***Syllabus***

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| **Department** | Department of English Studies | | | | | | | | | | | | | | **Year** | | | | | | | | 2025/  2026 |
| **Course** | Principles of English Language Teaching | | | | | | | | | | | | | | **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** | 30 | **L** | 30 | **S** | | **-** | | **E** | | **Internet sources for e-learning** | | | | | | | | | | | | | YES  NO |
| **Location and time of instruction** | Lectures:  Main campus - Room 143, Weds. 12:00-14:00  Seminars:  Main campus, Room Info., Thurs. 10:00-11:30 (Group A)  Main campus, Room 157, Fri. 10:00-11:30 (Group B) | | | | | | | | | **Language(s) in which**  **the course is taught** | | | | | | | | English | | | | | |
| **Course start date** | 6.10.2025. | | | | | | | | | **Course end date** | | | | | | | | 23.1.2026. | | | | | |
| **Enrolment requirements** | Enrolment in the 1st semester of Graduate studies in the Teacher Education Programme. | | | | | | | | | | | | | | | | | | | | | | |
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| **Course coordinator** | Anna Martinović, PhD, Associate Professor | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | amartino@unizd.hr | | | | | | | | | | | | **Consultation hours** | | | | | | | Wednesdays, 10:00-11:00h and by appointment | | | |
| **Course instructor** | Anna Martinović, PhD, Associate Professor | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | | | **Consultation hours** | | | | | | |  | | | |
| **Assistant/**  **Associate** | Dino Dumančić, PhD, Assistant Professor | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | ddumancic@unizd.hr | | | | | | | | | | | | **Consultation hours** | | | | | | | Thursdays,  11:40h-12:40h and by appointment | | | |
| **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 the course students will be able to:  - identify and describe relevant ideas and concepts in second/foreign language teaching through an interdisciplinary approach  - identify, describe and compare different approaches, methods and strategies of English second language teaching  - identify and describe the theoretical principles underlying second language teaching  - discuss the linguistic, psychological, and educational factors that influence the theoretical principles of second language teaching  - define the notion of communicative competence and compare different models; compare and contrast various domains of communicative competence.  - analyse the relationship between the theoretical principles of teaching the four language skills (reading, writing, listening and speaking) and their practical application. | | | | | | | | | | | | | | | | | | |
| **Learning outcomes at the Programme level** | | | | | At the end of the course students will be able to:  - 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  - investigate cognitive and affective factors in the process of English learning and teaching  - observe and compare basic psychological and educational theoretical premises and adjust and apply them to the needs of English language teaching | | | | | | | | | | | | | | | | | | |
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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: | | | | | | | |
| **Conditions for permission to take the exam** | During the semester, students are required to write a mid-term test and a seminar paper. At the end of the semester, students are required to write a final written exam. Students must obtain a minimum grade of 60% on the final written exam in order to pass the course. Students are expected to actively participate in class. All grades will be given in percentages.  Students are required to attend classes (lectures and seminars) regularly, which means being present for 80% of the classes (a maximum of 3 absences allowed). In the case of timetable overlaps (conflicts) in double-major programs, the student must attend 40% of each course held at the same time. If a student fails to submit/present the seminar paper 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 concepts and principles of foreign language teaching, based on an empirical approach, along with the interaction between the principles of foreign language teaching, linguistics, psychology and second language acquisition, as well as the influence of sociolinguistics and psycholinguistics on English language teaching. The course will give a historical overview of the methods and approaches to foreign language teaching and their influence on the contemporary approach to foreign language teaching. Emphasis will be placed on the characteristics of basic language skills with regard to the development of students' interlanguage. Additional emphasis will be placed on the student as the subject of language teaching process, along with defining communicative competence, self-evaluation and assessment of knowledge and skills and the interaction between foreign language theory and practice. Topics closely related to the course content will be discussed during the seminars. | | | | | | | | | | | | | | | | | | | | | | |
