



**UNIVERSITY OF TIRANA  
FACULTY OF FOREIGN LANGUAGES  
ENGLISH DEPARTMENT**

**CURRICULUM FOR THE BACHELOR DEGREE (FIRST CYCLE OF STUDIES)**

**ACADEMIC YEAR 2016-2019**

**COURSE OF STUDY: *ENGLISH LANGUAGE***

**PROFILE: *ENGLISH LANGUAGE***

**Morphology of Language B**

<b>Course Syllabus</b>	
<b>Module:</b>	Morphology of Language B
<b>Cycle of study:</b>	Bachelor
<b>Area of study</b>	English Language
<b>Curricular Course</b>	English Language
<b>Course:</b>	I
<b>Year/Term:</b>	I/I
<b>ECTS:</b>	4 ECTS
<b>Lectures</b>	20 contact classes
<b>Seminars:</b>	20 contact classes
<b>Course lecturers:</b>	Dr. Etleva Kondi, Dr. Hatixhe Sejdini

### **COURSE DESCRIPTION**

In the English Grammar course the students study word forms and parts of speech. The course program covers parts of speech such as: nouns, verbs, adjectives, adverbs, prepositions and their main structures. A special attention is paid to the main problems encountered with these parts of speech and their structures such as: problem tenses of verbs and prepositions that follow verbs, adjectives and adverbs or nouns.

Through the treatment of underlying problems, by the use of contrastive and comparative methods of the word forms and their use in both languages (English and Albanian), the program aims to help in shaping sound knowledge to students.

### **COURSE OBJECTIVES:**

This course aims to:

- make students aware of the correct use of grammatical forms of English language
- promote consolidation of the grammatical knowledge acquired and enrich it qualitatively,
- enable students to make the necessary theoretical generalizations for a specialist in this field.

### **LEARNING OUTCOMES:**

Once the student is introduced and practices issues addressed in morphology through the theoretical part handled during lectures and seminars which emphasize the implementation and practice of grammatical issues addressed, he/she is required to demonstrate the acquired knowledge through the fulfillment of the tasks assigned by the teachers.

At the end of this course the student should:

- understand the special nature of grammar, morphology
- be able to apply the acquired knowledge
- identify different types of word formation processes in English and the grammatical structures of the parts of speech
- explain and correctly use the relevant structures of the parts of speech addressed

## **DIDACTIC METHODS**

The course is conducted through theoretical lectures and seminars. The student should attend lectures and seminars as well as participate and be an active element during the academic year. His/her assessment is implemented through various questions about the theoretical part and through practical curricular activities, exercises. He/she should meet the requirements of the course before sitting the final exam.

## **ASSESSMENT**

Test 1 (NOUNS)	20%
Test 2 (VERBS)	30%
Participation	10 %
Final exam	40 %

## **COMPULSORY BIBLIOGRAPHY**

- Geoffrey Leech, Jan Svartvik, A communicative Grammar of English Collins Cobuild English Grammar
- Mark Foley & Diane Hall, Longman Advanced Learners' Grammar
- Rodney Hudleston, Geoffrey Pullum, A student's introduction to English grammar, Cambridge University Press, 2009.
- Sydney Greenbaum, Randolph Quirk A Student's Grammar of the English Language
- Richard Side and Guy Wellman, Grammar and Vocabulary for CAE and CPE
- Lectures prepared by subject lecturers based on the compulsory and the recommended literature.

## **RECOMMENDED LITERATURE**

- Geoffrey Broughton, Penguin English Grammar A-Z Exercises for Advanced Students
- Geoffrey Leech, Meaning and the English Verb
- Martin Parrot, Grammar for English language teachers, Cambridge University Press 2000
- Michael Lewis, The English Verb Language Teaching Publications 1986
- Michael Swan, Practical English Usage, Oxford University Press 1997
- Ronald Carter, Michael McCarthy, Cambridge Grammar of English A comprehensive Guide

### **Text Analysis of Language B (1)**

#### **Course Syllabus**

<b>Module:</b>	Text Analysis of Language B (1)
<b>Cycle of study:</b>	Bachelor
<b>Area of study</b>	English Language
<b>Curricular Course</b>	English Language
<b>Course:</b>	I
<b>Year/Term:</b>	I/I
<b>ECTS:</b>	6 ECTS (=60 contact classes)
<b>Lectures:</b>	
<b>Seminars:</b>	6 EECTS (=60 contact classes)
<b>Course lecturers:</b>	Dr. Daniela Hasa, Dr. Etleva Kondi, Dr. Pandora Teta, Dr. Alketa Pema, Dr. Irena Pata, Dr. Ogerta Koruti, Dr. Kristina Sheperi

## **COURSE DESCRIPTION**

The course is designed with the aim to continuously enhance students' basic language skills, such as speaking, writing, listening and reading. This is achieved through the use of various activities, authentic texts and a wide variety of topics with a focus on mastering the skill of speaking clearly and fluently in English.

The use of various texts in different registers both written and verbal aims to enrich the English vocabulary and the mastering of grammatical structures to develop further the expressive skills of the students. Moreover, students are expected to improve and enrich their strategies along with their learning autonomy through their active participation in interactive learning activities.

## **COURSE OBJECTIVES:**

The course aims to:

- develop the skill of reading different texts types such as letters, advertisements, newspaper articles, literature excerpts, extracts from scientific books, different brochures and leaflets etc.
- upgrade the skills to answer specific questions which require an intensive reading of the text and understanding the implied information.
- develop and master the skills of writing and mainly the writing of an informal letter, an application letter, an article, a report on an activity, short stories, descriptive writing, report on a text etc.
- develop students' awareness of the language by working towards error identification and correction, sentence transformation and open cloze.
- enrich students' active vocabulary by learning key words, word-formation and family words.
- develop listening skills of different types of texts, such as text messaging, podcasts, news, conversations, advertisements, parts from different plays in order to extract the necessary information or carrying out different tasks related to the listening activity.
- develop the skill of speaking fluently by using a clear language in accordance with the grammar rules with the aim to be able to describe, discuss, raise different hypothesis, argue and give their opinions for the issues under discussion.
- improve the skills of working independently and autonomously by equipping them with the learning strategy.

## EXPECTED OUTCOMES:

By the end of the course students should be able to:

- read texts of different genres and understand their main ideas;
- understand details, implied messages, specific information, organisation and structure of different texts used during the lesson;
- communicate with native speakers clearly and effectively, answer questions and provide information about their lives, interests, school and family;
- produce clear and detailed texts for a wide variety of topics and different types of texts, such as letters, articles, essays, text summaries and stories by using correct grammatical structures, further the proper use of punctuation and spelling accuracy;
- explain in writing and verbally their viewpoints on advantages and disadvantages for different options;
- demonstrate that they understand different listening texts such as monologues, podcasts, interviews, conversations, etc.
- understand the main points raised, opinions, specific information, attitudes and emotions of interlocutors.

## ASSESSMENT

- Preparation and performance during the course 10%
- Written tests 2x15 30%
- Writing tasks 2x5 10%
- Oral presentation 20%
- Final test 30%

## COMPULSORY BIBLIOGRAPHY

- Jan Bell, Amanda Thomas, *Gold first certificate. New edition. Coursebook*, 2015
- Sally Burgess, Jacky Newbrook, *Gold First, Exam Maximiser*, 2015
- Clementine Annabell, Rawdon Wyatt, *Gold First, Teacher's Book*, 2015

## RECOMMENDED LITERATURE

- Thomas, B J, *Advanced Vocabulary and Idiom*, Nelson, 1991
- Lynn Lundquist, *Spoken English Learned Quickly*, 2008
- <http://iteslj.org/questions/>
- [www.newsdirectory.com](http://www.newsdirectory.com)
- [www.theworldpress.com](http://www.theworldpress.com)
- [www.FreeEnglishNow.com](http://www.FreeEnglishNow.com)
- <http://ww.flo-joe.com/fce/students/tests/tsindex.htm>
- [http://www.examenglish.com/FCE/Use\\_of\\_English.htm](http://www.examenglish.com/FCE/Use_of_English.htm)

### Language C (1)

Course Syllabus	
Module:	Language C (1)

<b>Cycle of study:</b>	Bachelor
<b>Area of study</b>	English
<b>Curricular Course</b>	Modern Languages
<b>Course:</b>	I
<b>Year/Term:</b>	I/I
<b>ETCS:</b>	4 ECTS
<b>Lectures:</b>	40 contact classes
<b>Seminars:</b>	
<b>Course Lecturer/s:</b>	

## **COURSE DESCRIPTION**

This subject aims at offering students basis of English language to use it as a means of communication in their everyday life and in different environments, where it is the need to communicate in this language.

## **COURSE OBJECTIVES:**

At the end of the course students will be able:

- to ask and answer in English for different topics of everyday life;
- to communicate with other speakers of English, without having problems of understanding;
- to discuss on different topics provided in a book, but also started from the students;
- to use concepts above average of English in official documents, in informal letters, in e-mails and different stories;
- to create and write stories using the relevant vocabulary and previous one acquired during the lessons;
- to read and understand texts of different styles and then be able to analyse them.

## **EXPECTED RESULTS:**

- To enable fluent communication.
- To provide students with grammatical knowledge.
- To enable students to participate in a full and comprehensive discussions.
- To help students to read and write fluently in English.

## **DIDACTIC METHODS**

The methodology used includes the student's book and the workbook, different papers, presentations and group work.

## **ASSESSMENT**

- Midterm test 1 = 20%
- Midterm test 2 = 20%
- Class participation (includes participation in class and written assignments during the semester) = 30%

- Final test = 30%

## COMPULSORY BIBLIOGRAPHY

Harris M, Mower D, Sikorzysnka A. New Opportunities – Pre- intermediate, Student’s book, Longman

Harris M, Mower D, Sikorzysnka A , New Opportunities Pre-Intermediate Language Power book, Longman

## RECOMMENDED BIBLIOGRAPHY

This course is based on the above mentioned method, but students will be asked to refer to books, magazines and internet in order to acquire additional knowledge on topics they have to discuss and write about.

### Phonetics and Phonology of English Language

Course Syllabus	
<b>Module:</b>	Phonetics and Phonology of English Language
<b>Cycle of study:</b>	Bachelor
<b>Area of study</b>	English Language
<b>Curricular Course</b>	English Language
<b>Course:</b>	I
<b>Year/Term:</b>	I/I
<b>ECTS:</b>	4 ECTS
<b>Lectures:</b>	20 contact classes
<b>Seminars:</b>	20 contact classes
<b>Course lecturers:</b>	Dr. Rudina Xhillari; Msc. Anxhela Bardhyli, PhD Candidate; Dr. Erjon Agolli

## COURSE DESCRIPTION

This subject aims to offer theoretical and practical knowledge regarding phonetics and phonology of English language. Lectures together with the lab sessions are intertwined so that the students acquire theoretical knowledge about the different issues of phonetics and phonology, speech sounds, and utterances in English and practise them during the seminars and lab sessions. By the end of the course, the student submits a scientific research where a distinction and comparison is drawn between Albanian and English according to the topics of lectures and seminars.

## COURSE OBJECTIVES:

The course aims at:

- Orienting the Albanian students towards acquiring the best pronunciation of the speech sounds in English;
- Teaching students the basic principles of phonetics and phonology;
- Teaching students the basic terminology of phonetics and phonology;
- Teaching transcription and phonetic alphabet of the English language;

- Teaching the prosodic features of speech in English like: stress, rhythm, intonation etc. by way of comparing them with the relevant elements in the Albanian language;
- Affixing those phonetic features typical for English;
- Teaching students the distinction between different variants of the British English and American English;
- Providing students skills required to be involved in research in the field of phonetics and phonology.

### **EXCPECTED OUTCOMES:**

- Students improve the pronunciation of the speech sounds, have a good command of the features and particularities of stress, rhythm, intonation of the English language;
- Students learn how to transcribe accurately in English;
- Students learn and acquire the distinction between British English and American English;
- Students learn the prosodic features of speech in English under a comparative perspective with the Albanian language;
- Students conduct a research by using comparative approaches.

### **TEACHING METHODS**

- Lectures
- Basic textbook
- Seminars in the Lab
- PPT

### **ASSESSMENT**

- Mid term test: 20%
- Project: 30%
- Attendance and performance 10%
- Final test 40%

### **COMPULSORY BIBLIOGRAPHY**

- A set of lectures prepared by the lecturer of the subject
- Roach Peter, (2000) English Phonetics and Phonology, A practical Course, Cambridge University Press
- Dodi Anastas, (2004) Fonetika dhe Fonologjia e gjuhës shqipe, Akademia e Shkencave e Shqipërisë
- Bowler Bill & Cunningham Sarah, (1991) Headway Upper-intermediate Pronunciation, Oxford University Pres

### **RECOMMENDED BIBLIOGRAPHY**

- Burleigh, P., A Manual of English Phonetics and Phonology, Gunter Narr Verlag, 2011
- Cruttenden, A., 1997, Intonation, Cambridge University Press
- Goga, Behushi, A Course in English Phonetics
- Conorthy, J. (1989)Teaching English Pronunciation, Longman Handbooks for Language Teacher

- Cook, V.J., (2008) *Active Intonation*, Longman
- Nolan, Francis, (2008), *The Handbook of English Linguistics*
- Wakelin, Martyn F. (1972). *English dialects: An introduction* (revised edition).
- London: Athlone

## Introduction to Literature 1

Course Syllabus	
<b>Module:</b>	Introduction to Literature 1
<b>Cycle of study:</b>	Bachelor
<b>Area of study:</b>	Literature
<b>Curricular Course:</b>	English Language
<b>Course:</b>	I
<b>Year/Term:</b>	I/I
<b>ECTS:</b>	6 ECTS
<b>Lectures:</b>	15 contact classes
<b>Seminars:</b>	45 contact classes
<b>Course lecturers:</b>	Dr. Albert Sheqi, Msc. Brunilda Kondi, PhD Candidate, Dr. Manjola Nasi, Dr. Sidita Hoxhiq, Msc. Blerina Zaimi

### COURSE DESCRIPTION

*Introduction to Literature 1* is a first-year bachelor course taught during the first semester and the course aims to introduce students to fiction. The course deals with the short story and the novelette, focusing on the fictional elements which are essential for a critical evaluation of fiction.

### COURSE OBJECTIVES:

*Introduction to Literature 1* has the following objectives:

- To introduce the students to the main theoretical aspects of fiction (including the genre subdivisions such as: fable, tale, short story, novella and novel, with the main focus on the short story and novella);
- To provide students with theoretical and practical knowledge useful in explicating, analyzing, evaluating a story, as well as writing a comprehensive analysis of a story;
- To provide students with general knowledge about some renowned British and American writers;
- To provide students with the practical ground for aesthetic and literary analysis of some of the most acclaimed short stories and novels in English;
- To improve the students overall command of English language through the stylistic analysis of stories in English.

