



UČNI NAČRT PREDMETA / COURSE SYLLABUS

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| Predmet: | EPTE Raznojezično in medkulturno izobraževanje |
| Course title: | EPTE Plurilingual and Intercultural Education |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|---|-------------------------------|-----------------------------------|----------------------|
| Razredni pouk | | 3., 4. | |
| Primary Teacher Education | | 3 rd , 4 th | |

Vrsta predmeta / Course type: Izbirni C in D, Elective C and D

Univerzitetna koda predmeta / University course code:

| Predavanja Lectures | Seminar Seminar | Sem. vaje Tutorial | Lab. vaje Laboratory work | Teren. vaje Field work | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|-----------------------|------------------------------|---------------------------|-------------------------------|------|
| 24 | | | 6 | | 120 | 5 |

Nosilec predmeta / Lecturer: K. Pižorn, M. M. Blažič (lecturers are also guest teachers – EPTE experts: Catherine Carré-Karlinger, Anneli Schaufeli, Cristina Pinto, Milena Mileva Blažič, Anna Butcher, Silvia Pokrivčáková, Karmen Pizorn, Eva Lindgren)

Jeziki / Predavanja / Lectures: Slovenski, angleški/ Slovene, English
Languages: Vaje / Tutorial: Slovenski, angleški/ Slovene, English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: Znanje angleščine na stopnji B2.
Prerequisites: English B2 (see CEFR levels)

Vsebina: Content (Syllabus outline):

Temeljni literatura in viri / Readings:

BETTELHEIM, Bruno (1976). *The Uses of Enchantment: The meaning and importance of fairy tales*. New York: Random House.

BYRAM, M. (ed.) (2003) *Intercultural Competence*. Strasbourg: Council of Europe.

COUNCIL OF EUROPE, (2008) *White Paper on Intercultural Dialogue "Living together as equals in dignity"*.

COYLE, D., HOOD, P. in MARSH, D. (2010). *CLIL*. Cambridge: Cambridge University Press.

GRIMM, J. & W. (2008). *Complete fairy tales*. Folkloristic Commentary by Joseph Campbell. London: New York: Routledge. XX 772.

LÜTHI, Max. (1982). *The European folktale: form and nature*. Bloomington: Indiana University Press.

MEHISTO, P., MARSH, D., FRIGOLS, M. J. (2009) *Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan Books for teachers.

NEWBY, D., ALLAN, R. (2007) *European Portfolio for Student Teachers of Languages. A reflection tool for language teacher education*, Graz: ECML Publications.

UTHER, Hans-Jorg (2004). *The types of international folktales: a classification and bibliography, based on the system of Antti Aarne and Stith Thomspon*. Helsinki: Suomalainen Tiedeakatemia = Academia Scientiarum Fennica.

ZIPES, Jack (2001). *The great fairy tale tradition : from Straparola and Basile to the brothers Grimm*. New York: London: Routledge.

Websites:

CANDELIER Michel, (2007) *Across Languages and Cultures Framework of reference for pluralistic approaches to languages and cultures*, ECML publications. (<http://www.ecml.at/>)

KELLY, Michael, GRENFELL, Michael, (2004) *European Profile for Language Teacher Education, A frame of Reference*
(http://ec.europa.eu/education/policies/lang/doc/profilebroch_en.pdf)

Plurilingual Sites

<http://www.babel-web.eu/>
<http://www.euro-mania.eu/>
<http://www.europensemble.eu/>
<http://www.conectandomundos.org/>
<http://combat.ecml.at/>

Cilji in kompetence:

Jezik in kultura

- Nadgraditev znanja in razumevanja o kulturi in jezikovni različnosti Evrope
- Prikaz lingvističnega in kulturnega zavedanja
- Vedenje o spodbujanju in krepitvi otrokove samozavesti in socialnih veščin s pomočjo razvijanja raznojezičnega in medkulturnega zavedanja

Objectives and competences:

Language and culture

- To improve knowledge and understanding about the cultural and linguistic diversity in Europe
- To demonstrate linguistic and cultural awareness
- To know how to strengthen children's self-confidence and social competences through

Usvajanje jezika in jezikovno učenje/poučevanje

- vedenje o kognitivnih procesih v jezikovnem razvoju v kontekstu raznojezične edukacije
- prikaz kompetenc učitelja za jezikovno poučevanje v medjezičnem in raznojezičnem kontekstu
- vedenje o tem, kako povečati možnosti učenja s pomočjo jezikovnega izobraževanja

Evropska dimenzija v jezikovni edukaciji

- vedenje o evropski jezikovni politiki
- vedenje in razumevanje najbolj relevantnih instrumentov in omrežij za raznojezično in medkulturno edukacijo
- pospeševanje raznojezične in medkulturne dimenzije v lokalnem okolju
- vedenje o tem, kako podpirati učenje o jeziku in kulturi izven šolskega razreda

development of plurilingual and intercultural awareness

Language acquisition and language learning/teaching

- To know about the cognitive processes in language development in the context of plurilingual education
- To demonstrate teaching competences for language teaching in multi-plurilingual context
- To know how to increase children's learning opportunities through language education

European Dimension in language education

- To gain knowledge about European Language Policies
- To know the most relevant European tools and networks for plurilingual and multicultural education
- To know how to promote plurilingual and intercultural dimension in the local environment
- To know how to support learning about language and culture beyond the classroom

