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|  | UNIVERSITY OF ZADAR  **SYLLABUS**  **2016/2017** | | | | | |
| **Study Programme** | English Language and Literature - Graduate Study  Teacher Education Programme | | | | | |
| **Course** | **PRACTICUM I (TEACHING ENGLISH AS A FOREIGN LANGUAGE – EFL)** | | | | | |
| **Status of the Course** | Compulsory | | | | | |
| **Year** | 2016/2017 | | **Semester** | | III. (Graduate level) | |
| **ECTS Credits** | 3 | | | | | |
| **Teacher** | Anna Martinović, Phd., Assistant Professor | | | | | |
| **E-mail** | amartino@unizd.hr | | | | | |
| **Consultation hours** | Thursdays 15-16:00 h and by appointment | | | | | |
| **Associates / Assistant** | Mentors in primary and secondary schools/ Dino Dumančić, prof. | | | | | |
| **E-mail** | The mentors’ email addresses are given below/ ddumancic@unizd.hr | | | | | |
| **Consultation hours** | Consultations with the mentors is by appointment/ Dino Dumančić, prof.: Thursdays 15-16:00 h and by appointment | | | | | |
| **Location** | Obala Kralja Petra Krešimira IV/2; primary and secondary schools in Zadar | | | | | |
| **Mode of Teaching** | Seminars, exercises, class observations | | | | | |
| **Teaching Workload**  **Lectures + Seminars + Exercises** | 0+30+15 | | | | | |
| **Assessment Criteria & Mode of Examination** | There will be no final exam. Instead students will be required to hand in a portfolio, observe classes, complete classroom observation tasks and actively participate in class. | | | | | |
| **First day of classes** | 15.10.2016 | | **Last day of classes** | | 30.1.2017 | |
| **Mid-term and End-of-term tests** | **Term 1** | **Term 2** | | **Term 3** | | **Term 4** |
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| **Final Exams** | **1st exam period** | **2nd exam period** | | **3rd exam period** | | **4th exam period** |
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| **Course objectives** | The major aim of the course is to prepare students to be able to independently plan and execute lessons at various language levels. | | | | | |
| **Learning Outcomes** | Having completed the course students will have acquired basic knowledge and skills needed to teach EFL at different language levels, and will be able to:  - observe classes in a focused and reflective manner  - evaluate the effects of different teaching strategies  - become aware of various teaching competences  - plan and carry out a lesson according to the lesson plan  - design teaching materials  - develop basic classroom management skills | | | | | |
| **Enrolment Requirements** | Enrolment in the 3rd semester of the English Language and Literature - Graduate Study Teacher Education Programme | | | | | |
| **Course Content** | The main goal of this course is to enable students to develop the necessary skills to plan and independently teach language lessons at different levels. Accordingly, students will be trained to observe classes in a focused and reflective way; in addition, they will be encouraged to link language learning and teaching theories with practical examples in the language classroom. Moreover, students will develop an understanding of the various components of teacher competencies and the need for continual development. Students will also develop the ability to conduct self-analyses, and to evaluate their own teaching. | | | | | |
| **Required Reading** | Selected chapters:  Brown, H. D. (2001).*Teaching by Principles. An Interactive Approach to Language Pedagogy* (2nd edition).White Plains, NY: Longman.  Harmer, J. (2001). *The Practice of English Language Teaching*. London: Longman (selected chapters)  Ur, Penny (2012). *A Course in English Language Teaching*. Cambridge: Cambridge University Press. (selected chapters)  Wajnryb, R. (1992/2012). *Classroom Observation Tasks*. Cambridge: CUP. | | | | | |
| **Additional Reading** | Selected Chapters:  Crookes, G. (2003). A Practicum in TESOL: professional development through teaching practice. Cambridge: CUP.  Gebhard, J.G. and Oprandy, R. (1999). Language Teaching Awareness. Cambridge: CUP.  Newby, D. et al (2008). European portfolio for student teachers of languages. Graz: ECML.  Ur, P. (1999/2011). A Course in Language Teaching: Trainee Book. Cambridge: CUP.  Manuals with teaching materials and exercises relating to teaching practice and lesson planning.  A selection of journal articles | | | | | |
| **Internet Sources** | <http://moodle.srce.hr> (additional material) | | | | | |
| **Course Evaluation Procedures** | Self-evaluation, internal and external evaluation | | | | | |
| **Conditions for Obtaining Signatures** | Students are required to regularly attend the school observation classes (100% attendance is required, 15/15 lessons) and the seminars (at least 80%, 11/15 lessons). It is important for students to be present at the first lesson to obtain important information about the school practice.  Students are obligated to write a teacher’s diary while attending their school practice and complete the observation tasks. They will be expected to discuss and present their observations during the seminars. Furthermore, students will be required to write a critical report about specific aspects of the teaching process (500-700 words) in accordance with the APA writing style. In addition, students must complete a portfolio and submit it no later than January 30, 2017. Late and incomplete portfolios will not be accepted. | | | | | |
| **Assessment** | Each portfolio needs to include:   * A referral for the school practice which must be signed and authorised by the school principal * A teacher’s diary of the school practice * Observation tasks * A critical report based on the student’s observations during the school practice (500-700 words) written in accordance with the APA writing style. The following elements will be taken into consideration when grading the paper: structure and format, clarity and cohesiveness, vocabulary and grammar.   Students will be expected to complete their observation tasks on time, and to actively participate in class discussions. | | | | | |
| **Calculation of Final Grade and Grading Scale** | Final grade   |  |  |  |  | | --- | --- | --- | --- | | Portfolio \* | Essay | Participation in class discussions | Final grade | | 70% | 20% | 10% | 100% |   \*60% Observation tasks, 10% Teacher’s diary   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Grades | **1**  (F) | **2**  (D) | **3**  (C) | **4**  (B) | **5**  (A) | | % | 0 - 59 | 60 - 69 | 70 - 79 | 80 - 89 | 90 - 100 | | | | | | |
| **Comments** | Seminars will be held 2 hour per week at University, while the school practice takes place at either a state or private, primary or secondary school (15 hours per semester) according to the availability of the institution at hand, as well as the mentor’s schedule. | | | | | |

