



Univerza v Mariboru

Filozofska fakulteta
Koroška cesta 160
2000 Maribor, Slovenija

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Didaktika angleščine 1
Course title:	English Didactics 1

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	1	1
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	1	1

Vrsta predmeta / Course type

Obvezni/Compulsory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15				15 LV	60	3

Nosilec predmeta / Lecturer:

Janez Skela

Jeziki /

Predavanja / Lectures: angleški / English

Languages:

Vaje / Tutorial: angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Pogojev ni.

Prerequisites:

None

Vsebina:

- Načela (tuje)jezikovnega učenja in poučevanja (kognitivna, afektivna in jezikovna).
- Sporazumevalna zmožnost in Skupni evropski jezikovni okvir (SEJO).
- Sprememba paradigme (od osredinjenosti na učitelja k osredinjenosti na učenca).
- Razlike med J1 in J2 (implikacije za poučevanje). Dvojezičnost, večjezičnost, raznojezičnost. Učenje in usvajanje.
- Učenčeve spremenljivke: motivacija, nadarjenost, starost, učni stili in strategije, teorija o več inteligencah itd.
- Odnos do napak in tehnike popravljanja. Vmesni jezik.
- Teorije usvajanja prvega in tujega jezika.
- Dejavniki, ki vplivajo na učenje tujega jezika.

Content (Syllabus outline):

- Principles of language learning and teaching (cognitive, affective, linguistic).
- Communicative competence and the Common European Framework of Reference for Languages (CEFR).
- A paradigm shift (from teacher-centredness to learner-centredness).
- Distinction between L1 terms & L2 terms (implications for teaching). Bilingualism, multilingualism, plurilingualism. Learning vs. acquisition.
- Learner variables/characteristics: motivation, aptitude, age, learning styles and strategies, multiple intelligence theory, etc.
- Attitudes to errors and error correction strategies. Interlanguage.

- Hierarhični sistem: pristop - metoda - tehnika.
- Metode jezikovnega učenja / poučevanja: slovnico-prevajalna; direktna, avdiolingvalna in komunikacijski pristop.
- Zgodovinski pregled jezikovnega poučevanja.
- Postmetodno stanje: Odklon od koncepta metode. Preudarni eklekticizem.
- Osnovne poučevalne spretnosti: dajanje navodil, zastavljanje vprašanj, obvladovanje razredne interakcije ipd.

- Theories of first and second language learning.
- Factors influencing FL acquisition.
- A hierarchical system: techniques, methods & approaches.
- Language teaching methods (principle features): grammar-translation method, direct method, audiolingual method, oral-situational method; communicative approach.
- A short historical sketch of language teaching.
- The postmethod condition: The break with the method concept. Principled eclecticism.
- Classroom interactions, teaching strategies

Temeljni literatura in viri / Readings:

Lightbown, P. M. in Spada, N. (2006). *How Languages are Learned*. Oxford: Oxford University Press.

Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. NY: Pearson Education.

Harmer, J. (2007). *The Practice of English Language Teaching* (4th Edition) (With DVD). (Longman Handbooks for Language Teachers). NY: Pearson Education.

Harmer, J. (2012). *Essential Teacher Knowledge*. NY: Pearson Education.

Richards, J. C., and T. S. Rodgers. 2001. *Approaches and Methods in Language Teaching*. [2nd ed.]. CUP.

Cvetek, S. 2012. *Introduction to English Language Teaching*. (6. izd.). Maribor: Pedagoška fakulteta. *to English Language Teaching*. Maribor: Pedagoška fakulteta (6. izd.), 2012

Cilji in kompetence:

- Poznajo in razumejo najpomembnejše pristope in metode tujejezikovnega poučevanja in učenja ter se zavedajo povezanosti med teorijo in prakso pri poučevanju in pedagoškem delu.
- Študenti poznajo in razumejo teoretske osnove in procese učenja in usvajanja tujega jezika v različnih kontekstih, zgodovino didaktike poučevanja (angleščine), sodobne eklektične pristope k tujejezikovnem poučevanju in poučevanje po načelih.
- Spoznajo, kako spodbujati in ohranjati notranjo motivacijo v razredu, katere spremenljivke vplivajo na učenca v različnih starostnih obdobjih in ob različnih jezikovnih ravneh, ki jih dosegajo učeči se.
- Spoznajo in razumejo ter povezujejo teorijo in prakso s področij učiteljev in različnih jezikovnih kontekstov, učnih pripomočkov, vodenja učenja in poučevanja in načrtovanja učnih ur in učnih načrtov.

Objectives and competences:

- Students learn and understand the theoretical basis and processes of foreign language acquisition in different contexts.
- They know and understand the key approaches and methods of foreign language teaching and learning and are aware of the interrelationship between theory and practice in teaching and pedagogical work. They also understand the history of (English) language teaching methodology and the current eclectic teaching approaches and teaching by principles.
- Students learn how to enhance intrinsic motivation in the classroom and which learner variables have impact on learning and teaching across age and proficiency levels.
- They understand and are able to relate to the classroom contexts the following topics: describing teachers and learning contexts, learning and teaching resources, managing learning and teaching, and planning lessons and syllabuses.

Predvideni študijski rezultati:

Znanje in razumevanje: Po zaključku tega predmeta bodo študenti:

- poznali in razumeli osnovna načela usvajanja jezika in dejavnike, ki vplivajo na učenje tujega jezika,

Intended learning outcomes:

Knowledge and understanding: On completion of this course students will:

- know and understand basic principles of language acquisition and factors which influence foreign language learning,

- poznali in razumeli najpomembnejše pristope in metode tujejezikovnega poučevanja,
- razumeli povezanost in soodvisnost teorije in prakse pri tujejezikovnem poučevanju,
- poznali smiselnost poučevanje po načelih
- razumeli, kako spodbujati notranjo motivacij v razredu,
- razumeli, katere spremenljivke vplivajo na poučevanje jezikov v različnih starostnih obdobjih in ob različnih jezikovnih ravneh
- razumeli značilnosti jezikovnih učiteljev in jezikovnih kontekstov
- znali smiselno uporabiti učne pripomočki
- razumeli načela vodenja jezikovnega učenja in poučevanja
- znali načrtovati učne ure in razumeti jezikovne učne načrte.

Prenosljive/ključne spretnosti in druge kompetence:

- zbiranje, analiziranje in vrednotenje kompleksnih podatkov in informacij,
- samostojno in sodelovalno učenje,
- kritično mišljenje in argumentacija.

- know and understand the key approaches and methods of foreign language teaching,
- understand the relationship and interdependence of theory and practice in FL teaching,
- understand the history of (English) language teaching methodology,
- understand the post-method era: toward informed approaches,
- understand teaching by principles,
- understand and be able to enhance intrinsic motivation in the classroom,
- understand learner variables: teaching across age and proficiency levels,
- describing teachers and learning contexts,
- understand and be able to apply learning and teaching resources
- be able to understand the principles of managing language learning and teaching
- be able to plan lessons and understand language syllabuses.

Transferable/Key Skills and other competences:

- collection, analysis and evaluation of complex data and information,
- independent and collaborative learning,
- critical thinking and argumentation.

Metode poučevanja in učenja:

- predavanja, seminarske vaje,
 - delo v majhnih skupinah (mikropouk)
- Individualno delo*
- obvezno branje literature,
 - praktične naloge, naloge reflektivnega tipa

Learning and teaching methods:

- lectures, tutorials,
 - small group work (microteaching),
- Individual work*
- required reading
 - practical tasks, reflective tasks

Delež (v %) /

Weight (in %)

Načini ocenjevanja:

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)	Delež (v %) / Weight (in %)	Type (examination, oral, coursework, project):
<ul style="list-style-type: none"> • pisni test • Portfolio 	60	<ul style="list-style-type: none"> • written test • Portfolio
	40	

Reference nosilca / Lecturer's references:

SKELA, Janez. Indijanski rezervat kot prisposoda začetnega izobraževanja učiteljev angleškega jezika na Filozofski fakulteti Univerze v Ljubljani. *Vzgoja in izobraževanje : revija za teoretična in praktična vprašanja vzgojno izobraževalnega dela*. 2019, letn. 50, št. 5/6, str. 52-58. ISSN 0350-5065.

SKELA, Janez. A journey through the landscapes of language education. V: KOSTOULAS, Achilleas (ur.). *Challenging boundaries in language education*. Cham (Switzerland): Springer, cop. 2019. Str. 15-32, ilustr. Second language learning and teaching. ISBN 978-3-030-17056-1. ISSN 2193-7648.

SKELA, Janez. Razvojni tokovi poučevanja in učenja angleščine v Sloveniji kot alegorija Guliverjevih potovanj v deželo velikanov in palčkov. V: BALAŽIC BULC, Tatjana (ur.), et al. *Poti in stranpoti poučevanja tujih jezikov v Sloveniji*. 1. izd. Ljubljana: Znanstvena založba Filozofske fakultete, 2019. Str. 9-26. ISBN 978-961-06-0278-1. <https://e-knjige.ff.uni-lj.si/znanstvena-zalozba/catalog/view/180/276/4662-1>.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Razvijanje jezika bodočih učiteljev
Course title:	Language development for future teachers

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	1	1
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	1	1

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
				30 LV	60	3

Nosilec predmeta / Lecturer:

Kirsten Hempkin

Jeziki /

Predavanja / Lectures:

Languages:

Vaje / Tutorial:

Angleški/English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

· Študenti se bodo osredotočali na določene vidike angleškega jezika, ki so zanimivi in uporabni za bodočega učitelja angleškega jezika.
· Skozi obdelavo tem, ki so povezane z anglofonskim svetom, bodo študenti razvijali in utrjevali svoje znanje angleščine, kar bodočim učiteljem dvigne samozavest pri uporabi jezika v razredu.
· Študenti bodo tudi razvijali in utrjevali znanje strokovnega angleškega jezika, ki ga učitelji uporabljajo za delo v razredu. (dajati navodila, dajati povratno informacijo, pohvaliti, podati kritiko, prositi za pojasnitev...)
· Analiza izbranih besedil bo prav tako omogočila študentom, da razširijo in poglobijo jezikovne

Content (Syllabus outline):

· Students will focus on aspects of English particularly interesting to future teachers.
· Through the exploration of a variety of topics connected to the English speaking world, students will develop and practise their knowledge of English, which helps future teachers to become more self-confident users of English in a classroom.
· Students will also develop and practise their knowledge of classroom English, learning how to manage a class effectively (e.g. giving instructions, providing feedback, praising/criticising, asking for clarification...)
· The analysis of selected texts will also enable students to enhance their language skills (enriching

veščine (obogatijo slovnico in razvijejo znanje o besedišču s pomočjo različnih vaj in nalog modernega pristopa (npr. vaje na osnovi podatkov iz angleškega korpusa – data-driven exercises) s poudarkom na avtentičnem jeziku v rabi.

their vocabulary and developing their existing knowledge of grammar) through the variety of update tasks and exercises (e.g. datadriven exercises based on English corpus) with the emphasis placed on authentic language in use.

Temeljni literatura in viri / Readings:

Hewings (2005) Advanced Grammar in Use
McCarthy & O'Dell (2002) English Vocabulary in Use
Wordbanks Corpus
Spratt (1994) English for Teachers
Sabec & Limon (2001) Across Cultures
različna aktualna besedila iz časopisov, revij, z internetnih strani ipd. (a variety of interesting texts from magazines, newspapers, internet ...)

Cilji in kompetence:

- Obogateno znanje posameznih vidikov angleškega jezika, ki je pomembno za bodoče učitelje angleškega jezika
- Sistematični razvoj študentovega obstoječega znanja s področja besedišča in slovnice
 - Utrditev in razvoj bralnih, pisnih, slušnih in govornih sposobnosti
- Razvoj angleškega strokovnega jezika in strategij za uporabo in delo v razredu
- Zavedanje o kulturi angleško govorečih držav

Objectives and competences:

- Enriched knowledge of certain aspects of the English language relevant to future teachers
- Systematic building of student's existing knowledge of vocabulary and grammar
 - Consolidation and development of reading, writing, listening, speaking skills
- Development of classroom English and strategies for classroom work and use.
- Increased awareness of the culture of Englishspeaking countries

Predvideni študijski rezultati:

- Znanje in razumevanje:
- Prepoznati zanimive in uporabne teme za uporabo v razredu
 - Prikazati znanje glavnih področjih jezika, ki so uporabni za bodoče učitelje.
 - Uspešno voditi razred v angleškem jeziku
 - Kritično analizirati pisna besedila v angleščini
 - Najti informacije o kulturi govorcev angleščine kot materne jezika s pomočjo različnih virov
 - Uporabiti slovarje, dodatne vire in druge uporabne materiale
- Prenesljive/ključne spretnosti in drugi atributi:
- Zmožnost dela v skupinah in parih
 - Zmožnost uporabe modernih sredstev in virov za namene poučevanja
 - Razumevanje potreb nenehnega posodabljanja in nadgradnje obstoječega znanja
 - Zmožnost razvijanja strategij učenja in reševanja problemov

Intended learning outcomes:

- Knowledge and understanding:
- Identify topics of interest for classroom use
 - Demonstrate knowledge of key areas of language useful to them as future teachers
 - Manage a classroom effectively in English
 - Critically analyse written texts in English
 - Access information about the culture of native speakers of English from a variety of sources
 - Use dictionaries, reference books and other relevant material
- Transferable/Key Skills and other attributes:
- Ability to work in groups and pairs
 - Ability to use up-to-date learning tools and resources
 - Understanding of the need to constantly update one's knowledge
 - Ability to develop learning strategies and problem-solving techniques

Metode poučevanja in učenja:

- vaje
- delo z besedilom
- reševanje problemov
- diskusija/razprava

Learning and teaching methods:

- exercises
- text work
- problem solving
- discussion/debate

· delo v skupinah · domače naloge	· group/pair work · homework assignments
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Delež (v %) /
Weight (in %)

Načini ocenjevanja:

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt) · izpit · sodelovanja v aktivnostih, · opravljeno domače individualno delo	70% 10% 20%	Type (examination, oral, coursework, project): · exam · participation · individual tasks
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Reference nosilca / Lecturer's references:

HEMPKIN, Kirsten. Language teacher identity : who am I as a teacher and why do I need to know?. *IATEFL Slovenia newsletter*. Autumn 2022, vol. 17, no. 2, str. 6-8, ilustr. ISSN 1855-6833.

HEMPKIN, Kirsten, KRIŽAN, Agata. An appraisal-based approach to developing intercultural competence. V: BORSTNER, Bojan (ur.), ONIČ, Tomaž (ur.), ZUPAN, Simon (ur.). *Od jezika k filozofiji in nazaj : Festschrift ob 75-letnici Dunje Jutronic*. 1. izd. Maribor: Univerzitetna založba Univerze, 2019. Str. 47-65. ISBN 978-961-286-273-2. <https://press.um.si/index.php/ump/catalog/book/415>.

HEMPKIN, Kirsten. Fake news and alternative facts : critical digital literacy in the classroom. *IATEFL Slovenia newsletter*. Winter 2019, vol. 16, no. 75, str. 4-6. ISSN 1855-6833.



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2000 Maribor, Slovenija

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Didaktika angleščine 2
Course title:	English Didactics 2

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	1	2
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	1	2

Vrsta predmeta / Course type

Obvezni/Compulsory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15				15 LV	60	3

Nosilec predmeta / Lecturer:

Janez Skela

Jeziki /

Predavanja / Lectures: angleški / English

Languages:

Vaje / Tutorial: angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

/

Prerequisites:

/

Vsebina:

- Teoretska osnova in značilnosti na komunikaciji utemeljenega jezikovnega poučevanja. Komunikacijska aktivnost, načela, strategije in tehnike na komunikaciji zasnovanega jezikovnega poučevanja
- Učni načrt in vsebina predmeta angleški jezik v osnovni šoli
- Načrtovanje pouka in izdelava priprave.
- Uporaba učbenika, gradiv ter pripomočkov.
- Vodenje razreda in razredna interakcija (različne učne oblike: delo v dvojicah in skupinah).
- Poučevanje jezikovnih sistemov in spretnosti: besedišče, slovnica, izgovorjava.
- Poučevanje / učenje besedišča. Leksikalni pristop.
- Učenje / poučevanje slovnice.

Content (Syllabus outline):

- A theoretical basis and characteristics of communicative language teaching. The communicative activity, principles, strategies and techniques of communicative language teaching.
- Syllabus and content of English language teaching in primary education.
- Lesson planning and writing lesson plans
- Using coursebooks, learning materials and teaching aids
- Class management (different interaction patterns: lockstep, pairwork, groupwork, individual work).
- Teaching language systems and skills: vocabulary, grammar, pronunciation.
- Teaching and learning vocabulary. The lexical approach.

- Teaching and learning grammar.

Temeljni literatura in viri / Readings:

Lightbown, P. M. in Spada, N. (2006). *How Languages are Learned*. Oxford: Oxford University Press.
 Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. NY: Pearson Education.
 Harmer, J. (2007). *The Practice of English Language Teaching* (4th Edition) (With DVD). (Longman Handbooks for Language Teachers). NY: Pearson Education.
 Harmer, J. (2012). *Essential Teacher Knowledge*. NY: Pearson Education.
 Cvetek, S. 2012. *Introduction to English Language Teaching*. (6. izd.). Maribor: Pedagoška fakulteta.

Cilji in kompetence:

Cilj predmeta je, da se študenti usposobijo za poučevanje angleščine skladno z načeli na komunikaciji utemeljenega pristopa k poučevanju in za poučevanje posameznih jezikovnih spretnosti kot tudi integraciji le teh. Poudarek je na osnovnih poučevalnih spretnostih in tehnikah ter na poučevanju angleščine v kontekstu osnovne šole.

Objectives and competences:

The course aims to enable students for English language teaching that is based on the principles of communicative language teaching and to enable them to teach the four language skills individually as well as in integration. The course focuses on basic teaching skills and techniques, and on teaching English in the context of elementary school.

Predvideni študijski rezultati:

Znanje in razumevanje: Po zaključku tega predmeta bo študent razumel in bo zmožen uporabe načel:

- poučevanja slovnice in besedišča
- poznal in razumel ključne konceptualne in kontekstualne dejavnike, ki vplivajo na poučevanje in učenje angleščine v šoli
- znal načrtovati, izvesti in ovrednotiti učne aktivnosti in jih povezovati skladno z načeli na komunikaciji zasnovanega poučevanja,
- obvladovati razred in interakcijo v razredu.

Prenosljive/ključne spretnosti in druge atributi:

- načrtovanje, izvedba in vrednotenje učne ure
- obvladovanje osnovnih poučevalnih spretnosti
- samostojno in sodelovalno učenje

Intended learning outcomes:

Knowledge and understanding: Students will understand and be able to use the principles of:

- teaching grammar and vocabulary
- know and understand key conceptual and contextual factors that influence teaching and learning English in school,
- be able to plan, implement and evaluate classroom activities and integrate them according to the principles of CLT,
- be able to manage the class and classroom interaction.

Transferable/Key Skills and other competences::

- planning, implementation and evaluation
- managing basic teaching skills,
- independent and collaborative learning

Metode poučevanja in učenja:

Neposredno pedagoško delo

- predavanja, laboratorijske vaje (mikropouk)
- opazovanje (skupinsko) pouka z analizo

Individualno delo

- obvezno (predhodno) branje
- opazovalne naloge, praktične naloge, naloge reflektivnega tipa

Learning and teaching methods:

Direct teaching

- lectures, laboratory work (microteaching),
- observation (groups) of teaching and analysis

Individual work

- required (advance) reading
- observation tasks, practical tasks, reflective tasks

Delež (v %) /

Weight (in %)

Načini ocenjevanja:

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)

- pisni test
- Portfolio

60
40

Type (examination, oral, coursework, project):

- written test
- Portfolio

Reference nosilca / Lecturer's references:

SKELA, Janez. Indijanski rezervat kot prispodoba začetnega izobraževanja učiteljev angleškega jezika na Filozofski fakulteti Univerze v Ljubljani. *Vzgoja in izobraževanje : revija za teoretična in praktična vprašanja vzgojno izobraževalnega dela*. [Tiskana izd.]. 2019, letn. 50, št. 5/6, str. 52-58, ilustr. ISSN 0350-5065.

SKELA, Janez. A journey through the landscapes of language education. V: KOSTOULAS, Achilleas (ur.). *Challenging boundaries in language education*. Cham (Switzerland): Springer, cop. 2019. Str. 15-32, ilustr. Second language learning and teaching. ISBN 978-3-030-17056-1. ISSN 2193-7648.

SKELA, Janez. Razvojni tokovi poučevanja in učenja angleščine v Sloveniji kot alegorija Guliverjevih potovanj v deželo velikanov in palčkov. V: BALAŽIC BULC, Tatjana (ur.), et al. *Poti in stranpoti poučevanja tujih jezikov v Sloveniji*. 1. izd. Ljubljana: Znanstvena založba Filozofske fakultete, 2019. Str. 9-26. ISBN 978-961-06-0278-1. <https://e-knjige.ff.uni-lj.si/znanstvena-zalozba/catalog/view/180/276/4662-1>.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Pedagoški praktikum angleščina 1
Course title:	Teaching Practicum English 1

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	1	2
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	1	2

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
				11LV, 5TV, 1N, 3H	70	3

Nosilec predmeta / Lecturer:

Jeziki / Languages: **Predavanja / Lectures:**
Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:
Prerequisites:

Vsebina:

Vsebina in tipične aktivnosti:
Pedagoška praksa je organizirana in se izvaja po načelu reflektivne prakse in postopnega vključevanja študentov v poučevanje in pedagoško delo osnovne šole. Izvaja se v strnjeni in razpršeni obliki. Pedagoška praksa obsega:

- **opazovanje poučevanja** (učitelja mentorja in ostalih učiteljev) s pomočjo ciljno usmerjenih opazovalnih nalog, analizo učnih aktivnosti, razgovori in refleksijo po opazovanju (z opazovanim učiteljem, drugimi študenti) v obsegu najmanj 10 ur. Pri opazovanju gre v začetku za opazovanje konkretnih pojavov in na nižji ravni sklepanja (npr. dajanje navodil, zastavljanje vprašanj, vodenje razredne

Content (Syllabus outline):

Content and typical activities
Teaching practice is organised and executed on the principle of reflective practice and step-by-step introduction of students to teaching and pedagogical work of a primary school. It is organized as a continuous and non-continuous teaching practice. Teaching practice comprises:

- observation of teaching (of teacher mentor and other teachers) with goal-oriented observation tasks, analysis of teaching/learning activities, discussions and reflective tasks after the observation (with the teacher mentor and colleagues), in total of min. 10 hours. Examples of observation tasks: giving instructions, asking questions, achieving and maintaining a positive

interakcije, poučevanje besedišča, utrjevanje slovničnih struktur), kasneje pa tudi za opazovanje na višji ravni sklepanja (ustvarjanje okolja, ki spodbuja učenje, uporaba pristopov in metod poučevanja in preverjanja ter ocenjevanje znanja

- poučevanje v razredu, ki obsega pouk oz. vodenje posameznih učnih aktivnosti, poučevanje v paru in samostojno poučevanje v skupnem obsegu najmanj 5 ur
- spremljanje in (samo)vrednotenje prakse, s prakso povezanih nalog ter svojega profesionalnega razvoja

learning climate, organisation and management of classroom interaction, teaching language systems and skills, assessment and testing

- classroom teaching consisting of teaching individual activities, team teaching and individual teaching in total amount of 5 hours of classroom teaching at minimum
- monitoring and (self)evaluating teaching practice, practice-related activities and one's own professional development

Temeljni literatura in viri / Readings:

Kukovec, M.(2012). *English Teaching Practice Handbook*. Maribor: Filozofska fakulteta Maribor.
Harmer, J. (2012). *Essential Teacher Knowledge Book and DVD Pack*. NY: Pearson Education ESL.
Gower, R., Phillips, D., Walters, S. (1995). *Teaching Practice Handbook*. Heinemann
Učbeniški kompleti, druga učna gradiva in viri./Textbooks, other learning and teaching materials and sources.

Cilji in kompetence:

Študenti se na postopen način uvedejo v poučevanje in pedagoško delo v osnovni šoli. Pridobijo osnovna znanja in spretnosti poučevanja, komuniciranja z učenci in obvladovanja razreda. V praksi preizkusijo različne metode in tehnike poučevanja in so sposobni oceniti njihovo uspešnost. Razvijejo zavest o dejavnikih, ki vplivajo na poučevanje in učenje, o načelih in praksi reflektivnega poučevanja in o potrebi po sodelovanju z drugimi pri poučevanju in pedagoškem delu.

Objectives and competences:

Students are introduced, in a step-by-step manner, to teaching and pedagogical work in a primary school. They develop basic knowledge and skills of teaching, classroom communication and management. They practice using different teaching methods and techniques. They develop an awareness of factors which influence teaching and learning, of principles and practice of reflective teaching, and of the need to cooperate with others in teaching and pedagogical work.

Predvideni študijski rezultati:

Študenti so sposobni na ravni osnovne šole:

- učinkovito opazovati poučevanje izkušenih učiteljev in svojih kolegov ter na tej podlagi načrtovati svoje poučevanje in pedagoško delo
- ugotoviti želene učne cilje in prilagoditi načrtovanje in izvedbo učnih enot potrebam in možnostim učencev
- razlikovati učence glede na stopnjo v njihovem kognitivnem, socialnem in emocionalnem razvoju, stil in strategije učenja ipd.,
- uporabiti načela za uspešno pripravo, izvedbo in evalvacijo učne enote
- uporabljati različne metode in tehnike poučevanja, vodenja razreda, preverjanja in ocenjevanja znanja ter vrednotenja
- predvideti možne težave pri poučevanju in pedagoškem delu v razredu

Intended learning outcomes:

At the level of primary school, students are able to

- effectively observe teaching of experienced teachers and their colleagues and on this basis plan their own teaching and pedagogical work
- identify desired learning outcomes and adjust the planning and teaching of learning units to the needs and abilities of learners
- distinguish between learners with regard to their stage in cognitive, social and emotional development, learning styles and strategies etc.
- apply the principles for effective preparation, execution and evaluation of a learning unit
- use different methods and techniques of teaching, classroom management, assessment and testing and evaluation
- anticipate possible difficulties in classroom teaching and pedagogical work
- critically evaluate their effectiveness as teachers

<ul style="list-style-type: none"> - kritično oceniti svojo pedagoško uspešnost - uporabiti na dokazih utemeljen pristop za reševanje pedagoških problemov <p>Študenti poznajo</p> <ul style="list-style-type: none"> - značilnosti in način delovanja osnovne šole - osnovno šolsko zakonodajo in dokumentacijo - oblike sodelovanja s starši <p><u>Prenosljive/ključne spretnosti in drugi atributi:</u></p> <ul style="list-style-type: none"> - učinkovito komuniciranje in sodelovanje z drugimi učitelji in kolegi - znanje in razumevanje širših (filozofskih, moralno-etičnih ipd.) razsežnosti izobraževanja in poučevanja - sposobnost kritično reflektirati svoje delo 	<ul style="list-style-type: none"> - apply the evidence-based approach in solving pedagogical problems <p>Students are acquainted with:</p> <ul style="list-style-type: none"> - characteristics of primary school organisation and work - basic primary school legislation and documentation - ways of cooperation with parents <p><u>Transferable/Key skills and other attributes:</u></p> <ul style="list-style-type: none"> - effective communication and cooperation with other teachers and colleagues - knowledge and understanding of broader (philosophical, moral, ethical etc.) dimensions of education and teaching - ability to critically reflect on one's own work
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Metode poučevanja in učenja:

<ul style="list-style-type: none"> - opazovanje poučevanja in opravljanje opazovalnih nalog (najmanj 10 ur), - poučevanje posameznih učnih aktivnosti-poučevanje v paru, samostojno poučevanje (najmanj 5 ur) - analiza in vrednotenje pouka - diskusije (z mentorjem, kolegi) - vodenje reflektivnega portfolija pedagoške prakse - 3 skupinske hospitacije z analizami učnih ur - 1 nastop za oceno

Learning and teaching methods:

<ul style="list-style-type: none"> - observation of teaching and doing observation tasks (minimum 10 hours) - teaching individual activities, teaching in pairs, independent teaching (minimum 5 hours) - analysis and evaluation of teaching - discussions (with mentor, colleagues) - managing a reflective teaching practice portfolio - 3 group observations and corresponding lesson analyses - 1 assessment lesson

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

<ul style="list-style-type: none"> - ocena portfolija pedagoške prakse, - nastop in ocena doseženih kompetenc pri opazovanju in poučevanju 	<p>50 %</p> <p>50 %</p>	<ul style="list-style-type: none"> - assessment of teaching practice portfolio - assessment of competences in observation and teaching
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Reference nosilca / Lecturer's references:

SKELA, Janez. Indijanski rezervat kot prisposoda začetnega izobraževanja učiteljev angleškega jezika na Filozofski fakulteti Univerze v Ljubljani = The Indian reserve as a fitting metaphor for pre-service English language teacher education at the Faculty of Arts, University of Ljubljana. *Vzgoja in izobraževanje : revija za teoretična in praktična vprašanja vzgojno izobraževalnega dela*. [Tiskana izd.]. 2019, letn. 50, št. 5/6, str. 52-58, ilustr. ISSN 0350-5065.

