***Syllabus***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department of English Studies** | | | | | | | | | | | | | | | **Year** | | | | | | | 2025/  2026 |
| **Course** | Teaching English as a foreign language to learners with special educational needs | | | | | | | | | | | | | | | **ECTS** | | | | | | | **4** |
| **Study programme** | English Studies – Teacher Education Program | | | | | | | | | | | | | | | | | | | | | | |
| **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** | **15** | **L** | **30** | **S** | |  | | **E** | | **Internet sources for e-learning** | | | | | | | | | | | | | YES  NO |
| **Location and time of instruction** | Rooms 131, 143, 157 | | | | | | | | | **Language(s) in which**  **the course is taught** | | | | | | | | Croatian | | | | | |
| **Course start date** | October 6th, 2025 | | | | | | | | | **Course end date** | | | | | | | | January 23rd, 2026 | | | | | |
| **Enrolment requirements** | Enrolment in the 1st and 2nd year of Graduate education in the Department of English studies or some other philological course | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Course coordinator** | Javorka Milković, prof., Adjunct Lecturer | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | javorkamilkovic@gmail.com | | | | | | | | | | | | **Consultation hours** | | | | | | | By appointment | | | |
| **Course instructor** | Dr. Dino Dumančić, Asst. Prof. | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | ddumancic@unizd.hr | | | | | | | | | | | | **Consultation hours** | | | | | | | Thursdays,  11:40h-12:40h and by appointment | | | |
| **Assistant/**  **Associate** |  | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | | | **Consultation hours** | | | | | | |  | | | |
| **Assistant/**  **Associate** |  | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | | | **Consultation hours** | | | | | | |  | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Mode of teaching** | Lectures | | | | Seminars and workshops | | | | | Exercises | | | | | E-learning | | | | | | | | Field work |
| Individual assignments | | | | Multimedia and network | | | | | Laboratory | | | | | Mentoring | | | | | | | | Other |
| **Learning outcomes** | | | | | At the end of this course the students will be able to:  - explain the notion of inclusive education and to describe the roles of a foreign language teacher in this process  - identify and elaborate the characteristics of learners with special educational needs (henceforth known as SEN learners) in the process of learning a foreign language, as well as to name and briefly describe the types of difficulties they are dealing with  - list and describe the methods used to teach a foreign language to SEN learners  - describe the means of monitoring and assessing SEN learners in the process of learning a foreign language  - identify and illustrate the types of competencies that are to be developed in SEN learners while learning a foreign language  - explain how individualization is carried out in the process of learning and teaching a foreign language to SEN learners; additionally, to name and illustrate the elements comprised in the process of individualization  - describe the process of individualization with respect to learners’ language skills; to analyze and critically evaluate the validity of teaching materials in regards to specific skills in foreign language learning  - describe the process of adapting the subject content and the level of achieving learning outcomes; define the role of teaching assistants (support teachers) in the process of learning a foreign language  - list and describe key elements of an individualized syllabus in foreign language learning  - analyze and discuss a presented case study and/or teaching materials used to instruct SEN learners | | | | | | | | | | | | | | | | | | |
| **Learning outcomes at the Programme level** | | | | | The aim is to provide the students with an insight into the basic principles of teaching a foreign language to SEN learners, as well as to acquaint them with different types of difficulties, methodological approaches, ways of adapting learning outcomes and teaching content, and conducting individualization in class. | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **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: | | | | | | | | |
| **Conditions for permission to take the exam** | Students must regularly attend classes (lectures and seminars), which requires attendance at 80% of teaching hours. Students are allowed up to 3 absences. In case of schedule conflicts in double-major studies, a student must attend 40% of each course held at the same time. If a student does not submit or present the seminar/practical work or has more than 3 absences, they lose the right to take the final written exam. | | | | | | | | | | | | | | | | | | | | | | |
| **Exam periods** | Winter | | | | | | | | | Summer | | | | | | | Autumn­ | | | | | | |
| **Exam dates** | <https://anglistika.unizd.hr/ispitni-rokovi> | | | | | | | | |  | | | | | | | <https://anglistika.unizd.hr/ispitni-rokovi> | | | | | | |
