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Improving rhetorical skills by using the Verbotonal method

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Abstract

For more than 60 years, the Polyclinic for the Rehabilitation of Listening and Speech SUVAG in Zagreb has been developing and administering diagnostic and rehabilitation methods and procedures primarily for the hearing impairment and speech and language disorders, but at the same time implementing contemporary teaching methods in the field of foreign language learning as well as development of communication skills. The multidisciplinary and interdisciplinary approach to each patient/learner is deeply rooted in the concept of the Verbotonal system, the original scientific theory in the field of speech communication of the academician and founder of SUVAG, Petar Guberina, and comprises knowledge of general linguistic theory, audiology and neuropsychological theory of auditory perception. The Verbotonal method, derived from the application of the Verbotonal system, brings together experts from various professional and scientific fields (medical, social, humanistic, artistic, technical) united in a common area of interest: speech communication.

"The program for improving rhetorical skills using the Verbotonal method" was based on the interdisciplinary approach, respecting the basic theories of the Verbotonal method, part of which are individual students' needs. Teaching units are designed in such a way that it enables students with speech and language difficulties to acquire theoretical and practical knowledge and expression skills. These units include: the importance of communication in personal and professional development, the history of rhetorics, public speaking skills and argumentation, stage speech, phonetic rhythms and dramatization. Rhetorical skills enable participants to effectively express their thoughts, ideas, creative potentials, and to transfer knowledge and experience gained in various fields of activity to others in the most effective way. Working on rhetorical skills is necessary, not only to achieve the usual given academic achievements, but also to achieve competencies that will make them competitive in the labor market in the future. We believe that the program provides an opportunity to effectively develop rhetorical skills in people who find it more challenging due to speech difficulties than the rest of the population.

Keywords: speech, people with hearing impairment, people with speech and language disorders, Verbotonal method

1. Introduction

At present time, it is essential, by using modern scientific research methods, to study all forms of public speaking that are more abundant than ever and from this to create pedagogical programs that will develop speech values, not stop their development. Without such research and without the support of other contemporary rhetorical achievements, and drawing only on old sources, rhetoric would be retarded.

(Škarić, 2000, p. 7)

The technological development of the 21st century, in addition to facilitating and accelerating communication, also seems to have blurred the boundaries of private and public communication.

Lack of rhetorical skills is evident in contemporary communication in general, especially in various new media - on different platforms (social networks, portals, forums ...). On the other hand, if we recall the ancient times, the basic skills of every educated man were precisely those of rhetoric. Despite the technological advancement, accelerates and makes our communication simple and practical, the foundation of successful communication still lies in the knowledge of rhetorical skills (Beker, 1997). Therefore, the need for systematic teaching of rhetorical skills in every contemporary educational context is unquestionable, together with the inclusive educational communities, i.e., developing rhetorical skills in children with developmental difficulties.

For more than 60 years the SUVAG Polyclinic for Listening and Speech Rehabilitation, through diagnostic and rehabilitation procedures and education of children with hearing impairments and/or speech and language disorders, has been focused on this specific group, and we have, led by the method that has proved itself to be extremely successful, designed the program: 'Improving rhetorical skills by using the Verbotonal method'.

2. The significance of rhetorical and communication skills in children with hearing, speech and language difficulties/impairment

Language has cognitive and emotional value, so it can be viewed accordingly from the aspects of oratory and the development of rhetorical skills. Difficulties in speech and language expression prevent an individual from successfully participating in social activities, which can impair the quality of life of students and prevent progress in both academic achievement and private life. Atypical patterns present in linguistic expression at the level of phonology, morphology, semantics, syntax and pragmatics prevent students with speech and language difficulties or hearing impairment from speaking fluently. There are characteristic expressive features produced by the students with language disorders or hearing impairments which are shorter and simpler. Spontaneous speech on a particular topic or motive is often unstructured and associatively connected so that students often lose focus from the backbone of the topic (Dulčić et al., 2012). Also, the fear of public speaking is often the result of awareness of their difficulties resulting in withdrawal and avoidance of public speaking. Fear of public speaking can grow and change its forms in a way that becomes a social phobia resulting in extreme avoidance of speaking in front of people for fear of shame or humiliation. Anxiety about public speaking or performing is by far the most common type of social phobia. The National Social Anxiety Center in the U.S. reported that fear of public speaking is present in as many as 73% of the population (Montopoli, 2021). In general, increased physical excitement is associated with intense fears before and during performances, feelings of loss of control, fear and anxiety, will lead to the inability of the student to express his opinion, attitude or emotional state through speech. Speaker confidence is an element of successful public speaking and performance (Tafra-Vlahović, 2013; Bailey, 2016). Numerous studies have shown that speech - language disorders affect students' academic achievement. Some of them will be listed. Silverman and Paulus (1989) reported that high school students who demonstrate a / w / for / r/ substitution were frequently judged as "speaking poorly" and their speech was described as "disfluent.

