| Subject | **ENGLISH** | | | |
|---|---|---|---|---|
| | **Type** | **Semester** | **ECTS** | **Code** |
| | MANDATORY | | | |
| **Course Lecturer** | Fatbardha Qehaja Osmani,  PhD | | | |

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| **Aims and Objectives** | The aim of this course is to develop and promote competence in students' listening, speaking, writing and reading skills in English. Competence in this context should be interpreted as referring to the ability to use language fluently, correctly and appropriately. Students will discuss information/comprehension from the texts or from listening to audios appropriate for specific lessons by developing the target vocabulary through exposure to authentic spoken language, through conversation and discussion of current political issues. <br><br> The main aim of this course is to enable students to use the latest presentation techniques to capture the attention of the public. The emphasis will be on practicing public speaking skills, which will be based on students' knowledge (prior and acquired during lessons) about the target vocabulary; moreover, they will practice their critical, creative and constructive thinking skills. This course covers: presentation techniques, composition, structure and presentation delivery. It also addresses issues such as body language, visuals and audience interaction. Increasing students' self-confidence while using the English language in public speeches or debates and applying the target vocabulary will be among the most important goals of this course. <br><br> This course aims to: <br><br> - introduce students to the basic principles of presentation techniques. <br> - develop students' public speaking skills in English. <br> - build or rebuild students' confidence. <br> - expand the students' professional vocabulary. |
| **Learning Outcomes** | Upon completion of this course, students will be able to: <br><br> - present their aims and ambitions in their field of study. <br> - explain practical situations in front of their colleagues, associates and beyond. <br> - write official emails and CVs. <br> - use their analytical skills in order to negotiate important issues in the project in which they are involved. <br> - use their problem-solving skills to achieve career goals. <br> - recognize the basic factors that lead to success and that determine the outcome of presentations in the field of political science. <br> - have the ability to create simple but powerful PowerPoint presentations, diagrams and graphics and avoid common mistakes. |

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| **Course Content** | **Course Plan** | **Week** |
| | Syllabus presentation and getting to know each other | 1 |

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|---|---|---|
| | Anxiety, self-confidence and enthusiasm | |
| | Communication styles<br><br>Verbal and non-verbal communication | 2 |
| | Types of communication | 3 |
| | Steps in preparing a presentation<br><br>Different stages of a presentation | 4 |
| | Talking about politics in English (using target vocabulary) | 5 |
| | English expressions from politics (using target vocabulary, reading comprehension activities) | 6 |
| | Individual presentations and feedback | 7 |
| | Individual presentations and feedback | 8 |
| | Role plays | 9 |
| | Critical thinking and problem solving | 10 |
| | Women in politics (using target vocabulary) | 11 |
| | Negotiating language, framing your argument | 12 |
| | Mediation and conflict resolution | 13 |
| | Reflection and revision (additional material) | 14 |
| | Constructive feedback regarding the course (consultations) | 15 |

| | Teaching/Learning Activity | Weight (%) |
|---|---|---|
| | Lectures | 50% |
| | Seminars | 20% |
| | Laboratory | - |
| | Case studies | - |
| **Teaching/Learning Methods** | Role play | 10% |
| | Problem-based learning | 5% |
| | Presentations | 15% |
| | Workshops | - |

| | Assessment Activity | Number | Week | Weight (%) |
|---|---|---|---|---|
| | Attendance (conduct) and participation | | | 10% |
| **Assessment Methods** | Presentations | 1 | 10 & 12 | 60% |
| | Written test | 1 | 7 | 30% |
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| **Course resources** | **Resources** | **Number** |

| | Classroom | 1 |
| --- | --- | --- |
| | Electronic books | |
| | Online resources | |
| | Moodle | 1 |
| | Ted/YouTube presentations | |
| | Projector | 1 |

| | Activity | Weekly hrs | Total workload |
| --- | --- | --- | --- |
| **ECTS Workload** | Lectures | 2 | 4x30 |
| | Practical classes | 1 | 20 |
| | Autonomous learning | | 30 |

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| **Literature/References** | **PDF files and links will be provided for all the material.**<br>1. "The OCR Guide to Presentation Skills", Oxford Cambridge and RSA<br>2. "Fundamentals of Public Speaking", College of the Canyons Open Educational Resources Assistant, Natalie Miller (PDF will be provided)<br>3. Grusendorf, M. 2007. English for Presentations. Oxford University Press.<br>4. Fjalor Termash Juridike, Ekonomike dhe Biznesi Luan Kaceli 2009.<br>5. Simple Ideas on Delivery, Garr Reynolds<br>6. Rachel Appleby, Business Vision; a. Workbook b. Student's Book. Oxford University Press.<br>7. Ashley (2003). Oxford Correspondence Workbook. Oxford University Press, ISBN – 13: 978 0 19 457 2149<br>8. Sandra Lamb (1998). How to Write It. A Complete Guide to Everything You'll Ever Write. Ten Speed Press, ISBN 1- 58008- 001-4<br>9. Instructor provided relevant teaching material (notes) in English and internet links<br>10. Lecture notes, manuals and handbooks |

Important: students with more than 3 absences won't be allowed to take the exam during the first exam session.