| **Course description** | The course will cover key aspects and principles related to teaching a foreign language to SEN learners. The course will cover a variety of difficulties that SEN learners have to contend with in the process of learning a foreign language, alongside specialized methodological approaches teachers can use in class. Emphasis will also be placed on developing learner competences, as well as the assessment process related to foreign language learning. The course will partly be devoted to the individualization process (involving various methods and teaching content) with regards to the learners’ needs and the development of their receptive and productive language skills. In addition to further clarifying the process of adapting the teaching content and the levels of attaining the learning outcomes, the course will cover the process of creating and administering an individualized curriculum. The students will be encouraged to actively participate in class discussions and to critically evaluate selected case studies and/or teaching materials used when teaching a foreign language to SEN learners. | | | | | | | | | | | | | | | | | | | | | | |
| **Course content** | 1. Becoming acquainted with the legal framework related to inclusive education of SEN leaners and obligations of foreign language teachers  2. Teaching English as a foreign language (EFL) to learners hard of hearing/with low vision  3. Teaching EFL to learners with speech disability and learning difficulties  4. Teaching EFL to learners with organ damage and organ systems  5. Teaching EFL to learners with intellectual difficulties  6. Teaching EFL to learners with behavioral and mental health issues  7. Methods of teaching EFL to SEN learners; developing learner competencies  8. The process of assessment and testing of SEN learners in the process of learning EFL  9. Mid-term test  10. Individualization of learning and teaching process with respect to learner abilities  11. Individualization according to receptive skills: listening and reading  12. Individualization according to productive skills: speaking and writing  13. Adapting the level of achieving learning outcomes and teaching content in the process of learning EFL; The role of teaching assistants (support teachers)  14. Creating and administering an individualized curriculum in the process of teaching EFL (I)  15. Creating and administering an individualized curriculum in the process of teaching EFL (II).  Seminars:  The course content from lectures will be further expanded during seminar classes using interactive and practical activities. Students will be encouraged to actively discuss topics highlighted in the syllabus, as well as participate in activities that will stimulate their analytical skills and critical thinking. The aim of the seminar classes is to explore various aspects of teaching and learning English as a foreign language to students with special needs. In addition to the theoretical foundation, students will be presented with approaches to working with students with different types of difficulties and disorders. They will also be illustrated the process of individualization through key stages, such as presenting content, actively involving students in the learning, teaching and evaluation process, and adapting materials and using assistive technology. In addition to active discussion and analysis of materials in class, students will be given a seminar assignment that may include analyzing a given case study or proposed teaching material. The completed seminar assignment will need to be presented orally in class and answer questions on the topic.  Seminar classes are held by agreement with the lecturer and may include Saturday classes. | | | | | | | | | | | | | | | | | | | | | | |
| **Required reading** | - guidelines for teaching SEN learners (Ministry of Education and Science)  - guidelines for creating handouts and working materials for learning EFL (Teacher Training and Education Agency)  - extra materials and handouts given to students each week | | | | | | | | | | | | | | | | | | | | | | |
| **Additional reading** | Berberi, Hamilton i Sutherland (2008). Worlds apart? Disability and foreign language learning. Yale University Press.  • Pierangelo i Giuliani (2008). Teaching students with learning disabilities. Corwin Press.  • Kormos, Judit, Margaret Smith, Anne (2023). Teaching Langauge to Students with Specific Learning Differences. Multilingual Matters.  • El Magd, Mohammad Abu (2020). Teaching English as a Foreign Language to Special Needs Learners – Teaching in Mainstream Language Classrooms. Lambert Academic Publishing.  • Scott i Edwards (2018). Disability and world language learning. Inclusive teaching for diverse learners. Rowman & Littlefield Publishers.  • El Magd (2020). Teaching English as a foreign language to special needs learners. Lambert Academic Publishing.  • Artiles i Ortiz (2002). English Language Learners With Special Education Needs: Identification, Assessment, and Instruction (Professional Practice Series). Delta Systems Co.  • Kaldonek-Crnjaković i Fišer (2021). Disleksija u nastavi engleskog kao stranog jezika. Alfa d.d.  • Odabrani znanstveni i stručni članci (npr. Marek, B. 1999 “A Blind Child in an English Language Classroom.” Network. A Journal for English Language Teacher Education. Vol. 2 No. 1 Omnibus & The British Council). | | | | | | | | | | | | | | | | | | | | | | |
| **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** | Mid-term test (M) + Seminar (S) + Written Exam (F)   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | M | S | WE | Total result | | % | 20 | 30 | 50 | 100 |   Seminar:   |  |  |  |  | | --- | --- | --- | --- | |  | Seminar assignment | Oral presentation | Total result | | % | 20 | 10 | 30 |   Total grade   |  |  |  | | --- | --- | --- | | Assignments during the semester + mid-term test | Written exam | Total result | | 50% | 50% | 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*/ | | | | | | | | | | | | | | | | | | | | | | |