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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **English language and literature** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Material design in language teaching | | |
| Level of study | | | | ☐Bachelor X Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory X Elective | | |
| Semester | | | | X Autumn ☐Spring | | |
| Year of study | | | | first | | |
| Number of ECTS allocated | | | | 6 | | |
| Name of lecturer/lecturers | | | | Nina Lazarevic | | |
| Teaching mode | | | | X Lectures X Group tutorials ☐ Individual tutorials  ☐Laboratory work X Project work X Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| Textbooks are a useful tool and a guidebook for both teachers and students during a language course. However, due simply to its form, a textbook tends to incorporate activities that are repetitive, aimed at one particular level of students with little room for differentiation and catering for individual needs. It is therefore a teacher’s responsibility to provide additional material and use it so that all students benefit from it and use it to their fullest potential. By the end of the course students will have learned how to design activities that follow the curriculum demands, link activities on a thematic unit and adapt authentic material to suit the students’ needs. Students will also explore the link between material and assessment, learn how to incorporate differentiation into material and use the material so that it focuses on integrated skills. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Overview , setting goals  National curriculum – requirements  Material for particular age of students  Authentic material – what it is and what it isn’t  Analysis of the existing material  Project work – design a thematic unit  Learning styles – myth or truth?  MI theory, learning styles, affective attitudes and material design  Differentiating activities  Scaffolding  Integrated skills  Modes of communication  Adjustments, interventions rather than a re-haul?  Assessment and material design  Final project seminar | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| ☐Serbian (complete course) X English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  ☐Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** |  | | **Written examination** | | | **4o** |
| **Project work** | **30** | | **Oral examination** | | |  |
| **Teaching colloquia** | **30** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |