***Syllabus***

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| **Department** | Department of English Studies | | | | | | | | | | | | | | | **Year** | | | | | | | 2024/  2025 |
| **Course** | **English Teaching Practicum II** | | | | | | | | | | | | | | | **ECTS** | | | | | | | 3 |
| **Study programme** | English Studies: Teacher Education Programme | | | | | | | | | | | | | | | | | | | | | | |
| **Level of study programme** | Undergraduate | | | Graduate | | | | | | Integrated | | | | | | Postgraduate | | | | | | | |
| **Type of study programme** | Single major  Double major | | | University | | | | | | Professional | | | | | | Specialized | | | | | | | |
| **Year of study** | 1 | | | 2 | | | | | 3 | | | 4 | | | | | | | | | 5 | | |
| **Semester** | Winter  Summer | | | I | | | | | | II | III | | | | | IV | | | | | | | V |
| VI | | | | | | VII | VIII | | | | | IX | | | | | | | X |
| **Status of the course** | Compulsory | | | Elective | | | | | | Elective course offered to students from other departments | | | | | | **Teaching Competencies** | | | | | | | YES  NO |
| **Workload** | **-** | **L** | 30 | **S** | | 30 | | **E** | | **Internet sources for e-learning** | | | | | | | | | | | | | YES  NO |
| **Location and time of instruction** | Seminars:  Main campus - Room 131, Tues. 8:00-10:00 | | | | | | | | | **Language(s) in which**  **the course is taught** | | | | | | | | English | | | | | |
| **Course start date** | 18.2.2025. | | | | | | | | | **Course end date** | | | | | | | | 30.5.2025. | | | | | |
| **Enrolment requirements** | Enrolment in the 4th semester (graduate level) of the English Studies: Teacher Education Programme | | | | | | | | | | | | | | | | | | | | | | |
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| **Course coordinator** | Anna Martinović, PhD, Associate professor | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | amartino@unizd.hr | | | | | | | | | | | | **Consultation hours** | | | | | | | Tuesdays, 11:30-12:30h and by appointment | | | |
| **Course instructor** | Anna Martinović, PhD, Associate professor | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | | | **Consultation hours** | | | | | | |  | | | |
| **Assistant/**  **Associate** | See mentors list below. | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | | | **Consultation hours** | | | | | | |  | | | |
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| **Mode of teaching** | Lectures | | | | Seminars and workshops | | | | | Exercises | | | | | E-learning | | | | | | | | Field work |
| Individual assignments | | | | Multimedia and network | | | | | Laboratory | | | | | Mentoring | | | | | | | | Other |
| **Learning outcomes** | | | | | Having completed the course, students will be able to:  **-** Analyze classroom observations in a focused and reflective manner.  **-** Evaluate the effectiveness of different teaching strategies.  **-** Identify and explain various teaching competencies.  **-** Develop basic classroom management skills.  **-** Plan effective lessons.  **-** Design appropriate teaching materials.  - Demonstrate basic knowledge and skills needed to teach EFL at different language levels.  - Carry out a lesson independently. | | | | | | | | | | | | | | | | | | |
| **Learning outcomes at the Programme level** | | | | | Having completed the course students will be able to:  - recognize and describe relevant ideas and concepts  - apply a critical and self-critical approach in argumentation  - apply ethical principles in conducting investigations and in resolving issues independently and in a group  - assess the importance of working in an international context  - differentiate the basic aims and tasks of English language teaching  - recognize and describe the main approaches, methods and strategies in teaching English as a foreign language | | | | | | | | | | | | | | | | | | |
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| **Assessment criteria** | Class attendance | | | | Preparation for class | | | | | Homework | | | | | Continuous evaluation | | | | | | | | Research |
| Practical work | | | | Experimental work | | | | | Presentation | | | | | Project | | | | | | | | Seminar |
| Test(s) | | | | Written exam | | | | | Oral exam | | | | | Other: Portfolio, essay | | | | | | | | |
| **Conditions for permission to take the exam** | There will be no final exam. Instead students will be required to hand in a portfolio, hold lessons, complete classroom observation tasks, and actively participate in class.  Students are required to regularly attend the school observation classes (100% attendance is required) and the seminars (a maximum of 3 absences are allowed). It is important for students to be present at the first meeting to obtain important information about the school practice. During the school practice, each student should be included in group teaching (2), and independently plan and carry out two teaching lessons (one practice lesson and one graded lesson). Students are required to write a teacher’s diary while attending their school practice, carry out observation tasks, then disseminate and discuss their observations in the seminars. Additionally, students are required to write an essay where they will critically evaluate certain aspects of the teaching process (500-700 words) according to the APA style.  The portfolio needs to include:   * A referral for the school practice which must be signed and authorised by the school principal * A teacher’s diary of the school practice * Observation tasks * Teaching plans * Copies of the teaching materials used * Essay * Homework and assignments   Students are required to submit their portfolios no later than May 30, 2025. Late and incomplete portfolios will not be accepted. | | | | | | | | | | | | | | | | | | | | | | |
| **Exam periods** | Winter | | | | | | | | | Summer | | | | | | | Autumn­ | | | | | | |
| **Exam dates** |  | | | | | | | | | <https://anglistika.unizd.hr/ispitni-rokovi> | | | | | | | <https://anglistika.unizd.hr/ispitni-rokovi> | | | | | | |
