

CURRICULUM VITAE

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EDUCATION

- PhD in Language Learning and Teaching, University of Auckland, Department of Applied Language Studies and Linguistics.
Thesis topic: *Oral Corrective Feedback, Individual Differences and L2 Acquisition of French Past Tenses*
- MA - MTESOL, University of Auckland, New Zealand.
Dissertation topic: *Motivation and Noticing in Language Learning*.
- Graduate Diploma of Teaching - Secondary, Auckland College of Education / University of Auckland, NZ
- Cambridge CELTA – Certificate of English Language Teaching to Adults
- BA in Comparative Literature and English Language. Concurrent study of French and Italian languages and literature – University of Zagreb, Croatia

WORK

- 2013 - now - University of Zadar, Lecturer / Assistant Professor in the English Department:
Courses taught: Introduction to Syntax (undergraduate level)
Second Language Acquisition and English Language Teaching Methodology (graduate level)
English writing for academic purposes (workshops)
- 2010-2011 University of Auckland, Department of Applied Language Studies and Linguistics: teaching English writing for academic purposes
- 2006 - 2010 Mount Albert Grammar School, Auckland, teaching ESOL and French up to Scholarship level
- 2004 - 2006 Whangarei Girls High School, Whangarei, teaching English, ESOL, Literacy, and French
- 2001 - 2004 AimHigh Academic Coaching School, Auckland, teaching ESOL
- 1995 - 2001 Novi list, Rijeka, journalist and editor in the section of arts and culture,
- 1992 - 1995 Maritime College Bakar, teaching English as a foreign language
- 1977 - 1992 Novi list, journalist and editor in the section of arts and culture

AWARDS, RECOGNITION, AND SERVICE

- NZ Ministry of Education Teachers Study Award 2009
- NZ Ministry of Education Teachers Study Award 2008
- French Embassy in NZ Teachers Award for a 'stage' in Tahiti in 2008
- "Velebitska degenija", Croatian national award for best article on environment in 1999
- 1995 - 2000 member of the Executive Committee of MED Forum (Mediterranean Network for environmental protection, based in Barcelona)

- 1995 - 2000 Talks and presentations at international NGO conferences and meetings relating to education, human rights, and environmental protection (Denmark, France, Spain, Italy, Greece, Bulgaria, Hungary, Israel, Jordan, Turkey)
- 1998 – 2000 Vice-President of MED Forum
- 1998 – Founder and editor-in-chief of Eco News magazine (funded by The Soros Foundation)

MEMBERSHIP

Applied Linguistics Association of New Zealand
 British Association for Applied Linguistics
 Linguistic Society of America
 TESOL Teachers of English to Speakers of Other Languages International Association
 Croatian Society for Anglophone Studies

RECENT PUBLICATIONS

Book

Mifka Profozic, N. (2013). *The Effectiveness of Corrective Feedback and the Role of Individual Differences in Language Learning*, Frankfurt/Main-Bern-Oxford: Peter Lang International Academic Publishers, pp. 192. (Book)

Articles

Mifka-Profozic, N. (2014). Differential role of language analytic ability in two distinct learning conditions. In J. Connor-Linton & L. Amoroso (eds.), *Measured Language: Quantitative Approaches to Acquisition, Assessment, Processing and Variation*. Washington DC: Georgetown University Press, pp. 141-155.

Ellis, R. & Mifka-Profozic, N. (2013). Recasts, Uptake, and Noticing. In J.M. Bergsleithner, S. Frota i J. Yoshioka (eds), *Noticing and Second Language Acquisition: Studies in Honor of Richard Schmidt*, Honolulu: University of Hawai'i, pp. 61-81.

Mifka-Profozic, N. (2009). Recasts, noticing and acquisition of French past tenses, *The New Zealand Language Teacher*, Vol. 35.

Mifka-Profozic, N. (2008). Motivation and noticing in language learning: an exploratory study, *The New Zealand Language Teacher*, Vol. 34.

Reviews:

A dynamic approach to second language development – *eLanguage*, peer-reviewed journal of Linguistic Society of America, 2011.

Corrective feedback and second language learning – *eLanguage*, 2011.

Fostering language teaching efficiency through cognitive linguistics – *eLanguage*, 2011.

TASK Transferable Academic Skills – 12 essential steps to academic success, review, *TESOLANZ*, studeni 2010.

CONFERENCE PRESENTATIONS (SELECTION)

- Task-based learning and teaching as an answer to the challenges of modern society, *International conference at the 50th anniversary of the Zadar University School of Education*, Zadar, November 2013 (with Maja Balić-Motušić)
- Recasts vs. clarification requests as implicit negative feedback in second language acquisition, *32th Second Language Research Forum: The Natural Phenomenon of SLA: Complexity, Context and Communication*, Salt Lake City, USA, October, 2013.
- Can negative feedback facilitate the acquisition of aspectual distinctions?, *EUROSLA 13 Conference*, Amsterdam, August 2013.
- A corpus-based approach to teaching the language of medicine, *International Conference The Language of Medicine*, Rijeka, Croatia, May 2012.
- The role of analytic ability and aptitude in SLA, *Georgetown University Round Table Conference*, Washington, March 2012
- Focused tasks as a tool in teaching and researching, *Task-Based Language Teaching International Conference*, Auckland, November 2011
- Effectiveness of oral corrective feedback, *1st Auckland PG Conference on Linguistics and Applied Linguistics*, March 2011
- Recasts vs. clarification requests from a cognitive-interactional and a socio-cultural perspective, *British Association for Applied Linguistics SIG Conference*, London, July 2010
- Effects of oral corrective feedback on L2 acquisition, *South-East European University ELT International Conference*, Tetovo, April 2010
- Corrective feedback, noticing and French past tenses, *Combined Conference of NZ Association of Applied Linguistics and Australian Applied Linguistics Association*, Auckland 2009
- Motivating and noticing, *NZ Association of Language Teachers International Biennial Conference*, Wellington, July 2008

AREAS OF RESEARCH INTEREST

Classroom-based research
Individual differences in language learning
English writing for academic purposes
Language teaching methodology
Task-based language teaching and learning