COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Foreign Language (Croatian) A 2. 1 Užsienio kalba (kroatų) A 2. 1	

Academic staff	Core academic unit(s)
Coordinating: Aleksandra Čičak	Faculty of Philology

Study cycle	Type of the course unit
First (BA)	Individual study

Mode of delivery	Semester or period when it is delivered	Language of instruction
Online / remote work	Spring emester	English, Croatian

Req ıisites	
Prerequisites: Successful completion of the A1.1 level and A 1.2 level exam.	**Co-requisites (if relevant):** none

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	64	66

Purpose of the course unit

The objective of the course is to enable participants to acquire mastery of the Croatian language standard and to develop their competence in comprehending spoken and written texts, engaging in oral interaction and production, as well as written production in the Croatian standard language on familiar topics. The course also aims to enhance students' understanding of Croatian culture, customs, and regional diversity, enabling them to communicate effectively in everyday situations and intercultural contexts.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Upon successful completion of the course unit, students will be able to: Communicate in Croatian in everyday situations and discuss familiar topics, including leisure, work, housing, transport, and Croatian culture. Express opinions, wishes, preferences, agreement, and disagreement in simple conversations. Apply basic Croatian grammatical structures, including noun and pronoun declension, verb conjugation, verbal aspect, and the use of grammatical cases. Use appropriate vocabulary, common expressions, idioms, and collocations in everyday communication. Demonstrate an understanding of Croatian cultural practices, social conventions, and regional diversity.	Communicative methods (exercises) and active teaching methods (dialogues, understanding of situations, visual and audio information, pair work, group tasks, individual tasks, discussion); classical information methods (keywords, concepts, explanations of structures, demonstration of visual, audio and video recordings, etc.); • active teaching methods (dialogues, discussion of audio and video material, pair work, discussion, etc.).	Summative assessment: 1) tests (3); 2) written exam; 3) oral exam

Content	Contact hours	Individual work: time and assignments

	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	**Contact hours, total**	**Individual work**	**Tasks for individual work**
UNIT 1 – Countries and Languages **Communicative Competence** • Expressing impressions of Croatia • Similarities and differences between cultures • Providing basic information about one's native language and the script used to write it • *The more languages you speak, the more people you are worth* – collocations and idioms containing the word *language* • *Speaking standard language or a local dialect* – debate **Grammatical Competence** • Revision of noun declensions • Possessive adjectives • Relational adjectives ending in *-ski, -ški, -čki, -ćki* **Cultural Competence** • Basic information about the Republic of Croatia: geographical location, climate, population, minorities, religions, linguistic characteristics, and the national currency • The Croatian language and writing system • Everyday culture: the custom of kissing • Croatian regions: Zagreb and Hrvatsko Zagorje **Speech Acts** • Introducing oneself, recognizing others, and providing personal information				12			**12**	**12**	Reading, pronunciation and grammar tasks. Oral and written exercises.
UNIT 2 – What Are You Doing This Weekend? **Communicative Competence** • Expressing plans for spending weekends and free time • Newspaper and online tourist offers; hotel and non-hotel accommodation; grocery shopping • Happiness and what is needed to achieve it • *Not Every Day Is Sunday* – collocations and idioms containing the words *holiday, public holiday, weekend, vacation, break,* and *pause* • *Is it better to spend your summer holiday at the seaside or in the mountains?* – debate **Grammatical Competence**				12			**12**	12	Dialogue creation. Grammar tasks. Oral and written exercises.

• The accusative case of adjectives, demonstrative and possessive pronouns, and the reflexive possessive pronoun • The accusative case of personal pronouns and the rules governing their position in a sentence (stressed and unstressed forms) – revision • The order of clitics (table) • Revision of present-tense conjugation patterns: *-ati → -am, -iti → -im* *-ovati, -evati, -ivati → -ujem, -avam, -ujem* *-ati → -jem* • Present-tense conjugation pattern: *-(n)uti → -(n)em* • The present tense of the verb *doći* (to come) **Cultural Competence** • Everyday culture: visiting someone in Croatia – when to arrive, what to bring, etc. • Croatian regions: Gorski Kotar, Kordun, and Moslavina **Speech Acts** • Visiting someone: giving and receiving gifts, apologizing for being late, and announcing one's departure									
Preparation for the written test of language skills **Tests: tasks to test language skills**				4			**4**	**6**	
UNIT 3 – Quality of Life **Communicative Competence** • Quality of life, work and rest, money • Problems in private life and at work • Writing postcards and greetings • *In Black and White* – collocations and idioms containing the words *black* and *white* • *To Have or to Be: Is Money Important for Quality of Life?* – debate **Grammatical Competence** • The locative case of adjectives, demonstrative and possessive pronouns • The locative case of the reflexive possessive pronoun • The locative case of personal pronouns – revision **Cultural Competence** • Everyday culture: the custom of drinking coffee and socializing over coffee • Croatian region: Istria **Speech Acts** • Expressing opinions				10			**10**	**10**	Listening tasks (video and audio recordings), discussion. Speaking, writing, reading exercises, grammar tasks.

