

Tárgytematika / Course Description

Idegen nyelvi beszéd és írás gyakorlat II.

ANIDTB1012**Tárgyfelelős neve /****Teacher's name:** Görcsné dr. Muzsai Viktória**Félév / Semester:** 2016/17/1**Beszámolási forma /****Assesment:** Folyamatos számonkérés**Tárgy heti óraszám /****Teaching hours(week):** 0/2/0**Tárgy féléves óraszám /****Teaching hours(sem.):** 0/0/0

OKTATÁS CÉLJA / AIM OF THE COURSE

ANGOL - Description

The Idegen nyelvi beszéd és írásgyakorlat 1-4 (Speaking and Writing course 1-4) is a four-term language development course aimed at developing the learner's speaking and writing skills. The course is open to all students at the university but is specifically designed to complement the language development course for the English teacher trainees.

The four-term course takes the learner from level B1+ to level B2+ at the Common European Framework of Reference for languages. Students enter Idegen nyelvi beszéd és írásgyakorlat 2 (Speaking and Writing 2) in September at level B2- and end the course in December at a higher level B2-

By December, learners will be able to complete the following tasks accurately and appropriately to B2- level.

Discuss informal and abstract topics using discussion strategies outlined below and language resources appropriate to B2- level

Give clear, detailed narratives on familiar & specialist subjects such as reporting on a TV programme or newspaper article

Explain how to do complex tasks such as how to play a language game

Develop a range of language functions e.g. exchange, check, confirm information in less routine situations i.e. in problem solving activities, in unusual situations; Use more complex phrases to maintain your speaking i.e. *What most struck me was the fact that....*

Write a 350 – 500 word descriptive essay

NÉMET

A tantárgy célja:

Az Idegen nyelvi beszéd és írásgyakorlat 1-4 egy négy féléves nyelvfelkészítő kurzus, melynek célja a hallgatók beszéd- és íráskészségének fejlesztése. A kurzus bárki számára nyitott, de elsősorban az angol/német nyelvtanító jelöltek nyelvi fejlesztését célozza.

A négy féléves kurzus a hallgatókat B1+ bemeneti nyelvi szintről B2+ nyelvi szintre juttatja el (lásd a „Közös Európai Referenciakeret nyelvi szintjei”). A második félévben (szeptembertől decemberig) B2- bemeneti nyelvi szintről egy magasabb szintű, megalapozottabb B2- nyelvi szintre juthatnak el a hallgatók.

A tantárgy képzési feladata:

Decemberre a hallgatók képesek lesznek az alábbi feladatokat B2- nyelvi szinten pontosan és megfelelően teljesíteni:

- ~ informális és elvont jellegű témák megvitatása az ezekhez szükséges nyelvi stratégiák és eszköztár alkalmazásával B2- szintig,
- ~ részletes, világos témakifejtés ismert és specifikus témákra vonatkozóan, mint például TV műsorról vagy újságcikkről tartott ismertető,
- ~ komplex tevékenységek lépéseinek (elvégzésének) ismertetése, mint például hogy an kell egy nyelvi játékot játszani,
- ~ nyelvi funkciók széles skálájának megismerése, alkalmazása,
- ~ egy 350-500 szavas leíró jellegű esszé írása.

TANTÁRGY TARTALMA / DESCRIPTION

ANGOL

Weekly Breakdown

Week

1

Speaking - discussion strategies/functions

2

Speaking - discussion strategies/functions

3

Speaking - discussion strategies/functions

4

Speaking - discussion strategies/functions

5

Writing - Essay organisation and structure

6

Writing - Essay organisation and structure

7

Writing

8

Writing

9

Speaking - discussion strategies/functions

10

Speaking - discussion strategies/functions

11

Spare

12

Writing

13

Speaking

14

Test

Speaking: Common European Framework of Reference for languages

C2

C1

Can discuss any topic using a wide variety of smart words e.g. *phrasal verbs, slang/idiomatic language, specialised words (education, politics, medical), collocations 'set an example'*.

Can speak fluently for a long time (as in L1) with almost no mistakes and almost no pauses, repetition, self-correction.

Can use sophisticated grammar to express ideas e.g. *wish/if, verb patterns; passives, past modals, noun phrases, reported speech, good verb tenses*. Use long, complex sentences.

