

CONCEPTUAL OUTLINE

Digest

I work as a full professor at the Department of English at the Faculty of Law and Business Studies “Dr. Lazar Vraktić” in Novi Sad, Serbia. I earned both my master’s and doctoral degree in the field of Applied linguistics from the Faculty of Philosophy, Novi Sad. Additionally, I was a Humphrey/Fulbright scholar and spent a year at Pennsylvania State University, USA. My research is primarily focused on the foreign language *teacher*, but I have also investigated different aspects of students’ learning. More precisely, I conduct research in different aspects of the teacher’s pedagogical activity, reasons for such actions and their effects on students, as well as ways of improvement of teachers’ pedagogical actions, as I firmly believe that the teacher is the most important external factor impacting students’ learning and growth. My research falls into the following ERL scope minor domains: (1) Language thinking: I investigate how the teacher’s language of instruction and testing shapes students’ understanding and helps them make progress; (2) Language activity: I investigate what activities the teacher realizes in the classroom to enhance students’ language proficiency; (3) Language beliefs: I investigate foreign language teachers’ beliefs and how they shape the teacher’s classroom behavior and activity; (4) Language affect: I investigate how teachers’ actions affect students and their learning. Besides that, a great segment of my research is devoted to foreign language teachers’ professional development.

Key words:

educational role of language / teacher as a factor of foreign language learning / second/foreign language learning / language of instruction / language of testing / teacher beliefs / teacher’s pedagogical activity / teaching effect / affect / professional development

[1] ISSUE: Language thinking

Some of my works explore the question of what language foreign language teachers use for instruction and testing and how that language affects students' learning.

Key findings:

- Teachers do ask questions in class, but they do not plan them in advance and they are not related to all levels of Bloom's Taxonomy.
- The language teachers use for writing test instructions and tasks is not devoid of mistakes, and is often ambiguous and imprecise. Such language can be misleading for the test taker and affects a number of important test characteristics.

Issue further elaborated in:

Glušac, T., Pilipović, V. (2017). Developing critical thinking in teaching EFL through asking questions. In: Vujin, B. and Radin-Sabadoš, M. (eds.) *English Studies Today: Words and Visions. Selected papers from "The Third International Conference English Language and Anglophone Literatures Today (ELALT 3)"*. Novi Sad: Faculty of Philosophy. (401-415) <https://digitalna.ff.uns.ac.rs/sadrzaj/2016/978-86-6065-398-9>

Glušac, T., Milić, M. (2021). Quality of written instructions in teacher-made tests of English as a foreign language. *English Language and Teaching*, 46(1), 39-57. DOI: 10.1007/s42321-021-00079-1

Glušac, T. (2022). *New insights into foreign language testing*. Novi Sad: Faculty of Law and Business studies Dr. Lazar Vrkatić. http://www.flv.edu.rs/wp-content/uploads/2022/01/Tatjana_Glusac_-_New_insights_into_foreign_language_testing.pdf

[2] ISSUE: Language activity

A portion of my research activity is focused on the teacher's doing in the classroom.

Key findings:

- ESP university teachers do not employ dictionaries as teaching and learning resources for a number of reasons. They assume their students are skilled at

using printed dictionaries, while students report not having such skills and preferring online word-search options.

- English language teachers create such language tests which require students regurgitate information rather than use information creatively, originally, and for self-expression. In other words, the existing foreign language tests relate to lower levels of Bloom's Taxonomy and do not encourage critical thinking.

