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

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| **Subject** | **Methodology of written skills in teaching foreign languages** | | | |
| **Subject code** | **Subject status** | **Semester** | **Lesson fund** | **Number of ECTS credits** |
|  | E | I | 2+2 | 5 |
| **Professors** | Dr. Nenad Krstić, full professor  MSc Jelena Ristanović Kuprešak, senior assistant | | | |

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| **Conditioned by other subjects** | | | | | |
| no | | | | | |
| **Objectives of studying the subject:** | | | | | |
| Getting to know different approaches to the skill of written comprehension and written production and their application in foreign language teaching. | | | | | |
| **Learning outcome (Acquired knowledge):** | | | | | |
| Students will be able to critically assess the material used in foreign language teaching.  Students will be trained to apply the theoretical principles that are the foundations of the methodology of writing skills in teaching foreign languages. | | | | | |
| **Course content:** | | | | | |
| Development of writing skills in foreign language teaching methodology. Impacts of research conducted in the fields of cognitive psychology, textual linguistics, and research related to historical and social context.  Written comprehension skills.  Typology of texts. Reading strategies. Literacy comprehension activities.  Analysis of written comprehension activities in textbooks. Evaluating the skill of written comprehension.  Written production skills.  Definition of the skill of written expression: discursive, textual and sentence component. Strategies of written production. Activities of written production. Evaluation of written productions.    Analysis of the place of written skills in curricula for foreign languages in the Republic of Srpska. | | | | | |
| **Teaching methods and mastering the material:** | | | | | |
| Monological and dialogic method, interactive learning method. | | | | | |
| **Literature:** | | | | | |
| Adam, J.-M. (1996). *Les textes : types et prototypes. Récit, description, argumentation, explication et dialogue* (2e éd.)*.* Paris : Nathan.  Barré-De Miniac, C. (2000). *Le rapport à l’écriture : aspects théoriques et pratiques.* Villeneuve d’Ascq (Nord) : Presses Universitaires du Septentrion.  *Cadre européen commun de référence pour les langues : apprendre, enseigner, évaluer.* (2001). Paris : Conseil de  l’Europe/Didier. | | | | | |
| Carter-Thomas, S. (2000). *La cohérence textuelle : pour une nouvelle pédagogie de l’écrit.* Paris : Harmattan.  Cuq, J.-P., et Gruca, I. (2005). *Cours de didactique du français langue étrangère et seconde* (2e éd.). Grenoble : Presses Universitaires de Grenoble.  Peytard, J., et Moirand, S. (1992). *Discours et enseignement du français, les lieux d’une rencontre.* Vanves : Hachette.  Reichler-Beguelin, M-J., Denervaud, M., et Jespersen, J. (1990). *Ecrire en français. Cohésion textuelle et apprentissage de l’expression écrite.* Neuchâtel, Paris :Delachaux et Niestlé. | | | | | |
| **Forms of knowledge testing and assessment:** | | | | | |
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| Presence | 5 points | 2. seminar paper | 20 points | Exam | 50 points |
| 1. seminar paper | 25 points |  |  |  |  |
| **Special indication for the subject:** | | | | | |
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| **Name and surname of the professor who prepared the data: Prof. Dr. Nenad Krstić** | | | | | |