UNIT 4 Plans, Wishes, and Possibilities **Communicative Competence** • Volunteering • Wishes and possibilities: The house of your dreams If I had great power If I had a lot of time Plans, Wishes, and Possibilities Communicative Competence Volunteering Wishes and possibilities: The house of your dreams If I had great power If I had a lot of time **Grammatical Competence** Verbal aspect – perfective and imperfective verbs The first conditional (kondicional I): With a personal pronoun and without a pronoun Negative and interrogative forms Uses of the conditional: wishes, possibilities, conditions, and unreal conditions The imperative – revision The vocative case – revision **Cultural Competence** • Everyday culture: where Croatians live • Croatian regions: Podravina and Međimurje **Speech Acts** • Explaining and arguing, responding to arguments • Expressing agreement and disagreement				10			10	10	Oral and written listening, speaking, writing, reading, grammar and translation exercises. Dialogue creation.
UNIT 5 – Transport and Communication **Communicative Competence** • Cars (parts, breakdowns, etc.); mobile phones and cars; car-sharing; traffic and means of transportation • Conversations when meeting someone: Greetings Asking questions Inquiring about family Inviting someone for coffee Inviting someone to visit or arranging another meeting Sending greetings to someone's family • *Shift into Fifth Gear* – vocabulary and collocations related to cars • *Is it better to travel by car or public transport?* – debate **Grammatical Competence**				12			**12**	**12**	Listening, speaking, writing, reading, grammar tasks. Oral and written exercises. Dialogues Мій план на тиждень (My weekly plan).

• Verbal aspect – perfective and imperfective verbs (revision) • The dative case of adjectives, demonstrative and possessive pronouns, and the reflexive possessive pronoun • The dative case of personal pronouns – revision • The possessive dative • Impersonal sentences • Verbs that take the dative case • Present-tense conjugation pattern: *-ati → -jem* **Cultural Competence** • Everyday culture: the expression *"Just a moment!"* • The first trams and cars in Croatia • Croatian region: Lika **Speech Acts** • Telephone conversations: Answering the phone Asking to speak to a particular person Having a conversation Dealing with a poor connection or a disconnected call Ending a conversation Leaving a message on an answering machine									
Preparation for the oral test of language skills Tests: tasks to test language skills				4			**4**	**4**	
Total				64			**64**	**66**	

Assessment strategy	**Weight %**	**Deadline**	**Assessment criteria**
Summative assessment			
Attendance, classwork	10%	continuous	Regular attendance and active classwork is required
Tests: one after the second unit and one after the fifth unit.	30%	During the semester	Tests: tasks to test language skills Rating: Below 50% – Fail 51% to 64% – Sufficient 65% to 77% – Good 78% to 89% – Very Good 90% to 100% – Excellent

Written exam	30%	During the semester	Exam: text comprehension, text creation, lexical, grammatical, pragmatic competence. Rating: Below 50% – Fail 51% to 64% – Sufficient 65% to 77% – Good 78% to 89% – Very Good 90% to 100% – Excellent

Oral exam	30%	At the end of semester	Speech on one of the program topics. The following are assessed: a) the content of the speech on a given topic, i.e. whether the content corresponds to the topic, the coherence of the text, etc. (max. 3 points); b) the form of the speech on a given topic, i.e. the formal structure of the text, cohesion measures, etc. (max. 2 points); c) the language of the speech on a given topic, i.e. the complexity of the vocabulary used in the text, the number of grammatical errors (max. 5 points). **Number of points collected: max. 10 points.**
When preparing written assignments and completing independent study tasks (e.g., generating material for analysis or discussion, analyzing and editing texts, checking spelling and grammar, creating presentation visuals, and performing other routine tasks), generative artificial intelligence (GAI) tools may be used. They must be used in accordance with the Vilnius University Faculty of Philology Guidelines on Generative Artificial Intelligence (https://www.vusa.lt/lt/vu-dirbtinio-intelekto-di-naud), the objectives established in the course description, and the principles of academic integrity, ethics, transparency, and responsibility set out in VU legal acts. The student must declare the use of GAI, indicating the extent and purpose of its use (or the parts of the work for which GAI was used). The student must also be able to explain and substantiate the content generated by GAI or prepared with its assistance and assume full responsibility for the final content of the submitted work.			

Author (-s)	**Publishing year**	**Title**	**Issue of a periodical or volume of a publication**	**Publishing house or web link**
Required reading				
Matovac, Darko	2022.	Basic Croatian Grammar for Croatian Language Learners		Croatian University Press
Čilaš Mikulić, Marica Gulešić Machata, Milvia Udier, Sanda Lucija	2021.	Razgovarajte s nama! Udžbenik hrvatskoga jezika za razine A 2 – B 1		Hrvatska sveučilišna naklada
Udier, Sanda Lucija	2017.	Hrvatska na prvi pogled - udžbenik hrvatske kulture		FF Press
Recommended reading				

Updated: 30. 10. 2026.