

English Language for Teachers

Basic data of the subject	
Academic unit:	Faculty of Education
Subject:	English Language for Teachers
Program:	Primary
Level:	Bachelor
Subject status:	Elective
Year of studies:	3 rd year, 6 th semester
Number of hours per week:	2+2
Credit value – ECTS:	6
Time / location:	TBS
Professor:	Prof. Asst. Dr. Jasmin Jusufi
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Description of the subject	English for Teachers is a specialized course designed to develop students' professional English language competence within educational and classroom contexts. The course focuses on the language functions, terminology, and communicative skills required for effective teaching in primary education. Students will practice classroom English, instructional language, lesson planning terminology, and professional communication skills through interactive activities, simulations, and authentic educational materials. The course aims to strengthen both language accuracy and pedagogical communication, preparing future teachers to confidently use English in academic, instructional, and intercultural settings.
Objectives of the course:	The course aims to develop students' professional communicative competence in English within primary education contexts. It seeks to enhance their ability to use classroom language, instructional terminology, and pedagogical expressions accurately and confidently. The course also aims to strengthen students' skills in lesson planning, giving instructions, classroom management communication, and professional interaction with colleagues and parents in English.

	Furthermore, it prepares future teachers to integrate English effectively into their teaching practice and continuous professional development.
Expected learning outcomes:	1. Knowledge By the end of the course, students will be able to: 1. Demonstrate knowledge of professional terminology related to primary education and classroom practice in English. 2. Explain key language functions used in teaching, such as giving instructions, asking questions, providing feedback, and managing classroom interaction. 3. Identify appropriate linguistic structures for lesson planning, assessment, and educational communication. 4. Recognize differences between formal and informal professional communication in educational contexts. 5. Understand essential pedagogical concepts expressed in English (e.g., classroom management, learner-centered teaching, assessment strategies). 2. Skills By the end of the course, students will be able to: 1. Use classroom English effectively for giving instructions, explaining tasks, and managing student behavior. 2. Design and present lesson segments using appropriate professional language. 3. Write lesson plans, short reports, and professional emails in clear and structured English. 4. Participate in professional discussions related to teaching methods, classroom challenges, and educational topics. 5. Communicate confidently in simulated teaching situations and role-plays.

3. Competencies By the end of the course, students will be able to: 1. Communicate professionally and confidently in English within primary education settings. 2. Apply English language skills in real or simulated teaching practice. 3. Collaborate effectively with peers using English in academic and professional tasks. 4. Demonstrate autonomy in developing their professional English competence. 5. Reflect critically on their own teaching communication and identify areas for improvement.			
Contribution to the student's workload (which must correspond to the student's learning outcomes)			
activity	hour	Day/week	Overall
Lectures	2	15 weeks	30 hours
Theoretical/laboratory exercises	2	15 weeks	30 hours
Practical work			
Contacts with the teacher/consultations	2		2 hours
Field exercises			
Colloquiums, seminars			
Homework	2	15 days	30 hours
Student's independent study time (in the library or at home)	3	15 days	45 hours
Final exam preparation	10		10 hours
Time spent in assessment (tests, quizzes, final exam)	2	2 days	4 hours
Projects, presentations, etc			
TOTAL			151 hours
Teaching methodology:			
The course is delivered through a communicative and practice-oriented approach, focusing on real classroom situations and professional teaching contexts. Emphasis is placed on simulations, role-plays, micro-teaching activities, group			

	discussions, and task-based learning to develop practical classroom English.	
	Students engage in lesson planning exercises, peer feedback sessions, and collaborative projects to strengthen their professional communication skills. Authentic educational materials are used to bridge theory and practice, while continuous formative feedback supports the development of accuracy, fluency, and pedagogical confidence.	
Evaluation methods:	• Regular attendance and active participation – 10% • First Midterm (Colloquium I – written test) – 40% • Independent student work / projects / presentations – 10% • Second Midterm (Colloquium II – written and/or oral assessment) – 40%	
LITERATURE		
Basic literature:	• Scrivener, J. (2011). <i>Learning teaching: The essential guide to English language teaching</i> (3rd ed.). Macmillan Education. • Harmer, J. (2015). <i>How to teach English</i> (2nd ed.). Pearson Education.	
Additional literature:	• Thornbury, S. (2017). <i>Scott Thornbury's 30 language teaching methods</i>. Cambridge University Press.	
Designed lesson plan:		
Week	Lecture	Exercises
Week 1	Introduction to Classroom English	Functions of teacher talk; Giving simple instructions; Classroom management expressions; Role-play activities
Week 2	Giving Instructions & Explaining Tasks	Sequencing language (first, then, finally); Imperatives; Checking understanding; Micro-teaching practice

Week 3	Asking Questions Effectively	Open vs. closed questions; Concept-check questions (CCQs); Encouraging participation; Pair simulations
Week 4	Giving Feedback & Correction	Language for praise and constructive feedback; Error correction techniques; Peer feedback practice
Week 5	Lesson Planning in English	Structure of a lesson plan; Aims and objectives; Writing lesson stages in English
Week 6	Classroom Management Communication	Managing behavior; Setting rules; Handling classroom problems; Role-play scenarios
Week 7	Teaching Vocabulary & Grammar	Language for presenting and practicing language items; Explaining meaning and form
Week 8	Midterm Assessment	Micro-teaching presentation / Colloquium I
Week 9	Teaching Reading & Listening	Pre-, while-, and post-activities; Giving task instructions; Authentic materials practice
Week 10	Teaching Speaking & Writing	Encouraging discussion; Organizing pair/group work; Writing task instructions
Week 11	Professional Communication	Writing professional emails; Communicating with parents and colleagues
Week 12	Intercultural Communication in Education	Polite language; Cultural awareness in communication; Discussion activities
Week 13	Assessment & Evaluation Language	Explaining grading criteria; Giving test instructions; Writing short student reports
Week 14	Reflective Teaching Practice	Self-evaluation language; Reflective discussion; Portfolio preparation
Week 15	Final Assessment	Micro-teaching demonstration / Colloquium II

Academic policies and rules of conduct:

- Attend classes regularly and arrive on time, as attendance is an essential component of successful course completion.
- Actively participate in lectures, discussions, group work, and practical activities.
- Come prepared for each class with the required textbook, materials, and completed assignments.

- Respect academic integrity by submitting original work and avoiding plagiarism or any form of cheating.
- Maintain respectful communication and behavior toward the lecturer and fellow students.
- Turn off or silence mobile phones and electronic devices during class unless used for academic purposes.
- Present a valid student ID during midterm examinations and the final assessment.