



UNIVERSITETI I EVROPËS JUGLINDORE
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА
SOUTH EAST EUROPEAN UNIVERSITY

Study program **English Language Teaching (2022/2023)**

Faculty	Languages, Cultures and Communications
Study Cycle	Second Cycle (Postgraduate)
ECTS	60
Code	N-MEN60C
Title	Master of English Language Teaching
Accreditation archive number [60]	03-2503/1
Decision for starting of the program	
Accreditation date	14.07.2022

Description of the program

The objective of this ELT program is to provide students with solid knowledge of methodological theory and familiarize them with the skills necessary for application of the theory into teaching practice.

The selection of individual subjects reflects the current trends in second language acquisition as well as the identified local and regional instructional needs and necessities. The program is primarily designed for graduates of English as a foreign language who wish to specialize and develop their skills in EFL pedagogy. There are also research components (both qualitative and quantitative), academic, as well as "modern research" conducted in the classroom itself.

Career

Many graduate students on the program will have already embarked on their teaching careers. To facilitate this, classes take place at the weekend, outside of normal working hours. Many of our courses offer specialist training that English instructors will find useful, such as: FLT methodology, Classroom Management, Pedagogical Grammar and Writing, Computer Assisted Language Learning and Needs Analysis. It is based on the best principles of modern teacher training from the Anglophone world applied in a Balkan context. While this program is designed specifically with the needs of English teachers in mind, this program is also effective at providing students with the skills needed for advanced academic research and can therefore also be useful for students intending to become translators, critics, copy editors, or writers. The program offers two semesters of taught instruction, followed by the research and writing of a Master's thesis. The thesis process will involve the student in close collaboration with a PhD mentor from the Department and will enable the student to write an extensive work of research upon a subject of his or her interest. This enables the student to develop, and to demonstrate, the abilities to conduct research, synthesize material, and to write an extensive analysis. These skills, together with the pedagogical expertise gained in this program, have wide applications in the modern marketplace.

Learning outcomes

Knowledge and understanding

- There is advanced English Language Teaching Methodology.
- There is a deep knowledge of the theory of gaining a second / foreign language.
- Demonstrate knowledge of English grammar and composition of English from a pedagogical point of view.
- Knows and understands taking computer-assisted learning languages and taking an active part in improving its use.
- Recognizes different pedagogical strategies in teaching writing.
- Has knowledge of writing a research paper, presentation and refinement.

Applying knowledge and understanding

- Teaches English effectively in a theoretically informed way.
- Applies the principles for the acquisition of foreign/second language in the classroom environment using appropriate learning methodologies.
- Designing curriculum and plan class appropriate for specific teaching contexts, for example, teaching younger students (less than 12 years) or adult teaching, business English.
- To use, adapt and create authentic educational materials for use in the foreign language classroom.
- To use technology effectively and to create a simple multi-media or web-based language tools for practical use in the language classroom, for example, word games with the help of computer.

Making judgement

- To express critically for the studied material and the experience of teaching / learning in the classroom.
- To identify the potential difficulties in relation to issues of acquisition of the mother tongue in the classroom of English as a foreign language.
- To choose appropriate and relevant materials through informed awareness of students' needs.
- To make decisions about the potential difficulties of various aspects of the English language: making time and verb, definite / indefinite articles, prepositions, other grammatical categories, idioms and expressions, lexical collocations and word formation.
- To make a complex methodological score in research design and to distinguish between different methods of data collection and data analysis, which is related to language and linguistics.

Communication skills

- Has an excellent knowledge of English pronunciation.
- Is able to produce well-structured and clearly written academic papers.
- Is capable to present and elaborate on common problems involved in teaching and learning English as a foreign language.
- Can give adequate explanations of linguistic concepts in English.
- Shows communication competence in the classroom in terms of quality of teaching, classroom management and organization.

Learning skills

- Shows initiative and autonomy in professional teaching roles.
- Is able to self-monitor and adjust teaching methods in accordance with certain situations.
- Adaptable to different cultural and interpersonal circumstances in the classroom of English as a foreign language.
- Initiates and completes an independent research work of high academic standards within a set period of time.
- Demonstrate leadership and instructional ability in conducting effective dissemination of knowledge to others.

List of courses

Semester 1

- [MCEL1030] [6.0 ECTS] **Research Methodology**
- [CM178] [6.0 ECTS] **Teaching English for Specific Purposes**
- [CM179] [6.0 ECTS] **Advanced Vocabulary Teaching**
- [EMEL1020] [6.0 ECTS] **Literature in English Language Teaching**
- [6.0 ECTS] **Elective Course**

Semester 2

- [MCEL4010] [30.0 ECTS] **Master Thesis**

Description of courses

Core courses

- **Research Methodology**

A study of research design and methods including sampling, hypothesis formation, testing and experimental research. Specific attention will be paid to the concept, techniques, and practice of Qualitative Social Science Research Methodology. Throughout this course, students will learn to develop the research skills necessary to create, implement and successfully complete a substantial research project.