| **Course description** | The main goal of this course is to enable students to develop the necessary skills to independently plan and teach EFL lessons at different levels. Students will engage in focused and reflective classroom observations and will learn to connect language learning theories with practical examples in real classrooms. Throughout the course, participants will explore key components of effective teaching, including essential teacher competencies, instructional strategies, and classroom management techniques. They will also develop skills in self-analysis and peer evaluation to foster continuous improvement in their teaching practices. By the end of the course, students will be prepared to implement effective EFL lessons independently, demonstrating a solid understanding of both theory and practice. | | | | | | | | | | | | | | | | | | | | | | |
| **Course content** | Seminars:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | |  | **Date** | **Title** | **Literature** | | 1. | 18.2. | Introduction to the course.  Discussion of student obligations. |  | | 2. | 25.2. | Elements of a lesson. The lesson plan.  Observation task: Lesson planning | Wajnryb, R. (2012) | | 3. | 4.3. | Observation task: Openings and closures | Wajnryb, R. (2012) | | 4. | 11.3. | Observation task: Lesson phases and transitions | Wajnryb, R. (2012) | | 5. | 18.3. | Guest lecturer |  | | 6. | 25.3. | Practice lesson: Grade one | TBA | | 7. | 1.4. | Practice lesson: Grade five | TBA | | 8. | 8.4. | Practice lesson: Grade eight | TBA | | 9. | 15.4. | Practice lesson: Adult elementary | TBA | | 10. | 22.4 | Practice lesson: Adult intermediate | TBA | | 11. | 29.4. | Practice lesson: FCE | TBA | | 12. | 6.5. | Practice lesson: Business English | TBA | | 13. | 13.5. | Observation task: Lesson breakdowns | Wajnryb, R. (2012) | | 14. | 20.5. | Observation task: Timing and pace | Wajnryb, R. (2012) | | 15. | 27.5. | Reflection | Brown & Lee (2015) | | | | | | | | | | | | | | | | | | | | | | | | |
| **Required reading** | Brown, H. D., & Lee, H. (2015). Teaching by Principles. An Interactive Approach to Language Pedagogy (4th edition). White Plains, NY: Pearson Education, Inc.  Harmer, J. (2015). The Practice of English Language Teaching. White Plains, NY: Pearson Education, Inc.  Ur, P. (2012). A Course in Language Teaching: Practice and Theory. Cambridge: CUP.  Wajnryb, R. (1992/2012). Classroom Observation Tasks. Cambridge: CUP. | | | | | | | | | | | | | | | | | | | | | | |
| **Additional reading** | Selected chapters:  Crooks, G. (2003). A Practicum in TESOL: professional development through teaching practice. Cambridge: CUP.  Gebhard, J.G. and Oprandy, R. (1999). Language Teaching Awareness. Cambridge: CUP.  Newby, D. et al. (2008). European Portfolio for Student Teachers of Languages (EPOSTL) - A reflection tool for language teacher education. Graz: ECML. | | | | | | | | | | | | | | | | | | | | | | |
| **Internet sources** | <http://moodle.srce.hr> (additional materials) | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment criteria of learning outcomes** | Final exam only | | | | | | | | | | | | | | | | | | | | |  | |
| Final written exam | | | | | | Final oral exam | | | | | | | Final written and oral exam | | | | | | | | Practical work and final exam | |
| Only test/homework | | | | Test/homework and final exam | | | | | Seminar paper | | | | Seminar paper and final exam | | | | | Practical work | | | | other forms |
| **Calculation of final grade** | Calculation of the final grade   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Lesson | Seminar | Teacher’s Diary | Essay | Total  grade | | 70% | 15% | 5% | 10% | 100% | | | | | | | | | | | | | | | | | | | | | | | |
| **Grading scale** | 0 – 59 % | | | | Failure (1) | | | | | | | | | | | | | | | | | | |
| 60 – 69 % | | | | Satisfactory (2) | | | | | | | | | | | | | | | | | | |
| 70 – 79 % | | | | Good (3) | | | | | | | | | | | | | | | | | | |
| 80 – 89 % | | | | Very good (4) | | | | | | | | | | | | | | | | | | |
| 90 – 100 % | | | | Excellent (5) | | | | | | | | | | | | | | | | | | |
| **Course evaluation procedures** | Student evaluations conducted by the University  Student evaluations conducted by the Department  Internal evaluation of teaching  Department meetings discussing quality of teaching and results of student evaluations  Other | | | | | | | | | | | | | | | | | | | | | | |
| **Note /Other** | In accordance with Art. 6 of the *Code of Ethics* of the Committee for Ethics in Science and Higher Education, “the student is expected to fulfil his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice.”  According to Art. 14 of the University of Zadar's *Code of Ethics*, students are expected to “fulfil their responsibilities responsibly and conscientiously. […] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. […]  Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:  - various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted;  -various forms of forgery such as the use or possession of unauthorised materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results.”  All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious violations the *Rulebook on Disciplinary Responsibility of Students at the University of Zadar* will be applied.  In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian standard and appropriate academic style, will be responded to.  This course uses the Merlin system for e-learning, so students are required to have an AAI account. /*delete if necessary*/ | | | | | | | | | | | | | | | | | | | | | | |

**Associates:**

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| **Mentor** | **Škola** | **Kontakt** |
| Vanja Bajlo | Klasična gimnazija Ivana Pavla II | [vanja.bajlo@skole.hr](https://donat.unizd.hr/squirrelmail/src/compose.php?send_to=%22Vanja%20Bajlo%22%20%3Cvanja.bajlo%40skole.hr%3E) |
| Sandra Botunac | Tehnička škola | [sandra.botunac@skole.hr](https://donat.unizd.hr/squirrelmail/src/compose.php?send_to=%22Sandra%20Botunac%22%20%3Csandra.botunac%40skole.hr%3E) |
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