PLANNING THE CROATIAN LANGUAGE LESSONS FROM THE PERSPECTIVE:
WHAT WILL MY STUDENTS LEARN, ACHIEVE, ACCOMPLISH TOMORROW?

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The well-known educational paradigm of student-centered teaching has become a value modern Croatian language teaching increasingly pays special attention to. This kind of teaching supports the student's participation in various tasks and activities and that in its goals promotes a participatory way of planning, then proposing, concluding, collecting data, searching for answers, and encourages trust, helping, discovering and deep empathic understanding. Such teaching implies changed roles of teachers and students, and therefore a change of perspective from: What am I going to teach tomorrow? towards: What will my students learn, achieve, accomplish tomorrow? This change can be observed in several areas: (1) the student's contribution in lesson planning, (2) the function of teaching content, (3) the role of the teacher in relation to the role of the student, and (4) the purpose and processes of evaluation. The aim of this paper is, by applying these categories, to investigate whether teachers of the Croatian language plan their lesson from the perspective of thinking about what the students will learn, achieve and accomplish. The identification of these categories and their analysis and interpretation was achieved on the basis of the research material consisting of 60 collected written preparations for the Croatian language and communication lessons.

Keywords*: student-centered teaching; Croatian language teacher; lesson planning in Croatian language teaching; Croatian language learning*

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1. Introduction

The well-known educational paradigm of *student-centered teaching* has become a value modern Croatian language teaching increasingly pays special attention to. The positive effects of a student-centered teaching approach have been proven in numerous case studies and are well documented in the literature (Rogers, 1983, Baxter, 2001, Chase, 2001, Gamboa, 2001, in: Motschnig-Pitrik and Holzinger, 2002, 161). Student-centered teaching supports active learning that includes student participation in discussion, reasoning, asking questions, collecting data, searching for answers, explaining to others sometimes also new teaching contents (in: Matijević and Radovanović, 2011, 69). The goals of student-centered teaching are multiple and numerous, for example: a participatory way of planning, decision-making, encouraging an atmosphere of trust, helping students build self-esteem and self-confidence and achieving results they consider valuable, discovering intellectual and emotional excitement, promoting of deep empathic understanding achieved by the teacher's active listening to the students and many others (Motschnig-Pitrik and Holzinger, 2002, 162). Changing perspective from: *What am I going to teach tomorrow?* towards: *What will my students learn, achieve, accomplish tomorrow?* (Clement, 2000; Ogden, 2001; Wilkerson and Scheffler, 1992, in: Dorovolomo *et al.*, 2010, 448) becomes a key indicator of successful teaching and learning. These questions were the impetus for researching this topic and thinking about the perspective from which teachers of the Croatian language think when planning their lessons. According to Weimer (2002, 72), several areas of monitoring this change can be identified: (1) the student's contribution in lesson planning, (2) the function of teaching content, (3) the role of the teacher in relation to the role of the student, (4) the purpose and processes of evaluation. The aim of this paper is, by applying these categories, to investigate whether teachers of the Croatian language plan their lesson from the perspective of thinking about what the students will learn, achieve and accomplish. The identification of these categories and their analysis will be achieved on the basis of the research material consisting of 60 collected written preparations for the Croatian language and communication lessons.

2. Student-centered lesson planning

A long time ago Težak wrote about the student as the center of teaching, stating that the student is the axis around which the teaching revolves and therefore teaching must be tailored to the student (Težak, 1996, 33). This thought, metaphorically shaped, is the backbone for many teachers in planning lessons and choosing methodical options that engage students. Bognar and Matijević (2005, 405) state that student-oriented teaching implies an effort to ensure more diverse activities for students in the organisation of teaching situations and activities. Matijević and Radovanović (2011) wrote extensively about this topic, who, considering student-centered teaching, point out that under the influence of constructivist theory and curriculum theory, lesson planning is based on learning outcomes

> "... in the form of operational goals, i.e. in the form of goals that guide to operations that students will successfully perform after some teaching episode, after a specific methodical scenario, i.e. after a specific lesson." (Matijević and Radovanović, 2011, 253)

Such starting points have especially come to life in teaching practice with the appearance of subject curricula which, based on the learning outcomes, clearly suggest to the teacher that thinking about the students should be the starting point when planning lessons. The authors also state that

> "... from the very beginning of schooling, these expected learning outcomes should be discussed with the students as often as possible and they should be introduced to them so that they too can participate in evaluating the effectiveness of joint activities, i.e. so that they can participate in the form of critical and creative thinking in certain teaching scenarios (pedagogical workshops, class or group projects, interclass or interschool cooperation, problem solving, creative expression, etc.)." (Matijević and Radovanović, 2011, 254)