SKELA, Janez. A journey through the landscapes of language education. V: KOSTOULAS, Achilleas (ur.). *Challenging boundaries in language education*. Cham (Switzerland): Springer, cop. 2019. Str. 15-32, ilustr. Second language learning and teaching. ISBN 978-3-030-17056-1. ISSN 2193-7648.

SKELA, Janez. Razvojni tokovi poučevanja in učenja angleščine v Sloveniji kot alegorija Guliverjevih potovanj v deželo velikanov in palčkov. V: BALAŽIČ BULC, Tatjana (ur.), et al. *Poti in stranpoti poučevanja tujih jezikov v Sloveniji*. 1. izd. Ljubljana: Znanstvena založba Filozofske fakultete, 2019. Str. 9-26. ISBN 978-961-06-0278-1. <https://e-knjige.ff.uni-lj.si/znanstvena-zalozba/catalog/view/180/276/4662-1>.



Univerza v Mariboru

Filozofska fakulteta

Koroška cesta 160
2000 Maribor, Slovenija

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Pedagoški praktikum angleščina 1*
Course title:	Teaching Practicum English 1*
	*Opomba: Učni načrt predmeta se izvaja za študente z nepedagoškimi vezavami, združeno z izvedbo predmeta Pedagoški praktikum angleščina 1.

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	1	2
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	1	2

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
				11LV, 5TV, 2N, 6H	156	6

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

Vsebina in tipične aktivnosti:
Pedagoška praksa je organizirana in se izvaja po načelu reflektivne prakse in postopnega vključevanja študentov v poučevanje in pedagoško delo osnovne šole. Izvaja se v strnjeni in razpršeni obliki. Pedagoška praksa obsega:

- opazovanje poučevanja (učitelja mentorja in ostalih učiteljev) s pomočjo ciljno usmerjenih opazovalnih nalog, analizo učnih aktivnosti, razgovori in refleksijo po opazovanju (z opazovanim učiteljem, drugimi študenti) v obsegu najmanj 20ur. Pri opazovanju gre v začetku za opazovanje konkretnih pojavov in

Content (Syllabus outline):

Content and typical activities
Teaching practice is organised and executed on the principle of reflective practice and step-by-step introduction of students to teaching and pedagogical work of a primary school. It is organized as a continuous and non-continuous teaching practice. Teaching practice comprises:

- observation of teaching (of teacher mentor and other teachers) with goal-oriented observation tasks, analysis of teaching/learning activities, discussions and reflective tasks after the observation (with the teacher mentor and colleagues), in total of min. 20 hours. Examples

na nižji ravni sklepanja (npr. dajanje navodil, zastavljanje vprašanj, vodenje razredne interakcije, poučevanje besedišča, utrjevanje slovničnih struktur), kasneje pa tudi za opazovanje na višji ravni sklepanja (ustvarjanje okolja, ki spodbuja učenje, uporaba pristopov in metod poučevanja in preverjanja ter ocenjevanje znanja

- poučevanje v razredu, ki obsega pouk oz. vodenje posameznih učnih aktivnosti, poučevanje v paru in samostojno poučevanje v skupnem obsegu najmanj 8 ur
- spremljanje in (samo)vrednotenje prakse, s prakso povezanih nalog ter svojega profesionalnega razvoja

of observation tasks: giving instructions, asking questions, achieving and maintaining a positive learning climate, organisation and management of classroom interaction, teaching language systems and skills, assessment and testing

- classroom teaching consisting of teaching individual activities, team teaching and individual teaching in total amount of 8 hours of classroom teaching at minimum
- monitoring and (self)evaluating teaching practice, practice-related activities and one's own professional development

Temeljni literatura in viri / Readings:

Kukovec, M. (2012). *English Teaching Practice Handbook*. Maribor: Filozofska fakulteta Maribor.
 Harmer, J. (2012). *Essential Teacher Knowledge Book and DVD Pack*. NY: Pearson Education ESL.
 Gower, R., Phillips, D., Walters, S. (1995). *Teaching Practice Handbook*. Heinemann
 Učbeniški kompleti, druga učna gradiva in viri./Textbooks, other learning and teaching materials and sources.

Cilji in kompetence:

Študenti se na postopen način uvedejo v poučevanje in pedagoško delo v osnovni šoli. Pridobijo osnovna znanja in spretnosti poučevanja, komuniciranja z učenci in obvladovanja razreda. V praksi preizkusijo različne metode in tehnike poučevanja in so sposobni oceniti njihovo uspešnost. Razvijejo zavest o dejavnikih, ki vplivajo na poučevanje in učenje, o načelih in praksi reflektivnega poučevanja in o potrebi po sodelovanju z drugimi pri poučevanju in pedagoškem delu.

Objectives and competences:

Students are introduced, in a step-by-step manner, to teaching and pedagogical work in a primary school. They develop basic knowledge and skills of teaching, classroom communication and management. They practice using different teaching methods and techniques. They develop an awareness of factors which influence teaching and learning, of principles and practice of reflective teaching, and of the need to cooperate with others in teaching and pedagogical work.

Predvideni študijski rezultati:

Študenti so sposobni na ravni osnovne šole:

- učinkovito opazovati poučevanje izkušenih učiteljev in svojih kolegov ter na tej podlagi načrtovati svoje poučevanje in pedagoško delo
- ugotoviti želene učne cilje in prilagoditi načrtovanje in izvedbo učnih enot potrebam in možnostim učencev
- razlikovati učence glede na stopnjo v njihovem kognitivnem, socialnem in emocionalnem razvoju, stil in strategije učenja ipd.,
- uporabiti načela za uspešno pripravo, izvedbo in evalvacijo učne enote
- uporabljati različne metode in tehnike poučevanja, vodenja razreda, preverjanja in ocenjevanja znanja ter vrednotenja
- predvideti možne težave pri poučevanju in pedagoškem delu v razredu

Intended learning outcomes:

At the level of primary school, students are able to

- effectively observe teaching of experienced teachers and their colleagues and on this basis plan their own teaching and pedagogical work
- identify desired learning outcomes and adjust the planning and teaching of learning units to the needs and abilities of learners
- distinguish between learners with regard to their stage in cognitive, social and emotional development, learning styles and strategies etc.
- apply the principles for effective preparation, execution and evaluation of a learning unit
- use different methods and techniques of teaching, classroom management, assessment and testing and evaluation
- anticipate possible difficulties in classroom teaching and pedagogical work
- critically evaluate their effectiveness as teachers

<ul style="list-style-type: none"> - kritično oceniti svojo pedagoško uspešnost - uporabiti na dokazih utemeljen pristop za reševanje pedagoških problemov <p>Študenti poznajo</p> <ul style="list-style-type: none"> - značilnosti in način delovanja osnovne šole - osnovno šolsko zakonodajo in dokumentacijo - oblike sodelovanja s starši <p><i>Prenosljive/ključne spretnosti in drugi atributi:</i></p> <ul style="list-style-type: none"> - učinkovito komuniciranje in sodelovanje z drugimi učitelji in kolegi - znanje in razumevanje širših (filozofskih, moralno-etičnih ipd.) razsežnosti izobraževanja in poučevanja - sposobnost kritično reflektirati svoje delo

<ul style="list-style-type: none"> - apply the evidence-based approach in solving pedagogical problems <p>Students are acquainted with:</p> <ul style="list-style-type: none"> - characteristics of primary school organisation and work - basic primary school legislation and documentation - ways of cooperation with parents <p><i>Transferable/Key skills and other attributes:</i></p> <ul style="list-style-type: none"> - effective communication and cooperation with other teachers and colleagues - knowledge and understanding of broader (philosophical, moral, ethical etc.) dimensions of education and teaching - ability to critically reflect on one's own work

Metode poučevanja in učenja:

<ul style="list-style-type: none"> - opazovanje poučevanja in opravljanje opazovalnih nalog (najmanj 20 ur), - poučevanje posameznih učnih aktivnosti- poučevanje v paru, samostojno poučevanje (najmanj 8 ur) - analiza in vrednotenje pouka - diskusije (z mentorjem, kolegi) - vodenje reflektivnega portfolija pedagoške prakse - 6 skupinskih hospitacij z analizami učnih ur - 2 nastopa za oceno

Learning and teaching methods:

<ul style="list-style-type: none"> - observation of teaching and doing observation tasks (minimum 20 hours) - teaching individual activities, teaching in pairs, independent teaching (minimum 8 hours) - analysis and evaluation of teaching - discussions (with mentor, colleagues) - managing a reflective teaching practice portfolio - 6 group observations and corresponding lesson analyses - 2 assessment lesson

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

<ul style="list-style-type: none"> - ocena portfolija pedagoške prakse, - nastopi in ocena doseženih kompetenc pri opazovanju in poučevanju 	<p>50 %</p> <p>50 %</p>	<ul style="list-style-type: none"> - assessment of teaching practice portfolio - assessment of competences in observation and teaching
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Reference nosilca / Lecturer's references:

SKELA, Janez. Indijanski rezervat kot prisposoda začetnega izobraževanja učiteljev angleškega jezika na Filozofski fakulteti Univerze v Ljubljani = The Indian reserve as a fitting metaphor for pre-service English language teacher education at the Faculty of Arts, University of Ljubljana. *Vzgoja in izobraževanje : revija za teoretična in praktična vprašanja vzgojno izobraževalnega dela*. [Tiskana izd.]. 2019, letn. 50, št. 5/6, str. 52-58, ilustr. ISSN 0350-5065. [COBISS.SI-ID [70681442](#)]

SKELA, Janez. A journey through the landscapes of language education. V: KOSTOULAS, Achilleas (ur.). *Challenging boundaries in language education*. Cham (Switzerland): Springer, cop. 2019. Str. 15-32, ilustr. Second language learning and teaching. ISBN 978-3-030-17056-1. ISSN 2193-7648. [COBISS.SI-ID [69904738](#)]

SKELA, Janez. Razvojni tokovi poučevanja in učenja angleščine v Sloveniji kot alegorija Guliverjevih potovanj v deželo velikanov in palčkov. V: BALAŽIC BULC, Tatjana (ur.), et al. *Poti in stranpoti poučevanja tujih jezikov v Sloveniji*. 1. izd. Ljubljana: Znanstvena založba Filozofske fakultete, 2019. Str. 9-26. ISBN 978-961-06-0278-1. <https://e-knjige.ff.uni-lj.si/znanstvena-zalozba/catalog/view/180/276/4662-1>. [COBISS.SI-ID [70753890](#)]



Univerza v Mariboru

Filozofska fakulteta

Koroška cesta 160
2000 Maribor, Slovenija

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Ime predmeta:	Korpusi in raziskovalne metode
Course title:	Corpora and Research Methods

Študijski program in stopnja Study programme and cycle	Študijska smer Study option	Letnik Year of study	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED Anglistika DP NEP	1	2
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option English Studies Double-Major option	1	2

Vrsta predmeta (obvezni ali izbirni) / Course type (compulsory or elective)	Izbirni Elective
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Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje Clinical training	Druge oblike študija Other forms of study	Samost. delo Individual work	ECTS
15	15				60	3

Nosilec predmeta / Course coordinator:

Jeziki / Languages:	Predavanja / Lectures: angleški / English
	Vaje / Tutorial: angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Aktivno sodelovanje pri predmetu in opravljene pisne naloge so pogoj za pristop k izpitu.

Prerequisites for enrolling in the course or for performing study obligations:

Active class participation and completion of written assignments are prerequisites for taking the exam.

Vsebina (kratek pregled učnega načrta):

- Jezikovno usmerjeno preučevanje korpusov
- Kako ustvariti lasten korpus
- Ključni koncepti in izzivi (paralelni korpusi)
- Prednosti in slabosti različnih raziskovalnih metod
- Oblikovanje in strukturiranje metodologije raziskovalnega projekta

Content (syllabus outline):

- The language-anchored study of corpora
- How one can collect one's own corpus
- Key concepts and challenges (e.g. parallel corpora)
- Pros and cons of various research methods
- Designing and structuring the methodology of a research project

<ul style="list-style-type: none"> • Raziskave na mikro ravni v primerjavi z raziskavami na makro ravni • Kako predstaviti korpuse in raziskovalne metodologije v akademskem pisanju 	<ul style="list-style-type: none"> • Bottom-up versus top-down research • How to represent corpora and research methodologies in our academic writing
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Temeljni literatura in viri / Reading materials:

HOUSE, Juliane, and KADAR, Daniel Z. 2021. *Cross-Cultural Pragmatics*. Cambridge: CUP.
 KADAR, Daniel Z. 2024. *Ritual and Language*. Cambridge: Cambridge University Press.
 HOUSE, Juliane, KADAR, Daniel Z., LIU, Fengguang, and BI, Zhuo. 2022. Altered speech act indication: A problem for foreign language learners? *System* 101. <https://doi.org/10.1016/j.system.2021.102554>

Cilji in kompetence:

Cilj tega predmeta je predstaviti vlogo korpusov in metodologij v jezikovno usmerjenem raziskovanju. Študenti bodo dobili splošen pregled ključnih vprašanj v zvezi s korpusi in metodologijami, na primer, kako lahko sestavijo svoje korpuse, kako lahko oblikujejo svojo metodologijo (namesto robotskega sledenja metodologiji nekoga drugega) itd. Predmet bo tudi pokazal, da je oblikovanje metodologije in urejanje podatkov v namen raziskav pravzaprav zelo zanimiva in produktivna naloga.

Objectives and competences:

The aim of this course is to introduce the role of corpora and methodologies in language-based research. Students will be provided with a general overview of key issues relating to corpora and methodologies, such as how one can collect one's corpora, how one can design one's own methodology (instead of robotically following someone else's methodology), and so on. The course will also show that working on the methodology and data of your study is actually a most interesting and productive task.

Predvideni študijski rezultati:

Po uspešno opravljenem predmetu bo študent sposoben samostojno oblikovati lastne korpuse in metodologijo v svoji magistrski nalogi. Študenti bodo sposobni kritično ovrednotiti metodološko problematične raziskave in se tako izogniti pastem pri lastnem študiju.

Intended learning outcomes:

Successfully completing the course, students will be able to individually design their own corpora and methodology in their dissertation. Students will also be able to critically reflect on methodologically problematic research, hence avoiding pitfalls in their own study.

Metode poučevanja in učenja:

- Predavanja
- Seminarji
- Analize pri vajah

Learning and teaching methods:

- Lectures
- seminars
- in-class analyses

Načini ocenjevanja:

- pisni izpit
- pisne naloge in project

Delež (v %) /

Share (in %) /

Assessment methods:

- written exam
- written assignments and project

Reference nosilca / Course coordinator's references:

HOUSE, Juliane, and KADAR, Daniel Z. 2021. *Cross-Cultural Pragmatics*. Cambridge: CUP.
 KADAR, Daniel Z. 2024. *Ritual and Language*. Cambridge: CUP.
 KÁDÁR, Dániel Z., HOUSE, Juliane. 2020. 'Politeness markers' revisited. *Journal of politeness research*, 17/1, str. 79-109. DOI: [10.1515/pr-2020-0029](https://doi.org/10.1515/pr-2020-0029).



Univerza v Mariboru

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2000 Maribor, Slovenija

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Psiholingvistika z uvodom v dvojezičnost
Course title:	Psycholinguistics with an introduction to bilingualism

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED Anglistika DP NEP	1	2
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option English Studies Double-Major option	1	2

Vrsta predmeta / Course type

Izbirni (Poučevanje angleščine) / elective (Teaching English)
Obvezni (Anglistika) / Obligatory (English Studies)

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Klementina Jurančič

Jeziki /

Predavanja / Lectures: angleški / English

Languages:

Vaje / Tutorial: angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

Psiholingvistika je veda, ki preučuje odnos med človekovim razumom in jezikom ob tem, ko analizira procese, ki se dogajajo v možganih pri pisnim in ustnem sporazumevanju.

Psiholingvistika vključuje:

- Analizo govora odraslih in otrok
- Oblike skladiščenja leksemov v možganih
- Spominske procese, ki sodelujejo pri percepciji in interpretaciji besedil
- Prepoznavanje motenj pri govoru
- Procesni razumevanja in tvorjenja pisnega in govornega besedila

Content (Syllabus outline):

Psycholinguistics is a option of study which deals with the relationship between the human mind and language while analyzing processes taking place in the brains during written and oral communication.

Psycholinguistics involves:

- Analysis of adult and child speech
- Ways of storing lexemes in the brain
- Processes pertaining to memory which take part in the perception and interpretation of texts
- Identification of speech errors/disorders
- Processes of comprehension and formation of written and spoken texts

- Razvoj otroškega govora
- Usvajanje/učenje materinščine in tujega jezika
- Oblike dvojezičnosti (še posebej pri otroku)

- Development of child language
- First language and foreign language acquisition and learning
- Forms of bilingualism (especially in the case of children)

Temeljni literatura in viri / Readings:

Garman, M. 1990. *Psycholinguistics*. Cambridge. Cambridge University Press.
 Carroll, D. W. 1998. *Psychology of Language*. 2. izd. Brooks/Cole Publishing Company, Monterey, Canada
 Traxler, M. 2012. *Introduction to Psycholinguistics: Understanding Language Science*. Wiley-Blackwell
 Whitney, P. (1998) *The Psychology of Language*. Boston, Houghton Mifflin

Cilji in kompetence:

Cilj tega predmeta je sistematično obdelati procese razumevanje jezika, proizvodnje jezika in usvajanja jezika za namenom, da bi jih mogli študenti čim boljše razumeti in svoje znanje koristno uporabiti pri poučevanju.

Objectives and competences:

The objective of this course is to systematically deal with the processes: language comprehension, language production and language acquisition in order for the student to best understand them and successfully apply them in process of teaching.

Predvideni študijski rezultati:

Znanje in razumevanje: Po zaključku tega predmeta bo študent sposoben:

- Kako proizvajamo in razpoznavamo govor?
- Kako dojemamo besede, črk/glasov, povedi?
- Kako se učimo in prikličemo v spomin informacijo?
- Kako izpopolnimo besedila za lažje razumevanje?
- Kako delujejo možgani pri proizvodnji jezika?
- Kje so vzroki in kakšni so učinki bralnih nezmožnosti ali težav?
- Procese, ki so prisotni pri dvojezičnosti pri otroku, učenju prvega jezika pri otroku in pri zgodnjem poučevanju tujega jezika.

Prenosljive/ključne spretnosti in druge kompetence:

- Kaj o jeziku je potrebno vedeti, da jezik lahko govorimo?
- Kateri kognitivni procesi sodelujejo pri uporabi jezika?

Intended learning outcomes:

Knowledge and understanding: On completion of this course students will be able to:

- The production and identification of speech
- Perception of words, letters/ sounds, sentences
- Learning processes and recalling of information
- Ways of improving texts to enhance comprehension
- Functioning of the brain in the production of speech
- Causes and effects reading disabilities and difficulties
- Processes involved in bilingualism in the child, first language acquisition and early foreign language learning.

Transferable/Key Skills and other competences:

- What we need to know to be able to speak a language?
- Which cognitive processes are involved in language use?

Metode poučevanja in učenja:

- predavanja (metoda razlage in pojasnjevanja z zaključno diskusijo)
- seminarske vaje (prenos teoretičnega znanja v praktične primere) skupinsko delo, delo v parih
- reševanje odprtih nalog in problemov
- domače naloge

Learning and teaching methods:

- lectures (method of explanation and clarification with final discussion)
- tutorial (verifying theoretical issues on practical examples), group-work, pair-work
- problem solving tasks
- homework assignments

Načini ocenjevanja:

Delež (v %) /

Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project):
<ul style="list-style-type: none"> • prisotnost na predavanjih in vajah • sodelovanje na predavanjih in vajah • opravljene domače naloge • pisni izpit 	<p>10 %</p> <p>10%</p> <p>20%</p> <p>60%</p>	<ul style="list-style-type: none"> • class attendance • active class participation • completed homework • written exam

Reference nosilca / Lecturer's references:

JURANČIČ, Klementina Penelope. *Understanding English syntax: an NLP (Neurolinguistic programming) or BAT (Basic algorithm theory) based approach for non-native speakers/learners of English*. Maribor: Filozofska fakulteta, 2023. 78.

JURANČIČ, Klementina Penelope (Recenzentka): KONERT-PANEK, Monika. *From mentalism to optimality theory: notion of the basic phonological segment*. Wyd. 1. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego, 2021. 182 str., ilustr. ISBN 978-83-235-5424-0.

JURANČIČ, Klementina Penelope. IKT v poučevanju in učenju angleščine kot tujega jezika. V: LIPOVEC, Alenka (ur.), KRAŠNA, Marjan (ur.), PESEK, Igor (ur.). *Izzivi in dileme osmišljene uporabe IKT pri pouku*. 1. izd. Maribor: Univerzitetna založba Univerze. 2019, str. 165-171.



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Filozofska fakulteta

Koroška cesta 160
2000 Maribor, Slovenija

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Ime predmeta:	Uporabno jezikoslovje
Course title:	Applied Linguistics

Študijski program in stopnja Study programme and cycle	Študijska smer Study option	Letnik Year of study	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	1	2
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	1	2

Vrsta predmeta (obvezni ali izbirni) /
Course type (compulsory or elective)

Izbirni
Elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje Clinical training	Druge oblike študija Other forms of study	Samost. delo Individual work	ECTS
15		15			60	3

Nosilec predmeta / Course coordinator:

Daniel Z. Kadar

Jeziki /Languages:

Predavanja / Lectures: angleški / English

Vaje / Tutorial: angleški / English

Pogoji za vključitev v delo oz. za opravljanje
študijskih obveznosti:

Aktivno sodelovanje pri predmetu in opravljene
pisne naloge so pogoj za pristop k izpitu.

Prerequisites for enrolling in the course or for
performing study obligations:

Active class participation and completion of written
assignments are prerequisites for taking the exam.

Vsebina (kratak pregled učnega načrta):

- Pregled področja uporabnega jezikoslovja
- Jezikovno-podprto preučevanje učenja in poučevanja tujega jezika
- Enotne analize, s katerimi lahko sistematično preučujemo učenje tujih jezikov
- Problem eksotizacije jezikovne kulture – in kako se temu problemu izogniti
- Triangulacijski postopki
- Metodologije preučevanja učenja tujih jezikov
- Študije primerov

Content (syllabus outline):

- Overviewing the field of applied linguistics
- The language-based study of learning and teaching a foreign language
- Units of analysis through which foreign language learning can be systematically studied
- The problem of exoticising a linguaculture – and how to avoid this problem
- Triangulation procedures
- Methodologies of the study of foreign language learning
- Case studies

Temeljni literatura in viri / Reading materials:

HOUSE, Juliane, and KADAR, Daniel Z. 2023. *Contrastive Pragmatics and Foreign Language Learning*. Edinburgh: Edinburgh University Press.
HOUSE, Juliane, and KADAR, Daniel Z. 2023. An interactional approach to speech acts for applied linguistics. *Applied Linguistics Review*, 2023. <https://doi.org/10.1515/applirev-2022-0116>

Cilji in kompetence:

Cilj tega predmeta je predstaviti področje uporabnega jezikoslovja s posebnim poudarkom na preučevanju učenja tujega jezika. Uporabno jezikoslovje je najbolj vplivno področje v jezikoslovju, ki se dotika številnih jezikoslovnih področij, kot so pragmatika, sociolingvistika, računalniško jezikoslovje in prevajanje. Predmet pokriva temelje tega področja, ki jih morajo poznati študenti, ki jih zanima uporabna vrednost jezikoslovja. Predmet ne bo ponujal le pregleda uporabnega jezikoslovja, temveč bo vseboval tudi praktično usposabljanje o tem, kako izvajati uporabno jezikoslovno raziskovanje v praksi.

Objectives and competences:

The aim of this course is to introduce the field of applied linguistics, with special focus on the study of learning a foreign language. Applied linguistics is the highest-impact field in linguistics, which has interfaces with many linguistic areas, spanning pragmatics, through sociolinguistics, to language and computers, and translation. It is therefore highly important for students of linguistics with practically any interest to grasp the foundations of this field. The course will not only present an overview of applied linguistics but also practical training as to how to carry out applied linguistic research in practice.

Predvideni študijski rezultati:

Z uspešno opravljenim predmetom bodo študenti sposobni uporabljati različne ključne raziskovalne postopke, kot je triangulacija. Študenti se bodo seznanili tudi s skupino raziskovalnih področij, kot so pragmatika prevajanja, pragmalingvistika ipd. Študenti bodo sposobni tudi samostojno analizirati, ovrednotiti in oblikovati aplikativno jezikoslovno raziskavo.

Intended learning outcomes:

Successfully completing the course, students will be able to use various key research procedures, such as triangulation. Students will also become familiar with a cluster of research areas, such as the pragmatics of translation, pragmalinguistics, and so on. Students will also be able to analyze, evaluate and design applied linguistic research on their own.