### LEARNING OUTCOMES:

Upon successful completion of the course, students will be able to distinguish and provide arguments about literary text; to read critically and explicate short stories, novellas and novels taking account of fictional elements such as: structure, narration, characters, symbols and the

like. Based on this knowledge, students will also be able to make their interpretations of fictions from different theoretical viewpoints, (such as feminist, structuralist, formalist and/or other perspectives.)

## DIDACTIC METHOD

This course includes 15 lecture classes (1 class per week) which are based on PowerPoint presentations and interactive discussions of the respective lecture topic, taking account of the fact that new knowledge adds up to and influences the existing one. Seminar classes (45 seminars / 3 classes per week) are interactive practical discussions.

## ASSESSMENT

- Mid-term exam: 20%
- Essay writing project: 30%
- Performance and attendance: 10%
- Final examination 40%

## COMPULSORY BIBLIOGRAPHY

- Kennedy, X.J., *Literature: an introduction to fiction, poetry, and drama*, fourth edition; Little, Brown and Company, Boston Toronto, 1987.

## RECOMMENDED BIBLIOGRAPHY

- Albcarian. R, Klotz. M; *Literature, The Human Experience*, St. Martins Press, 1994.
- Ashley, Leonard, R.N. *The History of the Short Story*, Simon and Schuster, 1968.
- Bain, E. Carl, *The Norton Introduction to Literature*, W.W. Norton & Company, Sixth Edition, 1995.
- Cassill, R.V. *The Norton Anthology of Short Fiction*, W.W. Norton & Company, 1978.
- Gordon, Kuehner; *Fiction, an introduction to the short story*, NTC 1999.
- Richter, H. David; *The Borzoi Book of Short Fiction*, McGraw Hill. Inc. 1983.

### Introduction to Literature (2)

Course syllabus	
<b>Module:</b>	Introduction to Literature (2)
<b>Cycle of study:</b>	Bachelor
<b>Curricular Course:</b>	English Language
<b>Year/Term:</b>	I/ II
<b>ECTS:</b>	6 ECTS - (= 40 contact classes);
<b>Lectures:</b>	1.5 ECTS- (=15 contact classes);
<b>Seminars:</b>	4.5 ECTS - (= 45contact classes).
<b>Course lecturers:</b>	Assoc. Prof.Dr. Adriana Dervishi, Dr. Esmeralda Subashi, Dr. Manjola Nasi, Dr. Kristina Sheperi

## COURSE DESCRIPTION

## **COURSE OBJECTIVES**

This course aims at:

- introducing the students to basic principles and concepts of poetry and drama and deepening their knowledge in these fields;
- introducing students to various types of poetry and drama, inculcating in them clear concepts of these literary genres;
- providing students with useful theoretical and practical knowledge to interpret, analyze, evaluate and write a comprehensive analysis/review of a literary work;
- making the students skilled in the practical analysis of theoretical elements by discussing a considerable number of poems and plays in the classroom;
- encouraging students, especially in the course of the seminars, to sharpen their own critical thinking skills and insights. The literary work, with its polysemy, is open to different interpretations by the students, who are encouraged to express their well-argued opinion.

## **EXPECTED RESULTS**

At the end of this course the students will:

- have obtained good knowledge of the basic theoretical elements of poetry and drama;
- be more skilled in analyzing, understanding and experiencing a poem, play, comedy or tragedy in all their elements of content and form.
- have improved the level of their linguistic competence and proficiency and enriched it with poetical and literary terms.
- have sharpened their own critical thinking skills and insights.

## **DIDACTIC METHOD**

Lectures and seminars

## **ASSESSMENT**

- 20 % Mid-Term Test
- 30 % Group assignment in the course of seminars (1 presentation)
- 10% Attendance and performance in seminars
- 40 % Final Test

## **COMPULSORY BIBLIOGRAPHY**

- A cycle of lectures prepared by the lecturer
- *Literature: An Introduction to Fiction, Poetry and Drama*, 4<sup>th</sup> edition, X.J. Kennedy, Little, Brown and Company, Boston and Toronto, 1987. (Available at the library of English Department).

## **RECOMMENDED BIBLIOGRAPHY AND USEFUL WEBSITES**

- *A History of English Literature*, Revised edition, Emile Legouis, Louis Cazamian, London: J.M.Dent and Sons LTD. (Available at the library of English Department).

- *Encyclopaedia of Literature and Criticism*, editors Martin Coyle, Peter Garside, Malcolm Kelsall, John Peck, Detroit, New York: Routledge, 1991. (Available at the library of English Department).
- *The Norton Anthology of English Literature*, M.H.Abrams, General Editor, New York: W.W.Norton & Company: 1996. (Available at the library of English Department).
- *The Norton Anthology of English Literature, Volume 1*, Fifth Edition, Editor M.H.Abrams, New York, London: W.W. Norton: 1986. (Available at the library of English Department).
- *The Oxford History of English Literature IX: The Early 18th-century*, Editors Bonamy Dobree, John Buxton, Norman Davis, Oxford: Clarendon Press: 1990. (Available at the library of English Department).
- *The Penguin Dictionary of Literary Terms and Literary Theory*, 3rd edition, J.A.Cuddon, Penguin Books, London, 1992. (Available at the library of English Department).
- <http://www.americanpoems.com/>
- <http://www.poets.com/>
- <http://www.famouspoetsandpoems.com/>

### Text Analysis of Language B (2)

Course Syllabus	
<b>Module:</b>	Text Analysis of Language B (1)
<b>Cycle of study:</b>	Bachelor
<b>Area of study:</b>	English Language
<b>Curricular Course:</b>	English Language
<b>Course:</b>	I
<b>Year/Semester:</b>	I/II
<b>ECTS:</b>	6 ECTS (=60 contact classes)
<b>Lectures:</b>	
<b>Seminars:</b>	6 ECTS (=60 contact classes)
<b>Course lecturers:</b>	Prof. Dr. Elida Tabaku, Prof. Dr. Petraq Buka, Dr. Etleva Kondi, Dr. Irena Pata, Dr. Rudina Vrioni, Dr. Erjon Agolli

### COURSE DESCRIPTION

The course Text Analysis of Language B (2) is a continuation of the course Text Analysis of Language B (1) and aims to further develop the communicative skills of students in English by advancing the work done during the first semester. Along with the development of the four language skills, respectively listening, speaking, reading and writing particular attention shall be paid for enhancing the skills of students to read a wide variety of texts as well as enriching their vocabulary, in order to be able to use both academic and everyday language texts.

### COURSE OBJECTIVES

The course aims to:

- develop and consolidate the skill of reading different types of texts in a foreign language;
- develop the skill of guessing meaning from the context, making predictions, understanding the main ideas as well as the use of scanning and skimming skills.

- develop the listening skills by being able to apply it on specific tasks and introducing authentic materials.
- develop the writing skills through preliminary writing activities, planning and reviewing their preliminary writing before the final writing task, as well as organising language errors.
- develop the speaking skills through engaging students in discussions about the planned topics by encouraging students to work in groups or role-play.
- enrich and consolidate the vocabulary by focusing on the correct use of synonyms, antonyms, phrasal verbs and word formation.
- improve the skills of autonomous learning by encouraging them to work with a dictionary and independent reading.

## EXPECTED OUTCOMES

By the end of the course students should be able to:

- read texts of different genres and understand their main ideas;
- understand details, implicit meanings, specific information, organisation and structure of different texts used during the lesson;
- communicate with native speakers clearly and effectively, answer questions and provide information about their lives, interests, school and family;
- produce clear and detailed texts for a wide variety of topics and different types of texts, such as letters, articles, essays, text summaries and stories by using correct grammatical structures, along with the proper use of punctuation and spelling accuracy;
- explain in writing and verbally their viewpoints on advantages and disadvantages for different options;
- demonstrate that they understand different listening texts such as monologues, podcasts, interviews, conversations, etc.
- understand the main points raised, opinions, specific information, attitudes and emotions of interlocutors.

## ASSESSMENT

- |   |          |
|---|----------|
| • Preparation and performance during the course | 10%      |
| • Written tests                                 | 2x15 30% |
| • Writing tasks                                 | 2x5 10%  |
| • Oral presentation                             | 20%      |
| • Final test                                    | 30%      |

## COMPULSORY BIBLIOGRAPHY

- Jan Bell, Amanda Thomas, *Gold first certificate. New edition. Coursebook*, 2015
- Sally Burgess, Jacky Newbrook, *Gold First, Exam Maximiser*, 2015
- Clementine Annabell, Rawdon Wyatt, *Gold First, Teacher's Book*, 2015

## RECOMENDED BIBLIOGRAPHY

- Thomas, B J, *Advanced Vocabulary and Idiom*, Nelson, 1991

- Lynn Lundquist, Spoken English Learned Quickly, 2008
- <http://iteslj.org/questions/>
- [www.newsdirectory.com](http://www.newsdirectory.com)
- [www.theworldpress.com](http://www.theworldpress.com)
- [www.FreeEnglishNow.com](http://www.FreeEnglishNow.com)
- <http://www.flo-joe.com/fce/students/tests/tsindex.htm>
- [http://www.examenglish.com/FCE/Use\\_of\\_English.htm](http://www.examenglish.com/FCE/Use_of_English.htm)
- Gold First Certificate ,
- <http://www.flo-joe.com/fce/students/tests/tsindex.htm>
- [http://www.examenglish.com/FCE/Use\\_of\\_English.htm](http://www.examenglish.com/FCE/Use_of_English.htm)

### Academic Writing

Course Syllabus	
<b>Module:</b>	Academic Writing
<b>Cycle of study:</b>	Bachelor
<b>Area of study:</b>	Linguistics
<b>Curricular Course:</b>	English Language
<b>Course:</b>	I
<b>Year/Term:</b>	I/II
<b>ECTS:</b>	4 ECTS
<b>Lectures:</b>	0
<b>Seminars:</b>	40 contact classes
<b>Course Lecturers:</b>	Assoc.Prof. Dr. Leonard Danglli, Dr. Miranda Veliaj, Dr. Kristina Ajazi, Dr. Rovena Vora, Dr. Alketa Pema

### COURSE DESCRIPTION

#### COURSE OBJECTIVES

This course offers:

- A comprehensive introduction do academic writing
- Understanding the process of writing
- The main components of the writing process
- The main types of paragraphs, essays etc...
- Exercising students in different types of writing

#### EXPECTED RESULTS

By the end of this course the students should fulfill the following objectives:

- Regarding the writing process as a process with a few stages
- To be able to take into account the different elements of writing as readers, tone, etc. purpose.
- To be able to read in a critical way
- To be able to write a well written paragraph
- To be able to write coherent paragraph

- To be able to write a correct and well build sentence
- To be able to write a well organized essay
- To be able to provide arguments for the writing process
- To be able to paraphrase, summarize etc...
- To be aware of the main linguistic problems and avoid them in writing.

## **DIDACTIC TEACHING METHOD**

During this course will be used a variety of methods and teaching strategies aimed at increasing the efficiency of the teaching and learning process. Classes will be student-centered and their activation will be accomplished through teamwork or developing joint projects. It aims to increase student interactive role by assessing each other or handling various issues in the form of discussion. There will also be implemented elements of analytical methods, descriptive, comparative, etc.

## **ASSESSMENT**

- Midterm 30%
- Written assignment 20%
- Active participation in the classroom 10%
- Final Exam

## **COMPULSORY BIBLIOGRAPHY**

Zemach, E. Dorothy, Rumisek, A. Lisa (2005) Academic Writing: from paragraph to essay, Macmillan.

## **RECOMMENDED BIBLIOGRAPHY**

- Oshima, Alice and Ann Hogue. (1999) Writing Academic English, 3 rd Ed. White Plains, NY: Longman.
- Gibaldi, Joseph, MLA handbook for writers of research papers, The modern language association of America, 1995.
- Zemach, Dorothy; Rumisek, Lisa. MacMillan Publishers, 2013

### **Introduction to Linguistics**

<b>Course Syllabus</b>	
<b>Module:</b>	<b>Introduction to Linguistics</b>
<b>Cycle of study</b>	Bachelor
<b>Area of study</b>	English Language
<b>Curricular course</b>	English Language
<b>Course</b>	I
<b>Year/Term</b>	I/II
<b>ECTS:</b>	4 Credits (= 40 contact classes)
<b>Lectures:</b>	2 ECTS (= 20 contact classes);
<b>Seminars:</b>	2 ECTS (= 20 contact classes).
<b>Course lecturers:</b>	Dr. Leonora Lumezi, Dr. Daniela Hasa, Dr.

## **COURSE DESCRIPTION**

This subject equips students with some introductory knowledge about the theory and methodology of linguistics, which is the scientific study of language. They learn about the main subfields of this science, mainly, phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics and the history of the development of linguistics.

Students are also introduced to the application of this science in reality, however, by studying the complex nature of human language, from the biological, psychological, cultural and social perspective.

Moreover, the notion of language as a structured system of form and meaning and its usage is highlighted. The knowledge about languages are taught as an element of human exploration and how they influence other areas related to linguistics, such as the relations between language and teaching, language and translation as well as other aspects of applied linguistics.

## **COURSE OBJECTIVES:**

This course aims to:

- introduce to students the main concepts about the six main fields of linguistics, such as phonetics, phonology, morphology, syntax, semantics, pragmatics and their interaction.
- provide students with general knowledge about the ways and systems of communication, as well as to introduce to them the characteristics of spoken and written language, the respective advantages and disadvantages of these forms of communication;
- develop students' awareness of the wide variety of language systems as well as highlighting their similarities;
- introduce to students some basic principles and mechanism of language operation, how the meaning of words is rendered through their internal complex structures and recognize the mechanisms responsible for changing it.

## **EXPECTED OUTCOMES**

By the end of the course students should be able to:

- analyse and understand linguistic data with the means of techniques and tools introduced during the course;
- understand and assimilate better the communicative functions of linguistics and its main principles responsible for word formation, sentence organization as well as text interpretation;
- implement in practice the linguistic analysis of words, sentences and texts, as well as to distinguish between the responsible structures of ambiguity;
- understand better why language changes in the course of time, how it changes among its speakers, as well as the different language families.

## **TEACHING METHODOLOGY**

The course is taught through lectures, seminars, exercises, presentations, group work and assignments as well as the final test.

## ASSESSMENT

- Midterm test: 2x 15 = 30%
- Project (group work): 20%
- Attendance and participation: 10%
- Final Test 40%

## COMPULSORY BIBLIOGRAPHY

- Language Files: Materials for an Introduction to Language and Linguistics, 11th Edition Ohio State University Press 2011, Columbus USA
- William O'Grady, Michael Dobrovolsky, Francis Katamba (1997), *Contemporary Linguistics (An Introduction)* Longman, UK
- Akmajian, R.A. Demers, Ann K. Farmer, R. M. Harnish, *Linguistics*, Third edition, 1990, MIT Cambridge, London, England

## RECOMMENDED BIBLIOGRAPHY

- McKay, Sandra Lee, Sau-Ling Cynthia Wong, *Language diversity: problem or resource?* New York: Newbury House Publishers
- Victoria Fromkin, Robert Rodman, Nina Hyams, (2014) *Introduction to Language*, Tenth Edition, Wadsworth, Cengage Learning

### Language C (2)

Course Syllabus	
<b>Module:</b>	Language C (2)
<b>Cycle of study:</b>	Bachelor
<b>Area of study</b>	English
<b>Curricular Course</b>	Modern Languages
<b>Course:</b>	I
<b>Year/Term:</b>	I/II
<b>ETCS:</b>	4 ECTS
<b>Lectures:</b>	
<b>Seminars:</b>	40 contact classes
<b>Course Lecturer/s:</b>	

## COURSE DESCRIPTION

This subject aims at offering students basis of English language to use it as a means of communication in their everyday life and in different environments, where it is the need to communicate in this language.

