



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

CURRICULUM FOR THE SECOND CYCLE OF STUDIES

ACADEMIC YEAR 2016-2019

MASTER OF SCIENCE IN "ENGLISH LANGUAGE TEACHING"

Psycholinguistics and FL Teaching Methodology

Course Syllabus	
Module:	Psycholinguistics and FL Teaching Methodology
Cycle of study:	Master Degree
Area of study	English language
Curricular Course	English language
Course:	I (English language)
Year/Term:	I/1
ECTS:	6 credits
Lectures	3 credits
Seminars:	3 credits
Course lecturers:	Prof. Dr. Shpresa Delija, Dr. Etleva Kondi Prof. As. Dr. Adriana Dervishi, Dr. Ogerta Koruti

COURSE DESCRIPTION

Part I

This course aims to provide the students of Master of Science in Teaching with the appropriate theoretical knowledge and practical skills for teaching English as a foreign language in high school in accordance with the psychological features of the age. The course presents a short overview of the development of the methodology of teaching a foreign language, the connection between methodology and the course programme and the cases related with student centred teaching. The students will be introduced to and will obtain skills in using such methods and techniques that assure active acquiring of language communicating skills.

The students will also discuss error correction, feedback, testing, setting objectives in teaching and planning.

- Special attention is given to the using of technology in foreign language learning.

Part II

- This course is an introduction to the field of psycholinguistics and studies the psychological processes based on the teaching, uttering and understanding of language. The course focuses on the psychological mechanisms used for the acquisition of language. Issues like the connection of language with thought and memory, the connection of culture with language are treated in this course. The acquisition of sentences, their understanding and dealing of ambiguity. An important part of the course are: bilingualism and the acquisition of a foreign language, reading, writing the ways of solving different problems that are come across during the learning of a foreign language.

COURSE OBJECTIVES

This course aims to make students able:

- to define the objectives and design the plan in accordance with them.
- to understand the learning and teaching process and make use of teaching techniques that encourage positive strategies.
- to define the most appropriate strategies for class management.
- to observe and analyse the teaching process for a better professional reflection and development.

Part I

- to understand the principles and practicing of teaching a foreign language.
- to make the correct decision on the techniques of teaching grammar, vocabulary, pronunciation, culture, reading, writing, listening and speaking.
- to set the teaching objectives and design their lesson planning based on them.
- to properly select the teaching materil in accordance with the class level and its needs.
- to understand the basic principles and procedures of designing the curriculum based on the class and its level.

Part II

- to understand how linguistic cognition is organized and processed by the human mind.
- to understand the processes of understanding and uttering a language.
- to gain a deeper understanding of the psychological processes in acquiring a foreign language.
- to reach conclusions and implementations for learning and teaching a foreign language.

LEARNING OUTCOMES:

At the end of the course the students are able:

- to know and analyze the basic issues on speech perception, lexical recognition, sentence and text break up and the acquisition of language and reading skills.
- to describe and explain the basic issues on the biological basis of language and on the way language is acquired, processed and stored.
- to know and apply in teaching the main principles in teaching a foreign language

- to design effective and all inclusive curriculum which involves teaching the four linguistic skills and their integration
- to select the teaching materials in accordance with their objectives set.
- to select teaching material that will help become more professionally developed.

TEACHING METHOD

This course is based on theoretical lectures and seminars. Students shall attend the lectures and seminars and be active during the course. Their assessment is based on active participation and presentations.

ASSESSMENT

- Active participation during the course 20 %
- Project Presentation 30%
- Final Examination 50%

COMPULSORY BIBLIOGRAPHY

- Fernández, Eva M. Fundamentals of psycholinguistics (2011) BlackWell Publishing, ISBN 978-1-4051-9152-4
- Jeanne McCarten, (2007), Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom, Cambridge University Press.
- Diane Larson-Freeman, *Techniques and Principles in Language Teaching (Teaching Techniques in English as a Second Language)*
- Nation, I. S. P. Teaching ESL/EFL listening and speaking / I. S. P. Nation and J. Newton. p. cm.—(ESL & applied linguistics professional series)
- Woodward, Tessa. Planning lessons and courses: designing sequences of work for the language classroom/ (Cambridge handbooks for language teachers) ISBN 978-0-521-63354-3(pb)
- Johnson, Karen E. Second language teacher education : a sociocultural perspective.