Felsenfeld et al. (1994) found that individuals with phonological errors had less favorable academic outcomes, as measured by lower high school grades, than a comparison group with no history of

SSD.According to Harel et al., (2015) children with speech errors received more negative attitude judgments on their skills as "talkers," their likability as peers, and their likelihood of success in the upcoming teenage years. Relevant sex differences were also observed. Male speakers with speech errors were judged more negatively in comparison with their typical peers than females with speech errors; male listeners also tended to be more negative in their survey responses than female listeners.

3. Verbotonal Method

The Verbotonal method is part of the concept of the Verbotonal system of academician Petar Guberina, a linguist and the founder of SUVAG. The theory behind the method is the result of Guberina's scientific research in the field of speech in the period between 1934 and 1939 united under the name Linguistics of Speech. The focus is on speech and spoken communication, its production and, moreover, perception. It is based on the importance of all the procedures used in spoken communication (except the words themselves). Speech in the Linguistics of Speech, and later in the theory of the Verbotonal system, carries linguistic (linguistic and grammatical system) and non-linguistic meaning in communication. The non-linguistic meaning of speech is defined as "the values of spoken language" which are prosodic elements. Those include rhythm, intensity, tension, pause, tempo of speech, and furthermore facial expression, gestures, physical impostation, physical tension, social environment, psychological aspects of speech (expressiveness / affectivity), motivation …

The audio-visual method (later AVGS) is based on the importance of rhythm and intonation in foreign language acquisition and on the type of errors that occur in the process. In the 20th century linguistic term *structure* was often used (Ferdinand de Saussure, Prague group of phonologists, Gestalt-theory, Piaget, distributionalists, Chomsky…). In Structuralism the linguistics of speech (as a linguistic base of the VT system) was defined as global structuralism, but contrary to other structuralistic points of view, structure in AVGS works multi-dimensionally – horizontally in embracing word connection (lexical means) and vertically – because words cannot be separated from values of spoken language. It is global because neither the thought nor its expression could exist without both lexical and non-lexical means (sometimes words can be omitted but communicative values of spoken language can not). It is also spatial –because communication is a spatial interaction, relations are shaped during the communication, dependent on the communication process. Additionally, the linguistic, audiological and neuropsychological part of auditory perception in acquiring foreign languages, the philosophy of the VT system also deals with auditory perception in rehabilitation of speech and hearing. In the center of interest is always a person, creator of communication and at the same time even a creator of his rehabilitation, but dependent on affectivity and psychology. Psycho-philosophical explanation within the VT system, as Guberina stated, is that the key to the rehabilitation lies within the person himself. Bearing that in mind, the idea of optimals arose.

> *"At the heart of our thinking is MAN, man as an important and irreplaceable creator"*

> (Guberina, 2010, p. 7).

Decades after the first theoretical assumptions, the interdisciplinary approach developed individual, both diagnostic and therapeutic procedures that defined what we consider today as the Verbotonal method.