Such conversations with students are important and necessary because students need to know what is expected of them, both in terms of mastering knowledge and in terms of their initiative. Tot (2010, 66) emphasizes that student contributions are important in modern teaching, stating that

> "Teaching and learning is a process of interaction in which students, with the support of the teacher, independently adopt certain forms of knowledge, judgment, evaluation and action." (Tot, 2010, 66)

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Teachers who support student-centered teaching in planning their lessons focus on thinking about students as active participants in the learning process who think critically and participate in the problem-solving process (Garrett 2008, 34), therefore such teachers plan those activities and tasks which lead to the active participation of students in the learning process. Since the student is considered the most important constitutive determinant, not only methodical but also the determinant of the entire educational agency (Bežen, 2008, 274), it is understandable that the entire teaching should be directed to them. So, although student-centered teaching is not new, there is a growing interest for such teaching in which the student is the center and which leads to greater student success and greater teacher satisfaction. (Brown Wright, 2011, 93) However, not only do students achieve better learning results in such classes, but their satisfaction increases with their active participation in the learning process. This is also shown by the results of research on students in Croatian language classes, i.e. on their active participation in various activities. Namely, when talking about their active participation in the teaching of the Croatian language, the students emphasize the positive aspects of such work, stating the usefulness of their active participation because it is a way of learning that allows them to master the teaching content of the Croatian language better, faster and easier and also connect them more successfully. Also, students notice that their activity contributes to better personal success and greater motivation and interest for the good knowledge of the Croatian language, proper reading and writing, and expressing one's own opinion. Students who actively participate in Croatian language classes explain this by their desire to notice their own mistakes and correct them, as well as their desire to check their own understanding of the teaching content and the possibility of clarifying what they do not understand (Bjedov, 2019, 33, 34). Given that the planning and performing of lessons include activities carried out in a way that can improve student learning, teachers are expected to think in the way that can be expressed by the question: *What will my students learn, achieve, accomplish?* Such an approach to teaching also includes changing the perspective of both teachers and students, i.e. changing their roles.

2.1. Student's contribution in lesson planning

Traditional teaching supports the teacher and his dominant role in teaching, which can adversely affect students, their motivation and self-confidence, therefore students should be involved in various activities from the beginning. This can, for example, be achieved by offering students a list of tasks and activities from which they can choose the ones they want to accomplish[2] (Weimer 2002, in: Brown Wright, 2011, 92). This means that the teacher designs the tasks and activities in advance, synchronising them with the planned learning outcomes. With such freedom in work and study and research based on personal interests, which is supported by the teacher, not only better results can be achieved, but also the experience of personal value, self-confidence and promotion of social skills. This approach also requires very specific teacher's attitudes, i.e. a changed role that includes open communication, positive attitude and deep understanding towards students (Rogers, 1983 and Aspy, 1972, in: Motschnig-Pitrik and Holzinger, 2002, 161). Ideas can be initiated by teachers, but it is important to invite students for their contribution in lesson planning – what projects to design and realise and at what pace to accomplish tasks and activities. In the same way, ideas can be proposed by students, whereby "...the student's active participation in the lessons also includes the teacher's obligation to enrich some parts of the teaching content at the student's initiative" (Sekulić-Majurec, 2007, 308). So, the role of the student becomes primary; the teacher would be an advisor and mentor, but would retain ultimate responsibility for monitoring students and guiding them toward success and learning goals (Tyma, 2009, in: Brown Wright, 2011, 92). Such a change can result in many desirable learning outcomes: students would gain experience of how to function as leaders and as collaborators, then, as needed, they would take the initiative in proposing ideas (Brown Wright, 2011, 92).

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[2] An open system or free work is based on such an approach, which in didactic-methodical communication offers students a choice of learning methods, i.e. research and creation (Rosandić, 2005, 207).