Metode poučevanja in učenja:

- Predavanja
- Seminarji
- Analize pri predavanjih in vajah

Learning and teaching methods:

- Lectures
- seminars
- in-class analyses

Načini ocenjevanja:

- pisni izpit
- pisne naloge in projekt

Delež (v %) /

Share (in %)

Assessment methods:

- written exam
- written assignments and project

Reference nosilca / Course coordinator's references:

HOUSE, Juliane, and KADAR, Daniel Z. 2023. *Contrastive Pragmatics and Foreign Language Learning*. Edinburgh: Edinburgh University Press.
HOUSE, Juliane, KADAR, Daniel Z., LIU, Fengguang, and LIU, Shiyu. 2023. Greeting in English as a Foreign Language: A Problem for Speakers of Chinese, *Applied Linguistics* 44(2): 189–216, <https://doi.org/10.1093/applin/amac031>
HOUSE, Juliane, KADAR, Daniel Z. 2023. Speech acts and interaction in second language pragmatics: A position paper. *Language Teaching*, 1-12. doi:10.1017/S0261444822000477



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Filozofska fakulteta

Koroška cesta 160
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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Zgodbe in filmi pri pouku
Course title:	Stories and Film in the Classroom

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	1	2
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	1	2

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:
Prerequisites:

Vsebina:

- Klasične zgodbe in moderne interpretacije
- Pripovedovanje zgodb
- Integracija filma, videa in branja
- Koncepti in terminologija filma
- Literarne priredbe za film
- Filmski žanri (npr. vestern, znanstvena fantastika, detektivka in kriminalka, risani in kratki animirani film, dokumentarni film)
- Kulturno ozaveščanje s pomočjo filma
- Filmske kritike in ocene
- Uporaba zgodb in filmov pri pouku

Content (Syllabus outline):

- Classic stories and modern interpretation
- Storytelling skills
- Integrating film, video and reading
- Cinema concepts and terminology
- Literary adaptations into film
- Film genres (e.g., western, science fiction, detective and mystery, cartoon and short animation, documentaries)
- Cultural knowledge through film
- Critique and review of film
- Classroom activities with stories and film

Temeljni literatura in viri / Readings:

Berger, John. *Ways of Seeing*. London: Penguin, 1972.
 Mitchell, W.J.T. *Iconology: Image, Text, Ideology*. Chicago: University of Chicago Press, 1986.
 Stam, Robert and Alessandra Raengo (eds.). *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Malden, MA: Blackwell, 2005.
 Stafford, Tim. *Teaching Visual Literacy in the Primary Classroom*. Oxford: Routledge, 2011.

Cilji in kompetence:

- Študenti se bodo seznanili s širšim krogom filmskih žanrov
- Spoznali bodo osnovne filmske koncepte in terminologijo
- Sposobni bodo kritično presojati zgodbe, filme in vizualno gradivo
- Lažje bodo izbrali ustrezne zgodbe ter filmske in video vire za uporabo pri pouku
- Raziskovali bodo kulturni potencial filmov iz angleško govorečih dežel za izobraževanje
- Naučili se bodo oblikovati šolske in domače naloge, ki bodo kar najbolj izkoristile potencial filmov
- Navajali se bodo na kritično branje in pisanje o filmih

Objectives and competences:

- To introduce students to a wider range of film genres
- To familiarize students with basic film concepts and terminology
- To enable students to critically evaluate stories, film in video resources
- To help students choose stories, film/video resources for future classroom use
- To explore the cultural instruction potential of film/video from English-speaking cultures
- To explore accompanying classroom and homework activities for getting the most from films
- To encourage critical reading and writing on film

Predvideni študijski rezultati:

- Po zaključku tega predmeta bo študent sposoben:
- Bolje prepoznati filmski kanon
 - Uporabljati obsežnejše besedišče s področja filma
 - Uporabljati film za poučevanje kulture
 - Oblikovati dejavnosti, ki bi jih uporabljali pri gledanju filmov
 - Bolj kritično napisati ali razumeti filmsko kritiko

Intended learning outcomes:

- On completion of this course students will be able to demonstrate:
- Broader knowledge of the film canon
 - Enhanced vocabulary of film terminology and concepts
 - Ability to use film for cultural instruction
 - Ability to design activities to accompany film viewing
 - Improved critical ability in writing and reading reviews

Metode poučevanja in učenja:

Pri pouku si bomo ogledali izbrane filme in televizijske oddaje
 Gledanje filmov se bo prepletalo s predavanji in diskusijami na izbrane teme, ki so povezane s posameznimi filmi
 Spremljevalni delovni listi bodo pomagali študentom razumeti izraze, kritike, razlage in jim širili obzorja
 Vsak študent bo izdelal projektno nalogo, ki bo vključevala izbor, kritično branje in ocenjevanje, ustvarjanje filma in načrtovanje učne ure

Learning and teaching methods:

The course will be designed around the classroom watching of a selection of films or TV materials. Viewing will alternate with lecture/discussion on the syllabus topics, each of which is keyed to a specific film/video selection. Accompanying worksheets will guide students in terminology, critique, interpretation and cultural extension. Students will each complete an individual project involving choice, critical reading, critical reviewing, film-making, and lesson planning.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Sodelovanje in naloge	25	Participation and assignments
Izdelava in predstavitev projekta	25	Project completion and presentation
Pisni izpit	50	Written exam

Reference nosilca / Lecturer's references:

KENNEDY, Victor. Breaking taboos in 80s Toronto alt-rock. V: *Canadian (re)visions: futures, changes, revolutions = Les (re)visions canadiennes: projections, changements, révolutions : book of abstracts*. [S. l.: s. n.]. 2019, str. 28-29.

MAJENOVIC KLINE, Barbara, KENNEDY, Victor. Transgender personae in popular music = Transspolni liki v popularni glasbi. V: KOLETNIK, Melita (ur.), et al. *Words, music and gender : University of Maribor, May 23-25, 2019, Maribor, Slovenia: abstracts*, 2019, Maribor.

HERZOG, Jana, KENNEDY, Victor. Patriarchal metamorphosis : Pygmalion themes in three science fiction novels. V: BORSTNER, Bojan (ur.), ONIČ, Tomaž (ur.), ZUPAN, Simon (ur.). *Od jezika k filozofiji in nazaj : Festschrift ob 75-letnici Dunje Jutronić*. 1. izd. Maribor: Univerzitetna založba Univerze, 2019. Str. 99-112. ISBN 978-961-286-273-2. <https://press.um.si/index.php/ump/catalog/book/415>.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Izbrani avtorji
Course title:	Studies in a Major Author

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED Anglistika DP NEP	1	2
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option English Studies Double-Major option	1	2

Vrsta predmeta / Course type

Izbirni (Poučevanje angleščine) / elective (Teaching English)
Obvezni (Anglistika) / Obligatory (English Studies)

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Michelle Gadpaille

Jeziki /

Languages:

Predavanja / Lectures: angleški / English

Vaje / Tutorial: angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

/

Prerequisites:

/

Vsebina:

Študija kulturnega in družbenega konteksta skozi izbrano delo avtorja
Kontekst in pomen avtorjevega življenja za izbrano delo
Kritika in sprejemanje v začetnem obdobju: poudarek na enem delu
Žanr: dve do tri dela v sodobnem kontekstu
Glavni kritični pristopi k delu avtorja Oblikovanje kanona: nastanek večjih in manjših del

Content (Syllabus outline):

Social and cultural context: Background study through a selected work of the author
The context of life writing: Relevance autobiography / journals / autobiography to a selected work
Reviews and initial reception: focus on one work
Genre: two or three works in contemporary generic context
Major critical approaches to the author's work
Canon formation: emergence of major and minor

Temeljni literatura in viri / Readings:

Literatura se bo spreminjala glede na izbranega avtorja. Seznam bo zmeraj vključeval naslednje enote: /
Textbooks would vary, depending on the author selected. The list would always include the following:

- A collected works; individual publications of the author
- A life-writing text: journal/memoir/autobiography
- A selection of reviews and critical approaches

Cilji in kompetence:

Zagotoviti študentom možnost za poglobljeno študijo izbranega pomembnejšega avtorja iz angleške književnosti, na primer: Dickens, Thackeray, Wordsworth; Dickinson, Wharton, Joyce, Woolf, Shaw, Nabokov, Walcott, Pinter, Atwood, Naipaul, Morrison, Le Guin.
Usposobiti študente za uporabo socialnega in kulturnega ozadja, živega pisanja in literarne kritike za izgradnjo celovite podobe avtorja
Seznani študente s koncepti nastajanja kanona in hierarhije žanrov

Objectives and competences:

To provide students with the opportunity for in-depth study of one major author from the English literature, for example: Dickens; Thackeray; Wordsworth; Dickinson; Wharton; Joyce; Woolf; Shaw; Nabokov; Walcott; Pinter; Atwood; Naipaul; Morrison, Le Guin.
To teach students to use social and cultural background, life writing and literary criticism to build a holistic picture of a major author
To expose students to concepts of canon formation and genre hierarchy

Predvideni študijski rezultati:

Znanje in razumevanje:
Poglobljeno poznavanje dela avtorja iz angleškega literarnega kanona
Seznanjenost z vrsto kritičnih pristopov in njihovo razporeditvijo
Sposobnost intenzivnega študija ene teme in z različnih perspektiv
Priprava na usmerjeno raziskovanje, potrebno za pisanje disertacije
Prenesljive/ključne spretnosti in drugi atributi:
Sposobnost za raziskovanje in predstavitev pred skupino
Splošno znanje tuje kultur
Timsko delo, pogajalske in sodelovalne spretnosti
Zmožnost oblikovanja pedagoškega pristopa h kulturnim temam in literaturi

Intended learning outcomes:

Knowledge and understanding:
In depth knowledge of the works of an author from the canon of English literature
Familiarity with a range of critical approaches and their deployment
Ability to study one topic intensively and from a range of perspectives
Preparation for the research focus needed for writing a thesis
Transferable/Key Skills and other attributes:
Ability to do research and to present before a group
General knowledge of a foreign culture
Teamwork, negotiation and cooperation skills
Ability to formulate a pedagogical approach to cultural themes and literature

Metode poučevanja in učenja:

predavanja,
seminarji.

Learning and teaching methods:

Lectures
Seminars

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

· Ustna predstavitev
· Pisni izdelki
· Pisni izpit

20
30
50

· Oral presentation
· Written assignments
· Written exam

Reference nosilca / Lecturer's references:

GADPAILLE, Michelle. »Country Speech«: regional and temporal linguistic layering in Alice Munro's fiction. V: GADPAILLE, Michelle (ur.), MOHAR, Tjaša (ur.). *Alice Munro : precise, paradoxical and pret-ty tricky*. Ljubljana: University of Ljubljana Press, 2022. Vol. 19, no. 1, str. 15-27. ELOPE, vol. 19, no. 1.
GADPAILLE, Michelle. »Music in the Nightingale« : gender masquerade to music in Shakespeare's Two gentlemen of Verona. V: KOLETNIK, Melita (ur.), et al. *Words, music and gender : University of Maribor, May 23-25, 2019*, Maribor, Slovenia: abstracts, 2019, Maribor.
KUSOVAC, Olivera, MOHAR, Tjaša, GADPAILLE, Michelle. Gotovo zaboravljena pandemija : Blijedi konj, blijedi jahač Katherine Anne Porter. *Književna smotra*. 2021, god. 53, br. 201 (3), str. 31-43.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Didaktika angleščine 3
Course title:	English Didactics 3

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	2	3
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	2	3

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15				15 LV	60	3

Nosilec predmeta / Lecturer:

Jeziki / Languages: **Predavanja / Lectures:**
Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:
Prerequisites:

Vsebina:	Content (Syllabus outline):
<ul style="list-style-type: none">• Kontekstualni okvir poučevanja angleščine v srednji šoli.• Razvijanje jezikovnih spretnosti• Poučevanje slušnih zmožnosti.• Poučevanje bralnih zmožnosti.• Poučevanje ustnega sporočanja.• Poučevanje pisnega sporočanja.• Integracija jezikovnih zmožnosti.	<ul style="list-style-type: none">• Contextual framework of teaching English in secondary schools• Developing language skills• Teaching listening.• Teaching reading.• Teaching speaking.• Teaching writing.• The integration of language skills.

Temeljni literatura in viri / Readings:
Cvetek, S. 2012. *Introduction to English Language Teaching*. (6. izd.). Maribor: Pedagoška fakulteta. (dostopno tudi kot e-učno gradivo / Available also as e-learning study material)
Harmer, J. 2007. *The Practice of English Language Teaching*. [4th ed.]. Harlow: Longman.
Ur, P. 2012. *A Course in Language Teaching: Practice and theory*. [2nd ed.]. Cambridge: CUP.

Cilji in kompetence: **Objectives and competences:**

Cilj predmeta je, da se študenti usposobijo za poučevanje angleščine skladno z načeli na komunikaciji utemeljenega pristopa k poučevanju in za kritični premislek ter vrednotenje svojega in tujega poučevanja. Predmet gradi na vsebini predmeta Didaktika angleščine 2 s poudarkom na poučevanju angleščine v srednji šoli in se osredinja na poučevanje jezikovnih spretnosti.

The course aims to enable students for English language teaching that is based on the principles of communicative language teaching and for critical reflection and evaluation of their own and other people's teaching. The course builds on the content addressed by English Didactics 2 focusing on teaching English at the secondary level, particularly teaching and integration of language skills.

Predvideni študijski rezultati:

Znanje in razumevanje: Po zaključku tega predmeta bodo študenti:

- poznali in razumeli ključne kontekstualne dejavnike, ki vplivajo na pouk angleščine v srednji šoli
- sposobni načrtovati, izvesti in ovrednotiti posamezne učne aktivnosti in jih povezovati skladno z načeli na komunikaciji zasnovanega tujejezikovnega poučevanja in učenja.
- razumeli in obvladovali dinamiko razreda

Prenosljive/ključne spretnosti in druge atributi:

- načrtovanja jezikovnega pouka
- poučevalne spretnosti
- analiza in evalvacija pouka
- samostojno in sodelovalno učenje
- reflektivni pristop k učenju in poučevanju.

Intended learning outcomes:

Knowledge and understanding: At the end of the course the students will:

- know and understand key contextual factors that influence English language teaching in secondary school,
- be able to plan, implement and evaluate individual learning activities and integrate them according to the principles of communicative language teaching
- understand and manage classroom dynamics

Transferable/Key Skills and other attributes:

- planning language instruction
- teaching skills)
- analysis and evaluation of teaching
- independent and collaborative learning
- reflective approach to learning and teaching.

Metode poučevanja in učenja:

Neposredno pedagoško delo

- predavanja, laboratorijske vaje (mikropouk)
- opazovanje (skupinsko) pouka z analizo

Individualno delo

- obvezno (predhodno) branje
- opazovalne naloge, praktične naloge, naloge reflektivnega tipa

Learning and teaching methods:

Direct teaching

- lectures, laboratory work (microteaching),
- observation (groups) of teaching and analysis

Individual work

- required (advance) reading
- observation tasks, practical tasks, reflective tasks

Delež (v %) /

Weight (in %)

Načini ocenjevanja:

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)	Delež (v %) / Weight (in %)	Type (examination, oral, coursework, project):
• pisni izpit	60	• written test
• Portfolio	40	• Portfolio

Reference nosilca / Lecturer's references:

SKELA, Janez. Indijanski rezervat kot prisposoba začetnega izobraževanja učiteljev angleškega jezika na Filozofski fakulteti Univerze v Ljubljani. *Vzgoja in izobraževanje : revija za teoretična in praktična vprašanja vzgojno izobraževalnega dela*. [Tiskana izd.]. 2019, letn. 50, št. 5/6, str. 52-58, ilustr. ISSN 0350-5065.

SKELA, Janez. A journey through the landscapes of language education. V: KOSTOULAS, Achilleas (ur.). *Challenging boundaries in language education*. Cham (Switzerland): Springer, cop. 2019. Str. 15-32, ilustr. Second language learning and teaching. ISBN 978-3-030-17056-1. ISSN 2193-7648.

SKELA, Janez. Razvojni tokovi poučevanja in učenja angleščine v Sloveniji kot alegorija Guliverjevih potovanj v deželo velikanov in palčkov. V: BALAŽIC BULC, Tatjana (ur.), et al. *Poti in stranpoti poučevanja tujih jezikov v Sloveniji*. Ljubljana: Znanstvena založba Filozofske fakultete, 2019. Str. 9-26. ISBN 978-961-06-0278-1



Univerza v Mariboru

Filozofska fakulteta

Koroška cesta 160
2000 Maribor, Slovenija

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Pedagoški praktikum angleščina 2
Course title:	Teaching Practicum English 2

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	2	3
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	2	3

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
				11 LV, 1N, 3H, 5TV	70	3

Nosilec predmeta / Lecturer:

Jeziki / Languages: **Predavanja / Lectures:**
Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

Vsebina in tipične aktivnosti:
Pedagoška praksa je organizirana in se izvaja po načelu reflektivne prakse in postopnega vključevanja študentov v poučevanje in pedagoško delo v srednji šoli. Izvaja se v strnjeni in razpršeni obliki. Pedagoška praksa obsega:

- opazovanje poučevanja (opazovanje učitelja mentorja in kolegov). Pri opazovanju gre v pretežni meri za opazovanje kompleksnejših pojavov in na višji ravni sklepanja (npr. interakcija pri delu v skupini, uporaba učnih strategij, vloge učitelja in učence). Študenti pri opazovanju uporabljajo zahtevnejše (kvantitativne in kvalitativne) metode in tehnike (npr. diskurzno analizo), opazovanje postopoma dobiva raziskovalni značaj. Študent

Content (Syllabus outline):

Content and typical activities
Teaching practice is organised and executed on the principle of reflective practice and step-by-step introduction of students to teaching and pedagogical work in a secondary school. It is organized as a continuous and non-continuous teaching practice. Teaching practice comprises:

- observation of teaching (of teacher mentor, colleagues). When compared with initial practice, student use more complex (quantitative and qualitative) methods and techniques (e.g. discourse analysis), observation becomes research oriented. The student does min. 10 hours of targeted and documented observation of teaching;

opravi najmanj 10 ur ciljanega in dokumentiranega opazovanja pouka;

- poučevanje (v paru z drugim študentom, samostojno poučevanje) in drugo pedagoško delo v razredu oz. na šoli. V primerjavi z začetno prakso so študenti pri poučevanju v razredu bolj samostojni, mentor ima predvsem vlogo svetovalca, konstruktivnega kritika, ipd. Študent poučuje (v paru in samostojno) najmanj 5 ur);
- spremljanje in (samo)vrednotenje prakse, ki obsega vodenje reflektivnega portfolija in opravljanje različnih s prakso povezanih nalog.

- classroom teaching (in pair with another student teacher, individually) and other pedagogical work in classroom and school; When compared with initial practice, students are more autonomous, the role of the teacher mentor is more that of an advisor and constructive critic. The student teaches (in pair and independently) min. 5 hours;
- monitoring and (self)evaluating teaching practice, which includes keeping a reflective portfolio and doing various practice-related tasks.

Temeljni literatura in viri / Readings:

Kukovec, M.(2012). *English Teaching Practice Handbook*. Maribor: Filozofska fakulteta Maribor.
 Harmer, J. (2012). *Essential Teacher Knowledge Book and DVD Pack*. NY: Pearson Education ESL.
 Gower, R., Phillips, D., Walters, S. (1995). *Teaching Practice Handbook*. Heinemann
 Učbeniški kompleti, druga učna gradiva in viri./Textbooks, other learning and teaching materials and sources.

Cilji in kompetence:

Študenti se na postopen način uvedejo v poučevanje in pedagoško delo srednje šole. Pridobijo osnovna znanja in spretnosti poučevanja, komuniciranja z učenci in obvladovanja razreda. V praksi preizkusijo različne metode in tehnike poučevanja in so sposobni oceniti njihovo uspešnost. Razvijejo zavest o dejavnikih, ki vplivajo na poučevanje in učenje, o načelih in praksi reflektivnega poučevanja in o potrebi po sodelovanju z drugimi pri poučevanju in pedagoškem delu.

Objectives and competences:

Students are introduced, in a step-by-step manner, to teaching and pedagogical work of a secondary school. They develop basic knowledge and skills of teaching, classroom communication and management. They practice using different teaching methods and techniques. They develop an awareness of factors which influence teaching and learning, of principles and practice of reflective teaching, and of the need to cooperate with others in teaching and pedagogical work.

Predvideni študijski rezultati:

Študenti so sposobni na ravni srednje šole:

- učinkovito opazovati poučevanje izkušenih učiteljev in svojih kolegov ter na tej podlagi načrtovati svoje poučevanje in pedagoško delo
- ugotoviti želene učne cilje in prilagoditi načrtovanje in izvedbo učnih enot potrebam in zmožnostim učencev
- razlikovati učence glede na stopnjo v njihovem kognitivnem, socialnem in emocionalnem razvoju, stil in strategije učenja ipd.,
- uporabiti načela za uspešno pripravo, izvedbo in evalvacijo učne enote
- uporabljati različne metode in tehnike poučevanja, vodenja razreda, preverjanja in ocenjevanja znanja ter vrednotenja
- predvideti možne težave pri poučevanju in pedagoškem delu v razredu
- kritično oceniti svojo pedagoško uspešnost
- uporabiti na dokazih utemeljen pristop za reševanje pedagoških problemov

Intended learning outcomes:

At the level of secondary school, students are able to

- effectively observe teaching of experienced teachers and their colleagues and on this basis plan their own teaching and pedagogical work
- identify desired learning outcomes and adjust the planning and teaching of learning units to the needs and abilities of learners
- distinguish between learners with regard to their stage in cognitive, social and emotional development, learning styles and strategies etc.
- apply the principles for effective preparation, execution and evaluation of a learning unit
- use different methods and techniques of teaching, classroom management, assessment and testing and evaluation
- anticipate possible difficulties in classroom teaching and pedagogical work
- critically evaluate their effectiveness as teachers

<p>Študenti poznajo</p> <ul style="list-style-type: none"> - značilnosti in način delovanja srednje šole - srednješolsko zakonodajo in dokumentacijo - oblike sodelovanja s starši <p><u>Prenosljive/ključne spretnosti in drugi atributi:</u></p> <ul style="list-style-type: none"> - učinkovito komuniciranje in sodelovanje z drugimi učitelji in kolegi - znanje in razumevanje širših (filozofskih, moralno-etičnih ipd.) razsežnosti izobraževanja in poučevanja - sposobnost kritično reflektirati svoje delo 	<ul style="list-style-type: none"> - apply the evidence-based approach in solving pedagogical problems <p>Students are acquainted with:</p> <ul style="list-style-type: none"> - characteristics of secondary school organisation and work - basic secondary school legislation and documentation - ways of cooperation with parents <p><u>Transferable/Key skills and other attributes:</u></p> <ul style="list-style-type: none"> - effective communication and cooperation with other teachers and colleagues - knowledge and understanding of broader (philosophical, moral, ethical etc.) dimensions of education and teaching - ability to critically reflect on one's own work
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Metode poučevanja in učenja:

<ul style="list-style-type: none"> - opazovanje poučevanja in opravljanje opazovalnih nalog (najmanj 10 ur) - poučevanju v razredu (najmanj 5 ur) - vodenje reflektivnega portfolija pedagoške prakse - 3 skupinske hospitacije z analizami učnih ur - 1 nastop za oceno

Learning and teaching methods:

<ul style="list-style-type: none"> - observation of teaching and doing observation tasks (minimum 10 hours) - classroom teaching (minimum 5 hours) - managing a reflective portfolio of teaching practice portfolio - 3 group observations and corresponding lesson analyses - 1 assessed lesson

Delež (v %) /
Weight (in %)

Načini ocenjevanja:

<ul style="list-style-type: none"> - ocena portfolija pedagoške prakse, - nastop in ocena doseženih kompetenc pri opazovanju in poučevanju

Assessment:

<ul style="list-style-type: none"> - assessment of teaching practice portfolio - assessment of competences in observation and teaching

Reference nosilca / Lecturer's references:

SKELA, Janez. Indijanski rezervat kot prisposoda začetnega izobraževanja učiteljev angleškega jezika na Filozofski fakulteti Univerze v Ljubljani = The Indian reserve as a fitting metaphor for pre-service English language teacher education at the Faculty of Arts, University of Ljubljana. *Vzgoja in izobraževanje : revija za teoretična in praktična vprašanja vzgojno izobraževalnega dela*. [Tiskana izd.]. 2019, letn. 50, št. 5/6, str. 52-58, ilustr. ISSN 0350-5065. [COBISS.SI-ID [70681442](#)]

SKELA, Janez. A journey through the landscapes of language education. V: KOSTOULAS, Achilleas (ur.). *Challenging boundaries in language education*. Cham (Switzerland): Springer, cop. 2019. Str. 15-32, ilustr. Second language learning and teaching. ISBN 978-3-030-17056-1. ISSN 2193-7648. [COBISS.SI-ID [69904738](#)]

SKELA, Janez. Razvojni tokovi poučevanja in učenja angleščine v Sloveniji kot alegorija Guliverjevih potovanj v deželo velikanov in palčkov. V: BALAŽIC BULC, Tatjana (ur.), et al. *Poti in stranpoti poučevanja tujih jezikov v Sloveniji*. 1. izd. Ljubljana: Znanstvena založba Filozofske fakultete, 2019. Str. 9-26. ISBN 978-961-06-0278-1. <https://e-knjige.ff.uni-lj.si/znanstvena-zalozba/catalog/view/180/276/4662-1>. [COBISS.SI-ID [70753890](#)]



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Pedagoški praktikum angleščina 2*
Course title:	Teaching Practicum English 2*
	*Opomba: Učni načrt predmeta se izvaja za študente z nepedagoškimi vezavami, združeno z izvedbo predmeta Pedagoški praktikum angleščina 2.

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	2	3
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	2	3

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
				11LV 5 TV 2N, 6H	156	6

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

Vsebina in tipične aktivnosti:
 Pedagoška praksa je organizirana in se izvaja po načelu reflektivne prakse in postopnega vključevanja študentov v poučevanje in pedagoško delo v srednji šoli. Izvaja se v strnjeni in razpršeni obliki. Pedagoška praksa obsega:

- opazovanje poučevanja (opazovanje učitelja mentorja in kolegov). Pri opazovanju gre v pretežni meri za opazovanje kompleksnejših pojavov in na višji ravni sklepanja (npr. interakcija pri delu v skupini, uporaba učnih strategij, vloge učitelja in učence). Študenti pri opazovanju uporabljajo zahtevnejše

Content (Syllabus outline):

Content and typical activities
 Teaching practice is organised and executed on the principle of reflective practice and step-by-step introduction of students to teaching and pedagogical work in a secondary school. It is organized as a continuous and non-continuous teaching practice. Teaching practice comprises:

- observation of teaching (of teacher mentor, colleagues). When compared with initial practice, student use more complex (quantitative and qualitative) methods and techniques (e.g. discourse analysis), observation becomes research oriented. The student does

(kvantitativne in kvalitativne) metode in tehnike (npr. diskurzno analizo), opazovanje postopoma dobiva raziskovalni značaj. Študent opravi najmanj 20 ur ciljanega in dokumentiranega opazovanja pouka;

- poučevanje (v paru z drugim študentom, samostojno poučevanje) in drugo pedagoško delo v razredu oz. na šoli. V primerjavi z začetno prakso so študenti pri poučevanju v razredu bolj samostojni, mentor ima predvsem vlogo svetovalca, konstruktivnega kritika, ipd. Študent poučuje (v paru in samostojno) najmanj 8 ur);
- spremljanje in (samo)vrednotenje prakse, ki obsega vodenje reflektivnega portfolija in opravljanje različnih s prakso povezanih nalog.

min. 20 hours of targeted and documented observation of teaching;

- classroom teaching (in pair with another student teacher, individually) and other pedagogical work in classroom and school; When compared with initial practice, students are more autonomous, the role of the teacher mentor is more that of an advisor and constructive critic. The student teaches (in pair and independently) min. 8 hours;
- monitoring and (self)evaluating teaching practice, which includes keeping a reflective portfolio and doing various practice-related tasks.

Temeljni literatura in viri / Readings:

Kukovec, M. (2012). *English Teaching Practice Handbook*. Maribor: Filozofska fakulteta Maribor.
Harmer, J. (2012). *Essential Teacher Knowledge Book and DVD Pack*. NY: Pearson Education ESL.
Gower, R., Phillips, D., Walters, S. (1995). *Teaching Practice Handbook*. Heinemann
Učbeniški kompleti, druga učna gradiva in viri./Textbooks, other learning and teaching materials and sources.

