

Faculty of Humanities and Social Sciences, University of Zagreb

DOCTORAL PROGRAMME IN FOREIGN LANGUAGE EDUCATION

(LANGUAGE ACQUISITION, LEARNING AND TEACHING)

1. INTRODUCTION

Doctoral program in the field of *glottodidactics* aims at providing prerequisites for scientific research in the area of second language acquisition and teaching and thus form the foundation for creating relevant disciplinary knowledge in Croatia. During the past few decades, research conducted in linguistics, psychology, psycholinguistics, sociology, sociolinguistics and other disciplines which deal with language and human activity have yielded a large amount of new knowledge about the processes of second/foreign language acquisition and teaching. This research has resulted in new approaches and new research methodologies reflecting the specifics of investigating the processes of foreign language learning and teaching. Recognition of the significance of this field and its methodology in the scientific study of language and human activity gave impetus to the development of language pedagogy as a separate (inter)discipline in its own right.

The duration of the program is three years for full-time students. However, the program is organized in such a way as to provide options for those students who due to their employment need to study part-time. More specifically, the first three semesters are dedicated to theoretical foundations and research methodology and the rest of the study time is independent research that students can plan and organize on their own.

The program is designed for graduates who studied modern languages (teaching stream) and earned their degrees at faculties of humanities and social sciences as well as teacher education faculties. Upon completing the program, doctoral program graduates are trained to conduct research in the area of second/foreign language acquisition and teaching, teach languages at tertiary level, work at research institutes (humanities and social sciences), governmental bodies and state authorities seeking language experts and dealing with language policies and education in the country but also abroad.

Entry requirements

Graduate degree in modern languages (teaching stream) including the Croatian language earned at the faculties of humanities and social sciences or teacher education faculties. Required grade point average is 3.5 or higher for core courses and 4 or 5 for all the courses.

Applicants can also be students who finished a four-year program in modern languages or in the Croatian language within the academic system prior to the 2005 reform. Applicants who have completed another postgraduate program (either within the system prior to the 2005 reform or within the current academic system) are allowed to enroll in the doctoral program in FL education and transfer credits and courses relevant to the program. The transfer must be approved by the program's Doctoral Committee. Applicants will be selected based on their grades from previous studies and an interview or entrance exam that will be conducted in order to evaluate their motivation and predisposition for research work.

2. GENERAL INFORMATION

Name of the program

Doctoral program in Foreign language education (FLE)

The program is formally classified under humanities (philology). However, in terms of its fields of study and the nature of research in the area, it is interdisciplinary.

The main institution responsible for program coordination

Faculty of Humanities and Social Sciences in Zagreb

Other cooperating institutions

Faculty of Teacher Education in Zagreb

Faculty of Education and Rehabilitation Sciences in Zagreb

Faculty of Humanities and Social Sciences at the Josip Juraj Strossmayer University of Osijek

Faculty of Humanities and Social Sciences in Split

Researchers from the University of Zadar, the University of Rijeka and the Juraj Dobrila University of Pula are also involved as mentors and members of the Board of Referees.

Innovative nature of the program

The proposed program has a strong interdisciplinary profile and it is carried out through close cooperation of experts from social sciences (psychology, pedagogy, information and communication sciences, education and rehabilitation sciences) and humanities (general and applied linguistics, English studies, German studies, Croatian studies, Romance languages studies etc.).

Although there is a great demand for competent researchers in FL education, this is the first and only doctoral program in FL education in Croatia, which makes it the national FL education program. The program follows the same philosophy as

similar programs elsewhere (e.g., the University of Essex in Great Britain, Eötvös University in Budapest) in that it focuses on foreign language teaching and learning as a research area in its own right. At the same time, however, the program encompasses certain specificities of the Croatian socio-educational context: the inclusion of disciplines that form the basis for the interdisciplinary character of the program, marked by a distinctly scientific approach to these disciplines. Program implementation implies both intrauniversity cooperation (involving teaching staff from other faculties within the University of Zagreb) and interuniversity cooperation (involving teaching staff from other Croatian universities). The content and approaches within individual topic areas are largely based on Croatian and international research projects.

Entry requirements

Applicant should have a graduate degree in teaching a modern language or languages (including the Croatian language) earned at the faculties of humanities and social sciences or teacher education faculties. The number of earned credits should be 300. The required grade point average is 3.5 or higher for core courses related to FL education, and 4 or 5 for all the courses.

Applicants can also be students who finished a four-year program in modern languages or in the Croatian language within the academic system prior to the 2005 reform. Applicants who have completed another postgraduate program (either within the system prior to the 2005 reform or within the current academic system) are allowed to enroll in the doctoral program in FL education and transfer credits and courses relevant to the program. The transfer must be approved by the program's Doctoral Committee. Applicants will be selected based on their grades from previous studies and an interview or entrance exam that will be conducted in order to evaluate their motivation and predisposition for research work.

When applying for the Doctoral program in FLE, the applicants will be required to have:

- proof of successful completion of a relevant graduate program
- proof of the applicant's GPA
- two letters of recommendation (including an assessment of applicant's academic quality, diligence, responsibility and ability to cooperate with peers)
- motivation letter
- project proposal
- other supporting documents, primarily publications (articles, books, papers, presentations at conferences) and/or academic awards

Applicants will be selected based on their grades from previous studies and an interview or entrance exam that will be conducted in order to evaluate their motivation and predisposition for research work. Final decision will depend on a) the quality of the applicant's topic of research and research-design draft, b) his/her interest and motivation for scientific work, c) circumstances such as free time for research, financial status, and professional profile and workload, and d) recommendation letters (academic qualities, sense of responsibility, independence and willingness to work hard, work ethics, etc.).

The applicants will be informed about the outcome of their application process in a written form a week after their entrance exam.

The applicants not accepted to the program, but evaluated as promising in terms of research interests, will be offered a possibility to attend discussion classes organized within the program.

The applicants not accepted to the program have 48 hours upon receiving a written notification about their status to submit an official complaint to the program Council. The Council has 5 days to respond to the complaint. After that the applicant can file a complaint to the vice dean for science and international cooperation.

Outcomes of the program and competences to be acquired

Upon the completion of the program, students are able to conduct independent research in the field. They have the necessary interdisciplinary knowledge, research planning skills, as well as the skills necessary for conducting research and interpreting research results. They are able to develop their own attitudes and approaches to a variety of problems in glottodidactics based on findings verified by research. With the acquired knowledge and competences, students are able to participate, both in Croatia and abroad, in research projects dealing with any of the relevant aspects of language acquisition and language teaching.

Academic qualifications and earned ECTS credits enable students to apply for post-doctoral specialization in short-term or longer programs that are offered as part of life-long education in Croatia and abroad.

Students completing this doctoral program are able to find employment at institutions of higher education, research institutes (social sciences and humanities) as well as in state ministries (for example, as advisers, organizers or designers of foreign language education policies).

The program aims at developing the following competences:

- understanding foreign language teaching and learning processes and critical approach to glottodidactic problems (I, III);
- mastering appropriate research methodology in investigating the FL teaching and learning processes (Module II);
- ability to view foreign language teaching and learning issues within a broader context of other disciplines (Module IV);
- knowledge and skill required for in-depth analysis of a specific research problem (V, VI, VII).

Upon completion of the program, the doctoral student will be able to:

- LO1: recognize and explain the place of second language acquisition (SLA) and L2 learning its relation to other linguistic subdisciplines and disciplines, as well as to other related fields and branches in humanities and social sciences;
- LO2: critically evaluate various theoretical and applied linguistic approaches and theories concerning SLA and L2 learning;
- LO3: master relevant scientific terminology and use the acquired knowledge to introduce new terminology in accordance with international practice in order to formulate new theoretical and methodological approaches and research
- LO4: utilize theoretical frameworks to analyze and interpret collected data;
- LO5: critically evaluate scientific literature concerning SLA and L2 learning;
- LO6: independently present research findings in written and oral forms using appropriate scientific discourse;
- LO7: plan, conduct and evaluate his/her own research according to the ethical norms and principals and for a common/public good
- LO8: connect important notions from all subdisciplines, disciplines, scientific branches and fields and create new knowledge that is interdisciplinary in nature;
- LO9: select, apply and critically evaluate research methods and technologies as well as design and apply new research methods in his/her work;
- LO10: create new knowledge and strive to expand scientific inquiry respecting ethical norms for a common good.

3. PROGRAM STRUCTURE

The duration of the program is three years (= 6 semesters). Full-time students should be able to complete it in three years, whereas part-time students in five. All the core classes are organized in such a way as to take up the first two semesters (mostlu semester 1). This leaves the students with plenty of time to select their electives (1-3) in the subsequent semesters and during their independent work on dissertation. Semesters 5 and 6 are entirely devoted to independent work on dissertation. All the activities in the program are organized entirely in accordance with the University of Zagreb guidelines for doctoral programs.

Table 1 – Program structure and credits (Doctoral program in Foreign language education, No 1320)
s = seminar, ex = exercises, l = lectures credits = ECTS credits

Semester 1	hours	credits	Total 30 credits
Topics in applied linguistics	18s	10	
Research methods	18s 8ex	10	
Electives 1-3	6s	3-9	
Free module		5-10	
Semester 2	hours	credits	Total 30 credits
Work with advisor	6	6	
Research paper	12s+12ex	10	
Electives 1-3	6-18s	3-9	
Free module		5-15	
Semester 3	hours	credits	Total 30 credits
Work with advisor	6	6	
Electives 1-3	6-18s	3-9	
Independent module		15-20	
Semester 4	hours	credits	Total 30 credits
Work with supervisor	6	6	
Independent modules		24	
Semester 5	hours	credits	Total 30 credits
Work with supervisor	6	6	
Independent modules		24	
Semester 6	hours	credits	Total 30 credits
Work with supervisor	6	6	

Independent modules

24

List of compulsory courses and electives - seminars

A. Topics in applied linguistics

Second language acquisition - compulsory
 Research ethics in foreign language education - compulsory
 Theoretical and applied linguistics

B. Research methodology seminars

Research design and oral presentation - compulsory
 Research paper writing - compulsory
 Research methods in FLE – elective
 Multimodal L2-learner datasets - elective
 Introduction to statistics

C. Language development - elective

First language acquisition
 Developmental psychology
 The age factor
 Psychology of children with special needs

D. Assessment - elective

Language test development
 Assessing communicative competence in a foreign language
 Evaluation of teaching material

E. Technologies in teaching - elective

E-learning and e-teaching
 Computational linguistics and language technologies
 Modern technology in foreign language education

F. Culture and language acquisition - elective

Cultural elements in modern FL teaching
 The role of literature in FL teaching
 Acquisition of idiomatic language

Courses

Most modules have very few hours of contact classes that are based on core topics – theoretical and research. The program relies on individual and independent student's work that implies the individual work with the assigned PhD advisor.

The program is quite flexible: only some modules have to be taken according to a given schedule. These are the modules that can help students in a more productive selection of optional modules. Certain modules are based on extensive individual effort on the part of the student, so lectures carry a relatively small number of ECTS credits. The taught parts rely on high level of interaction between students and instructors and are meant to acquaint students with the content areas in question, relevant literature, and the assessment of student's progress (through, for example, discussions of independently covered literature and presentations of essay papers).

Description of the courses can be found on the following website: <https://pds.ffzg.unizg.hr/glodidaktika/dokumenti>

Compulsory and elective activities and ECTS credit system

The student collects ECTS credits on the basis of a) compulsory content areas and elective content areas or activities, including elective courses offered within the program or in other doctoral programs in Croatia and abroad (25-36 credits), b) dissertation project proposal (25 credits), c) publications (8-20 credits), d) participation at conferences (7-20 credits), e) his/her research report and/or evaluation of other students' research reports (3-20 credits), f) evaluation of his/her own teaching activities (0-10), and g) project activities (1-10). During the course of study, students have to participate in scholarly events and publish scholarly work. 1 ECTS credit is the equivalent of 30 working hours. Student can collect working hours in several ways, including attending a public defense of a doctoral dissertation, and exchange them for ECTS credits. The number of credits to be earned is determined by the Doctoral Council.

Pace of progress and prerequisites for enrollment into subsequent semesters, trimesters and years of study

Each year students have to earn 60 ECTS credits to enroll into the subsequent year of the program. Within a single year,

students have to earn a minimum of 20 ECTS credits to enroll into the subsequent semester, although it is expected to earn 25 ECTS credits. The rest of the credits then has to be earned in the semester that follows.

The program is quite flexible: only some modules have to be taken according to a given schedule. These are the modules that can help students in a more productive selection of optional modules. Certain modules are based on extensive individual effort on the part of the student, so lectures carry a relatively small amount of ECTS credits. The taught parts rely on high level of interaction between students and instructors and are meant to acquaint students with the content areas in question, relevant literature, and the assessment of student's progress (through, for example, discussions of independently covered literature and presentations of essay papers).

Table 2 – Modules and (ECTS) credits

	<i>Contact hours</i>	<i>credits</i>
Classroom modules		20-36
Modul 2: compulsory courses	46	9
Modul 1,2: elective courses	34	4-12
Module 3: electives 1-3	18	6-12
Module 4: electives 1-3	13	1-3
Independent research modules		144-165
Modul 5: Free activities	6	59-80
Modul 6: Preparation for dissertation proposal and its defens	5	25
Modul 7: Work on dissertation research and writing	15	60
Total		180

Academic guidance and responsibilities of the teaching staff

Guidance is ensured at several levels. At the beginning of the study each student is assigned an academic advisor, who in most cases will also be the student's mentor. If possible, student's wishes regarding the choice of advisor will be taken into account. The advisor is responsible for the student's engagement in consultations and research work and helps the student to choose a mentor. Program coordinators, module coordinators, content area coordinators, course coordinators and (future) dissertation supervisor also perform an advising role. Academic advisors help students deal with general and specific study issues throughout the whole study period. Module coordinators advise students on which courses to take within modules and on participation in conferences. Course instructors advise students on topics of essay papers and preparation for exams.

