

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	ANGLEŠKI JEZIK I - STRATEGIJE ZA UČENJE TUJEGA JEZIKA
Course title:	English Language I - Strategies for Teaching a Foreign Language

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Visokošolski strokovni študijski program prve stopnje Predšolska vzgoja	/	3	letni
Visokošolski strokovni študijski program prve stopnje Predšolska vzgoja	/	3	zimski
Visokošolski strokovni študijski program prve stopnje Predšolska vzgoja	/	4	letni
Visokošolski strokovni študijski program prve stopnje Predšolska vzgoja	/	4	zimski

Vrsta predmeta / Course type

C - Strokovni izbirni predmet

Univerzitetna koda predmeta / University course code:

/

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30	0	30	0	0	60	4

Nosilec predmeta / Lecturer:

doc. dr. Mateja Dagarin Fojkar

Predavanja / Lectures: slovenski**Jeziki /****Languages:****Vaje / Tutorial:** slovenski**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

- a) Vpis v 3. letnik.
b) Pogoji za pristop k izpitu so oddani pisni izdelki in seminarska naloga.

Prerequisites:

- a) Enrolment into Year 3.
b) To take the exam, the students must have handed in written assignments and a seminar paper.

Vsebina:

Predpogoj za učinkovito učenje tujega jezika je naučiti se učiti tuji jezik, zato študenti najprej spoznajo različne učne stile in inteligence, ugotovijo lastne posebnosti, nato pa ozaveščajo strategije za pridobivanje, pomnjenje in rabo besedišča in struktur ter drugih jezikovnih in medkulturnih informacij.

Vzporedno nadgrajujejo jezikovne zmožnosti in pridobivajo spretnosti za delo s predšolskimi otroki.

Razvijajo metakognitivne tehnike za organizacijo,

Content (Syllabus outline):

The prerequisite for effective foreign language learning is to learn how to learn a foreign language, therefore the students first get familiar with different learning styles and multiple intelligences, they find out their own learning styles, and afterwards they become aware of strategies for vocabulary acquisition, memorising and use of vocabulary and language structures as well as other linguistic and intercultural information.

Simultaneously, they develop their language skills and acquire skills for working with preschool

usmerjanje in vrednotenje lastnega učenja, afektivne strategije za ustvarjanje pozitivnih čustev in odnosa, socialne strategije za sodelovanje z drugimi študenti v učnem procesu, kognitivne strategije za povezovanje novih informacij z obstoječimi ter za njihovo analizo in klasifikacijo, pomnilne in kompenzacijske strategije, hkrati pa širijo besedišče v angleščini, ozaveščajo jezikovni sistem in pridobivajo osnovne spretnosti javnega nastopanja.

children.

They develop metacognitive techniques for organising, guiding and evaluating their own learning, they develop affective strategies for creating positive emotions and relationships, they develop social strategies for cooperating with other students in the learning process and cognitive strategies for connecting new information with the existing one as well as for their analysing and classification, they develop memory and compensation strategies and at the same time they expand their vocabulary in English, become aware of the language system and acquire basic skills of public speaking.

Temeljni literatura in viri / Readings:

1. Jeffries, A. (2001). Clockwise: Classbook Advanced level. Oxford: Oxford University Press.
2. Mosback, V. in Mosback, G. (1999). Practical Faster Reading. Cambridge: Cambridge University Press.
3. Cottrell, S. (2003). The Study Skills Handbook. Basingstoke: Palgrave Macmillan.
4. Harris, V. et al. (2001). Helping learners learn: exploring strategy instruction in language classrooms across Europe. Strasbourg: Council of Europe.
5. Oxford, R. (1990). Language Learning Strategies: What Every Teacher Should Know. Boston: Heinle & Heinle Publishers.
6. Swan, M. (2005). Practical English Usage. Oxford: Oxford University Press.
7. Videokasete, DVD-ji, pravlјice, zgodbe in pesmice v angleščini.