## COURSE OBJECTIVES:

At the end of the course students will be able:

- to ask and answer in English for different topics of everyday life;
- to communicate with other speakers of English, without having problems of understanding;
- to discuss on different topics provided in a book, but also started from the students;
- to use concepts above average of English in official documents, in informal letters, in e-mails and different stories;
- to create and write stories using the relevant vocabulary and previous one acquired during the lessons;
- to read and understand texts of different styles and then be able to analyse them.

### **EXPECTED RESULTS:**

- To enable fluent communication.
- To provide students with grammatical knowledge.
- To enable students to participate in a full and comprehensive discussions.
- To help students to read and write fluently in English.

### **DIDACTIC METHODS**

The methodology used includes the student’s book and the workbook, different papers, presentations and group work.

### **ASSESSMENT**

- Midterm test 1 = 20%
- Midterm test 2 = 20%
- Class participation (includes participation in class and written assignments during the semester) = 30%
- Final test = 30%

### **COMPULSORY BIBLIOGRAPHY**

- Harris M, Mower D, Sikorzysnka A. New Opportunities – Pre- intermediate, Student’s book, Longman
- Harris M, Mower D, Sikorzysnka A , New Opportunities Pre-Intermediate Language Power book, Longman

### **RECOMMENDED BIBLIOGRAPHY**

This course is based on the above mentioned method, but students will be asked to refer to books, magazines and internet in order to acquire additional knowledge on topics they have to discuss and write about.

### **Study Skills**

<b>Course Syllabus</b>	
<b>Module:</b>	Study Skills
<b>Cycle of study:</b>	Bachelor
<b>Area of study:</b>	Soft skills

<b>Curricular Course</b>	English Language
<b>Course:</b>	I
<b>Year/Term:</b>	I/I
<b>ECTS:</b>	4 ECTS (= 40 contact classes)
<b>Lectures:</b>	0 contact classes
<b>Seminars:</b>	40 contact classes
<b>Course Lecturers:</b>	Assoc. Prof. Dr. Uk Buçpapaj, Dr. Alketa Pema, Dr. Manjola Nasi, Msc. Anxhela Bardhyli, PhD Candidate, Msc. Ermal Çomo, PhD Candidate

## **COURSE DESCRIPTION**

### **COURSE OBJECTIVES:**

"Study Skills" aims at developing students' ability to learn and study effectively and independently in English and not only.

The course considers theoretical instructions and implementation in practice in terms of critical thinking, situation analysis, definition of study deadlines, understanding of reading types, exercising memory and strategies to achieve satisfactory results in exams.

### **EXPECTED OUTCOMES:**

Through various practical exercises, analytical and critical reading of selected texts by various authors, students will study different expression styles and categories and methods of reading that will help them develop a critical understanding, manage time better and find ways to motivate lifelong learning.

### **TEACHING METHODS**

The course consists of seminars, practical assignments and written and oral tests throughout the module. Students must attend the course regularly and accomplish group or individual tasks. At the end of the module, a written exam is taken.

### **ASSESSMENT**

- Mid term test: 20%
- Project: 30%
- Attendance and performance 10%
- Final test 40%

### **COMPULSORY BIBLIOGRAPHY**

Wallace, Michael J., Study Skills in English, Cambridge University Press.  
Donald, Sydney, Kneale. Pauline, "Study Skills for Language Students", a practical guide, Oxford University Press, 2001.

Seale, Barbara "Writing efficiently", A step by step composition course, Prentice hall, Inc. Englewood Cliffs, 1998.

## RECOMMENDED BIBLIOGRAPHY

- Fry, Eduard, Reading faster, Cambridge University Press.
- Buzan, Tony. Use your head, BBC Publications London 1974.
- <http://www.nutsandboltsguide.com>
- <http://www.uwm.edu>
- <http://web.uvic.ca/wguide/>

### Syntax of Language B

Course Syllabus	
<b>Module:</b>	Syntax of language B
<b>Cycle of study:</b>	Bachelor
<b>Area of study</b>	Linguistic
<b>Curricular course</b>	English Language
<b>Course:</b>	II
<b>Year/Term:</b>	II/I
<b>ECTS:</b>	4 ECTS (= 40 contact classes)
<b>Lectures:</b>	2 ECTS (= 20 contact classes);
<b>Seminars:</b>	2 ECTS (= 20 contact classes).
<b>Course Lecturers:</b>	Dr. Leonora Lumezi, Dr. Violeta Shaba.

### COURSE DESCRIPTION

The course of English language syntax studies the sentence structure. It deals with the principles responsible for the combination of words to form larger linguistic units (where the sentence is of utmost importance), as well as the peculiarities of these units.

From the academic perspective this course will ensure that students obtain sound knowledge about grammar, which does not deal only with the form of the words but also their function in the sentence. Students will be provided with the necessary knowledge to address clearly those particular grammatical issues that pose problems for the foreign language learner.

### COURSE OBJECTIVES

This course aims to:

- help students understand that language is a system and its grammatical structure is the most solid component;
- equip students with the necessary knowledge so that they develop an awareness of using accurate language forms through exploration and analysis; to consider grammar as a tool that enables them to understand the relation between the form and meaning and understanding meaning in context based on its function;
- strengthen and develop further the acquired grammatical knowledge;
- expand, improve and master the structure of language;
- provide students with the skills to make the necessary theoretical generalizations for a language expert.

## EXPECTED OUTCOMES

By the end of the course students should be able to:

- define and explain the basic concepts in syntactical analysis (referring particularly to the structure of sentence constituents, structure of phrases, grammatical functions and sentence types);
- apply their knowledge about morphology and syntax for data analysis;
- compare contemporary standard English with the other languages (referring particularly to the morphological-syntactical properties);
- demonstrate a critical approach towards the development of descriptive grammar;
- make hypotheses;
- use data to prove hypotheses;
- demonstrate research skills.

## TEACHING METHODOLOGY

Lectures and seminars, group work as well as individual work.

## ASSESSMENT

- Midterm test: 2×20%
- Project: 10%
- Attendance and Participation: 10%
- Final test: 40%

## COMPULSORY BIBLIOGRAPHY

- A Student's Grammar of the English Language (Sydney Greenbaum, Randolph Quirk)
- Cambridge Grammar of English. A comprehensive Guide (Ronald Carter, Michael McCarthy)
- Downing A., & Locke P, (2006): English Grammar, a university course, Routledge
- Longman Advanced Learners' Grammar (Mark Foley & Diane Hall)

## RECOMMENDED BIBLIOGRAPHY

- Collins Cobuild English Grammar
- Grammar for English language teachers (Cambridge University Press 2000, Martin Parrott)
- Practical English Usage (Oxford University Press (1997), Michael Swan)
- Oxford Guide to English Grammar (Oxford University Press 1994, John Eastwood)
- Grammar and Vocabulary for CAE and CPE (Richard Side and Guy Wellman)

### History of the United Kingdom

Course Syllabus	
Module:	History of the United Kingdom
Cycle of study	Bachelor
Course:	II

<b>Year/Term:</b>	II/ I
<b>ECTS:</b>	4 ECTS - (= 40 contact classes);
<b>Lectures:</b>	2 ECTS - (= 20 contact classes);
<b>Seminars:</b>	2 ECTS - (= 20 contact classes).
<b>Course Lecturers:</b>	Prof. Dr. Petraq Buka, Msc. Anxhela Bardhyli, PhD Candidate

## **COURSE DESCRIPTION**

This subject describes in chronological order the history of the British civilization since the Roman conquest up to the coronation of Queen Elizabeth II in 1952. The course introduces students to the British monarchs' ruling periods, the most important political and social developments and the continuous conflicts and wars of the British at home through the centuries. The course elaborates on the numerous wars of the English people against foreign invaders as well as on the serious efforts of the British society in the development of democracy by the parliamentary system, which led to the establishment of a constitutional monarchy and strengthened the role of Parliament.

Students are introduced chronologically to the main political institutions of the country and the economic development of Britain that culminated with the "industrial revolution" in the 19th century.

## **COURSE OBJECTIVES:**

The course aims at:

- acquainting students with the political, social and economic history of the United Kingdom
- fostering students' will to study this subject in seminars
- encouraging students to study the subject logically avoiding mechanic repetition
- encouraging students to distinguish between British monarchs as well as between different periods of the British history
- encouraging students to think critically by identifying common aspects between certain events in the British and Albanian history

## **EXCPECTED OUTCOME:**

By the end of the course, students are going to have an overview of the main stages of the history and development of the British.

## **TEACHING METHODS**

Lectures are going to be presented through Power Point presentations, audio-visual aids, verbal lecturing to provide the students with a clear and comprehensible lecture.

## **ASSESSMENT**

- Attendance 10%
- Seminars 20%
- Mid-term exam 20%
- Final exam 50%

## RECOMMENDED BIBLIOGRAPHY

- History of England, Petraq Buka
- The Making of England (55BC – 1399) Warren Hollister
- This Realm of England (1399 – 1688) Lacey Baldwin Smith
- Age of Aristocracy 1688 – 1830) William B. Willcox
- Britain Yesterday and Today (1830 to the present) Walter L. Arnstein
- The Oxford History of Britain /Keneth O. Morgan
- A Peoples’s History of Britain /A.L.Morton
- A short History of England/ Simon Jenkins
- 20th century Britain /W Robson

### Lexicology of Language B

Course Syllabus	
<b>Module:</b>	Lexicology of Language B
<b>Cycle of study:</b>	Bachelor
<b>Area of study:</b>	English
<b>Curricular Course:</b>	English
<b>Course:</b>	II
<b>Year/Term:</b>	II/I
<b>ECTS:</b>	4 ECTS - (= 40 contact classes);
<b>Lectures:</b>	2 ECTS - (= 20 contact classes);
<b>Seminars:</b>	2 ECTS - (= 20 contact classes).
<b>Course Lecturers:</b>	Assoc. Prof. Dr. Leonard Danglli, Dr. Fatma Shijaku, Dr. Irena Pata, Prof. Dr. Ilo Stefanllari

## COURSE DESCRIPTION

Module “Lexicology of English Language” is part of the three-year Bachelor program of English language students at the Faculty of Foreign Languages, University of Tirana. This subject aims to provide introductory knowledge of the linguistic field of English lexicology, elaborating on essential problems of semantics, lexicography, etymology of English language, lexicological phenomena, style, building and acquisition of a dynamic vocabulary by students through various exercises and use of diverse dictionaries.

## COURSE OBJECTIVES:

The main objectives of this subject are:

- Provide students with general knowledge of the main lexicological phenomena in English and help them properly use lexical expressions.
- Introduce and make students aware of the necessity to use various dictionaries and texts, with the intention of leading them to independent work with regard to the extension and acquisition of different lexical strata.

## LEARNING OUTCOMES:

By the end of the course, the students will be able to:

- demonstrate good knowledge on the major theoretical issues in the linguistic discipline of English lexicology;
- reflect good acquisition of some linguistic matters and concerns of English lexicon dealing with semantics, etymology, lexicography and stylistics;
- master the stratification of English word stock in theory and practice by activating all the acquired lexical means most properly;
- make a good and most effective use of the diversified dictionaries and texts as needed to apply all the necessary skills for a much better comprehension of the English lexicon and the challenges being faced.

## **DIDACTIC METHODS**

This is a lecture-seminar course and it incorporates these didactic methods: lectures, seminars, exercises, presentations of assignments, group work, mid-term tests and final examination.

## **ASSESSMENT AND GRADING PLAN**

- Mid-term test: 20%
- Assignment/project: 20%
- Attendance and active participation in the seminars 20%
- Final examination 40%

## **TEXT AND COMPULSORY BIBLIOGRAPHY**

- Stefanllari, Ilo “A course in English Lexicology”, Tiranë: “Geer”, 2011.
- Lipka, Leonhard: “English Lexicology”, Gunter Narr Verlag Tübingen, Germany, 2002

## **RECOMMENDED BIBLIOGRAPHY**

- Jackson, Howard and Ze Amvela, Ettiene “Words, Meaning and Vocabulary” (An introduction to modern English lexicology”), Athaneum Press, Gateshead, Tyne and Wear, Great Britain, 2007
- Cowie, A.P. “Semantics”, Oxford University Press, 2009
- Thomai, Jani “Leksikologji e gjuhës shqipe”, Tiranë: “Dudaj”, 2005.

### **Literature of Language B (1)**

<b>Course Syllabus</b>	
<b>Module:</b>	Literature of Language B (1)
<b>Cycle of study:</b>	Bachelor
<b>Area of study:</b>	Literature
<b>Curricular Course:</b>	English Language
<b>Course:</b>	II
<b>Year/Term:</b>	II/I
<b>ECTS:</b>	4 ECTS - (= 40 contact classes);

<b>Lectures:</b>	2 ECTS - (= 20 contact classes);
<b>Seminars:</b>	2 ECTS - (= 20 contact classes).
<b>Course Lecturers:</b>	Dr. Esmeralda Subashi, Dr. Loran Gami, M.A. Blerina Zaimi

## **COURSE DESCRIPTION**

This course aims at covering chronologically the major literary and cultural movements of the British Literature, starting with the Old English literature, continuing with the literature of Middle Ages, Elizabethan literature, 18<sup>th</sup> Century literature and concluding with the literature of the Romantic Period. Its aim is to introduce the students to these major literary movements and trends in the Great Britain, as well as to acquaint them with the classical authors of English literature, analyzing their most representative works.

## **COURSE OBJECTIVES**

This course aims at:

- introducing the students to these major literary movements and trends in Great Britain, starting with the Old English literature and concluding with the literature of the Romantic Period.
- acquainting students with the major British writers of these periods and their most representative works.
- providing students with a broader picture of British culture and society through reading and discussion of literary works, taking into account that the study of literary works is a very good way of understanding the culture and society of another country.
- encouraging students, especially in the course of the seminars, to sharpen their own critical thinking skills and insights. The literary work, with its polysemy, is open to different interpretations by the students, who are encouraged to express their well-argued opinion.
- improving the level of their linguistic competence and proficiency and develop their critical reading.

## **EXPECTED RESULTS**

At the end of this course the students will:

- have obtained good knowledge of the major literary and cultural movements of British literature, starting with Old English literature and concluding with the literature of the Romantic Period.
- have better knowledge of the major British writers of these periods and their most representative works.
- have obtained a broader picture of British culture and society.
- have sharpened their own critical thinking skills and insights.
- have improved the level of their linguistic competence and proficiency.
- be more skilled in analyzing a literary work.

