Study program	English Language Teaching (2017/2018)
Faculty	Languages, Cultures and Communications
Study Cycle	Second Cycle (Postgraduate)
ECTS	120
Title	Master of English Language Teaching
Accreditation archive number [120]	03-618/3
Accreditation archive number []	03-1619/17 (10.11.20
Decision for starting of the program	03-1619/17 (10.11.20
Accreditation date	21.03.2017

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 four semesters of taught instruction, followed by the research and writing of a Masters 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 potencial 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

- [MCEL3030] [6.0 ECTS] **Issues in English Language Teaching**
- [MCEL2030] [6.0 ECTS] **Second Language Acquisition and Learning**
- [MCEL1040] [6.0 ECTS] **Cultural aspects in ELT**
- [6.0 ECTS] **Elective course**
- [6.0 ECTS] **Free elective course**

Semester 2

- [MCEL1010] [6.0 ECTS] **Foreign Language Teaching Methodology**
- [MCEL3040] [6.0 ECTS] **Needs Analysis and Course Design**
- [MCEL2041] [6.0 ECTS] **Computer-Assisted Language Learning (CALL)**
- [6.0 ECTS] **Elective course**
- [6.0 ECTS] **Free elective course**

Semester 3

- [MCEL1030] [6.0 ECTS] **Research Methodology**
- [MCEL2040] [6.0 ECTS] **English for Specific Purposes**
- [MCEL2020] [6.0 ECTS] **Teaching Vocabulary**
- [6.0 ECTS] **Elective course**
- [6.0 ECTS] **Elective course**

Semester 4

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

Description of courses

Core courses

- **Issues in English Language Teaching**
  This course offers an analysis of issues in ELT from a linguistic as well as cultural/social perspective. On the linguistics side, topics covered include the social, cultural and the structural aspects of language contact, and interlanguage, and a detailed investigation of the linguistic impact of language contact in the process of foreign language learning. It considers the role linguistic and extra linguistic factors which govern the internal development of linguistic systems that is the role of L1 (learner mother tongue) in the process of the development of L2 (target language). On the cultural/social side, this course is designed to immerse you in controversies that the system of education and teacher training faces today. Current topics in the field of ELT are explored and students are encouraged to evaluate how these issues relate to the pedagogical norms and practices of language education. This analysis will serve to emphasize challenges and obstacles that foreign language teachers face and to identify relevant issues for teachers in the domains of cognitive processes, multicultural education and critical pedagogy.

- **Second Language Acquisition and Learning**
  This course introduces and explores some of the most important factors impacting second language acquisition (SLA). Included is an examination of the role that linguistic, psychological, and social variables play in language learning in first (L1) and in second language (L2) acquisition in particular. Theories of second language acquisition are introduced and discussed, with specific attention paid to their implications for second language teaching and learning. Students are introduced to the key issues in SLA: individual differences in language acquisition; the role of cognition in second language acquisition; the role of interaction and social context in second language acquisition; SLA research methodology.

- **Cultural aspects in ELT**
  This course aim is to prepare future teachers to teach effectively in multi-cultural classrooms and environments. The course will be made up of five topics: What is Culture?; The Role of Language in Culture; Teaching Culture; Intercultural Communication; and, Building Sociolinguistic Competence.

- **Foreign Language Teaching Methodology**
  This course is designed to encourage teachers of English as a foreign language to adopt an informed approach and reflective process in their teaching. The syllabus includes readings on the history of ELT from the traditional to the modern, 'mainstream' practice, with the purpose giving participants a solid background in ELT practice. Course topics will include: classification of classroom teaching methods and materials; adaptation and creation of teaching materials; teaching techniques and strategies, the use of technology in teaching, classroom management. Students are encouraged to draw on their own experiences from ESL/EFL contexts and explore them in relation to current theory and research.

- **Needs Analysis and Course Design**

This course is orientated towards practical aspects of teaching, as well as theoretical aspects. Teaching materials will include: case studies, theoretical texts, extracts from textbooks, data collected by students and researchers. The course will mainly focus on the impact of needs analysis on course design: impact on the definition of objectives and contents, impact on the pedagogy and methodology. Learning and assessment methods will include: group activities, presentations and the preparation of a portfolio of learning materials.

- **Computer-Assisted Language Learning (CALL)**
  As computers have become more and more integrated into our daily lives it is vital for language teachers to have some understanding of their role in language instruction. Without this understanding, it is difficult to make sound judgments about how to integrate computers into language classes in order to make student learning more engaging, efficient, and effective. It is hoped that this course will serve as a foundation for teachers interested in applying technology to the language learning classroom and beyond. The course introduces the current theories and practices of Computer Assisted Language Learning (CALL). Course topics include the history and principles of CALL, software evaluation, the design and development of Web-based language courses, computer-mediated communication, Hyper media and corpus for language teaching. In addition, the use of computers in the development of particular language skills in the area of reading, writing, and speech communication/pronunciation will be introduced. The course also examines the current language learning theories that underline CALL applications.