- **Teaching English for Specific Purposes**

The course aims to introduce students to the English for Specific Purposes (ESP) as a separate branch of English, different than General English (GE); the history of its development and the classification, as well as its main characteristics including different genres, their specific features and audience. Furthermore, the course will elaborate and deal with the actual vocabulary and discourse from the main types of ESPs such as English for Business, Legal English, English for Medicine, Trade, Design, etc. through work on authentic materials in order for students to become familiar with the specificity of the language of the different professions they might encounter in their future careers, either as teachers or translators/interpreters.

- **Advanced Vocabulary Teaching**

This course provides new information related to advanced vocabulary teaching in the EFL classroom. It includes the description of vocabulary acquisition, how it is used in the spoken and written language. Some hours will be dedicated to the discussion of the best teaching practices in teaching vocabulary.

- **Literature in English Language Teaching**

This course explores the purpose and place of English literature in the ELT curriculum. It examines the relationship between language and literature teaching and how literature can assist in achieving language learning goals. The course guides students towards an evaluation of different theories of literature in ELT and it also looks at the wider question of why literature should be studied in a university setting either for L1 or L2 learners.

- **Master Thesis**

After passing examinations, the student may begin the procedure of filing, making and public defence of thesis topic. The student chooses the mentor, who gives him instructions for preparation of the application of master theses. The application must be granted by the Graduate Studies Educational Collegium and the Scientific and Academic Council of the Faculty. After preparing the final version of Master's Thesis, Academic-Scientific Council of Faculty forms a three-member committee, which prepares the report, which may be accepted or rejected. The positive report is approved by the Academic-Scientific Council, and it is set the date of public defence. After successfully defending the thesis, the student gains the degree - Master of English Language Teaching.

Elective courses

- **Education and Entertainment**

Edutainment is a combination of education and entertainment in educational settings. The purpose of the course is to promote learning through games and continuous rewards. Both strategies aim to boost motivation and encourage learning through different applications. In the course students will be taught how to use badge system or points when reaching particular levels.

- **Literature Seminar: Shakespeare**

This course examines the most influential writer of all time: William Shakespeare. We will examine his dramatic accomplishments (comedy, tragedy, and history), his poetry, and his influence on later English writing. Shakespeare is the most important writer in history - we will try to understand why he is so significant.

- **Pedagogical Grammar**

The aim of this course is to provide an integrated model of language description that is designed to suit the needs of learners of English. The model used organizes grammar under three headings: structure, orientation and pattern, and

shows the relationship between grammar and lexis. Students' awareness of the phenomenon of lexical phrases: - how they are organized, how they can be classified for learning purposes, and their importance in building up communicative competence – is an important component of this course. Successful students will become more aware that different aspects of grammar demand different learning processes and different instructional strategies.

- **Interculturalism in ELT**

Students are expected to present their views on culture, globalization and how it is reflected in the education process. Topics related to tolerance and understanding of the other or other culture are expected to be discussed. Also preparing essays that address the issues of cultural relativism, stereotypes and prejudices, and the development of concepts of intercultural cooperation and multicultural education.

- **Lexicology**

Aims of the course program: Analysing the concept of the lexical item considering recent advances in linguistics; pinpointing and acquiring dimensions of vocabulary knowledge; ascertaining levels of meaning in both monolingual and bilingual contexts; Observing interaction of grammar and lexis in actual language use.

- **Varieties of World English**

This course examines the differences of English around the world. It will examine the history, culture, and specific linguistic history of Australia, England, Scotland, Ireland, India, Australia, South Africa, USA, and Canada.

- **English Language Writing and Research**

This course aims to introduce students to the main characteristics of writing research papers in English. Students will be introduced to the variety of techniques which will prepare them to participate in academic texts in English. They will improve their writing skills, academic presentations, and discussions on different types of writing, and they will learn how to write research papers, including the genre, selection of the topic and finding and citing resources. The included topics are writing genres, types of research in academic writing, writing style, in-text citing, understanding and using argument, discussion of results and developing topic.

- **Discourse Analysis**

This course deals mainly with the grammatical, structural and pedagogical analysis of texts (written or spoken). It aims to cover elements of texts like grammar, pattern and style. Students will familiarise themselves with major topics in the field of textual and discourse analysis and in the process, they will strengthen essential skills in how to write, evaluate and improve texts, both written and spoken. Additionally, this course will help the students to look critically at a text, including their own writing, and thus to evaluate student's essays and to give proper feedback and guidance to their own students.

- **Pedagogical Writing**

This course will focus on approaches and issues in teaching second language writing. Students will be encouraged to think critically about the various approaches and to reflect on their own beliefs and practices about writing and the teaching of writing as well. The course will not only examine the prevailing theories on teaching second language writing, but also focus on the practical aspects of teaching writing, including teacher and peer feedback, assessment, audience, syllabus design, materials and tasks for teaching writing, and textual borrowing. Students will also be encouraged to look at research in the field and think critically about it. The course will aim to strike a balance between theoretical and practical knowledge.

- **Public Speaking and Rhetoric**

Aims of the course: -students should be familiar with the origins and history of rhetoric; - to know what good rhetoric is; - be taught from public speeches of successful people; -know how to create a public speech; -to present a speech at a scientific discussion or conference.