

Document No. 1

| | | | | | |
|-----|--|--|---------|---------------|---------|
| 1. | Title of the study program | One-year short expert study program in English for foreign students within the first cycle of studies | | | |
| 2. | Faculty organizing the study program | “Ss. Cyril and Methodius” University in Skopje “Blaže Koneski” Faculty of Philology – Skopje | | | |
| 3. | Scientific research area for which the unit is accredited according to the Frascati classification | 6.02.01.16 English language 6.02.01.29 Applied linguistics | | | |
| 4. | Institute, department, division | Department of English Language and Literature | | | |
| 5. | Type of studies and cycle of studies | One-year short expert study program within the first cycle of studies | | | |
| 6. | Load expressed in ECTS credits | 60 ECTS | | | |
| 7. | Semester and workload in ECTS credits | Summer | 30 ECTS | Winter | 30 ECTS |
| 8. | Degree/level of qualification acquired upon completion of studies | Certificate of completion of a one-year short expert study program in English for foreign students within the first cycle of studies | | | |
| 9. | Teacher (in case of multiple teachers, a designated teacher in charge) | Prof. Dr. Kalina Maleska (responsible teacher) Prof. Dr. Jovanka Lazarevska-Stanchevska Prof. Dr. Anastasia Kirkova-Naskova Senior Lecturer Maja Joshevska-Petrushevska, MA Senior Lecturer Ivana Duckinoska-Mihajlovska, MA | | | |
| 10. | Language of instruction | English language | | | |
| 11. | Objectives of the study program | Upon completion of this course, students will demonstrate practical knowledge of the English language (in written and oral form) at the appropriate level according to the Common European Framework of Reference for Languages (CEFR). For level A1 this means that students: - will be able to understand and use familiar everyday expressions and simple sentences; - they will be able to introduce themselves and others; | | | |

| | | |
|-----|--|--|
| | | <ul style="list-style-type: none"> - they will be able to ask and answer questions about their personal lives, for example, where they live, the people they know, and the objects they own; - They will be able to communicate in a simple way with an interlocutor who speaks clearly and slowly. <p>For level A2 this means that students:</p> <ul style="list-style-type: none"> - will be able to understand sentences and frequently used expressions that refer to areas of their immediate environment (for example: information about themselves and their family, shopping, local area, work); - will be able to understand each other in simple and common situations involving a simple and direct exchange of information on familiar and routine matters; - They will be able to describe in simple language parts of their background and education, their immediate environment, and things of immediate importance. <p>For level B1 this means that students:</p> <ul style="list-style-type: none"> - will be able to understand the main ideas when clear, standard language is used and when it concerns familiar topics related to work, school, leisure, etc.; - will be able to deal with most common situations when traveling to English-speaking countries; - will be able to compose simple, connected text on topics that are familiar to them and related to areas of personal interest; - will be able to describe experiences and events, dreams, hopes and ambitions, and briefly explain and justify given attitudes and plans. |
| 12. | Detailed content of the program by chapters and methodological units | <p>At level A1, vocabulary is acquired in a communicative context through the following content: numbers, days of the week, countries and nationalities, telephone numbers, small objects from everyday life, souvenirs, people and family, colors and frequently used adjectives, food and drinks, frequent verb phrases, expressions related to everyday life and leisure, sports, types of films, clothing, travel, hotels, verb phrases with do, get, have, go. From the language structures, the verb 'to be' is acquired for all persons and forms in the present simple tense, nouns in the singular and plural, the indefinite article a/an, the demonstrative pronouns this, that, these, those, possessive adjectives, the present simple tense for all persons and forms, the imperative mood, the modal verb can, the present continuous tense for all persons and forms, the past simple tense of the verb to be, regular verbs and irregular verbs. The language skills of reading, listening and speaking are practiced through short dialogues, texts and situations at the appropriate level, while the language skill of writing is acquired through writing the following types of texts: filling out a form, commenting on a picture, writing an email and writing a blog post.</p> <p>At level A2, vocabulary is acquired in a communicative context through the following content: frequent verb phrases, vocabulary for describing people's physical appearance and character, frequent collocations of verbs and prepositions, expressions used for paraphrasing, adjectives ending in -ed/-ing, shopping, vocabulary for describing cities, health and the human body, frequent collocations of verbs and prepositions, verbs followed by the</p> |