Supervisor

A dissertation supervisor (mentor) can be selected immediately in semester 1 and all the way through semester 3 but before semester 4. The supervisor has to be a member of staff that has the legally required scientific or academic title. The supervisor selected is appointed by the FL education Doctoral Program Council, confirmed by the Faculty Council, and sanctioned by the Senate. When deemed necessary, a student can be assigned a co-mentor. All supervisors are evaluated yearly by their mentees. Each supervisor who does not meet the standards and obtains bad evaluation grades has two opportunities during the semester two rectify the situation. If he/she does not succeed, the mentee can ask to be assigned another supervisor.

4. SHORT OVERVIEW OF PROGRAM STRUCTURE AND COURSES

In the sections that follow two integral parts of the program will be briefly introduced: classroom-based modules (I-IV) and independent research modules (V-VI). More detailed information on particular courses will be given at the end of the

document.

4.1. CLASSROOM-BASED MODULES (I - IV)

The first, classroom-based module, requires student to earn minimum 20 ECTS credits, and maximum 36 ECTS credits. They are partly obtained by successfully taking three compulsory courses in Module 2 (FLE 201, FLE 202, FLE 203). Remaining credits can be earned by taking electives, attending lectures as an auditor and helping with the course, for which a student collects working hours which are then turned into ECTS credits. Student's attendance is validated by the lecture signature.

Courses that can be selected from other post graduate and specialization programs

Students of FL education Doctoral Program can enroll in any course offered at any other doctoral program at the University of Zagreb or any other university in Croatia or abroad. The selection is subject to approval by the FL education Doctoral Program Council, whose decision will be based on the relevance of the selected courses for the research profile of the future holder of a PhD in FL education. Special attention is given to courses at doctoral programs concerning basic disciplines (linguistics, psychology, pedagogy). Students' choice of courses from other doctoral programs shall be based on recommendations by their academic advisors, module coordinators, content area coordinators and (future) dissertation supervisors.

In course selection, special attention is given to knowledge of and competence in the basic disciplines of linguistics, psychology and pedagogy. The criteria are: the extent to which these disciplines were covered during previous education; and role and relevance of these disciplines for the student's research.

Criteria and conditions for transfer of ECTS credits

The amount of credit points assigned for courses taken outside of the FL education Doctoral Program, that is, the transfer of ECTS credits accumulated from other programs, will depend on course relevance for the FL education research profile, and on assessment of student workload.

4.2. MODULE V - INDEPENDENT RESEARCH MODULE – Free activities

In total, the student must earn 64 to 85 ECTS credits through the activities described below. The first four categories are compulsory. FL education Doctoral Program Council determines the amount of credit points assigned for each activity.

Participation in conferences

Students are required to participate in at least four conferences, two of which have to be international. Student has to hold at least three conference presentations. For participation as an auditor, student is required to turn in a report, poster, video or oral presentation. Maximum of 5 ECTS credits may be awarded for participation at a conference. If the presented work is co-authored, the amount of ECTS credit points is reduced proportionate to the number of co-authors or to the assessed contribution.

Publications

Student are required to have at least two published scientific papers, one of which has to be peer-reviewed in a relevant international publication and at least two professional papers (which can be replaced with scientific papers). For each published paper may be awarded a maximum of 7 ECTS credits. If the paper is co-authored, the amount of ECTS credit points is reduced proportionate to the number of co-authors or to the assessed contribution.

FL-education seminars

Student is required to participate in discussion seminars with other students and present the acquired knowledge within the chosen area. Student must present the theme at least twice before submitting it as the chosen theme of the doctoral dissertation. Credit points may also be earned by collecting working hours through participation in seminars, doctoral workshops etc.

Research lectures

Students giving lectures may earn credit points by a written or oral evaluation of their own lecture or various aspects of their peers' lecture(s). Through these activities they may earn up to 10 ECTS credits.

Projects

It is desirable that students actively participate in research projects and submit a report and a confirmation letter from the project lead detailing the type of work performed and elapsed time. It is required that the student at least participates in the

FL education terminology project by the FL education Doctoral Program. For research projects, a student may earn a total of 15 ECTS credits.

Other

The FL education Doctoral Program Council may decide to award credit points for other types of work, such as preparing an application for a research project or helping in the process of organizing scientific conferences.

4.3. MODULE VI – INDEPENDENT RESEARCH MODULE

Preparation anfor dissertation proposal and its defense

Students are assigned advisors as soon as they start the program. They are officially assigned a supervisor as soon as they are ready to submit their research proposal. Both the proposal and the appointed supervisor have to be approved by the councils at the program, faculty and university levels. The students are encouraged to write their thesis in languages other than Croatian. This needs to be noted in the proposal and approved. The proposals involving human participants need to be approved by the committee responsible for ethical questions in scientific research.

Preparation and writing of the doctoral thesis proposal

During their work on the proposal the students need to be in constant communication with their supervisor(s). They are entitled to five sessions with their supervisors and before submitting their proposal they need to have a proposal signed by their supervisor(s), which indicates they have read the proposal and agree with the content.

The topic proposal shall comprise: the title in Croatian and English; a brief introduction presenting the rationale for the proposed research; the theoretical background and explanation of the existing relevant knowledge; the specific area of the research; aims and objectives, and expected scholarly contributions; description of research methodology; outline of the thesis, i.e. a brief description of the elements of the material.

Procedure and prerequisites for the approval of the doctoral thesis proposal

The student, in consultation with the supervisor, submits a written proposal (synopsis) of the topic of the doctoral thesis to the Council of Postgraduate Programs and the Faculty Council. The proposal shall be evaluated by a selected Board of Referees. On the basis of a joint written report by the Board containing the evaluation of the topic and the recommendation concerning its approval, the Council of Postgraduate Programs and the Faculty Council shall make the final decision to approve or reject the proposal and send the synopsis to the Rectorate of the University of Zagreb. The topic shall be approved by the Senate, followed by a written notice to the student and the program. Upon approval of the topic and synopsis, students can start working on their doctoral thesis.

4.4. MODULE 7 - Work on dissertation research and writing

The student completes the postgraduate university doctoral program in FL education by passing all of the exams, by defending the doctoral thesis topic, by completing all of the requirements and by submitting and publicly defending the doctoral thesis.

Research and writing

The student needs to contact with his/her supervisor regularly at all stages of his/her work on dissertation. The students' is entitled to 5 sessions with his/her supervisor.

Potential conflict resolution

In case of conflict, either the student or the supervisor first contact the Head of the program who tries to find solutions through informative and constructive talks with both sides. If the Head cannot find the solution on her/his own, he/she may turn to the Doctoral Program Council. The next step is taking the problem to the Council of Postgraduate Studies and Faculty Council. In case the problem is not solved, the student can ask to be assigned another supervisor.

Procedure and prerequisites for the evaluation of the thesis

The submitted doctoral thesis shall be accompanied by the written consent of the supervisor.

The Faculty Council shall appoint members of the Board of Referees for the evaluation and defence of the doctoral thesis, based on a proposal made by the FL education Doctoral Program Council. The Board of Referees shall comprise an uneven number of referees (at least three and no more than five), whose area of research coincides with the area of research of the doctoral thesis. Only holders of appropriate teaching or research positions can be appointed to the Board.

The Board of Referees shall evaluate the doctoral thesis in a joint written report to be submitted to the Faculty Council no later than six months from the receipt of the decision of being appointed to the Board. The members Board of Referees may also submit their individual evaluation. The student's advisor may not be head of the Board of Referees for the evaluation and defence of the doctoral thesis. At least one member of the Board must be an external referee, holding his/her position outside the Faculty administering the program.

The Board of Referees can accept the doctoral thesis, accept it pending revisions (with written explanations) or reject it.

Conditions and procedure for the defense of the doctoral thesis

The student completes the postgraduate university doctoral program in FL education by passing all of the exams, by defending the doctoral thesis topic, by completing all of the requirements and by submitting and publicly defending the doctoral thesis. Upon the completion of the postgraduate university doctoral program in FL education, the student is issued a diploma which certifies that the student has completed the program and obtained a Doctor of Philosophy degree (PhD). The doctoral thesis shall be defended within a period of three months of the acceptance of the positive report of the Board of Referees by the Faculty Council. The defense of the doctoral thesis shall be public, and shall usually be completed in the presence of the Board of Referees that has evaluated it. Minutes shall be kept of the defense of the doctoral thesis.

Completion of the program

Upon the defense of the thesis the student shall, where appropriate, make the changes requested or advised by the Board at the defense. The thesis shall then be bound and submitted to the Postgraduate Office. The student is issued a PhD diploma.

5. OTHER PROGRAM REGULATIONS

Conditions under which students that have withdrawn from a program or ceased to be eligible to continue their studies in a particular postgraduate program may resume their studies

Any student that has withdrawn from their postgraduate doctoral program in which they enrolled in conformity with the regulations that were in force before the passing of the Scientific Activity Act ("Narodne novine", no. 158/03), may file a written request to continue their studies by enrolling in the Postgraduate University Doctoral Program in FL education. The decision concerning this request shall be made by the FL education Doctoral Program Council. The Council shall determine any differences between the program of study in which the applicant was originally enrolled and the current doctoral study program. The applicant may be required to take additional exams, based on the requirements that the student has met.

Students, whose suspensions of studies lasted for an extended period of time, especially if the time limit for the completion of the program has expired, are required to enrol in the program again. The new enrolment, even if only into the 6th semester, shall be treated as the year of the enrolment in the program.

Any student that has enrolled in a postgraduate program in the field of philology at another university in the Republic of Croatia may continue their studies if there are legitimate reasons for such a transfer, subject to conditions determined by the FL education Doctoral Program Council and the Council of Postgraduate Programs of the Faculty. Transfers of students from foreign universities are pursuant to the Recognition of Foreign Educational Qualifications Act ("Narodne novine", no. 158/93).

Conditions under which the student is entitled to a certificate of completion of part of the doctoral study, as part of lifelong education

Upon completion of all requirements within a particular module, the student is entitled to a certificate of completion of part of the doctoral study program in FL education as an element of lifelong education.

Maximal length of study from enrolment to the completion of the program

Full-time students should complete the program within the time span of three years, while part-time students should complete the program no later than five years from their enrolment.

Continual support and supervision

Mentors and member of the Doctoral Program Council support all the students and cooperate with them by conducting joint research and present findings at conferences as well as coauthoring scientific papers. The latter is recommended practice for all university teachers participating in the program.

The student keeps record of all of his/her activities in *Gloma*, which in turn provides all the advisors, supervisors and member of the Doctoral Program Council with the information necessary to monitor the students' progress.

6. LIST OF THE COURSES (content, outcomes and bibliography)

Code: **GLO 101**

Title of the course: **SECOND LANGUAGE ACQUISITION**

Type of the course: compulsory

Course coordinator: **Zrinka Jelaska**

Course instructor: " " & Marta Medved Krajnović

Language: Croatian or English

Number of classes: **10**

Type of course: seminar, tutorials

Number of credits: **3**

Content of the course & topics

Second language acquisition as a modern interdisciplinary research field and its historical development. Current theories of second language acquisition. Language processing models (especially models of bilingual and multilingual processing). Interlanguage and interlanguage features. The role of cognitive and individual factors in language acquisition. The role of interaction and social context in language acquisition. Methods of language acquisition research.

Outcomes of the course

- Enumerate and describe the characteristics of language acquisition;
- Explain the role of specific factors (individual, cognitive, social) in language acquisition;
- Compare the modern theories of language acquisition;
- Apply the knowledge obtained through research.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
X	X	X		X					

Readings (obligatory)

Atkinson, D. (2011). *Alternative Approaches to Second Language Acquisition*. London and New York: Routledge.;

Doughty, C. J., Long, M. H. , ed. (2003). *The Handbook of Second Language Acquisition*. Malden, MA, Oxford, Melbourne, Berlin: Blackwell Publishing. (selected chapters);

Gass, S. M., Selinker, L. (2008). *Second Language Acquisition: An introductory course* (3rd ed.) New York/London: Routledge.;

Kaplan, R. B. , ed. (2002). *The Oxford Handbook of Applied Linguistics*. Oxford: OUP. (selected chapters);

Medved Krajnović, M. (2010). *Od jednojezičnosti do višejezičnosti: uvod u istraživanja procesa ovladavanja inim jezikom*. Zagreb: Leykam International d.o.o.;

Mitchel, R., Myles, F. (2004). *Second Language Learning Theories* (2nd ed.) London: Hodder Arnold;

Readings (optional)

Selected books published in 21st Century (depending on the selected topic)

Journals: Applied Linguistics; Bilingualism: Language and Cognition; Language Learning; Studies in Second Language Acquisition; TESOL Quarterly.

Course requirements: active class participation, exam

Types of evaluation: questionnaire, individual and group feedback

Code: **GLO 102**

Title of the course: **THEORETICAL AND APPLIED LINGUISTICS**

Type of the course: elective

Course coordinator: **Zrinka Jelaska, Renata Geld**

Course instructor: " "

Language: Croatian or English

Number of classes: 12

Type of course: lecture, seminar

Number of credits: 3

Content of the course & topics

Humanities and social sciences. Philology and linguistics. Theoretical linguistics, branches and subfields. Applied linguistics, topics and areas related to second language acquisition (SLA). Related scientific disciplines (psychology, education, sociology, anthropology ...) Interdisciplinary fields. Qualitative and quantitative research.

Outcomes of the course

Recognize how a particular topic, approach or methodology belongs to a particular field and branch.

Interpret the position of second language acquisition (SLA) in the framework of theoretical, applied and related fields, branches and disciplines.

Connect specific research topics with a theoretical framework.