Cilji in kompetence:

Študenti se na postopen način uvedejo v poučevanje in pedagoško delo srednje šole. Pridobijo osnovna znanja in spretnosti poučevanja, komuniciranja z učenci in obvladovanja razreda. V praksi preizkusijo različne metode in tehnike poučevanja in so sposobni oceniti njihovo uspešnost. Razvijejo zavest o dejavnikih, ki vplivajo na poučevanje in učenje, o načelih in praksi reflektivnega poučevanja in o potrebi po sodelovanju z drugimi pri poučevanju in pedagoškem delu.

Objectives and competences:

Students are introduced, in a step-by-step manner, to teaching and pedagogical work of a secondary school. They develop basic knowledge and skills of teaching, classroom communication and management. They practice using different teaching methods and techniques. They develop an awareness of factors which influence teaching and learning, of principles and practice of reflective teaching, and of the need to cooperate with others in teaching and pedagogical work.

Predvideni študijski rezultati:

Študenti so sposobni na ravni srednje šole:

- učinkovito opazovati poučevanje izkušenih učiteljev in svojih kolegov ter na tej podlagi načrtovati svoje poučevanje in pedagoško delo
- ugotoviti želene učne cilje in prilagoditi načrtovanje in izvedbo učnih enot potrebam in možnostim učencev
- razlikovati učence glede na stopnjo v njihovem kognitivnem, socialnem in emocionalnem razvoju, stil in strategije učenja ipd.,
- uporabiti načela za uspešno pripravo, izvedbo in evalvacijo učne enote
- uporabljati različne metode in tehnike poučevanja, vodenja razreda, preverjanja in ocenjevanja znanja ter vrednotenja

Intended learning outcomes:

At the level of secondary school, students are able to

- effectively observe teaching of experienced teachers and their colleagues and on this basis plan their own teaching and pedagogical work
- identify desired learning outcomes and adjust the planning and teaching of learning units to the needs and abilities of learners
- distinguish between learners, with regard to their stage in cognitive, social and emotional development, learning styles and strategies etc.
- apply the principles for effective preparation, execution and evaluation of a learning unit
- use different methods and techniques of teaching, classroom management, assessment and testing and evaluation

<ul style="list-style-type: none"> - predvideti možne težave pri poučevanju in pedagoškem delu v razredu - kritično oceniti svojo pedagoško uspešnost - uporabiti na dokazih utemeljen pristop za reševanje pedagoških problemov <p>Študenti poznajo</p> <ul style="list-style-type: none"> - značilnosti in način delovanja srednje šole - srednješolsko zakonodajo in dokumentacijo - oblike sodelovanja s starši <p><u>Prenosljive/ključne spretnosti in drugi atributi:</u></p> <ul style="list-style-type: none"> - učinkovito komuniciranje in sodelovanje z drugimi učitelji in kolegi - znanje in razumevanje širših (filozofskih, moralno-etičnih ipd.) razsežnosti izobraževanja in poučevanja - sposobnost kritično reflektirati svoje delo

<ul style="list-style-type: none"> - anticipate possible difficulties in classroom teaching and pedagogical work - critically evaluate their effectiveness as teachers - apply the evidence-based approach in solving pedagogical problems <p>Students are acquainted with:</p> <ul style="list-style-type: none"> - characteristics of secondary school organisation and work - basic secondary school legislation and documentation - ways of cooperation with parents <p><u>Transferable/Key skills and other attributes:</u></p> <ul style="list-style-type: none"> - effective communication and cooperation with other teachers and colleagues - knowledge and understanding of broader (philosophical, moral, ethical etc.) dimensions of education and teaching - ability to critically reflect on one's own work

Metode poučevanja in učenja:

<ul style="list-style-type: none"> - opazovanje poučevanja in opravljanje opazovalnih nalog (najmanj 20 ur) - poučevanju v razredu (najmanj 8 ur) - vodenje reflektivnega portfolija pedagoške prakse - 6 skupinskih hospitacij z analizami učnih ur - 2 nastopa za oceno

Learning and teaching methods:

<ul style="list-style-type: none"> - observation of teaching and doing observation tasks (minimum 20 hours) - classroom teaching (minimum 8 hours) - managing a reflective portfolio of teaching practice portfolio - 6 group observations and corresponding lesson analyses - 2 assessed lesson

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
<ul style="list-style-type: none"> - ocena portfolija pedagoške prakse, - nastopi in ocena doseženih kompetenc pri opazovanju in poučevanju 	<p>50 %</p> <p>50 %</p>	<ul style="list-style-type: none"> - assessment of teaching practice portfolio - assessment of competences in observation and teaching

Reference nosilca / Lecturer's references:

SKELA, Janez. Indijanski rezervat kot prispodoba začetnega izobraževanja učiteljev angleškega jezika na Filozofski fakulteti Univerze v Ljubljani = The Indian reserve as a fitting metaphor for pre-service English language teacher education at the Faculty of Arts, University of Ljubljana. *Vzgoja in izobraževanje : revija za teoretična in praktična vprašanja vzgojno izobraževalnega dela*. [Tiskana izd.]. 2019, letn. 50, št. 5/6, str. 52-58, ilustr. ISSN 0350-5065. [COBISS.SI-ID [70681442](#)]

SKELA, Janez. A journey through the landscapes of language education. V: KOSTOULAS, Achilleas (ur.). *Challenging boundaries in language education*. Cham (Switzerland): Springer, cop. 2019. Str. 15-32, ilustr. Second language learning and teaching. ISBN 978-3-030-17056-1. ISSN 2193-7648. [COBISS.SI-ID [69904738](#)]

SKELA, Janez. Razvojni tokovi poučevanja in učenja angleščine v Sloveniji kot alegorija Guliverjevih potovanj v deželo velikanov in palčkov. V: BALAŽIC BULC, Tatjana (ur.), et al. *Poti in stranpoti poučevanja tujih jezikov v Sloveniji*. 1. izd. Ljubljana: Znanstvena založba Filozofske fakultete, 2019. Str. 9-26. ISBN 978-961-06-0278-1. <https://e-knjige.ff.uni-lj.si/znanstvena-zalozba/catalog/view/180/276/4662-1>. [COBISS.SI-ID [70753890](#)]



Univerza v Mariboru

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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Ime predmeta:	Izbrane teme iz pedagoške lingvistike
Course title:	Selected topics from pedagogical linguistics

Študijski program in stopnja Study programme and cycle	Študijska smer Study option	Letnik Year of study	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	2	3
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	2	3

Vrsta predmeta (obvezni ali izbirni) / Course type (compulsory or elective)	Obvezni
	Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje Clinical training	Druge oblike študija Other forms of study	Samost. delo Individual work	ECTS
15		15			60	3

Nosilec predmeta / Course coordinator:

Jeziki / Languages:	Predavanja / Lectures:	angleški / English
	Vaje / Tutorial:	angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Aktivno sodelovanje pri predmetu in opravljene pisne naloge so pogoj za pristop k izpitu.

Prerequisites for enrolling in the course or for performing study obligations:

Active class participation and completion of written assignments are prerequisites for taking the exam.

Vsebina (kratek pregled učnega načrta):

- Uvod v klasične raziskave pedagoškega jezikoslovja
- Pregled interaktivne slovnice angleškega jezika, ki sistematično omogoča vpogled v to, kako se angleščina uporablja v vsakdanjem življenju in kako se lahko rabo angleščine poučuje
 - Razprava o paradoksu poučevanja 'življenjske' angleščine v (ritualnem) okolju razreda, ki ni del vsakdanjosti.
 - Pregled ključnih enot, s katerimi lahko poučujemo angleški jezik

Content (syllabus outline):

- Provide an introduction to classic research from pedagogic linguistics
- Provide an interactional grammar of English language, through which one can systematically overview how English is used in real life and how such use can be taught
- Discuss the paradox of teaching 'life-like' English in the non-life like (ritual) classroom setting
- Overview key units through which language use can be taught for learners of English

Temeljni literatura in viri / Reading materials:

EDMONDSON, Willis J., HOUSE, Juliane, and KADAR, Daniel Z. 2023. *Expressions, Speech Acts and Discourse: A Pedagogic Interactional Grammar of English*. Cambridge: Cambridge University Press.

Cilji in kompetence:

Predmet bo predstavil klasična 'poglavja' pedagoškega jezikoslovja, tj. klasična dela in ideje, posvečene učenju in poučevanju tujega jezika, v kombinaciji s sodobnimi najsodobnejšimi jezikoslovnimi raziskavami. Predmet usposablja za uporabo konceptov poučevanja študente s pedagoškim interesom in vse študente s splošnim raziskovalnim interesom za učenje in poučevanje angleščine kot tujega jezika. Študenti pridobijo praktične veščine, s katerimi je mogoče izboljšati poučevanje angleščine kot tujega jezika

Objectives and competencies:

This course will present classic 'chapters' of pedagogic linguistics, i.e. classic works and ideas dedicated to the learning and teaching of a foreign language, in combination with present-day cutting-edge linguistic research. While the course is primarily designed for students with a pedagogic interest, it also bears relevance for others with a general research interest in learning and teaching English as a foreign language. The course will provide practical skills through which teaching English as a foreign language can be enhanced.

Predvideni študijski rezultati:

Po zaključenem predmetu bodo študenti sposobni kritično ovrednotiti pasti določenih metod poučevanja. Študenti bodo sposobni samostojno analizirati metode, s katerimi lahko izboljšajo svoje poučevanje.

Intended learning outcomes:

Upon completing the course, students will gain critical vision on the pitfalls of certain teaching methodologies. Students will also provided with independent analytic skills through which their teaching can be enhanced.

Metode poučevanja in učenja:

- Predavanja
- Seminarji
- Analize pri predavanjih in vajah

Learning and teaching methods:

- Lectures
- seminars
- in-class analyses

Načini ocenjevanja:

- pisni izpit
- pisne naloge in projekt

Delež (v %) /

Share (in %) /

Assessment methods:

- | Načini ocenjevanja: | Delež (v %) / Share (in %) / | Assessment methods: |
|---------------------------|------------------------------|-----------------------------------|
| • pisni izpit | 60 | • written exam |
| • pisne naloge in projekt | 40 | • written assignments and project |

Reference nosilca / Course coordinator's references:

EDMONDSON, Willis J., HOUSE, Juliane, and KADAR, Daniel Z. 2023. *Expressions, Speech Acts and Discourse: A Pedagogic Interactional Grammar of English*. Cambridge: Cambridge University Press.
HOUSE, Juliane, and KADAR, Dániel Z. 2023. An interactional approach to speech acts for applied linguistics. *Applied Linguistics Review*. <https://doi.org/10.1515/applirev-2022-0116>.
HOUSE, Juliane, KÁDÁR, Dániel Z. 2023. Speech acts and interaction in second language pragmatics: a position paper. *Language teaching.*, str. 1-12. DOI: [10.1017/S0261444822000477](https://doi.org/10.1017/S0261444822000477).



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Poučevanje angleščine za posebne namene
Course title:	Teaching English for Specific Purposes

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	2	3
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	2	3

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Pogoj za pristop k izpitu so pozitivne ocene iz vsake posamezne obveznosti (prisotnost, aktivno sodelovanje in individualno domače delo).

Prerequisites:

A passing grade for each individual assignment (attendance, participation and home assignments), is required for students to be able to take the exam.

Vsebina:

- Zgodovinski in teoretski vidiki angleščine za posebne namene in njenega poučevanja
- Izdelava analize potreb
- Analiza in vrednotenje silabusov, učbenikov in gradiv za poučevanje in učenje angleščine za posebne namene
- Zasnova in priprava učnega načrta za poučevanje angleščine za posebne namene
- Načrtovanje učnih aktivnosti in nalog pri poučevanju angleščine za posebne namene
- Razvijanje učnih gradiv za poučevanje angleščine za posebne namene
- Preverjanje in ocenjevanje znanja pri poučevanju angleščine za posebne namene

Content (Syllabus outline):

- Historical and theoretical background of English for specific purposes and its teaching
- Conducting needs analysis
- Analysis and evaluation of syllabuses, coursebooks and materials for teaching English for specific purposes
- Design and preparation of syllabus for teaching English for specific purposes
- Planning learning activities and tasks in teaching English for specific purposes
- Materials development in teaching English for specific purposes
- Assessment and testing in teaching English for specific purposes

Temeljni literatura in viri / Readings:

- T. Dudley-Evans, M. J. St. John, M. J.: *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press, 1998.
- A. M. Johns: English for specific purposes (ESP): Its history and contributions. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (2nd ed., pp. 67-77). Newbury House, 1991.
- K. Harding: *English for Specific Purposes*. Oxford: Oxford University Press, 2007
- Hkrati bo izvajalka/izvajalec študentom sproti navedla/navedel aktualno literaturo.
The reading list will be updated on a regular basis.

Cilji in kompetence:

Cilj predmeta je usposobiti študente za načrtovanje pouka in poučevanje angleščine na različnih strokovnih oz. poklicnih področjih.

Objectives and competences:

The course aims to prepare students for planning and teaching English in different profession and vocation-related options.

Predvideni študijski rezultati:

Znanje in razumevanje: Po zaključku tega predmeta bo študent sposoben:

- razumeti osnovna načela, na katerih se utemeljuje poučevanje angleščine za posebne namene
- izdelati oceno potreb za poučevanje angleščine za posebne namene v različnih strokovnih oz. profesionalnih kontekstih
- načrtovati pouk angleščine za posebne namene, aktivnosti in naloge ter vrednotiti njihovo učinkovitost
- kritično vrednotiti obstoječa dostopna gradiva za poučevanje angleščine za posebne namene, jih prilagajati svojim potrebam in načrtovati lastna gradiva in učne pripomočke.

Prenosljive/ključne spretnosti in druge kompetence:

- organiziranje, analiziranje in vrednotenje podatkov in informacij
- jasna in logična predstavitev in argumentacija idej
- pravilno (jezik, stil, oblika) in logično pisno izražanje
- samostojno delo in sodelovanje z drugimi

Intended learning outcomes:

Knowledge and understanding: On completion of this course students will be able to:

- understand the key principles which underlie the teaching of English for specific purposes
- do a needs assessment for specific learners and professional contexts
- plan ESP lessons, design appropriate activities/tasks and evaluate their effectiveness
- critically evaluate currently available English for specific purposes teaching materials, adapt these materials for their teaching purposes and design their own materials and teaching aids.

Transferable/Key Skills and other competences:

- collection, analysis and evaluation of complex data and information
- clear and logical presentation and argumentation of ideas
- correct (language, style, form) and logical written communication
- autonomous work and cooperation with others

Metode poučevanja in učenja:

- predavanje, seminarske vaje,
- naloge (praktične, reflektivne)

Learning and teaching methods:

- lectures and seminars,
- tasks (practical, reflective)

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
<ul style="list-style-type: none">• sprotno ocenjevanje• izpit <p>Študenti morajo na doseči pozitivno oceno, t.j. najmanj zadostno (6), iz vsake obveznosti, kar je 50 % skupne ocene.</p>	50 50	<ul style="list-style-type: none">• continuing assessment• exam <p>Students must achieve a passing grade - at least satisfactory (6), in each individual assignment, which is 50% of the total grade.</p>

Reference nosilca / Lecturer's references:

- MAJCENOVICH KLINE, Barbara. The challenges and pitfalls of media literacy. *IATEFL Slovenia newsletter*. summer 2022, vol. 17, no. 1, str. 25-27, [3] str. pril., ilustr. ISSN 1855-6833.
- MAJCENOVICH KLINE, Barbara. Challenges in the media and advertising: gender issue. V: BORSTNER, Bojan (ur.), ONIČ, Tomaž (ur.), ZUPAN, Simon (ur.). *Od jezika k filozofiji in nazaj: Festschrift ob 75-letnici Dunje Jutronic*. Maribor: Univerzitetna založba Univerze, 2019. Str. 31-45, ilustr. ISBN 978-961-286-273-2.
- ONIČ, Tomaž, ORTHABER, Sara, KUKOVEC, Melita, MAJCENOVICH KLINE, Barbara. Razvijanje govorne zmožnosti pri študiju tujega jezika : uspešen prehod v izvedbo na daljavo s pomočjo IKT. V: *Inovativna uporaba IKT v visokem šolstvu : izzivi in priložnosti : konferenca IKTVVIS*, online, 24. - 25. september 2020. Ljubljana: IKTVVIS, 2020. 1 spletni vir. <http://iktvvis.si/SekcijaA12.html#povzetek36>.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Poučevanje angleščine na zgodnji stopnji OŠ
Course title:	Teaching English at the Primary Level

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	2	3
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	2	3

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

- Znanje tujega jezika: splošno in s poudarkom na začetnem učenju v predpubertetnem obdobju; značilnosti mlajših učencev
- Temeljne vsebine kurikula
- Načela, cilji in vsebine pouka angleščine na nižji stopnji OŠ
- Jezikovne funkcije in jezikovne sposobnosti oz. spretnosti (slušno razumevanje in ustno sporočanje, bralne in pisne spretnosti) pridobivanja tujega jezika na nižji stopnji OŠ
- Metodični in organizacijski vidiki učenja in poučevanja angleščine na nižji stopnji
- Gradiva in dejavnosti pri pouku angleščine na nižji stopnji
- Organizacija in načrtovanje pouka tujega jezika na nižji stopnji OŠ

Content (Syllabus outline):

- The language learner: generally and foreign language learning at primary level; how children think and learn foreign languages
- Curriculum Development
- Norms, aims and contents of the foreign language instruction at primary level
- Language functions and skills (listening, speaking, reading and writing skills) in the foreign language learning at primary level
- Methodology and organisation in the foreign language learning/teaching at primary level
- Resources and activities in the foreign language learning/teaching at primary level
- Management skills for language teachers at primary level and lesson planning

- Preverjanje in ocenjevanje znanja tujega jezika v 2. triletju devetletne osnovne šole
- Učbeniška gradiva in učna tehnologija na nižji stopnji OŠ
- Družbene in medkulturne razsežnosti učenja angleščine na nižji stopnji OŠ

- Record keeping and assessment in the second cycle of the primary school
- Selecting materials and using technology in the foreign language learning/teaching at primary level
- Social and Intercultural Issues in the Foreign Language Learning/Teaching at Primary Level.

Temeljni literatura in viri / Readings:

- Brewster, J., G. Ellis, and D. Girard. 2002. *The Primary English Teacher's Guide*. London: Penguin Books.
- Brumen, M. 2003. *Pridobivanje tujega jezika v otroštvu*. Ljubljana: DZS.
- Brumen, M. 2004. *Dejavnosti učenja in poučevanja angleškega in nemškega jezika*. Ljubljana: Zavod RS za šolstvo.
- Čok, L., J. Skela, B. Kogoj, and C. Razdevšek-Pučko. 1999. *Učenje in poučevanje tujega jezika: Smernice za učitelje v drugem triletju osnovne šole*. Ljubljana in Koper: Pedagoška fakulteta in ZRS RS.
- Slatterly, M., and Willis, J. 2001. *English for Primary Teachers*. Oxford:

Cilji in kompetence:

Cilj predmeta je seznaniti študente s teoretičnimi in praktičnimi jezikoslovnimi in pedagoško-psihološko-didaktičnimi znanji potrebnimi za poučevanje angleščine na nižji stopnji OŠ.

Objectives and competences:

The objective of this course is to acquaint students with the theoretical and practical linguistic, pedagogical, psychological and didactic knowledge and skills for teaching English at primary level.

Predvideni študijski rezultati:

Znanje in razumevanje: Po zaključku tega predmeta bo študent sposoben:

- izkazati znanje in razumevanje osnovnih jezikoslovnih, psiholoških, pedagoških in didaktičnih pojmov, ki so podlaga za kvalitetno in učinkovito poučevanje angleščine na nižji stopnji osnovne šole,
- identificirati in rešiti probleme povezane s teoretičnim in praktičnim pedagoškim delom poučevanja angleščine na nižji stopnji osnovne šole in jih uporabiti na drugih področjih,
- pokazati sposobnost razumevanja besedil/sporočil v angleščini in oblikovanje in sporočanje sporočil/besedil potrebnih za poučevanje angleščine na nižji stopnji osnovne šole.

Prenosljive/ključne spretnosti in druge kompetence:

- Spretnosti komuniciranja: pisno in ustno izražanje, javno nastopanje,
- Delo v skupini: reševanje skupnih zadalžitev v parih in manjših skupinah.
- Reševanje problemov: sposobnost reševanja didaktičnih problemov v različnih kontekstih.

Intended learning outcomes:

Knowledge and understanding: On completion of this course the student will be able to:

- demonstrate knowledge and understanding of contemporary linguistic, pedagogical, psychological and didactic/educational concepts which are the basis for the efficient and quality learning and teaching of foreign language (English) at primary level,
- identify and solve problems related to the theoretical and practical educational/didactic issues needed for the foreign language learning/teaching (English) at primary level and use them in other areas,
- show the ability of understanding of foreign language texts and their formation (English) for their use in the foreign language instruction at the primary level.

Transferable/Key skills and other competences:

- Communication skills: oral and written expression, public speaking,
- Working in a group: solving tasks in pairs and small groups,
- Problem solving: the ability to solve didactic problems in various contexts.

Metode poučevanja in učenja:

Learning and teaching methods:

<ul style="list-style-type: none"> • Interaktivno predavanje, • seminarske vaje, • individualne naloge, • študentova jezikovna mapa, • simulacije, mikropouk • igre vlog. 	<ul style="list-style-type: none"> • Interactive lecture, • tutorial, • individual assignments, • language portfolio, • simulation, microteaching • role playing.
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Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

<ul style="list-style-type: none"> • ocena portfolija, • pisna izpitna naloga. 	<p>50 %</p> <p>50 %</p>	<ul style="list-style-type: none"> • portfolio assessment, • written assignment
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Reference nosilca / Lecturer's references:

ROZMANIČ, Tina, VALTER, Tina, PIŽORN, Karmen. The correlation between reading fluency and external factors of Grade 6 students in EFL. V: *Programme & book of abstracts*. Granada: Universidad de Granada, 2022. Str. 142. <https://congresos.ugr.es/ellme2022/wp-content/uploads/sites/64/2022/06/ELLME2022-PROGBOOK-FINAL18JUNE.pdf>.

DAGARIN FOJKAR, Mateja, PIŽORN, Karmen. Izobraževanje učiteljev za poučevanje angleščine kot tujega jezika s pomočjo množičnih odprtih spletnih tečajev. V: DEVJAK, Tatjana (ur.). *Inovativno učenje in poučevanje za kakovostne kariere diplomantov in odlično visoko šolstvo. Sodobni didaktični pristopi v visokem šolstvu*. 1. e-izd. Ljubljana: Založba Univerze, 2022. Str. 11-32, ilustr., tabela. ISBN 978-961-7128-21-5. https://ffupscale.s3.eu-central-1.amazonaws.com/pdf/INOVUP_Devjak.pdf.

PIŽORN, Karmen. Recent approaches in plurilingual teaching. V: BRATOŽ, Silva (ur.), KOCBEK, Alenka (ur.), PIRIH, Anja (ur.). *Zbornik povzetkov Mednarodne konference Obrazi raznojezičnosti v evropskih izobraževalnih kontekstih Koper, 12. april 2019*. Koper: Založba Univerze na Primorskem, 2019. Str. 12. ISBN 978-961-7055-48-1.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Prevajanje in poučevanje tujega jezika
Course title:	Translation and Foreign Language Teaching

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	2	3
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	2	3

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:
Prerequisites:

Vsebina:

Predmet podaja pregleden prikaz najpomembnejših metod poučevanja tujega jezika in njihov zgodovinski razvoj ter v njihovem okviru kritično obravnava vlogo prevajanja in uporabo maternega jezika. Predmet predstavlja načine uporabe prevajanja in maternega jezika pri poučevanju tujega jezika s poudarkom na premoščanju razlike med pedagoškim in funkcionalnim prevajanjem.

Content (Syllabus outline):

The course provides a coherent overview of the most important foreign language teaching methods and their historical development, and critically discusses the role of translation and L1 use within them. The course introduces students to various applications of translation and L1 in FLT and aims to bridge the gap between pedagogical and functional translation.

Temeljni literatura in viri / Readings:

- Butzkamm, W. in Caldwell. *The bilingual reform: A paradigm shift in foreign language teaching*. 2009.
- Butzkamm, W. *Aufgeklärte Einsprachigkeit. Zur Entdogmatisierung der Methode im Fremdsprachenunterricht*. Heidelberg: Quelle & Meyer, 1993/1998.
- Carreres, A. „Strange bedfellows: Translation and Language Teaching.“ 2007. <http://www.cttic.org/ACTI/2006/papers/Carreres.pdf> (poskus dostopa 1.. februar 2015).
- Carreres, A. „Translation as a means and as an end.“ *The Interpreter and Translator Trainer* 8(1) (2014): 123-135.
- Cook, G. *Translation in Language Teaching: An Argument for Reassessment*. Oxford: Oxford University Press., 2010.
- Cook, V. *Second Language Learning and Language Teaching Website*. 2008. <http://homepage.ntlworld.com/vivian.c/SLLandLT/SumsChap2.htm>
- Cook, V. „Using the first language in the classroom.“ *Canadian Modern Language Review* 57(3) (2001): 402-423.
- Larsen-Freeman, D. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press, 2003.
- Leonardi, Vanesa. *The Role of Pedagogic Translation in Second Language Acquisition. From Theory to Practice*. Bern in Berlin: Peter Lang, 2010.
- Malmkjaer, K. *Translation and Language Teaching. Language Teaching and Translation*. Montaža Kirsten Malmkjaer. Manchester: St. Jerome., 1998.

Cilji in kompetence:

Cilj predmeta je posredovati znanja in razumevanje ter pregled temeljnih metod poučevanja tujega jezika ter kritično osvetliti razloge v prid in zoper vključitev prevajanja in maternega jezika v pouk tujega jezika v njihovem okviru.

Kompetence:

- poznavanje ustreznega jezikoslovno-pedagoškega in prevodoslovnega metajezika
- sposobnost razlikovanja med pedagoškim in funkcionalnim prevajanjem
- prepoznavanje pomena in funkcije prevajanja in L1 v okviru poučevanja tujega jezika
- sposobnost analize in kritičnega vrednotenja predstavljenih didaktičnih metod ter vloge prevajanja in maternega jezika v njihovem okviru
- sposobnost praktične aplikacije prevajalskih veščin za doseganje jezikovno-didaktičnih ciljev (poučevanje in učenje tujega jezika)
- razvijanje dovtetnosti za jezikovne spremembe in razvoj

Objectives and competences:

The objective of this course is to provide knowledge and understanding of the historical development of foreign language teaching methods and present pros and cons of the use of translation and L1 in FLT.

Competences:

- mastering the metalanguage (language pedagogy, translation sciences)
- knowing how to differentiate between pedagogical and functional translation
- knowing how to recognize function and importance of translation and L1 use in FLT
- knowing how to analyze and critically assess the didactical methods under discussion, and the role of translation and L1 within them
- knowing how to apply translation for language-didactic purposes (FL teaching and learning)
- developing sensitivity to changes in language and developments in languages

Predvideni študijski rezultati:

Intended learning outcomes:

Znanje in razumevanje: <ul style="list-style-type: none"> • študenti poznajo načela prevajanja • študenti poznajo in razumejo vlogo prevajanja in maternega jezika v okviru temeljnih didaktičnih pristopov v preteklosti • študenti poznajo razliko med pedagoškim in funkcionalnim prevajanjem • študenti znajo načrtovati didaktične aktivnosti in integrirati prevajanje in materni jezik v pouk tujega jezika 	Knowledge and understanding: <ul style="list-style-type: none"> • students know the principles of translation • students know and understand the role of translation and L1 within the most important didactic approaches in the past • students know how to differentiate between pedagogical and didactical translation • students know how to devise didactic activities and to integrate translation and L1 into FLT
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Metode poučevanja in učenja: <ul style="list-style-type: none"> • predavanja • vaje 	Learning and teaching methods: <ul style="list-style-type: none"> • lectures • tutorials
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Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Način (pisni izpit, ustno izpraševanje, naloge, projekt) <ul style="list-style-type: none"> • pisni izpit • aktivno sodelovanje pri vajah 	70 30	Type (examination, oral, coursework, project): <ul style="list-style-type: none"> • written exam • active participation in tutorials

Reference nosilca / Lecturer's references:

KOLETNIK, Melita, FRÆLIGER, Nicolas. Editors' foreword. V: KOLETNIK, Melita (ur.), FRÆLIGER, Nicolas (ur.). *Translation and language teaching : continuing the dialogue*. Newcastle upon Tyne: Cambridge Scholars Publishing, cop. 2019. Str. vii-xi. ISBN 1-5275-3462-6, ISBN 978-1-5275-3462-9.