4. Rhetorical education by Verbotonal method

"Do students with speech and language impairments or hearing impairments manage to develop speaking skills during regular schooling and / or rehabilitation that would enable them to participate successfully in society?" This is just one of the questions which the authors of this program have come across which resulted in the need to design a program "Improving rhetorical skills by using the Verbotonal method", which is intended for high school students with speech-language disorders or hearing impairment. Tomić et al. (2020) while studying techniques and tools and the structure of speech, emphasized that speech in public communication can be improved, which was the goal of the authors of this program. In the Verbotonal approach to teaching rhetoric, the focus shifts from the person's difficulties to the conscious use of spoken language values that are easier to learn than the rigid grammar rules and later used to achieve a communication goal. In the exercises, it is necessary to identify which of the values give the greatest information to the message, and which are the most important for some speakers to understand and the most acceptable for the transmission of the message in speech to others. The skill of the teacher (as well as the one who conducts therapy) consists in knowing the Verbotonal elements and recognizing the structure of perception and production of speech of the future "speaker", ie finding his optimal in perception and production (the way he best understands and experiences the communication message which is addressed to him and at the same time the way in which he communicates the same to others). This initial optimal communication field is expanded during the implementation of the program by acquiring new skills and consciously enriching the message with new elements. This approach, which starts from the individual capabilities of each person and increases with time and focused guidance, leads to a positive affective effect and motivation for areas that people with disabilities may have previously avoided. In these conditions, students expressing themselves with speech and language pathology, can acquire speaking skills in accordance with their abilities and develop and shape them in the desired direction (Dulčić et al., 2013).

There are two versions of the programe, one lasting 120 hours and the other less than 40 hours.

Programe A, lasting 120 hours, is intended for those students who have speech-language or hearing and hearing difficulties, and for whom speaking is a subject of interest or they need to master rhetorical skills for the profession for which they are preparing.

The shorter version of the program is intended for all those students who can process a relevant topic in a somewhat shorter period of time and who can acquire basic rhetorical skills in a short time.

All participants will receive all the necessary material they need to follow the practical and theoretical part of the course.

Program A consists of the following units:

1. The importance of communication in personal and professional development

2. History of rhetoric

3. Rhetorical skills

4. Stage speech

5. Phonetic rhythms

6. Speech and language disorders

Program B consists of the following units:

1. The importance of communication in personal and professional development

2 Rhetorical skills

3. Stage speech

4. Phonetic rhythms

5. Speech and language disorders

The ratio of theoretical and practical teaching in Program A is 25% of theoretical and 75% of practical teaching. In Program B, the ratio is 15% of theoretical and 85% of practical teaching. The above units include the following topics:

"The importance of communication in personal and professional development" includes topics:

1. Speech organs

2. Voice care

3. Voice characteristics

4. Characteristics of values of speech

5. Ontogenesis of communication

"History of Rhetoric" includes topics:

1. Characteristics of ancient rhetoric

2. Characteristics of medieval rhetoric

3. Philosophical notions of rhetoric in the 16th and 17th centuries

4. Rhetoric and rhetoricians of the 20th century

5. Contemporary approach to rhetoric

"Rhetorical skills" includes topics:

1. Introduction to public speaking

2. Exercises for voice and diction

3. Rhetorical genres

4. Argumentation

5. Nonverbal communication

6. Fear of public speaking

7. Preparation and delivery of speech

"Stage speech" includes topics:

1. Introduction to stage speech

2. Peculiarities of stage speech and diction

3. The value of spoken language

4. Accent system of the Croatian standard language

5. Work on an epic text

6. Work on a lyrical text

7. Preparation for stage performance

"Phonetic rhythms" include topics:

1. Harmony of the body

2. Stimulation with movement

3. Musical stimulation

"Speech and language disorders" include topics:

1. Pronunciation disorder

2. Stuttering

3. Developmental language disorders

4. Hearing impairment

The program involves experts from various professions who have completed Verbotonal education. These are phoneticians, doctors, speech therapists, teachers, drama educators and actors. A multidisciplinary approach in education means that each of the experts mentioned here uses specific knowledge from their field to develop speaking skills, but also the principles of the Verbotonal method that connects all individual areas, making them a coherent whole. Therefore, all lecturers, regardless of the content they teach, work on the characteristics important for the good performance of the speaker: voice, pronunciation, gestures, interpretation, applying elements of the Verbotonal method.

Individualized approach is applied in the program bearing in mind the provision of specific optimal conditions for each student (choice of vocabulary, simplification and / or repetition of key concepts, examples close to participants, the intensity and speed of speech that is appropriate for the participants, the choice of presentation methods that allow participants to retain attention, the length of the lectures ... etc.).