- **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.

- **English for Specific Purposes**
  English for Specific Purposes (ESP) requires a learner-centered approach to teaching English as a foreign or second language. It is designed to meet the needs of adult learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning. This course is for graduate students and foreign and second language professionals who wish to learn how to design ESP courses and programs in an area of specialization such as English for business, Engineering, and for Academic Purposes. Students are introduced to ESP instructional strategies, teaching materials adaptation and development, and techniques of evaluation.

- **Teaching Vocabulary**
  This course is designed to provide an overview of pedagogies and issues in the teaching and learning of English vocabulary. The course also includes techniques and classroom activities for teaching various aspects of English vocabulary, as well as evaluation of teaching material on English vocabulary. During the course students will learn the importance of knowing a word and its complexity and the importance of creating a word-conscious learning environment that encourages motivation and interest in learning new words. They will learn how to use independent word-learning strategies and they will further examine teaching strategies for building both the breadth and depth of students' vocabulary for comprehension and written expression. Students will also learn about different ways of assessing vocabulary.

- **Master Thesis**
  After passing examinations, the student may begin the procedure of filing, making and public defense 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 Masters 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 defense. After successfully defending the thesis, the student gains the degree - Master of English Language Teaching.

Elective courses

- **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.

- **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 familairise 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.

- **Culture Analysis in the Second Language Classroom**
  This course focuses on general models, strategies and skills that apply to teaching culture as a part of language learning. The goal of the course is to help students to understand the dynamics of culture, both inside and outside the classroom, and to begin developing an awareness and appreciation of the research base that support current practices in teaching culture, as well as studying U.S. society and culture. This course integrates a rich array of materials, themes, and approaches from many fields: not only historical and literary study, but also visual studies, musicology, film and media, anthropology, and others. The course emphasizes the multicultural diversity of American society, paying particular attention to ethnic, gender, and other forms of social difference.

- **Masters Thesis Writing Seminar**
  This course is explicitly designed to have one outcome—to enable each student to write his or her MA thesis effectively, articulately, and clearly. A student who completes this course will be able to research material efficiently, and to express his or her conclusions through effective academic prose. Each class will examine several major concepts relating to advanced academic research and writing. Topics covered will include: writing a research proposal, style, plagiarism and academic integrity, bibliography and citations, research methodology, draft revision.

- **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.

- **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.

- **Rhetoric**
  During its long history of 2,500 years, rhetoric was used to indicate many different things; but rhetoric nowadays is considered as the art of persuasion through language. Rhetoric marks the way that an individual is linked to a particular theme or idea in order to convince the others. Rhetoric is characterized by several distinguishing features.

- **Multilingualism and multiculturalism**
  The purpose of this subject will be multilingualism in multicultural societies as a social phenomenon. This phenomenon is massive in the world. During the lectures, more precise terms such as monoculturalism and multiculturalism will be considered. The term 'linguistic nationalism' has at least two forms of this nationalism, which collide with each other: for the leaders of the most powerful countries nationalism means expansion, and for minorities it takes the form of defiance and struggle for the affirmation of identity, despite such pressure. The emphasis during the program will be multiculturalism in education. In the schools curricula consists of contents from different cultures.

- **Selected Advanced Topics in IT Applications for Preparing a Scientific Paper**
  The aim of this subject is: To display the technical elements, the structure of the text and design of a scientific

research. To enable students to acquire advanced knowledge and skills from selected advanced chapters of IT applications that will be needed in preparing the scientific and research paper. Practical application of these objectives in preparing student's individual research paper.

- **Selected Advanced Topics in Applications for Statistical Data Processing**
  The aim of this subject is: To display the technical elements in the field of statistics: organizing, processing, comparing through analysis and publication of data. To enable students to acquire advanced knowledge and skills from selected advanced chapters of the applications for statistical data processing. Practical application of these objectives in statistical processing of data obtained from questionnaires, reports, scientific studies and other documents.

- **Professional Communication**
  The course is focused on the development of those communication skills that are essential for effective functioning in the professional world. Students will study the process for analysis of different communication situations, and will accordingly comprehend them. Among the themes that will be covered are communication in organization, interpersonal and group communication, oral presentations, interviews for employment, professional business letters and interpersonal skills including group dynamics and teamwork.