KOLETNIK, Melita. Language teaching for translators - language acquisition process directed toward developing students' translation skills. V: *PluriTAV : 24 y 25 de octubre, Facultat de Filologia, Traducció i Comunicació*. PluriTAV International Conference, Universitat de València, 24-25 October 2019. València: Universitat, [2019]. Str. 11-12. <http://citrans.uv.es/pluritav/conference/resources/PluriTAV%20-%20Book%20of%20Abstracts.pdf>

KOCIJANČIČ-POKORN, Nike, KOLETNIK, Melita. The influence of directionality on student success rates. V: KOLETNIK, Melita (ur.), FRÆLIGER, Nicolas (ur.). *Translation and language teaching: continuing the dialogue*. Newcastle upon Tyne: Cambridge Scholars Publishing, cop. 2019. Str. 239-259, graf. prikazi. ISBN 1-5275-3462-6, ISBN 978-1-5275-3462-9.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Magistrski seminar
Course title:	MA Seminar

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED Anglistika DP NEP	2	3
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option English Studies Double-Major option	2	3

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15	15				60	3

Nosilec predmeta / Lecturer:

Jeziki / Languages: **Predavanja / Lectures:**
Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

Magistrski seminar je pripravljani predmet v procesu priprave in izdelave magistrskega dela. S predmetom Magistrsko delo tvori organsko celoto. Kompetence, ki jih študent pridobi pri predmetu, ter samostojno in seminarsko delo, ki ga opravi, predstavljajo osnovo za samostojno izdelavo magistrskega dela pod vodstvom izbranega mentorja v okviru predmeta Magistrsko delo. Vsebinski sklopi:

- oblikovanje teme mag. dela, izbira mentorja
- raziskovalni pristopi: pedagoški in nepedagoški
- časovno načrtovanje dela

Content (Syllabus outline):

MA seminar is a preparatory course for preparation and writing of the Master's Thesis. It is organically connected to the Master's Thesis course. The competences acquired by the student in this course as well as with the individual and seminar work is the basis for the independent writing of the MA Thesis under the guidance of the chosen mentor within the Master's Thesis course.

Syllabus outline:

- Developing a topic; choosing a mentor
- Types of research: pedagogical and non-pedagogical

- elektronsko raziskovanje
- večine dela s podatkovnimi bazami
- dostop do strokovnih revij
- orodja za elektronsko pisanje (EndNote, pregledovalniki pravopisa)
- funkcija dokumentiranja, njena raba in različice avtorska pravica in etična raba virov
- viri in označevanje virov
- zgradba magistrskega dela
- oblikovanje hipotez

- Time Management
- Electronic research
- Database skills
- Access to scholarly and professional journals
- Electronic writing tools (EndNote, spell checkers)
- Documentation function, use and varieties
Copyright and ethical use of sources
- Bibliographies and annotated bibliographies
Structure of a thesis
- Forming hypotheses

Temeljna literatura in viri / Readings:

MLA Handbook for Writers of Research Papers. 8th Ed. New York: MLA, 2016 .

The Chicago Manual of Style, 16th edition. University of Chicago Press, 2010.

Berry, Ralph. *The Research Project: How to Write It*. 5th ed. London & New York: Routledge, 2004

Cilji in kompetence:

Uvesti študente v:

- moderne načine akademskega raziskovanja, vključno z raziskovanjem knjižničnih posedovanj v domačih in mednarodnih izobraževalnih inštitucijah; elektronskih in spletnih virov in podatkovnih baz,
- oblikovanje hipotez in argumentov, povezovanje empiričnega in teoretičnega raziskovanja, ter
- pisanje magistrskega dela in oblikovanje predloga zanj v ustrezni obliki (MLA, Chicago)

Objectives and competences:

To introduce students to

- modern modes of academic research, including researching library holdings in domestic and international educational institutions; electronic and internet resources and databases,
- formulation of hypotheses and arguments, integration of empirical and theoretical research, and
- writing the thesis and the thesis proposal in the appropriate format (MLA, Chicago)

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- načrtovati, voditi in ocenjevati raziskavo s področja angleških študij
- najti osnovne in sekundarne vire v knjižnici, podatkovnih bazah in na spletu
- uporabiti strokovne vire kot so kartni katalogi, tiskani in elektronski indeksi (kot so JSTOR)
- ustrezno in v celoti dokumentirati vire
- uporabiti moderna orodja za pisanje (Word, pregledovalnik pravopisa in slovnice; Endnote)
- napisati prepričljiv predlog teze
- povezati empirično in teoretično raziskavo v organiziran argument
- predstaviti delo v ustrezni akademski obliki (MLA, Chicago)

Prenosljive/ključne spretnosti in drugi atributi:

- Zmožnost organiziranja in predstavitve podatkov v ustreznih oblikah

Intended learning outcomes:

Knowledge and understanding:

On completion of this course the student will be able to:

- plan, conduct and evaluate the research in the option of Teaching English
- find primary and secondary sources in a library, database, and on the internet
- use professional sources such as card catalogues, print and electronic indexes (such as JSTOR)
- document sources fully and accurately
- use modern writing tools (i.e. Word, spell- and grammar checkers, Endnote)
- write a convincing thesis proposal
- integrate empirical and theoretical research into an organized argument
- present work in the appropriate academic format (MLA, Chicago)

Transferable/Key Skills and other attributes:

- Ability to organize and present data in appropriate forms

· Veščina dela s spletnimi podatkovnimi bazami in moderno programsko opremo

· Skill with on-line databases and modern software

Metode poučevanja in učenja:

predavanja, seminarji, predstavitve veščin, praktične raziskovalne naloge

Learning and teaching methods:

lectures, seminars, skill demonstrations, practical research tasks

Načini ocenjevanja:

· praktične raziskovalne naloge
· izdelava osnutka magistrskega dela in njegova predstavitev kolegom

Delež (v %) /

Weight (in %)

Assessment:

· a series of practical research tasks
· a thesis proposal outline and its presentation to the peers

Reference nosilca / Lecturer's references:

GADPAILLE, Michelle (urednik, avtor dodatnega besedila), KONDRIČ HORVAT, Vesna (urednik), KENNEDY, Victor (urednik, avtor dodatnega besedila). *Engendering difference : sexism, power and politics*. Newcastle upon Tyne: Cambridge Scholars Publishing, 2018.
Philologia : naučno-stručni časopis za jezik, književnost i kulturu. Kennedy, Victor (recenzent 2008-). Beograd: Udruženje građana Philologia, 2003-. ISSN 1451-5342.
HERZOG, Jana, KENNEDY, Victor. Patriarchal metamorphosis : Pygmalion themes in three science fiction novels. V: BORSTNER, Bojan (ur.), ONIČ, Tomaž (ur.), ZUPAN, Simon (ur.). *Od jezika k filozofiji in nazaj : Festschrift ob 75-letnici Dunje Jutronić*. 1. izd. Maribor: Univerzitetna založba. 2019, str. 99-112.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Didaktika angleščine 4
Course title:	English Didactics 4

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	2	4
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	2	4

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15				15 LV	60	3

Nosilec predmeta / Lecturer:

Jeziki / Languages: **Predavanja / Lectures:**
Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

- Novejši pristopi: na opravih utemeljen pristop, na vsebini utemeljen pristop.
- Učenčeva avtonomija, načini za spodbujanje učenčeve avtonomije
- Preverjanje in ocenjevanje znanja: izdelava jezikovnih testov. Alternativne oblike preverjanja jezikovnega znanja.
- Raziskovanje v razredu (akcijsko raziskovanje): načela, metode, tehnike.
- Načrtovanje in zasnova manjšega raziskovalnega projekta.
- Uporaba sodobne informacijske in komunikacijske tehnologije pri tujejezikovnem poučevanju. In ocenjevanju znanja
- Refleksija, reflektivna praksa in profesionalni razvoj učiteljev.

Content (Syllabus outline):

- Recent approaches: Task-based Approach, Content and Language Integrated Approach.
- Learner autonomy and ways of encouraging learner autonomy.
- Assessment and testing: designing language tests. Alternative ways of testing language knowledge.
- Classroom research (action research): principles, methods, techniques.
- Planning and design of a small research project.
- The use of information and communication technologies in teaching and assessment of knowledge
- Reflection, reflective teaching practice and teacher's professional development

Temeljni literatura in viri / Readings:

Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practices*. Harlow: Longman.
Dornyei, Z. 2007. *Research Methods in Applied Linguistics*. Oxford: Oxford University Press
Nunan, D. 1992. *Research Methods in Language Learning*. Cambridge University Press.
Nunan, D. 2004. *Task-Based Language Teaching*. Cambridge: CUP.
Wallace, M. 1998. *Action research for language teachers*. Cambridge: CUP.
Drugi viri in ustrezni članki

Cilji in kompetence:

Cilji predmeta so, da se študenti seznanijo in razumejo načela kvalitativnih metod na področju učenja in poučevanja angleščine, mešane metode na področju učenja in poučevanja angleščine, razredno raziskovanje na področju učenja in poučevanja angleščine, analiziranje in interpretacijo podatkov na področju učenja in poučevanja angleščine ter splošna raziskovalna priporočila na področju učenja in poučevanja angleščine.

Objectives and competences:

The main goals for students are to understand and apply the principles of qualitative research methods in ELT, mixed research methods in ELT, longitudinal versus cross-sectional research in ELT, classroom research in ELT, data analysis and reporting research results in ELT, and general recommendations on doing research in English language learning and teaching.

Predvideni študijski rezultati:

Znanje in razumevanje: Študent bo sposoben:

- prepoznati in razumeti doseženo stanje na področju tujejezikovnega poučevanja v sodobnem svetu in ključna vprašanja ter probleme
- razumeti in uporabljati nekatere najsodobnejše pristope na področju tujejezikovnega poučevanja in učenja
- uporabljati refleksijo kot način razmišljanja in reflektivni pristop pri poučevanju in pedagoškem delu
- uporabiti osnovne metode razrednega raziskovanja

Prenosljive/ključne spretnosti in druge atributi:

- načrtovanja jezikovnega pouka
- poučevalne spretnosti
- analiza in evalvacija pouka
- samostojno in sodelovalno učenje
- reflektivni in raziskovalni pristop k učenju in poučevanju.

Intended learning outcomes:

Knowledge and understanding: Students will:

- know and understand the present state in the option of foreign language teaching in the modern world and key issues and problems
- understand and use some recent approaches in the option of foreign language teaching and learning
- use reflection as a way of thinking and a reflective approach in teaching and pedagogical work
- use some basic methods of classroom research

Transferable/Key Skills and other attributes:

- planning language instruction
- teaching skills)
- analysis and evaluation of teaching
- independent and collaborative learning
- reflective and research-oriented approach to learning and teaching.

Metode poučevanja in učenja:

Neposredno pedagoško delo

- predavanja, seminarske vaje

Individualno delo

- obvezno branje
- naloge (opazovalne, praktične, reflektivne)

Learning and teaching methods:

Direct teaching

- lectures, tutorials,

Individual work

- required reading
- tasks (observational, practical, reflective),

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

- pisni izpit

60

- written test

- portfolijo (mapa študentovih dosežkov)

40

- portfolio

Reference nosilca / Lecturer's references:

- SKELA, Janez. Indijanski rezervat kot prisposodba začetnega izobraževanja učiteljev angleškega jezika na Filozofski fakulteti Univerze v Ljubljani = The Indian reserve as a fitting metaphor for pre-service English language teacher education at the Faculty of Arts, University of Ljubljana. *Vzgoja in izobraževanje : revija za teoretična in praktična vprašanja vzgojno izobraževalnega dela*. [Tiskana izd.]. 2019, letn. 50, št. 5/6, str. 52-58, ilustr. ISSN 0350-5065. [COBISS.SI-ID [70681442](#)]
- SKELA, Janez. A journey through the landscapes of language education. V: KOSTOULAS, Achilleas (ur.). *Challenging boundaries in language education*. Cham (Switzerland): Springer, cop. 2019. Str. 15-32, ilustr. Second language learning and teaching. ISBN 978-3-030-17056-1. ISSN 2193-7648. [COBISS.SI-ID [69904738](#)]
- SKELA, Janez. Razvojni tokovi poučevanja in učenja angleščine v Sloveniji kot alegorija Guliverjevih potovanj v deželo velikanov in palčkov. V: BALAŽIC BULC, Tatjana (ur.), et al. *Poti in stranpoti poučevanja tujih jezikov v Sloveniji*. 1. izd. Ljubljana: Znanstvena založba Filozofske fakultete, 2019. Str. 9-26. ISBN 978-961-06-0278-1. <https://e-knjige.ff.uni-lj.si/znanstvena-zalozba/catalog/view/180/276/4662-1>. [COBISS.SI-ID [70753890](#)]



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Pedagoški praktikum angleščina 3
Course title:	Teaching Practicum English 3

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED	2	4
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option	2	4

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
				15 LV, 5 TV	70	3

Nosilec predmeta / Lecturer:

Jeziki / Languages: **Predavanja / Lectures:**
Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

Vsebina in tipične aktivnosti:
Pedagoška praksa je organizirana in se izvaja po načelu reflektivne prakse in postopnega vključevanja študentov v poučevanje in pedagoško delo. Izvaja se v strnjeni in razpršeni obliki. Študenti si lahko izberejo delo na osnovni ali srednji šoli, glede na izbrani vidik raziskovanja. Pedagoška praksa obsega:

- opazovanje in raziskovanje vrednotenja in ocenjevanja tujejezikovnega znanja in spretnosti/zmožnosti (opazovanje učitelja, učencev, raziskovanje instrumentov in postopkov vrednotenja in ocenjevanja znanja). Študent opazuje procese pisnega in govornega vrednotenja in ocenjevanja znanja v razredu s pomočjo raziskovalnih instrumentov. Študent

Content (Syllabus outline):

Content and typical activities
Teaching practice is organised and executed on the principle of reflective practice and step-by-step introduction of students to teaching and pedagogical work. According to the student's preference or selected phenomenon/a of observation, the student may choose to do teaching practice in a primary or a secondary school. Teaching practice is organized as a continuous and non-continuous teaching practice and comprises:

- observation and a small-scale research project on English language classroom assessment processes (teacher/student observation, research on assessment instruments and procedures). The student observes the processes of written and oral assessment using

opazuje preverjanje govornih spretnosti najmanj 5 učencev in evalvira najmanj 5 različnih pisnih preizkusov znanja ter popravi najmanj 3 testne naloge in da ustrezne povratne informacije,

- oblikovanje testnih nalog in poučevanje v razredu, ki obsega pouk oz. vodenje posameznih učnih aktivnosti s preizkusom testnih nalog,
- zasnova manjše razredne raziskave s ciljem integracije teoretičnih in praktičnih znanj.

appropriate assessment instruments. The student observes 5 students being orally assessed and evaluates 5 different written classroom tests; corrects min 3 student's tests and provides relevant feedback

- creating tests and classroom teaching consisting of teaching individual activities including testing
- designing a small-scale classroom research project aimed to integrate theoretical and practical knowledge.

Temeljni literatura in viri / Readings:

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics* (Oxford Applied Linguistics). Oxford: Oxford University Press.

Brown, H. D. in Abeywickrama, P. (2010). **Language Assessment: Principles and Classroom Practices**. NY: Pearson Education ESL.

Učbeniški kompleti, druga učna gradiva in viri./Textbooks, other learning and teaching materials and sources.

Cilji in kompetence:

Študenti se usposobijo za opisovanje, raziskovanje, analizo in vrednotenje kompleksnejših pedagoških situacij na področju vrednotenja in ocenjevanja tujejezikovnega znanja ob uporabi literature in znanstvenih spoznanj ter lastnih izkušenj. Poznajo in znajo uporabljati osnovne raziskovalne metode (kvantitativne, kvalitativne in mešane) na področju poučevanja tujih jezikov, ki jim pomagajo pojasniti in odgovoriti na izbrano raziskovalno vprašanje na področju vrednotenja in ocenjevanja znanja. Sposobni so kritično premišljevat o svojem poučevanju, še posebej o vrednotenju in ocenjevanju tujejezikovnega znanja, ugotavljati svoje potrebe po znanju in nadaljnjem razvoju ter načrtovati svoj profesionalni in osebni razvoj kot učitelji.

Objectives and competences:

Students are able to describe, analyse and evaluate more complex pedagogical situations in the option of language assessment by using research findings and their own experiences.

They know and are able to use basic research methods and techniques (quantitative, qualitative and mixed) in the option of foreign language teaching which help them to ask and answer their research hypotheses. They are able to form plausible questions in language assessment. They are able to critically reflect on their teaching and particularly on foreign language assessment processes and to identify their needs for further professional development and are thus able to plan their professional and personal development as teachers.

Predvideni študijski rezultati:

Študenti so sposobni:

- opisovati, raziskovati, analizirati in vrednotiti pedagoške situacije na področju vrednotenja in ocenjevanja tujejezikovnega znanja ob uporabi virov, znanstvenih spoznanj ter lastnih izkušenj
- uporabljati osnovne raziskovalne metode (kvantitativne, kvalitativne in mešane) na področju poučevanja tujih jezikov, ki jim pomagajo pojasniti in odgovoriti na izbrano raziskovalno vprašanje na področju vrednotenja in ocenjevanja znanja
- zastavljati vprašanja, na katera je mogoče odgovoriti z raziskavami
- izbrati ustrezne raziskovalne metode in izdelati mini-raziskavo

Intended learning outcomes:

Students are able

- to describe, research, analyze and evaluate pedagogical situations in foreign language assessment while using research literature and its findings as well as their own experiences
- use fundamental research methods (quantitative, qualitative and mixed) in foreign language teaching which help them to clarify selected research questions, esp. in language assessment
- to form research questions
- to select relevant research methods and do a mini research project
- critically evaluate one's own effectiveness as students teachers, esp. in language assessment

<ul style="list-style-type: none"> - kritično preišljevat i o svojem poučevanju, še posebej o vrednotenju in ocenjevanju tujejezikovnega znanja - ugotavljati svoje potrebe po znanju in nadaljnjem razvoju ter načrtovati svoj profesionalni in osebni razvoj kot učitelj. <p><u>Prenosljive/ključne spretnosti in drugi atributi:</u></p> <ul style="list-style-type: none"> - učinkovito komuniciranje in sodelovanje z drugimi učitelji in kolegi - znanje in razumevanje širših (filozofskih, moralno-etičnih ipd.) razsežnosti izobraževanja in poučevanja - sposobnost kritično reflektirati svoje delo - sposobnost zasnovati manjšo razredno raziskavo oz. projekt

<ul style="list-style-type: none"> - identify one's own needs related to subject matter issues - to plan one's own further personal and professional development <p><u>Transferable/Key skills and other attributes:</u></p> <ul style="list-style-type: none"> - effective communication and cooperation with other teachers and colleagues - knowledge and understanding of broader (philosophical, moral, ethical etc.) dimensions of education and teaching - ability to critically reflect on their work - ability to design a small classroom research study or project

Metode poučevanja in učenja:

<ul style="list-style-type: none"> - opazovanje poučevanja (mikro & makro nivo), - analiza in vrednotenje pouka in procesov vrednotenja in ocenjevanja znanja - diskusije (z mentorjem, kolegi)

Learning and teaching methods:

<ul style="list-style-type: none"> - observation of teaching (micro & macro level) - teaching (individual activities, teaching in pairs, independent teaching) - analysis and evaluation of teaching - discussions (with mentor, colleagues)

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

<ul style="list-style-type: none"> - ocena portfolija pedagoške prakse - mini-raziskava 	60%	<ul style="list-style-type: none"> - portfolio - a mini research study
	40%	

Reference nosilca / Lecturer's references:

SKELA, Janez. Indijanski rezervat kot prisposoda začetnega izobraževanja učiteljev angleškega jezika na Filozofski fakulteti Univerze v Ljubljani = The Indian reserve as a fitting metaphor for pre-service English language teacher education at the Faculty of Arts, University of Ljubljana. *Vzgoja in izobraževanje : revija za teoretična in praktična vprašanja vzgojno izobraževalnega dela*. [Tiskana izd.]. 2019, letn. 50, št. 5/6, str. 52-58, ilustr. ISSN 0350-5065. [COBISS.SI-ID 70681442]

SKELA, Janez. A journey through the landscapes of language education. V: KOSTOULAS, Achilleas (ur.). *Challenging boundaries in language education*. Cham (Switzerland): Springer, cop. 2019. Str. 15-32, ilustr. Second language learning and teaching. ISBN 978-3-030-17056-1. ISSN 2193-7648. [COBISS.SI-ID 69904738]

SKELA, Janez. Razvojni tokovi poučevanja in učenja angleščine v Sloveniji kot alegorija Guliverjevih potovanj v deželo velikanov in palčkov. V: BALAŽIC BULC, Tatjana (ur.), et al. *Poti in stranpoti poučevanja tujih jezikov v Sloveniji*. 1. izd. Ljubljana: Znanstvena založba Filozofske fakultete, 2019. Str. 9-26. ISBN 978-961-06-0278-1. <https://e-knjige.ff.uni-lj.si/znanstvena-zalozba/catalog/view/180/276/4662-1>. [COBISS.SI-ID 70753890]



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Magistrsko delo
Course title:	Master's Thesis

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED Anglistika DP NEP	2	4
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option English Studies Double-Major option	2	4

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
					180	6

Nosilec predmeta / Lecturer:

Jeziki / Languages: **Predavanja / Lectures:**
Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Osvojena znanja, spretnosti in kompetence, ki jih študent pridobi z uspešno opravljenimi obveznostmi pri predmetu Magistrski seminar.

Prerequisites:

Acquired knowledge, skills and competences offered to the student upon successful completion of the MA seminar course requirements.

Vsebina:

- teoretske in empirične raziskave
- Priprava dispozicije magistrskega dela
- Oddaja dispozicije magistrskega dela
- Pisanje magistrskega dela
- Upoštevanje povratnih informacij mentorja (in somentorja, če obstaja), komisije za zagovor ter rezultatov elektronske preverbe izvirnosti besedila
- Oddaja končne magistrskega dela

Content (Syllabus outline):

- Research: theoretical and empirical
- Preparation of the thesis proposal
- Submission of the thesis proposal
- Writing of the thesis
- Editing of the thesis according to feedback from the mentor (and co-mentor, if relevant), thesis committee and any software checks
- Submission of the final MA thesis

Temeljni literatura in viri / Readings:

Murray, Rowena. *How to Write a Thesis*. UK. Open University, 2011.
 W. C. Booth, G. G. Colomb and J. M. Williams, *The Craft of Research*. U. Chicago Press, 2008.

Cilji in kompetence:

Študent zna:

- izpeljati samostojno raziskavo primerne obsega in brezhibne izvirnosti
- podati svoje ugotovitve na visokem jezikovnem nivoju, z ustrezno teoretsko osnovo in prepričljivo argumentacijo ter primeri
- uporabiti v raziskavi zadostno število bibliografskih enot, ki odraža magistrski stopnji ustrezno poglobljenost
- ustno zagovarjati magistrsko delo pred ustrezno komisijo
- sprejeti komentarje in popravke od mentorja, komisije oz. tiste, ki izhajajo iz elektronskega preverjanja besedila

Objectives and competences:

The student is able to:

- complete a piece of individual research of suitable extent and impeccable originality
- communicate the findings in clear language, with adequate theoretical grounding, and convincing argumentation and examples
- provide a sufficient number of References to reflect the depth of scholarship needed at the MA level
- orally defend the thesis before a competent committee
- accept commentary and corrections from the mentor(s), committee or checking software

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- delati na večjem projektu in ga izpeljati v določenem časovnem roku
- sintetizirati teoretske in empirične vidike
- sodelovati v znanstveni razpravi na danem področju

Intended learning outcomes:

Knowledge and understanding:

On completion of this course the student will be able to:

- master working on a major project to a given deadline
- synthesize the theoretical and the empirical
- engage in debate with the scholarly literature of the given discipline area

Metode poučevanja in učenja:

Individualno delo in pisanje

Learning and teaching methods:

Individual research and writing

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Končna različica magistrskega dela

100%

Final written MA thesis

Reference nosilca / Lecturer's references:



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Modalnost v angleščini
Course title:	Modality in English

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	1	1
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	1	1st

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:
Prerequisites:

Vsebina:
Content (Syllabus outline):

<ul style="list-style-type: none"> • Semantika in modalni mehanizmi jezika • Željni naklon • Modalni glagoli in modalnost • Epistemična modalnost • Deontična modalnost • Naklon: povedni, velelni, željni. • Modalnost v dobesednem in premem govoru • Modalni časi in njihov pomen • Modalnost v izražanju različnih stopenj vljudnosti • Pogojniki: sedanji / pretekli, »pravi« / »nepravi« • Stavčna intonacija in njen pomen • Stavčna intonacija v različnih govornih položajih <p>Pri vajah bodo študenti utrjevali in nadgrajevali obstoječe znanje ter razvijali veščine na višjem nivoju skozi številne vaje in naloge, ki slonijo na komunikacijskem pristopu. Predmet se bo osredotočil na razvoj bolj kompleksnih vidikov slovnice in besedišča, ki ustrezajo zahtevnejšemu nivoju (na primer, modalnost, idiom, frazni glagoli, pregled časov, kolokacije) s poudarkom na podatkovnem pristopu. Predmet bo izboljšal bralne, govorne, slušne in pisne veščine študentov z uporabo avtentičnih besedil.</p>

<ul style="list-style-type: none"> • Semantics and modal mechanisms in language • Subjunctive mood • Modal verbs and modalities • Epistemic modality • Deontic modality • Mood: indicative, imperative, subjunctive. • Modality in direct and indirect speech • Modal tenses and their meaning. • Modals in relation to politeness • Conditionals: present and past, 'real' and 'unreal' • Sentence intonation and meaning • Sentence intonation in different speech situations <p>In Language awareness (vaje) students will consolidate and build upon existing knowledge and skills, bringing them to proficiency through a variety of exercises and tasks based on a communicative approach. The course will focus on the development of complex aspects of grammar and vocabulary, appropriate for proficiency level (e.g. modality, idiom, phrasal verb, tenses review, collocations) with the emphasis on a data-driven approach. The course will improve all four of the language skills, reading, writing, listening and speaking through the use of authentic texts.</p>

Temeljni literatura in viri / Readings:

Facchinetti, R., Krug, M in Palmer, F (ur.). 2003. *Modality in contemporary English*. Berlin: M. de Gruyter.
 Leech, G. N. 2004: *Meaning and the English Verb*. 3. izd. Longman, London.
 Dancygier, B. Anderson, S. R., Bresnan, J., Comrie, B. Dressler, W. 1999. *Conditionals and Prediction: Time, Knowledge and Causation in Conditional Constructions*. Cambridge University Press.
 Wells, J. C. 2006. *English Intonation: An Introduction*. Cambridge University Press.