| | | |
|-----|--|--|
| | | <p>infinitive and verbs followed by the gerund, adverbs of manner, animals, phobias, biographies, subjects studied at school, sports and movement. From the language structures, the following are adopted: present simple, present continuous tense, past simple tense of regular and irregular verbs, past continuous tense, use of going to for plans and predictions, relative clauses, present perfect tense, superlative of adjectives, will and won't for predictions, decisions, promises and offers. The language skills of reading, listening and speaking are practiced through short dialogues, texts and situations at the appropriate level, while the writing skill is adopted through writing the following types of texts: description of a person, description of a photo, informal email, description of the place where you live, formal email, biography, essay.</p> <p>At level B1, vocabulary is acquired in a communicative context through the following content: food and cooking, family and adjectives to describe people's character, money, transportation, expressions used in telephone conversations, sports, relationships and interactions between people, cinema, the human body, education, houses, shopping, work, compounds, crime. From the linguistic structures, the present simple and extended tenses (present simple tense and present continuous tense) are adopted from dynamic verbs and verbs that indicate a state, verb forms that express the future (present continuous tense, will, going to), a comparison is made between the present perfect tense and the past simple tense and the present perfect continuous tense is introduced, comparative and superlative forms for adjectives, the definite article the and the indefinite article a/an, reflexive pronouns, modal verbs for expressing obligation have to, must, should, past tenses (past simple tense, past continuous tense, past perfect tense), passive of all tenses, modal verbs for expressing deduction might, can't, must, first/second/third conditional, indirect manner, gerund and infinitive. The language skills of reading, listening and speaking are practiced through short dialogues, texts and situations at the appropriate level, while the writing skill is acquired through writing the following types of texts: description of a person, informal email, text for a magazine, story, film review, description of a house/apartment, complaint, cover letter for a job application, resume.</p> <p>The detailed content of the program by chapters and methodological units for level A1 are given in Appendix 1, for level A2 in Appendix 2 and for level B1 in Appendix 3.</p> <p>Note: Before starting the studies, the student's language level is tested and then the level for which he/she will be taught is determined. The following combinations are possible:</p> <ol style="list-style-type: none"> 1. winter semester A1 level, summer semester A2 level; 2. winter semester A2 level, summer semester B1 level. |
| 13. | Detailed description of the teaching and | lectures, exercises, consultations (group and individual), homework, home study (test preparation) |

| | | | | | | |
|-----|--|--|--|---|-------------------------|------|
| | working methods for the program | | | | | |
| 14. | Total available hours | | 480 hours | | | |
| 15. | Forms of teaching activities | 14.1. | Lectures - theoretical classes. | | 60 | |
| | | 14.2. | Exercises (laboratory, lecture), seminars, teamwork: classes | | 60 | |
| | | 14.3. | Practice: hours | | / | |
| 16. | Other forms of activities | 15.1. | Project tasks: hours | | 120 | |
| | | 15.2. | Independent tasks: lessons | | 80 | |
| | | 15.3. | Homework - assignments | | 160 | |
| 17. | Method of assessment | | | | | |
| | 16.1. | Tests: points | | | 100 | |
| | 16.2. | Seminar paper/project, written and oral presentation: points | | | / | |
| | 16.3. | Final exam: points | | | / | |
| 18. | Assessment criteria (points/grade) | | up to 50 points | 5 (five) (F) | | |
| | | | 51 x to 60 points | 6 (six) (E) | | |
| | | | 61 x to 70 points | 7 (seven) (D) | | |
| | | | from 71 to 80 points | 8 (eight) (C) | | |
| | | | from 81 to 90 points | 9 (nine) (B) | | |
| | | | from 91 to 100 points | 10 (ten) (A) | | |
| 19. | Method of monitoring the quality of teaching | | evaluation questionnaire | | | |
| 20. | Literature | | | | | |
| | 20.1. | Required literature | | | | |
| | | Serial number | Author | Title | Publisher | Year |
| | | 1. | Christina Latham-Koenig and Clive Oxenden | English File beginner: Student's book | Oxford University Press | 2015 |
| | | 2. | Christina Latham-Koenig, Clive Oxenden, and Paul Seligson | English File pre-intermediate: Student's book | Oxford University Press | 2019 |

| | | | | | | |
|--|-------|-----------------------|---|--|----------------------------|------|
| | | 3. | Christina Latham-Koenig and Clive Oxenden | <i>English File intermediate: Student's book</i> | Oxford University Press | 2013 |
| | 20.2. | Additional literature | | | | |
| | | Serial number | Author | Title | Publisher | Year |
| | | 1. | Rodney Huddleston and Geoffrey K. Pullam | <i>A student's introduction to English grammar</i> | Cambridge University Press | 2007 |
| | | 2. | Michael Swan and Catherine Walker | <i>How English works: A grammar practice book</i> | Oxford University Press | 1997 |
| | | 3. | Michael Swan | <i>Practical English usage</i> , 2nd Ed. | Oxford University Press | 1998 |

