



FORMULARY FOR COURSE SYLLABUS
ENGLISH LANGUAGE FOR TEACHERS

| Basic information about course (subject) | |
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| Academic unit: | University of Prizren "Ukshin Hoti" Faculty of Education |
| Title of subject: | English Language for Teachers |
| Program: | Primary Education |
| Level: | Advanced |
| Status of subject: | Elective |
| Year of study: | 3 rd academic year- 6 th semester |
| Number of hours per week: | 2+1 |
| The value of credits – ECTS: | 4 |
| Time / location: | Faculty of Education |
| The professor of subject: | Prof.ass.Dr. Laura Naka |
| Contact details: | Official: laura.naka@uni-gjk.org Personal: lauranaka@live.com Mob.Phone.+38344 484 600 |
| The description of subject: | The English language for teachers is a course for students who start their teaching career, at that stage where they are just about to do or have just done an initial teacher training course. The course is about teaching English as a foreign language: what is it about and how to do it. The subject describes general issues about how to be a good teacher and a good learner. It suggests a way of looking at all teaching and learning, a way which helps teachers to decide how to put teaching sequences together. |
| Objective of subject: | The course aims to improve the English language acquisition and expansion of knowledge in the subject of How to teach English. Students are also provided with the knowledge which helps to manage classes better by using their physical presence and voices, and organizing the room students in variety of ways. It also introduces some basic concepts of grammar, vocabulary, language use, pronunciation and punctuation and is intended for new teachers who may have little experience in the area of teaching. It aims to help students on teaching four skills: reading, writing, speaking and listening. Eventually, the Mouse deals |

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| | with problems which teachers frequently encounter. |
| Expected results of learning: | <p>On successful completion of this course unit, students will be able to:</p> <ul style="list-style-type: none"> ➤ Familiarize themselves with the methodology of teaching primary school children ➤ Elaborate topics that suit this school level ➤ Explain about teaching and learning styles ➤ Identify factors affecting children's diversity ➤ Understand how to become good teachers ➤ Expressed about the physical and professional attitude of the teacher ➤ Enrich English vocabulary |

The contribution in student loading time (should correspond with results of students learning)

| Activity | Hours | Days/week | Total |
|---|--------------|------------------|-----------------------------|
| Lectures | 2 | 15 weeks | 30 hours |
| Practical /lab exercise | 1 | 15 weeks | 15 hours |
| Practical work | | | |
| The contact with lecturer/consults | | | |
| Field exercise | | | |
| Colloquium, seminars | 2 | 1 | 2 hours |
| Home work | | | |
| Time of self learning of student (library or home) | 3 | 15 days | 45 hours |
| The final preparation for exam | 1 | 10 days | 10 hours |
| Time for student evaluation (tests, quiz, final exam) | 2 | 2 days | 4 hours |
| Projects, presentations, ect. | 1 | 5 days | 5 hours |
| Total | | | 111 hours 4 ECTS |

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| The methodology of learning: | <p>Each week apart corresponding lecture course, a part (about 30%) of lecture will be allocated to strengthen the subject.</p> <p>Interactive and communicative accessibility methods dominate in curriculum development required for this course. Lectures, discussions, work in groups with each group responsibilities, presentation within the exercise, continuous assessment, etc ...</p> |
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| The methodology of | <p>Oral and writing test evaluation: Regular attendance in lecture: 5%</p> |
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| evaluation: | Regular attendance in exercises: 5% First Midterm: 30% Independent student work / presentation: 20% Final exam: 40% <hr/> Total : 100% |
| Literature | |
| Basic Literature: | <i>Students' book: How to teach English, Jeremy Harmer Pearson Education. Seventh impression 2001.</i> |
| Additional literature: | <i>-Additional printed materials, mainly taken from internet</i> <i>- Dealing with constraints and problems, a book on solving problems written by Scrivener and Heinemann, 1994.</i> <i>-Oxford Practice grammar by John Eastwood Oxford University Press, 1997</i> |
| The designed plan of learning: | |
| Week | The planned lessons |
| Week I: | Unit 1 –Introduction How to be a good teacher -How should teachers talk to students? -Who should talk in class? -What are the best kinds of lesson? |
| Week II: | Unit 2 – How to be a good learner -Why is it difficult to describe a good learner? -How important is the students' motivation? -How should we teach different levels? -Present Tenses- Present Continuous |
| Week III: | Unit 3 – How to manage teaching and learning -How should teachers use their physical presence in class? -How should teachers mark the stages of a lesson? -How can teachers evaluate the success or failure of their lessons? -Past Simple Tense-Past Continuous |
| Week IV: | Unit 4 –How to describe learning and teaching -What do we know about language learning? -What elements are necessary for successful language learning in classrooms? -What teaching models have influenced current teaching practice? -Quantity and Articles, Modal verbs, obligation and permission, Requests and offers |

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| Week V: | Unit 5 – How to describe language -Sentence constructions -Part of speech -Noun types, verb types, verb forms, pronouns, adjectives, adverbs, prepositions and articles. -Verb Patterns-Future Intentions |
| Week VI: | Unit 6 – How to teach language -What does language study consist of? -How should teachers expose students to language? -How can teachers help students to understand language form? Why do students make mistakes? -How should teachers correct students? |
| Week VII: | Unit 7 – How to teach reading -Why teach reading. -What kind of reading should students do? -What reading skills should students acquire? -What do reading sequences look like? -Reading story |
| Week VIII: | Unit 8 – Midterm I |
| Week IX: | Unit 9 – How to teach writing -Why teach writing? -What can be done about handwriting? -What kind of writing should students do? -What do writing sequences look like? -Formal and informal letters -Writing skills activity -Time clauses-First Conditional; Making suggestions |
| Week X: | Unit 10 –How to teach speaking - What kind of speaking should students do? -Why encourage students to do speaking tasks? - What do speaking sequences look like? -How should teachers correct speaking? -Modal verbs – probability: must, could, might, can't |
| Week XI: | Unit 11 – How to teach listening -Why teach listening. -What kind of listening should students do? -What's special about listening/ -What are the principles behind the teaching of listening? -Compound nouns -Quantifiers: how much, how many, some, any, little, few, etc |
| Week XII: | Unit 12 – How to use textbooks -What are the different options for textbook use? -What do adding, adapting and replacing look like? -So, why use textbooks at all? |

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| | -How should teachers choose textbooks? -Phrasal verbs -Indirect questions and question tags |
| Week XIII: | Unit 13 – How to plan lessons -Why plan at all? -What are the aims of a plan? -What should be in the plan? -What questions do we need to ask? -What form should a plan take? Reported speech Reported statements, questions, requests |
| Week XIV: | Unit 14 – What if -What if students are all at different levels? -What if the class is very big? -What if students keep using their own language? -What if students don't want to talk? -What if some students in groups finish before everybody else? -Passives |
| Week XV: | Revision of units during the semester |

The academic policy and student's complaisance:

- The student have to respect the schedule of classes and have be attentive at teaching;
- Be regular in lectures
- The student must be an active participant in lectures, (as the expected book for development of the subject is the book which deals mainly with topics in the form of exercises, and as such it requires continuous cooperation between teacher, students and student's book).
- Be accurate on time
- To comply with all educational rules
- Students are obliged to present and possess ID Card in Midterm and Final Exam.

Note:

Attendance is a prerequisite for students who wish to gain proper knowledge of this subject. Students who attend regularly the course will be able to participate actively in class, giving their concrete contribution during interactive lectures and during exercise. Therefore, their contribution of their participation and learning and homework will be evaluated throughout the semester-percentage according to defined criteria.

Prof.ass. Dr. Laura Naka