Cilji in kompetence:

Objectives and competences:

Cilj tega predmeta je sistematično obdelati različne aspekte modalnosti v angleščini kot nadgradnja predmeta Angleški glagol. Študenti se morajo zavedati tega, da modalnost ni samo stvar posamezne besede ali besedne zveze, temveč širšega konteksta, stavka, povedi, besedila. Modalnost (izražena z modalnimi glagoli, modalnimi časi, pogojnimi stavki in intonacijo) je do določene mere kulturno zaznamovana in pogosto tudi dvoumna. V primeru angleščine je tudi veliko bolj razdelana in razvejana kot v slovenščini. Študenti morajo to spoznati in internalizirati, da bodo lahko angleščino spretno uporabljali v vseh govornih položajih in v vseh sferah življenja.

Cilji pri vajah Jezikovno ozaveščanje:

- razumevanje različnih govorcev angleškega jezika in besedil v različnih kontekstih na zahtevnejši ravni,
- sistematično razširjanje/bogatenje besednega zaklada ter znanja slovnice,
- pravilni in tekoč govor angleškega jezika (na zahtevnejšem nivoju, tako v akademskih kot tudi v ostalih situacijah), z ustrezno izgovorjavo in intonacijo,
- pisanje različnih kompleksnih besedil.

The objective of this course is to get a systematic overview of various aspects of modality in English as an upgrading of the subject English verb. Students should become aware of the fact that modality is not merely a matter of the word or phrase (modal verbs), but also of a wider context, the sentence, the text. Modality (expressed by modal verbs and tenses, conditional sentences and intonation) is to a certain extent culture bound and frequently quite ambiguous. In the case of English it is also much more elaborate than in Slovene. Students need to be aware of this if they are to use the English language skillfully in any speech situation in any sphere of life.

Objectives for Language Awareness:

- Understand a variety of speakers of English and complex texts (both written and listening) at proficiency level,
- systematic building of vocabulary and grammar skills,
- speak English accurately and fluently (at proficiency level), with correct pronunciation and intonation in both academic and non-academic situations,
- produce a variety of complex written texts.

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben

- razločiti odstopanja v odnosu med slovnici in univerzalnim časom, ki nastajajo zaradi specifičnih lastnosti in pomenov modalnih glagolov in časov ter kontekstov, v katerih se pojavljajo, in se s tem izogniti napačni interpretaciji besedila
- razpoznati in uporabljati modalne oblike v različnih besedilnih vrstah v angleščini, razumeti njihov pomen in določiti referenčni čas
- razločevati med deontičnimi in epistemičnimi funkcijami posameznih modalnih glagolov
- uporabljati različne oblike pogojnih stavkov učinkovito in na pravih mestih
- uporabljati različne intonančne vzorce, ki ustrezajo danemu pogovornemu položaju ali pa ga spremenijo (to je še posebej koristno pri retoriki in pogajanjih),

Jezikovno ozaveščanje:

Intended learning outcomes:

Knowledge and understanding:

On completion of this course student will be able to

- identify deviations in the “time” v. “tense” relationship resulting from specific characteristics of modal verbs and their context and thus avoid misinterpreting the intended meaning of texts
- identify and use modal structures in different text types in English correctly both in terms of time reference and modal meaning,
- differentiate between deontic and epistemic functions of individual modal verbs
- use the various types of conditional sentences appropriately and efficiently,
- use intonation patterns suiting the atmosphere of the situation and for creating new atmospheres (this is especially useful for rhetoric and negotiations),

Language awareness:

- zmožnost razumevanja kompleksnih angleških pisnih in slušnih besedil na visoki zahtevnostni ravni,
 - zmožnost ustvarjanja kompleksnih pisnih besedil različnih žanrov ter pravilnega in tekočega govora angleškega jezika na zahtevnejši ravni,
 - zmožnost uporabe slovarjev, drugih priročnikov in strokovne literature
- Prenesljive/ključne spretnosti in drugi atributi:
- Sposobnost tvorjenja pisnih in ustnih izdelkov v angleščini s spretno in učinkovito uporabo modalnih sredstev,
 - sposobnost dela v parih in skupinah,
 - sposobnost uporabe sodobnih informacijskih virov in tehnologij (na primer korpusa),
 - sposobnost samostojnega in raziskovalnega pridobivanja znanj in vedenj,
 - sposobnost reševanja jezikoslovnih problemov,
 - sposobnost razvijanja kritičnega uma, kritična analiza, sinteza,
 - sposobnost delovanja v večjezikovnem in kulturnem okolju.

- ability to comprehend complex English written and listening texts at proficiency level,
 - ability to produce complex written texts of a variety of genres, and speak English accurately and fluently at proficiency level,
 - ability to use dictionaries and other resources.
- Transferable/Key Skills and other attributes:
- Ability to produce written and oral texts in English by skillfully and efficiently using modal tools,
 - ability to work in groups and pairs,
 - ability to use up-to-date resources and technology (e.g. corpus),
 - ability to become an autonomous learner/researcher,
 - ability to solve linguistic problems,
 - ability to think critically, critical analysis, synthesis,
 - ability to work in a multicultural, multilingual environment.

Metode poučevanja in učenja:

- predavanja (metoda razlage in pojasnjevanja z zaključno diskusijo),
- vodena razprava, debate,
- skupinsko delo,
- individualno raziskovanje,
- vodena analiza in interpretacija problemov,
- vaje,
- delo z besedilom,
- reševanje problemov,
- individualno domače delo.

Learning and teaching methods:

- lectures (method of explanation and clarification with final discussion),
- guided discussion, debates,
- group work,
- individual research work,
- guided analysis and interpretation of issues,
- exercises,
- work with texts,
- problem solving,
- individual homework assignments.

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)	Delež (v %) / Weight (in %)	Type (examination, oral, coursework, project):
• prisotnost in sodelovanje v razredu	(10%)	• class attendance and participation
• pisne in ustne naloge	(30%)	• written and oral assignments
• opravljeno domače delo	(10%)	• completion of homework assignments
• kolokvij	(25%)	• colloquium test
• pisni izpit	(25%)	• written exam

Reference nosilca / Lecturer's references:

JURANČIČ, Klementina Penelope, Understanding the English Verb: *an NLP (Neurolinguistic programming) or BAT (Basic algorithm theory) based approach for non-native speakers/learners of English*, znanstvena monografija (v tisku za leto 2023, priloženo potrdilo o sprejetju v objavo)

JURANČIČ, Klementina Penelope. IKT v poučevanju in učenju angleščine kot tujega jezika. V: LIPOVEC, Alenka (ur.), KRAŠNA, Marjan (ur.), PESEK, Igor (ur.). *Izzivi in dileme osmišljene uporabe IKT pri pouku*. 1. izd. Maribor: Univerzitetna založba Univerze. 2019, str. 165-171

JURANČIČ, Klementina Penelope (Recenzentka): KONERT-PANEK, Monika. *From mentalism to optimality theory : notion of the basic phonological segment*. Wyd. 1. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego, 2021. 182 str., ilustr. ISBN 978-83-235-5424-0



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Teorija jezika
Course title:	Theory of Language

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	1	1
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	1	1st

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

Teme, ki jih bomo obravnavali so naslednje: izvor jezika; univerzalnosti jezika; jezik in kognicija; kako obstaja jezik v in govorni skupnosti; usvajanje jezika; ali je jezik prirojen ali priučen; kakšen je odnos med jezikom in mislijo; kako je lahko jezik vodnik po realnosti; ali smo ujetniki svojega jezika?; kako se učimo o stvareh v svetu?; kje in kako besede pridobivajo pomene?; nominalizem, mentalizem in platonizem v filozofiji jezika in lingvistike.

Content (Syllabus outline):

Here are some of the themes covered: origin of language; language universals; language and cognition; how language exists in the speech community; the acquisition of language; is language innate or learned; what is the relationship of language and thought; how is language a guide to reality; are we prisoners of our language; how do we learn about things in the world, where and how words acquire their meanings; what is the relationship of language and thought; nominalism, mentalism and platonism in the philosophy of language and linguistics.

Temeljni literatura in viri / Readings:

Aitchison, J. 1987. *Words in the Mind: An Introduction to the mental Lexicon*_Oxford: Basil Blackwell.
 Chomsky, N. 1976. *Reflections on Language*_ London: Temple Smith.
 Downes, W. 1984. *Language and Society*. London : Fontana Paperbacks.
 Pinker, S. 1994. *The Language Instinct*. London: Penguin Books.

Dodatni viri:

Bickerton, D. 1990. *Language and Species*. Chicago: University of Chicago Press.
 Devitt and Sterelny. 1999. *Language and Reality: An Introduction to the Philosophy of Language*.
 Cambridge: the MIT Press.

Cilji in kompetence:

Študent bodo dosegli naslednje cilje:

- Dobili bodo pregledno znanje pomembnih teoretičnih pristopov moderni lingvistiki in s področja plodnega interdisciplinarnega raziskovanja. Poudarek bo na sodobnih teorijah in ne na zgodovinskem pregledu.
- Spoznali bodo pojme in principe, ki lingvistiko povezujejo s sorodnimi disciplinami.

Objectives and competences:

The objective of the course is to acquire

- To get an overview of the main theoretical approaches in modern linguistic theory and the areas of fruitful interdisciplinary research. The stress is put on contemporary theories and not on the historical overview.
- To acquire concepts and principles which connect linguistics and neighboring disciplines.

Predvideni študijski rezultati:

Znanje in razumevanje:
 Po zaključku tega predmeta bo študent:

- Obvladal praktične spretnosti pri analizi različnih besedil, znal kritično vrednotiti ideje.
- Uporabljal komunikacijske zmožnosti pri pisanju esejev in pri ustnih predstavitvah.
- Sposoben uporabljati interdisciplinaren pristop.
-

Prenosljive/ključne spretnosti in druge kompetence:

- Podrobno branje besedil
- Razmišljanje v primerjalnem smislu
- Povezovanje idej z različnih

Intended learning outcomes:

After the completion of the course the student will acquire the following competencies:

- Practical skills in the analysis of different texts and critical evaluation of ideas.
- Communicative skills in essay writing and oral presentation and most importantly.
- Sensitivity for the interdisciplinary approach.

Transferable/Key Skills and other competences:

- Close reading of the texts
- Thinking in comparative terms
- Connecting ideas from different options

Metode poučevanja in učenja:

- Predavanja (klasična s spodbujanjem sodelovanja študentov in postavljanja vprašanj za pojasnjevanje)
- Seminarske vaje - vsak študent napiše seminarsko nalogo in jo predstavi pri pouku. Možno je delo v parih ali skupinah, odvisno od zastavljene naloge
- Podrobno branje izbranih odlomkov

Learning and teaching methods:

- Lectures (traditional with student-participation encouraged, asking questions for clarification).
- Seminars (each student writes a seminar paper which is then presented in the classroom. Work group or work in pairs is possible depending on the assigned task)
- Close readings of some selected passages.

Delež (v %) /
 Weight (in %)

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)	
• Aktivno sodelovanje pri diskusijah/ razpravah pri pouku, ustna predstavitev seminarske naloge	25%
• Pisni izpit	25%
• Ustni izpit	25%

Assessment:

Type (examination, oral, coursework, project):
• Active participation in the classroom
• Discussion, oral presentation of seminar work
• Written exam
• Oral exam

Reference nosilca / Lecturer's references:

JURANČIČ, Klementina Penelope (Recenzentka): KONERT-PANEK, Monika. *From mentalism to optimality theory : notion of the basic phonological segment*. Wyd. 1. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego, 2021. 182 str., ilustr. ISBN 978-83-235-5424-0.

JURANČIČ, Klementina Penelope. IKT v poučevanju in učenju angleščine kot tujega jezika. V: LIPOVEC, Alenka (ur.), KRAŠNA, Marjan (ur.), PESEK, Igor (ur.). *Izzivi in dileme osmišljene uporabe IKT pri pouku*. 1. izd. Maribor: Univerzitetna založba Univerze. 2019, str. 165-171.

JURANČIČ, Klementina Penelope, KETTEMANN, Bernhard. Qualitative criteria-based vowel charts for English spoken by learners in individual Slovene dialect regions. V: MATYSIAK, Aleksandra (ur.). *Accents 2022: accents in communication: 15th International Conference on Native and Non-native Accents of English, Łódź, 8 Dec–10 Dec, 2022 : the book of abstracts*. Łódź: University of Łódź, Institute of English Studies, Department of English Language and Applied Linguistics, 2022. Str. 37-38.
https://www.filolog.uni.lodz.pl/fileadmin/Wydzialy/Wydzial_Filologiczny/PLIKI_KONFERENCJE/ACCENTS/Accents-2022-BoA.pdf.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Uvod v stilistiko
Course title:	Introduction to Stylistics

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	1	1
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	1	1st

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:
Prerequisites:

Vsebina:

- Opredelitev sloga in jezikovnih ravni.
- Leksikalne in slovnične kategorije: register, formalnost in neformalnost, abstraktnost in konkretnost, preproste in kompleksne jezikovne strukture.
- Pripovedno gledišče: notranja perspektiva, zunanja perspektiva, fokalizacija.
- Predstavitev govora in mišljenja: od premega do odvisnega diskurza.
- Slog in prehodnost: procesi in udeleženci.
- Modalnost in zavzemanje stališč: negativna in pozitivna polariteta, deontična in epistemska modalnost, diskurzni označevalci modalnosti.
- Miselni slog: pogled na svet, jezik in ideologija.

Content (Syllabus outline):

- Definition of style and levels of language.
- Lexical and grammatical categories: register, formality and informality, abstractness and concreteness, simple and complex linguistic structures.
- Point of view: internal perspective, external perspective, focalization.
- Speech and thought presentation: from direct to indirect discourse.
- Style and transitivity: processes and participants.
- Modality and attitude: negative and positive polarity, deontic and epistemic modality, modality discourse markers.
- Mind style: world-view, language and ideology.

- Vloga časa v pripovedi.

- Time and narrative.

Temeljni literatura in viri / Readings:

G. Leech in M. Short: *Style in Fiction*. Longman, London, 2007.

P. Simpson: *Stylistics*. Routledge, London, 2004.

M. Toolan: *Language in Literature*. Arnold, London, 1998.

Cilji in kompetence:

Cilj tega predmeta je seznaniti študente s temeljnimi slogovnimi kategorijami, kot so register, pripovedno gledišče, prehodnost, modalnost in miselni slog, in jim predstaviti različne metode diskurzne in besedilne analize, ter jih naučiti analizirati slogovne značilnosti v konkretnih književnih in drugih besedilih.

Objectives and competences:

The objective of this course is to acquaint students with the basic stylistic categories such as register, point of view, transitivity, modality and mind style, to present them with various methods for discourse and text analysis, and to teach them how to practically analyse various stylistic features of literary and other texts.

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- prikazati temeljno znanje o slogovnih konceptih,
- analizirati različne besedilne in diskurzne prvine,
- razlikovati med različnimi registri,
- prepoznavati različne stopnje formalnost in neformalnosti,
- prepoznati različne vrste pripovednih gledišč in fokalizacije,
- prepoznati različne načine predstavljanja govora in mišljenja,
- prepoznati različne ideološke označevalce v književnih in drugih besedilih,
- uporabiti pridobljeno znanje o stilistiki pri lastnem pisanju.

Prenesljive/ključne spretnosti in drugi atributi:

- večja zmožnost natančnega branja,
- zmožnost obravnavanja različnih vrst besedil,
- zmožnost prepoznavanja jezikovnih označevalcev različnih ideologij,
- večja zmožnost pisnega izražanja.

Intended learning outcomes:

Knowledge and Understanding:

On completion of this course student will be able to:

- demonstrate basic knowledge of stylistic concepts,
- analyze various text and discourse features,
- differentiate between different registers,
- distinguish various degrees of formality or informality,
- recognize different types of point of view and focalization,
- recognize different types of speech and thought presentation,
- identify various ideological markers in literary and other texts,
- use knowledge of stylistics to improve their own writing.

Transferable/Key Skills and other attributes:

- improved close-reading skills,
- ability to deal with texts from various domains,
- ability to recognize linguistic markers of various ideologies,
- improved writing skills.

Metode poučevanja in učenja:

- Predavanja (klasična s spodbujanjem sodelovanja študentov in postavljanja vprašanj za pojasnjevanje)
- Seminarske vaje - vsak študent napiše seminarsko nalogo in jo predstavi pri pouku. Možno je delo v parih ali skupinah, odvisno od zastavljene naloge
- Podrobno branje izbranih odlomkov

Learning and teaching methods:

- Lectures (traditional with student-participation encouraged, asking questions for clarification).
- Seminars (each student writes a seminar paper which is then presented in the classroom. Work group or work in pairs is possible depending on the assigned task)
- Close readings of some selected passages.

Delež (v %) /

Načini ocenjevanja:	Weight (in %)	Assessment:
<ul style="list-style-type: none"> • seminarska naloga, • ustna predstavitev, • sodelovanje pri pouku. 	50 30 20	<ul style="list-style-type: none"> • seminar paper, • oral presentation, • participation in class.

Reference nosilca / Lecturer's references:

ONIČ, Tomaž, MOHAR, Tjaša. New furniture in the dolls' house : students translating Atwood. V: KRAJNÍK, Filip (ur.). *Breaking the boundaries : 11th Brno Conference of English, American and Canadian Studies : Brno, Czech Republic, 12-14 February 2020*. Brno: Masaryk University. 2020, str. 67.

GADPAILLE, Michelle, ONIČ, Tomaž. Elizabeth Bishop and the vilanelle : one art, an ocean, and two languages. *Primerjalna književnost*, ISSN 0351-1189. [Tiskana izd.], 2019, letn. 42, št. 3, str. 69-86.

PRAJNČ KACIJAN, Nastja, ONIČ, Tomaž. Victim vs. authority : verbal violence and threat in the interrogation scenes in plays by Jančar and Miller. V: PLEMENITAŠ, Katja (ur.). *Words as a battlefield : persuasion in contemporary political and media discourse : April 5-6, 2019, Faculty of Arts, University of Maribor, Slovenia: abstracts*, 2019.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Moderna poezija v angleščini
Course title:	Modern English Poetry

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	1	1
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	1	1st

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:
Prerequisites:

Vsebina:

- Register dikcije
- Podobje in metafore
- Simbol in alegorija
- Ironija in satira
- Zvočnost v poeziji
- Ritem in metrum
- Stalne pesniške oblike in prosti verz
- Formalistične in arhetipske strategije
- Zgodovinske in novozgodovinske strategije
- Bralski kritični pristopi
- Psihoanalitične strategije
- Feministične in marksistične strategije
- Dekonstrukcija
- Pisanje o poeziji: pisanje poezije

Content (Syllabus outline):

- Diction Register
- Images and Metaphor
- Symbol and Allegory
- Irony and Satire
- Sound in Poetry
- Rhythm and Metre
- Fixed forms and vers libre
- Formalist and Archetypal strategies
- Historical and New-historical strategies
- Reader Response strategies
- Psychoanalytical strategies
- Feminist and Marxist strategies
- Deconstruction
- Writing about poetry: writing poetry

Temeljni literatura in viri / Readings:

The Norton Anthology of Modern and Contemporary Poetry Ed. R. Ellmann et al. Norton, 2003.
Poetry: An Introduction, Michael Meyer. Boston: Bedford Books St Martin's Press, 1995.
Twentieth-Century American Poetics: Poets on the Art of Poetry, D. Gioia, D. Mason & M. Schoerke. McGraw-Hill, 2003.

Cilji in kompetence:

Seznanimi študente z oblikami, temami in slogi angleške in ameriške poezije 20. in 21. stoletja, vključno z modernizmom in postmodernizmom. Seznanimi študente s teoretičnimi koncepti moderne literarne kritike. Usposobiti študente, da znajo uporabiti kritiško teorijo v pesniških besedilih in Usposobiti študente, da znajo poeziji najti mesto v učnem okolju

Objectives and competences:

To familiarize students with the forms, themes and styles of twentieth and twenty-first century English and American poetry, including modernism and post-modernism. To familiarize students with theoretical concepts of modern literary criticism. To enable students to apply critical theory to poetic texts To find a role for poetry in the classroom

Predvideni študijski rezultati:

Znanje in razumevanje: Po zaključku tega predmeta bo študent sposoben:
 ceniti sodobno poezijo in se o njej izobraženo pogovarjati
 povezati pesniško kritiko s pesniškimi besedili
 pisati koherentne analitične eseje na temo moderne poezije
 oblikovati pedagoški pristop do točno določene pesmi oz. pesnika
 Prenesljive/ključne spretnosti in drugi atributi:
 sposobnost urediti podatke in jih ustno ter pisno predstaviti
 sposobnost kritičnega mišljenja in sodelovanja v kritičnih debatah

Intended learning outcomes:

Knowledge and Understanding: On completion of this course the student will be able to:
 appreciate and intelligently discuss modern poetry
 relate poetry criticism to poetic texts
 write coherent analytical essays on the subject of modern poetry
 to formulate a pedagogical approach to a particular poem/poet
 Transferable/Key Skills and other attributes:
 Ability to organize data and present in written and oral forms
 Ability to think critically and participate in critical debate

Metode poučevanja in učenja:

- predavanja,
- seminarji.

Learning and teaching methods:

- lectures,
- seminars.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
• Ustna predstavitev	30	• Oral presentation
• Pisni izdelek	30	• Written assignment
• Pisni izpit	40	• Written exam

Reference nosilca / Lecturer's references:

KENNEDY, Victor. Breaking taboos in 80s Toronto alt-rock. V: *Canadian (re)visions: futures, changes, revolutions = Les (re)visions canadiennes: projections, changements, révolutions : book of abstracts*. 2019, str. 28-29.
 GADPAILLE, Michelle, KENNEDY, Victor. Introduction : for those bazillions of women and other genders. V: GADPAILLE, Michelle (ur.), KENNEDY, Victor (ur.). *Words, music and gender*. Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2020. Str. 1-5. ISBN 1-5275-5695-6, ISBN 978-1-5275-5695-9.
American studies in Europe : newsletter. Kennedy, Victor (urednik 2001-). London: The British Library, the Eccles Centre for EAAS. ISSN 1359-4923



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Multimodalna diskurzna analiza
Course title:	Multimodal discourse analysis

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	1	1
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	1	1st

Vrsta predmeta / Course type obvezni/obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer: Katja Plemenitaš

Jeziki / Predavanja / Lectures: angleški/English
Languages: Vaje / Tutorial: angleški/English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

/

Prerequisites:

/

Vsebina:

- Opredelitev diskurza kot rabe jezika v kontekstu
- Multimodalnost kot interakcija jezika z nejezikovnimi semiotskimi kodi (podobe, geste, pogled, obrazna mimika, rokovanje s predmeti, vizualne projekcije, vokalizacija, fizični prostor in zvok)
- Pregled zgodovine pristopov k multimodalnosti diskurza
- Analiza multimodalnega diskurza z vidika teorij konteksta (registra in žanra)
- Koncept registra: spremenljivke polja, tona in načina
- Multimodalnost v analizi žanrov
- Multimodalnost z vidika registra (polje, način, ton)

Content (Syllabus outline):

- Defining discourse as language use in context
- Multimodality as the interaction of language with non-linguistic semiotic codes (images, gestures, gaze, facial expressions, handling of objects, projections, vocalization, physical space and sound)
- Overview of the history of approaches to the multimodal nature of discourse
- Analysis of multimodal discourse from the perspective of the theory of context (register and genre)
- Register concept: variables of field, tone and mode
- Multimodality in the analysis of genre
- Multimodality in terms of register (field, mode, tone)

- Različni tipi intermodalnosti s poudarkom na interakciji med jezikovnim diskurzom, sliko in dogajanjem
- Multimodalnost z vidika osnovnih besedilnih vrst (zgodbe, poročila, ekspozicije in proceduralnega besedila) v angleščini
- Multimodalnost z medkulturnega in medjezikovnega vidika

- Different types of inter-modality with an emphasis on the interaction between verbal discourse, images and action
- Multimodality in terms of elementary text types (stories, reports, expositions and procedural text) in English
- Multimodality from an intercultural and interlingual point of view

Temeljni literatura in viri / Readings:

Martin, JR. in Rose, D. 2008. *Genre Relations. Mapping Culture*. Equinox Publishing.

Martin, JR. in Rose, D. 2004. *Working with Discourse. Meaning beyond the Clause*. London, New York: Continuum.

Norris, S. 2019. *Systematically Working with Multimodal Data. Research Methods in Multimodal Discourse Analysis*. New York: Wiley Blackwell.

Cilji in kompetence:

Cilj predmeta je usposobiti študente za analizo multimodalnosti v diskurzu in jih ozavešiti o problematiki besedilne tipologije pri multimodalnih besedilih. Obenem je cilj usposobiti študente, da bodo prepoznali različne tipe intermodalnih povezav in stopnjo intermodalne kompleksnosti in intenzitete na primeru besedil v angleščini.

Objectives and competences:

The aim of the course is to teach students to analyze multimodal discourse and to raise their awareness of text typology in the case of multimodal texts. In addition, the goal is to train students to recognize different types of intermodal connections and the level of intermodal complexity and intensity, using the example of texts in English.

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben

- Prepoznati jezikovne in nejezikovne semiotske kode v multimodalnih besedilih
- Prepoznati različne pristope k multimodalni analizi diskurza
- Aplicirati analizo registra pri multimodalnem diskurzu v angleščini
- Prepoznati spremenljivke polja, tona in načina v jezikovnih in nejezikovnih kodih
- Samostojno analizirati multimodalna besedila z uporabo registrskih spremenljivk
- Kritično ovrednotiti različne pristope k razlagi multimodalnosti
- Kritično ovrednotiti kvaliteto multimodalnih besedil z vidika modalne intenzitete in kompleksnosti intermodalnih povezav.

Prenosljive/ključne spretnosti in druge kompetence:

- Sposobnost uporabe multimodalne diskurzne analize pri ustvarjanju kvalitetnih besedil
- Sposobnost prepoznavanja učinkovanja multimodalnih besedil v vsakdanjem življenju (potrošništvo, reklame, politika...)

Intended learning outcomes:

Knowledge and understanding:

After completing this course, the student will be able to

- Recognize linguistic and non-linguistic semiotic codes in multimodal texts
- Recognize different approaches to multimodal discourse analysis
- Apply register analysis to multimodal discourse in English
- Recognize the variables of field, tone and mode variables in verbal and non-verbal semiotic codes
- Perform independent analysis of multimodal texts using register variables
- Evaluate critically different approaches to the interpretation of multimodality
- Evaluate critically the quality of multimodal texts in terms of modal intensity and complexity of intermodal connections.

Transferable/Key Skills and other competences:

- Ability to use multimodal discourse analysis in creating effective texts
- Ability to recognize the effects of multimodal discourse in everyday life (consumerism, advertisements, politics....)

Metode poučevanja in učenja:

Learning and teaching methods:

<ul style="list-style-type: none"> • Predavanja • Vodena razprava • Vodena analiza in interpretacija besedil • Samostojno ustvarjanje in analiza besedil 	<ul style="list-style-type: none"> • Lectures • Guided discussion • Guided analysis and interpretation of texts • Independent construction and analysis of texts
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Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project):
Pisni izpit	50%	Written examination
Naloge	50%	Coursework

Reference nosilca / Lecturer's references:

PLEMENITAŠ, Katja, KRAJNC, Žiga. The implicitness of race in American political discourse : a study of Barack Obama's rhetoric. *Annales : anali za istrske in mediteranske študije, Series historia et sociologia*, ISSN 1408-5348. [Tiskana izd.], 2018, letn. 28, št. 2, str. 309-324, ilustr., doi: [10.19233/ASHS.2018.21](https://doi.org/10.19233/ASHS.2018.21).