Issue further elaborated in:

Milić, M., Glušac, T., Kardoš, A. (2018). The effectiveness of using dictionaries as an aid in teaching standardization of English-based sports terms in Serbian. *Lexikos*, 28, 262-286. <https://doi.org/10.5788/28-1-1465>

Glušac, T., Pilipović, V., Marčičev, N. (2019). Analysis of English language test tasks for seventh- and eighth-graders in Serbia according to Bloom's Taxonomy. *Nastava i vaspitanje*, 68(1), 35-50. doi:10.5937/nasvas1901035G

Glušac, T., Wattles, I., Marčičev, N. (2020). Analysis of English language test tasks for fifth- and sixth-graders in Serbia according to Bloom's Taxonomy. *Inovacije u nastavi*, 23(2), 128-139. doi: 10.5937/inovacije2002128G

Glušac, T., Milić, M. (2020). How university teachers of English for specific purposes and their students employ dictionaries in teaching and learning. In Paripović Krčmar, S. & Smiljanić, D. (Eds.), *Annual Review of the Faculty of Philosophy*, XLV(5), pp. 281-295. DOI: 10.19090/gff.2020.5.281-295

[3] ISSUE: Language beliefs

Some of my works explore student- and practicing foreign language teachers' beliefs.

Key findings:

- Practicing teachers with varying degrees of teaching experience possess beliefs related to the widely practiced approach to foreign language teaching - Communicative Language Teaching.
- Student teachers' beliefs are amenable in the following cases: when they have a chance to do practice teaching in a real classroom, when they do micro teaching, and when their university classes include a variety of different activities - not only teaching, but watching videos, discussions, etc.

Issue further elaborated in:

Glušac, T., Milić, M., Pilipović, V. (2017). Analiza pedagoških uverenja nastavnika engleskog jezika u Srbiji [Analysis of English language students' pedagogical beliefs]. In: Snežana Gudurić & Biljana Radić-Bojanić (Eds.), *Collection of papers "Languages and Cultures in Time and Space 6"*, pp. 429-440. Novi Sad: Filozofski fakultet. <https://digitalna.ff.uns.ac.rs/sadrzaj/2017/978-86-6065-432-0>

Glušac, T., Pilipović, V., Milić, M. (2018). English language student teachers' entry pedagogical beliefs. In: Gudurić, S. & Radić-Bojanić, B. (Eds.), *Collection of papers "Languages and Cultures in Time and Space VII/1"*, pp. 445-455. Novi Sad: Filozofski fakultet. <https://digitalna.ff.uns.ac.rs/sadrzaj/2018/978-86-6065-475-7>

Glušac, T., Pilipović, V. (2019). English language student teachers' pedagogical beliefs: Susceptibility to change and sources of change. *Zbornik Filozofskog fakulteta u Prištini*, XLIX(1), 69-88. doi:10.5937/zrffp49-20309

Glušac, T. (2020). Foreign language teachers' beliefs: A review of literature on the sources, effects, and malleability of beliefs. In: Daszkiewicz, M. & Dąbrowska, A., *In Search for A Language Pedagogical Paradigm*, pp. 173-187. Kraków: Impuls / University of Gdańsk / University of Warsaw.

[4] **ISSUE: Language affect**

I am also interested in exploring the effect of the teaching practice on students.

Key findings:

- Foreign language students do experience anxiety in language classes and of all learning strategies (Oxford, 1990), they employ affective strategies the least.
- Students from our study who were enrolled in the language module (i.e. good language learners) employed cognitive, compensation and metacognitive strategies more than their peers enrolled in the science module. Of all learning strategies, language-orientated students also used affective strategies the least.

Issue further elaborated in:

Pilipović, V., Glušac, T. (2016). The decline in use of affective learning strategies with age. *British and American Studies (BAS)*, vol. XXII, 233-242. Timișoara: Editura Diacritic.

Glušac, T., Pilipović, V. (2016). Good language learners and the use of learning strategies in their EFL learning. In: Gudurić, S. & Stefanović, M. (Eds.), *Collection of*

papers "Languages and Cultures in Times and Space 5", 437-449. Novi Sad: Filozofski fakultet. <http://digitalna.ff.uns.ac.rs/sites/default/files/db/books/978-86-6065-374-3.pdf>

Pilipović, V., Glušac, T. (2022). Foreign language anxiety among elementary school students in Serbia. *Civitas*, 12(1), 176-200. https://civitas.rs/wp-content/uploads/2022/09/05-Vesna-Pilipovic_Tatjana-Glusac_CIVITAS-23_eng.pdf