

Abstracts

Effect of sensory integration processing disorders on speech development

Matea Hotujac Drevcen

The key point for triggering the building of the neurological pathways that are responsible for the development of multisensory perception is the moment when a foetus' brain first senses the movement of his mother's body. Multisensory perception takes place in the cortex. The cortex is commonly described as composed of three parts: sensory, motor, and association areas. The association areas are responsible for the development of logical understanding, thinking and verbal speech as spatial perceptual phenomena. That is why speech is multisensory. Different types of sensory integration processing disorders can have an effect on speech development or articulation disorders.

Keywords: neurological pathways, cortex, multisensory perception, sensory integration, speech development.

Encouraging speech development in kindergarten

Maja Višček

The pre-school period is the most critical one for speech development, and the time when educators and parents can make a significant contribution to both this and language development. The kindergarten curriculum defines both language goals (including speech goals) and the role of educators in the pedagogical process. The analysis of the speech and language goals in the curriculum and the evaluation of planned activities with a wordless picture book raises the following questions: At what time in the pre-school age does interpretative speech start to develop, and where can it be traced in the curriculum?

Keywords: pre-school education, curriculum, promoting speech and language development, (interpretative) speech.

The communication potential of puppets as an incentive to learn speech

Helena Korošec

A puppet, with its related linguistic and animation potential, inspires, motivates and connects children to collaborate, and creates various forms of interactions and contexts in which they explore the dimensions of language. A puppet and his story can emotionally, experientially and mentally motivate a child for activities and learning, and

create different and unexpected ways of using language and communication. Indirect communication with a puppet creates a playful and relaxed learning environment that encourages a child to actively enter the puppet's story, become part of that story, change or affect it, and thus express emotions and his relation to the world at several levels of communication. The visual, movement and vocal stylization of a puppet character can allow a child to develop from non-verbal symbolic signs to rich linguistic expression.

Keywords: puppet, indirect communication, symbolic language, story.

Speech development in the first three-year period of primary school

Jasna Jožef

Speaking is the most important communicative competence which we develop in the first three-year period of primary school. Scientific discoveries about the development of speech take into account the curricula for the Slovene language as well as for other subjects. Teachers play an important role in pupils' literacy development, and thus speech development in the first three-year period of primary school. Based on a survey questionnaire for teachers, we will show which activities teachers use to develop speaking and what the effects of these activities are.

Keywords: speech development, the first three-year period of primary school, motivation, social categories of language, methods of speech development.

Opportunities for developing pupils' speaking in the 1st and 2nd triads of primary school

Alenka Rot Vrhovc

The basic objective of lessons in the Slovenian language as a mother tongue is the balanced development of all four communicative activities: listening, speaking, reading and writing. Although speaking is defined as a natural ability, it should be developed systematically, and the teacher plays a crucial role in this process. The article introduces a study with which we check the frequency of opportunities pupils have for speaking during language classes in the first and second triads of primary school. With the help of the results and the anticipated causes of them, we have formed recommendations to raise the awareness of current and future teachers about the importance of planned activities for the development of speaking skills, thereby helping to improve teaching and, consequently, develop the pupils' communicative competence.

Keywords: the first and the second triad of primary school, Slovene language classes, the communicative competence, speaking.

I teach, therefore I speak

Katarina Kejžar

The paper presents the relevance of teachers' speech in the process of learning. Recently, the role of teachers has changed a lot. Good teachers make pupils enthusiastic, they direct the class, listen to their students and explore the subjects under discussion. The teachers are able to do that due to their professionalism, broad knowledge, critical attitude towards society as well as through example, empathy and speech. However, during the education of future teachers the knowledge related to speech activities is not given sufficient emphasis, and the consequences are obvious. The teachers who are not aware of the power of their speech performance in a classroom, do not analyse their speech and do not give it (sufficient) attention; consequently they have a significant impact with regard to the inadequate speech of their pupils.

This contribution highlights some of the activities in the process of teaching in which a teacher's attitude towards speech is of vital importance for successful and efficient work. The awareness of the role of speech is particularly relevant with teachers who are beginners.

The paper is also a reflection based on long observation of and listening to teachers' speech during the examination of their professional competence, various teachers' conferences and symposiums as well as mentoring students (future teachers) in practice.

Keywords: teacher's speech, learning, classes, pupils.

