

EDUCATIONAL LINGUISTICS

1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	Undergraduate / M.A. level	1.6. Type of instruction (number of hours L + S + E + e-learning)	15L + 15S
1.2. Year of the study programme	1 st – 5 th	1.7. Expected enrolment in the course	30
1.3. Name of the course	Educational linguistics	1.8. Course teacher	Marijana Kresić, associate professor / Lucija Šimičić, assistant professor
1.4. Credits (ECTS)	4	1.9. Associate teachers	
1.5. Status of the course	elective	1.10. Language of instruction	English
2. COURSE DESCRIPTION			
2.1. Course objectives and short contents	<p>As a subfield of applied linguistics, educational linguistics is concerned with the study of language in teaching and learning in the course of formal education and is akin to critical applied linguistic studies. It is focused primarily on analyzing and solving concrete problems that stem from latent language conflicts in educational contexts by relying on the findings in theoretical linguistics, sociolinguistics, psycholinguistics, neurolinguistics, anthropology and sociology. The course offers an overview of basic issues in this transdisciplinary field, an insight into a variety of theoretical perspectives and methodological approaches as well as on the multitude of its possible applications. Special emphasis is put on discussing the processes of language acquisition and learning as well as on analyzing the role of language policies that determine the place of language in education and different possibilities of language management in the context of formal education.</p>		
2.2. Course enrolment requirements and entry competences required for the course	No prerequisites.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>In the field of educational linguistics, students will be able to :</p> <ul style="list-style-type: none"> ✓ demonstrate the acquaintance with and evaluate contemporary theoretical approaches ✓ identify and apply research methods ✓ evaluate the adequacy of the results based on empirical studies 		
2.4. Learning outcomes expected at the level of the course	<p>After having completed the course, the students will be able to:</p> <ul style="list-style-type: none"> • Discuss the development of educational linguistics and define its position in relation to applied linguistics and other branches of linguistics • Critically evaluate various discourses and language ideologies that partake in defining language policies in 		

	<p>formal education</p> <ul style="list-style-type: none"> • Present different ways in which language variation, multi-/plurilingualism, language identity and conceptualization of mother-tongue, minority, immigrant language as well as of a language in general are reflected in educational process • Assess advantages and disadvantages of contemporary approaches to treating multilingualism in educational contexts • Prepare and carry out an independent research in the field of educational linguistics and be able to appraise certain aspects of educational language policy and language management on meso- and micro-levels • Employ adequate knowledge and methodological tools to deal with multilingual and intercultural classrooms • Explain the psycholinguistic and sociolinguistic processes underlying bi-/multi-dialectalism/-lingualism • Know the most important and also current methods of teaching (foreign) languages in general • To choose the most appropriate method of language teaching for a particular group of students 		
<p>1.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction to the course; history and topics of educational linguistics; the relationship between educational, applied and theoretical linguistics 2. Language cognition, acquisition and socialization 3. Second and third language acquisition 4. Psycholinguistic aspects of bi- and multilingualism 5. Language variation and language / speech community 6. Language attitudes and language ideology 7. Educational language management (1): political, economic, legal aspects 8. Educational language management (2): multilingualism and code-switching in classroom 9. Mother-tongue education; the place of language in education of minorities 10. Globalisation and Language-in-Education Policy and Practice 11. Language learning and identity 12. Contemporary issues in teaching and learning language and literacy 13. Language assessment 14. Workshop: contemporary best practice models (focus on an area/region/issue of choice) 15. Presentation of students' projects 		
<p>1.6. Format of instruction:</p>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety</p>	<p>X independent assignments X multimedia and the internet <input type="checkbox"/> laboratory X work with mentor</p>	<p>1.7. Accessibility of e-learning platform: un.iversity.org/... (Educational linguistics 2014/15)</p>

