

Study program: Class Teacher Education, Preschool Teacher Education, Boarding School Teacher Education			
Type and level of studies: Master studies, second cycle degree program			
Course unit: Scientific English Language Discourse for Teachers			
Teacher in charge: Vera Savić, PhD, Assistant Professor			
Language of instruction: English			
ECTS credits and course status: 5 ECTS, mandatory			
Prerequisites: Upper-intermediate or advanced level of English (B1-B2 CEFR)			
Semester: Winter Semester (I)			
Course unit objective: Development and further improvement of English language knowledge, skills and competences (both receptively and productively, at B2-C1 CEFR) necessary for independent use of professional reference material in English through critical reading, writing a literature review, summary, abstract, report, and a CV, and oral presentation and discussion of professional themes.			
Learning outcomes of Course unit The student will be able to use English independently in professional communication (orally and in writing), respecting intercultural differences, understand by listening and reading professional presentations and texts (reference books and papers, audio and video material, and internet material on innovative pedagogical approaches), present project results in English, working individually, in pairs or in groups, write literature reviews, summaries, abstracts, reports and short essays for academic and professional purposes, use English as a means of acquiring knowledge, skills and information related to profession and his/her own major area of study, and independently improve his/her own language knowledge and skills using scientific and professional reference books in English (in printed or e-form).			
Course unit contents <i>Theoretical classes</i> Characteristics of scientific and academic discourse in oral and written form; grammar structures typical of English for specific/academic purposes (passive structures, modals, nominal phrases, prepositional phrases, infinitive structures, participle structures, gerund structures, derivation through affixation, connectives and other cohesive devices); academic writing procedure (writing summaries, reports, essays, and presentations; referencing and citing). <i>Practical classes</i> Development of of language knowledge, skills and competences (receptively and productively) necessary for reading professional books, writing CV's, summaries, reports, and short essays, and for oral presentations and discussions of professional issues. Improvement of academic reading strategies by studying key and supporting ideas, predicting and inferencing, and analysing features of academic discourse and scientific genre. Expressing opinion in discussions of professional issues. Independent research of professional texts related to major subject of study, and preparing presentations. Developing interest in professional development using reference materials in English.			
References: 1. Savić, V. (2021). <i>Scientific English Language Discourse for Teachers</i> . (collection of authentic professional material). 2. Savić, V. (2015). Reading in English: Contrasting L1 and L2 contexts. <i>Uzdanica</i> , XII (2): 61-70. 3. Savić, V. & Prošić-Santovac, D. (2018). Applying Qualitative Methods for Research with Children: Challenges and Prospects of Doing Interviews with Young and Very Young Learners. <i>Zbornik radova Filozofskog fakulteta u Prištini</i> , 48 (4), 59-75. 4. Savić, V. (2020).. (збирка аутентичних стручних и научних радова из области педагогике и методике за будуће учитеље). 5. Ćirković-Miladinović, I. (2009). Implications of discourse analysis in the language teaching context, U zborniku radova Jezik, književnost, identitet (269-279), Niš: Filozofski fakultet u Nišu. 6. The Modern Language Association of America (2009). <i>MLA Handbook for Writers of Research Papers</i> . 7th ed. New York: The Modern Language Association of America. 7. Johnson, B. & Christensen, L. (2004). <i>Educational Research</i> (Second ed.). Boston: Pearson Education Ltd. 8. Rasinger, S. M. (2008). <i>Quantitative Research in Linguistics</i> . London: Continuum International Publishing Group. 9. Litosseliti, L. (ed.) (2010). <i>Research Methods in Linguistics</i> . London: Continuum International Publishing Group. 10. Wallwork, A. (2011). <i>English for Writing Research Papers</i> . New York: Springer.			
Number of active teaching hours			Other classes: /
Lectures: 30	Practice: 30	Other forms of classes: Mentoring system (face-to-face and electronic over emails) Independent work: Seminar work	
Teaching methods Interactive classes and practical application of knowledge acquired; verbal-textual and analytical; pair and group work, discussions, presentations and mentoring: 1. Literature review; 2. Summary of a presentation; 3. Presentation of selected papers.			
Examination methods (maximum 100 points)			
Exam prerequisites	No. of points:	Final exam	No. of points:
Student's activity during lectures	10	oral examination	20
practical classes/tests		written examination	20

Seminars/homework	20	presentation.	30
Project			
Other			

Grading system		
Grade	Number of points	Description
10	91-100	Excellent
9	81-90	Exceptionally good
8	71-80	Very good
7	61-70	Good
6	51-60	Passing
5	≤50	Failing