Once we attended classes of professional speakers and theatre actors – where do we go now? (An attempt at a critical view of speech acts in primary education curriculum)

Janja Žmavc

In this contribution we shall outline the problem of the concept, teaching and evaluation of speech acts in terms of the curriculum and standards in primary education. Through the archaeology of speech acts within the theory of the rhetoric and more particularly through its place in the Antiquity between public speech and artistic practice in theatre, we attempt to show how important it is to systematically introduce the basics of speech acts in primary school education that is based on the concepts of rhetoric by taking into consideration the principle of a gradual approach. A speech act is primarily introduced through its verbal (performative) component that is further upgraded with contextual premises. The learning content that is conceived this way enables the development of the possibility of sovereign, thoughtful and genuine public speech acts.

Keywords: primary school, speech act, rhetoric, *actio*, Antiquity.

Teaching speech in primary, secondary and grammar school curricula

Simona Pulko

This contribution is an analysis of teaching speech and learning speech (general speech education) in a Slovenian language course. Developing communication (also speaking) competence is seen as one of the general objectives in all curricula on all levels of education of the Slovenian language. The analysis involves the curriculum of the Slovenian language in primary education from 2011, the curriculum of the Slovenian language from 2018 that was part of school practice until the 1st of September 2019, the curriculum of the Slovenian language in grammar schools (general, classic and technical) from 2018, and catalogues of knowledge standards for the Slovenian language. The analysis presents a review of the use of teaching speech and strategies, as well as approaches to teaching speech in various curricula. The consistency and continuity of speech development and its consequential speech competence is also assessed.

Keywords: teaching speech, curriculum, Slovenian language, primary school, grammar school, catalogue of knowledge standards.

The speech interpretation of literary texts in grammar school

Jožica Jožef Beg

Through speech interpretation of a text in literature classes, a teacher creates an aesthetic situation, motivates the pupils to work further and gives them an example of reading. We are interested in how teaching speech interpretation is placed in the curriculum, the catalogue of knowledge standards for the Slovenian language and the textbooks for language and literature in grammar schools. With research that involved 175 participants we have verified pupils' observations on the teaching of speech interpretation in literature classes, how relevant the speech interpretation of a text is to them, how they themselves prepare for speech interpretation, and how they feel during their performance in front of a class.

Keywords: interpretative reading, interpretative speaking by heart, teaching speech interpretation, pupil's preparation for speech interpretation, grammar school.

The culture of the spoken word

Darinka Marc, Katarina Torkar Papež

Optional rhetoric lessons have been offered in the school curriculum since 2004/05 in the third year of the high school Gimnazija Poljane. They consist of four basic practical communication activities: listening, talking, writing and reading, accompanied by mastering

critical thinking and argumentation. Students try to understand, form a position on and then present their views of various contemporary and relevant topics. The validity of their theses is guided by steps from Toulmin's model of explanation, argumentation and conclusion, carefully acknowledging reservations and proximities when needed. Written preparation is an integral part of their speech assignment. It reflects the student's ability to carefully and critically evaluate relevant sources, which serve as the basis of their thesis and ability to present these ideas concisely. The final phase of forming the text is preparation for public presentation. The culture of the spoken word is consolidated by the sound effects of speech (voice purity, colour, flexibility and voice register, voice strength, intonation, break and speed), especially with exercises for the correct pronunciation of the standard language.

The culture of the spoken word is only as efficient as the understanding of students about the relevance of meaningful speech, which cannot exist without thinking, writing and studying.

Keywords: listening, speaking, reading, writing, critical thinking, sound effects of speech.

Teaching speech in an art grammar school programme – specialized in theatre and film

Nataša Konc Lorenzutti

Since September 2001, the Nova Gorica Grammar school has provided an art grammar school programme, specialized in drama and theatre, which has been called theatre and film since the reform of the programme. In both programmes stage speech plays an important role where I, as a lecturer of the subject follow the principle points: Speech is not learnt through imitation, but rather we develop our own voice and expression. In finding a way of saying something, we do not put words in a sequence, but form our own thoughts. The stage speech skills cannot be strictly separated from speech creation, since both interlace. Therefore, we aim for an overall theatrical education and emphasize that the skill of cultivated speech is not only relevant for those who wish to become actors, but is a reflection of one's broader knowledge and culture.

Keywords: voice, expression, thought, stage speech skills, speech creativity.

The culture of speech in a study program for Slovene language and literature at the Faculty of Arts, University of Maribor.