2.2. Function of teaching contents

In the diagram of contemporary teaching, the question of the function of teaching content is particularly important. Namely, the teaching contents should be planned in accordance with the learning outcomes, i.e. they should be in the function of realising the planned learning outcomes. This means that students need to master the appropriate knowledge in order to be able to apply it functionally, that is, as Liessmann (2008, 27) points out, to be able to connect them according to logical and consistent criteria so that they result in a meaningful and verifiable correlation. Of course,

> "In choosing the content, it is necessary to respect the language algorithm that gives an accurate description of the language process. In the methodical transfer, it is important to structure this content (based on scientific research) according to the principle of adequacy, systematicity and on the basis of checking the functioning of the components of the program in teaching practice. If the steps of this scheme are omitted, systematic learning/cognition becomes impossible. Such procedures disrupt the interiorisation of language concepts." (Kolar, Billege, 2020, 68)

So, teaching contents are important and their learning should be systematic, appropriate and functional. However, the successful student is often considered to be the one who has mastered only the ability to reproduce knowledge, often at the lowest levels of knowledge. (Brown Wright, 2011, 93) Also, Brown Wright (2011, 93) points out that Weimer (2002) appeals that teaching contents should not be seen as endpoints in themselves but

> "… as a means of helping students learn how to learn. The skills they need to develop include learning skills, time management, the ability to express themselves orally and in writing, and other skills." (Weimer, 2002, in: Brown Wright, 2011, 95)

In this sense, it is important to emphasize that the teacher's guidance of students is necessary and important in developing those skills as well as critical thinking and problem solving. Perhaps a slower pace is needed in the realisation of these skills, i.e. for active learning, but this will enable constructive interaction between students and a teacher and students with each other, which will ultimately result in high satisfaction for both students and teachers. Cornelius and Gordon (2008,

34) asserted that flexibility in teaching and learning strategies enables student-centered learning.

2.3. The role of the teacher in relation to the role of the student

Although the role of the teacher and the role of the student are changing, the teacher is still in charge of most teaching activities: from selecting and organizing content to applying the concept of student evaluation. This means that the changed role of teachers and students should be continuously worked on. Brown Wright (2011, 93) points out that Weimer (2002) unequivocally states that students learn by learning and thus their involvement in activities promotes learning. Teaching activities that involve students provide the opportunity to understand and assimilate learning content in appropriate ways. Motschnig-Pitrik and Holzinger (2002, 161) point out that Baxter and Gray (2001) also agree that effective learning is one in which students are actively involved in the learning process itself. This means that students should not passively receive information, but actively participate in the lesson by carrying out the planned activities. However, this activity does not have to be only participation in discussions or reading from textbooks or other appropriate sources (Oldenburg, 2005, in: Brown Wright, 2011, 94), but these can also be the activities in which students are in the role of teachers[3], and which is expertly mentored and directed by the teacher. Learning success will be higher if teaching is organized using collaborative methods that involve the students themselves and their interaction (Cantone, 2001, in: Brown Wright, 2011, 94). In this way,

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[3] Mayer (2005, 83) points out that learning by teaching is a version of collaborative learning "...where students in equal interaction within a small team alternately assume the role of a teacher and then again of a student. There are solid empirical confirmations that during this procedure, both students who take on the role of a teacher and their fellow students who take on the role of a student make equally good progress in learning (Renkl, 2000; Hubert/Konrad/Wahl, 2001)" (Mayer, 2005, 83). It is a well-known methodical procedure of reciprocal teaching that includes group work in which students take turns in the role of a teacher, accomplishing five tasks: summarizing what has been read, devising two or three questions about what has been read and asking these questions to the students in the group, clarifying difficulties in teaching content when other members of the group are not quite sure about, predicting what the next passage will be about and finally assigning everyone to read the next passage (Meredith, Steele and Temple, 1998, 23).

i.e. by introducing students' active participation in teaching, not only their learning but also their conceptual understanding can be increased (Knight and Woods, 2005, in: Brown Wright, 2011, 94). So, in planning the activities that will be carried out in the classroom, the focus should be on identifying the tasks that students need to complete in order to master the knowledge in accordance with the planned learning outcomes. Also, if modern teaching supports the student's independent learning, i.e. active participation in the set activities and tasks with the full support of the teacher, then the student is expected to take responsibility for that process. Tot agrees with this by stating: "In such classes, students take responsibility for their own learning process" (Tot, 2010, 66). However, the question arises on how skilled teachers and students are in this change and whether they are ready for that change. It is necessary to demand such engagement from students, which means training them to take responsibility and control over their learning (Slunt and Giancario, 2004, in: Brown Wright, 2011, 94), but also to create conditions for this change by motivating students, encouraging their intellectual curiosity and responsibility.