	<input type="checkbox"/> partial e-learning X field work	<input type="checkbox"/> (other)				
1.8. Student responsibilities	Regular class attendance, preparing assigned readings, active participation in classes and class discussions, carrying out one's own small-scale research of a specific problem, writing up a seminar on the conducted research, presenting a paper on a chosen topic, and sustaining a written exam.					
1.9. Grading and evaluating student work in class and at the final exam ¹	The course grade is based on preparation of assigned readings for classes and active class participation (30%), an oral exam (20%) and mostly on the quality of an independently conducted research as well as its presentation in oral and written form (50%).					
2.10. Screening student work (the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Practical training		Tests	
	Preparations for classes		Report	0,25	Written exam	
	Homework		Seminar essay	1	Oral exam	1
	Research	0,75	Essay		(Other)	
	Experimental work		Project		(Other)	
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Spolsky, Bernard et Francis M. Hult (eds.). 2008. The Handbook of Educational Linguistics. Malden, MA: Blackwell Publishing.				X	
	Hornberger, Nancy H. (ed.) Encyclopedia of Language and Education. Springer. (odabrana poglavlja)				X	
	García, Ofelia; Skutnabb-Kangas, Tove & María E. Torres-Guzmán (eds.). 2006. Imagining Multilingual Schools: Languages in Education and Globalization. Clevedon: Multilingual Matters.				X	
	Hornberger, Nancy H. et Sandra Lee McKay (eds.). 2010. Sociolinguistics and Language Education. Bristol: Multilingual Matters.				X	
	Tollefson, James W. (ed.) 2002. Language Policies in Education: Critical Issues. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.				X	

¹ Unified grading criteria („Kriteriji za ocjenjivanje uspjeha studenata u nastavi“), criteria for taking and evaluating tests („Kriteriji za ocjenjivanje uspjeha – dopuna“) as well as class attendance obligations („Pravilnik o studiranju“) are equally applied to all courses provided by Linguistics Department. All relevant documents are available at the web-pages of Linguistics Department (<http://www.unizd.hr/lingvistika/Nastava/Dokumenti/tabid/3508/Default.aspx>).

	Lin, Angel M.Y. et Peter W. Martin (eds.).2005. Decolonisation, Globalisation: Language-in-Education Policy and Practice. Clevedon: Multilingual Matters.		X
	Wright, Tony. 2005. Classroom Management in Language Education. Houndmills: Palgrave Macmillan.		
2.12. Optional literature	<p>Cooper, Robert L. & Elana Shohamy (eds.) 2000. New Perspectives and Issues in Educational Language Policy: A festschrift for Bernard Dov Spolsky. Amsterdam / Philadelphia: John Benjamins.</p> <p>Edwards, John. 2009. Language Diversity in the Classroom. Bristol: Multilingual Matters.</p> <p>Halliday, M.A.K. 2007. Language and Education. Collected Works of M.A.K.Halliday, vol.9 (Webster, J.J., ed.) London: Continuum.</p> <p>Hornberger, Nancy H. (ed.) 2003. Continua of Biliteracy: An Ecological Framework for Educational Policy, Research, and Practice in Multilingual Settings. Clevedon: Multilingual Matters.</p> <p>King, Lambert, R. D. & Elena Shohamy. 2000. Language Policy and Pedagogy: Essays in honor of A. Ronald Walton. Philadelphia / Amsterdam: John Benjamins.</p> <p>McCabe, Anne; O'Donnell, Mick & Rachel Whittaker. 2007. Advances in Language and Education. London: Continuum.</p> <p>Rampton, Ben. 2006. Language in Late Modernity: Interaction in an urban school. Cambridge: CUP.</p> <p>Skutnabb-Kangas, Tove. 2000. Linguistic Genocide in Education—Or Worldwide Diversity and Human Rights?. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Database on class attendance, completed students' tasks and activities, analysis of students' success on a written exam, in conducting research and preparing seminars; student evaluation of teacher's and assistants' class performance.		
2.14. Examples of questions/ tasks in the seminar paper and written exam with corresponding learning outcomes	<p>Example 1:</p> <p>1.1. Example task: Discuss pros and cons of allowing bi-/multi-dialectalism/lingualism in the classroom.</p> <p>1.2 Learning outcomes: Present different ways in which language variation, multi-/plurilingualism, language identity and conceptualization of mother-tongue, minority, immigrant language as well as of a language in general are reflected in the educational process; assess advantages and disadvantages of contemporary approaches to treating multilingualism in educational contexts</p> <p>Example 2:</p> <p>2.1. Question: Name some of the prerequisites for multilingual teaching.</p>		

2.2. Learning outcome: Employ adequate knowledge and methodological tools to deal with multilingual and intercultural classrooms

Example 3:

3.1. Question: List the main principles of the communicative and the intercultural approach to teaching languages.

3.2. Learning outcome: Know the most important and also current methods of teaching (foreign) languages in general