| **Course content** | Lectures:   |  |  |  |  | | --- | --- | --- | --- | |  | **Date** | **Title** | **Literature** | | 1. | 1.10.2025. | Introduction to the course. |  | | 2. | 8.10.20225. | Elements of a language lesson. | Brown & Lee (2015), Chapter 1 | | 3. | 15.10.2025. | A History of Language Teaching – part 1. | Brown & Lee (2015), Chapter 2 | | 4. | 22.10.2025. | A History of Language Teaching – part 2. | Brown & Lee (2015), Chapter 3 | | 5. | 29.10.2025. | Cognitive, Affective, and Linguistic principles of language teaching. | Brown & Lee (2015), Chapter 4 | | 6. | 5.11.2025. | Agency in Language Learning | Brown & Lee (2015), Chapter 5 | | 7. | 12.11.2025. | Teaching across age levels. | Brown & Lee (2015), Chapter 6 | | 8. | 19.11.2025. | Mid-term test. |  | | 9. | 26.11.2025. | Teaching across proficiency levels. | Brown & Lee (2015), Chapter 7 | | 10. | 4.12.2025. | Sociopolitical and institutional contexts. | Brown & Lee (2015), Chapter 8 | | 11. | 10.12.2025. | Curriculum and Course Design | Brown & Lee (2015), Chapter 9 | | 12. | 17.12.2025. | Teaching language skills – Listening and Reading | Brown & Lee (2015),  Chapters 15 & 17 | | 13. | 7.1.2026. | Teaching language skills – Speaking and Writing | Brown & Lee (2015),  Chapters 16 & 18 | | 14. | 14.1.2026. | Teaching language skills – Grammar and Vocabulary | Brown & Lee (2015), Chapter 19 | | 15. | 21.1.2026. | Assessing language skills | Brown & Lee (2015), Chapter 20 |     Seminars:  The seminar sessions will expand on the content covered by the lectures in a more hands-on, interactive manner. The students will engage in active discussion of the topics outlined by the syllabus, as well as participate in activities that tap into their analytical and critical thinking skills. The aim of the seminar sessions is to examine various aspects of second/foreign language learning and teaching, such as the history of the methods and their impact on the language teaching process or the notion of communicative and other competences in contemporary foreign language teaching. In addition to active discussion and analysis, the students will be required to compare and contrast different scientific articles to get better acquainted with the process of carrying out research in a second/foreign language context. | | | | | | | | | | | | | | | | | | | | | | |
| **Required reading** | Brown, H. D., & Lee, H. (2015). Teaching by principles: An interactive approach to language pedagogy (4th ed). White Plains, NY: Pearson Education. | | | | | | | | | | | | | | | | | | | | | | |
| **Additional reading** | Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: CUP.  Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching. Oxford: OUP.  Lightbown, P. M., Spada, N. (2006). How Languages are Learned. Revised ed. Oxford: OUP.  Long, M. & Doughty.C. (2009). The Handbook of Language Teaching.Oxford: Wiley - Blackwell  Mihaljević Djigunović, J. (1998). Uloga afektivnih faktora u učenju stranoga jezika. Zagreb: Filozofski fakultet.  Mihaljević Djigunović, J. (2002). Strah od stranoga jezika – kako nastaje, kako se očituje i kako ga se osloboditi. Zagreb: Naklada Ljevak.  Richards, J., & Rodgers, T. (2001). Approaches and methods in language teaching. (2nd ed.). Cambridge, UK: Cambridge University Press.  Richards, J. C. (2001). Curriculum Development in Language Teaching. Cambridge: CUP. | | | | | | | | | | | | | | | | | | | | | | |
| **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 (T) + Seminar (S) + Final written exam (FW)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Assessment | T | S | FW | Total result | | % | 25 | 20 | 55 | 100 |   Seminar:   |  |  |  |  | | --- | --- | --- | --- | |  | Seminar paper | Participation | Total result | | % | 15 | 5 | 20 |   Final grade   |  |  |  | | --- | --- | --- | | Exams and assignments during the semester | Written exam | Final grade | | 45% | 55% | 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*/ | | | | | | | | | | | | | | | | | | | | | | |