Critically evaluate different research approaches to the same topics.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
X	X			X					

Readings

Aronoff, M., Rees-Miller, J., eds. (2003) *The Handbook of Linguistics*, Blackwell Publishing (selected chapters)

Davies, A, Elder, C., eds. (2006) *The Handbook of Applied Linguistics*, Blackwell Publishing

Fasold, R.W, Connor-Linton, J., eds (2006) *An Introduction to Language and Linguistics*, Cambridge University Press (selected chapters)

Selected papers and doctoral dissertations

Course requirements: Class participation, seminar, tutorials

Types of evaluation: Questionnaire, individual and group feedback

Code: **GLO 103**

Title of the course: **BILINGUALISM AND MULTILINGUALISM**

Type of the course: elective

Course coordinator: **Stela Letica Kregelj**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar

Number of credits: 2

Content of the course & topics

The course provides an insight into the subject of bilingualism and multilingualism from four different perspectives: linguistic, sociolinguistic, psycholinguistic and educational. Topics: the difficulties in defining bilingualism and multilingualism; psycholinguistic aspects of bilingual and multilingual development; sociolinguistic aspects of bilingualism and multilingualism (attitudes, minority languages, language prestige, language policy); bilingual and multilingual education; conducting empirical research in the field of bilingualism and multilingualism

Outcomes of the course

Define bilingualism and multilingualism from different perspectives;
 Critically examine different theoretical approaches to bilingualism and multilingualism;
 Choose the appropriate methodology in the study of bilingualism and multilingualism;
 Analyze and interpret the scientific literature related to the field of bilingualism and multilingualism.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
X	X	X	X					X	

Readings

- Aronin, L., & Hufeisen, B. (Eds.). (2009). *The exploration of multilingualism: Development of research on L3, multilingualism and multiple language acquisition* (Vol. 6). John Benjamins Publishing.;
- Grosjean, F., & Li, P. (2012). *The psycholinguistics of bilingualism*. John Wiley & Sons.
- De Angelis, G. (2007). *Third or additional language acquisition*. Multilingual Matters.;
- Ritchie, W. C., & Bhatia, T. K. (2013). *The Handbook of Bilingualism and Multilingualism*. Blackwell Publishing.;
- Schmid, M. S., & Lowie, W. (Eds.). (2011). *Modeling bilingualism: From structure to chaos*. In honor of Kees de Bot (Vol. 43). John Benjamins Publishing.;
- Weber, J. J., & Horner, K. (2013). *Introducing multilingualism: A social approach*. Routledge.

Course requirements: seminar, tutorials

Types of evaluation: questionnaire

Code: **GLO 104**

Title of the course: **FIRST LANGUAGE ACQUISITION**

Type of the course: elective

Course coordinator: **Melita Kovačević**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar, tutorials

Number of credits: 2

Content of the course & topics

1) Introduction to the field and basic terminology; 2) Prenatal language development and the first year of life; 3) The process of acquiring the basics of the mother tongue - from the first up to the fourth year of life; 4) The period of preschool and school language development - metalanguage and language awareness; 5) Research methodology, types of research, language databases

Outcomes of the course

Become familiar with the field and its basic terminology;

Understand the periods of language development with relation to age;

Discuss the basic features of language development;

Get an overview of conducted research regarding language of children in Croatian and other languages;

Understand the fundamental research questions and methodology of language acquisition research;

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
	X	X	X				X	X	

Readings

Clark, E. V. (2016). *First Language Acquisition*. United Kingdom: Cambridge University Press, 1-21.;

Kovačević, M. (2008). Language Awareness in First Language Acquisition. In: Cenoz, J., Hornberger, N. (ed.) *Encyclopedia of Language and Education*. New York: Springer, 105-118.

Course requirements: class participation; seminar, tutorials

Types of evaluation: questionnaire

Code: **GLO 105**

Title of the course: **THE AGE FACTOR**

Type of the course: elective

Course coordinator: **Renata Šamo**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar

Number of credits: 2

Content of the course & topics

Acquiring a foreign language at an early age. Acquiring a foreign language in adulthood. Acquiring a foreign language in senior years. The strategic dimension of the individual language development. Contemporary methodology of research related to age as a factor of foreign language acquisition. The age factor in foreign language teaching.

Outcomes of the course

Demonstrate systematic understanding of the age factor, demonstrate competence in research skills and methods related to the field;
Display the ability to understand, start, design, implement and customize a serious investigative process, thereby contributing to the expansion of the corpus of existing knowledge, as confirmed by the publication of original results in national and/or internationally recognized publications;

Be capable to critically analyze, evaluate and synthesize new and complex ideas;

Be able to communicate with experts, the wider academic community and the wider social community about the selected area of expertise, in this case pertaining to the age factor.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
X	X			X			X		X

Readings (obligatory)

Dornyei, Z. (2005). *The Psychology of the Language Learner. Individual Differences in Second Language Acquisition*. Mahwah, NY/London: Lawrence Erlbaum Associates.;

Gačić, M., R. Šamo (ed) (2014). *Early Foreign Language Learning and Teaching. Perspectives and Experience*. Zagreb: Faculty of Teacher Education.;

Herschensohn, J. (2007). *Language Development and Age*. Cambridge: CUP.;

McKay, P. (2006). *Assessing Young Language Learners*. Cambridge: CUP.;

Mihaljević Djigunović, J., M. Medved Krajnović (ed) (2015). *Early Learning and Teaching of English. New Dynamics of Primary English*. Bristol: Multilingual Matters.;

Mitchell, R., F. Myles, E. Marsden (2013). *Second Language Learning Theories*. 3rd ed. Abingdon: Routledge.;

Pinter, A. (2011). *Children Learning Second Languages*. New York: Palgrave Macmillan.;

Pfenninger, E. S., D. Singleton (2017). Second language acquisition and age effects: The research conundrum. In: Cergol Kovačević, K., S. L. Udier (eds) *Applied Linguistics Research Methodology*. Frankfurt am Mein: Peter Lang Edition 15-36.

Šamo, R. (2017). Does English heart? Learning diaries – another step towards better qualitative research in applied linguistics. In: Cergol Kovačević, K., S. L. Udier (eds) *Applied Linguistics Research Methodology*. Frankfurt am Mein: Peter Lang Edition: 89-102).

Šamo, R. (2019) Young EFL Learners and Their Reading Awareness: A Case Study with Twins. U Rokita-Jaskow, J., Ellis, M. ed. *Early Instructed Second Language Acquisition: Pathways to Competence* / Bristol, UK: Multilingual Matters, str. 129-141

Readings (optional)

Lightbown, M. P., N. Spada (2011). *How Languages are Learned*. 3rd ed. Oxford: OUP.;

Mihaljević Djigunović, J. (ed) (2013). *Children and English as a Foreign Language*. Zagreb: FFPress.;

Nikolov, M. (ed) (2009). *Early Learning of Modern Foreign Languages. Processes and Outcomes of the course*. Bristol: Multilingual Matters.;

Rich, S. (ed) (2014). *International Perspectives on Teaching English to Young Learners*. NY: Palgrave Macmillan

Šamo, R. (2009). The Age Factor and L2 Reading Strategies. In: Nikolov, M. (ed.) *Early Learning of Modern Foreign Languages: Processes and Outcomes of the course*: 121-131. Bristol/Buffalo/Toronto: Multilingual Matters.

Course requirements: Class participation, active class discussions, independent critical analysis

Types of evaluation: Questionnaire

Code: **GLO 106**

Title of the course: **LANGUAGE AND COGNITION**

Type of the course: elective

Course coordinator: **Renata Geld**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar

Number of credits: 2

Content of the course & topics

The connection between language, experience and cognition; general cognitive processes and their role in language acquisition; attention and categorization in language acquisition; model of strategic decision and strategic concretization in language acquisition; aspect of investigating the relationship between language and cognition.

Outcomes of the course

Explain the relationship of language, experience and cognition in first language and foreign/second language;
Describe the general cognitive processes and their connection to language;
Explain the role of attention and categorization in the language acquisition process;
Critically assess the significance of the model of strategic decision and strategic concretization for SLA;
Describe fundamental aspects of investigating the relationship between language and cognition;

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
X	X	X					X		

Readings

Petanjek Dedić, A., Geld, R. (2020) Strategic Construal of Particle Verbs (PVs) in Croatian Secondary-School Learners of English. U: Mitits, L. & Gavriilidou, Z., ed. *Situating Language Learning Strategy Use: Present Issues and Future Trends*. Series: Second Language Acquisition 146. Bristol, UK, Multilingual Matters, str. 128-141.

Šarčanin, M., Geld, R. (2019) Textual and pictorial representations in strategic thinking about linguistic meaning. *Jezikoslovlje*, 20 (3), 423-445 doi:10.29162/jez.2019.15.

Geld, R., Stanojević, M. (2018) *Strateško konstruiranje značenja riječju i slikom: konceptualna motivacija u ovladavanju jezikom*. Zagreb, Srednja Europa.

Kolak, D., Hirstein, W., Mandik, P., Waskan, J. (2006) *Cognitive Science, An Introduction to Mind and Brain*. New York/London: Routledge.

Croft, W. Cruse, D. A. (2004) *Cognitive linguistics*. Cambridge: Cambridge University Press.

Selected papers and titles depending on the student's specific interests

Course requirements: class participation, written exam

Types of evaluation: questionnaire, feedback during class

Code: **GLO 107**

Title of the course: **LANGUAGE FOR SPECIFIC PURPOSES**

Type of the course: elective

Course coordinator: **Darija Omrčen**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: lecture

Number of credits: 3

Content of the course & topics

The characteristics of the language for specific purposes, the types of research in language for specific purposes, differences in teaching general foreign language and foreign language for specific purposes, research of the acquisition of foreign language for specific purposes, assessing knowledge in language for specific purposes, development of teaching material, curriculum design, teaching methods, teaching competences.

Outcomes of the course

Explain the differences between general language and language for specific purposes;

Understand the research process in language for specific purposes;

Plan one's own research in language for specific purposes.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
			X				X	X	

Readings

Bukovčan, D. (2009). *Od teorije do prakse u jeziku struke*. Zagreb: Školska knjiga.; B

Bratanić, M., Brač, I., & Pritchard, B. (ed.) (2015). *Od Šuleka do Schengena: terminološki, terminografski i prijevodni aspekti jezika struke*. Zagreb - Rijeka: Institut za Croatian jezik i jezikoslovlje – Pomorski fakultet u Rijeci.;

Gollin-Kies, S., Moore, S.H., & Hall, D.R. (2015). *Language for specific purposes*. Basingstoke: Palgrave MacMillan.;

Coxhead, A. (2018). *Vocabulary and English for specific purposes research: Quantitative and qualitative perspectives*. London: Routledge.

Course requirements: Class participation, review of literature on selected topics.

Types of evaluation: Questionnaire, group and individual discussions

Code: **GLO 108**

Title of the course: **E-LEARNING AND E-TEACHING**

Type of the course: elective

Course coordinator: **Mateusz-Milan Stanojević**

Course instructor: "

Language: Croatian or English

Number of classes: **6**

Type of course: **seminar**

Number of credits: **2**

Content of the course & topics

1) Experiences of teachers of foreign languages with ICT (outline of existing studies and their results, existing resources for teachers); 2) Organization of action research: theoretical background and practice (an overview of the steps in action research, exemplified overview of the steps, basic literature); 3) Socio-cognitive approach: theory (theoretical approaches in socio-constructivist perspective on foreign language teaching, basic theoretical notions); 4) Socio-cognitive approach in practice (how to utilize theoretical knowledge in the development of action research related to the use of the e-teaching in practice); 5) Action research and writing a research paper (instructions for writing the paper)

Outcomes of the course

Analyze educational activities within e-teaching according to the tenets of socio-cognitive approaches;
Integrate one's own reflection about the educational activities within e-teaching with the theoretic tenets of socio-cognitive theory and plan changes in teaching activities;
Evaluate the overall process of analysis and reflection about the scientific methods of action research and present it to other students.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
	X		X			X			X

Readings (obligatory)

Hampel, R., Stickler, U., ed. (2015) *Developing Online Language Teaching: Research-Based Pedagogies and Reflective Practices*. Basingstoke: Palgrave Macmillan;

Hampel, R. (2014). Making meaning online: computer-mediated communication for language learning, In: Peti-Stantić, A., Stanojević, M-M. , ed., *Language as Information*, Frankfurt am Mein: Peter Lang, 89-106.;

Stickler, U., Hampel, R. (2015) Qualitative research in CALL, *CALICO Journal* 32(3):380-395. doi:10.1558/cj.v32i3.27737.;

recent articles in *ReCALL*, *CALICO Journal*
Teaching English with Technology

Readings (optional)

Thomas, M., Reinders, H., Warschauer, M., ed. (2013) *Contemporary Computer-Assisted Language Learning*. London: Bloomsbury;

Stanojević, M-M. (2015) *Developing online teaching skills: the DOTS project (Chapter 10)* in Hampel, R., Stickler, U. (eds) *Developing online language teaching: research-based pedagogies and reflective practices*. Basingstoke: Palgrave Macmillan, 150-162.;

Stanojević, M-M., Ernest, P., Emke, M., Germain-Rutherford, A., Hampel, R., Hopkins, J., Stickler, U. (2012) Support where it's needed: Helping language professionals to develop online teaching skills for the 21st century. *Języki obce w szkole* 3: 15-19.

Course requirements: Class participation, e-learning, seminar

Types of evaluation: Questionnaire.

Code: **GLO 109**

Title of the course: **MODERN TECHNOLOGY AND FOREIGN LANGUAGE TEACHING**

Type of the course: elective

Course coordinator: **Sanja Seljan**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar, group work

Number of credits: 2

Content of the course & topics

The role of the computer, distance learning and multimedia in language teaching. The possibilities of new media in the implementation of the requirements of the audiovisual method and the communication and intercultural approach in foreign language teaching. The motivational function, raising language awareness, autonomy and confidence and other positive effects of the application of new media in foreign language teaching. Utilization of new media for the purpose of developing four language skills. Utilization of free sources on the Internet and commercial programs. Individual and group work with computers and the Internet. Use of didactic and authentic materials, author tools, and various language resources. Evaluation and comparative analysis of the hybrid model of language teaching.

Outcomes of the programme

- Critical search of the literature, analysis of the existing problems and proposing one's own theoretical-methodological approach;
- Organization and proposal of one's own research in the field of research interest;
- Presentation of the research results by using modern forms of scientific communication and the appropriate scientific principles of expression.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
		X	X	X	X	X			X

Readings

Haßler, B.; L. Major, L.; Warwick, P.; Watson, S.; Hennessy, S.; Nichol, B. (2016) *Perspectives on Technology, Resources and Learning*. University of Cambridge

Kučiš, V.; Seljan, S. (2014) *The Role of Online Translation Tools in Language Education*, Babel. 60/3; 303-324.; 3.