2.4. Purpose and processes of evaluation

In student-centered teaching, the purpose of evaluation is no longer (just) generating grades, but promoting learning in which students will learn to evaluate their own work and the work of their classmates by asking critical and constructive questions, discussing in pairs or in groups. Promoting learning can also be achieved through e-learning, then problematising language and other issues, realising projects that will be significant and useful to the wider community, opportunities to applying theoretical knowledge in appropriate examples and practical tasks and skills (Weimer, 2002, in: Brown Wright, 2011, 95). Otherwise, it is necessary to vary evaluation procedures between evaluation for learning, evaluation as learning and evaluation of what has been learned, which means including formative and summative evaluation. Evaluation for learning takes place during learning and teaching and refers to the process of collecting information about the learning process with the interpretation of that information so that students can improve their learning and teachers can improve their teaching. It does not re-

sult in a grade but in the exchange of information about learning and learning outcomes. Feedback is a central part of evaluation for learning because it allows the learner to take control of their own learning. Evaluation as learning implies the student's active involvement in the learning process with the teacher's support in order to encourage the student's independent and self-regulated approach to learning. And the third approach, the evaluation of what has been learned, is a summative evaluation, the purpose of which is to evaluate the realization of the outcomes after a certain (shorter or longer) period of learning and teaching. It is about summarizing information about what the student knows and can do at a certain point in time with the aim of assessing the achievement of the learning outcomes defined by the subject curriculum. (Guidelines, Ministry of Science and Eduction, 2020, 9, 16) Formative evaluation is carried out during the learning and teaching process and has the goal "... to determine the student's progress and identify possible problems to support his progress and educational development" (Kolar Billege, 2020, 86). Summative evaluation is carried out at the end of the learning and teaching process with the intention of "... determining the success of students at the end of an educational period (semester, end of school year) according to the set standards" (Kolar Billege, 2020, 88).

3. Research methodology

3.1. Subject and goal of research

For the purposes of this paper, a research was conducted to determine how teachers approach the planning of Croatian language lessons. The goal was to investigate whether Croatian language teachers plan their lessons thinking about what the students will learn, achieve, and accomplish. This means that the student's contribution in the teaching of the Croatian language was considered, then the role of the teaching content, the student's participation in activities and tasks, and evaluation planning. With this in mind, the following categories described in the theoretical part of the work were determined:

1. student's contribution in lesson planning – participation in tasks given in advance;

2. function of teaching contents – they are/are not in the function of achieving the planned learning outcomes;
3. the role of the teacher in relation to the role of the student – the teacher facilitates and directs / the student actively participates in activities and tasks in the teaching of the Croatian language;
4. processes of evaluation – they are /are not planned (4a) students are / are not involved in the evaluation (4b).

3.2. Participants

The research participants were teachers of the Croatian language in elementary school, that is, those who teach the Croatian language from the 5th to the 8th grade. Also, the participants were high school teachers of the Croatian language who teach the Croatian language in grammar schools and secondary vocational schools.

3.3. Research material

The research material consists of 60 written lesson plans for the Croatian language and communication lesson, the subject area of the Croatian language. These are the lesson plans of Croatian language teachers in two counties: Osijek-Baranja and Brod-Posavina. The number of collected lesson plans can definitely give a certain insight into the subject and objective of the research, and the obtained results can be relevant indicators for planning Croatian language lessons from a different perspective. Nevertheless, the number of collected lesson plans is not representative, therefore, the obtained results do not represent all the lesson plans of the teachers in the counties covered.

3.4. Method of collecting research material

The research material was collected electronically during the years 2020, 2021, 2022 and 2023. The teachers were asked to submit a written lesson plans for the Croatian language and communication lesson without additional requirements on how the preparation should be structured and what methodological aspects it should contain. 60 teachers responded to the invitation and each teacher submitted one of their lesson plans via e-mail without specifying their personal informa-

tion. Although there were no special requests were made to the teachers regarding the outlook of their lesson plans, it is possible that individual teachers might have sent their representative sample lesson plans.

3.5. Method of presenting results

The results of the research are shown in overview table 1, which lists the names of the teaching units, i.e., the topic, and the results for each observed category. The results are presented on the total sample. All obtained results were analysed and expressed in numerical ratios and interpreted according to the specified categories on the total sample. For each observed category, given examples are also interpreted. The examples are classified according to the categories in overview Table 2 in their original form without modification and language editing.

4. Results and discussion

4.1. Analysis on the total sample

Out of 60 collected and analysed written lesson plans for the Croatian language and communication lessons, only one (1) showed the *student's contribution* to lesson planning (Table 1). Regarding the *function of the teaching contents*, in all the analysed lesson plans it is clear that the contents are in the function of achieving learning outcomes. Also, in all the analysed lesson plans, the *students' active participation* in planning is observed, and the teacher facilitates and directs the students. As for the *planning of the process of evaluation*, this category was observed in slightly more than half of the lesson plans (36), while the *student's involvement in the evaluation process* was evident in 33 lesson plans. All results are shown in Table 1.

