

Course Syllabus

INTENSIVE ELEMENTARY AND INTERMEDIATE MACEDONIAN SUMMER 2009

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Required Textbooks:

Kusevska, M. and L. Mitkovska. 1995. *Do You Speak Macedonian?* (Student's book). Skopje: Medis-Informatika.

Bužarovska, E. and T. Gočkova-Stojanovska. 1995. *Do You Speak Macedonian?* (workbook). Skopje: Medis-Informatika.

Kramer, C. E. 2003. *Macedonian: A Course for Beginning and Intermediate Students*. Madison: The University of Wisconsin Press.

Recommended Materials:

Friedman, Victor A. *Macedonian Grammar*. 2001. SEELRC. (free download ☺)

<http://www.seelrc.org:8080/grammar/pdf/compgrammar_macedonian.pdf>

Free dictionary - <http://www.on.net.mk>

IDIVIDI Macedonian Multilingual Dictionary <<http://www.idividi.com.mk/recnik/index.htm>> (free ☺)

FREELANG Dictionary : Macedonian-English <<http://www.freelang.net/dictionary/macedonian.html>> (free ☺)

COURSE OBJECTIVES:

This course is designed intended to cover all the basic grammatical categories of standard Macedonian, employing a vocabulary of about 1500 words. The primary aim of this course is acquisition of basic communicative competence in Macedonian, which extends beyond the elementary linguistic skills. At the end of this course you will be able not only to speak, read, and write Macedonian, but also to communicate effectively in a Macedonian cultural environment. In the next nine weeks, you should expect a balanced input of grammar instruction, conversation, reading, writing, and cultural background information and exercises.

Students are expected to acquire level 1+ (elementary proficiency, higher level) language skills as defined by the US Interagency Language Roundtable (ILR). This level of proficiency corresponds to the high intermediate level as defined by the American Council on the Teaching of Foreign Languages (ACTFL). This assumes the following skills:

Listening: Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding into a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features; e.g., pronouns, verb inflections, but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated.

Reading: Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or

narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.

Speaking: Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances. Examples: The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations.

Writing: Sufficient control of writing system to meet most survival needs and limited social demands. Can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurate present and future time. Can produce some past verb forms but not always accurately or with correct usage. Can relate personal history, discuss topics such as daily life, preferences, and very familiar material. Shows good control of elementary vocabulary and some control of basic syntactic patterns. Can take notes in some detail on familiar topics, and respond to personal questions using elementary vocabulary and common structures. Can write simple letters, summaries of biographical data and work experience with fair accuracy.

METHODOLOGY:

The course will principally use the communicative approach. Elements of grammar-and-text methodology will be mediated by simplified decision-making schemata and heuristics. Special emphasis will be put on the cross-cultural differences.

COURSE WORK:

The coursework consists of the following: a. classes centered around the textbook with ample role-playing exercises, b. homework assignments, c. individual audio and computer lab work d. cultural and social activities. The course will encourage cooperative rather than competitive relations among students in a relaxed and friendly atmosphere.

You will be expected to come to each class prepared to work with me and the other students. Given that the class will meet daily, you ought to work steadily in class and on your own. Time management is an important element in intensive courses, and thus, an important concern for you in this course. Apart from the regular homework assignments, you will need to spend a portion of your afternoons and evenings doing lab work, reading, or revising. The extracurricular activities have been shown to be especially effective in providing continuity to the instruction, so you might want to plan these on the weekends.

ATTENDANCE AND PARTICIPATION:

Because so much of your learning will take place in class, your regular attendance is essential. A student who is chronically late to class, leaves early, or is not prepared to participate, will not receive attendance and participation credit.

HOMEWORK ASSIGNMENTS:

You should expect regular homework assignments weekly. Assignments will be graded. Late assignments and failure to turn in your assignments could reduce your grade. Homework should be handed in on the date due. You are encouraged to work together; however, doing your assignments individually is equally beneficial.

TESTS AND QUIZZES:

You should expect occasional pop quizzes aimed towards monitoring your own progress. The pop quizzes will not be graded for credit. Two tests and a comprehensive final exam can be expected. Make-ups for excused absences only, with prior notification.

GRADING SYSTEM:

Students will be graded on the A (excellent) to E (fail) scale depending on proficiency level reached, as defined by the ACTFL.

See the description of these levels at the SIL pages:

<http://www.sil.org/lingualinks/languagelearning/otherresources/actflproficiencyguidelines/actflproficiencyguidelines.htm>

Grade	Percentage of the required skills
A	90 % and above
B	80 % and above
C	70 % and above
D	60 % and above
E	59 % and below

The coursework will contribute toward the final grade approximately as follows:

Attendance and participation:	20 %
Homework:	15 %
Quizzes:	15 %
Midterm exam:	20 %
Final exam:	30 %

THE SYLLABUS

Week 1:

Lessons 1, 2, 3, and 4

General information about the language and the regions, the Macedonian alphabet

Grammar: Gender of nouns, Plural of nouns, Personal pronouns, Present tense of *сум* (to be),

Functions: Introductions, Greetings, Identifying objects, Telling the time, Requesting information

Vocabulary: Names of countries, Nationalities and languages, Numerals, Occupations, Objects

Week 2:

Lessons 5, 6, 7 and 8

Grammar: Present tense, Adverbs, Possessiveness, Gender of nouns, Plural of nouns,

Functions: Giving personal information, Expressing likes and dislikes,

Vocabulary: Family relationships, Food, Meals, Numerals, Prices, Occupations, Working hours, Days of the week

Week 3:

Lessons 9, 10, 11 and 12

- Grammar: The article, Prepositions, Plural of nouns, Irregular plural, Impersonal има, Adjectives, Possessive adjectives
- Functions: Telling the way, Shopping, Describing people
- Vocabulary: Public buildings and shops, Clothes, Colors, Appearances

Week 4:

Lessons 13, 14 and 15, Test 1 (Monday)

- Grammar: Adverbs of frequency, Present tense, Clitics (direct object forms), да- constructions, Comparisons, Modal verbs
- Functions: Agreeing and disagreeing, Enquiring, Talking about abilities,
- Vocabulary: Working hours, Life style, Free time activities, Dates, Abilities

Week 5:

Lessons 16, 17 and 18

- Grammar: Future tense, Clitics (short and long forms), Reflexive pronouns, Indefinite pronouns
- Functions: Inviting, Accepting and refusing, Leaving a message
- Vocabulary: Entertainment, A play, teenage problems

Week 6:

Lessons 19, 20, 21 and 22, Test 2 (Monday)

- Grammar: Imperative, Clitics (direct and indirect object), Questions, Clitics, Gerund, Imperative, Modal verbs
- Functions: Telling the way, Description of objects, Invitations, Making predictions, Giving advice, Renting an apartment
- Vocabulary: Presents, Materials, Illnesses, Food, Physical activities, Apartments,

Week 7:

Lessons 23, 25 and 26

- Grammar: Future tense, Clitics, Comparison of adjectives, Conjunctions, Past tense (сум), Past tense, Aspect
- Functions: Talking about plans, Giving advice, Talking about memories,
- Vocabulary: Travel, Climate and weather conditions, Education, School subjects,

Week 8:

Lessons 27, 28 and 29, Final test (Thursday)

- Grammar: Past tense, Order of clitics,
- Functions: Apologizing, Ordering in a restaurant,
- Vocabulary: Injuries, Dishes, Working experience, Biographies,