Klasnić, K.; Lasić-Lazić, J.; Seljan, S. (2014) Mjerenje kvalitete integriranog sustava za e-learning na Filozofskom fakultetu u Zagrebu iz perspektive studenata. *Informacijska tehnologija u obrazovanju*. Zagreb : Web 2 tisak d.o.o., 87-115.;

Cetinić, A., Seljan, S. (2011) Evaluation of classroom-based online multimedia language assessment. Proc. of the Int. Conf. "Future of Education". Milano: Simonelli Ed. 76-81;

Seljan, S.; Banek Zorica, M.; Špiranec, S.; Lasić-Lazić, J. (2006) CALL (Computer-Assisted Language Learning) and Distance Learning // *Proc. of the 29th Int. convention MIPRO 2006*. Rijeka: Lineavera, 45-151

Course requirements: Lecture, interactive participation, group work, class presentation of research proposal

Types of evaluation: Questionnaire.

Code: **GLO 110**

Title of the course: **ACQUISITION OF IDIOMATIC LANGUAGE**

Type of the course: elective

Course coordinator: **Ivana Vidović Bolt**

Course instructor: "

Language: Croatian or English, Polish

Number of classes: 6

Type of course: seminar

Number of credits: 2

Content of the course & topics

1-2 Adoption of basic terms – phraseology as an independent linguistic discipline, phraseology in the narrow and broad sense; idiom, the basic characteristics of idioms. Classification of idioms according to their origin and distribution. Adoption and acquisition of idioms in L1. Representation of special groups of idioms in L1 vocabulary. Spatially and temporally marked idioms in L1. Conceptual overview of the most common idioms in the Croatian language.
3-4 Adoption and acquisition of idioms in L2. Models of idioms - faster acquisition of idioms in L1 and L2. Sameness and similarities of idioms in L1 and L2. Idiomatic equivalents and approximates. Idiomatic competences according to CEFRL. Determination of the idiomatic optimum depending on the degree of knowledge and degree of language groups. Idioms as a model of language acquisition and intercultural competences acquisition.
5-6 Learning about cultures through L1 and L2 idiom acquisition. Recognizing idioms in a text and determining their meaning. Creating idiomatic exercises (inserting the omitted idiom, adding the idiomatic variety, specifying antonymous idioms, finding the idiomatic equivalent, etc.) and translating idioms from L1 to L2.

Outcomes of the course

determine and explain the basic characteristics of idioms;

explain the basic differences between idioms and free sets of lexemes (syntagms);

compare the similarities and differences in the theoretical approaches to idiom acquisition in L1 and L2;

interpret idioms

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
		X	X		X	X		X	

Readings (obligatory)

Fink-Arsovski, Ž. (2002) *Poredbena frazeologija: pogled izvana i iznutra*. Zagreb: FF press.;

Menac, A. (2007) *Hrvatska frazeologija*. Zagreb: Knjigra.;

Meunier, F., Granger, S., ed. (2008) *Phraseology in Foreign Language Learning and Teaching*, Amsterdam: John Benjamins.;

Omazić, M. (2015) *Phraseology through the looking glass*, Osijek: Ff Sveučilišta J. J. Strossmayera.;

Požgaj Hadži, V. (2007) *Frazemi u nastavi hrvatskoga jezika kao prvog i stranog*, Hrvatski izvana. V: Požgaj Hadži, M. Smolić, M. Benjak, ed., Zagreb: Školska knjiga. 142–161.;

Vidović Bolt, I. (2013) O mogućnostima poučavanja i usvajanja hrvatskih frazema, In: L. Cvikić, E. Petroska, ed. *Prvi, drugi, ini jezik: hrvatsko-makedonske usporedbe*, Zagreb: HFD, 252–264.;

Readings (optional)

Bralić, S., Mihaljević, N. (2005) Metaforom do idiomatskog izričaja – kulturološka komponenta u učenju jezika, u Granić, J., ed. *Semantika prirodnog jezika i metajezik semantike*, Zagreb – Split: HDPL, 101–110.;

Kovačević, B. (2012) *Hrvatski frazemi od glave do pete*. Zagreb: Institut za hrv. jezik i jezikoslovlje.;

Kuvač Kraljević, J., M. Lenček (2012) Frazeologija dječjega jezika: psiholingvistički pristup, *Logopedija*, 3/1, 26 – 30.;

Nosić, V. (2010) Frazeološke vježbe, *Život i škola*, br. 23 (1/2010), god 56, 171. – 180.;

Petrović, B. (2007) Razvijanje kolokacijske kompetencije u hrvatskome kao stranom i drugom jeziku, *Strani jezici* 36, 1, 31–38.;

Strmečki Marković, S. (2010) Problematika obrade frazema u jezičnoj nastavi studija germanistike, *Strani jezici* 39, 3, 211–221.;

Vidović Bolt, I. (2011) *Životinjski svijet u hrvatskoj i poljskoj frazeologiji I*, Zagreb: Hrvatska sveučilišna naklada.

Course requirements: Class participation, seminar

Types of evaluation: Questionnaire, group and individual discussions

Code: **GLO 201**

Title of the course: **RESEARCH DESIGN AND ORAL PRESENTATION**

Type of the course: compulsory

Course coordinator: **Željka Kamenov**

Course instructor: "

Language: Croatian or English

Number of classes: 14

Type of course: lecture, seminar

Number of credits: 3

Content of the course & topics

Introduction to the basics of scientific thinking and scientific research: types of research, setting up the problem and hypothesis, the selection of appropriate methods etc. Advantages and disadvantages of different research approaches and procedures: observation, Questionnaire.s, interviews, surveys, experiments. Internal and external validity of the research. Comparison of quantitative and qualitative methods. Focus groups. Critical analysis of research studies. Research in the social sciences. Characteristics of an effective presentation. Strategies for a successful presentation.

Outcomes of the course

Interpret the basic concepts, principles, methods, and approaches to research in the social sciences.

Independently draw up a draft of a research.

Critically analyse research articles.

Select and apply appropriate ways of making a presentation.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
	X			X	X				

Readings (obligatory)

Smith, R.A., Davis, S.F. (2003). *The psychologist as detective*. London: Pearson Education, LTD.;

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th ed.). Washington: Author.;

Lee, D.G., Nelson-Neuhaus, K. (2002). *Presentations: How to Calm Down, Think Clearly, and Captivate Your Audience*. Personnel Decisions International Corporation.;

Šimundić, S. (2002). *Osnovne metodologije izrade znanstvenoga rada*. Split: Pravni fakultet.;

Readings (optional)

Endicott, J. , Scott, W.L. (2001). *The presentations survival skills guide*. Distinction Pub.;

Silobrčić, V. (1994). *Kako sastaviti, objaviti i ocijeniti znanstveno djelo*. Zagreb: Medicinska naklada.;

Strunk, W. (1918). *Elements of style*. Online: www.bartleby.com/141;

Vujević, M. (2000). Uvod u znanstveni rad. Zagreb: Školska knjiga.

Course requirements: Class participation, discussion on reading assignments, research design, presentation

Types of evaluation: Questionnaire

Code: **GLO 202**

Title of the course: **RESEARCH IN FOREIGN LANGUAGE EDUCATION**

Type of the course: compulsory

Course coordinator: **Renata Geld**

Course instructor: "

Language: Croatian or English

Number of classes: 12

Type of course: lecture, seminar, tutorials

Number of credits: 3

Content of the course & topics

Approaches to and models of researching the process of foreign language acquisition. Types of research. The selection of research topics and the formulation of research questions and hypotheses. Instrument development. Methods of data collection. Triangulation. Methods of analyzing linguistic and non-linguistic data.

Outcomes of the course

Enumerate the types and characteristics of SLA research models;

Describe the types of research;

Explain the elements of research topic selection and research question and hypothesis formulation;

Describe the methods of data collection and their analysis.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
		X	X			X			

Readings

Larsen-Freeman, D., Long, M.H. (1991) *An Introduction to Second Language Research*. London: Longman.;

Mackey, A., Gass, S. (2005) *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum.;

Selected papers

Course requirements: Class participation, written exam

Types of evaluation: Questionnaire, feedback during class

Code: **GLO 203**

Title of the course: **RESEARCH PAPER WRITING**

Type of the course: compulsory

Course coordinator: **Zrinka Jelaska**

Course instructor: "

Language: Croatian or English

Number of classes: 20

Type of course: seminar, tutorials

Number of credits: 3

Content of the course & topics

Research paper (parts), types of written papers, preparation for the writing of the paper, practical instructions how to compose review and research papers, the typology of scientific and review texts, stages of paper writing, choosing the topic, outline of the contents, writing up a bibliography, characteristics of the scientific discourse, editing the text for publication.

Outcomes of the course

Enumerate the types and characteristics of research and review papers;

Compare the similarities and differences of different research paper structures;

Apply the characteristics of research papers in one's own paper;

Assess the appropriateness of other people's papers and one's own paper according to the principles of academic writing.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
X		X	X	X	X				

Readings

Gačić, M. (2017) *Pisanje u znanosti i struci*. Zagreb: Narodne novine

Oraić, Tolić, D. (2011) *Akademsko pismo*. Zagreb: Naklada Ljevak

Selected papers

Course requirements: Class participation, essay

Types of evaluation: Questionnaire, group and individual discussions

Code: **GLO 204**

Title of the course: **INTRODUCTION TO STATISTICS**

Type of the course: elective

Course coordinator: **Željka Kamenov**

Course instructor: "

Language: Croatian or English

Number of classes: 14

Type of course: seminar

Number of credits: 2

Content of the course & topics

Four levels of the need to be familiar with the basic concepts of statistics when conducting scientific research. Descriptive statistics – purpose and overview of basic concepts. Inferential statistics – definition and basic methods. Research planning. Sample and population. Graphical display of the results. Measures of central tendency. Measures of dispersion. Correlations.

Outcomes of the course

- Put to use the statistical procedures from one's own specific field;
- Use the SPSS statistical package;
- Select the appropriate statistical methods in one's own research.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
		X	X					X	

Readings (obligatory)

Petz, B. (2007). *Osnovne statističke metode za nematematičare*. Jastrebarsko: Naklada Slap.;

Readings (optional)

Kolesarić, V., Petz, B. (2003). *Statistički rječnik*. Jastrebarsko: Naklada Slap.;

Sirkin, R.M. (1995). *Statistics for social sciences*. London: Sage Publications.

Course requirements: Class participation, discussion on reading assignments, statistical analysis.

Types of evaluation: Questionnaire.

Code: **GLO 205**

Title of the course: **RESEARCH ETHICS IN FOREIGN LANGUAGE EDUCATION**

Type of the course: elective

Course coordinator: **Kristina Cergol Kovačević**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar

Number of credits: 2

Content of the course & topics

The need for research ethics in applied linguistics, preparing and conducting research with respondents, access to respondents and power relations, written consent, vulnerable groups of respondents, particularities of the chosen research methodology, research carried out on the Internet, issues related to the analysis and display of data, storage and protection of (personal) data, the preparation of a synopsis in terms of prediction of ethical issues of research.

Outcomes of the course

identify and anticipate ethical problems in the preparation and implementation of research, and processing and dissemination of results in applied linguistics;
select and apply appropriate contextualized ethical solutions in the preparation and implementation of research;
differentiate and integrate macro-ethical and micro-ethical principles when selecting the appropriate ethical procedures

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
						X		X	X

Readings (obligatory)

De Costa, P. I. (ed.) (2016). *Ethics in Applied Linguistics Research: Language Researcher Narratives*. New York – London: Routledge Taylor and Francis Group.;

Oliver, Pl. (2010). *The student's guide to research ethics* (2nd ed.). Maidenhead: Open University Press.;

Readings (optional)

Alderson, P., Morrow, Va. (2011). *The Ethics of Research with Children and Young People*, Los Angeles – London – New Delhi – Singapore – Washington DC: Sage.;

Christensen, P., James, A. , ed. (2008). *Research with Children: perspectives and practices*, New York – London: Routledge Taylor and Francis Group.;

Eckert, P. (2013). Research Ethics in Linguistics. In: Robert Podesva and Devyani Sharma (ed) *Cambridge Handbook in Research Methods in Linguistics*. Cambridge: Cambridge University Press, str. 11-26.;

Guillemin, Marilys, Gillam, Lynn (2004). Ethics, Reflexivity, and Ethically Important Moments in Research. *Qualitative Inquiry* 10 (2), 261-280.;

Kubanyiova, M. (2008). Rethinking Research Ethics in Contemporary Applied Linguistics: The Tension Between Macroethical and Microethical Perspectives in Situated Research. *The Modern Language Journal* 92(4), 503-518.;

Madge, C. et all (2016). Exploring online research methods in a virtual training environment. University of Leicester – ESRC. 25 September 2017 (<http://www.restore.ac.uk/orm/ethics/ethprint3.pdf>)

Course requirements: Class participation, class and individual discussion, essay, exam

Types of evaluation: Questionnaire, self assessment

Code: **GLO 206**

Title of the course: **MULTIMODAL L2 LEARNER DATASETS**

Type of the course: elective

Course coordinator: **Renata Geld**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar

Number of credits: 2

Content of the course & topics

The role of multimodal input in language acquisition; Cognitive involvement and multimodal input; How to research multimodal material in the context of SLA; How to collect multimodal material; How to code, analyze and consolidate multimodal material.