Improving speaking skills, considering the needs of the students for whom it is intended, also has elements of a therapeutic form of work. Verbotonal procedures that affect the structure and quality of speech and language expressions, self-expression, quality of internal monologue and dialogue, social skills and interactions, body and body awareness, empathy and spontaneity, imagination and abstract thinking, awareness of the importance of speech values will be applied. learning abilities, developing self-confidence and self-esteem (Pavičić Dokoza, 2021). During the education, students are directed to different forms of communication. They are encouraged to express themselves independently and effortlessly, and communication will be seemingly spontaneous. The program is focused on all segments of the development of speaking skills. Following the characteristics of speakers cited by Perloff (2010), the program focuses on shaping important speaker characteristics. Verbotonal lecturers, among other areas, work on the segment of educating the speaker on the topic he is dealing with and thus, according to previous research, show that the expertise and competence and knowledge that the speaker has and shows on a particular topic are crucial in speaking.

In September 2021, the Ministry of Science and Education of the Republic of Croatia, based on the positive assessment of the Agency for Education of the Republic of Croatia, approved the implementation of the program "Improving rhetorical skills using the Verbotonal method" in secondary schools. The main goal of this program is to enable children with speech-language and / or hearing and hearing disorders to develop speaking skills in specially designed conditions based on the principles of the Verbotonal method.

Rhetoric in our schools is long gone. Once upon a time, in ancient times, it was the foundation of education - the "queen of art". It was known that a lot needed to be learned and acquired through practice in order to achieve good rhetorical skills. "Poets are born, orators are trained " (Poeta nascitur, orator fit), it was claimed (Škarić, 2000:12).

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Appendix

CROATIAN VERBOTONAL ASSOCIATION
Kneza Ljudevita Posavskog 10, Zagreb
IMPROVING RHETORICAL SKILLS BY USING THE VERBOTONAL METHOD
for people with speech and / or language disorders

Reg.No:5/2021

Zagreb, May 21, 2021

Contents

4.1.   CERTIFICATE

1. GENERAL INFORMATION ABOUT THE PROGRAM

1. 1. NAME OF THE PROGRAM

Improving and developing rhetorical skills

1. 2. DURATION OF THE PROGRAM (IN HOURS)

A 120 hours

B   40 hours

1. 3. JUSTIFICATION OF THE IMPLEMENTATION OF THE PROGRAM

The program is adopted to ensure quality professional and personal development of students. The role and task of every active member of the community is to achieve a socially responsible role in strengthening development potentials in the environment in which he works professionally. The basic determinant of the program is the involvement and positioning of each individual to learn to manage the requirements of academic and professional needs and challenges through the development of speaking skills. Rhetorical skills enable the student to effectively express their ideas, creative potentials and organizational skills and to transfer knowledge and experience gained in various areas of previous activities to members of the community in which he works or is preparing to enter it.

People with speech and language disorders require a special approach in developing speaking skills, and the Verbotonal method will be used in the implementation of the program.

1. 4. ENROLLMENT CONDITIONS

In the program of improvement *Improving and Developing Rhetorical* Skills students who have minimally finished elemetary school can enroll. The program is aimed at high school students in the Republic of Croatia.

1. 5. WORK ENVIRONMENT AND WORKING CONDITIONS

The program can be held in the premises of the Verbotonal Association as well as in the premises of secondary schools in the Republic of Croatia.

The working environment and working conditions are determined by the professional requirements of each student in accordance with his profession. All participants have a lecture hall, a multimedia classroom and a hall for practicing stage speech and phonetic rhythms at their disposal for successful learning of speaking skills.

COMPETENCIES ACQUIRED BY THE PARTICIPANT AT THE END OF THE PROGRAM

Recognizes and connects the importance of communication in personality development; recognizes signs of communication difficulties.

Compares verbal and nonverbal communication.

Notes the role of rhetoric in cultural and civilizational frameworks.

Develops basic rhetorical skills.

Uses speaking rules and instructions.

Recognizes the role and importance of stage speech.

Uses communication skills in relation to public media and / or public media.

Recognizes speech and language disorders.

2. DURATION OF THE PROGRAM AND WAY OF IMPLEMENTATION

There are two training programs:

1. Program that lasts 120 hours is performed through theoretical and practical form of work. The theoretical part of the program lasts 30 hours, the practical part lasts 90 hours.