Table 1. Presentation of the planning of Croatian language teaching and communication in written lesson plans according to categories

lpnr[4]	the name of the teaching unit or topic	educational level (primary school / secondary school)		observed categories				
				(1) student's contribution in lesson planning (participation in tasks given in advance)	(2) function of teaching contents (they are/are not in the function of achieving learning outcomes)	(3) the role of the teacher in relation to the role of the student (the teacher facilitates, the student actively participates)	(4) processes of evaluation	
		PS +/-	SS +/-	yes/no +/-	yes/no +/-	yes/no +/-	(4a) (they are / are not planned) yes/no +/-	(4b) (students are / are not involved) yes/no +/-
1.	Participles – replacing dependent clauses with participles	+		-	+	+	+	+
2.	Variable types of words	+		-	+	+	+	-
3.	Accent system of the Croatian language	+		-	+	+	+	+
4.	Independent sentences	+		-	+	+	+	+
5.	Description and adjectives	+		-	+	+	+	+
6.	Adjectives	+		-	+	+	+	+
7.	Direct and indirect speech	+		-	+	+	+	+
8.	Capitalization in multiple-word names	+		-	+	+	+	+
9.	Purpose and structure of spoken text		+	-	+	+	+	-

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4 The abbreviation *lpnr* indicates the number of the lesson plan.

No.	Topic							
10.	Writing a biography		+	-	+	+	-	-
11.	Dative and Locative	+		-	+	+	-	-
12.	Dative and Locative	+		-	+	+	+	+
13.	Croatian language		+	-	+	+	-	-
14.	Characteristics of functional styles		+	+	+	+	+	+
15.	From the Indo-European language family to the Croatian language		+	-	+	+	-	-
16.	Language as a system of signs		+	-	+	+	-	-
17.	Language and communication		+	-	+	+	-	-
18.	Linguistic sign		+	-	+	+	-	-
19.	Language and communication		+	-	+	+	-	-
20.	From the Indo-European language family to the Croatian language		+	-	+	+	-	-
21.	Words in the dictionary Instrumental News		+	-	+	+	-	-
22.	Cases	+		-	+	+	+	+
23.	Declension of nouns	+		-	+	+	+	-
24.	Instrumental	+		-	+	+	+	+
25.	Declension of nouns	+		-	+	+	-	-
26.	The news		+	-	+	+	+	+

No.		C1	C2	C3	C4	C5	C6	C7
27.	Standard language norm	+		−	+	+	−	−
28.	Adverbs		+	−	+	+	−	−
29.	Uninflected words		+	−	+	+	+	+
30.	Replacing dependent clauses with participles		+	−	+	+	+	+
31.	Phonologically conditioned sound changes	+		−	+	+	+	+
32.	Uninflected words		+	−	+	+	+	+
33.	The accent system of the Croatian standard language	+		−	+	+	+	+
34.	Nouns	+		−	+	+	+	+
35.	Interview	+		−	+	+	−	−
36.	Linguistic borrowing	+		−	+	+	−	−
37.	Dependent sentences	+		−	+	+	+	+
38.	Uninflected types of words	+		−	+	+	−	−
39.	Independent sentences	+		−	+	+	+	+
40.	Adjectives – inflected type of word		+	−	+	+	+	+
41.	Imperative		+	−	+	+	+	+
42.	Grading of adjectives		+	−	+	+	+	+
43.	Adverbial clauses		+	−	+	+	−	−
44.	Predicative sentence		+	−	+	+	−	−

45.	Grading of adjectives	+		-	+	+	+	+
46.	Stylistically marked words	+	+	-	+	+	+	+
47.	Functional styles		+	-	+	+	-	-
48.	Onomastics	+	+	-	+	+	+	+
49.	Curriculum Vitae	+		-	+	+	+	+
50.	Describing a person (portrait)	+		-	+	+	-	-
51.	Verb tenses - present	+		-	+	+	-	-
52.	Capital initial letter - institutions	+		-	+	+	-	-
53.	Declension of nouns	+		-	+	+	-	-
54.	Types of loanwords		+	-	+	+	+	+
55.	Neologisms	+		-	+	+	+	+
56.	Accents in Croatian standard language	+		-	+	+	-	-
57.	Present	+		-	+	+	+	+
58.	Personal and possessive pronouns	+		-	+	+	+	+
59.	Temporal stratification of language		+	-	+	+	+	+
60.	Functional styles		+	-	+	+	+	+
	Total:	**33**	**27**	**1**	**60**	**60**	**36**	**33**