Outcomes of the course

Explain the relationship between multimodal input and language acquisition;
Evaluate the importance of cognitive involvement and multimodal input in SLA;
Describe and critically evaluate the ways of collecting and processing students' multimodal material;
Independently draw up a research draft that involves multimodal material.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
		X	X				X		X

Readings

- Geld, Renata (2006) "Konceptualizacija i vidovi konstruiranja značenja: temeljne kognitivnolingvističke postavke i pojmovi." *Suvremena lingvistika*. 62. 183-211.;
- Gugo, I., Geld, R. (2017) "Frequency and type of gesture in the blind and the sighted in L1 and L2". In UZRT 2016: Empirical Studies in Applied Linguistics. Edited by Stela Letica Krevelj and Renata Geld. Zagreb: FF Press, pp. 127-138.;
- Geld, R., Stanojević, M.-M. (2016) "Topologically biased construal in offline processing: the case of up and down in the language of the blind." *Suvremena lingvistika*. 42. 1-25.;
- Geld, R. (2014) "Investigating meaning construal in the language of the blind: a cognitive linguistic perspective." *Suvremena lingvistika*. 77. 27-59.;
- Geld, R., Maldonado, R. (2011) "Strategic construal of in and out in English PVs." *Language Value*, 3 (1), Multiword patterns: considering phrasal verbs and their underlying semantic systems. Servei de Publicacions de la Universitat Jaume I: Castelló, Spain. 76-113.

Course requirements: Class participation, exam

Types of evaluation: Questionnaire, tutorials, feedback during class

Code: **GLO 207**

Title of the course: **COMPUTATIONAL LINGUISTICS AND LANGUAGE TECHNOLOGIES**

Type of the course: elective

Course coordinator: **Marko Tadić**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar

Number of credits: 2

Content of the course & topics

The difference between computational linguistics and machine-aided language processing. Computational linguistics and linguistics. Computational linguistics methodology. Technologies and human language technologies (HLT). Language industries, literacy and (tele)communication. Human language technology: language resources, language tools, commercial products. Development of HLT for specific languages. Examples of HLT application: document search, information extraction, term recognition, etc. Croatian language technology: current situation, projects, perspectives. HLT resources: corpora, dictionaries. HLT tools at different linguistic levels: phonological (N-gram), morphological (generators, analyzers, lemmatizers, markers) syntactic (shallow, deep, robust parsers, generative and dependency treebanks), semantic (FrameNet and WordNet). Commercial products: dictionaries, checkers (spelling, grammar, style), dictation systems, machine (assisted) translation (M(A)T) and computer assisted language learning (CALL).

Outcomes of the course

Comparison and evaluation of different language technologies in language material processing.

Selection and application of different language technologies in one's own research

Critical evaluation of free and commercial products in research

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
		X	X					X	

Readings (obligatory)

Fellbaum, C. , ed. (1998). *Wordnet: An Electronic Lexical Database*. Cambridge MA.:MIT Press.

Jurafsky, D. & Martin, J. H. (2000). *Speech and Language Processing. An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition*. Prentice Hall.

Mitkov, R. , ed. (2003). *The Oxford Handbook of Computational Linguistics*. Oxford: OUP.

Tadić, M.(2003). *Jezične tehnologije i hrvatski jezik*. Zagreb: Exlibris.

Readings (optional)

Hausser, R. R. (2001). *Foundations of Computational Linguistics: Human-Computer Communication in Natural Language*. Springer Verlag.

Tadić, M. (1997). *Računalna obradba hrvatskih korpusa: povijest, stanje i perspektive*. *Suvremena lingvistika* 43-44, 387-394.

Tadić, M. (2003). *Building the Croatian Morphological Lexicon*. Proceedings of the EACL2003 Workshop on Morphological Processing of Slavic Languages, ACL, str. 41-46.

Selected papers

Course requirements: Class participation, written exam

Types of evaluation: Questionnaire.

Code: **GLO 301**

Title of the course: **COMMUNICATIVE COMPETENCE IN FL TEACHING**

Type of the course: elective

Course coordinator: **Ivana Franić**

Course instructor: "

Language: Croatian or English, French

Number of classes: 6

Type of course: seminar

Number of credits: 3

Content of the course & topics

Learning, adoption, acquisition of language. Objectives and tasks of foreign language teaching. Assessing knowledge, competences, skills. Preconditions for foreign language acquisition. Interaction between teacher and learners. Successful real-life communication. Linguistic competence. Relationship between competence and linguistic input. Communicative competence. Assessment and evaluation of competences.

Outcomes of the course

Identify main elements of linguistic competence;

Distinguish between elements of communicative competence;

Explain and critically evaluate the theoretical framework of competences and existing knowledge;

Link the characteristics of linguistic and communicative competence.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
	X	X			X			X	

Readings (obligatory)

Canale, M. (1983) From communicative competence to communicative language pedagogy. In: Richards, J. C. , Schmidt, R. W. (eds), *Language and Communication*, 2-27. London: Longman.;

Canale, M., Swain, M. (1981) A Theoretical Framework for Communicative Competence. In: Palmer, A., Groot, P. , Tropper, G. (ed), *The construct validation of test of communicative competence*, 31-36.;

Chaudron, C. (1990). *Second Language Classrooms, research on teaching and learning*. Cambridge: CUP;

Jelaska, Z. (2005): Jezik – znanje ili sposobnost. In: Jelaska, Z. et al, *Hrvatski kao drugi i strani jezik*, 11-23. Zagreb: Hrvatska sveučilišna naklada.;

Savignon, S.J. (1983): Communicative Competence: Theory and Classroom Practice. *Texts and Contexts in Second Language Learning. Reading*, Massachusetts at all: Addison-Wesley Publishing Company.;

Singleton, D. (1996). Communication and Language Teaching, In: Andrijašević, M., L. Zergollen-Miletić (ed.) *Jezik i komunikacija*, Zagreb: HDPL, 9 -22.;

Vrhovac, Y. (2001.) *Govorna komunikacija i interakcija na satu stranoga jezika*. Zagreb: Naklada Ljevak.;

Mihaljević Djigunović, J.; Bagarić Medve, V. (2007), Definiranje komunikacijske kompetencije, *Metodika: journal of theory and application of teaching methodologies in pre-school, primary, secondary and higher education*, Vol.8 No.14.;

Readings (optional)

Bachmann, C. Liendenfeld, J., Simonin, J. (1981). *Langage et communications sociales*. Paris : Crédif-Hatier.;

Bange, P. (1992). *Analyse conversationnelle et théorie de l'action*. Paris: Crédif-Htier.;

Hymes, D. H. (1972): On Communicative Competence. U Pride, J. B., Holmes, J. , ed., *Sociolinguistics*, 269-293. Baltimore, USA: Penguin Education, Penguin Books Ltd.;

Taylor, D.S. (1988): The meaning and use of the term competence in linguistics and applied linguistics. *Applied Linguistics* 9, 2, 148-169.;

Vion, R. (1992). *La communicaion verbale*. Paris : Hachette supérieur.;

Widdowson, H. G. (1983): *Learning Purpose and Language Use*. Oxford: Oxford University Press.;

Zajednički europski referentni okvir za jezike (2005). Vijeće za kulturnu suradnju, Odbor za obrazovanje, Odjel za suvremene jezike, Strasbourg. (Pr. V. Bressan, M. Horvat). Zagreb: Školska knjiga.

Course requirements: Class participation, discussion on reading assignments, seminar, exam

Types of evaluation: Questionnaire.

Code: **GLO 302**

Title of the course: **MOTIVATION IN SECOND LANGUAGE ACQUISITION**

Type of the course: elective

Course coordinator: **Sandra Mardešić**

Course instructor: "

Language: Croatian or English, Italian

Number of classes: 6

Type of course: seminar

Number of credits: 3

Content of the course & topics

Definitions of motivation; motivation models in SLA; motivation factors in SLA; motivation research methods; examples of foreign motivation research; examples of motivation research in the Croatian context; research paper – seminar.

Outcomes of the course

define the concept of motivation, specify the main motivation models in SLA, analyze and compare those models; specify motivation factors in SLA, compare them and critically explain; compare research papers in the field of motivation; plan one's own research in the field of motivation and explain one's own choices.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
	X		X		X	X		X	

Readings

- Mihaljević Djigunović, J. (1998). Uloga afektivnih faktora u učenju stranog jezika. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu.;
- Dörnyei, Z., Ryan, S. (2015). The psychology of language learner revisited. New York. Routledge (selected chapters)
- Mihaljević Djigunović, J. (1997). Research on the Affective Domain of EFL Learning: a Study of Motivation. SRAZ 42, 257-267.;
- Mihaljević Djigunović, J. (1996). Learner Motivation as a Source of Variance in Attitudes, Effort and Achievement, SRAZ, XLI, 211-223 ;
- Mihaljević Djigunović, J (2015). Attitudes and motivation of young EFL learners: A longitudinal perspective in Children learning English: From research to practice (Giannikas et al. eds) Reading: Garnet International, 59-76;
- Dörnyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. The Modern Language Journal, 78 (3), 273-284.;
- Gardner, R. C., MacIntyre P.D. (1993). A student's contributions to second-language learning. Part II: Affective variables. Language Teaching, 26, 1-11.

Course requirements: Class participation, discussion on reading assignments, seminar

Types of evaluation: Questionnaire, group and individual discussions

Code: **GLO 303**

Title of the course: **LANGUAGE LEARNING STRATEGIES**

Type of the course: Elective

Course coordinator: **Višnja Pavičić Takač**

Course instructor: "

Language: Croatian or English, German

Number of classes: 6

Type of course: seminar

Number of credits: 3

Content of the course & topics

Definition and classification of language learning strategies (LLS); LLS in theories and models of second language acquisition and learning. LLS research: learning strategies and language competence; learning strategies and other factors; methods of LLS research.

Outcomes of the course

enumerate the basic aspects of LLS;

explain the role of learning strategies in the process of foreign language learning;

critically assess conducted learning strategies research and its implications;

independently produce an oral and written report on a selected issue in the field of learning strategies

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
		X		X	X		X		

Readings

Cohen, A. D. (1998) *Strategies in Learning and Using a Second Language*. New York: Addison Wesley Longman.;

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.;

Dörnyei, Z., S. Ryan (2015). *The psychology of the language learner revisited*. New York: Routledge.;

Gao, X. (2006). 'Has language learning strategy research come to an end? A response to Tseng et al.,' *Applied Linguistics*, 28, 615-620.;

McDonough, S. H. (1995) *Strategy and Skill in Learning a Foreign Language*, Arnold.;

McLaughlin, B. (1987) *Theories of Second-Language Learning*. London, Baltimore, Melbourne, Auckland: Edward Arnold.;

O'Malley, J. M., A. Uhl Chamot (1996) *Learning Strategies in Second Language Acquisition*. Cambridge Applied Linguistics.;

Oxford, R. (1990) *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle.;

Oxford, R. (2017) *Teaching and Researching Language Learning Strategies: Self-Regulation in Context*. New York and London: Routledge.;

Pavičić Takač, V. (2008) *Vocabulary Learning Strategies and Foreign Language Acquisition*. Clevedon, Buffalo, Toronto: Multilingual Matters.;

Wenden, A., J. Rubin (Eds.) (1987): *Learner Strategies in Language Learning*. New York: Prentice Hall.;

Williams, M., R. L. Burden (2001) *Psychology for Language Teachers*. Cambridge: Cambridge University Press.

Course requirements: Class participation, presentation, seminar

Types of evaluation: Discussion

Code: **GLO 304**

Title of the course: **INDIVIDUAL LANGUAGE LEARNER'S DIFFERENCES**

Type of the course: elective

Course coordinator: **Višnja Pavičić Takač**

Course instructor: "

Language: Croatian or English, German

Number of classes: 6

Type of course: seminar

Number of credits: 3

Content of the course & topics

Definitions of individual differences. Cognitive factors. Affective factors. Research of individual differences. The role of intelligence in language learning. Relationship between intelligence and talent for languages. Measuring talent for languages. Attitudes to language, native speakers, language learning, language teaching. Motivation for learning a foreign language. Styles and strategies of language learning. Role of age and gender in the classroom. Fear of FL.

Outcomes of the course explain the complex area of individual differences;
critically evaluate research findings in this area;
critically evaluate the literature, especially research descriptions and results in this domain

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
		X		X			X		

Readings

- Carroll, J. B. & Sapon, S.M. (1959). "Modern language aptitude test (MLAT)." San Antonio: Psychological Corporation;
- Dörnyei, Z. (2009a). The L2 Motivational Self System. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 9-42). Bristol: Multilingual Matters.;
- Dörnyei, Z. (2009b). Individual differences: interplay of learner characteristics and learning environment. In N. C. Ellis & D. Larsen-Freeman (Eds.), *Language as a Complex Adaptive System* (230-248). Oxford: Wiley Blackwell.;
- Dörnyei, Z. (2009c) Learner characteristics and learning environment. *Language Learning*, 59, 230-248.;
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: LE
- Dörnyei, Z. (2001). Teaching and researching motivation. Harlow: Longman.;
- Dörnyei, Z., & Ottó, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics*, (Thames Valley University, London), 4, 43–69.;
- Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. New York: Routledge.;
- Ellis, R. (2004). Individual differences in second language learning. UA. Davies & C. Elder, ed., *The handbook of applied linguistics* (pp. 525–551). Oxford: Blackwell.;
- Ehrman, M. E., & Leaver, B. L. (2003). Cognitive styles in the service of language learning. *System*, 31, 391–415.;
- Gardner, R.C. (1985). *Social Psychology and Language Learning: the Role of Attitudes and Motivation*. London: Edward Arnold.
- Green, P. S. (1975). *The language laboratory in school: The York study*. Edinburgh: Olivier and Boy.;
- Gardner, R. C., & MacIntyre, P. D. (1993). A student's contributions to second-language learning. Part II. *Language Teaching*, 26, 1–11.;
- Griffiths, C. (2012). Learning styles: Traversing the quagmire. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning: Insights from theory, research and practice* (pp. 151–168). Basingstoke: Palgrave Macmillan.;
- Grigorenko, E., Sternberg, R., & Ehrman, M. E. (2000). A theory based approach to the measurement of foreign language learning ability: The Canal-F theory and test. *Modern Language Journal*, 84(3), 390–405.;
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, 125–132.;
- McCroskey, J. C. and Beatty, M. J. (1984) Communication apprehension and accumulated communication state anxiety experiences: A research note. *Communication Monographs*, 51, 79-84.;
- Mihaljević Džigunović, J. (1998). *Uloga afektivnih faktora u učenju drugoga jezika*. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu.;
- Pawlak, M. (ed) *New Perspectives on Individual Differences in Language Learning and Teaching*. Berlin, Heidelberg: Springer-Verlag
- Pervin, L. and John, O. (2001.) *Personality: Theory and research*. John Wiley & Sons Inc, New York.;
- Reid, J. M. (Ed.). (1995). *Learning styles In the ESL/EFL classroom*. Boston: Heinle and Heinle.;
- Skehan, Peter (2000) *A Cognitive Approach to Language Learning*. Oxford: OUP.;
- Tare, M., Vatz, K., Freynik, S., Cook, J.G., Jackson, S.R. and Doughty, C.J. (2011). *Tailoring Instruction to Individual Differences*. TTO 82106. College Park, MD: Center for the Advanced Study of Language, University of Maryland.;
- Ushioda, E. (2009). A person-in-context relational view of emergent motivation, self and identity. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 215-228). Bristol: Multilingual Matters.;
- Verhoeven, L., & Vermeer, A. (2002). Communicative competence and personality dimensions in first and second language learners. *Applied Psycholinguistics*, 23(3), 361-374.;
- Williams, M., & Burden, R. (1997, 2001). *Psychology for language teachers*. Cambridge: Cambridge University Press.