## **ASSESSMENT**

- 10 % students' individual presentations in the course of seminars (1 presentation)

- 10% essay on Shakespeare's *Sonnets*
- 40 % Mid-Term Test
- 40 % Final Test

## COMPULSORY BIBLIOGRAPHY

- Lectures prepared by the lecturer.
- *The Norton Anthology of English Literature*, M.H.Abrams, General Editor, New York: W.W.Norton & Company: 1996. (pp. 5-10, 65-70, 253-270, 819-837, 882-884, 1261-1273) (Available at the library of English Department).
- *The Norton Anthology of English Literature, Volume 1*, Fifth Edition, Editor M.H.Abrams, New York, London: W.W. Norton: 1986. (pp 1942-1943) (Available at the library of English Department).
- *A History of English Literature*, Revised edition, London: Emile Legouis, Louis Cazamian, J.M.Dent and Sons LTD. (pp 410-419) (Available at the library of Faculty of History and Philology, University of Tirana).
- *The Oxford History of English Literature IX: The Early 18th-century*, Editors Bonamy Dobree, John Buxton, Norman Davis, Oxford: Clarendon Press: 1990. (pp 445-460) (Available at the library of English Department).
- *Encyclopaedia of Literature and Criticism*, editors Martin Coyle, Peter Garside, Malcolm Kelsall, John Peck, Detroit, New York: Routledge, 1991 (pp. 363-374). (Available at the library of English Department).
- *The Oxford History of English Literature –Chaucer and Fifteenth-Century Verse*, H.S.Bennett, Oxford: Clarendon Press: 1990 (pp 64-81) (Available at the library of English Department).

## FICTION

- Geoffrey Chaucer, *The Canterbury Tales*, (Available online at <http://www.gutenberg.org/>)
- William Shakespeare, *Sonnets*. In *The Norton Anthology of English Literature*, M.H. Abrams, General Editor, New York: W.W. Norton & Company: 1996. (pp 469-481) (Available at the library of English Department)
- William Shakespeare, *The Merchant of Venice*, New Penguin: 1977. (Available at the library of English Department)
- William Shakespeare, *Hamlet*, (Available online at <http://www.gutenberg.org/>)
- Jonathan Swift, *Gulliver's Travels* (Available online at <http://www.gutenberg.org/>).
- Daniel Defoe, *Robinson Crusoe*, Hertfordshire: Wordsworth Classics, 1994. (Available at the library of English Department; Also available online at <http://www.gutenberg.org/>)
- *Oxford Anthology of English Literature: Romantic Poetry and Prose*, Harold Bloom, Lionel Trilling, New York: Oxford University Press: 1973. (pp 592-611) (Available at the library of English Department).

## RECOMMENDED BIBLIOGRAPHY

- Andrew Sanders, *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.

### Text Analysis of Language B (3)

Course Syllabus	
<b>Module:</b>	Text analysis of Language B (3)
<b>Cycle of study:</b>	Bachelor
<b>Area of study:</b>	English Language
<b>Curricular Course:</b>	English Language
<b>Course:</b>	II
<b>Year/Term:</b>	II/I
<b>ECTS:</b>	4
<b>Lectures:</b>	0
<b>Seminars:</b>	40 contact classes
<b>Course lecturers:</b>	Prof. Dr. Shpresa Qatipi, Prof.Asoc.Dr. Leonard Danglli, Dr. Miranda Veliaj, Dr. Ergys Bezhani, Dr. Rovena Vora, Dr. Kristina Ajazi, Dr. Blerina Zaimi, Dr. Vjollca Tabaku

## COURSE DESCRIPTION

The subject of “Text analysis” aims to improve the general level of English of second-year students at the Faculty of Foreign Languages, English Department. This course helps students improve their language and skills necessary for the Advanced English level, i.e. C1 level.

Teaching focuses on the enhancement of the following skills:

- reading,
- vocabulary,
- grammar reinforcement,
- appropriate language use,
- writing skills
- listening skills

## COURSE OBJECTIVES

The subject aims to prepare students to learn to write in an appropriate manner and endeavor to express their ideas as clearly as possible at C1 level of English. The classes include diverse resources that will be applied in harmony with the proficiency level of students and other subjects.

These objectives will be met through seminars, essays, discussions, presentations, etc. Students will become able to perform various writing tasks in compliance with the relevant university standards and will be able to present them as correctly as possible. Classes will be student-centered and they will be asked to become active participants. Critical thinking will also be encouraged in the class.

## EXPECTED RESULTS

Students will be able to successfully complete C1 level of English. All acquired knowledge will serve students in their everyday life for academic and professional research, analyze texts in English, discuss different problems, etc.

## DIDACTIC METHOD

This module will include a number of teaching methods and strategies aimed at enhancing the efficiency of the teaching and learning process. Classes will be student-centered and they will be involved in group work, pair work and joint projects. The interactive role of the student is intended to be fostered through peer assessment or analysis of diverse issues in a group. Elements of analytical, descriptive and comparative methods will also be applied.

## ASSESSMENT

- 20% term assignments and tests
- 30% midterm
- 10% active participation
- 40% final exam

## COMPULSORY BIBLIOGRAPHY

- Advanced Gold (Coursebook): *Richard Acclaim with Sally Burgess, Pearson Education Limited, 2014.*

## RECOMMENDED BIBLIOGRAPHY

Advanced Gold (Exam Maxi miser): *Sally Burgess & Richard Acklam, Pearson Education Limited, 2014.*

### Language C (3)

Course Syllabus	
<b>Module:</b>	Language C (3)
<b>Cycle of study:</b>	Bachelor
<b>Area of study</b>	English
<b>Curricular Course</b>	Modern Languages
<b>Course:</b>	II
<b>Year/Term:</b>	II/I
<b>ETCS:</b>	4 ECTS
<b>Lectures:</b>	
<b>Seminars:</b>	40 contact classes
<b>Course Lecturer/s:</b>	

## COURSE DESCRIPTION

This subject aims at offering students basis of English language to use it as a means of communication in their everyday life and in different environments, where it is the need to communicate in this language.

## COURSE OBJECTIVES:

At the end of the course students will be able:

- to ask and answer in English for different topics of everyday life;
- to communicate with other speakers of English, without having problems of understanding;
- to discuss on different topics provided in a book, but also started from the students;
- to use concepts above average of English in official documents, in informal letters, in e-mails and different stories;
- to create and write stories using the relevant vocabulary and previous one acquired during the lessons;
- to read and understand texts of different styles and then be able to analyse them.

### **EXPECTED RESULTS:**

- To enable fluent communication.
- To provide students with grammatical knowledge.
- To enable students to participate in a full and comprehensive discussions.
- To help students to read and write fluently in English.

### **DIDACTIC METHODS**

The methodology used includes the student's book and the workbook, different papers, presentations and group work.

### **ASSESSMENT**

- Midterm test 1 = 20%
- Midterm test 2 = 20%
- Class participation (includes participation in class and written assignments during the semester) = 30%
- Final test = 30%

### **COMPULSORY BIBLIOGRAPHY**

- Harris M, Mower D, Sikorzysnka A. New Opportunities –Intermediate, Student's book, Longman
- Harris M, Mower D, Sikorzysnka A , New Opportunities Intermediate Language Power book, Longman

### **RECOMMENDED BIBLIOGRAPHY**

This course is based on the above mentioned method, but students will be asked to refer to books, magazines and internet in order to acquire additional knowledge on topics they have to discuss and write about.

#### **History of USA**

<b>Course Syllabus</b>	
<b>Module:</b>	History of USA
<b>Cycle of study:</b>	Bachelor
<b>Course:</b>	Year II (English Language)
<b>Year/Term:</b>	II/II

<b>ECTS:</b>	4 ECTS -
<b>Lectures</b>	20 contact classes
<b>Seminars:</b>	20 contact classes
<b>Course lecturers:</b>	Prof. Dr. Shpresa Qatipi, Dr. Ergys Bezhani, Dr. Rovena Vora, Dr. Ervin Hoxhaj

## **COURSE DESCRIPTION**

This course provides:

- A comprehensive introduction to American History
- Understanding of some central features of American History
- Up-to-date information on recent developments in America
- Identification and comparison of the impact of culture, geography and economy as sources of change and continuity in American History
- Conclusions in relation to the role and contribution of groups and institutions in American History.

This course is divided into 9 main historical periods:

- 1491 – 1607
- 1607 – 1754
- 1754 – 1800
- 1800 – 1848
- 1848 – 1877
- 1877 – 1914
- 1914 – 1945
- 1945 – 1989
- 1989 – present

## **COURSE OBJECTIVES AND EXPECTED RESULTS:**

By the end of this course, the students should achieve the following objectives:

- Be able to understand the discovery of America and the reason of its discovery
- Be able to know the important terminology of the American History and analyze their relationship with main historical events
- Be able to understand the American colonies and the reason why they prevailed and eventually became states
- Be able to describe the historical development of American states
- Be able to understand the reasons as to why America had to fight a Civil War and what it meant not only on a national but also on an international basis
- Be able to understand the international links of America
- Be able to understand the social behaviour and attitudes in today's America as a result of its past history.
- Be able to use primary and secondary resources in the planification and communication of historical information and ideas.

## **ASSESSMENT**

- 20% written assignments (week 3, 6, 9, 12)
- 30% midterm (seventh week)
- 10% active participation in the classroom
- 40% final exam

### COMPULSORY BIBLIOGRAPHY

- “An Outline of American History”

### RECOMMENDED BIBLIOGRAPHY

- Theodore Sutro “Thirteen Chapters of American History”
- Edward Channing “A Short History of the United States”
- David Henry Montgomery “The Beginner’s American History”

### Text Analysis of Language B (4)

Syllabus	
<b>Module:</b>	Text analysis of Language B (4)
<b>Cycle of study:</b>	Bachelor
<b>Area of study:</b>	Linguistics
<b>Curricular Course:</b>	English Language
<b>Course:</b>	II
<b>Year/Term:</b>	II/ II
<b>ECTS:</b>	4 ECTS
<b>Lectures</b>	0
<b>Seminars:</b>	40 contact classes
<b>Course lecturers:</b>	Prof. Dr. Shpresa Qatipi, Prof.Asoc.Dr. Leonard Danglli, Dr. Miranda Veliaj, Dr. Ergys Bezhani, Dr. Rovena Vora, Dr. Kristina Ajazi, Dr. Blerina Zaimi, Dr. Vjollca Tabaku

### COURSE DESCRIPTION

The subject of “Text analysis” aims to improve the general level of English of second-year students at the Faculty of Foreign Languages, English Department. This course helps students improve their language and skills necessary for the Advanced English level, i.e. C1 level.

Teaching focuses on the enhancement of the following skills:

- reading,
- vocabulary,
- grammar reinforcement,
- appropriate language use,
- writing skills
- listening skills

### COURSE OBJECTIVES

The subject aims to prepare students to learn to write in an appropriate manner and endeavor to express their ideas as clearly as possible at C1 level of English. The classes include diverse resources that will be applied in harmony with the proficiency level of students and other subjects.

These objectives will be met through seminars, essays, discussions, presentations, etc. Students will become able to perform various writing tasks in compliance with the relevant university standards and will be able to present them as correctly as possible. Classes will be student-centered and they will be asked to become active participants. Critical thinking will also be encouraged in the class.

### **EXPECTED RESULTS**

Students will be able to successfully complete C1 level of English. All acquired knowledge will serve students in their everyday life for academic and professional research, analyze texts in English, discuss different problems, etc.

### **DIDACTIC METHOD**

This module will include a number of teaching methods and strategies aimed at enhancing the efficiency of the teaching and learning process. Classes will be student-centered and they will be involved in group work, pair work and joint projects. The interactive role of the student is intended to be fostered through peer assessment or analysis of diverse issues in a group. Elements of analytical, descriptive and comparative methods will also be applied.

### **ASSESSMENT**

- 20% term assignments and tests
- 30% midterm
- 10% active participation
- 40% final exam

### **COMPULSORY BIBLIOGRAPHY**

- Advanced Gold (Course book): *Richard Acklam with Sally Burgess, Pearson Education Limited*, 2014.

### **RECOMMENDED BIBLIOGRAPHY**

- Advanced Gold (Exam Maximiser): *Sally Burgess & Richard Acklam, Pearson Education Limited*, 2014.

### **Literature of Language B (2)**

<b>Course Syllabus</b>	
<b>Module:</b>	Literature of Language B (2)
<b>Cycle of study:</b>	Bachelor
<b>Area of study:</b>	Literature
<b>Curricular Course:</b>	English Language
<b>Course:</b>	II

<b>Year/Term:</b>	II/II
<b>ECTS:</b>	4 ECTS- (= 40 contact classes);
<b>Lectures</b>	2 ECTS - (= 20 contact classes);
<b>Seminars:</b>	2 ECTS - (= 20 contact classes).
<b>Course lecturers:</b>	Dr. Albana Lilaj, Dr. Loran Gami

## **COURSE DESCRIPTION**

This module introduces the students to modern british literature, covering the origins and the development of modernism in literature during the late nineteenth and early twentieth century, up to the start of WWII. The module offers a general overview of the above mentioned period in british literature through a chronological approach. The course also aims at improving the students' knowledge on the three genres of literature, prose, poetry and drama. The lectures and seminars provide a combination of theoretical knowledge on the most important features of the literary period under study with analyses of specific works written by the most representative authors.

## **COURSE OBJECTIVES:**

This course has the following objectives:

- Introducing students to the cultural, historical and literary background of modernism in British literature
- Offering students the basic knowledge on the main features of british modern poetry
- Offering students the basic knowledge on the main features of british modern prose
- Offering students the basic knowledge on the main features of british modern drama
- Enabling students to conduct analyses of the selected novels, short stories, poems and dramas.
- Encouraging students to prepare short presentatioes on different writers belonging to this literary period
- Enriching students' vocabulary and enhancing their capacity to make proper use of the specific terminology related to this subject area.

