

Professional profile: Renata Šamo

Dr Renata Šamo is an assistant professor in EFL teacher education (SLA & TEFL Section) in the Departments of Teacher Education and English Studies at the Faculties of Teacher Education and Humanities and Social Sciences of the University of Zagreb, Croatia. She has also taught at higher education institutions in Pula and Rijeka. She has taught at primary and secondary schools in Pula, Croatia and Derventa, Bosnia-Herzegovina.

Her main areas of research interest include: TEFL, SLA focused on YLs, ESP, EAP, EFL Teaching Methodology, L1/L2 Reading, Psycholinguistics, Discourse Analysis and Linguistic Landscapes.

Research projects

- 2007 - 2012 Usvajanje engleskog jezika od rane dobi: analiza učenikova međujezika. [Acquiring English from the Early Age: Analysis of Learner Interlanguage]. Sponsored by Ministry of Science, Education and Sport, Republic of Croatia. Headed by Professor Jelena Mihaljević Djigunović. (130-1301001-0988)
- 1997 - 2001 Istraživanje procesa učenja i usvajanja stranih jezika. [Research into the Process of FL Learning and Acquisition]. Sponsored by Ministry of Science, Education and Sport, Republic of Croatia. Headed by Professor Yvonne Vrhovac. (130750)

Publications

Books

- 2014 Čitanjem do spoznaje, spoznajom do čitanja. [From Reading to Cognition, from Cognition to Reading]. Zagreb: Učiteljski fakultet [Faculty of Teacher Education]. ISBN: 978-953-7210-76-2. 125 pages.

Book chapters, Journal articles and proceedings

- 2015 Receptive Skills in the Linguistic and Non-Linguistic Context of EFL Learning. In Mihaljević Djigunović, J. and Medved Krajnović, M. (eds.). *Early Learning and Teaching of English. New Dynamics of Primary English* (pp. 174 - 190). Bristol: Multilingual Matters Ltd. (Verlag). ISBN: 9781783093373.
- 2015 A Contribution to Reconsidering the Role of Slang and Colloquialisms in Contemporary Foreign Language Teaching. In Peti Stantić, A. et al. (eds.). *Language Varieties Between Norms and Attitudes. South Slavic Perspectives. Proceedings from the 2013 CALS Conference.* (pp 133 - 149). Frankfurt am Mein: Peter Lang. (with Ćurić, I. & A. Mikulec)

- 2015 Reading: Some theoretical issues and their pedagogical implications. In Mihaljević Djigunović, J. (ed.). *Children and English as a Foreign Language*. (pp 139-148). Zagreb: University of Zagreb, Faculty of Humanities and Social Sciences, FF Press. ISBN: 978-953-175-560-3.
- 2015 The development of strategic readers. In Mihaljević Djigunović, J. (ed.). *Children and English as a Foreign Language*. (pp 149 - 155). Zagreb: University of Zagreb, Faculty of Humanities and Social Sciences, FF Press. ISBN: 978-953-175-560-3.
- 2014 Inside L2 Reading: Special Focus on Young Learners. In Gačić, M. and Šamo, R. (eds.). *Early Foreign Language Learning and Teaching: Perspectives and Experience* (pp. 126 - 133). Zagreb: Učiteljski fakultet [Faculty of Teacher Education]. ISBN: 9789537210755.
- 2012 Some processes underlying text comprehension. *Rassegna Italiana di Linguistica Applicata. Standardized Language Testing: contemporary issues and applications*. XLIV (2-3) / 2012: 243 – 254.
- 2012 L1/L2 reading as information processing. In Peti-Stantić, A. and Stanojević, M.M. (eds.). *Language as Information. Proceedings from the CALS Conference 2012*. Frankfurt am Mein: Peter Lang Edition, pages 31-42. ISBN 978-3-631-64758-5.
- 2012 Usmeno izvješće – metodološka podloga za analizu procesa obrade jezičnih podataka [Verbal Protocols – Methodology Foundation for the Analysis of Language Data Processing]. In Pon L., Karabalić, V. and Cimer, S. (eds.). *Aktualna istraživanja u primijenjenoj lingvistici. Zbornik radova s 25. međunarodnog skupa HDPL-a*. [Current Research in Applied Linguistics: Proceedings of the CAAL 25th International Conference]. Osijek: HDPL [CAAL], pages 273-285. ISBN 978-953-314-049-0.
- 2011 U labirintnom Borgesovom diskursu [In Borges's Labyrinthine Discourse]. Karabalić, V., Aleksa Varga, M. and Pon, L. (eds.). *Diskurs i dijalog. Teorije, metode i primjene. Zbornik radova s 24. međunarodnog znanstvenog skupa HDPL-a* [Discourse and Dialogue. Theories, Methods and Applications: Proceedings of the CAAL 24th International Conference]. Osijek: CAAL and Faculty of Philosophy, J.J. Strossmayer University of Osijek, pages 297-308. ISBN 978-953-314-038-4
- 2011 Ekstenzivno čitanje u kontekstu stranog jezika [Extensive Reading in the Context of Foreign Language]. Bežen, A. and Majhut, B. (eds.). *Redefiniranje tradicije: dječja književnost, suvremena komunikacija, jezici i dijete / Redefining Tradition: Children's Literature, Contemporary Communication, Languages, and Child*. Zagreb: Faculty of Teacher Education of Zagreb and European Centre for Advanced and Systematic Research, pages 383-393. ISBN 978-7210-43-4.