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|  | **Topics** |  |  |
| **No.** | **Date** | **Title** | **Literatura** |
| 1. | 7.10. | Introduction to the course. |  |
| 2. | 14.10. | **P.S.:** Writing a lesson plan (lesson goals/learner outcomes)  **Š.P.:** Classroom observation | Brown, H.D. (2001) |
| 3. | 21.10. | **P.S.:** Writing a lesson plan (lesson procedures/evaluation)  **Š.P.:** Classroom observation  \*Classroom observation task 1: Attending to the learner. | Wajnryb, R. (2012)  Brown, H.D. (2001)  Ur. P. (2012) |
| 4. | 28.10. | **P.S.:** Discussion of observation task 1  **Š.P.:** Classroom observation  \*Classroom observation task 2: The teacher's meta-language | Wajnryb, R. (2012)  Harmer, J. (2001)  Ur, P. (2012) |
| 5. | 4.11. | **P.S.:** Discussion of observation task 2  **Š.P.:** Classroom observation  \*Classroom observation task 3: The language of questions | Wajnryb, R. (2012)  Harmer, J. (2001)  Ur, P. (2012) |
| 6. | 11.11. | **P.S.:** Discussion of observation task 2  **Š.P.:** Classroom observation  \* Classroom observation task 4:The language of feedback to error | Wajnryb, R. (2012)  Harmer, J. (2001)  Ur, P. (2012) |
| 7. | 18.11. | **P.S.:** Discussion of observation task 4  **Š.P.:** Classroom observation  \* Classroom observation task 5: Checking learning | Wajnryb, R. (2012)  Harmer, J. (2001)  Ur, P. (2012) |
| 8. | 25.11. | **P.S.:** Discussion of observation task 5  **Š.P.:** Classroom observation  \* Classroom observation task 6: Lexis and learning | Wajnryb, R. (2012)  Harmer, J. (2001)  Ur, P. (2012) |
| 9. | 2.12. | **P.S.:** Discussion of observation task 6  **Š.P.:** Classroom observation  \* Classroom observation task 7: Grammar as lesson content | Wajnryb, R. (2012)  Harmer, J. (2001)  Ur, P. (2012) |
| 10. | 9.12. | **P.S.:** Discussion of observation task 7  **Š.P.:** Classroom observation  \* Classroom observation task 8: Giving instructions | Wajnryb, R. (2012)  Harmer, J. (2001)  Ur, P. (2012) |
| 11. | 16.12. | **P.S.:** Discussion of observation task 8  **Š.P.:** Classroom observation  \* Classroom observation task 9: Managing pair and group work | Wajnryb, R. (2012)  Harmer, J. (2001)  Ur, P. (2012) |
| 12. | 23.12. | **P.S.:** Discussion of observation task 9  **Š.P.:** Classroom observation  \* Classroom observation task 10: Teaching and learning roles | Wajnryb, R. (2012)  Harmer, J. (2001)  Ur, P. (2012) |
| 13. | 13.1. | **P.S.:** Discussion of observation task 10  **Š.P.:** Classroom observation | Wajnryb, R. (2012)  Harmer, J. (2001)  Ur, P. (2012) |
| 14. | 20.1. | **P.S.:** Discussion of observation task  **Š.P.:** Classroom observation | Wajnryb, R. (2012)  Harmer, J. (2001)  Ur, P. (2012) |
| 15. | 27.1. | **P.S.:** Discussion of observation task  **Š.P.:** Classroom observation | Wajnryb, R. (2012)  Harmer, J. (2001)  Ur, P. (2012) |

**Associates:**

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| **Mentor** | **School** | **E-mail** |
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Teacher:

Anna Martinović