Table 1. List of persons elected to teaching and research positions in full-time employment at a unit (faculty) who will participate in the implementation of the study program

| | Teacher's name and surname | Teaching-scientific title |
|---|--|---------------------------|
| 1 | Prof. Dr. Kalina Maleska | full professor |
| 2 | Prof. Dr. Jovanka Lazarevska-Stanchevska | full professor |
| 3 | Prof. Dr. Anastasia Kirkova-Naskova | associate professor |
| 4 | Maja Joshevska-Petrushevska, M.A. | senior lecturer |
| 5 | Ivana Duckkinoska-Mihajlovska, MA | senior lecturer |

Attached to Table 1 are the statements of consent of the teachers participating in the implementation of the teaching.

Table 2. Learning outcomes

Specific qualification descriptors for the first cycle of studies with 60 ECTS, One-year short expert study program in English for foreign students within the first cycle of studies at "Blaže Koneski" Faculty of Philology, "Ss. Cyril and Methodius" in Skopje, in accordance with the Regulation on the National Framework of Higher Education Qualifications

| Descriptor type | Description |
|--|--|
| Knowledge and understanding | <p>Possesses basic/intermediate knowledge and understanding of:</p> <ul style="list-style-type: none"> • The grammatical and lexical structure of standard English at the elementary/intermediate level, adapted to various communication situations. • The basic elements of functional styles in language, with a focus on everyday communication. • The social and cultural context that shapes the English language, with particular emphasis on situations relevant to initial/intermediate language acquisition (e.g. general life, family interactions, and travel). <p>This descriptor focuses on the ability to understand and apply language in practical and routine contexts.</p> |
| Application of knowledge and understanding | Can apply the acquired knowledge in the field of standard English in: |

| | |
|----------------------|--|
| | <ul style="list-style-type: none"> • Basic/intermediate oral and written communication, demonstrating the ability to speak and write in order to successfully establish interaction. • Exchanging information and ideas on topics related to everyday life, such as personal interests, social activities, and routine situations. • Using simple/extended sentences and expressions to describe events, express opinions, and ask questions. • Establishing communication in typical scenarios appropriate to the level of English proficiency. • Interpreting and creating short and clear messages, emails or texts that meet basic/intermediate language needs in everyday situations. • Appropriate use of basic/more complex grammatical structures and vocabulary for clear and understandable communication in practical contexts. |
| Ability to assess | <ul style="list-style-type: none"> • Ability to collect, analyze, evaluate and effectively present basic information, ideas and concepts relevant to various aspects of communication in English using basic/more complex linguistic and visual resources. • Skill in selecting appropriate sources and processing data for the purpose of clear and logical presentation of content. • Critical thinking when analyzing information and connecting it to the relevant context. • Use of language to present information structurally and accurately, including oral and written forms, with a focus on comprehensibility using basic linguistic and visual resources. |
| Communication skills | <ul style="list-style-type: none"> • Possesses the ability for general communication in English, using basic/more complex grammatical constructions and basic/more advanced vocabulary to express thoughts and ideas. • Can speak and present on basic topics, such as personal interests, everyday activities, social situations and basic aspects of culture. • Demonstrates clarity and comprehensibility in expression, with the ability to exchange information, ask and answer simple/more complex questions. • Uses simple/more complex sentences and expressions to describe, narrate or share opinions in contexts relevant to the level of language competence. |
| Learning skills | <ul style="list-style-type: none"> • Possesses developed skills for learning and mastering all segments related to the acquisition of a foreign language, including grammar, vocabulary, pronunciation, reading, listening, writing, and speaking. • Is able to use various strategies for effective learning, such as goal setting, independent planning, and time management, thus ensuring continuous progress. • Has the ability to adapt to different learning methods, such as individual work, group work, or interactive activities, in order to maximize the use of educational resources. • Applies a reflective approach to assessing one's own achievements, identifying areas for improvement. |

Appendix 1. Detailed content of the program by chapters and methodological units for level A1

The course covers content related to everyday life and the world around us, with a focus on the following aspects:

Topic 1: Getting to know each other

- Content units: nationalities and countries, numbers;
- Learning outcomes: students acquire vocabulary and functional language at A1 level, with the help of which they can introduce themselves and ask questions in order to meet new people.

