



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

Study program **English Language and Literature (2012/2013)**

Faculty	Languages, Cultures and Communications
Study Cycle	Third Cycle (PhD)
ECTS	180
Title	Doctor of Philology / Field: English Language and Literature
Accreditation archive number [180]	03-874/9
Decision for starting of the program	03-203/2 (26.03.2013)
Accreditation date	16.08.2012

Description of the program

The department of English Language and Literature is the largest language Department at SEE University with 14 full-time staff and it has existed since the foundation of SEE University, in 2001. It functions as part of the Faculty of Languages, Cultures and Communications. The English Department offers bachelor studies (BA) of English language and literature in a three year programme which follows the European model of 180 ECTS. The Department also offers an MA in English Language Teaching in the second cycle which can be finished within 2 academic years. However from 2012/2013 the English Department will offer a PhD programme. After the completion of this programme the students gain the title Doctor of philological sciences in the field of English Studies. This programme is focused, first of all in linguistics, literature, culture, translation, teaching methodology of English as a foreign language (EFL). With a team of local and English native speaker teachers, who are best qualified to lecture using the most modern methods, our Department is highly respected within the region and offers the very best of contemporary language instruction. The quality of our language departments within the Faculty of Languages, Cultures and Communications is reflected in the placing of SEE University in second place in the national rankings for Macedonia.

The PhD programme follows an innovative design which supports original research alongside subject-related electives which will deepen students' existing knowledge within the field. All PhD instructors are themselves experienced researchers with a proven track record of publications in the fields of English literature, linguistics and ELT. The programme allows students to follow a structured pathway of academic development with opportunities to present research findings and publish research papers within the parameters of the programme. Students will benefit from the opportunities for interaction with peers and colleagues where ideas can be tested and developed. In this manner, studying for a PhD in English can be a rewarding as well as challenging experience.

Career

Successful students of the PhD programme in English can expect to have wide range of teaching opportunities available to them at third level and at secondary (High School) level. Indeed, only holders of a PhD qualification will be able to teach at University level in the Macedonian education sector after 2015. However, career options are not restricted to the academic professions and successful students may choose to enter a range of other spheres including: State administration, the diplomatic service, work for non-governmental organisations in the sphere of cultural politics and in cultural mediation as

well as work as translators and interpreters; or in the fields of media, and in publishing houses; or in international corporations or tourism.

Learning outcomes

Knowledge and understanding

- Shows a systematic understanding of the chosen field of research and perfect knowledge of research methods and skills.
- Demonstrates specialist knowledge of Applied Linguistics, English Literature, Culture and the Civilization of English-speaking countries.
- Has professional knowledge and understanding of the major trends in English language teaching methodology at secondary and tertiary level.
- Acquires academic capacity for independent academic research.

Applying knowledge and understanding

- Shows ability to interpret, design, apply and adapt essential subject of research with scientific integrity;
- Gives contribution through original researches which transcend the existing boundaries of knowledge, develops new knowledge, evaluated at the level of national and international reviewed publications;
- Use academic written and spoken English in a scholarly manner for the purpose of transmitting new ideas and findings.

Making judgement

- Shows ability for critical analysis, evaluation and synthesis of new complex ideas;
- Shows ability to independently initiate and participate in national and international research networks and events;
- Shows ability to independently initiate research and development projects through which new knowledge will be contributed to the research field;
- Is able to independently evaluate the importance and intellectual substance of peer research within a chosen research field
- Can make complex methodological judgments in research design and analyses in the area of English Language and Literature Studies.

Communication skills

- Can communicate with his/ her colleagues, the wider academic community and society as a whole within a chosen area of expertise;
- Shows communicative competence in the classroom in terms of class management in secondary and tertiary level;
- Shows ability to maintain intellectual clarity of English in discussion, written or verbal, of complex ideas.

Learning skills

- Be capable of promoting himself/herself within an academic and professional framework
- Is able to advance his/her own research within the technological, social or cultural framework of a knowledge- based society.
- Can independently research any topic related to his/her field using acquired learning and research skills.