Melita Zemljak Jontes

Language is the basic means of communication, and language culture with its culture of speech and writing is an important part that enables the development of a person as an

individual, and as an integral part of society. The acquisition of language and language culture tends to shift from an individual's lack of awareness towards the individual and social intentionally higher levels of awareness. A key is played in maximizing this awareness by the statutory systematic institutional functioning in the Slovene educational system. The paper focuses on an analysis of the content, approaches and problems in the treatment of speech culture, with the aim of maximizing the ability to acquire the ability to communicate while studying at the university level with regard to selected subjects of the study program Slovene language and literature at the Faculty of Arts, University of Maribor.

Keywords: language culture, speech culture, communication ability, studies, Slovene language.

The culture of speech for students of Media Communications (FERI, University of Maribor)

Alenka Valb Lopert

The media, and radio in particular, have a great impact on audiences and on the formation of language culture in general, therefore this contribution first presents the amount of linguistic content available to the students of Media Communications (FERI UM) in undergraduate and postgraduate programmes. The central part of this contribution a) reveals the content of the subjects in postgraduate studies titled *Radio and radio programmes*, i.e. the culture of speech stemming from the findings with regard to the social variety of the Slovenian language; the orthoepic characteristics of the Slovenian language in spoken media; the representation of the concrete orthoepic problems encountered by professional speakers; and b) analyses the orthoepic problems of students in oral presentations within the subject itself. Due to the lack of sufficient hours dedicated to the culture of speech and the extensive content that must be covered, the students' work is condensed and demanding. The knowledge gained should encourage them to aim for greater awareness of the relevance of their spoken (and written) mother tongue.

Keywords: the Slovenian language, language in media, radio, culture of speech, study programmes.

How to improve the oral presentation of teachers?

Tomaž Petek

A modern teacher must master effective communication methods in the pedagogical process; it represents one of the basic competencies, where his or her oral presentation plays

an important role. Teacher's communication in a classroom must be effective. For a teacher to be successful he or she must obey the principles of public speaking, being attentive to findings of rhetoric and linguistics. The article introduces several ways how a teacher, with a well-developed personal language and metalanguage ability, can improve his or her public speaking with regard to speech performance measures, and by doing so contribute to his or her personal empowerment in that area and to the quality of teaching in general.

Keywords: teacher, oral presentation, quality of teaching, rhetoric, linguistics.

Open issues of the codification and reasonable teaching of the Slovene spoken language at university level

Luka Horjak, Hotimir Tivadar

The authors introduce several unsolved questions of Slovene orthoepy and its codification based on teaching orthoepy at the Department of Slovenian Studies at the Faculty of Arts, University of Ljubljana. Some of the unsolved questions are following: on the suprasegmental level the place of lexical stress (stress patterns) and the vowel quantity connected with it, and on the segmental level the pronunciation of sonorants /l/ and /v/, of the graphemes sequence <-ij> in the word final position, and the syntagmatic of phonemes. The aim of the paper is to point out the unsolved questions of Slovene orthoepy and to consider which orthoepy topics should students of Slovene be taught in the given time, and which topics deserve more attention.

Keywords: orthoepy, phonetics, Slovene language, spoken language, speech, didactics.

Spoken language education for students of journalism

Tina Lengar Verovnik

From the very beginning journalism studies at the Faculty of Social Sciences of the University of Ljubljana included courses that provided students with general and special linguistic knowledge. However, with the ever-growing presence of media-mediated speech the need for inclusion of spoken language specific linguistic content appeared. For the last 15 years, students have thus been offered a course educating them about the proper pronunciation of the Slovene language and other phonetic features of media speech, as well as about some stylistic features of spoken journalistic genres. The paper will present the culture of oral communication course and its interweaving with other journalism studies courses, which enables more efficient integration of its contents in the curriculum.

Keywords: spoken language education, media speech, stylistics, journalism studies, spoken journalistic genres.

Teaching phonetics at the Seminar of Slovene Language, Literature and Culture

Martin Vrtačnik

The paper describes teaching methods of Slovene phonetics at the Seminar of Slovene Language, Literature and Culture in the years from 2014 to 2018. In addition to presenting phonetic exercises and guidance for better pronunciation of the participants in the beginner, intermediate and advance groups, the paper also notes that in order to learn Slovene as a second or foreign language, the participants can make use of numerous manuals and textbooks, but not (yet) phonetic textbooks. Although the latter include CDs with recordings of various texts, the auditory analysis of these shows that from the phonetic-phonologic viewpoint some recordings are not entirely suitable for learning the auditory image of the Slovene language. The paper again emphasizes the need for the publication of a contemporary orthoepy textbook for learning Slovene as a foreign language as well as a mother tongue.