## **LEARNING OUTCOMES**

- Students should have knowledge about the main literary and cultural movements of the period;
- Students should have knowledge about the most important british writers of the begininnig of the twentieth century and their most represantative works;
- Students should have improved knowledge about british culture and society,
- Students should have further developed their critical thinking;
- Students should have improved their level of English language mastering

## **ASSESSMENT**

- Midterm examination: 30%
- Participation 10%

- Final examination 60%

## COMPULSORY BIBLIOGRAPHY

- Lectures delivered by the course teacher
- Charles Dickens, *Great Expectations*
- Joseph Conrad, *Heart of Darkness*
- Oscar Wilde, *Picture of Dorian Gray/ The importance of being Ernest*
- Virginia Woolf, *The mark on the wall*
- James Joyce, *The Dead*
- T.S.Eliot, *Love Song of J.Alfred Prufrock*
- G.B. Show, *Mrs. Warren's profession*
- D.H.Lawrence, *Sons and Lovers*

## RECOMMENDED BIBLIOGRAPHY

- The Norton Anthology of English Literature, Volume 2: The Romantic Period through the Twentieth Century, eighth edition, M.H. Abrams, Stephen Greenblatt, W. W. Norton & Company 2006;
- Andrew Sanders, *The Short Oxford History of English Literature*, 2004;
- *The Realist Novel*, Dennis Walder, Routledge, 2001;
- Edmund Gosse, *A short history of modern English literature*, Cambridge University Press, 2011

### Stylistics of Language B

Course Syllabus	
<b>Module</b>	Stylistics of Language B
<b>Cycle of study:</b>	Bachelor
<b>Course:</b>	II (English Language)
<b>Year/Term</b>	II/II
<b>ETCS:</b>	4 ECTS (= 40 contact classes);
<b>Lectures:</b>	2 ECTS (= 20 contact classes);
<b>Seminars:</b>	2 ECTS (= 20 contact classes).
<b>Course lecturers:</b>	Prof. Dr. Daniela Tamo, Dr. Adelina Albrahimi, Assoc.Prof. Dr. Adriana Dervishi, Dr. Sidita Dano

## COURSE DESCRIPTION

The subject Stylistics of English is part of the Bachelor degree syllabus for the students of English Language, at the Faculty of Foreign Languages in the University of Tirana.

The subject program includes lectures, seminars, exercises, presentations, work groups, papers, test and a final exam.

## COURSE OBJECTIVES

This subject aims at giving basic theoretical knowledge on Stylistics, helping students to gain some concepts and fluency in understanding and analyzing different parts, from a linguistic and stylistically point of view. It helps students to compare and contrast different materials, to study language use and different varieties, to study language as a communicative means, to interpret texts of different fields of study, research and science.

The materials can be used in the class, but also they can be used by the students in their homework or papers. This gives the course lecturer the possibility to evaluate and assess objectively and continuously students' preparation and their level of knowledge gained during the course.

### EXPECTED RESULTS:

At the end of the course the students will be able to:

- understand stylistic analysis in a given text;
- make stylistic analysis of a given text;
- compare stylistic means used in different texts and draw conclusions;
- prepare texts using stylistic knowledge;
- distinguish between different texts;
- understand distinctive stylistic traits of different texts;
- be analytical and read between the lines.

### ASSESSMENT

The final mark for the student comes from the satisfactory accomplishment of the requests mentioned above, from the students' skills progress.

	<b>Rubrics to be assessed</b>	<b>%</b>
•	Attendance	10%
•	Midterm test, in the 7 <sup>th</sup> week	10%
•	Class and home work (for each class)	10%
•	Paper in the 12 <sup>th</sup> week	10%
•	Final exam	60%
<b>Total</b>		<b>100%</b>

### COMPULSORY BIBLIOGRAPHY

- Crystal D. & Dereck D. (1969): *Investigating English Style*, Longman, London.
- Lloshi Xh. (2001): *Stilistika e Gjuhës Shqipe dhe Pragmatika*, ShBLU, Tirana
- Simpson P. (2004): *Stylistics, a Resource Book for Students*, Routledge
- Verdonk, P. (2002): *Stylistics, Oxford Introductions to Language Study Series*, Oxford
- Wood, Nancy V. (2009): *Perspectives on Argument*, Pearson, Prentice Hall
- Fahnestock, J. & Secor, M. (2003): *A Rhetoric of Argument*, Mc Graw Hill

### RECOMMENDED BIBLIOGRAPHY

- Hope, J., Wright, L. (1995): *Stylistics: a Practical Coursebook*,
- Jeffries, L., McIntyre, D. (2010): *Stylistics* (Cambridge Textbooks in Linguistics)

- Stockwell, P., Whiteley, S. (2014): *The Cambridge Handbook of Stylistics*, Cambridge Handbooks in Language and Linguistics
- Thornborrow, J. & Warreing, Sh. (2005): *Patterns in Language, An Introduction to Language and Literary Style*, Routledge.
- Itule, Bruce D., Anderson, Douglas A. (1993): *News Writing and Reporting for Today's Media*, Mc Graw Hill
- The Missouri Group, (2013): *Telling the Story*, University of Missouri, Columbia
- Wood, Nancy V. (2013): *Essentials of Argument*, Pearson Prentice Hall
- Glenn, Ch. (2010): *Making Sense, a Real-World Rhetorical Reader*, Penn State University

### Varieties of English

Course Syllabus	
<b>Module:</b>	Varieties of English
<b>Cycle of study:</b>	Bachelor
<b>Course</b>	Year II (English language)
<b>Year/Term:</b>	II/II
<b>ECTS:</b>	4 ECTS - (= 40 contact classes);
<b>Lectures</b>	2 ECTS - (= 20 contact classes);
<b>Seminars:</b>	2 ECTS - (= 20 contact classes).
<b>Course lecturers:</b>	Prof.Dr. Daniela Tamo, Dr. Fatma Shijaku, Dr. Daniela Hasa, Msc. Anisa Agolli, PhD candidate

### COURSE DESCRIPTION

The course in “Varieties of English” makes part of the Bachelor three-year programme provided at University of Tirana, Faculty of Foreign Languages, English Department. The course dwells on issues of the linguistic variation in English language as related to the different disciplines of study of linguistic geography, sociolinguistics, etc. and other linguistic disciplines of semantics, phonetics, grammar, etc. adopting a synchronic approach. Certain issues of the diachronic development of the linguistic variation of the English language and some cultural features of the different varieties of English make part of the course programme, as well.

This is a lecture-seminar course and incorporates these didactic methods: lectures, seminars, exercises, presentations of assignments, group work, mid-term tests and final examination.

### COURSE OBJECTIVES:

The objectives of the course in “Varieties of English” are:

- To equip students with the necessary information pertaining to the varieties of English language and linguistic variation as related to the theories of linguistic geography, sociolinguistics, etc. and other linguistic disciplines of semantics, grammar, phonetics, orthography, etc.
- To develop students’ skills in order to make an accurate usage of the major varieties of English language.
- To impart a great deal of knowledge in how to most effectively make use of the different dictionaries and texts related to the major varieties of English language, so that the students

can work independently for a better acquisition of the English language in its major varieties and have a better insight into the linguistic variation of the English language.

## LEARNING OUTCOMES:

By the end of the course, the students will be able to:

- demonstrate good knowledge on the major theoretical issues of linguistic and cultural variation related to the development and usage of English language;
- show and make use of the semantic, lexical, grammatical, phonetic and stylistic differences between British English and American English and other varieties of the English language;
- reflect some good knowledge on the British, American, Australian, etc. culture and society closely intertwined with the linguistic differences and features;
- master the English language better in its diversity and multiplicity of varieties;
- analyse texts, listening tracts in British English, American English, etc. and dwell on their specific linguistic features.

## ASSESSMENT

Students' assessment is based on their performance pertaining to the aforementioned requirements and tasks, the development of the skills and the grading plan is as follows:

	<b>Grading plan</b>	<b>%</b>
	Attendance	10%
	Mid-term test	10%
	Exercises and participation in seminars	10%
	Assignment	10%
	Final Examination	60%
<b>Total</b>		100%

## COMPULSORY BIBLIOGRAPHY

- Baugh, Albert C. and Cable, Thomas. *A history of English language*, London: Routledge (1991).
- Jenkins, Jeniffer *World Englishes*. Oxford: Oxford University Press (2000).
- Kovecses, Zoltan *American English (An Introduction)*, Peterborough, Canada: Boadview Press (2000).
- Trudgill, Peter and Hannah, Jean. *International English: Guide to Varieties of Standard English*, third ed. University of North London (1994).

## RECOMMENDED BIBLIOGRAPHY

- Hudson, Richard A. *Sociolinguistics*, Cambridge University Press (1996), (Botimi në shqip "Sociolinguistika" nga DITURIA 2004).
- Garret, Peter *Attitudes to language*, Cambridge University Press (2011)
- Tamo, D.: Punimi i disertacionit me temë: "Probleme të evoluimit të gjuhës angleze: varianti britanik dhe ai amerikan. Ndryshimet leksikore mes dy varianteve", Biblioteka Kombëtare (2007)

- Shijaku, F.: Punimi i disertacionit me temë “*Ndryshime fonetike, ortografike dhe gramatikore të anglishtes britanike dhe amerikane dhe strategjitë e njohjes dhe zbatimit të tyre në shkollën shqiptare*”, Biblioteka Kombëtare (2013)

### Language C (4)

Course Syllabus	
<b>Module:</b>	Language C (4)
<b>Cycle of study:</b>	Bachelor
<b>Area of study</b>	English
<b>Curricular Course</b>	Modern Languages
<b>Course:</b>	I
<b>Year/Term:</b>	II/II
<b>ETCS:</b>	4 ECTS
<b>Lectures:</b>	
<b>Seminars:</b>	40 contact classes
<b>Course Lecturer/s:</b>	

#### COURSE DESCRIPTION:

This course aims to provide students with a basic knowledge of English language and to use it as a communication tool in everyday life and in different environments where there may be need to use this language as a means of communication.

#### COURSE OBJECTIVES:

At the end of the course students should be able:

- to ask and answer questions in the English language on various topics of everyday life.
- to communicate with other English speakers without having understanding problems .
- to discuss various topics provided in the book but also by the students.
- to use the concepts of the English language in official documents, informal letters, electronic messages and different stories.
- to create and write stories using the appropriate vocabulary obtained during these weeks.
- to read and understand the text with various registers and then be able to process it.

#### EXPECTED RESULTS:

- To enable fluent communication.
- To provide students with grammatical knowledge.
- To enable students to participate in a full and comprehensive discussions.
- To help students to read and write fluently in English.

#### DIDACTIC METHOD:

The methodology used includes the student’s book and the workbook, different papers, presentations and group work.

#### ASSESMENT

- Midterm test 1: 20%
- Midterm test 2 = 20%
- Class participation (includes participation in class and written assignments during the semester) = 30%
- Final test = 30%

### COMPULSORY BIBLIOGRAPHY

- Harris M, Mower D, Sikorzysnka A. New Opportunities Intermediate, Student's book, Longman
- Harris M, Mower D, Sikorzysnka A , New Opportunities Intermediate Language Powerbook, Longman

### RECOMMENDED BIBLIOGRAPHY

This course is based on the above mentioned method, but students will be asked to refer to books, magazines and internet in order to acquire additional knowledge on topics they have to discuss and write about.

### Public Relations

Course Syllabus	
<b>Module:</b>	Public Relations
<b>Cycle of study:</b>	Curricula in First Cycle, Second Year
<b>Area of study:</b>	English Language
<b>Curricular Course:</b>	Bachelor
<b>Course:</b>	II
<b>Year/Term:</b>	II/II
<b>ECTS:</b>	ECTS = 4
<b>Lectures</b>	
<b>Seminars:</b>	40 contact classes
<b>Course lecturers:</b>	Dr. Miranda Veliaj, Dr. Jonida Petro, Dr. Rozana Bela, MSc.Ermal Çomo, PhD Candidate, MSc.Anisa Agolli, PhD Candidate

### COURSE DSECRPTION:

This subject aims at providing general information on the processes, practices and effects of Public Relations as one of the main areas of the communication genre and a career advisory for the students as well. It offers the possibility to elaborate and understand the ways through which public relations develop and affect a number of other areas which are connected to economy, social life, and a country's politics. The subject is done in the first or second semester of the first cycle of studies and is one of the elective disciplines offered as an option to the second year students. Theoretical knowledge is intertwined with the practical ones, and priority is given to the application of the knowledge in regard with the practical aspect. Assignments in the form of different projects done by the students individually or in group work have to be presented at

class. Some of the issues considered concern general knowledge in Public Relations; practical function, discussions and creative thinking, the preparation of strategies and plans of action, the application of the PR strategies, the control of the audience, the market domination etc.

### **OBJECTIVES OF THE COURSE:**

This course aims to help students in:

- Absorbing the critical thinking processes which have to do with organizational problem solving and decision-taking in different situations and conditions.
- Focusing on Public Relations as a good authentic career and it provides possibilities to develop and understand the ways through which Public Relation decisions affect a number of other professions.
- getting to know and exploring some of the problems the public relations practitioners face nowadays in a growing global and technological dimension at a time when lots of cultures and traditions meet each-other.

### **EXPECTED OUTCOMES:**

By the end of the course students will have acquired the basic knowledge on processes, practices and effect of public relations in order to understand and develop the ways through which public relation decisions affect the everyday life of the practitioners of the field as well as a number of professions.

### **DIDACTIC METHODS:**

The Didactic methods to be used are the seminars, presentations, group discussions as well as the different exercises which will be done in order to clarify the different problems and issues.

### **EVALUATION**

Students will be evaluated based on their participation during seminar classes, how active will they be during classes as well as based on the presentation which will be presented in front of the class on the presentation day. The assignment which will be presented in power point at class must have the introduction, the body and an ending. The presentation time must not be longer than 10 minutes per student/group. Students must attend classes in accordance to the faculty regulations. Three methods will be used in evaluating the students. The evaluation will be done in accordance with the tree organizational directions of the subject:

- 20% of the final evaluation will depend on the attendance and participation.
- 20% practical presentation during the semester.
- 60% the result of the final exam at the end of the semester.

### **COMPULSORY BIBLIOGRAPHY**

- *Eric Yaverbaum and Bob BLY, .(2001) Public Relation Kit for Dummies.* Wiley Publishing Inc.

### **RECOMMENDED BIBLIOGRAPHY**

- Electronic and printed media study cases.

- <http://www.prheadquarters.com/files/cepp.html>
- <http://www.cision.com/us/resources/public-relations/>
- [http://www.orps.state.ny.us/assessor/resources/pubrelations/guidelines\\_reporters.htm](http://www.orps.state.ny.us/assessor/resources/pubrelations/guidelines_reporters.htm)
- [http://www.cerias.purdue.edu/about/public\\_relations](http://www.cerias.purdue.edu/about/public_relations)

## Business English

Course Syllabus	
<b>Module:</b>	Business English
<b>Cycle of study:</b>	Bachelor
<b>Area of study:</b>	English Language
<b>Course:</b>	Second year
<b>Year/Term:</b>	Second Year/Firts term
<b>ECTS:</b>	4 ECTS - (= 40 contact classes);
<b>Lectures</b>	0
<b>Seminars:</b>	4 ECTS - (= 40 contact classes).
<b>Course lecturers:</b>	Assoc. Prof. Adriana Dervishaj, Dr. Kristina Sheperi, Dr. Kristina Ajazi, M.Sc. Luella Liçi, Phd Candidate

### **COURSE DESCRIPTION:**

### **COURSE OBJECTIVES:**

The course aims to stimulate interest in the field of business and help in the acquisition of some of the basic concepts of business terminology in the English language and motivate a wide range of students already working in the business sector or for those preparing for a career in business. At the same time it aims to strengthen language skills and vocabulary expansion in such situations as negotiations, presentations, through the use of case studies that are based on real scenarios from the business world.

The selected materials are such that can be used in the classroom as well as they may be used by students in their homework or out of class. This enables the professor to evaluate objectively and consistently the students and the level of knowledge gained during this course.