List of courses

Semester 1

- [10.0 ECTS] **Research Methodology**
- [10.0 ECTS] **Core Issues in Teaching Language and Literature**
- [10.0 ECTS] **Doctoral Dissertation Writing**

Semester 2

- [10.0 ECTS] **Review and Approval of the Doctoral Dissertation Plan**

- [10.0 ECTS] **Elective course 2**
- [10.0 ECTS] **Elective course 1**

Semester 3

Semester 4

Concentration: Semester 3 / Semester 4

- [40.0 ECTS] **Scientific Research Work**
- [20.0 ECTS] **Publications I**

Semester 5

- [20.0 ECTS] **Presentation of Research Results**
- [10.0 ECTS] **Publications II**

Semester 6

- [30.0 ECTS] **Doctoral Thesis**

Description of courses

Core courses

- **Research Methodology**

This course aims to help students to develop research skills necessary for developing, implementing and completing their PhD research project. Throughout the course, students will learn about the philosophical and historical stages of development of the research methodology, then they will explore qualitative research methods, the differences between a qualitative and quantitative research approach, the ethical issues of research, as well as the techniques mostly of qualitative research. In this sense, they will become familiar with techniques such as ethnographic research, observation, interviews, surveys, focus groups and suchlike methodologies. This course will also include information on the following topics: defining the topic, bibliography, citation rules, organizing work and thesis structure.

- **Core Issues in Teaching Language and Literature**

This advanced level language teaching module aims to encourage students to reflect on the relationship between theory and their own teaching practice. The module aims to revise and deepen students' competence in certain key areas of language education and methodology including: learner-centred teaching methodology, task-based learning, classroom interaction, teacher development in language teaching, contemporary technologies in language teaching, critical issues (social, political) in language teaching.

- **Doctoral Dissertation Writing**

Students of third cycle are accepted to a study program and are expected to pursue their studies based on their selection of study problems related to their PhD thesis. They collect materials for the thesis; interpret theoretical and empirical materials and findings by using appropriate qualitative and quantitative methods as well as clearly articulated theoretical frameworks. This course will assist students in the orientation of their research work.

- **Review and Approval of the Doctoral Dissertation Plan**

Students of third cycle are accepted to a study program and are expected to pursue their studies based on their selection of study problems related to their PhD thesis. They collect materials for the thesis; interpret theoretical and empirical materials and findings by using appropriate qualitative and quantitative methods as well as clearly articulated theoretical frameworks. This course will assist students in the orientation of their research work.

- **Scientific Research Work**

Students of third cycle are accepted to a study program and are expected to pursue their studies based on their selection of study problems related to their PhD thesis. They collect materials for the thesis; interpret theoretical and empirical materials and findings by using appropriate qualitative and quantitative methods as well as clearly articulated theoretical frameworks. This course will assist students in the orientation of their research work.

- **Publications I**

Candidates during the process of pursuing PhD studies and especially during the preparation of their doctoral dissertation are required to publish an integral part of the dissertation in various scientific journals. They also need to present academic papers at various conferences and to publish the same.

- **Presentation of Research Results**

The main feature of the presentation of the results of research of the third cycle of studies lies in the original contribution to knowledge gained. Research on a doctoral dissertation is evidence which proves that the researcher has made an original contribution in the field s/he has chosen. Research results must prove two main things: that the candidate has identified a valid problem or an issue that has not yet been fully explored, and that s/he has solved the problem or contributed to a better understanding of this issue.

- **Publications II**

For successful work and research engagement, the candidate needs to develop and support a variety of publication activities related to their training and development in order to achieve greater efficiency in the field of science and research. Therefore, all the papers and certain topics of the doctoral dissertation, as well as the scientific papers that are presented in various symposiums and seminars, annual collections, together with any written materials prepared by the candidate should be published as an integral part of the candidate's doctoral studies.

- **Doctoral Thesis**

Work on the doctoral thesis enables students to transfer their skills and knowledge to research and accomplish the more complex task of writing a Doctoral Thesis. This module is designed to be fully practical and students are expected to acquire the necessary knowledge and skills to approach writing the thesis. The module aims for an optimal return – result: to enable students to write the doctoral thesis with minimal difficulties, and with maximum efficiency. The course aims to improve research techniques and stylistic aspects of academic writing, ensuring at the same time adherence to academic good practice such as citation of sources, respect of copyright and good academic conduct within the Statutes of SEE University.