- 2011 Naslov?! Koji naslov?! [Title?! What Title?!]. In Vodopija, I. and Smajić, D. (eds.). *Dijete i tekst. Zbornik radova s međunarodnog znanstvenog skupa Dijete i jezik danas [Child and Text: Proceedings of the International Conference Child and Language Today]*. Osijek: Učiteljski fakultet Sveučilišta J.J. Strossmayera u Osijeku [Faculty of Teacher Education, J.J. Strossmayer University of Osijek], pages 187-202. ISBN 978-953-6965-27-4
- 2009 The Age Factor and L2 Reading Strategies. In Nikolov, M. (ed.). *Early Learning of Modern Foreign Languages: Processes and Outcomes*. Bristol: Multilingual Matters, pages 121-131. ISBN: 978-1-84769-145-3.
- 2007 Testing FL Proficiency - What Verbal Protocols Reveal. *SRAZ (Studia Romanica et Anglica Zagradiensia)*, Vol. LII, pages 283-300. (with Medved Krajnović, M.)
- 2007 Strategijski pristup učenju na primjeru usvajanja vještine čitanja [Strategic Approach to Learning Exemplified by the Acquisition of Reading Skill]. *Napredak (Journal of Pedagogical Theory and Practice)*, Vol. 148 (4), pages 565-578.
- 2007 Verbal Protocol as an Important Breakthrough in Reading Research. In Shiel, G., Stričević, I. and Sabolović-Krajina, D. (eds.) *Literacy without Boundaries*, pages 317-320. Osijek: Croatian Reading Association.
- 2007 Identitet uspješnog L2 čitatelja [Identity of Good L2 Reader]. In Granić, J. (ed.) *Jezik i identiteti [Language and Identities]*. (pp. 617-626), Zagreb-Split: CAAL. ISBN 978-953-7494-00-1)
- 2006 Dob učenika - samo jedan od čimbenika uspjeha u ranome učenju stranih jezika [The Learner Age – Just One of the Factors of Successful Foreign Language Learning at an Early Age]. *Strani jezici [Foreign Languages]*, 35, (4), 407-415.
- 2006 Jezično i iskustveno znanje učenika u zadacima čitanja na engleskom kao stranom jeziku [Role of Learners' Language Knowledge and Background Knowledge in Solving EFL Reading Tasks]. *Metodički ogledi (Journal of Education Philosophy)*, Vol. 13 (1), 31-48.
- 2006 Slušanje – receptivna ili produktivna vještina [Listening – Receptive or Productive Skill]. *Metodički obzori (Journal of Educational Theory and Practice)*, Vol. 1 (1), 37-41.

- 2006 Čarolija poučavanja - na granici iluzije i stvarnosti [The Magic of Teaching – Between Illusion and Reality]. In Kadum V. (ed.). *Novi komunikacijski izazovi u obrazovanju [New Communication Challenges in Education]* (pp.321-324), Visoka učiteljska škola u Puli i Hrvatski pedagoško-književni zbor [Four-Year College of Teacher Education in Pula & Croatian Pedagogical and Literary Association]. ISBN 953-7191-04-4.
- 2005 Što Fellini ima s nastavom? (Amarcord) [What Has Fellini Got to Do with Teaching?]. In Tatković N. (ed.) *Interaktivna komunikacija u nastavi i odgojnim aktivnostima [Interactive Communication in Teaching and Educational Activities]* (pp. 301-306), Visoka učiteljska škola u Puli i Hrvatski pedagoško-književni zbor [Four-Year College of Teacher Education in Pula & Croatian Pedagogical and Literary Association]. ISBN 953-7191-02-8.
- 2003 Strategijsko ponašanje čitatelja: rezultati jednog istraživanja [Strategic Behaviour of Readers: A Study Results]. In Stolac D., Ivanetić N., and Pritchard B. (eds.) *Psiholingvistika i kognitivna znanost u hrvatskoj primijenjenoj lingvistici [Psycholinguistics and Cognitive Science in the Croatian Applied Linguistics]*. (pp. 709-714), Zagreb-Rijeka: CAAL. ISBN 953-6839-21-0.
- 2002 Poznavanje koncepta L1 i L2 čitanja - primjer jednog istraživanja [Knowledge of the concepts of L1 and L2 reading – one study. In Vodopija, I. (ed.) *Dijete i učenje hrvatskoga/stranoga jezika [Child and Acquisition of Croatian/FL]* (pp.156-163), Osijek: Visoka učiteljska škola [Four-Year College of Teacher Education]. ISBN 953-6965-00-3.
- 2002 Modeli ili teorije čitanja u nastavnoj praksi [Models or Theories of Reading in Teaching Practice]. In Tatković N. and Muradbegović, A. (eds.) *Kvalitetna edukacija i stvaralaštvo [Quality Education and Creativity]*. (pp.35.-43.), Visoka učiteljska škola u Puli i Hrvatski pedagoško-književni zbor [Four-Year College of Teacher Education in Pula & Croatian Pedagogical and Literary Association]. ISBN 953-98198-5-7
- 2001 Reading: Some Theoretical Issues and Their Pedagogical Implications. In Vrhovac Y. (ed.) *Children and Foreign Languages III* (pp. 125-137), Zagreb: Faculty of Humanities and Social Sciences. ISBN 953-175-145-5.
- 2001 The Development of Strategic Readers. In Vrhovac Y. (ed.) *Children and Foreign Languages III* (pp.139-143), Zagreb: Faculty of Humanities and Social Sciences. ISBN 953-175-145-5.
- Edited books
- 2014 Gačić, M. and Šamo, R. (2014). *Early Foreign Language Learning and Teaching: Perspectives and Experience*. Zagreb: Učiteljski fakultet [Faculty of Teacher Education]. ISBN: 978-953-7210-75-5.