2. Program that lasts 40 hours is performed through theoretical and practical form of work. The theoretical part of the program lasts 6 hours, the practical part lasts 34 hours.

Classes are held:

• for a continuous period of three weeks on the basis of 40 hours of weekly workload, i.e. 8 hours of daily classes,

• during 6 weekends on the basis of 20 hours of classes held during one weekend (Friday 4 hours, Saturday 8 hours and Sunday 8 hours). Apart from the weekend, classes can be held continuously, i.e., during one semester, depending on the needs and abilities of the students.

The work of students in practical classes is supervised by mentors, professors with many years of experience in the field of work.

3. CURRICULUM AND PROGRAM

Curriculum A

	Teaching unit	Hours		Total
		T	PL	
	The significance of communication in personal and professional development	5	-	5
	History of Rhetorics	5	-	5
	Rhetorical Skills	10	40	50
	Stage Speech	5	30	35
	Phonetic Rhythms	0	15	15
	Speech-Language Disorders	5	5	10
TOTAL		30	90	120

Curriculum B

	Teaching unit	Hours	Total

		T	PL	
	The Significance of Communication in personal and Professional Development	1	-	1
	Rhetorical Skills	1	14	15
	Stage Speech	1	14	15
	Phonetic Rhythms	1	6	7
	Vocal-speech- language disorders	2	0	2
TOTAL		6	34	40

PL – practical lessons   T – theory

Curriculum A

MODULE: The significance of communication in personal and professional development – 5 hours

TOPIC	CONTENT	LEARNING OUTCOMES	HOURS
Speech organs	Anatomy of speech organs	Knowledge of the process of the vocal production	1 T
Vocal hygiene	Vocal hygiene as a pre-condition of a healthy voice	Understanding the importance of a correct vocal hygiene	1 T
Vocal traits	Traits of a healthy and pathological voice and speech	Recognize different forms of vocal disorders	1 T
Speech traits	Traits of healthy and pathologicsl speech	Recognize different forms of speech disorders	1 T
Ontogenesis of communication	The development of communicational forms and means	Understanding the importance of different communicational forms and means, recognizing traits of communicational disorders	1 T

MODULE: History of Rhetorics

TOPIC	CONTENT	LEARNING OUTCOMES	HOURS
Characteristics of ancient rhetoric	The development of rhetoric through the ancient period	Distinguish features of ancient rhetoric from other schools and directions	1 T

Characteristics of medieval rhetoric	Characteristics of Christian Rhetoric	Distinguish features of Christian rhetoric from other schools and directions	1 T
Philosophical understanding of rhetoric in the 16th and 17th century	Characteristics of 16th and 17th century rhetoric	Distinguish features of 16th and 17th century rhetoric from other schools and directions	1 T
20th Century Rhetoric and Rhetoricians	Characteristics of 20th Century Rhetoric	Distinguish features of 20th century rhetoric from other schools and directions	1 T
A contemporary approach to rhetoric	Several new approaches to rhetoric will stand out - visual and multimodal rhetoric	Distinguish contemporary rhetorical approaches from all other approaches	1 T

MODULE: Rhetorical skills and argumentation

TOPIC	CONTENT	LEARNING OUTCOMES	HOURS
Introduction to public speaking	Definition and peculiarities of rhetoric	Understand the role of public speaking in contemporary communication.	1T
Voice and pronunciation exercises	Principles and order of voice and pronunciation exercises, phonetic vocal exercises and pronunciation exercises.	Understand the importance and role of voice and pronunciation exercises in private and professional life. Properly perform phonetic exercises for voice and pronunciation with respect to the order of exercises and performance technique.	1 T + 4 PL
Rhetorical genres	Rules of each rhetorical type, skills of participation in rhetorical genres (interview, meeting, negotiations, debate, ceremonial speeches).	Recognize the characteristics of each type of rhetoric (interview, meeting, negotiations, debate, ceremonial speeches. Adopt the rules of each type of rhetoric and know how to apply them. Master successful participation in rhetoric types.	1 T + 8 PL