Analysing the collected lesson plans for teaching the Croatian language and communication, it can be observed that in the planning of lessons teachers also think about the students and their active involvement in the lessons. Although the concept of student-oriented teaching has long been known in the literature, its wider and practical application gains momentum and greater significance with the appearance of a new subject curriculum. Namely, the old curriculum had the teaching content as the starting point, while in the current subject curriculum these are the learning outcomes, which certainly influenced an even greater change in the roles of teachers and students. When in planning the teaching of the Croatian language teachers start from the learning outcomes, it means they start from the students and their needs, and they shape the tasks and activities that they will carry out in class. Through their active participation in the achievement of learning outcomes, students take responsibility for learning. The function of the teaching content is in accordance with the above-mentioned thinking about learning outcomes as starting points, which means that the analysed material shows how they are in the function of realizing the planned learning outcomes. When it comes to the student's contribution in lesson planning, i.e. participation in activities and tasks given in advance, we can say that such student involvement is also important and desirable because these activities encourage orientation towards students, their needs and opportunities, and build trust that is held to be extremely important quality for work (Bjedov, 2019, 111). So, student's participation in lesson planning can be achieved by the so-called homework in advance. It is about activating student's potential by taking on tasks that are assigned to students in advance and that enable students to learn individually and in groups, and have stimulating effects for teaching and self-learning (Bjedov, 2019, 111). The planning of the evaluation process is evident in part of the analysed research material, however, in slightly less than half it is not, so it is necessary to systematically work on planning the evaluation in every lesson. It is, of course, possible for teachers to carry out evaluation procedures and not write them down in their lesson plans, but it would still be necessary because the written lesson plan is a document from which it is evident that the teacher created the lesson professionally and thoughtfully (Matijević and Radovanović, 2011, in: Bjedov and Ivić, 2019, 39). In the same way, in modern teaching of the

Croatian language, the participation of students in evaluation processes is expected, which is also evident in the part of the analysed preparations, but that part of the teaching can also be improved.

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If you look at Table 2 and the first example in which the *student's contribution to lesson planning* is planned, you can see productive homework in advance. Already in the first sentence of this example, it is clear that the students come prepared to class, and this preparation refers to the concrete and creative task of observing the open space and its details, and creating a travelogue. In the above examples that describe the *function of teaching content*, the secondary originative, role of teaching content is evident. This means that the emphasis is on the student's activity, creative, which encourages imagination, fantasy (*Imagine that you are somewhere on the other side of the world...*), but also problematization and curiosity (*... no one understands you because they don't speak your language or another language you know How will you order and explain that you want to drink water and eat fish?*). Likewise, the emphasis is on the communicative-functional approach[5] to learning the Croatian language, which encourages knowledge of the language in use (*Write 3–4 sentences about the weather from the perspective of a forecaster, a writer/poet, a journalist and a man next door. / Students are given the task of writing three different messages about the same content:*). The role of teaching content aimed at mastery of use is also evident in the example of *statues* – a dramatic methodical procedure that activates the student's movement and is carried out in pairs or in groups (*Students are divided into groups of four. Within each group, they are divided into pairs and agree on which pair will show the statement of the means and which will show the statement of the community.*). In the analysed research material, it is clear that the students have a dominant role in the lesson in the realization of planned tasks and activities, and given examples of the *role of the teacher in relation to the role of the*

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[5] It is an approach to language acquisition that "... emphasizes and affirms the importance of communication practice and a pragmatic approach to language content, functional language teaching with the purpose of successful communication in everyday communication situations, and the development of communication competence (ability for practical language use) in relation to linguistic competence (theoretical knowledge of language)" (Pavličević-Franić, 2005, 73).