Elective courses

- **Sociolinguistics and Language Education**

This course aims to familiarise the student with the basic concepts and topics of Sociolinguistics: varieties of language, linguistic variation and change, speaker variables, social network and speech community, discourse analysis and the ethnography of communication as well as language and gender. It focuses on variation in linguistic systems and on the role of speakers in implementing and diffusing linguistic change. The implications of these ideas for such fields as language and education are discussed. The following applications of sociolinguistics will be considered: language policy and planning; the inter-relationships between language and society; language contact; current research, debates and ideas from different traditions within Sociolinguistics.

- **Advanced Academic Composition**

The main objectives of this course are to acquire a clear academic writing style and to improve the structure and coherence of texts and paragraphs. Grammatical accuracy and vocabulary expansion are equally addressed. After a general introduction on academic style and vocabulary, this course focuses on the different sections in research papers (Abstracts, Literature Reviews, Introductions, Exposition, Discussions, Conclusions). Much of this course is devoted to constructive critiquing of written work from course participants. The course will pay attention to the development of vocabulary, with special focus on nuances between synonyms, in verb tenses, and modal verbs. The course will serve to refresh students' knowledge of the target language and of the linguistic options open to him/her to convey meaning to the reader.

- **Shakespeare and His Age**

This module aims to explore four to five key Shakespearean texts from a wide range of perspectives, including sources and precursors, the contexts of production and reception, and the plays' afterlives in print, performance, and the work of other writers. The module will explore how the plays came into existence, how they achieved their unique status in English literature and culture, and how Shakespeare's dominance has been and continues to be challenged. Throughout, the module pays close attention to the particular possibilities of theatre as a mode of cultural production. Therefore, attention will be paid to the development of the dramatic genre, the interaction between different playwrights and, through the investigation of other types of text written in the period (pamphlets, poetry and a translation of a classical play) to the links between the plays and issues which preoccupied contemporary audiences.

- **Literary Theory**

This module aims to cover a significant range of critical and theoretical approaches to literary and film studies including work on authorship, texts and reading, ideology and power, gender, sexuality, race, place and postcolonialism. The course will follow the shift in theoretical discourse from liberal humanist perspectives in the early part of the twentieth-century to various forms of post-structuralism and postmodernism. Theories under discussion will include deconstruction, varieties of feminism, theories of 'the other' and postcolonial discourse, the death of the author and reader reception theories. The module encourages students to recognise dialogue and dissent within the field, and introduces the ground rules for scholarship in the discipline of literary studies.

- **Foreign Language Learning**

The purpose of this course is to familiarize PhD students with the problems of the theory of learning foreign languages, with different aspects of learning the language as well as methodological knowledge of empirical research in the field of foreign language. Within this course will be explained the important models of learning foreign and second language (eg. Controlled-not, controlled-mixed) modes of bilingualism or multilingualism; psycholinguistic based models of teaching (eg. Monitoring theory, focusing the forms, and interactive approaches), research results on L2-stage study of languages ect., sociolinguistic approach (simplified register, codeswitch etc..) individual variability as age or cognitive style; extended concepts such as. psychology of comparing cultures. This course complements and deepens the basic knowledge in this area.

- **Multiculturalism**

The purpose of this course is to provide key skills that will enable graduate students and future teachers to develop a multicultural approach to education. Appropriate strategies for the development of multicultural education in Macedonia will be analysed, based on the opportunities offered by major international models in this field, as well as the scholarly literature. The course will provide PhD students with a theoretical base and a set of strategies that will help them to develop multicultural education practice and enable them to reflect on their teaching strategies and practices from a multicultural perspective. Issues tackled in this course will include: interculturalism and identity: conceptions of the self and the 'other', prejudices, stereotypes, and distance. The course will advance the case for adoption of intercultural paradigms in education in order to facilitate a pluralistic society, respect for human rights, civic education and minority education, including language education.

- **International Communication**

The course is focused on the development of international communication skills that are essential for effective functioning in the professional world. Students will study via an analysis of different international communication situations, and will examine different interpretations of these. Among the themes that will be covered are international communication in organizations, interpersonal and group communication, oral presentations, interviews for employment, professional / business letters and interpersonal skills including group dynamics and team work.