Rhetorical argumentation	Basic concepts of rhetorical argumentation, derivation of arguments, errors in argumentation.	Master the basic concepts of rhetorical argumentation. Execute arguments in the correct way. Recognize errors in argumentation and know how to name them.	2 T + 8 PL
Nonverbal communication	Peculiarities of non-verbal communication, the role of non-verbal signs in communication, types of non-verbal signs, taking a position in space, cultural differences in body language.	Recognize and be able to state the characteristics of non-verbal communication. Understand the role and importance of nonverbal communication. Distinguish and apply types of nonverbal signs. Understand the role of space in communication and take the right position. Recognize and correctly interpret cultural differences in body language.	2 T + 4 PL
Fear of public speaking	Various manifestations of fear of public appearance, negative aspects of fear of public appearance, techniques for alleviating and overcoming fear.	Understand the physical and mental manifestations of fear of public speaking. Recognize and raise awareness of fear of public speaking by example. Master and successfully apply techniques to alleviate and eliminate fear.	2 T+ 4 PL
Speech preparation and performance	Finding relevant sources, initial speech design, central thought - designing and practicing, types of statements, rhetorical figures, humor in public speaking, knowledge and evaluation of the audience, practicing the performance of 3-minute speech with mentoring.	Independently find relevant sources of knowledge and distinguish credible from unreliable sources. Design the central thought of speech. Get acquainted with the types of statements and make statements correctly. Understand the role, meaning and use of rhetorical figures. Understand the role of humor in public speaking.	1 T + 12 PL

		Properly assess the audience and audience expectations. Practice and perform a 3-minute speech in front of an audience following instructions and rules.	

MODULE: Stage speech

TOPIC	CONTENT	LEARNING OUTCOMES	HOURS
Introduction to stage speech	Definition and main features of stage speech, stage speech of actors on examples	Define stage speech. Recognize stage speech. Evaluate stage speech.	1 T
Peculiarities of stage speech and diction	The main features of stage speech, the concept of diction	List the main features of stage speech. Define and explain the concept of diction.	2 T + 1 PL
Values of spoken language	Values of spoken language - rhythm, tempo, intensity, intonation, pause or pause, voice color, facial expressions and gestures	State the values of the spoken language. Explain every value. Demonstrate recognition of speech values. Apply speech values.	1 T + 4 PL
Accent system of the Croatian standard language	Place, duration and tone of accent, four accents of the Croatian standard language, basic rules on accentuation of words in the Croatian standard language	List four accents in the Croatian standard language and consonant length. Adopt basic rules on the place of emphasis in the Croatian standard language. Recognize the accent by listening. Emphasize words correctly.	1 T + 4 PL
Work on an epic text	Quantitative versification (hexameter) in epic text, rate as rhythmic-melodic unit, reading and speaking epic text	Recognize quantitative versification. Properly expressively read and speak texts with quantitative versification.	8 PL
Work on a lyrical text	Accent-syllabic versification in a lyrical text, free verse in a lyrical text, reading and reciting a lyrical text	Recognize accent-syllabic versification or free verse. Properly expressively read and recite lyrical texts.	5 PL

Preparing for a stage performance	Selection of lyrical text, expressive and interpretive reading, short interpretation of the text, mastering the accents in the text, taking a position in space, imposing the body, practicing performance under mentorship and performance	Choose a lyrical text according to your own preferences. Expressively and interpretatively read a lyrical text. Interpret selected lyrical text. Pronounce verses correctly with regard to speech values and the accent system of the Croatian standard language, as well as the tone and atmosphere of the text. Take a proper position in space with a proper and appropriate body position. Perform a lyrical text in front of an audience.	8 PL

MODULE: Phonetic rhythms and dramatization

TOPIC	CONTENT	LEARNING OUTCOMES	HOURS
Harmony of Body I.	Harmonious development of body tension - harmony of optimal, individual basic body tension and action tension in movement	Coordination of individual dynamics (strength) of body and movement and temporal (speed, duration) and spatial organization of movement	3 PL
Harmony of Body II.	Harmony in motor skills; Harmony in the coordination and global response of whole body movements	Here the task is to correct errors in motor development	3 PL
Stimulation of Movement	Encouraging, developing and nurturing good phonation (color, intensity and pitch) and aerodynamics in voice creation	The quality of body movements encourages, develops and corrects the quality of pronunciation of a certain voice, syllable, voice group; Enabling self-correction	3 PL
Musical Stimulations I.	Development of body coordination in space at a given rhythm; Significance of intonation, intensity, tempo, pause, accentuation in speech and singing forms	Performing choreography of movement in space on a sound stimulus	3 PL