- **Labor Market**
  The main aim of the course "Labor Market" is to provide second cycle students with basic and in-depth knowledge in the field of labor market theory and the mechanism of functioning of the market economy. The objective of the course Labor Market is to provide and teach students about categories, laws and basic principles through which the labor market functions. The course makes a detailed analysis of behavior pattern and the role that key agents play in labor market: individuals, companies and government. The analysis is based on two basic categories - labor demand and labor supply, which are applied in almost all the topics that are addressed in this course. The knowledge gained by the students from this course, serves as essential theoretical basis necessary to understand and grasp the different theories and policies that are applied in the labor market. The course teaches students to understand how labor markets distribute and use efficiently the rare factor of production- the labor. Lectures include knowledge about the concepts of labor demand and labor supply and their practical application; behavior of individuals in the labor market, in order to maximize their usefulness; behavior of companies in the labor market, aiming profit maximization; government's role in the labor market, the different structures of labor markets: labor market in full competition, monopoly in the labor market, the role of unions in the labor market, the bilateral monopoly in the labor market. Lectures and class discussions cover material that may not be in the book and some aspects of the material contained in the basic literature will not be discussed in class, but are left for active studying of the student. Therefore in order the student to achieve success in learning the course is to be present in lectures and workshops by participating actively in the discussion of various issues related to labor market.

- **Methodology of Teaching**
  The aim of the course is to introduce the students to the basic teaching approaches and methods. They are expected to gain knowledge and skills in order to be able to apply the active educational tools. The course also offers development, learning and teaching as concepts and basic practices that allow teachers to teach about the development of thinking. Throughout this course, students will gain both theoretical background and entirety of strategies that will enable them to reflect and develop both their own and their students' critical thinking.

- **Philosophy of Social Sciences**
  This module covers information that will provide the learner to gain knowledge, skill and competence of the social sciences, including general methodology (explaining, theorizing, testing), the application of philosophy (especially individualism versus holism), the nature of rationality, and the history of theories and concepts. This module offers an advanced survey of current debates about the ontology, methodology, and aims of the social sciences. It will focus on the central issues of the social sciences: Ethno methodology; Evolution; Phenomenology; Rationality; Relativism; Scientific Methods; Textual Interpretations. Learning outcomes: On successful completion of the course, students will be able to: Understand the goal of social sciences. Tell the difference between explaining and understanding human behavior; To explain the different approach in explanation of the social sciences compare the natural sciences, the peculiarities about human beings and social phenomena; To understand the social structures, practices, norms, institutions, etc. The relationship between individuals and larger social structures; To explain the rely not only on facts about individuals and their mental states, but also the cases in which social phenomena cannot be explained in terms of individual behavior; To understand the value-laden in a different way or to a different degree than natural science, the possibility to have a value-free social science, the possibility to have an objectivity in social science.

- **Project Management**

On successful completion of the course, students will be able to: plan the activities necessary to implement the project, identify their interdependencies, their duration and costs; prepare the necessary reports and perform all the required communication between the project and the client, as well as among the team members and the other stakeholders. structure the project to its constituent activities; prepare a Gantt-chart and a network plan for the project and identify the shortest time needed to complete the project; use MS Project as a tool in the process of planning, implementation and review of the project; define the project, identify its scope and objectives and develop project specification;

- **Optimization Methods**
  The aim of this course is to present techniques of modeling and optimization in order to prepare students for developing their ability to prepare models for solving real problems in the field of computer science. The course explore the importance of matrix factorizations as an important tool which offers modality for optimizing the solutions of different numerical algorithms which are of basic interest for problem solving in the area computer sciences. The course introduces optimization theory and approach to find the optimum. The different methods of optimization will be analyzed such as the simplex method, duality problem and sensitivity of the problems of linear programming. The aim is to explore a computer implementation for each of the problems followed by the proposal of the corresponding model for optimization.

- **Ethical and Legal Issues in Information Technology (IT)**
  Aims of the course program: to develop an understanding of the relationship between computing, technological change, society and the law; to emphasize the powerful role that computers and computer professionals play in a technological society; to provide an understanding of legal areas which are relevant to the discipline of computing; to provide an understanding of ethical concepts that are important to computer users and professionals; to provide experience in the consideration of ethical matters and the resolution of ethical dilemmas.

- **Protection of Human Rights**
  The purpose of this course is: to introduce students with the concept of international law on human rights, their implementation, influence of those rights in the creation of national policies; to encourage students to critically reflect on the relationship between international law and national law; make them aware of current international events, how they affect the daily lives of people in the world; encourage students to contribute in matters of drafting laws for the protection of human rights hoping that, the law makers will consult them same during the creation and implementation of state policies.