Cilji in kompetence:

1. Poznavanje lastnega učnega stila.
2. Sposobnost povezave med učnimi strategijami in učnimi stili.
3. Zmožnost uzaveščanja strategij za razvijanje sporazumevalne zmožnosti.
4. Razvijanje jezikovnih zmožnosti v angleščini (na ravni B2).
5. Uzaveščanje jezikovnega sistema, tudi s primerjanjem struktur v slovenskem oz. maternem jeziku.
6. Sposobnost zastavljanja učnih ciljev in spremljanje teh.
7. Zmožnost vrednotenja in ocenjevanja svojega dela.
8. Razvijanje osebne in socialne sposobnosti komunikacije z vsemi udeleženci v učnem procesu. Študenti bodo pri predmetu uzavestili strategije za tuje jezikovno učenje, ki jih bodo uporabljali pri nadaljnjem razvijanju jezikovnih zmožnosti tako v času študija kot tudi kasneje pri vseživljenjskem učenju jezikov in tudi delu z otroki.

Objectives and competences:

1. Knowing their own learning style.
 2. Competence to connect learning strategies to learning styles.
 3. Competence to become aware of the strategies for developing communicative skills.
 4. Developing language skills in English (B2 level).
 5. Raising awareness of the language system, including comparing the structures in Slovene or mother tongue.
 6. Competence to set learning goals and follow them.
 7. Competence to evaluate and assess own work.
 8. Developing personal and social competence for communicating with everyone included in the learning process.
- Students will become aware of foreign language learning strategies, which they will use in their development of language skills during their studies as well as later on in lifelong language learning and working with children.

Predvideni študijski rezultati:

- Znanje in razumevanje: študenti poznajo svoj učni stil in vrsto učnih strategij ter v določeni situaciji izberejo najustreznejše oz. svojemu učnemu stilu najprimernejše učne strategije.

- Uporaba: uporabljajo razne strategije za osnovno in podrobno razumevanje pisnih in ustnih besedil v angleščini na ravni B2 ter za razumevanje glavnih idej na višjih zahtevnostnih ravneh; uporabljajo komunikacijske, kognitivne in kompenzacijske strategije za sodelovanje v pogovoru o vsakdanjih temah z zagovarjanjem stališč in mnenj; uporabljajo strategije za pomnjenje in širjenje besedišča; uporabljajo strategije za organizacijo pisnega besedila ter pišejo kratke sestavke o vsakdanjih temah; poznajo in pravilno rabijo srednje zahtevne slovnične strukture; uporabljajo kontekstualne ključne in druge kompenzacijske strategije za razumevanje pisnih in ustnih besedil; s parafraziranjem in z drugimi kompenzacijskimi strategijami premagujejo omejitve pri pogovoru o vsakdanjih temah; utrjujejo jezikovno pravilnost z uporabo slovarjev, slovnice in drugih virov; organizirajo pisno in ustno besedilo; primerjajo angleške jezikovne strukture s slovenskimi; ločijo formalni register od neformalnega ter ju dokaj zadovoljivo rabijo; popravljajo besedila, ki vsebujejo slovnične, stilne in leksikalne napake.

- Refleksija: si zastavljajo učne cilje in vrednotijo ter ocenjujejo svoje delo; predstavijo osebne učne cilje in spremljajo doseganje teh;

- Prenosljive spretnosti: uporabljajo različne vire, vključno s spletom; komunicirajo z vsemi udeleženci v učnem procesu.

Intended learning outcomes:

- Knowledge and understanding: students know their learning style and types of learning strategies and are able to select the most appropriate one in a given situation or the most appropriate learning strategies.