Musical Stimulations II.	Developing a sense of melody in speech through spoken and melodic examples; Vocal exercises in one or more tones with the aim of developing breathing and voice quality.	Application of developed melody in speech structures in order to enrich speech intonation	3 PL

MODULE: Speech-language disorder

TOPIC	CONTENT	LEARNING OUTCOMES	HOURS
Pronunciation disorder	Types of pronunciation disorders	Types of pronunciation disorders	1 T +1 PL
Stuttering	Symptomatology of stuttering and influence on the psychophysical state of the speaker	Recognize different forms of speech delay, the effect of stuttering on the speaker	1 T +1 PL
Developmental language disorder	Symptomatology of developmental language disorder	Recognize the peculiarities of language expression in people with language disorders	1 T +1 PL
Hearing impairment	Deafness and hard of hearing - the impact on voice and speech	Recognize the peculiarities of communication of hearing impaired people	1 T +1 PL
Autism spectrum disorder	Peculiarities of verbal and nonverbal communication in autism	Recognize the peculiarities of communication in various disorders of the autism spectrum	1 T +1 PL

Curriculum B

On.	Teaching unit	Number of lessons		TOTAL
		T	PL	
	The significance of personal and professional development	1	-	1
	Rhetorical skills	1	14	15
	Stage speech	1	14	15
	Phonetic rhythms	0	7	7
	Speech-language disorders	2	0	2

TOTAL		5	35	40

PL – practical lessons   TL– theory

MODULE: The significance of communication in personal and professional development

TOPIC	CONTENT	LEARNING OUTCOMES	HOURS
Ontogenesis of communication	The development of communicational forms and means	Understanding the importance of different communicational forms and means, recognizing traits of communicational disorders	1 T

MODULE: Rhetorical skills and argumentation

TOPIC	CONTENT	LEARNING OUTCOMES	HOURS
Introduction to public speaking	Definition and peculiarities of rhetoric	Understand the role of public speaking in contemporary communication.	1T
Voice and pronunciation exercises I	Principles and order of voice and pronunciation exercises, phonetic vocal exercises and pronunciation exercises.	Understand the importance and role of voice and pronunciation exercises in private and professional life. Properly perform phonetic exercises for voice and pronunciation with respect to the order of exercises and performance technique.	2 PL
Rhetorical genres	Rules of each rhetorical type, skills of participation in rhetoric genres(interview, meeting, negotiations, debate, ceremonial speeches).	Recognize the characteristics of each type of rhetoric (interview, meeting, negotiations, debate, ceremonial speeches. Adopt the rules of each type of rhetoric and know how to apply them. Master successful participation in rhetoric types.	2 PL
Rhetorical argumentation	Basic concepts of rhetoric argumentation, derivation of arguments, errors in argumentation.	Master the basic concepts of rhetorical argumentation. Execute arguments in the correct way. Recognize errors in argumentation and know how to name them.	2 PL

Nonverbal communication	Peculiarities of non-verbal communication, the role of non-verbal signs in communication, types of non-verbal signs, taking a position in space, cultural differences in body language.	Recognize and be able to state the characteristics of non-verbal communication. Understand the role and importance of nonverbal communication. Distinguish and apply types of nonverbal signs. Understand the role of space in communication and take the right position. Recognize and correctly interpret cultural differences in body language.	2 PL
Fear of public speaking	Various manifestations of fear of public appearance, negative aspects of fear of public appearance, techniques for alleviating and overcoming fear.	Understand the physical and mental manifestations of fear of public speaking. Recognize and raise awareness of fear of public speaking by example. Master and successfully apply techniques to alleviate and eliminate fear.	4 PL
Speech preparation and performance	Finding relevant sources, initial speech design, central thought - designing and practicing, types of statements, rhetorical figures, humor in public speaking, knowledge and evaluation of the audience, practicing the performance of 3-minute speech with mentoring.	Independently find relevant sources of knowledge and distinguish credible from unreliable sources. Design the central thought of speech. Get acquainted with the types of statements and make statements correctly. Understand the role, meaning and use of rhetorical figures. Understand the role of humor in public speaking. Properly assess the audience and audience expectations. Practice and perform a 3-minute speech in front of an audience following instructions and rules.	5 PL

