

**UČNI NAČRT PREDMETA / COURSE SYLLABUS**

**Predmet:** BRANJE, PISANJE, GOVOR IN POSLUŠANJE V ANGLEŠČINI  
**Course title:** Reading, Writing, Speaking and Listening in English

**Vrsta predmeta / Course type**

D - Splošni izbirni predmet

**Univerzitetna koda predmeta / University course code:**

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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

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

1. Pogoj za vključitev v delo je vpis v letnik študija.
2. Izpit je lahko interni oziroma eksterni.

**Prerequisites:**

1. Enrolment into the study year.
2. The exam can be internal or external.

**Vsebina:**

Vse štiri jezikovne spretnosti (branje, pisanje, govor in poslušanje) bodo študentje spoznavali, urili in dokazovali v smiselnem sobesedilu, in sicer okviru naslednjih tem: življenje študentov v Sloveniji in drugje po svetu, okolje, čas in mesto filma, mediji, viri energije in njihova bodočnost, nasprotja in podobnosti med življenjem na podeželju in v urbanih središčih, komunikacija v današnjem svetu, zdravje in družba, dobrotelost, delo in z njim povezane značilnosti sedanje družbe, akademska uspešnost itd.

**Content (Syllabus outline):**

Students will develop all four language skills (reading, writing, speaking and listening) in meaningful context and through the following topics: student life in Slovenia and abroad, environment, time and place, films and media, energy sources and their future, differences and similarities between life in the countryside and life in the city, modern world communication, health and society, charity, work and work-related characteristics of the modern society, academic success, etc.

**Temeljni literatura in viri / Readings:**

1. Harrison, L. in Cushen, C. (2005). Achieve IELTS Student's Book: Intermediate to Upper Intermediate (band 4.5 to band 6): English for International Education. London: Marshall Cavendish ELT. (176 str.)
2. Cushen, C., Hutchison, S. in Harrison, L. (2005). Achieve IELTS Workbook: English for International Education: Intermediate to Upper Intermediate. Cambridge: Marshall Cavendish ELT. (96 str.) oziroma
3. Harrison, L. in Cushen, C. (2005). Achieve IELTS. Student's Book: Upper Intermediate to Advanced (band 6+): English for International Education. Cambridge: Marshall Cavendish ELT. (176 str.)
4. Harrison, L. (2006). Achieve IELTS Workbook with Audio CD: Upper Intermediate
5. Advanced (Band 6+). Cambridge: Marshall Cavendish ELT. (112 str.) Terry, M. in Wilson, J. (2004). Focus on Academic Skills IELTS Book (FOCU). Harlow: Longman. (174 str.)

**Cilji in kompetence:**

1. Spoznavajo in avtomatizirajo bralne (pod)strategije, potrebne za razumevanje besedil s področja izobraževanja v angleščini.
2. Spoznavajo in avtomatizirajo slušne (pod)spretnosti, potrebne za razumevanje slušnih besedil s področja izobraževanja v angleščini.
3. Spoznavajo in avtomatizirajo govorne (pod)spretnosti, potrebne za uspešno govorno sporazumevanje v angleščini.
4. Spoznavajo in ozaveščajo pisne (pod)spretnosti, potrebne za uspešno pisno sporazumevanje v angleščini.

**Objectives and competences:**

- Students:
1. get to know and automatise reading (sub)strategies required for understanding texts from the field of education;
  2. get to know and automatise listening (sub)skills required for understanding listening texts from the field of education;
  3. get to know and automatise speaking (sub)skills required for successful oral communication in English;
  4. get to know and become aware of writing (sub)skills required for successful written communication in English.

**Predvideni študijski rezultati:**

- Znanje in razumevanje:
1. razume, analizira in povezuje angleška besedila s področja edukacijskih ved in vsakdanjega življenja;
  2. razume, analizira in povezuje angleška slušna besedila s področja edukacijskih ved in vsakdanjega življenja.
- Uporaba:
1. se ustrezno ustno sporazumeva;
  2. ustrezno uporablja strategije za odzivanje oz. dajanje pobud v monologih, dialogih oziroma diskusijah;
  3. se ustrezno pisno sporazumeva, predvsem na področju izobraževanja in vsakdanjega življenja.
- Refleksija:
1. izkazuje medjezikovno in medkulturno uzaveščenost na ravni vsake posamezne jezikovne spretnosti
- Prenosljive spretnosti:
1. glede na doseženo znanje angleškega jezika (slovnice in besedišča) in jezikovnih spretnosti ustreza kriterijem za pristop k mednarodnem izpitu IELTS.

**Intended learning outcomes:**

- Knowledge and understanding:
1. understands, analyses and integrates English texts from the field of education and everyday life;
  2. understands, analyses and integrates English listening texts from the field of education and everyday life.
- Use:
1. fluently communicates in spoken English;
  2. appropriately uses strategies for responding or initiating monologues, dialogues and discussion;
  3. appropriately communicates in written English, esp. in the field of education and everyday life.
- Reflection:
1. shows interlanguage and intercultural awareness at every language skill.
- Transferable skills:
1. meets the criteria for taking an international IELTS exam in terms of acquired knowledge of the English language (grammar, vocabulary) and language skills.

**Metode poučevanja in učenja:**

1. Predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, skupinsko delo in delo v paru).
2. Individualno in skupinsko ocenjevanje pisnih izdelkov preko elektronske mreže (deske).
3. Individualno urjenje posameznih jezikovnih spretnosti.
4. Individualno vrednotenje in ocenjevanje ter refleksija lastnih dosežkov.

**Learning and teaching methods:**

1. Lectures with active student participation (explanation, discussion, questions, case studies, group work and pair work).
2. Individual and group evaluation of written assignments via Moodle.
3. Individual practising of all language skills.
4. Individual evaluation and assessment and reflection of own achievements.

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

bralno razumevanje	25	reading comprehension
slušno razumevanje	25	listening comprehension
pisno sporazumevanje	25	writing
govorno sporazumevanje	25	speaking
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**Reference nosilca / Lecturer's references:**

doc. dr. Mateja Dagarin Fojkar:

1. 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. 2. 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. 3. 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. 4. 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. 5. 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. 6. 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.