PLEMENITAŠ, Katja, KRAJNC, Žiga. Framed : a study of media discourse. V: BORSTNER, Bojan (ur.), ONIČ, Tomaž (ur.), ZUPAN, Simon (ur.). *Od jezika k filozofiji in nazaj : Festschrift ob 75-letnici Dunje Jutronic*. 1. izd. Maribor: Univerzitetna založba Univerze. 2019, str. 13-30.
<http://press.um.si/index.php/ump/catalog/view/415/419/693-2>.

PLEMENITAŠ, Katja. Framing violence in presidential discourse : a study of Barack Obama's speeches. V: PLEMENITAŠ, Katja (ur.), MARVIN, Tatjana (ur.). *Prepričevalna moč sodobnega političnega in medijskega diskurza = Persuasion in contemporary political and media discourse*. Ljubljana: Znanstvena založba Filozofske fakultete = University Press, Faculty of Arts, 2020. Letn. 14, št. 1, str. 139-155, tabele. *Ars & humanitas*, 14, 1. ISBN 978-961-06-0341-2. ISSN 1854-9632. <https://revije.ff.uni-lj.si/arshumanitas/article/view/9367/8992>, DOI: 10.4312/ars.14.1.139-155.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Ime predmeta:	Angleška pragmatika
Course title:	English Pragmatics

Študijski program in stopnja Study programme and cycle	Študijska smer Study option	Letnik Year of study	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	1	2
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	1	2

Vrsta predmeta (obvezni ali izbirni) / Course type (compulsory or elective)	Obvezno Obligatory
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Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje Clinical training	Druge oblike študija Other forms of study	Samost. delo Individual work	ECTS
15		15			60	3

Nosilec predmeta / Course coordinator:

Jeziki / Languages:	Predavanja / Lectures:	angleški / English
	Vaje / Tutorial:	angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Aktivno sodelovanje pri predmetu in opravljene pisne naloge so pogoj za pristop k izpitu.

Prerequisites for enrolling in the course or for performing study obligations:

Active class participation and completion of written assignments are prerequisites for taking the exam.

Vsebina (kratek pregled učnega načrta):

- Uvod v filozofijo jezika (Austin, Searle in Grice)
- Ključni pojmi v pragmatiki
- Metodološki razmisleki
- Osnove pragmalingvistike in sociopragmatike

- Teorija vljudnosti
- Interakcijski rituali
- Ključna področja trenutnih raziskav

Content (syllabus outline):

- Introduction to language philosophy (Austin, Searle and Grice)
- Key terms in pragmatics
- Methodological considerations
- The basics of pragmalinguistics and sociopragmatics
- Politeness theory
- Interaction rituals
- Key areas of current research

Temeljni literatura in viri / Reading materials:

YULE, George. 1994. *Pragmatics*. Oxford: Oxford University Press.

HOUSE, Juliane, and KADAR, Daniel Z. 2021. T/V pronouns in global communication practices: The case of IKEA catalogues across linguacultures. *Journal of Pragmatics* 161: 1-15.

<https://doi.org/10.1016/j.pragma.2020.03.001>

HOUSE, Juliane, and KADAR, Daniel Z. 2022. Political language in contrast: An introduction. *Journal of Pragmatics* 188: 132-137. <https://doi.org/10.1016/j.pragma.2021.11.015>

Cilji in kompetence:

Cilj predmeta je podati pregled stanja na področju pragmatike, tj. študija rabe jezika. Študenti se usposobijo za prepoznavanje temeljnih konceptov pragmatike na najsodobnejši način z uporabo raziskovalno podprtih učnih gradiv v angleščini. Sposobni so prepoznati in analizirati različne kompleksne pojave, od vpljudnosti prek pragmatike prevajanja do uporabe jezika na internetu. Študenti so usposobljeni za kritično analizo pragmatičnih pojavov.

Objectives and competences:

The aim of this course is to provide a state-of-the-art overview of the field of pragmatics, i.e. the study of language use. Students become aware of pragmatics in a state-of-the-art fashion, through the use of research-based teaching materials in English. They are able to recognize and analyze a variety of thought-provoking phenomena, spanning politeness, through the pragmatics of translation, to the study of language use on the Internet. The course will increase students' competence in doing individual and critical language-based analyses.

Predvideni študijski rezultati:

Po zaključenem predmetu bodo študenti sposobni kritično analizirati govorno, pisno in spletno interakcijo ter ovrednotiti vlogo pragmatičnih pojavov v sporazumevalni interakciji. Poleg tega bodo študenti ovrednotili interakcijsko dinamiko dogodkov iz resničnosti.

Intended learning outcomes:

Upon completing the course, students will be able to critically analyse spoken, written and online interaction, as well as to reflect on the role of pragmatic phenomena in interaction. Furthermore, students will be able to reflect on the interactional dynamics of real-life incidents.

Metode poučevanja in učenja:

- Predavanja
- Seminarji
- Analize pri predavanjih in vajah

Learning and teaching methods:

- Lectures
- seminars
- in-class analyses

Načini ocenjevanja:

- pisni izpit
- pisne naloge in projekt

Delež (v %) /

Share (in %) /

Assessment methods:

- | | | |
|--|----|-----------------------------------|
| | 60 | • written exam |
| | 40 | • written assignments and project |

Reference nosilca / Course coordinator's references:

HOUSE, Juliane, and KADAR, Daniel Z. 2021. *Cross-Cultural Pragmatics*. Cambridge: CUP.

KADAR, Daniel Z., and HAUGH, Michael. 2013. *Understanding Politeness*. Cambridge: CUP.

KADAR, Daniel Z., and HOUSE, Juliane. 2021. Ritual frames: A contrastive pragmatic approach. *Pragmatics* 30(1): 142-168. <https://doi.org/10.1075/prag.19018.kad>



Univerza v Mariboru

Filozofska fakulteta

Koroška cesta 160
2000 Maribor, Slovenija

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Britanska dramatika
Course title:	British Drama

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	1	2
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	1	2nd

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15	15				60	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

80-odstotna prisotnost, aktivno sodelovanje in opravljene obveznosti pri predmetu so pogoj za pristop k izpitu.

Prerequisites:

Attendance of 80 %, active participation and the completion of course work are prerequisites for taking the written exam.

Vsebina:

- Razvoj dramskih žanrov ter zgodovinski oz. sodobni kontekst
- Natančen študij izbranih dram in dramatikov
- Elizabetinska dramatika: tragedija, komedija in zgodovinska drama
- Moderna dramska gibanja: jezni mladenič, drama absurda, odprto gledališče, ipd.
- primerjava z izbranimi nebritanskimi dramami v angleščini
- jezik, slog in retorika
- angleške drame v slovenskih prevodih
- Gledališka terminologija in sredstva
- Teorije igranja in nastopanja; drama v razredu

Content (Syllabus outline):

- Evolving dramatic genres in the historical or modern context
- Close study of selected plays and dramatists
- Elizabethan drama: tragedy, comedy and history plays
- Modern dramatic movements: Angry Young Man, Absurdist, Open Theatre etc.
- Comparison to other non-British plays in English
- Language, style and rhetoric
- English Drama in Slovene translation
- Theatrical terminology and devices
- Theories of acting and performance; drama in the classroom

- tradicionalna in sodobna ugledališčenja, filmske adaptacije

- Traditional and contemporary staging, filmed adaptations

Temeljni literatura in viri / Readings:

Lisa Picard, *Elizabethan London*. Weidenfeld & Nicolson, 2003.
Early Modern English Drama: A Critical Companion. Ed. G. A. Sullivan, P. Cheney et. al. Oxford, 2005.
 E. M. W. Tillyard, *The Elizabethan World Picture*. Vintage, 1959.
 Stephen Greenblatt, *Will in the World: How Shakespeare Became Shakespeare*. Oxford, 2004.
Theatre in Theory 1900-2000: An Anthology. Ed. David Krasner. Blackwell, 2007.
 Patrice Pavis. *Dictionary of the Theatre: Terms, Concepts, and Analysis*. Trans. Christine Shantz. Toronto: Univ. of Toronto Press, 1998.
 Nellie McCaslin: *Creative Drama in the Classroom and Beyond*, 2006.

Cilji in kompetence:

Študentom približati razpon dramskih besedil v angleščini od srednjeveških iger in Elizabetinske dramatike do sodobnosti v zgodovinskem in kulturnem (tudi globalnem) kontekstu, utrditi njihovo znanje drame in gledališke terminologije, naučiti jih oblikovanja kritike ob gledanju filmov in video adaptacij (in predstav v živo, če je izvedljivo); naučiti jih, da prepoznajo dramo kot medij, ki je osebno in politično izrazen in pokazati pedagoški potencial drame.

Objectives and competences:

To familiarize students with a range of dramatic texts from Medieval and Elizabethan drama to the present in their historical and cultural (as well as global) contexts; to consolidate knowledge of drama and theatre terminology; to practice skills of review and critique while viewing film and video adaptations (and live performance, whenever available); to see drama as a medium that is personally and politically expressive; to explore the pedagogical potential of drama.

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- Natančno analizirati dramsko besedilo
- prepoznati glavne dramske in gledališke konvencije
- Kritično oceniti dramsko uprizoritev
- Povezati dramska besedila in uprizoritve s kulturnim, zgodovinskim in političnim kontekstom
- Uporabiti dramska dela pri poučevanju angleškega jezika

Prenesljive/ključne spretnosti in drugi atributi:

- Razvijanje slušnega razumevanja v angl.
- Sposobnost prilagoditi dramska dela za rabo pri pedagoških dejavnostih
- Sposobnost organizirati podatke in jih predstaviti v pisni in ustni obliki
- Kritično mišljenje in sodelovanje v kritičnih debatah

Intended learning outcomes:

Knowledge and Understanding:

On completion of this course student will be able to:

- Do close textual analysis of a dramatic text
- Identify the main dramatic and theatrical conventions
- Critique and review drama performances
- Relate dramatic texts and performances to cultural, historical and political context

- Use drama in the English language classroom

Transferable/Key Skills and other attributes:

- Development of listening skills in English
- Ability to adapt drama for use in pedagogical activities
- Ability to organize data and present in written and oral forms
- Critical thinking and participation in critical debate

Metode poučevanja in učenja:

- predavanja,
- seminarji.

Learning and teaching methods:

- lectures,
- seminars.

Načini ocenjevanja:

Delež (v %) /

Weight (in %)

Assessment:

<ul style="list-style-type: none"> • Ustne predstavitve in seminarske diskusije • Pisni izdelki • Pisni izpit <p>Pogoj za pozitivno končno oceno je pozitiven pisni izpit.</p>	<p>20</p> <p>30</p> <p>50</p>	<ul style="list-style-type: none"> • Oral presentations and in-class discussions • Written work • Written examination <p>A passing grade on the written exam is required for a passing final grade.</p>
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Reference nosilca / Lecturer's references:

ONIČ, Tomaž, PRAJNČ KACIJAN, Nastja. Repetition as a means of verbal and psychological violence in interrogation scenes from contemporary drama. V: PLEMENITAŠ, Katja (ur.), MARVIN, Tatjana (ur.). *Prepričevalna moč sodobnega političnega in medijskega diskurza* (Ars & humanitas, ISSN 1854-9632, 14, 1). Ljubljana: Znanstvena založba Filozofske fakultete. 2020, 14, [št.] 1, str. 13-26.

ONIČ, Tomaž, PRAJNČ KACIJAN, Nastja. "A fool, a fool, I met a fool i' th' forest": recurrence in Jaques' monologues from *As you like it* and the Slovene translations. V: BORSTNER, Bojan (ur.), ONIČ, Tomaž (ur.), ZUPAN, Simon (ur.). *Od jezika k filozofiji in nazaj : Festschrift ob 75-letnici Dunje Jutronić*. 1. izd. Maribor: Univerzitetna založba Univerze. 2019, str. 131-146.

ONIČ, Tomaž, GADPAILLE, Michelle, KIRBIŠ, Andrej, MOHAR, Tjaša, PLEMENITAŠ, Katja. "Thou call'dst me dog before thou hadst a cause": sensitivity to hate speech in Shakespeare in Slovenia and Bosnia and Herzegovina. V: PLEMENITAŠ, Katja (ur.). *Words as a battlefield : persuasion in contemporary political and media discourse: April 5-6, 2019, Faculty of Arts, University of Maribor, Slovenia: abstracts, 2019*



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Filozofska fakulteta

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2000 Maribor, Slovenija

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Sodobno jezikoslovje
Course title:	Current Trends in Linguistics

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	1	2
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	1	2nd

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

- Sodobno jezikoslovje obravnava jezikoslovje in jezikovne teorije s sodobnega, študentu prijaznejšega vidika. Starejše jezikovne teorije in teoretike (generativna slovnica, strukturalizem) obravnava samo kot izhodišče za razumevanje sodobnejših teorij, ki so se iz njih razvile.
- Sodobno jezikoslovje vključuje:
- Elemente generativne slovnice, strukturalizma, funkcijske slovnice)
 - Kognitivna jezikoslovje
 - hipoteza o konceptualni strukturi jezika
 - pozornost, presoja in perspektiva v jeziku
 - kategorizacija v jeziku – teorija prototipov
 - Naravna teorija
 - Druge teorije:
 - Nepopolna določitev in zaznamovanost,
 - leksikalna teorijo,

Content (Syllabus outline):

- The course deals with linguistics and language theories from a contemporary student friendly aspect. The earlier language theories and theoreticians (Transformational grammar, Structuralism) are dealt with only briefly as a basis for the understanding of newer theories, which developed from them.
- The course involves:
- Elements of transformational grammar, structuralism and functionalism,
 - Cognitive linguistics
 - Hypothesis about the conceptual structure of language
 - Attention, judgment, perspective in language
 - Categorization in language – prototype theory
 - Natural theory
 - Other theories:
 - Underspecification and Markedness

- odvisnostna teorija,
- vezalna teorija.
- optimalnostna teorija

- Lexical theory
- Dependency theory
- Government theory
- Optimality theory

Temeljni literatura in viri / Readings:

Croft, William in D. Alan Cruse. 2004. *Cognitive Linguistics*. Cambridge. CUP
 Goldsmith, J.A., 1996. *A Handbook of Phonological Theory*. Blackwell Publishers.
 McCarthy, J. J. 2008. *A Thematic Guide to Optimality Theory*. Cambridge University Press
 McCarthy, J. J. 2002. *Doing Optimality Theory: Applying Theory to Data*. Blackwell Publisher

Cilji in kompetence:

Cilj tega predmeta je sistematično obdelati sodobne jezikoslovne teorije na ustreznih jezikovnih ravneh (od fonološke naprej), vzbuditi pri študentih zanimanje za morda že kar nepriljubljena in navidezno neuporabna teoretska vprašanja tako, da pokažemo, da je mogoče zelo s pomočjo razumevanja teoretskih modelov reševati uporabna jezikoslovna vprašanja (npr. prek optimalnostne teorije razložiti procese, ki se dogajajo v otroškem govoru, v dialektih ipd.

Objectives and competences:

The objective of this course is to systematically deal with contemporary linguistic theories at different levels of language (from the phonological level to discourse), encourage students to take interest in somewhat unappreciated and seemingly inapplicable theoretical issues in such a manner as to show that it is possible through the understanding of theoretical models to solve current linguistic problem (e.g. through optimality theory to explain processes occurring in children's speech, in dialects, etc..)

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben razumeti

- Kako so nastale sodobne jezikoslovne teorije
- Katere sodobne jezikoslovne teorije obstajajo
- Katere jezikoslovne teorije so bolj priznane, katere manj in zakaj
- Katere jezikoslovne teorije uporabimo za razlago procesov v knjižnem jeziku (npr. vezalna) in katere za razlago procesov v otroškem jeziku, dialektu (npr. optimalnostna teorija)
- Kako jezikovne teorije praktično uporabiti za reševanje jezikoslovnih problemov

Prenesljive/ključne spretnosti in drugi atributi:

- Sposobnost zbiranja jezikovnih podatkov in uporaba teorij pri postavljanju hipotez in raziskovanju jezikovnih podatkov
- Sposobnost reševanja problemov s področja komunikacije

Intended learning outcomes:

Knowledge and understanding:

On completion of this course the student will be able to understand

- How present-day (contemporary) linguistic theories came to being.
- Which contemporary linguistic theories exist at present
- Which linguistic theories are accepted more and which less and why.
- Which linguistic theories are used more for solving problems in the standard language (e.g. Government theory) and which for dealing with issues relating to children's language, regional varieties of language, social varieties of language, etc. (e.g. Optimality theory)
- How to apply linguistic theories in practice

Transferable/Key Skills and other attributes:

- Ability to collect and explore linguistic data and to use theories in the formation of hypotheses
- Ability to address problems of communication

Metode poučevanja in učenja:

Learning and teaching methods:

<ul style="list-style-type: none"> • predavanja (metoda razlage in pojasnjevanja z zaključno diskusijo) • vodena razprava • skupinsko delo • individualno raziskovanje • vodena analiza in interpretacija problemov 	<ul style="list-style-type: none"> • lectures (method of explanation and clarification with final discussion) • guided discussion • group work • individual research work • guided analysis and interpretation of issues
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Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project):
<ul style="list-style-type: none"> • pisni izpit • pisne naloge in projekt 	60%	<ul style="list-style-type: none"> • written exam • written assignments and project
	40%	

Reference nosilca / Lecturer's references:

KÁDÁR, Dániel Z., HOUSE, Juliane. Ritual frames and mimesis. *Language & Communication : an interdisciplinary journal*. [Print ed.]. 2021, vol. 80, str. 25-38. ISSN 0271-5309. DOI: 10.1016/j.langcom.2021.05.006.

KÁDÁR, Dániel Z. Introduction: advancing linguistic politeness theory by using Chinese data. *Acta linguistica academica : an international journal of linguistics*. 2019, vol. 66, iss. 2, str. 149-164. ISSN 2559-8201. DOI: 10.1556/2062.2019.66.2.1.

KÁDÁR, Dániel Z., HELD, Gudrun, PATERNOSTER, Annick. Introduction : politeness in and across historical Europe. *Journal of historical pragmatics*. 2023, vol. 24, iss. 1, str. 1-15. ISSN 1566-5852.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Organizacijsko sporazumevanje v gospodarstvu in družbi
Course title:	Organizational Communication in Business and Society

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	1	2
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	1	2nd

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Jeziki /	Predavanja / Lectures:	angleški / English
Languages:	Vaje / Tutorial:	angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

- Organizacijsko sporazumevanje v gospodarstvu in družbi obravnava poslovno in organizacijsko sporazumevanje na interdisciplinaren način: vključuje različne pristope k temu, kako se posamezniki in skupine ljudi pisno in ustno sporazumevajo, da pri tem ne prihaja do nesporazumov in da je delo učinkovito opravljeno.
- Metode in analitični okvir za reševanje problemov pri organizacijskem sporazumevanju v gospodarstvu in družbi so naslednji:
 - analiza poslovnega sporazumevanja
 - kritična diskurzna analiza in analiza besedil
 - pragmatika in teorija govornega dejanja,
 - analiza žanra,
 - korpusna lingvistika

Content (Syllabus outline):

- Organizational communication in Business and Society deals with the subject of business and organizational communication in an interdisciplinary manner: it includes several approaches, examining how individuals and groups use spoken and written communication to avoid misperception and to get work achieved successfully.
- The methodologies and modes of analysis for tackling issues in organizational communication in business and society involve:
 - conversation analysis relating to business,
 - critical discourse analysis,
 - pragmatics and speech act theory,
 - genre analysis,
 - corpus linguistics.
- The course will also deal with the influence of context and multi-media technologies on

- Predmet bo obravnaval tudi vpliv sobesedila in sodobne multimedijske tehnologije na tržne in organizacijske sredine.

communication in commercial and organizational environments.

Temeljni literatura in viri / Readings:

Van der Molen, H. Gramsbergen-Hoogland, Y. 2005. *Communication in Organization: Basic Skills and Conversation models*. Psychology Press.
 Shockley-Zalabak, P. S.. 2008. *Fundamentals of Organizational Communication: Knowledge, Sensitivity, Skills, Values*. 7. izd. Allyn & Bacon
 Thill, J., Bovee, C. L. 2004. *Excellence in Business Communication*. 6. izd. Prentice Hall
 Fox, R in Fox, J. 2004. *Organizational Discourse: A Language-Ideology-Power Perspective*. Praeger. Westport, CT

Cilji in kompetence:

Cilj tega predmeta je prenesti rezultate raziskav iz sporazumevanja v prakso, tako da se uspešno uporabijo pri usposabljanju za pisno in ustno sporazumevanje in na ta način vodijo do učinkovito opravljenega dela.

Objectives and competences:

The objective of this course is to explore how the findings of communicative research can be practically applied in spoken and written communication to avoid misperception and to get work achieved successfully

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben

- prenesti analitični vidik poslovnega sporazumevanja v praktično okolje
- kritično oceniti objavljeno delo na temo organizacijsko sporazumevanje v gospodarstvu in družbi
- samostojno prevzeti projekte v zvezi z organizacijskim sporazumevanjem v gospodarstvu in družbi

Prenesljive/ključne spretnosti in drugi atributi:

- Sposobnost proizvesti sistematična ter spretno in logično izpeljana besedila in dialoge

Intended learning outcomes:

Knowledge and understanding:

On completion of this course the student will be able to

- apply analysis of business communication to practical settings
- critically evaluate published work associated with organizational communication in business and society
- independently deal with projects relating to organizational communication in business and society

Transferable/Key Skills and other attributes:

- Ability to produce systematic and discursive writing and communication

Metode poučevanja in učenja:

- predavanja (metoda razlage in pojasnjevanja z zaključno diskusijo)
- vodena razprava
- skupinsko delo
- individualno raziskovanje
- vodena analiza in interpretacija problemov

Learning and teaching methods:

- lectures (method of explanation and clarification with final discussion)
- guided discussion
- group work
- individual research work
- guided analysis and interpretation of issues

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)

- prisotnost na predavanjih in vajah
- ustna predstavitev in seminarska naloga
- kolokvij

Delež (v %) /

Weight (in %)

Assessment:

Type (examination, oral, coursework, project):

- class attendance
- oral presentation and essay
- written test

Reference nosilca / Lecturer's references:

JURANČIČ, Klementina Penelope (Recenzentka): KONERT-PANEK, Monika. *From mentalism to optimality theory : notion of the basic phonological segment*. Wyd. 1. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego, 2021. 182 str., ilustr. ISBN 978-83-235-5424-0.

JURANČIČ, Klementina Penelope. *Organizational communication in business and society for students of English studies*. Maribor: Filozofska fakulteta, 2023. 183 f.

JURANČIČ, Klementina Penelope. IKT v poučevanju in učenju angleščine kot tujega jezika. V: LIPOVEC, Alenka (ur.), KRAŠNA, Marjan (ur.), PESEK, Igor (ur.). *Izzivi in dileme osmišljene uporabe IKT pri pouku*. 1. izd. Maribor: Univerzitetna založba Univerze, 2019. Str. 165-171. ISBN 978-961-286-257-2.

<http://press.um.si/index.php/ump/catalog/view/402/396/684-3>.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Urejanje in priprava besedil za objavo
Course title:	Manuscript Editing and Publication

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	2	3
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	2	3rd

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
5	5				80	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:
Prerequisites:

Vsebina:

Vsebinski sklopi:

- Preoblikovanje rokopisa/tipkopisa v članek: citiranje, format, povzetek, prevod
- Načini urejanja in označevanja: programska oprema in orodja
- Postopki recenziranja
- Ciljno iskanje ustreznih revij/založnikov; izogibanje plenilskim revijam/založnikom; lažno predstavlanje (phishing)
- Etika raziskovanja in objavljanja

Content (Syllabus outline):

Syllabus outline:

- Transforming a manuscript into an article: documentation, format, abstract, translation
- Editing styles and markup: available software and tools
- The Peer-review process
- Targeting suitable journals/publishers; avoiding predatory journals/publishers; phishing
- Ethics of publishing and publicizing research

Temeljni literatura in viri / Readings:

Germano, William. *From Dissertation to Book. Chicago Guides to Writing, Editing and Publishing.* University of Chicago Press, 2013.
The Chicago Manual of Style, 16th edition. University of Chicago Press, 2010.
MLA Handbook for Writers of Research Papers. 8th Ed. New York: MLA, 2016.

Cilji in kompetence:

Cilj tega predmeta je doseči, da študent:

- pridobi spretnosti preoblikovanja besedila v članek, primeren za objavo, in se seznanji s posameznimi koraki tega procesa
- razvije spretnosti za izbiro primernega medija in založnika
- razume in se zave etičnih vprašanj, povezanih s sodobnim objavljanjem
- razume nevarnost plenilskih revij in se jih nauči pravočasno prepoznati
- naredi prve korake na poti samostojnega raziskovalca

Objectives and competences:

The objective of this course is that the students:

- acquire the skills to transform a manuscript into a publishable article and become familiar with the stages of the process
- develop the skill of selecting the appropriate medium and publisher
- become aware of the ethical issues in contemporary publishing
- understand the danger of predatory publishers and develop the skill to recognize them
- make their first steps to becoming published researchers

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- urediti besedilo – svoje ali drugega avtorja (slovnica, slog, format in preverjanje dejstev)
- najti in oceniti primernost medija za objavo svojega dela
- prepoznati plenilske revije, izbirati spletne platforme/z odprtim dostopom
- ravnati etično pri vprašanju avtorskih pravic in plagiatstva

Prenesljive/ključne spretnosti in drugi atributi:

- urejanje in finalizacija besedil

Intended learning outcomes:

Knowledge and understanding:

On completion of this course the student will be able to:

- edit text – their own or someone else's (grammar, style, format and fact checking)
- find and evaluate the medium for publishing their work
- identify and avoid predatory publishing outlets, select online/open access platforms
- deal ethically with issues of copyright and plagiarism

Transferable/Key Skills and other attributes:

- editing and finalizing texts

Metode poučevanja in učenja:

predavanja, seminarji, samostojno delo

Learning and teaching methods:

lectures, seminars, individual work

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

- projektna naloga

100%

- project assignment

Reference nosilca / Lecturer's references:

BORSTNER, Bojan (urednik), ONIČ, Tomaž (urednik), ZUPAN, Simon (urednik). *Od jezika k filozofiji in nazaj : Festschrift ob 75-letnici Dunje Jutronić*. 1. izd. Maribor: Univerzitetna založba Univerze, 2019. III, 390 str., ilustr. ISBN 978-961-286-273-2.

ONIČ, Tomaž, GADPAILLE, Michelle, BLAKE, Jason, MOHAR, Tjaša. Margaret Atwood, world-famous but yet to be discovered by many Slovene readers. *Acta neophilologica*. [Tiskana izd.]. 2020, 53, [št.] 1/2, str. 33-47. ISSN 0567-784X, DOI: [10.4312/an.53.1-2.33-47](https://doi.org/10.4312/an.53.1-2.33-47).