### **EXPECTED RESULTS:**

- to help students improve their vocabulary in the business field;
- to develop the language needed for important communication skills in the business field;
- to assist in the acquisition of some of the basic terminology concepts of business;
- to strengthen the use of language skills in certain situations

### **TEACHING METHOD:**

Seminars

### **ASSESSMENT**

- midterm: 20%
- written assignment: 30%
- active participation in the classroom 10%
- final exam 40%

### COMPULSORY BIBLIOGRAPHY

- Market Leader, 3rd edition, David Cotton, David Falvey, Simon Kent, Pearson Education, 2010

### RECOMMENDED BIBLIOGRAPHY

- Intelligent Business, Tonnya Trappe, Graham Tullis, Pearson Education, 2008

### Communication Skills

Course Syllabus	
<b>Module:</b>	Communication Skills
<b>Cycle of study:</b>	Bachelor
<b>Course:</b>	III Year (English Language)
<b>Year/Term:</b>	III/I
<b>ECTS:</b>	4 ECTS - (= 40 contact classes);
<b>Lectures:</b>	2 ECTS - (= 20 contact classes);
<b>Seminars:</b>	2 ECTS - (= 20 contact classes).
<b>Course lecturers:</b>	Dr. Albana Çoni, Dr. Rudina Vrioni

### COURSE DESCRIPTION

Communication Skills is a basic course designed to offer comprehensive coverage of the fundamentals of human communication.

As an introductory course in human communication students will learn about basic communication theories and explore different types of communication, such as interpersonal, small group, and public communication. They will have opportunities to develop and apply communication skills by completing exercises and assessments, participating in group interactions, and delivering presentations.

Students will work on developing effective critical thinking, problem solving, and decision making skills. These skills are essential for success as a communicator. As part of the syllabus, lecturers will connect class discussions and activities to the communication venues that most affect students—the workplace, home, and community. The classroom format will combine discussions, presentations, and small group activities.

This course fulfills the basic oral communication requirement for the Bachelor Degree

### COURSE OBJECTIVES

Basic course objectives are to familiarize students with basic communication theory, to encourage learning by participation, discussion, and reflection, to assist students in conducting

research, writing, and verbally presenting ideas, to enhance speaking skills of an interpersonal and public nature, and to develop high-demand workforce skills valued by employers.

## EXPECTED OUTCOMES

To become competent communicators, students must understand the role of their communication choices and behaviors within their social context, whether public or private, with large audiences or with individual partners, within cultures and across cultures. In addition, they should understand the factors that influence their decision-making, and the factors that affect the potential success or failure of their communication efforts. They will need to learn how to translate their goals as communicators into effective messages. Contemporary students need to be aware of the potential of new media and emerging information technologies both to enhance and impair the quality of communication. Above all, it is imperative that students are introduced to the complex ethical issues that will face communicators in a multicultural and technologically complex society.

## ASSESSMENT

- Final grade will be result of: final test 60%, midterm test and continuous participation and assesment, 40%.
- The Course Syllabus may be subject to change according to students' achievements and expectancies.

## COMPULSORY BIBLIOGRAPHY

*An Introduction to Human Communication; Understanding and Sharing, seventh edition, by Judy Pearson & Paul Nelson*

## RECOMENDED BIBLIOGRAPHY

1. *Communication Principles for a lifetime, Steven A. Beebe, Suzan J. Beebe, DianaK Ivy; Allyn and Bacon*
2. *Human communication- 4-th edition, J. Pearson, P. Nelson, S. Titsworth, L. Harter*

## American Literature 1

Course Syllabus	
<b>Module:</b>	American Literature 1
<b>Cycle of study:</b>	Bachelor
<b>Area of study:</b>	Literature
<b>Curricular Course:</b>	English
<b>Course:</b>	III
<b>Year/Term:</b>	III /I
<b>ECTS:</b>	4 ECTS
<b>Lectures</b>	20 contact classes
<b>Seminars:</b>	20 contact classes
<b>Course lecturers:</b>	Prof. Dr. Maks Daiu, Brunilda Kondi

## COURSE DESCRIPTION:

American Literature 1 is a course taught in the first semester of the third year of study and has four credits. The course is carried out in English.

### **COURSE OBJECTIVES:**

The course aims at familiarizing students with the major movements, periods, and authors of American literature from its beginnings to the present. It will cover the three genres, fiction, poetry and drama, focusing especially on their development during the 19th and 20th century. Literary texts are placed in the wider social and historical context of their time and understood as significant manifestations of their culture.

### **LEARNING OUTCOMES:**

Upon successful completion of the course, students will be able to identify and analyze:

- Characteristics of American romanticism in the three literary genres: poetry, prose, and drama;
- Some of the representative writers in the three genres;
- One literary work from each of the main writers.

**Note:** Each student will work on a course research paper.

### **GRADING:**

- Mid-term exam: 20%
- Course Project: 30%
- Attendance and Participation: 10%
- Final Exam: 40%

### **COMPULSORY BIBLIOGRAPHY**

- Daiu, Maks, *American Literature: Beginnings to Naturalism* (New Edition), Albas, Tiranë, 2015.
- Daiu, Maks, *Modern American Literature* (New Edition), Albas, Tiranë, 2015.
- Daiu, Maks, *Contemporary American Literature*, Albas, Tiranë, 2014.
- Daiu, Maks, “*Profile prozatorësh modernë amerikanë*”, Shtëpia Botuese e Librit Universitar, Tiranë, 2000.

### **RECOMMENDED BIBLIOGRAPHY**

- Bayam, Nina et al. eds., *The Norton Anthology of American Literature*, 4<sup>th</sup> ed., 2 vols., W.W. Norton & Company, New York, 1994.
- Daiu, Maks, “*Studime mbi romanin bashkëkohor amerikan*”, Shtëpia Botuese e Librit Universitar, Tiranë, 1997.

### **Translation 1**

## **Course Syllabus**

<b>Module:</b>	Translation 1
<b>Cycle of Study:</b>	Bachelor
<b>Curricular Course</b>	Third Year (English Language, British and American Studies)
<b>Year/Term:</b>	III/V
<b>ECTS:</b>	4 ECTS - (= 40 contact classes);
<b>Lectures:</b>	1.5 ECTS - (= 15 contact classes);
<b>Seminars:</b>	2.5 ECTS - (= 25 contact classes).
<b>Course lecturers:</b>	Prof. Dr. Viktor Ristani, Dr. Iris Klosi, Dr. Orges Selmani, M.Sc. Nejla Qafmolla, PhD Candidate, M.Sc. Ermal Çomo, PhD Candidate

## **COURSE DESCRIPTION**

The module "Translation 1" intended for third year students, respectively English Language and British and American Studies profiles, will enable students to structure and transfer texts from English to Albanian and vice versa making sure that equivalent, or similar effects are produced to the degree the expressive linguistic means of Albanian and English, as well as other linguistic and extra-linguistic factors permit, through approaching language as a system, through considering translation both as a process and product, as well as through combining text discourse analysis, comprehension and interpretation, not only at the micro, but also at the macro level.

Introducing authentic and problem-solving linguistic materials, in compliance with the level of linguistic and cultural proficiency acquired during the first two years of study, carefully selected from the wide range of genres, styles, and registers for the English and American literature, as well as from the corpus of written and spoken discourse, will contribute to involving and combining translation with British and American Studies, with a view to enabling students to become familiar, not only with the language, but also the life, culture, civilization, institutions, etc. in the English speaking countries.

## **COURSE OBJECTIVES:**

- practical and theoretical consideration of the grammatical, lexical, and stylistic phenomena in English and Albanian;
- establishing an organic connection between the various modules and translation viewed from the practical and applicability perspective , in the light of the multidisciplinary and interdisciplinary relationships;
- integrating the wide range of personal and interpersonal skills and abilities in approaching and manipulating texts of various genres and functional styles;
- developing various disciplinary, interdisciplinary, and multidisciplinary competences;
- enhancing the students' awareness about the presence of various functional styles and the importance for their manipulation;
- developing and mastering problem-solving techniques and strategies related to the comprehension and translation of texts introducing various degrees of textual difficulty;

## **EXPECTED LEARNING OUTCOMES:**

Upon completion of the module, through developing a variety of disciplinary, interdisciplinary and multidisciplinary competences, the students are expected to have enhanced their awareness in relation to the role translation plays in the communication process and its relevance to English language teaching and learning.

In this context, it is believed and expected that through approaching practically and theoretically the relevant grammatical, lexical, and stylistic phenomena in English and Albanian, relying on the principle that “no translation problems, no translation theory”, the students will be able to identify and establish organic relationship between the various course modules and translation both in practical and applicability terms, viewed from the multidisciplinary and interdisciplinary perspective.

## **TEACHING METHODOLOGY**

- Interactive lectures
- Simulated situations
- Group work
- Presentation of a course assignment and project

## **ASSESSMENT**

- 30% refers to assessment for the course assignments and tests during the term (2 course assignments, one assignment is an essay, approximately 3 typed A4 format (1000 words) pages, the other is a translation of 20 A4 format (1000 words) pages).
- 20% refers to assessment for a mid-term test
- 10% refers to assessment for active participation during contact classes
- 40% refers to assessment for the final test

## **COMPULSORY BIBLIOGRAPHY**

- Hatim, B. and Munday, J. *Translation: An advanced resource book*, Routledge, 2004.

## **RECOMMENDED BIBLIOGRAPHY**

- Baker, M., *“In other Words”, - A Coursebook on Translation*, Routledge, London and New York, 1992.
- Bell R.T. *“Translation and Translating” - Theory and Practice*, Longman, London and New York, 1998
- Newmark, P. (1988) *A Textbook of Translation*. London: Prentice Hall.
- Ristani, V., *Kontribut në Studimet Përkthimore gjatë viteve '90”* (Monograph), Seria e Studimeve Përkthimore, GEER, Tirana, 2010.
- Robinson, D., *Becoming a Translator – An Accelerated Course*, Routledge, London and New York, 1997.
- Snell-Hornby, M. *Translation Studies - An Integrated Approach*, John Benjamin B., Amsterdam, Philadelphia 1988.

## **Didactics of Foreign Language 1**

### **Course Syllabus**

<b>Module:</b>	Didactics of foreign language 1
<b>Cycle of study:</b>	Bachelor
<b>Area of study</b>	Methodology
<b>Curricular course</b>	English Language
<b>Course:</b>	III
<b>Year/semester:</b>	III/I
<b>ETCS:</b>	40 contact classes/4 ECTS
<b>Lectures:</b>	30 contact classes/3 ECTS
<b>Seminars:</b>	10 contact classes/1 ECTS
<b>Course lecturer/s:</b>	Prof. Dr. Shpresa Delija, Dr. Pandora Teta, Dr. Elvana Shtepani.

## **COURSE DESCRIPTION**

Didactics foreign language 1 is a discipline that is closely related to other disciplines such as linguistics, psychology, psycholinguistics, sociolinguistics, and education sciences. The course equips students of the first cycle of studies with basic theoretical knowledge of teaching English as a foreign language in high school.

During the course, students will be introduced to the historical background of the didactics of foreign languages 1. They will also learn about the approach of this discipline towards learning a foreign language, the concepts of communicative competence in a foreign language and teachers' beliefs and attitudes towards foreign language learning etc. Students become familiar with basic concepts about the pedagogy of teaching of foreign languages. The course helps students reflect on their attitudes toward foreign languages and the role of teachers, making them analyse, improve and benefit from techniques that promote active learning of students in a changing context.

## **COURSE OBJECTIVES**

This course aims to

- provide students with the basic knowledge about the context of teaching / learning of a foreign language
- equip students of the first cycle of studies with basic theoretical knowledge and practical skills for foreign language teaching in high school.
- understand and identify different teaching methods and techniques.
- analyse and have a critical opinion on different theories or strategies of teaching / learning.

## **EXPECTED OUTCOMES:**

By the end of the course students will be able to:

- compare different methodologies of teaching / learning of foreign languages.
- distinguish between the foreign language didactics and the didactics of the mother tongue.
- demonstrate a high level of basic knowledge about different types of methods of foreign language teaching techniques.
- demonstrate high level skills in discussions and debates about the issues raised in lectures.
- present various topics individually and in group.

- analyse and give opinions about classmates' presentations.
- demonstrate good skills in writing assignments assigned by the instructor.

### **Topics covered during the course:**

- The object of didactics study of foreign languages: basic concepts
- Teaching foreign languages and teaching context of foreign languages. Didactic and pedagogical concepts.
- A historical overview of teaching methods and approaches to foreign languages learning.
- The Grammar-Translation Method
- The Direct Method and The Audio-Lingual Method
- The Silent Way and Desuggestopedia
- Communicative Language teaching and Total Physical Response
- Cooperative Learning
- Task based learning
- Active learning
- Teacher and student - their role in Teaching and Learning. Patterns of interaction in the classroom.
- Cultural and intercultural dimensions of teaching foreign languages (1)
- Cultural and intercultural dimensions of teaching foreign languages (2)
- Theories of foreign language learning (1)
- Theories of foreign language learning (2)
- Foreign languages teaching strategies
- Learning Autonomy
- Framework of Reference for Modern Languages. Multilingualism
- The European portfolio of languages

### **TEACHING METHODOLOGY**

- Lectures
- Group work
- Individual work
- Teaching simulation
- Presentation of a course project

### **ASSESSMENT**

- Active participation during seminars: 20%.
- Presentation of assignments: 30%.
- Each student must present an assignment on a topic assigned by the professor. Presentations will take place during seminars in Power Point. It is mandatory for students to send them by e-mail one week before the presentation.
- The final exam: 50%.

