

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: GOVORNA KOMUNIKACIJA V ANGLEŠČINI ZA UČITELJE
Course title: Speaking in English for Teachers

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Univerzitetni študijski program prve stopnje Razredni pouk	/	1	letni
Univerzitetni študijski program prve stopnje Razredni pouk	/	1	zimski
Univerzitetni študijski program prve stopnje Razredni pouk	/	2	letni
Univerzitetni študijski program prve stopnje Razredni pouk	/	2	zimski
Univerzitetni študijski program prve stopnje Razredni pouk	/	3	letni
Univerzitetni študijski program prve stopnje Razredni pouk	/	3	zimski
Univerzitetni študijski program prve stopnje Razredni pouk	/	4	letni
Univerzitetni študijski program prve stopnje Razredni pouk	/	4	zimski

Vrsta predmeta / Course type

D - Splošni 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:**

Splošni pogoji za vpis v letnik, v katerem se predmet nahaja.

Prerequisites:

General conditions for the enrollment in the year in which the course is taken apply here as well.

Vsebina:

Govorno sporazumevanje v tujem jeziku je eden izmed glavnih ciljev učenja tujega jezika.

Študenti bodo v okviru predmeta spoznali glavne razlike med pisno in govorno angleščino ter značilnosti različnih govornih dejanj (monolog, pogovor) kot tudi vrste govornih dejanj

Content (Syllabus outline):

Oral communication in a foreign language is one of the main goals of learning a foreign language.

In this course the students will learn about the main differences between written and spoken English, and about the characteristics of a variety of speech acts (monologue, interview), as well as about the

(spraševanje, zahvaljevanje, opravičevanje, predlaganje ipd.). Z analiziranjem video posnetkov rojenih govorcev se bodo seznanili s pomenom govorce telesa ter uporabe komunikacijskih strategij, npr. kako se vključiti v pogovor, kako spremeniti temo pogovora, kako uporabljati mašila v jeziku, kako se sporazumevati ob nezadostnem poznavanju jezika in podobno.

Prek različnih dejavnosti kot so dejavnosti sporočilne vrzeli, komunikacijske igre, igre vlog in simulacije ter diskusije bodo razvijali omenjene komunikacijske strategije in hkrati urili svoje govorne zmožnosti v angleškem jeziku.

Študenti bodo spoznali tudi značilnosti uspešnih predstavitev, npr. načrtovanje glede na ciljno občinstvo, temo in čas predstavitve, uporaba vizualnih pripomočkov in multimedije ter podobno.

Nekatera izmed govornih dejanj študentov bodo posneta na videokaseto za boljšo samorefleksijo in skupinsko analizo.

types of speech acts (questioning, thanking, making excuses, proposing, etc.). By analysing video recordings of native speakers they will get acquainted with the importance of body language and the use of communication strategies, e.g. how to get involved in a conversation, how to change the topic of conversation, how to use fillers in a language, how to communicate with insufficient knowledge of the language, and the like.

Through various activities such as information gaps, communication games, role-plays, simulations, and discussions they will develop the above mentioned communication strategies and at the same time practise their speaking skills in English.

Students will learn about the characteristics of successful presentations, e.g. planning with regard to the target audience, topics and the time of presentation, use of visual aids and multimedia, and the like.

Some of the students' speech acts will be videotaped for better self-reflection and group analysis.

Temeljni literatura in viri / Readings:

- Keller, E. in S. T. Warner. (1988). Conversation Gambits. Hove: Language Teaching Publications.
 - Hadfield, J. (1987). Advanced Communication Games. Surrey: Nelson. (96 str.)
 - R. L. Jolles. (1993). How to Run Seminars and Workshops. Presentations Skills for Consultants, Trainers and Teachers. New York: John Wiley & Sons. (320 str.)
 - McCarty, P. in C. Hatcher. (2002). Presentation Skills. The Essential Guide for Students. London: SAGE Publications. (228 str.)
 - Wallwork, A. (1997). Discussions A-Z Intermediate. Cambridge: CUP. (114 str.)
 - Wallwork, A. (1997). Discussions A-Z Advanced. Cambridge: CUP. (113 str.)
- Videoposnetki rojenih govorcev (npr. oddaje programov BBC, CNN)
Časopisi, revije, knjige, spletne strani kot iztočnice za govorne dejavnosti.