students supports this. In the detailed and elaborated examples, the emphasis on student activity in all steps of the task is evident (*At each station, they solve the tasks on the slip that is in the yellow envelope. When they solve the slip…*), but the teacher's effort in thinking, preparing and organising these activities and tasks before class is also clear. Also, students take responsibility for their own learning by controlling their answers after designing the questions according to the given instructions (*Then they return the notebook to the owner who checks the accuracy of the answers to their questions.*). Their participation and responsible learning is also evident in the next task: *Choose three words and, using digital tools, find their translations in three Slavic languages. Prove that these languages belong to the same group.* In the examples of tasks for which evaluation is planned, the use of quizzes can be observed – they are a very popular and attractive method of evaluation in the teaching of Croatian language, which is increasingly used due to the availability of tablets to students (*Students solve the quiz independently on their tablets and check their knowledge.*). Also, evaluation planning according to the guidelines given in advance is evident in the example in which the student is asked to compose *a three-part composition of 200 words in which they must use at least 10 polynomial terms*. The involvement of students in evaluation is also highlighted in several examples in Table 2. In the *peer evaluation* it is about evaluation as learning, otherwise, one of the three approaches to evaluation prescribed in the subject curriculum for Croatian language. Evaluation as learning implies the student's active involvement in the learning process with the teacher's support with the aim of encouraging the student's independent and self-regulated approach to learning (*Guidelines of the Ministry of Science and Education*, 2020, 16). This teacher's support can also be seen in this example: *On the slide show, the teacher shows the students the solutions to the tasks. Students themselves check the accuracy of their answers, correct them and explain their mistakes.* The teacher's guidelines, i.e., the instructions for the student's evaluation, are clearly presented in the *Table of instructions for evaluation of mini-posters*, which include as many as 14 criteria factors that encourage students to guided evaluation.

Table 2. Examples of lesson plans in Croatian language and communication in analyzed written preparations according to categories

Observed categories	Example	Number of the lesson plan in Table 1.
student's contribution in lesson planning (participation in tasks given in advance)	*Students come prepared to class. They were previously given a task: walk around the city and visit the sculptures. Design a travelogue. Include descriptions of streets and landmarks, descriptions of people you met and talked to. Narrate, describe events and encounters. Share your thoughts, feelings and comments about your trip around the city.*	14.
function of teaching contents (they are/ are not in the function of achieving learning outcomes)	*Write 3-4 sentences about the weather from the perspective of a forecaster, a writer/poet, a journalist and a man next door. Compare the written texts - how are they similar and how are they different.*	13.
	Imagine that you are somewhere on the other side of the world - you are thirsty and hungry and therefore enter a restaurant. But no one understands you because they don't speak your language or any other language you know. How will you order and explain that you want to drink water and eat fish? Share your thoughts in pairs.	16.
	Students are given the task of writing three different messages about the same content: 1. to the mother on the refrigerator 2. to a friend on Facebook 3. to a classmistress via e-mail.	19.

	Activity 5: Statues *Students are divided into groups of four.* *Within each group, they are divided into* *pairs and agree on which pair will show* *the statement of the means and which will* *show the statement of the community. Each* *pair should write down on paper a sentence* *with an instrumental in the chosen meaning.* *One student in the pair is a sculptor, and the* *other is a clay. The sculptor shapes the clay* *by placing it in a position that represents* *the action expressed in the sentence as* *realistically as possible. When the statues* *are finished, all the sculptors go on a tour of* *the statue gallery and present their statues.* *Sculptors try to guess what statues designed* *by others represent. Then the sculptor shows* *his sentence written on paper and together* *with the others comments on the success and* *creativity of the statue, with an emphasis on* *checking the correct use of the preposition* *with in the sentence.*	24.
the role of the teacher in relation to the role of the student (the teacher facilitates, the student actively participates)	*Activity 1 – Work in the stations* *Students listen to instructions about working* *in the stations. They are divided into groups.* *Each group has a leader. There are four* *stations. At each station, they solve the tasks* *on the slip that is in the yellow envelope.* *When they solve the slip, they put it in an* *empty envelope and the group leader leads* *them to the next station where other tasks* *await them. They can stay at one station for* *a maximum of 5 minutes. At the prearranged* *signal, they move to the next station. When* *they have visited all the stations, they return* *to their place.*	6.

		Activity 3 – 5 questions about accents *a) Students do this activity in pairs. Each student in a pair comes up with their own five questions about accents. After writing the questions, they exchange notebooks and answer each other's questions. Then they return the notebook to the owner who checks the accuracy of the answers to their questions. The questions should be designed according to the following instructions:* *1. the first question should be such that everyone can find the answer in the text* *2. the second question should contain more than one piece of information, but in such a way that it can be easily found in the text* *3. the third question requires a description or comparison* *4. the fourth question begins with why* *5. the fifth question asks students for their own opinion.*	3.
		Choose three words and, using digital tools, find their translations in three Slavic languages. Prove that these languages belong to the same group.	20.
	(they are / are not planned)	*Students solve the quiz independently on their tablets and check their knowledge. The 1st attempt to solve the quiz is evaluated according to the point scale prepared by the teacher.*	3.
		The student invents a story related to the term he drew on the card and writes a three-part composition of 200 words in which they must use at least 10 polynominal terms. Evaluating the story according to predetermined guidelines.	8.