### **COMPULSORY BIBLIOGRAPHY**

- Diane Larsen Freeman, Techniques and Principles in Language Teaching, Second Edition, Oxford University Press, 2008
- Jeremy Harmer, How to Teach English, Pearson education Limited 2010
- European Common Framework of Modern languages

## RECOMMENDED BIBLIOGRAPHY AND SITES

- [http://americanenglish.state.gov/files/ae/resource\\_files/language\\_teaching\\_methods\\_teachers\\_handbook.pdf](http://americanenglish.state.gov/files/ae/resource_files/language_teaching_methods_teachers_handbook.pdf)
- <http://recursos.udgvirtual.udg.mx/biblioteca/bitstream/123456789/1449/1/>
- [http://cai.sg.inter.edu/reveduc\\$/prdocs/V58A12.pdf](http://cai.sg.inter.edu/reveduc$/prdocs/V58A12.pdf)
- [https://www.academia.edu/5005561/TEACHING\\_METHOD\\_COMMUNITY\\_LANGUAGE\\_LEARNING](https://www.academia.edu/5005561/TEACHING_METHOD_COMMUNITY_LANGUAGE_LEARNING)
- <http://www2.vobs.at/ludescher/Alternative%20methods/community%20language%20teaching.htm>
- [www.c-english.com/files/tpr.pdf](http://www.c-english.com/files/tpr.pdf)
- [http://www.cambridge.org/other\\_files/downloads/esl/booklets/Richards-Communicative-Language.pdf](http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Communicative-Language.pdf)
- <http://www.pearsonhighered.com/samplechapter/0131579061.pdf>
- <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/task-based%20language%20teaching.pdf>
- <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/taskbasedlanguage Teaching.html>
- [http://www.kansai-u.ac.jp/fl/publication/pdf\\_education/04/5rodellis.pdf](http://www.kansai-u.ac.jp/fl/publication/pdf_education/04/5rodellis.pdf)
- [http://wikieducator.org/images/e/e3/Twelev\\_Roles\\_of\\_a\\_Lecturer.pdf](http://wikieducator.org/images/e/e3/Twelev_Roles_of_a_Lecturer.pdf)
- <http://www.lse.ac.uk/intranet/staff/teachingAtLSE/graduateTeachingAssistantsHandbook/section1/rolesAndResponsibilities.aspx>
- [http://en.wikibooks.org/wiki/Constructivism\\_%26\\_Technology/Individual\\_Learners](http://en.wikibooks.org/wiki/Constructivism_%26_Technology/Individual_Learners)
- [http://www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)

### Text Analysis of Language B (5)

Course Syllabus	
<b>Module:</b>	Text analysis of Language B (5)
<b>Cycle of study:</b>	Bachelor
<b>Area of study</b>	Linguistics
<b>Curricular course</b>	Translation/ English Language/ British and American Studies
<b>Course:</b>	III
<b>Year/semester:</b>	III/I
<b>ETCS:</b>	4 ECTS
<b>Lectures</b>	0
<b>No. of seminars</b>	40 contact classes/ 4 ECTS
<b>Course lecturer/s:</b>	Prof.Dr. Shpresa Qatipi, Prof. Dr. Daniela Tamo, Dr. Albana Qazimi, Dr. Elvana Shtepani, Dr. Hatixhe Sejdini, Dr. Viola Shaba, Dr.Leonora Lumezi, Dr. Albana Shijaku.

## **COURSE DESCRIPTION**

Text Analysis of Language B (5) is a subject, which prepares students to achieve the advanced level of English, CPE. This course aims to further develop students' communication skills, emphasizing a comprehensive preparation and student training. This course aims at further developing the four basic learning skills such as reading, listening, speaking and writing. It also aims at enriching the vocabulary and ensures progress in the field of grammar, regardless of it being studied as a separate subject.. The course aims for students to be able to deconstruct texts of different types and registers coming from different areas of social and scientific development. Students develop the necessary skills to communicate by using not only the opportunities provided by the everyday language but it also provides a wide range of academic language materials to successfully face the challenges of life.

## **COURSE OBJECTIVES**

The course aims to:

- Consolidate and enhance the skills of reading at the highest academic level, so that students are able to read and understand scientific texts and journals or newspapers from different fields of life in the UK, the US or elsewhere.
- Equip students with the skills to use different ways of communication in various fields by using different strategies such as reading between the lines, guessing meaning, making predictions, speculating and being aware of the different meanings that the language might have in different contexts along with the successful development of skimming and scanning skills.
- Develop further the listening skills, which rise to a higher level and applying them for specific tasks, as appropriate, with authentic materials.
- Develop the skills of writing at proficiency level focusing on the selection of specific information, the reader or the most appropriate register for this level.
- Develop the skills of speaking with a special emphasis on social interaction, the language of transactions, negotiations and hypotheses.
- Enrich the vocabulary and apply it during the different activities that the course provides. Deduction associated with guessing meaning from context is particularly significant because the texts used during the course contain information expressed by unknown words for the students.
- Improve students' skills in the area of formal and informal style.

## **EXPECTED OUTCOMES**

By the end of the course students should be able to:

- Read, comprehend and use texts of different genre from different areas of the academic world;
- Understand details, different meanings of words, phrases and sentences, implied meaning, organization and structure of texts;
- Communicate freely and effectively by using academic vocabulary for different issues;
- Produce written texts of different topics, which have an impact on the development of a country, by using the proper vocabulary and the correct grammatical structures;

- Select texts and classify them for example according to their genre;
- Sit different tests appropriate for this level of proficiency.

## TEACHING METHODOLOGY

A wide range of exercises, group work, discussions and individual as well as group presentations will be used throughout the course. The student book, the workbook, photocopiable materials from the teacher's book, videos, authentic materials are among the main materials used during the course.

## ASSESSMENT

- Individual writing tasks (essay, report, letters, proposals etc.): 4 – 10%
- Mid terms test: 1-- 15%
- Presentations about the topics covered in class: 10%
- Questionnaires: 5 – 5%
- Participation in discussions: 10%
- Participation and preparation of work according to topics covered: 20%
- Final test: 30 %

## COMPULSORY BIBLIOGRAPHY

- Roderick, M. Nuttall, C & Kenny N. Proficiency EXPERT. Coursebook, Pearson Education Limited 2013
- Roderick, M. Nuttall, C & Kenny N. Proficiency EXPERT. Student's Resource Book, Pearson Education Limited 2013

## RECOMENDED BIBLIOGRAPHY

Recommended dictionaries:

- Oxford Advanced Learner's Dictionary;
- The Oxford Duden Pictorial English Dictionary;
- Dictionary of British Place Names; the American Heritage Dictionary;
- A Dictionary of Catch-Phrases; Oxford Thesaurus;
- Webster's Dictionary of Synonyms and Antonyms
- Additional materials from newspapers and magazines

### Language C (5)

Course Syllabus	
<b>Module:</b>	Language C (5)
<b>Cycle of study:</b>	Bachelor
<b>Area of study</b>	English
<b>Curricular Course</b>	Modern Languages
<b>Course:</b>	III
<b>Year/Term:</b>	III/I
<b>ETCS:</b>	4 ECTS

<b>Lectures:</b>	40 contact classes
<b>Seminars:</b>	
<b>Course Lecturer/s:</b>	

### **COURSE DESCRIPTION:**

This course aims to provide students with a basic knowledge of English language and to use it as a communication tool in everyday life and in different environments where there may be need to use this language as a means of communication.

### **COURSE OBJECTIVES:**

At the end of the course students should be able:

- to ask and answer questions in the English language on various topics of everyday life.
- to communicate with other English speakers without having understanding problems.
- to discuss various topics provided in the book but also by the students.
- to use the concepts of the English language in official documents, informal letters, electronic messages and different stories.
- to create and write stories using the appropriate vocabulary obtained during these weeks.
- to read and understand the text with various registers and then be able to process it.

### **EXPECTED RESULTS:**

- to enable fluent communication.
- to provide students with grammatical knowledge.
- to enable students to participate in a full and comprehensive discussions.
- to help students to read and write fluently in English.

### **DIDACTIC METHOD:**

The methodology used includes the student's book and the workbook, different papers, presentations and group work.

### **ASSESSMENT**

- Midterm test 1: 20%
- Midterm test 2 = 20%
- Class participation (includes participation in class and written assignments during the semester) = 30%
- Final test = 30%

### **COMPULSORY BIBLIOGRAPHY**

- Harris M, Mower D, Sikorzysnka A. New Opportunities, Upper-Intermediate, Student's book, Longman
- Harris M, Mower D, Sikorzysnka A , New Opportunities, Upper-Intermediate Language Powerbook, Longman

## RECOMMENDED BIBLIOGRAPHY

This course is based on the above mentioned method, but students will be asked to refer to books, magazines and internet in order to acquire additional knowledge on topics they have to discuss and write about.

### Comparative and Contrastive Grammar

Course Syllabus	
Module	Comparative and Contrastive Grammar
Cycle of study:	Bachelor
Area of study	Linguistics
Curricular Course	British and American Studies English Language
Course	III
Year / Term	III / VI
ETCS	4
Number of Lectures	30
Number of Seminars	10
Course Lecturers	Assoc. Prof. Dr. Ukë Buçpapaj, Dr. Erjon Agolli

#### MODULE DESCRIPTION

#### COURSE OBJECTIVES:

- to provide knowledge on comparative methods
- to provide knowledge on contrastive methods
- to provide knowledge on corrective methods
- to provide knowledge on identifying and avoiding language transfer

#### EXPECTED RESULTS:

- Students are expected to build the skills required for avoiding Albanian interference while using English, as well as for avoiding English interference while using Albanian. Profound acquisition of both English and Albanian.

#### DIDACTIC METHOD:

- Lectures and seminars

#### ASSESSMENT:

- Mid-term exam: 20%
- Course assignment: 30%
- Attendance and active participation: 10%
- Final exam: 40%

## COMPULSORY BIBLIOGRAPHY:

- Akademia e Shkencave e Republikës së Shqipërisë, *Gramatika e gjuhës shqipe, I*, Tiranë, Shqipëri, 1995; 452 pages.
- Akademia e Shkencave e Republikës së Shqipërisë, *Gramatika e gjuhës shqipe, II*, Tiranë, Shqipëri, 1997; 684 pages.
- Betty Schramper Azar, *Understanding and Using English Grammar*, Pearson ESL, London, UK, 2009; 530 pages.
- Rodney D. Huddleston, *The Cambridge Grammar of the English Language*, Cambridge University Press, London, UK, 2002; 1860 pages.
- Sidney Greenbaum, *The Oxford English Grammar*, Oxford University Press, New York, USA, 1996; 672 pages.
- Ukë ZENEL Buçpapaj, *Using Tests for Correct English*, “ADER”, Tiranë, Shqipëri, 2017; 250 pages.

## RECOMMENDED BIBLIOGRAPHY:

- Michael Swan, *Basic English Usage*, Oxford University Press, London, UK, 1986; 288 pages.
- Randolph Quirk, *A Comprehensive Grammar of the English Language*, Longman, London, UK, 1985; 1779 pages.

### Text Analysis of Language B (6)

Syllabus	
<b>Module:</b>	Text analysis of Language B (5)
<b>Cycle of study:</b>	Bachelor
<b>Area of study:</b>	Translation/ English Language/ British and American Studies
<b>Curricular course</b>	English Language
<b>Course:</b>	III
<b>Year/semester:</b>	III/II
<b>ETCS:</b>	4 ECTS
<b>Lectures:</b>	0
<b>Nr. of seminars</b>	40 contact classes/ 4 ECTS
<b>Subject lecturer/s:</b>	Prof. Dr Shpresa Qatipi, Prof. Dr. Daniela Tamo, Dr. Albana Qazimi, Dr.Elvana Shtepani, Dr.Hatixhe Sejdini, Dr.Viola Shaba, Dr.Leonora Lumezi, Dr. Albana Shijaku.

## COURSE DESCRIPTION

Text Analysis of Language B (5) is a subject, which prepares students to achieve the advanced level of English, CPE. This course aims to further develop students' communication skills, emphasizing a comprehensive preparation and student training. This course aims at further developing the four basic learning skills such as reading, listening, speaking and writing. It also aims at enriching the vocabulary and ensures progress in the field of grammar, regardless of it being studied as a separate subject. The course aims for students to be able to deconstruct texts of different types and registers coming from different areas of social and scientific development.

Students develop the necessary skills to communicate by using not only the opportunities provided by the everyday language but it also provides a wide range of academic language materials to successfully face the challenges of life.

## **COURSE OBJECTIVES**

The course aims to:

- Consolidate and enhance the skills of reading at the highest academic level, so that students are able to read and understand scientific texts and journals or newspapers from different fields of life in the UK, the US or elsewhere.
- Equip students with the skills to use different ways of communication in various fields by using different strategies such as reading between the lines, guessing meaning, making predictions, speculating and being aware of the different meanings that the language might have in different contexts along with the successful development of skimming and scanning skills.
- Develop further the listening skills, which rise to a higher level and applying them for specific tasks, as appropriate, with authentic materials.
- Develop the skills of writing at proficiency level focusing on the selection of specific information, the reader or the most appropriate register for this level.
- Develop the skills of speaking with a special emphasis on social interaction, the language of transactions, negotiations and hypotheses.
- Enrich the vocabulary and apply it during the different activities that the course provides. Deduction associated with guessing meaning from context is particularly significant because the texts used during the course contain information expressed by unknown words for the students.
- Improve students' skills in the area of formal and informal style.

## **EXPECTED OUTCOMES**

By the end of the course students should be able to:

- Read, comprehend and use texts of different genre from different areas of the academic world;
- Understand details, different meanings of words, phrases and sentences, implied meaning, organization and structure of texts;
- Communicate freely and effectively by using academic vocabulary for different issues;
- Produce written texts of different topics, which have an impact on the development of a country, by using the proper vocabulary and the correct grammatical structures;
- Select texts and classify them for example according to their genre;
- Sit different tests appropriate for this level of proficiency.

## **TEACHING METHODOLOGY**

A wide range of exercises, group work, discussions and individual as well as group presentations will be used throughout the course. The student book, the workbook, photocopiable materials from the teacher's book, videos, authentic materials are among the main materials used during the course.

## ASSESSMENT

- Individual writing tasks (essay, report, letters, proposals etc.): 4 – 10%
- Mid terms test: 1-- 15%
- Presentations about the topics covered in class: 10%
- Questionnaires: 5 – 5%
- Participation in discussions: 10%
- Participation and preparation of work according to topics covered: 20%
- Final test: 30 %

## COMPULSORY BIBLIOGRAPHY

- Roderick, M. Nuttall, C & Kenny N. Proficiency EXPERT. Coursebook, Pearson Education Limited 2013
- Roderick, M. Nuttall, C & Kenny N. Proficiency EXPERT. Student's Resource Book, Pearson Education Limited 2013

## RECOMENDED BIBLIOGRAPHY

Recommended dictionaries:

- Oxford Advanced Learner's Dictionary;
  - The Oxford Duden Pictorial English Dictionary;
  - Dictionary of British Place Names;
  - The American Heritage Dictionary;
  - A Dictionary of Catch-Phrases;
  - Oxford Thesaurus;
  - Webster's Dictionary of Synonyms and Antonyms
- 
- Additional materials from newspapers and magazines

### American Literature 2

Course Syllabus	
<b>Module:</b>	American Literature 2
<b>Cycle of Study:</b>	Bachelor
<b>Area of Study:</b>	Literature
<b>Year/Term:</b>	III/VI
<b>ECTS:</b>	4 ECTS
<b>No. Lectures:</b>	20 contact classes
<b>Nr. Seminars:</b>	20 contact classes
<b>Course professor(s):</b>	Prof. Dr. Maksim DAIU, Dr. Albert SHEQI;

## COURSE DESCRIPTION

*American Literature 2* is the second part of *American Literature 1* (which is a course taken by third-year bachelor students during the first semester.) *American Literature 2* is taken in the second term of the third year of studies and it has four (4) ECTS. The language of this course is English.

## Course Objectives:

The course aims at familiarizing students with the major movements, trends and authors of Modern American literature. It will cover the three genres, fiction, poetry and drama, focusing especially on their development during the period of modernism, from 1910 to the end of the World War II. Literary texts are placed in the wider social and historical context of their time and understood as significant manifestations of American culture.

## Learning Outcomes:

Upon successful completion of this course, students acquire knowledge about:

- the characteristics of American modernism in the three genres: poetry, fiction and drama,
- some of the main representatives of the three genres,
- one work by the main representative authors.