Cilji in kompetence:

- Študenti
- razvijajo svoje govorne zmožnosti v tujem jeziku z udejstvovanjem v različnih govornih dejanjih
 - razlikujejo med različnimi govornimi dejanji in njihovim namenom
 - uzaveščajajo pomen govorce telesa in uporabe komunikacijskih strategij
 - uzaveščajajo strukturo govornih predstavitev glede na njihov namen
 - uporabljajo primerna avdiovizualna sredstva pri govornih predstavitvah
 - ocenjujejo svoja govorna dejanja in govorna dejanja drugih udeležencev oz. kolegov

Objectives and competences:

- Students
- Develop their communication skills in a foreign language through involvement in various speech acts
 - Distinguish between different speech acts and their purposes
 - Raise awareness on the importance of a body language and the use of communication strategies
 - Raise awareness on the structure of the speech presentations according to their purpose
 - Use appropriate audio-visual means in oral presentations
 - Assess their own speech acts and speech acts of the other participants or colleagues, respectively

**Predvideni študijski rezultati:**

Znanje in razumevanje:

Študenti

- poznajo glavne razlike med govorno in pisno angleščino
- poznajo značilnosti raznovrstnih govornih dejanj
- poznajo značilnosti dobre predstavitve v tujem jeziku
- razumejo in poznajo nekatere značilnosti govorice telesa
- poznajo svoje najpogostejše napake in med govorom zavestno pazijo nanje

Uporaba:

- so sposobni pogovor začeti, v njem aktivno sodelovati in ga zaključiti
- uporabljajo ustrezne komunikacijske strategije in nebesedna sredstva pri sporazumevanju
- izrazijo primerno čustveno stopnjo in poudarijo pomen določenih dogodkov
- aktivno sodelujejo pri razpravah o splošnih stvareh, komentirajo ter jasno izrazijo svoje mnenje
- opišejo teme s področja poklicnega in osebnega zanimanja
- znajo ustno povzeti novice, intervjuje ali oddaje v katerih se pojavljajo določeni argumenti in razprave
- znajo ustno povzeti zgodbo in zaporedje dogodkov iz filmov, knjig ali gledaliških iger

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 the main differences between spoken and written English
- Know the characteristics of a variety of speech acts
- Know the characteristics of good presentations in a foreign language
- Understand and recognize certain characteristics of body language
- Know their most common mistakes and consciously take care of them when speaking

Application:

- Are able to start a conversation, to actively participate in it and to finish it
- Use appropriate communication strategies and nonverbal means to communicate
- Express appropriate emotional stages and emphasize the importance of certain events
- Actively participate in discussions on general matters, comment, and clearly express their views
- Describe the topics related to their professional and personal interests
- Are able to orally summarize news, interviews or shows in which certain arguments and discussions are presented
- Know how to verbally summarize the story and the sequence of events from movies, books or theatre plays

Reflection:

- Set themselves the learning objectives and evaluate and assess their work,
- Present individual learning goals and monitor the achievement thereof,

Transferable skills:

- Use a variety of sources, including the Internet,
- Communicate with all participants in the learning process.

Metode poučevanja in učenja:

Interaktivna predavanja/vaje, delo v dvojicah in manjših skupinah, delo s portfolijem.

Learning and teaching methods:

Interactive lectures / practical classes, work in pairs and small groups, working with portfolios

Načini ocenjevanja:**Delež (v %) /
Weight (in %)****Assessment:**

Portfolijsko spremljanje učnega procesa s kratko refleksijo	30	Portfolio monitoring of the learning process with a brief reflection
Ocenitev ter samoevalvacija videoposnetka govornega dejanja in predstavitve	30	Assessment and self-evaluation of the video footage of the speech act and presentations
Ustni izpit: pogovor v dvojicah o določeni temi ali igra vlog	40	Oral examination: conversation in pairs about a particular topic or a role play
Za pozitivno oceno pri predmetu mora biti študent/-ka pozitivno ocenjen/-a pri vsakem posameznem deležu, ki sestavlja končno oceno. Ocenjevalna lestvica (skladno s Statutom UL in fakultetnimi pravili): 1-5 nezadostno, zadostno 6, dobro 7, prav dobro 8, prav dobro 9 in odlično 10.		
To pass the course, the student must have successfully completed (with the passing grade) all the course parts. The grading scale (in accordance with the Statute of the University of Ljubljana, and the faculty rules): 1-5 -insufficient, 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.