- Usage: students use various strategies for basic and more detailed understanding of written and oral B2 level texts in English and for understanding of the main gist of the texts at a higher language level; they use communicative, cognitive and compensation strategies to cooperate in a conversation on everyday topics with defending their opinions and attitudes; they use strategies for memorizing and expanding vocabulary; they use strategies for organising written texts and write short texts on everyday topics; they know and use accurately language structures at (upper) intermediate level; they use contextual clues and other compensation strategies to understand written and oral texts; they tackle obstacles in conversation with paraphrasing and other compensation strategies, they develop language accuracy with the help of the dictionaries, grammar books and other sources: they organise written and oral texts; they compare English language structures with the Slovene ones; they distinguish between the formal and informal register and use them adequately; they correct texts with grammar, style or lexical mistakes.

- Reflection: they set learning goals and evaluate and assess their own work.

- Transferable skills: they use various sources, included the web; they communicate with everyone involved in the learning process.

Metode poučevanja in učenja:

Možganska nevihta, pogovor/diskusija, delo z besedilom in pisanje lastnih besedil, proučevanje primera, tudi z gledanjem videoposnetkov, reševanje nalog, igra in simulacija, refleksija, sodelovalno učenje.

Oblike dela: frontalno delo, delo v skupinah, dvojicah, predstavitev, individualno delo, projektno delo.

Ta predmet izberejo študenti predšolske vzgoje, ki želijo v četrtem in petem letu izbrati študijsko smer Angleščina na zgodnji stopnji, lahko pa tudi ostali študentje.

Learning and teaching methods:

Brainstorming, discussion, working with texts and writing their own texts, case study also with watching tapes, doing exercises, role play and simulation, reflection, cooperative learning.

Types of work: whole-class, pair work, group work, presentations, individual work, project work.

The subject is chosen by preschool students who want to choose the study programme English at an early level in Year 4 and 5, as well as other students.

Načini ocenjevanja:

**Delež (v %) /
Weight (in %)**

Assessment:

pisni izpit	50	written exam
individualno delo oz. predstavitev	30	individual work
portfolio	20	portfolio
Ocene so od 1-5 (negativno) oz. od 6-10 (pozitivno) ob upoštevanju Statuta UL in fakultetnih pravil.		The grading scale (according to the University of Ljubljana Statute and the faculty regulations): 1-5 fail, 6 satisfactory, 7 good, 8 very good, 9 very good and 10 excellent.

Reference nosilca / Lecturer's references:

DAGARIN FOJKAR, Mateja. Literacy development in course books for teaching English in the second cycle of Slovenian primary school. V: LAH, Meta (ur.). Skupni evropski jezikovni okvir - navzkrižni pogledi = Cadre européen commun de référence pour les langues - regards croisés, (Linguistica, ISSN 0024-3922, 54). Ljubljana: Znanstvena založba Filozofske fakultete: = Presses scientifiques de la Faculté des Lettres, 2014, letn. 54, str. 153-166.

DAGARIN FOJKAR, Mateja, SKELA, Janez, KOVAČ, Pija. A study of the use of narratives in teaching English as a foreign language to young learners. English language teaching, ISSN 1916-4742, 2013, vol. 6, no. 6, str. 21-28.

PIŽORN, Karmen, DAGARIN FOJKAR, Mateja. Parents and educational change - the need for reculturing parents in lowering the starting age of foreign language learning. The new educational review, ISSN 1732-6729, 2013, vol. 34, no. 4, str. 63-73.

BRUMEN, Mihaela, DAGARIN FOJKAR, Mateja. Teacher development in Slovenia for teaching foreign languages at the primary level. CEPS journal, ISSN 1855-9719, 2012, vol. 2, no. 3, str. 27-53.

DAGARIN FOJKAR, Mateja. Slovene national primary school leaving examination in the English language. Zbornik Učiteljske akademije u Zagrebu, ISSN 1332-0513, 2005, letn. 7, št. 2, str. 303-313.

DAGARIN FOJKAR, Mateja. Classroom interaction and communication strategies in learning English as a foreign language. ELOPE, ISSN 1581-8918, 2004, vol. 1, [no.] 1/2, str. 127-139.