Topic 2: Family and everyday objects

- Content units: family members, colors, small objects that can be found in a pocket or bag, frequently used adjectives;
- Learning outcomes: students acquire vocabulary and functional language at A1 level with the help of which they can talk about their family and describe small objects used in everyday life.

Topic 3: Food and drinks

- Content units: food, drinks;
- Learning outcomes: students acquire vocabulary and functional language at A1 level with which they can order food and drinks in a restaurant and can describe their meals and eating habits.

Topic 4: Professions

- Content units: professions, places where certain professions are performed, expressions for daily routines and habits;
- Learning outcomes: students acquire vocabulary and functional language at A1 level, with the help of which they can name the more common professions and the places where they are performed, can speak and describe their daily habits.

Topic 5: Leisure activities

- Content units: sports, leisure activities, film;
- Learning outcomes: students acquire vocabulary and functional language at A1 level with the help of which they can talk about the activities they do in their free time.

Topic 6: Travel and clothing

- Content units: frequently used phrases from the field of travel, hotels, clothing;
- Learning outcomes: students acquire vocabulary and functional language at A1 level with the help of which they can talk about activities they are doing at the moment of speaking, about the clothes someone is wearing, as well as expressions from the field of travel.

Topic 7: Events from the past

- Content units: everyday activities that happened in the past;
- Learning outcomes: students acquire vocabulary and functional language at A1 level with which they can narrate what happened in the past, with a special focus on the use of the past tense of regular and irregular verbs.

Appendix 2. Detailed content of the program by chapters and methodological units for level A2

The course covers thematic content related to everyday life and the world around us, with a focus on the following aspects:

Topic 1: Describing people

- Content units: physical appearance of people, character, clothing;
- Learning outcomes: students acquire vocabulary and functional language at A2 level with which they can describe people, their appearance and character.

Topic 2: Holidays

- Content units: travel and vacations;
- Learning outcomes: students acquire vocabulary and functional language at A2 level, with the help of which they can talk about where they went on vacation and how they spent their time.

Topic 3: Plans for the future

- Content units: plans and dreams;
- Learning outcomes: students acquire vocabulary and functional language at A2 level with which they can talk about their future plans.

Topic 4: Shopping and household chores

- Content units: shopping, performing household chores;
- Learning outcomes: students acquire vocabulary and functional language at A2 level, with the help of which they can talk about the responsibilities they fulfill at home, as well as shopping for household needs.

Topic 5: Phobias

- Content units: animals, phobias, fears;
- Learning outcomes: students acquire vocabulary and functional language at A2 level with the help of which they can talk about hypothetical situations resulting from their fears and phobias.

Topic 6: Sports

- Content units: sports, physical activities, movement;
- Learning outcomes: students acquire vocabulary and functional language at A2 level, with the help of which they can talk about physical activities, sporting events.

Topic 7: Inventions

- Content units: inventions, school subjects;
- Learning outcomes: students acquire vocabulary and passive constructions to talk about useful inventions from the past.

Appendix 3. Detailed content of the program by chapters and methodological units for level B1

The course covers thematic content related to everyday life and the world around us, with a focus on the following aspects:

Topic 1: Family life

- Content units: family, food and cooking;
- Learning outcomes: students acquire vocabulary and functional language at B1 level, with the help of which they can talk about family members and their characters, family habits in the household, as well as nutrition and cooking.

Topic 2: Expenses in everyday life

- Content units: money, family budget;
- Learning outcomes: students acquire vocabulary and functional language at B1 level with the help of which they can talk about spending and saving.

Topic 3: Transportation

- Content units: means of transportation, stereotypes;
- Learning outcomes: students acquire vocabulary and functional language at B1 level with the help of which they can compare things using comparative and superlative language structures.

Topic 4: Success and failure

- Content units: success and failure, manners;
- Learning outcomes: students acquire vocabulary and functional language at B1 level with the help of which they can express modality.

Topic 5: Sports

- Content units: sports, human relationships;

- Learning outcomes: students acquire vocabulary and functional language at B1 level with which they can talk about superstitions in sports and sporting events.

Topic 6: Education and work

- Content units: education, work and professions;
- Learning outcomes: students acquire vocabulary and functional language at B1 level with the help of which they can talk about various aspects of physical activities and sporting events.