MODULE: Stage speech

TOPIC	CONTENT	LEARNING OUTCOMES	HOURS
Introduction to stage speech	Definition and main features of stage speech, stage speech of actors on examples	Define stage speech. Recognize stage speech. Evaluate stage speech.	1 T
Peculiarities of stage speech and diction	The main features of stage speech, the concept of diction	List the main features of stage speech. Define and explain the concept of diction.	2 PL
Values of spoken language	Values of spoken language - rhythm, tempo, intensity, intonation, pause or pause, voice color, facial expressions and gestures	State the values of the spoken language. Explain every value. Demonstrate recognition of speech values. Apply speech values.	2 PL
Accent system of the Croatian standard language	Place, duration and tone of accent, four accents of the Croatian standard language, basic rules on accentuation of words in the Croatian standard language	List four accents in the Croatian standard language and consonant length. Adopt basic rules on the place of emphasis in the Croatian standard language. Recognize the accent by listening. Emphasize words correctly.	2 PL
Work on an epic text	Quantitative versification (hexameter) in epic text, rate as rhythmic-melodic unit, reading and speaking epic text	Recognize quantitative versification. Properly expressively read and speak texts with quantitative versification.	2 PL
Work on a lyrical text	Accent-syllabic versification in a lyrical text, free verse in a lyrical text, reading and reciting a lyrical text	Recognize accent-syllabic versification or free verse. Properly expressively read and recite lyrical texts.	2 PL
Preparing for a stage performance	Selection of lyrical text, expressive and interpretive reading, short interpretation of the text, mastering the accents in the text, taking a position in space, imposing the body, practicing performance under mentorship and performance	Choose a lyrical text according to your own preferences. Expressively and interpretatively read a lyrical text. Interpret selected lyrical text. Pronounce verses correctly with regard to speech values and the accent system of the	4 PL

		Croatian standard language, as well as the tone and atmosphere of the text. Take a proper position in space with a proper and appropriate body position. Perform a lyrical text in front of an audience.	

MODULE: Phonetic rhythms and dramatization

TOPIC	CONTENT	LEARNING OUTCOMES	HOURS
Harmony of Body I.	Harmonious development of body tension - harmony of optimal, individual basic body tension and action tension in movement	Coordinated coordination of individual dynamics (strength) of body and movement and temporal (speed, duration) and spatial organization of movement	2 PL
Harmony of Body II.	Harmony in motor skills; Harmony in the coordination and global response of whole body movements	Here the task is to correct errors in motor development	1 PL
Stimulation of Movement	Encouraging, developing and nurturing good phonation (color, intensity and pitch) and aerodynamics in voice creation	The quality of body movements encourages, develops and corrects the quality of pronunciation of a certain voice, syllable, voice group; Enabling self-correction	1 PL
Musical Stimulations I.	Development of body coordination in space at a given rhythm; Significance of intonation, intensity, tempo, pause, accentuation in speech and singing forms	Performing choreography of movement in space on a sound stimulus	1 PL
Musical Stimulations II.	Developing a sense of melody in speech through spoken and melodic examples; Vocal exercises in one or more tones with the aim of developing breathing and voice quality.	Application of developed melody in speech structures in order to enrich speech intonation	2 PL

MODULE: Speech-language disorders

TOPIC	CONTENT	LEARNING OUTCOMES	HOURS
Speech – language disorders	Common speech-language disorders	Recognize the characteristics of frequent speech-language disorders and the impact on the psychophysical characteristics of speakers	2 T

4. FINAL ASSESSMENT OF ACQUIRED KNOWLEDGE AND SKILLS

The final assessment of the acquired knowledge is checked by an exam, and the final assessment of the acquired competencies is checked in such a way that the student gives a public speech or stage performance lasting 10 minutes on a given topic.

The final examination is carried out by a committee of 3 members. Three members are teachers who worked on the education. A record shall be kept of the final exam.

4. 1. CERTIFICATE

After the student has passed the final test, he / she is issued a Certificate of Completion of the program.