***Syllabus***

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| **Department** | Department of English Studies | | | | | | | | | | | | | | **Year** | | | | | | | 2023/2024 |
| **Course** | **English Teaching Practicum I** | | | | | | | | | | | | | | **ECTS** | | | | | | | **4** |
| **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** |  | **S** | 30 | | **E** | | 15 | | **Internet sources for e-learning** | | | | | | | | | | | | YES  NO |
| **Location and time of instruction** | Seminars:  Main campus - Room 143, Weds. 14:00-16:00 | | | | | | | | | **Language(s) in which**  **the course is taught** | | | | | | | | English | | | | |
| **Course start date** | 4.10.2023 | | | | | | | | | **Course end date** | | | | | | | | 24.1.2024 | | | | |
| **Enrolment requirements** | Enrolment in the 3rd 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** | | | | | Wednesdays, 10:00-11:00h and by appointment | | | | | | |
| **Course instructor** | Anna Martinović, PhD, Associate professor | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | **Consultation hours** | | | | |  | | | | | | |
| **Assistant/Associates** | Mentors in primary and secondary schools | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | Email addresses are given below | | | | | | | | | | **Consultation hours** | | | | |  | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **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 have acquired basic knowledge and skills needed to teach EFL at different language levels, and will be able to:  - observe classes in a focused and reflective manner  - evaluate the effects of different teaching strategies  - recognize and explain various teaching competences  - plan a lesson  - design teaching materials  - identify and develop basic classroom management skills | | | | | | | | | | | | | | | | | |
| **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 | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **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 | | | | | | | | |
| Students are required to regularly attend the school observation classes (100% attendance is required, 15/15 lessons) and the tutorials (at least 80%, 24/30 lessons). It is important for students to be present at the first meeting to obtain important information about the school practice, otherwise they will not be eligible to attend the school observation classes. | | | | | | | | | | | | | | | | | | | | | |
| **Conditions for permission to take the exam** | 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 class. During school practice, each student should carry out three 10-minute micro-teaching lessons. Additionally, students are required to write a classroom observation report where they will critically evaluate certain aspects of the teaching process (500-700 words) according to the APA style. The portfolio needs to include: referral for the school practice, teacher’s diary of the school practice, observation tasks, classroom observation report, and homework assignments. Students are required to submit their portfolios no later than **January 24, 2024**. Late and incomplete portfolios will not be accepted. | | | | | | | | | | | | | | | | | | | | | |
| **Exam periods** | Winter | | | | | | | | | Summer | | | | | | | Autumn­ | | | | | |
| **Exam dates** | 31.1.2024  14.2.2024 | | | | | | | | |  | | | | | | | 4.9.2024  18.9.2024 | | | | | |
| **Course description** | The main goal of this course is to enable students to develop the necessary skills to plan and independently teach language lessons at different levels. Accordingly, students will be trained to observe classes in a focused and reflective way; in addition, they will be encouraged to link language learning and teaching theories with practical examples in the language classroom. Moreover, students will develop an understanding of the various components of teacher competencies and the need for continual development. Students will also develop the ability to conduct self-analyses, and to evaluate their own teaching. | | | | | | | | | | | | | | | | | | | | | |
| **Course content** | |  |  |  |  | | --- | --- | --- | --- | |  | **Date** | **Title** | **Literature** | | 1. | 4.10.20223. | Introduction to the course. |  | | 2. | 11.10.2023. | Students groups/allocation of mentors |  | | 3. | 18.10.2023. | A focus on teacher competences | EPOSTL | | 4. | 25.10.2023. | Lesson planning – A focus on goals and objectives | Brown & Heekyeong (2015)  Harmer, J. (2015)  Ur, P. (2012) | | 5. | 1.11.2023. | Writing a lesson plan | Brown & Heekyeong (2015)  Harmer, J. (2015)  Ur, P. (2012)  Curriculum for the English language  (2019) | | 6. | 8.11.2023. | Attending to the learner/The teacher's  meta-language | Wajnryb, R. (2012) | | 7. | 15.11.2023. | The language of questions | Wajnryb, R. (2012) | | 8. | 22.11.2023. | The language of feedback to error | Wajnryb, R. (2012) | | 9. | 29.11.2023. | Checking learning | Wajnryb, R. (2012) | | 10. | 6.12.2023. | Lexis and learning | Wajnryb, R. (2012) | | 11. | 13.12.2023. | Grammar as lesson content | Wajnryb, R. (2012) | | 12. | 20.12.2023. | Giving instructions | Wajnryb, R. (2012) | | 13. | 10.1.2024. | Managing pair and group work | Wajnryb, R. (2012) | | 14. | 17.1.2024. | Teaching and learning roles | Wajnryb, R. (2012) | | 15. | 24.1.2024. | Portfolios |  | | | | | | | | | | | | | | | | | | | | | | |
| **Required reading** | Selected chapters:  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** | |  |  |  |  | | --- | --- | --- | --- | | Portfolio\* | Essay | Participation in class discussions | Total  grade | | 70% | 20% | 10% | 100% |   \*60% Observation tasks, 10% Teacher's diary | | | | | | | | | | | | | | | | | | | | | |
| **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** |
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