processes of evaluation		*- peer evaluation* *a) Students do this activity in pairs. Each student in a pair comes up with their own five questions about accents. After writing the questions, they exchange notebooks and answer each other's questions. Then they return the notebook to the owner who checks the accuracy of the answers to their questions. The questions should be designed according to the following instructions:* *1. the first question should be such that everyone can find the answer in the text* *2. the second question should contain more than one piece of information, but in such a way that it can be easily found in the text* *3. the third question requires a description or comparison* *4. the fourth question begins with why* *5. the fifth question asks students for their own opinion.)*	3.
	(students are / are not involved)	*Activity 3 - We teach* *Students return to their home groups. Each student teaches the other students in the group about the principle they have studied. He checks understanding and mastery by giving them tasks that he solved in the expert group. Students instruct each other on the use of spelling rules* *Activity 4 – We check* *On the slide show, the teacher shows the students the solutions to the tasks. Students themselves check the accuracy of their answers, correct them and explain their mistakes.*	8.

They present the results of their research from the Activity 2 with a mini-poster. Students create a mini poster with case names, case questions and extended case questions. They pronounce the case names correctly. The teacher gives guidelines for making mini-posters.

Table of instructions for evaluation of mini-posters

	YES	NO	
title – impact, accuracy interest			
authorship of mini-poster visible			
text - content accuracy			
text - spelling accuracy			
brevity of the text			
illustration, drawing			
visibility 2-3 meters			
organisation and orderliness			
presents without reading			
emphasizes what is important			
clearly forms sentences			
addresses the audience			
answers the questions asked			
attractiveness			
			____/ 14 points

22.

5. Conclusion

Planning the Croatian language lessons from the perspective: *What will my students learn, achieve, accomplish tomorrow?* becomes a fundamental characteristic of student-centered teaching and is held to be a key indicator of successful teaching and learning. This perspective expressed by the highlighted question is necessary in order to make the student the center of the teaching, a factor that independently learns, discovers, questions, and solves tasks. Such an approach requires a certain effort from both teachers and students, their joint effort and engagement. Such efforts, first of all, should start already during the lesson planning itself, with the teacher's involvement of the students' activities and tasks in advance. The students' initiative can have positive implications for the students themselves, by establishing even greater trust between teachers and students, then by increasing the student's responsibility for learning, and by promoting learning by applying different evaluation procedures. The results of the research on how teachers approach the lesson planning of Croatian language and communication showed the teacher's focus on learning outcomes and that the student is the predominant factor in teaching who takes responsibility for learning. However, the results also showed that evaluation needs to be planned in every lesson. Although this topic is continuously present in the academic discourse and at all educational levels in different ways, especially in the methodical courses of the initial education of future teachers and in teacher educations, it is still necessary to discuss it and explore different methodical possibilities and contributions and the ways of their realization.

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PLANIRANJE NASTAVE HRVATSKOG JEZIKA IZ PERSPEKTIVE: *ŠTO ĆE MOJI UČENICI SUTRA UČITI, POSTIĆI, OSTVARITI?*

Vesna Bjedov

Poznata obrazovna paradigma nastava usmjerena na učenika postala je vrijednost kojoj se u suvremenoj nastavi hrvatskoga jezika sve više posvećuje osobita pozornost. Riječ je o nastavi koja podupire učenikovo sudjelovanje u različitim zadatcima i aktivnostima i koja u svojim ciljevima promiče participativan način planiranja, zatim predlaganje, zaključivanje, prikupljanje podataka, traženje odgovora te potiče povjerenje, pomaganje, otkrivanje te duboko empatijsko razumijevanje. Takva nastava implicira i promijenjene uloge nastavnika i učenika, a samim tim i promjenu perspektive iz: Što ću sutra poučavati? prema: Što će moji učenici sutra učiti, postići, ostvariti? Ta se promjena može pratiti u nekoliko područja: (1) učenikov doprinos u planiranju nastave, (2) funkcija nastavnih sadržaja, (3) uloga nastavnika prema ulozi učenika te (4) svrha i procesi vrednovanja. Namjera je ovoga rada primjenom tih kategorija istražiti planiraju li nastavnici hrvatskoga jezika nastavni sat iz perspektive razmišljanja o tome što će učenici učiti, postići i ostvariti. Identifikacija tih kategorija i njihova analiza te interpretacija ostvarena je na istraživačkoj građi koju čini 60 prikupljenih pisanih priprava za nastavni sat hrvatskoga jezika i komunikacije.

Ključne riječi: *nastava usmjerena na učenika; nastavnik hrvatskoga jezika; planiranje nastave hrvatskoga jezika; učenje hrvatskoga jezika*