Can speak with very clear pronunciation (almost too native speaker level), always easy to understand. L1 accent still identifiable but minimal effect on intelligibility. Can use good intonation to show shades of meaning, natural rhythm, few mispronunciations-

B2

Can discuss tasks on informal (e.g. *my schooldays*) & abstract topics (e.g. *immigration*), fluently for some time at right speed (as in L1), uses some repetition, pauses and self-correction.

Can discuss most familiar/abstract topics (*sports, politics*) for long time using a wide vocab (*slang & idiomatic language, synonyms*) with 50% accuracy.

Can use a good range of grammar to express ideas (*good tenses, modal verbs, relative clauses, simple and complex sentences*). 50% accuracy.

Can speak with clear pronunciation (no strain on listener), show emotion in voice but intonation needs work. Stress and rhythm often but not always used correctly, some mispronunciations.

In discussions, can give opinions/explain/argue/comment on, give advantages and disadvantages to a viewpoint, respond to partner's opinions, ask other people to join in.

Can use B1 'Discussion Strategies' to keep talk going (see below).

Can give a clear, well-structured presentation on an abstract/cultural topic (e.g. *Alcoholism in Hungary*), using background sources. No strain on listener.

Can summarise, synthesize & paraphrase information from background sources for presentation.

Can highlight & develop key points in presentation. This means giving examples of, reasons for/against something, advantages/disadvantages of an argument.

Can manage post-presentation discussion.

Can give clear, detailed narratives on familiar (e.g. *a film*) & specialist subjects (*reporting on a teaching practice lesson*).

Can use range of linking expressions to structure talk (e.g. *Anyway, what happens next is.....the point I'm making is*)

Can explain how to do a complex task (e.g. *giving classroom instructions*).

Can exchange/check factual and abstract information with partner on topics related to studies (e.g. *discussing classroom observations, reflecting on lessons*).

Can act as interviewer or interviewee in an interview, developing ideas fluently and independently with little help from partner.

Can manage problems in unfamiliar situations (e.g. *at the police station*) using these language functions: explaining, describing, analysing, complaining, persuading, suggesting, advising, and negotiating.

B1

Can discuss tasks on familiar topics (e.g. *planning an ideal restaurant*) if partner's speech is clear. May have problems arguing with partner. Speaks slowly with many pauses, repetition, and self-correction.

Can discuss familiar/abstract topics (*music, films, childhood*) for a short time using a limited vocabulary, with much repetition. Cannot paraphrase. Many word form mistakes (*he is politics man*).

Can use small range of grammar repeatedly to express ideas (simple future, present, past). Complex sentences are rare and have mistakes.

Can speak fairly clearly but may be a strain to listen to because of monotonous intonation, poor rhythm & stress, badly pronounced words.

In discussions, can give simple opinions, simple explanations & examples, agree/disagree, ask for & comment on someone's opinion, exchange factual information, compare & contrast alternatives, negotiate and compromise, summarise the discussion

Can use these 'Discussion Strategies' to keep talk going: asking for repetition; asking for/giving clarification (*What do you mean exactly?*); interrupting/turn taking; using thinking time phrases (*Let me see...*); bringing other people into conversations; asking follow up questions (*Why do you think that?*); giving synonyms for unknown words; self-correcting (*What I wanted to say is...*).

Can give a simple presentation on a familiar topic (e.g. *my home town*). Audience can understand most of the time. Key point is explained with reasonable precision.

Can manage brief and simple post-presentation discussion.

Can give clear, slow narrative on familiar topics, describing events and reactions to them e.g. *a picture; real (my weekend) or imagined (my dreams) or unpredictable events (an accident); the plot of a book/film/TV programme; dreams, hopes and ambitions*.

Can explain how to do a simple task e.g. *giving directions*.

Can exchange/check factual information on familiar topics.

Can carry out a structured interview (using a prepared questionnaire), e.g. *job interview*, but makes many mistakes.

Can usually answer partner's interview questions but sometimes may not understand the questions. May need the partner's questions to keep talk going.

Writing: Common European Framework of Reference for languages

C2

C1

Can write clear, well-structured essays/reports on complex subjects highlighting relevant issues, expanding and supporting points of view at some length using background sources, reasons and examples, and rounding off with an appropriate conclusion. e.g. *3000 word academic essay/project 2, Nyelvi tantárgypedagógia 3; 1500 word essay/Project 1, Tudatos nyelvhasználat 2*

Can summarise and paraphrase long, demanding texts.