Course requirements: Class participation, essay

Types of evaluation: Questionnaire.

Code: **GLO 305**

Title of the course: **LEARNER AUTONOMY**

Type of the course: elective

Course coordinator: **Marija Lütze-Miculinić**

Course instructor: "

Language: Croatian or English, German, French

Number of classes: 6

Type of course: seminar

Number of credits: 3

Content of the course & topics

The seminar is a combination of an introductory lecture by the instructor and students' presentations explaining examples from teaching practice; teaching focused on students; learner autonomy and self-learning; main features of learner autonomy; theoretical and political background; tools of the European language policy for the development of autonomy in SLA; assessing the appropriateness of tools, strategies, methods and approaches to encouraging learner autonomy; evaluation of domestic and international research and review literature on foreign language learner autonomy; designing teaching so that it encourages learner autonomy in SLA.

Outcomes of the course

Explain the main aspects of learner autonomy;

Present the theoretical and political background of the idea of foreign language learning autonomy;

Assess the appropriateness of tools, strategies, methods and approaches to encouraging learner autonomy taking into account the cognitive abilities of students in the process of SLA;

Critically evaluate national and international scientific and review literature on foreign language learner autonomy;

Independently design classes that encourage learner autonomy in SLA.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
		X	X					X	X

Readings (to choose four)

Bimmel, Peter/Rampillon Ute (2000): Lernerautonomie und Lernstrategien. München: Langenscheidt

Dam, Leni (1995) Learner autonomy 3: from theory to classroom practice. Dublin: Authentik.;

Holec, Henri (1981) Autonomy and Foreign Language Learning. Oxford: Pergamon. ;

Lamb, Terry; Reinders, Hayo , ed. (2008): Learner and Teacher Autonomy: concepts, realities and responses. Amsterdam, Philadelphia: John Benjamins Publishing Company. ;

Little, David Constructing a theory of learner autonomy: some steps along the way

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.471.9457> HYPERLINK

["http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.471.9457&rep=rep1&type=pdf"](http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.471.9457&rep=rep1&type=pdf) & HYPERLINK

["http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.471.9457&rep=rep1&type=pdf"](http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.471.9457&rep=rep1&type=pdf)rep=rep1 HYPERLINK

["http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.471.9457&rep=rep1&type=pdf"](http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.471.9457&rep=rep1&type=pdf) & HYPERLINK

["http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.471.9457&rep=rep1&type=pdf"](http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.471.9457&rep=rep1&type=pdf)type=pdf;

Vrhovac, Yvonne , ed. (2010) Introduire le Portfolio européen des langues dans les classes croates et françaises de langues étrangères. Expériences des enseignants et activités avec des apprenants de 8 à 14 ans, Zagreb: FF press.;

Vrhovac, Yvonne , ed. (2012) Introduire le Portfolio européen des langues dans les classes croates et françaises de langues étrangères. De l'usage de la langue à la conscience linguistique, Zagreb: FF press.

Course requirements: Class participation, class discussion, seminar.

Types of evaluation: Questionnaire.

Code: **GLO 306**

Title of the course: **DISCOURSE ANALYSIS AND CLASSROOM DISCOURSE**

Type of the course: elective

Course coordinator: **Sanja Čurković-Kalebić**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar

Number of credits: 3

Content of the course & topics

Ethnomethodological research and the particularity of speech behaviour in certain environments. Analysis of speech behaviour in a didactic environment and the implications for the learning process and foreign language acquisition. Ritualization of discourse in class: unequal roles of the protagonists of the communication situation. Analysis of discursive decisions in a foreign language class. Characteristics of classroom language and the limitations set by various developmental factors of classroom situations. Studying the role of interaction environment and the didactic contract between teachers and students and their impact on the development of communication. Comparison of didactic and natural environment in foreign language learning/acquisition, analysis of the similarities and differences between the two environments in relation to the process of foreign language acquisition.

Outcomes of the course

- enumerate and describe the characteristics of classroom interaction in a foreign language class
- explain the role of different factors of classroom situation in shaping the class discourse
- compare different approaches to the analysis of classroom discourse
- apply the procedures of voice interaction analysis on transcripts of recordings of classroom language taken in foreign language classes
- assess the appropriateness of specific procedures in the analysis of classroom communication

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
		X	X					X	

Readings (obligatory)

- Allwright, D., Bailey, K.M. (1991). *Focus on the Language Classroom*. Cambridge: Cambridge University Press.
 Čurković Kalebić, S. (2003). *Jezik i društvena situacija. Istraživanje govora u nastavi stranog jezika*. Zagreb: Školska knjiga.
 McCarthy, M. (1993). *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.
 Vrhovac, Y. (2001). *Govorna komunikacija i interakcija na satu stranoga jezika*. Zagreb: Naklada Ljevak.
 Walsh, S. (2006). *Investigating Classroom Discourse*. London and New York: Routledge, Taylor and Francis Group.

Readings (optional)

- Chaudron, C. (1988). *Second Language Classrooms: Research on Teaching and Learning*. Cambridge: Cambridge University Press.
 Čurković Kalebić, S. (2003). *Teacher Talk in Foreign Language Teaching*. Split: Redak.
 Batston, R. (1995). Grammar in discourse: attitude and deniability. In: G. Cook, B. Seidlhofer, ed. *Principle & Practice in Applied Linguistics, Studies in honour of H.G. Widdowson*. Oxford: Oxford University Press, 197 – 215.
 Firth, A., Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research, *Modern Language Journal* 81 (3), 285 – 300.
 Gardner, R., Wagner, J., ed. (2004). *Second language conversation*. London: Continuum.
 Hatch, E. (1992). *Discourse and Language Education*. Cambridge: Cambridge University Press. Kramsch, C. (1986). From Language Proficiency to Interactional Competence. *Modern Language Journal*, 88 (4), 603-607.
 Malamah-Thomas, A. (1987). *Classroom Interaction*. Oxford: Oxford University Press.
 Sinclair, J.M., Coulthard, R. M. (1978). *Towards an Analysis of Discourse*. Oxford: OUP.
 Schegloff, E. A. (1996). Turn organization: one intersection of grammar and interaction In: E. Ochs, E.A. Schegloff, S. Thompson, ed., *Interaction and grammar*, Cambridge UP, 52-133.
 Schegloff, E.A., Jefferson, G., Sacks, H. (1977). The preference for self-correction in the organization of repair in conversation, *Language*, 53, 361-382
 Stubbs, M. (1983). *Discourse Analysis. The Sociolinguistic Analysis of Natural Language*. Chicago: University of Chicago Press.

Course requirements: Class participation, class discussion, seminar.

Types of evaluation: Questionnaire, group and individual discussions

Code: **GLO 307**

Title of the course: **READING IN A SECOND LANGUAGE**

Type of the course: Elective

Course coordinator: **Renata Šamo**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar

Number of credits: 3

Content of the course & topics

Basic reading models. Methods of teaching and the acquisition of reading skills. Reading in native and foreign languages. The strategic dimension of reading. Ways of evaluating the results and the process of reading. Contemporary research methodology of reading and its practical applications in the classroom (L1 and L2).

Outcomes of the course

Demonstrate a systemic understanding of the field, such as the theory of reading in a foreign language and an understanding of research skills and methods of the field;

Demonstrate the ability to understand, initiate, design, implement, and adapt a serious research process, which would contribute to the growth of existing abilities, through the publication of original results in locally and/or internationally accepted publications;

Have the ability of critical analysis, evaluation, and synthesis of new and complex ideas;

Communicate with expert colleagues and the wider scientific and social community about their field of expertise.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
		X	X		X	X			X

Readings (obligatory)

Alderson, Ch. (2000). *Assessing Reading*. Cambridge: CUP; Anderson, N. (1999). *Exploring Second Language Reading: Issues and Strategies*. Heinle & Heinle Publishers.;

Grabe, W. (2009). *Reading in a Second Language. Moving from Theory to Practice*. Cambridge: CUP;

Hudson, T. (2007). *Teaching Second Language Reading*. Oxford: OUP; Geva, E., G. Ramirez (2015). *Focus on Reading*. Oxford: OUP;

Medved Krajnović, M., R. Šamo (2007). *Testing FL Proficiency – What Verbal Protocols Reveal*. SRAZ, Vol. LII, str. 283-300.;

Šamo, R. (2003). *Strategijsko ponašanje čitatelja: rezultati jednog istraživanja*. Psiholingvistika i kognitivna znanost u hrvatskoj primijenjenoj lingvistici (ed. Stolac, D. et al), str. 709-715. Zagreb-Rijeka: HDPL.;

Šamo, R. (2012). *Some processes underlying text comprehension*. Rassegna Italiana di Linguistica Applicata. Standardized Language Testing: contemporary issues and applications. (ed. Cacchiani, S et al), str. 243-253. Roma: Bulzoni Editore;

Šamo, R. (2012). *Usmeno izvješće – metodološka podloga za analizu procesa obrade jezičnih podataka*. Aktualna istraživanja u primijenjenoj lingvistici. Zbornik radova s 25. međunarodnog skupa HDPL-a. (ed. Pon, L et al), str. 273-285. Osijek: HDPL.;

Šamo, R. (2014). *L1/L2 reading as information processing*. Language as Information. Proceedings from the CALS Conference 2012 (ed. Peti-Stantić, A., M. Stanojević), str. 31-42. Frankfurt am Main: Peter Lang GmbH.;

Šamo, R. (2014). *Čitanjem do spoznaje, spoznajom do čitanja*. Zagreb: Učiteljski fakultet.;

Šamo, R. (2015). *Receptive Skills in the Linguistic and Non-linguistic Context of EFL Learning*. Early Learning and Teaching of English: New Dynamics of Primary English. (ed. Mihaljević Djigunović, J., M. Medved Krajnović), str. 174-190). Bristol: Multilingua Matters.;

Urquhart, S., C. Weir (1998). *Reading in a Second Language: Process, Product and Practice*. London & New York: Longman.;

Readings (optional)

Aebersold, J.A., Field, M. L. (1997). *From Reader to Reading Teacher: Issues and strategies for second language classrooms*. Cambridge: CUP

Birch, B. (2007). *English L2 Reading: Getting to the Bottom*. Mahwah, NJ & London: Lawrence Erlbaum Associates, Publishers. 2nd. ed. ;

Koda, K. (2007). *Reading and Language Learning*. Malden, MA & Oxford: Blackwell Publishing.;

Šamo, R. (2007). *Identitet uspješnog L2 čitatelja*. Jezik i identiteti (ed. J. Granić), str. 617-626. Zagreb-Split: HDPL.;

Šamo, R. (2009). *The Age Factor and L2 Reading Strategies*. Early Learning of Modern Foreign Languages: Processes and Outcomes of the course. (ed. Nikolov, M.), str. 121-131. Bristol, Buffalo, Toronto: Multilingual Matters.;

Šamo, R. (2011). *Ekstenzivno čitanje u kontekstu stranog jezika*. Redefiniranje tradicije: dječja književnost, suvremena komunikacija, jezici i dijete. (ed. Bežen, A., B. Majhut), str. 383-393. Zagreb: Učiteljski fakultet SuZ, Europski centar za napredna i sustavna istraživanja.;

Šamo, R. (2011). *U labirintnom Borgesovom diskursu*. Diskurs i dijalog. Teorije, metode i primjene (ed. Karabalić, V et al), str. 297-308. Osijek: HDPL.;

Šamo, R. (2014). *Inside L2 Reading: Special Focus on Young Learners*. Early Foreign Language Learning and Teaching: Perspectives and Experience. (ed. Gačić, M., R. Šamo), str. 126-133). Zagreb: Učiteljski fakultet.

Course requirements: Active participation in class discussion research design, presentation.

Types of evaluation: Questionnaire.

Code: **GLO 308**

Title of the course: **WRITTEN DISCOURSE IN FOREIGN LANGUAGE EDUCATION**

Type of the course: Elective

Course coordinator: **Gloria Vickov**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: Seminar

Number of credits: 3

Content of the course & topics

Types and characteristics of written discourse. Differences between spoken and written discourse. Cohesion and coherence. The role of contrastive rhetoric in the organization of written discourse in a foreign language. Definitions, characteristics, and the development of pragmatic competences in written communication. Discourse markers in a foreign language classroom. Approaches to teaching writing in a foreign language.

