materials for grammar instruction					
*The teacher reserves the right to change course content.					
Teaching:					
Teaching will be implemented via lectures and seminars with stress on active participation, thinking and discussion about language and language practice, as well as via workshops about design and modification of grammar teaching and activities.					
Assessment:					
Students' knowledge and progress will be assessed continuously throughout the course via active participation, preparation and presentation of seminar papers. Ss will be awarded points for all activities, the sum of which is going to be a final grade.					
Assessment criteria:					
Activity	Seminar papers	Creation and presentation of materials		Total	
10	40	50		100	
Reading list					
Required	Cowan, R. 2008. <i>The Teacher's Grammar of English</i> . Cambridge: CUP				

	Carter, R., R. Hughes and M. McCarthy. 2007. <i>Exploring Grammar in Context</i>. Cambridge: CUP Parrott, M. 2010. <i>Grammar for English Language Teachers</i>. Cambridge: CUP Penston, T. 2005. <i>A Concise Grammar for English Language Teachers</i>. Greystones: TP Publications DorneyZ., and S. Thurrell. 1992. <i>Conversation and Dialogues in Action</i>. Prentice Hall Yule, G. 2000. <i>Explaining English Grammar</i>. Oxford: OUP
Additional	Battersby, A. 1997. <i>Instant Grammar Lessons</i>. Stamford: Cengage Learning Biber, D., Johansson, S., Leech, G., Conrad, S. And E. Finega. 1999. <i>Longman Grammar of Spoken and Written English</i>. Harlow: Longman. Carter, R.and M. McCarthy.2006 <i>Cambridge Grammar of English</i>. Cambridge: CUP Cruise, A. 2000. <i>Meaning in Language</i>. Oxford: OUP McCarthy, M. and R. Carter. 1994. <i>Language as Discourse</i>. Longman: New York: Morgan ,J.H. and M. Rinvoluceri. 2004. <i>The Q Book</i>. ELB Publishing Watcyn-Jones, P. 1995. <i>Grammar Games and Activities</i>. Penguin Books Woolard G.C. 1999. <i>Grammar With Laughter</i>. Language Teaching Publications *Teacher reserves the right to change and add to reading list.

	UNIVERSITY OF ZENICA FACULTY OF PHILOSOPHY				
SUBJECT TITLE: RESEARCH AND COMPLETION OF THE THESIS					
Semester	Status	Number of classes per week		ECTS	Code
		Seminar	Practical classes (PC)		
II	obligatory	-	-	13	04K03-1042
Teacher: (mentors) E-mail:			Course Teaching Assistant: E-mail:		
Subjects as prerequisites:			-		
Subject aims		This part of the study program is envisioned as a combination of collaborative and individual classes with the professors, thesis advisors. The objective is to prepare, guide and supervise students through the process of writing the thesis and the process of research required for the completion of the said thesis.			
Competences (learning outcomes)		At the end of the semester, through classes and help of an advisor, students will gain necessary knowledge of techniques and methods of: writing a scientific paper at the level of Master studies; researching and using literature, and organizing their own research papers related to the narrow scientific field chosen in the first semester. Students will be able to write a short report paper on the process of the research and writing of the thesis.			
Course delivery plan: Introduction to the specific methods of research and writing of professional/scientific papers by reading and researching relevant literature. Introduction to the way of writing papers in the student's chosen research field. Advisor will carefully supervise student's work and, at the end of the semester, evaluate their progress in terms of research and thesis writing.					
Teaching: Seminar (professor-advisor)					
Assessment: Report(s) on the process of research and thesis writing. Advisor evaluates the process of thesis writing, or, in other words, the research process through report(s) submitted by students, regularly, or at the end of the semester. Report grades can influence the evaluation of the thesis, that is, thesis defense. ECTS credits include both writing and defending the thesis.					
Assessment criteria:					
Lectures		Seminar		master paper defense	
-				100%	
References					
Required		McDonough, J. and McDonough, S. (2006) <i>Research Methods for English Language Teachers</i> , Duff, P. (2008) <i>Case Study Research in Applied Linguistics</i> , Lawrence Erlbaum Associates			
Additional		Perry, F.L. (2011) <i>Research in Applied Linguistics</i> , Routledge, London Podesva, R.J. and Sharma, D. (2013) <i>Research Methods in Linguistics</i> , Cambridge University Press			

		UNIVERSITY OF ZENICA FACULTY OF PHILOSOPHY					
SUBJECT TITLE: COMPUTER-ASSISTED ENGLISH LANGUAGE TEACHING							
Semester	Status	Number of classes per week		ECTS	Code		
		Lectures (L)	Practical classes (PC)				
II	obligatory	4	-	7	04K03-1043		
Teacher: E-mail:				Course Teaching Assistant: E-mail:			
Subjects as prerequisites:							
Subject aims		To familiarize students with new technologies in English language teaching and ways to use this in English language learning.					
Competences (learning outcomes)		- Explain the historical foundations of introducing new technologies in English language teaching. - Apply several computer applications in foreign language instruction. - Describe the pedagogical foundations of specific activities using new technologies. - Identify the advantages and disadvantages of using computer technology in teaching.					
Course delivery plan: 1. Introductory lecture 2. The history of CALL, 3. New methods and approaches to teaching a foreign language 4. Teacher and CALL (Computer Assisted Language Learning) 5. Possibilities of using new technologies for teaching a foreign language 6. Evaluation of students' use of new technologies 7. Assessment with the help of new technologies 8. Perspectives and research in the field of new technologies in English language teaching 9. Use of CMC (Computer-Mediated Communication) in teaching (practice examples) 10. Use of online classrooms (Google Classroom, Moodle, etc.) 11. Use and application of online conferencing tools for communication with students 12. Distance learning for studying and teaching 13. Platforms for online teaching (LMS - Learning Management Systems) 14. Online and offline computer games and their potential application in teaching (language learning games) 15. Mobile platforms in foreign language teaching (Android, iOS, etc.) *The teacher reserves the right to change course content.							
Teaching: Classes are held in different forms, lectures, seminars, ex cathedra, presentations as well as active participation of students through Q&A sessions.							
Assessment: Assessment includes seminar paper presentations on a given topic, practical work on individual and group projects, in-class tests and set theoretical exam in written or oral form.							
Assessment criteria:							
Seminar paper		Presentation		Theoretical exam		Total	
30		40		30		100	
References							
Required		Chapelle, C. (2003). <i>English language learning and technology</i> . Philadelphia, PA: John Benjamins. Chapelle, C. A. (2001). <i>Computer applications in second language Acquisition: Foundations for teaching, testing and research</i> . Cambridge: Cambridge University Press.					
Additional		Egbert, J. & Petrie, G. (2005). <i>CALL research perspectives</i> . Mahwah, NJ: Lawrence Erlbaum Associates. Fotos, S., & Browne, C. M. (Eds.). (2004). <i>New perspectives on CALL for second language classrooms</i> . Mahwah, NJ: Lawrence Erlbaum Associates. *Teacher reserves the right to change and add to reading list.					