

## **Course: HiT 1 - online course of Croatian as a foreign language**

### **Learning Outcomes**

After the course, the participants will be able

- to introduce themselves in Croatian
- to talk about their preferences and daily activities using frequent phrases, basic vocabulary and basic grammatical structures;
- to understand written sentences or spoken utterances about basic everyday situations, such as introducing oneself, ordering in the restaurant, speaking about daily activities;
- to make basic phone conversation
- to write short notes or important information,
- to fill in a form with personal information
- to name and recognize some facts about Croatian culture, such as: largest cities, main regions, typical food, historic monuments.

### **Content**

The course HiT-1 is a beginner level course of Croatian as a foreign language, delivered as an online course in Moodle. The course consists of 7 units, each of it having the same structure, consisting of several activities/modules:

- written and spoken version of a main text (aimed at developing communicative competence)
- vocabulary exercises
- grammar explanation (in 3 languages: Croatian, Spanish and English)
- grammar exercises
- activities for developing listening skills and pronunciation
- activities for developing writing skills
- self-assessment activities
- interactive language activities/games(Hot potatoes)
- homework assignments (to develop listening, speaking, writing)
- test (at the end of each unit)
- dictionary – 3 languages (Croatian, Spanish and English)



- information about Croatian culture

Regarding the content, the following topics are covered: introducing oneself, asking question about basic personal information, expressing preferences, describing daily activities, telling time, description of a person (appearance, professions...), going out (invitation and acceptance/rejection), ordering in a restaurant/café, phone conversation.

### **Teaching**

The course is based on communicative approach to foreign language learning that includes focusing on form. The main goal of the course is to develop the communicative competence of language users, using authentic language and frequent vocabulary and language structures. Language structures are explained and practiced in context and students are fostered to notice their communicative function and value (focus on form approach). Besides using the teaching materials in Moodle, in order to practice spoken interaction, the course is supplemented by 24 contact hours of online communication in real time (using Skype or Webinar). Several times during the course the team-teaching in Webinar is practiced.

### **Evaluation**

In order to assess the student's progress, several methods are used: self-assessment activities, homework assignments (graded and/or commented), tests/quizzes, teacher observations, final oral and written test. The final grade is a combination of all the listed elements, including student participation. A) Self-assessment – in each unit there are activities for students self-assessment, so that the students can monitor their progress in all phases of the course. The results of the self-assessment tests give teachers an insight into the process of students learning and it is used to tailor the content of the real-time online classes. B) Tests – the content of each unit are assessed by a test for which a student has a limited time and which can be taken only once. The results at the unit tests are counted towards the final grade. C) Teacher observation - due to the specificities of the course (students from different time zones), the real-time online classes are taught by several teachers (all teachers have the access to Moodle as administrators of the course). In order to follow the student's progress a spreadsheet for teachers is designed where they exchange their observations and comments about each student. Also, teachers regularly exchange emails about content and/or issues in online classes and have Skype session/meetings. D) Final exam - the final exam consists of two parts: a written and an oral section. The written section consists of communication questions, grammar and a short composition on a familiar topic. The oral section of the exam comprises of a prepared speech and an interview with the examination committee over Skype or Webinar. All described components of the evaluation make the elements of the final grade.

### **TALOE specific information**

- a) Identify what was the purpose of the assessment: diagnostic, formative, summative (**Selection Criteria 2**). If different methods/practice have different purposes, please discriminate

In HiT-1 course there are two purposes of assessment: formative and summative. Formative assessment is used to follow the students learning progress. For that purpose we use: comments to students assignments, teachers observation during Skype/Webinar classes, results from self assessment activities. Summative assessment is used at the end of each unit by the unit tests which consist of different types of questions: short answers, close questions, multiple choice questions, yes-no questions. The course ends with the final exam that consists of the written part (similar to other unit tests, including a short essay) and oral part (short prepared presentation and a conversation with teachers).

- b) For each assessment practice identified in 5. please describe what was the learning outcome (from 2.) that was intended to be assessed. (**Selection Criteria 1**)

Specific objectives and outcomes of a unit are tested by each unit test, i.e. specific communicative tasks and language structure. In Unit 1 assessed is aural discrimination of Croatian sounds, ability of students to produce sounds of Croatian (read the letters using appropriate sounds) and the ability of students to use Croatian alphabet to write the sounds they hear. In Unit 2 assessed is the ability to introduce oneself in written and spoken language (name, last name, age, country of origin). In Unit 3 assessed is ability to use the language for social encounters (greetings, asking and answering personal question when meeting new people in formal and informal situations). In Unit 4 assessed is the ability of students to express their preferences and ask the other about it. In Unit 5 assessed is the ability of students to describe their daily activities and to ask and answer questions about it, as well as to make plans with others about going out. In Unit 6 assessed is student's ability to describe their family and family life, including making short phone conversation. In Unit 7 assessed is student's ability to describe themselves, others and objects around them. The final test assesses all outcomes of the course.

- c) Please identify and describe what were the criteria used to mark the results of each e-assessment practice (**Selection Criteria 3/8**)

In the unit tests and self-assessment test it is clearly marked what does a specific result mean, including the comments/recommendations for the students. To pass each test a student needs to achieve 50% of the total score. The grade/score is presented after the student finishes the test together with a comment for low scores: 0-50% unfortunately, you did not pass the test. You should revise a lesson. 51-60% - grade 2. You passed the test, but you should practice more; 61-70% grade: 3. This is good; 71-90% grade: 4. You passed the test with a very good result; 91-100% grade: 5, you passed the test with an excellent grade. Congratulations!. All short answers and essays are graded manually and the comment is given to the student in written form or in oral during the Skype session, graded are language accuracy and usage of vocabulary. Errors and mistakes made by using more complicated structures or vocabulary are marked (for the purpose of learning), but not taking into account for the grade. For oral production criteria for grading is the accuracy in pronunciation (is the speech understandable), appropriate usage of language structures and vocabulary covered in the course, ability to understand and answer basic questions, covered in the course.

- d) Please identify who were the assessors: single teacher, multiple teachers, peers, self.  
**(Selection Criteria 4)**

Assessors are all teachers in the course, at the moment 4 of them.

- e) Please describe what type of skills and competences were intended to be assessed by each method/practice **(Selection Criteria 5)**

As explained in previous questions, all assessment practices are used to assess the authentic usage of language (competences needed for real life situations).

- f) Starting from each learning outcome identified in 2., please identify which e-assessment methods/practices were used to evaluate the real achievement **(Selection Criteria 6)**

Learning outcomes:

1. to introduce themselves in Croatian - test (short essay), teacher observation
  2. to talk about their preferences and daily activities using frequent phrases, basic vocabulary and basic grammatical structures – test (different types of questions), teacher observation, conversation with teachers
  3. to understand written sentences or spoken utterances about basic everyday situations, such as introducing oneself, ordering in the restaurant, speaking about daily activities; making basic phone conversation – tests (different type of questions), teacher observation and communication with teachers
  4. to write short notes or important information – test (short answers)
  5. fill in a form with personal information – teacher observation
  6. to name and recognize some facts about Croatian culture, such as: largest cities, main regions, typical food, historic monuments. – conversation with teachers
- g) Please describe how the learning outcomes identified in 2., the teaching practices described in 4. and the e-assessment strategies described in 5. are connected and promote the autonomy of the learner **(Selection Criteria 7)**.

During the course development a special emphasis was given to the fact that at the end of each unit students should be aware of their achievement in a term of what they can express and/or understand in real life situation by using the knowledge and competences they achieved in each unit.