**N.B.** Each student shall hand in a mid-term paper.

## GRADING COMPONENTS

Student performance and attendance; 40 %

Final examination: 60 %

## COMPULSORY BIBLIOGRAPHY

- Bayam, Nina et al. eds., *The Norton Anthology of American Literature*, 4<sup>th</sup> ed., 2 vols., W.W. Norton & Company, New York, 1994.
- Daiu, Maks, *Modern American Literature*, Albass, Tiranë, 2015.
- Daiu, Maks, *Contemporary American Literature*, Albass, Tiranë, 2015.

## RECOMMENDED BIBLIOGRAPHY

- Cunliffe, Marcus, *The Literature of the United States of America*, 4<sup>th</sup> ed., Penguin Books, London, 1991.
- Daiu, Maks, *American Literature: Beginnings to Naturalism*, Shtëpia Botuese e Librit Universitar, Tiranë, 2007.
- Daiu, Maks, “*Profile prozatorësh modernë amerikanë*”, Shtëpia Botuese e Librit Universitar, Tiranë, 2000.
- Daiu, Maks, “*Studime mbi romanin bashkëkohor amerikan*”, Shtëpia Botuese e Librit Universitar, Tiranë, 1997.
- Spiller, Robert E. *The Cycle of American Literature*. 3<sup>rd</sup> ed. New York: The Free Press, 1966.

## Foreign Language Didactics 2

Course Syllabus	
Module:	Foreign Language Didactics 2
Cycle of Study	First Cycle

<b>Field of study</b>	English
<b>Curricular course</b>	Bachelor
<b>Course:</b>	Third Year
<b>Year / Term:</b>	III/ second term
<b>ECTS:</b>	40 classes / 4 credits
<b>Lectures</b>	20 classes/ 2 credits
<b>Seminars:</b>	20 classes/ 2 credits
<b>Course lecturers:</b>	Prof.Dr. Elida Tabaku, Dr. Ogerta Koruti, Dr. Vjollca Tabaku

## MODULE DESCRIPTION

### COURSE OBJECTIVES:

- This course aims to:
- introduce and prepare the students with the basic theoretical and practical knowledge of the didactics of foreign languages in language classes
- make the students get acquainted with and learn skills in teaching foreign languages including the primary and integrated ones.
- get students acquainted with the organization, types and composition of the didactic unit
- equip students with general knowledge that serve as the basis for a deeper and specific education in the second cycle studies in their further training as teachers.

### EXPECTED LEARNING OUTCOMES:

- Students will acquire the basic theoretical and practical knowledge of the foreign language didactics;
- Students will understand and apply primary and integrated skills in teaching foreign languages;
- Students will understand and apply different types and organisations of the didactic unit;
- Students will have general knowledge, a sound basis for a thorough and specific education in their further studies;

### COURSE PROGRAM

- Development of primary and integrated teaching skills in foreign languages.
- Development of comprehension and reading skills.
- Development of listening comprehension and listening skills.
- Development of speaking and writing skills in foreign languages.
- The didactic unit in a foreign language lesson. Basic principles of designing a didactic unit.
- Types of didactic units according to the context in which they are used. Similarities and differences.
- Stages of development of a didactic unit.
- Motivation and its role in enhancing the quality of learning a foreign language.
- Powers and profile of foreign language teachers
- Testing , assessment and evaluation of students in a foreign language clas.

## TEACHING METHODS

- Lecture
- Mock lessons
- Groupwork
- Presentation of the course assignment

## Evaluation

- Active participation 20%
- Paper presentation 30%
- Final Exam 50%

## COMPULSORY BIBLIOGRAPHY

- Jeremy Harmer (2007) How To Teach English Pearson Education Limited,
- Harmer, J. (2001) The Practice of Language Teaching, Longman

## RECOMMENDED BIBLIOGRAPHY

- Thornbury, S. (2002). How to Teach vocabulary. Harlow: Longman.
- Thornbury, S. (2005). How to Teach speaking. Harlow, England: Longman.

### Language C (6)

Course Syllabus	
<b>Module:</b>	Language C (6)
<b>Cycle of study:</b>	Bachelor
<b>Area of study</b>	English
<b>Curricular Course</b>	Modern Languages
<b>Course:</b>	III
<b>Year/Term:</b>	III/II
<b>ETCS:</b>	4 ECTS
<b>Lectures:</b>	
<b>Seminars:</b>	40 contact classes
<b>Course Lecturer/s:</b>	

### COURSE DESCRIPTION:

This course aims to provide students with a basic knowledge of English language and to use it as a communication tool in everyday life and in different environments where there may be need to use this language as a means of communication.

### COURSE OBJECTIVES:

At the end of the course students should be able:

- to ask and answer questions in the English language on various topics of everyday life.
- to communicate with other English speakers without having understanding problems.

- to discuss various topics provided in the book but also by the students.
- to use the concepts of the English language in official documents, informal letters, electronic messages and different stories.
- to create and write stories using the appropriate vocabulary obtained during these weeks.
- to read and understand the text with various registers and then be able to process it.

### **EXPECTED RESULTS:**

- To enable fluent communication.
- To provide students with grammatical knowledge.
- To enable students to participate in a full and comprehensive discussions.
- To help students to read and write fluently in English.

### **DIDACTIC METHOD:**

The methodology used includes the student's book and the workbook, different papers, presentations and group work.

### **ASSESSMENT**

- Midterm test 1: 20%
- Midterm test 2 = 20%
- Class participation (includes participation in class and written assignments during the semester) = 30%
- Final test = 30%

### **COMPULSORY BIBLIOGRAPHY**

Harris M, Mower D, Sikorzysnka A. New Opportunities, Upper-Intermediate, Student's book, Longman

Harris M, Mower D, Sikorzysnka A , New Opportunities, Upper-Intermediate Language Powerbook, Longman

### **RECOMMENDED BIBLIOGRAPHY**

This course is based on the above mentioned method, but students will be asked to refer to books, magazines and internet in order to acquire additional knowledge on topics they have to discuss and write about.

### **Translation 2**

<b>Course Syllabus</b>	
<b>Module:</b>	Translation 2
<b>Cycle of Study:</b>	Bachelor
<b>Curricular Course</b>	Third Year (English Language, British and American Studies)
<b>Year/Term:</b>	III/V
<b>ECTS:</b>	4 ECTS - (= 40 contact classes);

<b>Lectures</b>	4 ECTS - (= 25 contact classes).
<b>Seminars:</b>	
<b>Course lecturers:</b>	Prof. Dr. Viktor Ristani, Prof.Asoc. Dr. Ardiana Dervishaj, Dr. Alketa Pema, Dr. Kristina Ajazi, Dr. Rozana Bela, M.Sc. Nejla Qafmolla, Doktorante, M.Sc. Ermal Çomo, Doktorant

## **COURSE DESCRIPTION**

The module "Translation 2" intended for third year students, respectively English Language and British and American Studies profiles, will enable students to structure and transfer texts from English to Albanian and vice versa making sure that equivalent, or similar effects are produced to the degree the expressive linguistic means of Albanian and English, as well as other linguistic and extra-linguistic factors permit, through approaching language as a system, through considering translation both as a process and product, as well as through combining text discourse analysis, comprehension and interpretation, not only at the micro, but also at the macro level.

Introducing authentic and problem-solving linguistic materials, in compliance with the level of linguistic and cultural proficiency acquired during the first two years of study, carefully selected from the wide range of genres, styles, and registers for the English and American literature, as well as from the corpus of written and spoken discourse, will contribute to involving and combining translation with British and American Studies, with a view to enabling students to become familiar, not only with the language, but also the life, culture, civilization, institutions, etc. in the English speaking countries.

## **COURSE OBJECTIVES:**

- practical and theoretical consideration of the grammatical, lexical, and stylistic phenomena in English and Albanian;
- establishing an organic connection between the various modules and translation viewed from the practical and applicability perspective , in the light of the multidisciplinary and interdisciplinary relationships;
- integrating the wide range of personal and interpersonal skills and abilities in approaching and manipulating texts of various genres and functional styles;
- developing various disciplinary, interdisciplinary, and multidisciplinary competences;
- enhancing the students' awareness about the presence of various functional styles and the importance for their manipulation;
- developing and mastering problem-solving techniques and strategies related to the comprehension and translation of texts introducing various degrees of textual difficulty;

## **EXPECTED LEARNING OUTCOMES:**

Upon completion of the module, through developing a variety of disciplinary, interdisciplinary and multidisciplinary competences, the students are expected to have enhanced their awareness in relation to the role translation plays in the communication process and its relevance to English language teaching and learning.

In this context, it is believed and expected that through approaching practically and theoretically the relevant grammatical, lexical, and stylistic phenomena in English and Albanian, relying on

the principle that “no translation problems, no translation theory”, the students will be able to identify and establish organic relationship between the various course modules and translation both in practical and applicability terms, viewed from the multidisciplinary and interdisciplinary perspective.

## TEACHING METHODOLOGY

- Simulated situations
- Group work
- Presentation of a course assignment and project

## ASSESSMENT

- 30% refers to assessment for the course assignments and tests during the term (2 course assignments, one assignment is an essay, approximately 3 typed A4 format (1000 words) pages, the other is a translation of 20 A4 format (1000 words) pages).
- 20% refers to assessment for a mid-term test
- 10% refers to assessment for active participation during contact classes
- 40% refers to assessment for the final test

## COMPULSORY BIBLIOGRAPHY

- Hatim, B. and Munday, J. *Translation: An advanced resource book*, Routledge, 2004.

## RECOMMENDED BIBLIOGRAPHY

- Baker, M., *“In other Words”, - A Coursebook on Translation*, Routledge, London and New York, 1992.
- Bell R.T. *“Translation and Translating” - Theory and Practice*, Longman, London and New York, 1998
- Newmark, P. (1988) *A Textbook of Translation*. London: Prentice Hall.
- Ristani, V., *Kontribut në Studimet Përkthimore gjatë viteve '90”* (Monograph), Seria e Studimeve Përkthimore, GEER, Tirana, 2010.
- Robinson, D., *Becoming a Translator – An Accelerated Course*, Routledge, London and New York, 1997.
- Snell-Hornby, M. *Translation Studies - An Integrated Approach*, John Benjamin B., Amsterdam, Philadelphia 1988.

## Historical Grammar

Course Syllabus	
<b>Subject:</b>	Historical Grammar
<b>Cycle of Study:</b>	Bachelor
<b>Course:</b>	III year (English Language and British and American Studies)
<b>Year/Term</b>	III/I
<b>ECTS:</b>	4 ECTS - (= 40 contact classes);
<b>Lectures</b>	0

<b>Seminars:</b>	4 ECTS - (= 40 contact classes).
<b>Course Lecturer(s):</b>	Dr. Ergys Bezhani, Dr. Rozana Bela, M.Sc. Anisa Agolli;

## **COURSE DESCRIPTION**

This subject aims at providing detailed information on the history of English language evolution. Considering that our students study English, it is of ultimate importance that they acquire knowledge about this Indo-European language. For this matter, they will be provided with extensive information about the evolution of the English language; the internal and external elements that have influenced it; borrowings from other languages; cultural, social, and educational development throughout the centuries, dialects, development of different parts of speech, etc.

## **OBJECTIVES OF THE COURSE:**

The aim of this course is equipping students with thorough knowledge on the evolution of the English language. They will learn more about this language, which now will be considered from a different perspective. They will realize how languages are related to each other and understand the reason why they are divided into different groups.

## **EXPECTED OUTCOMES:**

Students will acquire knowledge about the origin of English language and the influence of other languages on its development. They will be able to transmit knowledge of authentic documents written in English, morphological structures, nouns; adjectives; verbs; adverbs, etc. Students will be able to deal with these elements in terms of their chronological evolution. They will also be able to distinguish different dialects, borrowed words and their origin, etc.

## **EVALUATION:**

Students will be evaluated on their participation during the classes, two partial exams, and the presentation that they will deliver.

Students will have the opportunity to deliver a presentation in every seminar and will have all the necessary weeks at their disposal.

- 1 Presentation = 20 points
- First partial exam = 15 points
- Second partial exam = 15 points
- Participation during the classes = 50 points

## **COMPULSORY BIBLIOGRAPHY :**

- A Short Historical Grammar of English - Hamlet Bezhani, Ergys Bezhani

## **RECOMENDED BIBLIOGRAPHY:**

- The story of our language - Alexander H.
- History of the English language Baugh A.C.A.

## Sociolinguistics

Course Syllabus	
<b>Module:</b>	Sociolinguistics
<b>Cycle of Study:</b>	Bachelor
<b>Field of study</b>	Linguistics
<b>Curricular course</b>	British and American Studies
<b>Course:</b>	III
<b>Year/term:</b>	III/VI
<b>ETCS:</b>	4 ECTS
<b>Lectures:</b>	0
<b>Seminars</b>	4 ECTS (= 40 classes);
<b>Course lecturer/s:</b>	Dr. Elvana Shtepani, Dr. Irena Pata Kapo, M.Sc. Anisa Agolli, Dr. Candidate, M.Sc. Luella Liçi, Phd Candidate

### COURSE DESCRIPTION:

This course provides:

- a comprehensive introduction to sociolinguistics
- the basic theories and methods applied in sociolinguistics
- a range of contexts where various sociolinguistics concepts are identified
- comparison of different sociolinguistic views
- Discussion on how sociolinguistic concepts relate to everyday life.

### COURSE OBJECTIVES:

By the end of this course, the students should achieve the following objectives:

- develop an awareness of many of the sub-disciplines within the field of sociolinguistics
- a broad-based understanding of the key concepts within this field
- gain a better understanding of how language and society are related
- have the ability to critique of the various models, theories and research findings within the field
- have a better understanding of the theoretical foundations underlying the field
- become updated with the most current work in the field
- link the different areas of sociolinguistic study
- participate in whole-class discussions on sociolinguistics
- Be able to give a 10-min oral presentation based on a sociolinguistic article
- become a cooperative member of a dynamic classroom

### COURSE OUTCOMES

Upon completing this course, students are expected to have obtained all necessary knowledge related to different topics in the field of sociolinguistics.

### DIDACTIC TEACHING METHOD

A series of didactic methods, like the comparative and analytical are applied in this subject. Priority is given to interactive methods where the student is at the center of the class, and the various issues are discussed through group work. In addition to books, scientific articles and audio-visual materials are widely used.

### **ASSESSMENT**

- 20% written assignments (week 3, 6, 9, 12)
- 30% midterm (seventh week)
- 10% active participation in the classroom
- 40% final exam

### **COMPULSORY BIBLIOGRAPHY**

- Holmes, Janet. (2008). *An Introduction to Sociolinguistics (third edition)*. Pearson Education Limited.

### **RECOMMENDED READINGS**

- Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society*. (4th ed.). London: Penguin.
- Llamas, Carmen. (2007). *The Routledge Companion to Sociolinguistics*. Routledge.
- Paulston, Christina & Tucker, Richard. 2003. *Sociolinguistics. The Essential Readings*. Blackwell Publishing

**APPROVED BY**

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