Keywords: Slovene language, speech, phonetic, orthoepy, Seminar of Slovene Language, Literature and Culture.

How to teach speech? (Challenges of contemporary stage speech from the perspective of orthoepic norms)

Nina Žavbi

With a review of theories from the field of didactics, my own reflection on the pedagogical process along with a survey of students, this contribution studies the way of learning and teaching orthoepy in classes of language and speech by taking into account the specific characteristics of studies in the Academy of Theatre, Radio, Film and Television. The teaching is based on various methods, focused on students and their activities, on an in-depth approach to teaching and encourages critical thinking. It aims to link theory and practice, science and art. It aims to show that the approach used in teaching is closely associated with contemporary stage speech that needs to be meaningful, and established with other stage factors, whereas the actor is creative, innovative and critical in this process. Therefore, teaching with innovative methods is also relevant for the future professional work of speech interpreters.

Keywords: stage speech, orthoepy, teaching, didactics, innovative methods.

Developing voice expression with students of Stage Acting

Katarina Podbevšek

In contemporary dramatic art the technology enables various sound effects, but the human voice that comes out from the body of a performer that is present on stage still gives the theatre a special and unique charm. The public expects the actor's voice to have certain characteristics, suitable to his/her public exposure and in accordance with the character that he/she is playing on stage. During their education a student of acting has to develop physiologically impeccable speech organs (through appropriate voice hygiene), as well as the ability to control the expression of his/her voice. The paper presents some learning strategies that help to develop the expression of a student's voice and encourage the efficient implementation of the means of speech expression.

Keywords: voice expression, prosodic basics, speech, speech imagination, learning strategies.

The role of anatomy and physiology in teaching speech

Alida Bevk

Good breathing is necessary for efficient speech, and teaching this is deeply connected with awareness of one's body. However, words like diaphragm, belly breathing or deep relaxed breathing can cause confusion in a student, which can lead to the incorrect establishment of learning how to breathe, and this can also be reflected also in a person's speech. A deeper understanding of anatomy (what muscles support freer breath, what moves the main respiratory muscle) helps develop a better self-awareness of one's breathing patterns with the ability of self-correction. By learning the specific details of one's breathing anatomy it becomes easier to detect the body's tensions that can be felt on the breath, and thus these can be addressed, and at the same time this knowledge gives concrete anchors as to how these problems can be transformed into something healthier.

Keywords: anatomy, breathing, diaphragm, body, speech.

The teaching of stage speech

Selena Andrić

The teaching of stage speech at the Academy of Arts and Culture in Osijek takes place during six semesters in the undergraduate programme and two semesters in the graduate programme. The courses are Speech 1: vocal impostation, Speech 2: literary speech and hexametre, Speech 3: narration and national poetry, Speech 4: bound verse, Speech 5: dialects, Speech 6: reciting artistic prose and the Art of speech 1 and the Art of speech 2.

These deal with, among other things, vocal impostation, articulation, versification of classical and contemporary texts of Croatian and foreign literature. Every course concludes with an exam that involves the public production of speech.

Keywords: teaching, speech, verse, prose, text.

If you don't understand me, I don't exist

Nataša Barbara Gračner

As an actress I explore the means of expression that enable me to give life to a character that someone has written. There are many methods available to achieve this, but usually actors develop their own ways to evolve a character. As for myself, I seek for a basis through words. Along with the students of Stage acting, I co-create the ideas on conscious speech through which we may perceive all the characteristics of a character that is to be presented in performing a drama text, since the means of speech expression offer a wide variety of possibilities for multi-faceted creation. Is it possible to change the contextual meaning of a text merely by means of prosody? As we actors are not only the creators of our characters, but also the creators of their stories, I believe this is the case.

Keywords: conscious speech, means of prosody, drama text, multi-layered creation, creators of a character.