Outcomes of the course

- Interpret the differences between spoken and written discourse.
- Analyse written texts in relation to cohesion and coherence.
- Critical evaluation of written texts from the perspective of pragmatic competence.
- Choose and apply appropriate discourse markers in their own work.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
	X		X				X	X	

Readings (obligatory)

- Griva, E., Tsakiridou, H., Nihoritou, I. (2009). A Study of FL Composing Process and Writing Strategies Employed by Young Learners. In: Nikolov, M. , ed. Early Learning of Modern Foreign Languages. Processes and Outcomes of the course (str. 132 – 148). Bristol, Buffalo, Toronto: Multilingual Matters.;
- Hyland, K. (2003). Second Language Writing (selected chapters). Cambridge: Cambridge University Press.;
- Kroll, B. (1990). Second Language Writing. Research insights for the classroom. Cambridge: Cambridge University Press.;
- Kroll, B. (2003). Exploring the Dynamics of Second Language Writing. Cambridge: Cambridge University Press.;
- Mihaljević Djigunović, J., Vickov, G. (2010). Acquisition of Discourse Markers – Evidence from EFL Writing. *Studia Romanica et Anglicae Zagrabienis* LV (str. 255 – 278).;
- Olshtain, E., Celce-Murcia, M. (2001). Discourse Analysis and Language Teaching. In: Schiffrin, D., Tannen, D., Hamilton, H. E. , ed. *The Handbook of Discourse Analysis* (str. 707 – 724). Oxford: Blackwell Publishing Ltd.;
- Vickov, G. (2006). To Write or Not To Write in the First Grade – That is the Question. In: Nikolov, M., Horvath, J. , ed., *UPRT 2006 Empirical Studies in English Applied Linguistics*, Pecs: Lingua Franca Csoport (str. 225 – 248).;
- Vickov, G. (in press). Uporaba diskursnih oznaka i kvaliteta učeničkih sastavaka. *Aktualna istraživanja u primijenjenoj lingvistici*. Osijek: HDPL.

Readings (optional)

- Conner, U. (2000). *Contrastive Rhetoric: Cross-cultural aspects of Second Language Writing*. London: Cambridge University Press.;
- Cook, G. (1989). *Discourse*. Oxford: Oxford University Press.;
- Halliday, M.A.K., Hasan, R. (1976). *Cohesion in English*. London: Longman Group Ltd.;
- Panetta, C. G. , ed. (2001). *Contrastive Rhetoric revisited and redefined*. Mahwah, NJ: Lawrence Erlbaum Associates.;
- Vickov, G. (2010). Terminološka previranja u teorijskom određivanju diskursnih oznaka, *Fluminensia*, 22, 2, (str. 95 – 110).

Course requirements: Class participation, essay

Types of evaluation: Questionnaire.

Code: **GLO 309**

Title of the course: **TRANSLATION IN FOREIGN LANGUAGE TEACHING**

Type of the course: elective

Course coordinator: **Nataša Pavlović**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar

Number of credits: 3

Content of the course & topics

Translation as a teaching method has been neglected for almost 200 years and has only been gradually reinstated into foreign language teaching in the last 10 years. Therefore, the role of translation in SLA is still insufficiently researched. During this course, the students are introduced to translation as a teaching method in foreign language teaching and are prepared to conduct empirical research in the field. The following topics are included: translation as a teaching method in history; the latest research on translation as a teaching method (research outlines and methodology, main results, and open questions); types of translations and translating in the classroom; classroom activities connected to translation, the objectives of translating in class. The possibilities and limitations of translation in foreign language teaching are discussed, along with possible difficulties for scientific research in this field.

Outcomes of the course

Analyse the possibilities and limitations of translation in foreign language teaching;

Find and critically evaluate the required reading and to establish the validity of the results of certain research;

Recognize open questions in research in this field;

Conduct research related to the topic of the course; ask relevant research questions, formulate hypotheses, and choose the appropriate methods of collecting and analysing data;

Analyse and evaluate their own research plan by recognizing its strong and weak points, along with research plans of fellow researchers.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
				X	X	X		X	X

Readings

Cook, G. (2010) Translation in language teaching. An argument for reassessment. Oxford: Oxford University Press.;

Laviosa, S. (2014) Translation and language education. Pedagogic approaches explained. Oxon, New York: Routledge.;

Leonardi, V. (2010) The role of pedagogical translation in second language acquisition. From theory to practice. Bern: Peter Lang.;

Malmkjær, K., ed. (1998) Translation and language teaching. Language teaching and translation. Manchester: St Jerome.;

Malmkjær, K. (2010) Language learning and translation, u Gambier, Yves, van Doorslaer, Luc, ed. Handbook of translation studies 1. Amsterdam and Philadelphia: Benjamins, 185-190.;

Pym, Anthony, Kirsten Malmkjaer, Gutiérrez, Mar (2013) Translation and language learning. Luxembourg: Europska komisija. (http://www.termcoord.eu/wp-content/uploads/2013/08/European_Commission.pdf.)

Tsagari, D, Floros, G., ed. (2013) Translation in language teaching and assessment. Newcastle upon Tyne: Cambridge Scholars Publishing.;

Witte, Arnd, Harden, Theo, Harden, Alessandra Ramon de Oliveira, ed. (2009) Translation in second language learning and teaching. Oxford: Peter Lang.;

Course requirements: active class participation (30%), written paper (70%).

Types of evaluation: Questionnaire..

Code: **GLO 310**

Title of the course: **CULTURAL ELEMENTS IN MODERN FOREIGN LANGUAGE TEACHING**

Type of the course: Elective

Course coordinator: **Lovorka Zergollern-Miletić**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar

Number of credits: 3

Content of the course & topics

Croatian culture – the way we see it and the cultures of the countries whose languages we teach; What is the connection between the cultures and languages we teach?; The difference between high culture and popular culture; the connection between language and culture; Subcultures; Standardization and dialects; What is significant for our students in terms of culture (cultures) of the language we teach and at which level is it significant?; Classroom experience; Culture in foreign language textbooks; Culture in printed texts; Culture and humour.

Outcomes of the course

- Students will self-evaluate their knowledge of culture (cultures) connected to the language they teach and analyse the similarities and differences between cultures;
- The course environment will strive to be the one of tolerance and understanding.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
X		X	X	X					

Readings

- Kramsch, Claire. 1993. Context and Culture in Language Teaching. Oxford: Oxford University Press;
- Kramsch, Claire. 1998. Language and Culture. Oxford: Oxford University Press;
- Petravić, Ana. 2010. Udžbenik stranog jezika kao mjesto susreta kultura. Slike stranoga i vlastitoga u hrvatskim udžbenicima njemačkog jezika. Zagreb: Školska knjiga.;
- Tomalin, Barry & Susan Stempleski (1993). Cultural Awareness. Oxford: OUP; Vickov, Gloria. 2016. Hrvatska kultura u učenju stranog jezika. Zagreb: Hrvatska sveučilišna naklada, Filozofski fakultet u Splitu.;
- Whorf, Benjamin Lee. 1956. Language, Thought and Reality. Cambridge, Massachusetts: the MIT Press;
- Zergollern-Miletić, Lovorka (1998). British Culture through Different Eye sIn: Ciglar-Žanić, J., D. Kalogjera, J. Jemeršić , ed., Cross-Cultural Challenges. Zagreb:British Council, str. 403.- 409;
- Zergollern-Miletić, Lovorka (2001). Hrvatska kultura - kako se vidimo sami i kako nas drugi vide. In: Sesar, D., I. Vidović (ed,) Drugi Croatian slavistički kongres – zbornik radova, svezak II. Zagreb, str. 683-68;
- Zergollern-Miletić, Lovorka (2014). Croatian Students' Perception of American Culture. In: Cvek, Sven & Jelena Šesnić (ur). Working Papers in American Studies, Vol. 1. Croatian Association for American Studies: <http://www.huams.hr/?p=361>

Course requirements: Active class participation.

Types of evaluation: Questionnaire..

Code: **GLO 311**

Title of the course: **THE ROLE OF LITERATURE IN FOREIGN LANGUAGE TEACHING**

Type of the course: Elective

Course coordinator: **Smiljana Narančić Kovač**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar, tutorials

Number of credits: 3

Content of the course & topics

Literary discourse as context for SLA, the role of literature in acquiring pragmatic and cultural knowledge of the language;

Cognitive and teaching potential and motivational aspects of using literature with different age groups; limitations of using literary texts;

The role of literature in the foreign language curriculum; repertoire and the potential of children's literature; abridged versions of literary works (readers);

Foreign language user as a reader and the study of the process of comprehension of a literary text; criteria for choosing literary texts in the context of teaching;

The place and role of literature in the education of a foreign language teacher;

Using literary texts for teaching purposes and making appropriate teaching materials.

Outcomes of the course

- Understand and evaluate the place and role of literature in SLA
- Synthesize and generalize what has been learnt, to acquire research skills and understand the methods used in the field, and to apply these in scientific research
- Critically analyse and evaluate research results regarding the use of literature in SLA
- Establish relevant criteria for the evaluation of research results and the evaluation of the value of literary works and teaching materials in SLA

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
X			X				X	X	X

Readings

Avalon, Ekaterina. (2011). Fremdsprachliches Textverstehen unter Einbeziehung kulturspezifischer Aspekte. München: GRIN Verlag GmbH. (Ili Byram & Grundy, v. dolje.);

Bland, Janice & Christiane Lütge (eds.). (2013). Children's Literature in Second Language Education. London: Continuum Publishing Corporation. (Ili Koppensteiner u. Schwarz, v. dolje.);

Byram, Michael & Peter Grundy (eds.). (2003). Context and Culture in Language Teaching and Learning. : Clevedon, etc.: Multilingual Matters. (Ili Avalon, v. gore.);

Koppensteiner, Jürgen u. Eveline Schwarz. (2012). Literatur im DaF/DaZ-Unterricht. Eine Einführung in Theorie und Praxis. Wien: Praesens. (Ili Bland & Lütge, v. gore);

Mihaljević Djigunović, J., Medved Krajnović, M. (ed.) (2015). Primary English in the New Balance. Bristol: Multilingual Matters.;

Narančić Kovač, Smiljana & Martina Kaltenbacher. (2006). Promoting intercultural awareness through literature in foreign language teacher education. In: Coherence of principles, cohesion of competences: exploring theories and designing materials for teacher education. (Anne-Brit Fenner and David Newby, eds.), 78-94. Strasbourg: Council of Europe Publishing.

Course requirements: Class participation, discussion on reading assignments, exam

Types of evaluation: Questionnaire, group and individual discussions

Code: **GLO 312**

Title of the course: **LANGUAGE TEST DEVELOPMENT**

Type of the course: Elective

Course coordinator: **Lidija Cvikić**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar

Number of credits: 3

Content of the course & topics

Basic terminology: exam, test, research, testing, measuring, assessment, evaluation. Types of tests. Measuring characteristics of exams. Exam description. Types of exercise. Language exam construction: listening exam, reading exam, speaking exam, writing exam, lexical exam, grammar exam.

Outcomes of the course

Become able to define the basic terminology; exam, test, examination, testing, measurement, assessment, evaluation;
Differentiate between different language exams;
Independently make a exam catalogue;
Choose types of exercise regarding the purpose and content of the examination;
Independently analyse exam results.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
		X	X				X	X	

Readings (obligatory)

Alderson, J.C. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.;
Alderson, J. C., Clapham, C., Wall, D. (1995). *Language Test Construction and Evaluation*. Cambridge: CUP.;
Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press.; Cushing Weigle, S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.;
Jelaska Z., Cvikić, L. (2008). Procjenjivanje i vrjednovanje u hrvatskome jeziku. *Lahor*, 5, 115-125.;
Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.;
Purpura, J.E. (2004). *Assessing Grammar*. Cambridge: Cambridge University Press.;
Read, J. (2000) *Assessing Vocabulary*. Cambridge: Cambridge University Press.;

Readings (optional)

Anderson, L. W. et al. (eds) (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Longman.;
Hughes, Arthur (2003). *Testing for Language Teachers* (2. izd.). Cambridge: Cambridge University Press.;
McKay, Penny (2006) *Assessing Young Language Learners*. Cambridge: Cambridge University Press.;
Okim, K., Ginther, A. , ed. (2017). *Assessment in Second Language Pronunciation*. New York: Routledge.;
Ross, S. J., Kasper, G (2013). *Assessing Second Language Pragmatics*. Palgrave Macmillan.;
Vijeće Europe (2005). *Zajednički europski referentni okvir za jezike: učenje, poučavanje, vrednovanje*. Zagreb: Školska knjiga.;
Journals on assessing language competences

Course requirements: Class participation, written paper

Types of evaluation: Questionnaire.

Code: **GLO 313**

Title of the course: **ASSESSING COMMUNICATIVE COMPETENCE IN A FOREIGN LANGUAGE**

Type of the course: elective

Course coordinator: **Vesna Bagarić Medve**

Course instructor: "

Language: Croatian or English, German

Number of classes: 6

Type of course: seminar

Number of credits: 3

Content of the course & topics

Types of examination and exams. Communication exam. Methodology of examining and assessing communicative competence: the issue of setting the purpose of an exam, participant description, the analysis of the actual language situation, determining the constructs of communicative competence, the issue of making, conducting and validating exams of communicative competence.

Outcomes of the course

- Plan the construction of an exam of communicative competence;
- Formulate the appropriate construct of communicative competence;
- Predict problems in the process of making, conducting, and assessing exercises in an exam of communicative competence
- Choose an appropriate way of validating an exam of communicative competence
- Use crucial empirical findings about the examination and assessment of communicative competence in their own research

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
	X			X		X		X	X

Readings (obligatory)

Bachman, L.F., Palmer, A. S. (2010) *Language Assessment in Practice*. Oxford etc.: OUP.;

Bagarić Medve, V. (2012) *Komunikacijska kompetencija. Uvod u teorijske, empirijske i primijenjene aspekte komunikacijske kompetencije u stranome jeziku*. Osijek: Filozofski fakultet.;

Brown, D. H., Abeywickrama, P. (2010.) *Language Assessment. Principles and Classroom Practices* (2nd ed.). White Plains, NY: Pearson Longman.