ELOPE: English language overseas perspectives and enquiries. Onič, Tomaž (član uredniškega odbora 2015-). [Tiskana izd.]. Ljubljana: Slovensko društvo za angleške študije, 2004-. ISSN 1581-8918. <http://www.dlib.si/details/URN:NBN:SI:spr-SCXG6C82>, <http://revije.ff.uni-lj.si/elope>.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Jezikovno ozaveščanje II
Course title:	Language Awareness II

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	2	3
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	2	3rd

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
				30 LV	60	3

Nosilec predmeta / Lecturer:

Jeziki / Languages: **Predavanja / Lectures:**
Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

Pri predmetu bodo študenti utrjevali in nadgrajevali obstoječe znanje ter razvijali veščine na višjem nivoju skozi številne moderne vaje in naloge, ki slonijo na komunikacijskem pristopu. Predmet se bo osredotočil na razvoj bolj kompleksnih vidikov slovnice in besedišča, ki ustrezajo zahtevnejšemu nivoju (na primer, idiom, frazni glagoli, pregled časov, kolokacije) s poudarkom na podatkovnem pristopu. Predmet bo izboljšal bralne, govorne, slušne in pisne veščine študentov z uporabo avtentičnih besedil zahtevnejšega jezikovnega standarda.

Content (Syllabus outline):

In this course students will consolidate and build upon existing knowledge and skills, bringing them to proficiency level through a variety of up-to-date exercises and tasks based on a communicative approach. The course will focus on the development of complex aspects of grammar and vocabulary appropriate for proficiency level (e.g. idiom, phrasal verb, collocations; review of tenses) with the emphasis on a data-driven approach. The course will improve all four of the language skills, reading, writing, listening and speaking, through the use of authentic texts at the highest level.

Temeljni literatura in viri / Readings:

Craven, M. (2007) Cambridge English Skills Real Listening and Speaking
 Jones, L. (2001) Progress to Proficiency
 Hewings (2005) Advanced Grammar in Use
 McCarthy & O'Dell (2002) English Vocabulary in Use
 Vince, M. (2003) Advanced Language Practice,
 različna aktualna besedila iz časopisov, revij, s spleta ipd. (a variety of texts from TV, magazines, Internet)

Cilji in kompetence:

- razumevanje različnih govorcev angleškega jezika in besedil v različnih kontekstih na zahtevnejši ravni
- sistematično razširjanje/bogatenje besednega zaklada ter znanja slovnice.
- pravilni in tekoč govor angleškega jezika (na zahtevnejšem nivoju), z ustrežno izgovorjavo in intonacijo
- pisanje različnih kompleksnih besedil

Objectives and competences:

- Understand a variety of speakers of English and complex texts (both written and listening) at proficiency level.
- Systematic building of vocabulary and grammar knowledge.
 - Speak English accurately and fluently (at proficiency level), with correct pronunciation and intonation.
 - Produce a variety of complex written texts

Predvideni študijski rezultati:

- Znanje in razumevanje:
- zmožnost razumevanja kompleksnih angleških pisnih in slušnih besedil visoke zahtevnosti
 - zmožnost ustvarjanja kompleksnih pisnih besedil različnih žanrov ter pravilnega in tekočega govora angleškega jezika na zahtevnejši ravni
 - zmožnost uporabe slovarjev, drugih priročnikov in strokovne literature:

Prenesljive/ključne spretnosti in drugi atributi:

- sposobnost dela v parih in skupinah,
- sposobnost uporabe sodobnih informacijskih virov in tehnologij (na primer korpusa),
- sposobnost samostojnega in raziskovalnega pridobivanja znanj in vedenj,
 - sposobnost reševanja jezikoslovnih problemov
- sposobnost razvijanja kritičnega uma, kritična analiza, sinteza,
- sposobnost delovanja v večjezikovnem in kulturnem okolju

Intended learning outcomes:

- Knowledge and understanding:
- Ability to comprehend complex English written and listening texts at proficiency level
 - Ability to produce complex written texts of a variety of genres, and speak English accurately and fluently at proficiency level
 - Ability to use dictionaries and other resources

Transferable/Key Skills and other attributes:

- Ability to work in groups and pairs
- Ability to use up-to-date resources and technology (e.g. corpora)
- Ability to become an autonomous learner/researcher
- Ability to solve linguistic problems
- Ability to think critically
- Ability to work in a multicultural, multilingual environment

Metode poučevanja in učenja:

- vaje
- delo z besedilom,
- reševanje problemov,
- diskusija/razprava,
- delo v skupinah
- individualno domače delo

Learning and teaching methods:

- exercises
- work with texts
- problem solving
- discussions/debates
- group work
- individual homework assignments

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project):
Seminarska naloga		Seminar paper
Ocena sodelovanja študenta v aktivnostih	70	Student participation
Ocena opravljanja domačega individualnega dela	10 20	Completion of homework assignments

Reference nosilca / Lecturer's references:

BABIC, Sonja, MERCER, Sarah, MAIRITSCH, Astrid, GRUBER, Johanna, HEMPKIN, Kirsten. Language teacher wellbeing in the workplace : balancing needs. *Theory and practice of second language acquisition*. 2022, vol. 8, no. 1, str. 11-34. ISSN 2450-5455. DOI: [10.31261/TAPSLA.11514](https://doi.org/10.31261/TAPSLA.11514).

ORTHABER, Sara (vodja projekta, avtor), ZUPAN, Simon, HEMPKIN, Kirsten, JAVORNIK, Marija, ŽOHAR, Renata, JURIĆ, Lucija, DOBOČNIK, Lina Lara, ŠTUMBERGER, Jan, POTISK, Polonca, KLINE, Lena, ČADEJ, Tjaša, BORKO, Polonca, KOLANOVIČ, Vanja, DVANAJSČAK, Anastasija, SLIVNJEK, Dolores. *Prevajanje informacij o multipli sklerozi : končno poročilo o projektu*. Maribor: Filozofska fakulteta, 2020.

MAJCENOVICH KLINE, Barbara, HEMPKIN, Kirsten, KOLETNIK, Melita, KROPE, Katja. A project-based approach to learning for life. *IATEFL Slovenia newsletter*, ISSN 1855-6833, Autumn 2019, vol. 16, no. 77, str. 4-6.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Moderni roman in literarni kritiški pristopi
Course title:	Critical Approaches and the Modern Novel

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	2	3
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	2	3rd

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30		15			135	6

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:
Prerequisites:

Vsebina:

- Zgodovina in funkcija kritike
- Zgodovina angleškega in ameriškega romana: Velika tradicija, modernizem, anti-modernizem, postmodernizem
- Kritika romana (Formalizem, strukturalizem, Psihoanalitična kritika, Nova kritika, Marksistična kritika, kulturni materializem, Bralsko kritiški pristopi, Feministična literarna kritika, Postkolonialni kritika, Novi historizem, Dekonstrukcija besedila)
- Raba kritiškega pristopa pri pisanju

Content (Syllabus outline):

- History and function of criticism
- Tradition of the English and American Novel: The Great Tradition, Modernism, Antimodernism, Postmodernism
- Critical approaches to the novel (Formalism, Structuralism, Psychoanalytical criticism, New Criticism, Marxist criticism, Cultural Materialism, Reader Response approaches, Feminist Literary Criticism, Postcolonial critical approaches, New Historicism, Text Deconstruction)
- Using critical approaches in writing about the novel.

Temeljni literatura in viri / Readings:

Bronner, S. E. 2017. *Critical Theory: A Very Short Introduction*. Oxford.
The Bedford Glossary of Critical and Literary Terms, Ed. R. C. Murfin & S. M. Ray, Bedford, 2003.
 Hawthorn, Jeremy. *Studying the Novel: An Introduction*. London: Arnold, 1997.
 Selected British and American novels, for example:
 Joyce, James, *A Portrait of the Artist as a Young Man* (Case Studies in Contemporary Criticism), Bedford, St. Martins, 2006.
 James, Henry, *The Turn of the Screw* (Case Studies in Contemporary Criticism), Bedford St. Martins, 2004.
 Wharton, Edith, *The House of Mirth* (Case Studies in Contemporary Criticism) Bedford St. Martins, 1994.
 Dickens, Charles, *Great Expectations* (Case Studies in Contemporary Criticism) Bedford St. Martins, 1996.
 Shelley, Mary, *Frankenstein* (Case Studies in Contemporary Criticism) Bedford St. Martins, 2000.
 Austen, Jane, *Emma* (Case Studies in Contemporary Criticism) Bedford St. Martins, 2002.
 Chopin, Kate. *The Awakening*. 2nd Norton Critical Edition, 1994.
 Heller, Joseph. *Catch-22*. Bloom's Modern Critical Editions. 2007.
 Hemingway, Ernest, *A Farewell to Arms*. Scribner Classics. 2014.
 Woolf, Virginia, *Flush*. Oxford World's Classics. 2009.

Cilji in kompetence:

- seznaniti študente z glavnimi britanskimi in ameriškimi romani zadnjih dveh stoletij
- Seznaniti študente z glavnimi literarno-kritičnimi šolami 20. stoletja
- študente soočiti z vrstam interpretacijskih konstruktov, ob branju pripovedne proze, še posebej romanov
- Širiti kritično terminologijo
- Vaditi konstruktivno kritiko britanskega in ameriškega romana z rabo pristopov in terminologije

Objectives and competences:

- To familiarize students with major British and American novels of the past two centuries
- To familiarize students with the major literarycritical schools of the 20th century
- To expose students to the varieties of interpretive constructs available in reading fiction, especially the novel
- To expand critical terminology
- To practice using the approaches and terminology in constructing critiques of British and American novels

Predvideni študijski rezultati:

- Znanje in razumevanje: Po zaključku tega predmeta bo študent sposoben:
- prepoznati in razumeti različne kritične pristope
 - uporabljati kritične prispevke za boljše razumevanje romana in drugih literarnih zvrsti
 - oblikovati kritiko romana v okviru danega kritičnega pristopa
 - kritično presojsati in primerjati literarno kritiko
- Prenosljive/ključne spretnosti in drugi atributi:
- sposobnost urediti podatke in jih predstaviti v pisni ali ustni obliki;
 - sposobnost kritičnega razmišljanja in sodelovanja v kritični debati;

Intended learning outcomes:

- Knowledge and Understanding: On completion of this course student will be able to:
- Identify and understand various critical approaches
 - Use critical articles to expand their own understanding of novels and other literature
 - Construct criticism of novels using a given critical approach
 - Compare and critique critical approaches
- Transferable/Key Skills and other attributes:
- Ability to organize data and present in written and oral forms
 - Ability to think critically and participate in critical debate

Metode poučevanja in učenja:

- predavanja,
- seminarji.

Learning and teaching methods:

- lectures,
- seminars.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
• Ustna predstavitev	30	• Oral presentation
• Projektno delo in pisni izdelki	30	• Project and written work
• Pisni izpit	40	• Written exam

Reference nosilca / Lecturer's references:

- KENNEDY, Victor. Burning down the patriarchal house : Magneta Lane's searing indictment of the sexualization of young women and children by modern commercial culture = Požgimo patriarhalni dom : ostra obtožba skupine Magneta Lane naslovljena na seksualizacijo mladih deklet in otrok v sodobni komercialni kulturi. V: KOLETNIK, Melita (ur.), et al. *Words, music and gender : University of Maribor, May 23-25, 2019, Maribor, Slovenia, 23-25 May 2019, Maribor*, str. 15-16.
- HERZOG, Jana, KENNEDY, Victor. Patriarchal metamorphosis : Pygmalion themes in three science fiction novels. V: BORSTNER, Bojan (ur.), ONIČ, Tomaž (ur.), ZUPAN, Simon (ur.). *Od jezika k filozofiji in nazaj : Festschrift ob 75-letnici Dunje Jutronić*. 1. izd. Maribor: Univerzitetna založba Univerze. 2019, str. 99-112.
- GADPAILLE, Michelle, KENNEDY, Victor. Introduction : for those bazillions of women and other genders. V: GADPAILLE, Michelle (ur.), KENNEDY, Victor (ur.). *Words, music and gender*. Newcastle-upon-Tyne: Cambridge Scholars Publishing. 2020, str. 1-5.



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Diskurzna analiza v izobraževanju
Course title:	Discourse Analysis in Education

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Poučevanje angleščine DP PED Anglistika DP NEP	2	4
Second-cycle (Master's) study programme in English Studies	Teaching English Double-Major Teacher-Training option English Studies Double-Major option	2	4th

Vrsta predmeta / Course type

Izbirni (Poučevanje angleščine) / elective (Teaching English)
Obvezni (Anglistika) / Obligatory (English Studies)

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Katja Plemenitaš

Jeziki /

Languages:

Predavanja / Lectures: angleški/English

Vaje / Tutorial: angleški/English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Opravljenе naloge pri predmetu so pogoj za pristop k izpitu..

Prerequisites:

Completed coursework.

Vsebina:

- Kaj je diskurz.
- Zgodovinski pregled pristopov k diskurzni analizi.
- Diskurzna analiza kot pomena onkraj stavčnih struktur
- Koncept besedilnega žanra.
- Tipologija žanrov
- Značilnosti žanrov v izobraževanju
- Analiza žanrov in poučevanje angleščine kot tujega jezika.

Content (Syllabus outline):

- What is discourse.
- A historical overview of approaches to discourse analysis.
- Discourse analysis as the analysis of meaning beyond clause structure.
- The concept of textual genre
- Genre typology
- Characteristics of genres in education
- Genre analysis and the teaching of English as a foreign language.

- Analiza žanrov in učenje angleščine kot tujega jezika.

- Genre analysis and the learning of English as a foreign language.

Temeljni literatura in viri / Readings:

Egins, S. (2004). *An Introduction to Systemic-Functional Linguistics*. London, New York; Continuum.
 Biber, D. and Conrad, S. (2009). *Register, Genre, and Style*. New York, NY: Cambridge University Press.
 Martin, JR. in Rose, D. 2008. *Genre Relations. Mapping Culture*. Equinox Publishing.

Cilji in kompetence:

Cilj predmeta je usposobiti študente za uporabo diskurzne in žanrske analize pri poučevanju angleščine v različnih kontekstih.

Objectives and competences:

The purpose of the course is to prepare students for the use of discourse and genre analysis in teaching English in different contexts.

Predvideni študijski rezultati:

Znanje in razumevanje: Po zaključku tega predmeta bo študent usposobljen za

- razumevanje diskurza kot povezave med jezikom in različnimi konteksti jezikovne rabe,
- za poznavanje slovničnih sredstev za ustvarjanje diskurza v angleščini
- za poznavanje leksikalnih sredstev za ustvarjanje diskurza v angleščini
- za prepoznavanje strukture in besedilnih zvrsti govornega jezika v angleščini.
- za poznavanje strukture in besedilnih zvrsti pisnega jezika v angleščini,
- analizirati značilnosti besedilnih žanrov v izobraževanju
- kritično ovrednotenje uporabe različnih besedilnih žanrov pri poučevanju angleščine,
- uporabo analize žanrov za razumevanje komunikacije pri poučevanju in učenju,
- uporabo analize žanrov kot raziskovalne metode lastnega poučevanja.

Prenosljive/ključne spretnosti in druge kompetence:

- Sposobnost uporabe diskurzne analize pri razumevanju komunikacije v različnih izobraževalnih kontekstih.
- Sposobnost boljšega ustvarjanja dobro strukturiranih in ustreznih besedil.

Intended learning outcomes:

Knowledge and understanding: On completion of this course students will be able to:

- understand discourse as a relationship between language and contexts of language use,
- recognize grammatical devices for the construction of discourse in English
- recognize lexical devices for the construction of discourse in English,
- recognize the structure and text types of written language in English,
- recognize the structure and text types of spoken language in English
- analyze the characteristics of different textual genres in education
- critically evaluate the use of different textual genres in teaching English,
- apply genre analysis in the understanding of communication in teaching and learning,
- apply genre analysis as a research method for investigating their own teaching

Transferable/Key Skills and other competences:

- Ability to use discourse analysis in the understanding of communication in different educational contexts.
- Ability to construct well-structured and appropriate texts.

Metode poučevanja in učenja:

- Predavanja
- Vodena razprava
- Vodena analiza in interpretacija besedil
- Samostojno ustvarjanje in interpretacija besedil

Learning and teaching methods:

- Lectures
- Guided discussion
- Guided analysis and interpretation of texts
- Independent creation and interpretation of texts

Načini ocenjevanja:

Delež (v %) /

Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project):
Pisni izpit	50	Written examination
Naloge	50	Coursework

Reference nosilca / Lecturer's references:

- PLEMENITAŠ, Katja, KRAJNC, Žiga. Framed : a study of media discourse. V: BORSTNER, Bojan (ur.), ONIČ, Tomaž (ur.), ZUPAN, Simon (ur.). *Od jezika k filozofiji in nazaj : Festschrift ob 75-letnici Dunje Jutronić*. 1. izd. Maribor: Univerzitetna založba Univerze. 2019, str. 13-30, tabele.
- PLEMENITAŠ, Katja, VORŠIČ, Ines, STRAMLJIČ BREZNIK, Irena. Derivational networks in Slovene. V: KÖRTVÉLYESSY, Lívia (ur.). *Derivational networks across languages*. Berlin; Boston: De Gruyter Mouton, cop. 2020. Str. 105-113, tabele. Trends in linguistics, Studies and monographs, vol. 340. ISBN 978-3-11-068649-4. ISSN 1861-4302. DOI: [10.1515/9783110686630-010](https://doi.org/10.1515/9783110686630-010).
- PLEMENITAŠ, Katja. Framing violence in presidential discourse : a stu. Ljubljana: Znanstvena založba Filozofske fakultete, 2020. Letn. 14, št. 1, str. 139-155, tabele. *Ars & humanitas*, 14, 1. ISBN 978-961-06-0341-2. ISSN 1854-9632, DOI: [10.4312/ars.14.1.139-155](https://doi.org/10.4312/ars.14.1.139-155).



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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Kratka proza v angleščini
Course title:	Short Prose in English

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	2	4
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	2	4th

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:
Prerequisites:

Vsebina:

- Izvor kratke proze: basen, parabla, zgodba, anekdota
- Žanri 19. stoletja
- Kratka proza 20. stoletja
- Realizem
- Modernizem
- Postmodernizem
- Cikli kratkih zgodb
- Teorija kratke proze
- Pisanje o kratki prozi: terminologija, razlaga in analiza
- Uporaba zgodb pri poučevanju

Content (Syllabus outline):

- Origins of short fiction: fable, parable, tale, anecdote
- 19th-century genres
- 20th-century short story
- Realism
- Modernism
- Postmodernism
- Short story cycles
- Short fiction theory
- Writing about short fiction: Terminology, explication and analysis
- Using stories in teaching

Temeljni literatura in viri / Readings:

The Norton Anthology of Short Fiction, Eds. R. V. Cassill & Richard Bausch. New York, Norton.
 Charles Edward May, *The New short Story Theories*, Ohio University press, 1994.

Cilji in kompetence:

- Študentom predstaviti zgodovinski razpon kratke
- proze v angleščini.
- Raziskovati različnost žanrov, ki so se razvili iz kratke proze.
- Predstaviti kritično literature o tem predmetu in različne posamezne poizkuse deficiije žanrov, kot so parable, exemplum, herojska zgodba, oris, anekdota, novela in cikel kratkih zgodb.
- Raziskati načine pedagoške rabe kratke proze.

Objectives and competences:

- To introduce students to the historical range of short prose written in English.
- To explore the variety of genres that has developed out of short prose.
- To sample the critical literature on the subject, in particular the various attempts to define genres such as the short story, the parable, the exemplum, the tall tale, the sketch, the anecdote, the novella and the short story cycle.
- To explore pedagogical uses of short prose.

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- Razumeti definicije žanrov kratke proze
- Razlikovati med različnimi vrstami kratke proze
- Aplicirati kritične teorije na interpretacijo kratke proze na ustni in pisni način

Prenesljive/ključne spretnosti in drugi atributi:

- Zavzeti in braniti položaj v skupinski diskusiji
- Sprejeti neodvisno stališče in delovati neodvisno v raziskovanju in pisanju
- Identificirati pedagoški pristop k temam in tehnikam, uporabljenim v zgodbah

Intended learning outcomes:

Knowledge and understanding:

On completion of this course student will be able to:

- Understand definitions of short prose genres
- Distinguish among types of short prose
- Apply critical theories to the interpretation of short prose both orally and in writing

Transferable/Key Skills and other attributes:

- Take and defend a position in group discussion
- Take autonomous positions and action in research and writing
- Identify a pedagogical approach to story themes and techniques

Metode poučevanja in učenja:

- predavanja,
- seminarji

Learning and teaching methods:

- Lectures
- Seminars

Načini ocenjevanja:

- Ustna predstavitev
- Pisni izdelki
- Končni izpit

Delež (v %) /
Weight (in %)

Assessment:

- Oral presentation
- Written work
- Final exam

Reference nosilca / Lecturer's references:

- GADPAILLE, Michelle. Canada's artist Princess and the "Lorne literature". V: KRAJNÍK, Filip (ur.). *Breaking the boundaries : 11th Brno Conference of English, American and Canadian Studies : Brno, Czech Republic, 12-14 February 2020 : abstracts*, 11th Brno Conference of English, American and Canadian Studies, Brno, Czech Republic, 12-14 February 2020. Brno: Masaryk University. 2020, str. 36-37.
- GADPAILLE, Michelle. Canada's artist Princess and the "Lorne literature". V: KRAJNÍK, Filip (ur.). *Breaking the boundaries : 11th Brno Conference of English, American and Canadian Studies : Brno, Czech Republic, 12-14 February 2020*. Masaryk University. 2020, str. 36-37.
- GADPAILLE, Michelle. "Country Speech" : regional and temporal linguistic layering in Alice Munro's fiction. V: GADPAILLE, Michelle (ur.), MOHAR, Tjaša (ur.). *Alice Munro : precise, paradoxical and pret-ty tricky*. Ljubljana: University of Ljubljana Press: = Založba Univerze, 2022. Vol. 19, no. 1, str. 15-27. ELOPE, vol. 19, no. 1. DOI: [10.4312/elope.19.1.15-27](https://doi.org/10.4312/elope.19.1.15-27).



Univerza v Mariboru

Filozofska fakulteta

Koroška cesta 160
2000 Maribor, Slovenija

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Kanadska književnost
Course title:	Canadian Literature

Študijski program in stopnja Study programme and level	Študijska smer Study option	Letnik Academic year	Semester Semester
Študijski program 2. stopnje Anglistika	Anglistika DP NEP	2	4
Second-cycle (Master's) study programme in English Studies	English Studies Double-Major option	2	4th

Vrsta predmeta / Course type

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lectures:
Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

Pisna dela v kolonialnem prostoru (zgodbe aboridžinov, pisna dela raziskovalcev in naseljencev)

- Pisna dela v nastajajočem prostoru (nacionalistična pisna dela, lokalno obarvana pisna dela, Modernistična pesem, prerijski realizem v romanu, opredelitev Kanadskosti)
- Pisna dela v postmodernističnem obdobje (roman novih Kanadčanov, teorije kanadske kulturne identitete, pisna dela v večkulturnem okolju)

Content (Syllabus outline):

Writing in a colonial space (Aboriginal stories, Explorer and settler writing)

- Writing in an emergent space (Nationalist writing, Local colour writing, The modernist poem, Prairie realism in fiction, Defining Canadian-ness)
- Writing in a postmodern era (Fiction by new Canadians, Theories of Canadian cultural identity, Writing in a multicultural environment)

Temeljni literatura in viri / Readings:

Starnino, C, ed. *The New Canon: An Anthology of Canadian Poetry*. Vehicule Press, 2006.
 Brown, Bennett and Cooke, eds. *An Anthology of Canadian Literature in English*. Oxford, 1990.
 Gadpaille, M. *The Canadian Short Story*. Toronto: Oxford, 1989.
 Lane, R. 2011. *The Routledge Concise History of Canadian Literature*, Routledge.
 A selection of novels, e.g., Montgomery, *Anne of Green Gables*; Atwood, *Surfacing*; MacLennan, *Two Solitudes*; Davies, *Fifth Business*; Laurence, *A Bird in the House*; Leacock, *Sunshine Sketches*; MacLeod, *The Lost Salt Gift of Blood*; Shields, *The Stone Diaries*; Ondaatje, *In the Skin of a Lion*; Wiebe, *A Discovery of Strangers*; O'Neill, *Lullabies for Little Criminals*.

Cilji in kompetence:

seznaniti študente z zgodovinskimi in sodobnimi pisnimi deli v Kanadi in izpod peres Kanadčanov

- nadgraditi znanje o definicijah žanra in raziskovanje žanra osvojenega v prejšnjih letih in le-tega razširiti na bolj poglobljen študij o glavnem narodnem pisanju
- seznaniti študente z literarno in družbeno zgodovino Kanade, od začetka literarnih poskusov v 19. stoletju, skozi Konfederacijo, oblikovanje narodne zavesti do literarne renesance, ki je sledila Stoletnici, in končno do postmodernističnega in multikulturnega
- raziskovati možnosti uporabe kanadskih gradiv v razredu

Objectives and competences:

To familiarize students with historical and contemporary writing in Canada and by Canadians.

- To build on the definitions and explorations of genre acquired in previous year and to extend these to an intensive study of a national body of writing.
- To become familiar with the literary and social history of Canada, from the beginnings of literary effort in the 19th century, through Confederation, the formation of a national consciousness, to the literary renaissance following the Centenary, and finally to postmodern, multicultural
- To explore the potential use of Canadian material in the classroom

Predvideni študijski rezultati:

Znanje in razumevanje:
 Po zaključku tega predmeta bo študent sposoben:

- Poznati splošno družbeno, politično in kulturno zgodovino Kanade
- Prepoznati in razlikovati med deli kanadskih avtorjev
- Razlikovati obdobja in gibanja v kanadski književnosti
- Pojasniti pomen kratke zgodbe ali kratke pesmi

Prenesljive/ključne spretnosti in drugi atributi:

- Zmožnost izvesti raziskavo in jo predstaviti pred skupino
- Splošno znanje o tuji kulturi
- Veščine timskega dela, pogajanja in sodelovanja
- Zmožnost oblikovanja pedagoškega pristopa h kanadski kulturi in literaturi.

Intended learning outcomes:

Knowledge and understanding:
 On completion of this course the student will be able to:

- Know the general social, political and cultural history of Canada
- Recognize and distinguish among works by Canadian writers
- Distinguish eras and movements in Canadian literature
- Explicate the meaning of a short story or short poem

Transferable/Key Skills and other attributes:

- Ability to do research and to present before a group
- General knowledge of a foreign culture
- Teamwork, negotiation and cooperation skills
- Ability to formulate a pedagogical approach to Canadian cultural themes and literature

Metode poučevanja in učenja:

predavanja
 seminarji

Learning and teaching methods:

Lectures
 Seminars

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

• Ustne predstavitve	30	• Oral presentations
• Pisno delo	30	• Written work
• projekt	40	• project

Reference nosilca / Lecturer's references:

KUSOVAC, Olivera, MOHAR, Tjaša, GADPAILLE, Michelle. Gotovo zaboravljena pandemija : Blijedi konj, blijedi jahač Katherine Anne Porter. *Književna smotra*. 2021, god. 53, br. 201 (3), str. 31-43.

GADPAILLE, Michelle. Ideological and aesthetic recapitulation in a Canadian villanelle. V: LAZOVIĆ, Vesna (ur.), BLAKE, Jason (ur.). *A hundred years, a thousand meanings : book of abstracts*. Ljubljana: University Press, Faculty of Arts: = Znanstvena založba Filozofske fakultete. 2019, str. 15.

GADPAILLE, Michelle. "Country Speech": regional and temporal linguistic layering in Alice Munro's fiction. V: GADPAILLE, Michelle (ur.), MOHAR, Tjaša (ur.). *Alice Munro : precise, paradoxical and pret-ty tricky*. Ljubljana: University of Ljubljana Press, 2022. Vol. 19, no. 1, str. 15-27. ELOPE, vol. 19, no. 1. ISBN 978-961-7128-59-8. .