Predvideni študijski rezultati:

Znanje in razumevanje:

- poznavanje ustreznih jezikovno-učnih možnosti, kot na primer medpredmetni pristopi poučevanja, CLIL, IKT, skupinsko učenje

Uporaba

- ustrezno razvijanje in udejanjanje lingvistične in medkulturne kompetence glede na izobraževalni kontekst
- delovanje v medjezičnem in medkulturnem razredu
- izbiranje in razvijanje ustreznih gradiv in aktivnosti za poučevanje raznojezičnosti in medkulturnosti
- spodbujanje in podpiranje učenčevih učnih strategij za učenje jezikov
- uporaba znanja o evropskih jezikovnih politikah za spodbujanje raznojezičnega izobraževanja v

Intended learning outcomes:

Knowledge and understanding:

- recognize adequate language learning opportunities, such as cross-curricular approach, CLIL, ICT, community learning

Use

The student is able to:

- mobilize linguistic and intercultural competences adequately in the educational context
- act in a multilingual and multicultural classroom
- select and develop adequate plurilingual and multicultural materials and activities
- encourage and support children's language learning strategies
- use the knowledge about European language policies for fostering plurilingual education in his

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| <p>strokovnih okoljih</p> <ul style="list-style-type: none"> • uporaba evropskih instrumentov in omrežij ter povezava z njimi in lastnih šolskim okoljem (inicijacija in udeležnost v nacionalnih in mednarodnih partnerstvih z uporabo IKT in jezikovnega izobraževanja) <p><i>Refleksija</i></p> <ul style="list-style-type: none"> • refleksija na vrednosti/pomembnosti jezikov in kultur v raznolikem evropskem kontekstu • refleksija na razvijanje lastne in drugih jezikovnih in kulturnih identitet • refleksija na procese jezikovnega razvoja v raznojezičnem kontekstu | <p>professional environment</p> <ul style="list-style-type: none"> • make use of European tools and networks and link them with their own school contexts (initiating and participating in national and international partnerships, using ICT in language education) <p><i>Reflection</i></p> <p>The student is able to:</p> <ul style="list-style-type: none"> • reflect on the value of languages and cultures in the diverse European context • reflect on the development of his own and others' linguistic and cultural identities • reflect on the language development processes in plurilingual contexts |
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Metode poučevanja in učenja:

Diskusije, ki temeljijo na Evropskem jezikovnem portfoliju in dokumentu EPOSTL, predstavitve, sodelovalno učenje v skupinah

Learning and teaching methods:

Discussions based on ELP and EPOSTL (European Portfolio for Student Teachers of Languages), presentations, cooperative learning in groups

Načini ocenjevanja:

PRVI DEL

- aktivna udeležba
- diskusija z refleksijo in predstavitev EJP in EPOSTL kot instrumentov za samovrednotenje

DRUGI DEL

- dve jezikovni učni aktivnosti
- ena ustna predstavitev
- esej na temo jezikovne raznolikosti

Delež (v %) /
Weight (in %)

50%

50%

Assessment:

PART 1:
Assessment of the process; Formative assessment of soft competences

- 1.Active participation
- 2.Reflective discussion and presentation using ELP and Epostl for self-assessment

PART 2:
Assessment of products

- 1.Two language learning activities: Lesson plan, worksheets and reflection related to teaching Practice
2. One oral group presentation
3. Essay related to language diversity



Reference nosilca / Lecturer's references:

PIŽORN, Karmen, NAGY, Edit. The politics of examination reform in Central Europe. V: ALDERSON, J. Charles (ur.). *The politics of language education : individuals and institutions*, (New perspectives on language and education). Bristol [etc.]: Multilingual Matters, cop. 2009, str. 185-202.

SEŠEK, Urška, PIŽORN, Karmen. Uporabnost evropskega jezikovnega okvira za mlajše učence. V: PIŽORN, Karmen (ur.), BORG, Simon. *Učenje in poučevanje dodatnih jezikov v otroštvu*. 1. izd. Ljubljana: Zavod Republike Slovenije za šolstvo, 2009, str. 290-303. [

PIŽORN, Karmen. Raziskave na področju preverjanja/ocenjevanja tujejezikovnega znanja v otroštvu. V: PIŽORN, Karmen (ur.), BORG, Simon. *Učenje in poučevanje dodatnih jezikov v otroštvu*. 1. izd. Ljubljana: Zavod Republike Slovenije za šolstvo, 2009, str. 304-322.

BLAŽIČ, Milena. Primerjalna analiza germanskih, romanskih in slovanskih ljudskih pravljic na primeru motiva živalskega ženina oz. živalske neveste. *Slavistična revija*. [Tiskana izd.], str. [191]-201. [COBISS.SI-ID [37262690](#)]

BLAŽIČ, Milena Mileva (2011). *Branja mladinske književnosti : izbor člankov in razprav*. 1. izd. Ljubljana: Pedagoška fakulteta, 2011. 324 str., ilustr. ISBN 978-961-253-059-4. [COBISS.SI-ID 257759744]

BLAŽIČ, Milena Mileva. Children's literature in South-East Europe. *CLCWeb (Edmont.)*. Online ed., 2011, vol. 13, issue 1, str. 1-7. <http://docs.lib.purdue.edu/clcweb/vol13/iss1/10>. [COBISS.SI-ID [8734537](#)]