Fulcher, G. (2010.) *Practical Language Testing*. London: Hodder Education.;

Green, A. (2014) *Exploring Language Assessment and Testing. Language in Action*. New York: Routledge.;

Pavičić Takač, V., Bagarić Medve, V. (2013) *Jezična i strategijska kompetencija u stranome jeziku*. Osijek: Filozofski fakultet

Weir, Cyril J. (2005.) *Language Testing and Validation: An Evidence-Based Approach*. Oxford: Palgrave Macmillan

Readings (optional)

Bachman, L. F. (2004) *Statistical Analyses for Language Assessment*. Cambridge: CUP.;

Bachman, L. F., Kunnan, A. J. (2005.) *Statistical Analyses for Language Assessment*. Workbook. Cambridge: CUP.;

Bagarić Medve, V. (2011) Jezično ispitivanje danas. *Strani jezici* 40, 4, 319-342.;

Jelaska Z., Cvikić, L. (2008.) Procjenjivanje i vrjednovanje u hrvatskome jeziku. *Lahor*, 5, 115-125.;

McNamara, T. (1996.) *Measuring Second Language Performance*. London, New York: Addison-Wesley Longman.;

Norris, J. M., Brown, J. D., Hudson, T.D., Yoshioka, J. (1998.) *Designing Second Language Performance Assessments*. Honolulu: Second Language Teaching and Curriculum Center, University of Hawai'i at Mānoa.;

Skehan, Peter (1998.) *A Cognitive Approach to Language Learning*. Oxford: OUP.

Journals on language assessment

Course requirements: Class participation, seminar.

Types of evaluation: Questionnaire, group and individual discussions.

Code: **GLO 314**

Title of the course: **EVALUATION OF TEACHING MATERIALS**

Type of the course: Elective

Course coordinator: **Ana Petravić**

Course instructor: "

Language: Croatian or English, German

Number of classes: 6

Type of course: seminar

Number of credits: 3

Content of the course & topics

1. Teaching materials and their functions; 2. Factors of construction and analysis of teaching materials; 3. Scientific research of teaching materials: - types and examples of research according to the focus of the research, the time dimension, methodology, and the scope of teaching materials. Assessment and evaluation of teaching materials for the teaching practice: functions, subject, method, criteria, addressers, levels of assessment and evaluators; 5. The relationship between assessment and the development of teaching materials.

Outcomes of the course

Identify the factors for making teaching materials from the synchronic and diachronic perspective

Differentiate between the types of approaches to teaching materials according to methodology and the purpose of their analysis and assessment;

Analyse the factors of assessment and evaluation of teaching materials;

Analyse and assess the chosen teaching material according to the existing or independently made criteria

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
			X	X			X	X	X

Readings

Benini, N. (1989). O vrednovanju udžbenika i nastavnih materijala u nastavi. *Strani jezici XVIII*, 195 - 196.;

Cunningsworth, A. (1995). *Choosing your Coursebook*. Oxford et al. Heinemann;

Hrehovčik, T. (2002). Foreign Language Textbook Evaluation – Methodological Considerations. *Zeszyty naukowe Uniwersytetu Rzeszowskiego. Seria filologiczna. Studia anglica resoviensia* 1, 6/2002, 217-230.
www.univ.rzeszow.pl/file/1246/sar_v1_18.pdf (8. 10. 2017.);

McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.;

Neuner, G. (1994). Lehrwerkforschung – Lehrwerkkritik. U Kast, B., Neuner, G- , ed., *Zur Analyse, Begutachtung und Entwicklung von Lehrwerken für den fremdsprachlichen Deutschunterricht*. Berlin: Langenscheidt, 8 – 22.;

Petravić, A. (2010). *Udžbenik stranog jezika kao mjesto susreta kultura - slike stranoga i vlastitoga u hrvatskim udžbenicima njemačkog jezika*. Zagreb: Školska knjiga, Učiteljski fakultet Sveučilišta u Zagrebu.;

Rosandić, I. (1989). Prema znanstvenoj verifikaciji udžbenika za strane jezika. *Strani jezici XVIII*: 170 - 181.

Sheldon, L. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42 (4), 237-246.;

Skierso, A. (1991). Textbook selection and evaluation. In Celce-Murcia, M. , ed. *Teaching English as a second or foreign language*. Boston, MA: Heinle&Heinle Publishers, 432 - 453.;

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45/2, 143 - 179.;

Course requirements: Class participation, presentation, paper

Types of evaluation: Questionnaire.

Code: **GLO 401**

Title of the course: **COGNITIVE LINGUISTICS**

Type of the course: elective

Course coordinator: **Milena Žic Fuchs**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar

Number of credits: 2

Content of the course & topics

Fundamental notions of cognitive linguistics which include the descriptions and/or explanation of linguistic structures along with notions from psychology, anthropology, artificial intelligence, neuroscience, and philosophy: language is observed and analysed in their linguistic, cultural, and psychological entirety. Linguistic structures are part of the process of understanding the world for speakers of a certain linguistic community. Therefore, meaning is the basis for the connection and improvement of morphology and syntax, although meaning is dependent upon cultural characteristics and psychological features of the human conceptual system. An overview of the development and the notions of cognitive linguistics in relation to cognitive linguistics and other cognitive sciences. A new understanding of the category of cognitive linguistics, meaning a category of lexical and grammatical entities. Fundamental notions in cognitive linguistics: prototype, schema and domain. Their application in the acquisition of the vocabulary and the grammatical structure of a second language because the theoretical background facilitates the acquisition of new words, i.e. lexemes, and/or grammatical structures.

Outcomes of the course

- Describe and explain the fundamental notions of cognitive science
- Describe and explain the fundamental notions of cognitive linguistics
- Critically compare the approaches of cognitive linguistics and other SLA theories in the context of SLA
- Integrate the fundamental notions of cognitive linguistics into glottodidactics
- Critically assess the fundamental notions of cognitive linguistics in relation to glottodidactics
- Compare the similarities and differences, especially with the fundamental notions of structuralism, in terms of SLA

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
X	X	X	X	X			X		

Readings (obligatory)

- Lakoff, G. (1987) *Women, Fire and Dangerous Things, What Categories Reveal about the Mind*. Chicago: The University of Chicago Press.;
- Langacker, R.W. (1987) *Foundations of Cognitive Grammar: Theoretical Prerequisites*. Stanford: University Press.;
- Žic Fuchs, M. (1991) *Znanje o jeziku i znanje o svijetu*. Biblioteka SOL. Zagreb: Filozofski fakultet.;
- Žic Fuchs, M. (1995) „Test Sentences: A Linguist's View“, In: Kovačević, M. , ed. *Language and Language Communication Barriers Research and Theoretical Perspectives in Three European Languages*. Hrvatska sveučilišna naklada. str. 167-183.;
- Žic Fuchs, M. (1997) „Here' and 'There' in Croatian : A Case Study of an Urban Standard Variety“. In: Dirven, R., M. Putz , ed. *The Construal of Space in Language and Thought*. Berlin: Mouton de Gruyter. str. 49-62.;
- Žic Fuchs, M. (2009) *Kognitivna lingvistika i jezične strukture: English present perfect*, Zagreb: Nakladni zavod Globus.;

Readings (optional)

- Egli, Pause, Schwarze, Stechow & Wienald (eds.) (1995) *Lexical Knowledge and Organization of Language*. John Benjamins Publishing Company.;
- Fauconnier, G. (1999) *Mappings in Thought and Language*. Cambridge: Cambridge University Press.;
- Langacker, R.W. (1991) *Concept, Image and Symbol, The Cognitive Basis of Grammar*. Mouton de Gruyter.;
- Langacker, R.W. (1991) *Foundations of Cognitive Grammar: Descriptive Application*. Stanford University Press.;
- Langacker, R.W. (2000) *Grammar and Conceptualization (Cognitive Linguistics Research)*. Berlin/New York: Mouton de Gruyter.;
- Taylor, J.R. (1995) *Linguistic Categorization. Prototypes in Linguistic Theory*. Oxford: Clarendon Press.;
- Taylor, J.R. (2002) *Cognitive Grammar*. Oxford: Oxford University Press.;
- Wierzbicka, A. (1992) *Semantics, Culture and Cognition*. Oxford University Press.

Course requirements: Exam

Types of evaluation: Questionnaire.

Code: **GLO 402**

Title of the course: **NEUROLINGISTICS**

Type of the course: elective

Course coordinator: **Vesna Mildner**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar, tutorials

Number of credits: 2

Content of the course & topics

History of neurolinguistics and its research methods. The central nervous system, with a focus on the brain – its basic structure, principles, theories and structural models, development and function, gender differences. Localization of brain functions and lateralization. Learning and memory. Speech and language: representation of speech and language processes in the brain, the neurophysiologic basis of critical periods, multilingualism. Neurolinguistics and foreign language learning.

Outcomes of the course

Connect neurolinguistic findings to methods and expected results of foreign language teaching

Connect the results of neurolinguistic research with language teaching methodology and choice of teaching materials

Choose and recommend approaches and methods of teaching, along with teaching materials for specific groups of students

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
	X	X	X	X				X	

Readings (obligatory)

Kolb, B. I Whishaw, I. (1996). Fundamentals of Human Neuropsychology. San Francisco: Freeman.;

Mildner, V. (2003). Govor između lijeve i desne hemisfere. Zagreb: IPC grupa.;

Pinel, J.P.J. (2002). Biološka psihologija (prijevod 4. izdanja). Jastrebarsko: Slap.;

Readings (optional)

Fabbro, F. (1999). The Neurolinguistics of Bilingualism: An Introduction. Hove: Psychology Press Ltd.;

Obler, K.L., Gjerlow, K. (1999). Language and the Brain. Cambridge: CUP.

Course requirements: Class participation, Seminar, tutorials

Types of evaluation: Questionnaire.

Code: **GLO 403**

Title of the course: **MENTAL LEXICON - THEORIES AND MODELS**

Type of the course: Elective

Course coordinator: **Vlasta Erdeljac**

Course instructor: "

Language: Croatian or English

Number of classes: 6

Type of course: seminar

Number of credits: 2

Content of the course & topics

Theoretical approaches, models and methods of psycholinguistic research focused on mental lexicon (ML) as the basis of contemporary psycholinguistics; -units of storing linguistic information into the ML: phonetic, phonological, morphological, syntactical, semantic

Sources for the organization of the mental lexicon (healthy/pathological lexical use; adult language/child language, relationship between first and second /third /foreign language, speech errors)

Connection between the structure of the mental lexicon and the different modalities and media in which language occurs (language production in contrast with language perception, visual word in contrast with acoustic word, isolated word in contrast with words in connected speech)

Influence of the basic parameters of linguistic processing on the processes of production and perception – word frequency in language use, context, duration, acoustic/phonemic shape and semantic characteristics of a word

Empiric research of Croatian in the context of relevant psycholinguistic theories and models of the mental lexicon

Outcomes of the course

- Compare different approaches to the mental lexicon through neurolinguistics and psycholinguistic, i.e. neuroscience and psychology (modular, interactive; models of direct access, retrieval; production and reception), and connect the specificities of psycholinguistic insights with those from the aforementioned fields;
- Differentiate between theoretical models of language use and lexical processing in the field of analysis of lexical representations and grammatical processes in language use;
- Analyse the structure of the mental lexicon: describe the units and levels of representation and processes of lexicalization, while also differentiating the idiosyncrasies of the units and the processes of language use regarding its medium and modality: language production or reception (spoken or written word, i. e. reading/listening, speaking/writing);
- Use appropriate psycholinguistic methods in research of adult or child language use, with healthy speakers, those with speech impediments and multilingual speakers.
- Critically evaluate scientific research in Croatian and English in the field of psycholinguistics, especially mental lexicon theoretical approaches and models.

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
			X			X	X	X	X

Readings

Erdeljac, V. (2009) *Mentalni leksikon: modeli i činjenice*, Ibis grafika d.o.o., Zagreb;

Warren, P. (2013): *Introducing Psycholinguistics*, Cambridge University Press, N.Y.;

Harley, T. A. (2001) *The psychology of language; From data to theory*, Psychology Press Ltd, N. Y. (selected chapters);

Aitchison, J. (1987/2003): *Words in the Mind*. Oxford, Blackwell. (selected chapters);

Aitchison, J. (2003): *A glossary of language and mind*, University Press. Edinburgh.;

Erdeljac, V. (1997): *Prepoznavanje riječi*. SOL/ Ibis, Zagreb. (selected chapters)

Course requirements: Class participation, class discussion

Types of evaluation: Questionnaire.

Course code: **GLO 405**

Title of the course: **PSYCHOLOGY OF CHILDREN WITH SPECIAL NEEDS**

Type of the course: elective

Course coordinator: **Vesna Vlahović-Štetić**

Course instructor: " " & Daria Rovan

Language: Croatian or English

Number of classes: 6

Type of course: seminar, tutorials

Number of credits: 2

Content of the course & topics

Theoretical approaches to giftedness; characteristics of giftedness; identification in the educational system; strategies for teaching gifted students, educational approaches for children with behaviour disorders and learning difficulties; intellectual difficulties; the autism spectrum disorder; specific learning difficulties, attention deficit disorder and hyperactivity (ADHD); emotional and behavioural difficulties.

Outcomes of the course

Critically compare different theoretical approaches of giftedness; evaluate the appropriate teaching method for the gifted in the educational system;

Make a research plan in the field of linguistic giftedness;

Differentiate the fundamental characteristics of the most common developmental and psychological difficulties in childhood and adolescence

Recognize the problems of adjustment for children with behavioural difficulties and understand the need for providing support to the schools officials

Understand and apply the basic principles in dealing with the issues

Outcomes of the programme

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9	IU10
			X		X		X		X

Readings:

Lewis, B. R., Doorlag, D. H. (1987). *Teaching special students in the mainstream*. Columbus, Ohio: Merrill Publish.;

Vizek Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2014). *Psihologija obrazovanja*. Zagreb: IEP. (chapters Učenici s posebnim potrebama, Daroviti učenici);

Čudina-Obradović, M. (1991). *Nadarenost: razumijevanje, prepoznavanje, razvijanje*. Školska knjiga, Zagreb.;

Kocijan Hercigonja D. (1997). *Hiperaktivno dijete*, Slap, Jastrebarsko.;

Ormrod, J.E (2003). *Educational psychology –developing learners* (4th ed.),Columbus, Merrill Prentice Hall (Ch, 5);

Visser, J., Daniels, H., Cole,T. (2001). *Emotional and behavioural difficulties in mainstream schools*, New York: Elsevier.

Course requirements: Class participation, seminar, tutorials