Can take detailed notes from book/lecture on topics in her field of interest, so accurately that other people can use them. e.g. note taking in class

Can write clear, detailed, well-structured and developed descriptions and imaginative texts in a natural style appropriate to the reader in mind (e.g. *children's storybook*).

Can use sophisticated grammar to express ideas (*wish/if, verb patterns; passives, past modals, noun phrases, reported speech, good verb tenses*). Use long, complex sentences with high level linkers (*As can be seen/clearly/by contrast/further on/ respectively/ If we....that means...*)

B2

Can write a well-structured essay/report that highlights & develops key points and arguments. This means giving examples of, reasons for/against something, advantages/disadvantages of an argument, evaluating different ideas or solutions to a problem e.g. *500–800 word reflective essay 'Problems with Hungarian Education', Idegen nyelvi beszéd és írásgyakorlat 3*

Can synthesise information from a number of background sources to use in an essay. e.g. *1000–1200 word academic essay 'Characteristics of young language learners', Tudatos nyelvhasználat 1*

Can summarise and discuss the events, opinions and argument of factual and imaginative texts such as a book, film, news item, TV e.g. a 400-word book or film review. E.g. *film review, Tudatos nyelvhasználat 1.*

Can take notes on a lecture/book on a familiar subject but may miss some information e.g. *note-taking in class*

Can write clear, detailed descriptions of real or imaginary events and experiences using linkers (e.g. *not only...but also, moreover, as a result, although, moreover, however, my opinion is that*) to mark the relationship between ideas. E.g. *Classroom Observation report, Nyelvi tantárgypedagógia 1; Teaching practice report, Nyelvi tantárgypedagógia 3; Teaching practice journal, Csoporthoz tartozó tanítási gyakorlat/ Egyéni tanítási gyakorlat.*

B1

Can write short, simple essays on topic of interest. Use mainly simple sentences, repetitive vocabulary and grammar. e.g. *350–500 word descriptive essay 'What makes a good primary teacher of English?', Idegen nyelvi beszéd és írásgyakorlat 2*

Can summarise, report and give her opinion about relevant topic e.g. *Learning diary, Komplex nyelvi képességfejlesztés 1, 2, 3, Nyelvi akadémikus képességfejlesztés*

Can write very brief reports about routine factual information and state reasons for actions.

Can collect short pieces of information from several sources and summarise them for somebody else.

Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.

Can take notes during a familiar, clear, well-structured lecture e.g. *note-taking in class*

Can write simple, detailed descriptions on various, familiar subjects e.g. a story, a recent trip - real or imagined e.g. *Book review, Idegen nyelvi beszéd és írásgyakorlat 1*

Can write accounts of experiences, describing feelings and reactions in simple connected text.

A2

A1

NÉMET

A szemeszter témakörei:

1. In der Firma
2. Nach der Schule
3. Städte erleben

SZÁMONKÉRÉSI ÉS ÉRTÉKELÉSI RENDSZERE / ASSESSMENT'S METHOD

ANGOL-Assessment

You receive a mark in December based on

Oral test (December) 50%

Written essay (November) 50%

NB: For your academic assignment, you will

~ produce an essay plan and discuss this in a tutorial (October)

~ write a first draft. (November)

~ discuss this corrected version in a tutorial (November)

~ write a second draft. You receive a mark for this (December)

KÖTELEZŐ IRODALOM / OBLIGATORY MATERIAL

ANGOL IRODALOM-Book List

Stephens, M. *Practice Writing*. Longman

Hedge, T. *Writing*. OUP

McCarthy, M & F. O'Dell. *New English Vocabulary in Use*. CUPress.

Frank, C. Rinvolucri, M, Berer, M. *Challenge to Think*. OUP

Ladouse Porter, G. *Role Play (Resource Books for Teachers)*. OUP

Ellis, G. and Sinclair, B. *Learning to Learn English*. CUP.

NÉMET Kötelező irodalom:

Dr. Michaela Perlmann-Balme, Susanne Schwalb, Magdalena Matussek:

Sicher! Band B2.1 und B2.2 (Hueber, 2013).

Ajánlott irodalom:

Dreyer-Schmidt: Lehr- und Übungsbuch der deutschen Grammatik, München 1996

Hessky Regina, Iker Bertalan: német-magyar, magyar-német tanulószótár, Grimm Könyvkiadó, Szeged, 2010

Oktatók:

Angol: Dr. Helen Sherwin

Német: Sipos Judit