Sound media as a learner and a teacher

Aleš Jan

Each media follows its own rules and demands, and the same is true of the rules of audio mass media that are associated with heard words, heard messages and the way such messages are conveyed. Out of all the mass media the spoken word, transmitted through sound media, has the greatest range to reach the listener. As far as the use of language and language education is concerned, radio is a learner and a teacher at the same time. During the process of getting a qualification, speakers in the media are learners, but they quickly become teachers, too. Their speech makes them become education providers with an outstanding reach, whereas their level of speech culture has an impact on listeners, as they teach and educate them. Therefore, the learners and teachers, the providers and listeners, both continuously and mutually educate each other. Along with technical perfection, such education also gives the provider – a pedagogue – the possibility to upgrade their artistic interpretation, and gives the listener the possibility to perceive all the elements of the spoken word.

Keywords: sound media, culture of speech, technique, aesthetic role of language, listener.

The speech teaching process at Radio Slovenia

Mateja Juričan, Maja Šumej

Teaching radio speakers at Radio Slovenia has a long tradition. But it is a lengthy process for The Cultivated Speech Centre to first select talented individuals, then sharpen their voices and teach them the required techniques for good microphone performance. The following report focuses on how the Centre works, and presents the specific features of radio speech and performance.

Keywords: radio, radio speech, radio speaker, radio speakers teaching process, The Cultivated Speech Centre.

A language consultant in theatre and his potential didactic role – Based on Martin Sherman's Play *Bent*

Klasja Zala Kovačič

Stage speech in dramatic theatre is one of the most important theatrical forms of expression. Beside the director and actors, a language consultant is thus a key figure in theatrical production. Such a consultant also adopts a didactic role and employs didactic methods in the earliest part of the rehearsal process. His main fields of study are both language and stage speech. His goal is to coordinate the stage speech and language of the entire performance, while actors focus on adopting the agreed-upon speech styles. By describing teaching approaches in the rehearsal of Martin Sherman's play *Bent*, this article highlights and interprets the potential didactic role of a language consultant in theatre.

Keywords: stage speech, didactics, theatre language approach, teaching speech.

A view backwards to see forward: the Linguistic Court on the language used on TV in the 1980s

Lucia Gaja Scuteri

Recent research from the perspective of language and culture problematics has proved that in the Slovenian media the failure to apply the standard literary and spoken norms is on the increase. The dialectally and individually marked speech in the Slovenian media is by no means a new phenomenon – as dialectal and non-standard characteristics were present in previous Slovenian media speech. The current, more efficient language and cultural policy in the media is surely based also on an awareness of such deviations from the norms on Slovenian TV. Within the decade of its activity, the Linguistic Court (1980-1990) was directly involved in studying views on and examples of language use

on TV through around forty statements. Based on archival sources, the paper briefly presents those statements made by the Linguistic Court that critically tackled the (lacking) language culture on RTV Ljubljana in the 1980s.

Keywords: language culture, Linguistic Court, RTV Ljubljana.

Protocol for monitoring the voice quality of elite vocal performers using the verbotonal system

Vesna Kirinić Papeš, Dijana Hodalić, Zlatko Papeš

The voice is a sign that carries the meaning of the entire artistic message. There are great differences in the ways we evaluate the voice quality of elite professionals such as opera singers, singers of popular music, actors or public speakers, and each part of this process cannot even be done in the same way. The use of self-assessment tests, subjective evaluations of testers, objective acoustic tests and sound recordings are required in diagnosis monitoring during rehabilitation. A voice quality monitoring protocol using voice and speech value analysis is also needed for elite professionals who do not notice changes in their voice quality or other phonetic requirements to prevent possible problems. Such a procedure is particularly useful for the voice analysis and value of spoken language of speakers, actors and singers with inadequate musical education.

Keywords: elite vocal performer, functional assessment of voice quality, verbotonal system, voice evaluation, acoustic voice analysis.

Facial expression in Slovenian sign language: lexical, syntactic and prosodic

Matic Pavlič

The communication of the users of spoken languages – speakers – is clearly divided into linguistic and non-linguistic parts, since the linguistic part generally uses speech and hearing, while the non-linguistic part uses gestural and visual elements. In the communication of the users of sign language – interpreters – the linguistic and non-linguistic parts both take place through gestural and visual means. Consequently, the role of mimicking in these languages is often ill-understood, although sign language interpreters are intuitively aware of its relevance. The paper presents the linguistic role of mimicking in the Slovenian sign language that is used lexically (as a part of a particular gesture), morphologically (verbal aspect), syntactical (forming questions) and prosodic (sentence boundaries).

Keywords: mimic, prosody, transmitter, Slovenian sign language.