RECOMMENDED LITERATURE

1. Jean Berko Gleason & Nan Bernstein Ratner, Psycholinguistics, 1993, Harcourt Brace Johanovich College Publishers
2. *Challenges of Teaching with Technology Across the Curriculum: Issues and Solutions*, by Lawrence Tomei, - March 2003
3. *The Practice of English Language Teaching*; Harmer, Jeremy, Longman
4. *Techniques and Principles in Language Teaching (Teaching Techniques in English as a Second Language)* Diane Larson-Freeman

Language C (Advanced Level)

Course Syllabus	
Module:	Language C (Advanced Level)
Cycle of study:	II
Area of study	Modern Languages

Curricular Course	Master of Science
Course:	Year I, English Language Teaching
Year/Term:	I/I
ETCS:	6 ECTS
Lectures:	15 contact classes
Seminars:	45 contact classes
Course Lecturer/s:	

COURSE DESCRIPTION:

This course aims to provide students with advanced 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*, Upper-Intermediate, Student's book, Longman
- Harris M, Mower D, Sikorzysnka A , *New Opportunities*, Upper-Intermediate Language Powerbook, Longman
- 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 BIBLIOGRAPHY

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

Sources of Information and the use of new technologies in teaching

Course Syllabus	
Module:	Sources of Information and the use of new technologies in teaching
Cycle of study:	Master of Science in "Teaching"
Area of study	English Language
Curricular Course	English Language
Course:	I
Year/Term:	I / 2
ECTS:	6 ECTS
Lectures	30 contact classes
Seminars:	30 contact classes
Course lecturers:	Ogerta Koruti, PhD, Daniela Hasa, PhD.

COURSE DESCRIPTION

This course equips students with the theoretical knowledge and practical skills for the integration of technology in English language teaching. It will be organised with a special focus on the role of technology in innovative English teaching methods and further.

During this course students will be introduced to the use of technology in class and how to organise their class activities with the use of multimedia tools. Moreover, students will be encouraged to review their teaching plans in order to increase their teaching quality, students' participation and students' motivation. They will also be introduced to the main course content and how it can be used in a real teaching context.

The use of different applications, software and technology tools, online searching, building websites and working on online platforms such as wikis, livebinder, Blackboard, blogs etc., will be the focus of this course.

COURSE OBJECTIVES:

This course aim to

- introduce students to the new teaching technology tools and their integration in teaching.
- enable students to use technology tools, educational specialised applications, software and other multimedia tools in teaching.
- introduce students to contemporary 21st Century teaching techniques, such as blended learning, online learning with the use of different platforms.

LEARNING OUTCOMES:

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

- search the web and gather different authentic materials useful for their teaching
- use a variety of media and methods while teaching English as a Foreign Language
- create their personalised website and online discussion platforms
- communicate with other students and the lecturers on the online class platform created particularly for fostering student-teacher-student communication
- demonstrate the acquired skills through the accomplishment of tasks assigned by the lecturers.

TEACHING METHOD

The course will be mainly organised as a discussion platform, which will be taken beyond the physical classroom context to the web. It will be quite an interactive course where students are encouraged to communicate with the lecturers and their peers through the web. The lecturers will establish a class website where the course details shall be entered for students to access. Students will be required to debate and communicate with their peers through online forums.

ASSESSMENT

- Weekly assignments (40%)
- Project presentation (25%)
- Online discussion platform (10%)
- Final exam/Reflective essay (25%)

COMPULSORY BIBLIOGRAPHY

- Lectures prepared by the course lecturers.
- Gavin Dudeney & Nicky Hockly How to teach English with Technology (with CD-Rom), Pearson Longman
- Karen S. Ivers, Ann E. Barron, Multimedia Projects in Education, Designing, Producing and Assessing, California State University, Fullerton, University of South Florida, Second Edition 2002 Libraries Unlimited.
- Michael Evans, Foreign Language Learning with Digital Technology, Continuum International Publishing Group.

RECOMMENDED LITERATURE

- Warschauer, M., & Kern, K. (2000). Network-based Language Teaching: Concepts and Practice, Cambridge: Cambridge University Press.
- Yang, S. C. (2001). Language learning on the World Wide Web: An investigation of EFL learners' attitudes and perceptions, Journal of Educational Computing Research, 24(2), 155-181.
- The NMC Horizon Report: 2014 Higher Education Edition, 2014, The New Media Consortium
- Carla Meskill, Listening Skills Development Through Multimedia, Department of Educational Theory and Practice University at Albany, State University of New York Albany, NY 12222, USA
- Andrew Churches, Bloom's Digital Taxonomy, <http://edorigami.wikispaces.com>

Language C (Advanced Level)

Course Syllabus	
Module:	Language C (Advanced Level)
Cycle of study:	II
Area of study	Modern Languages
Curricular Course	Master of Science
Course:	Year I, English Language Teaching
Year/Term:	I/II
ETCS:	6 ECTS
Lectures:	15 contact classes
Seminars:	45 contact classes
Course Lecturer/s:	

COURSE DESCRIPTION:

This course aims to provide students with advanced 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, Upper-Intermediate, Student's book*, Longman
- Harris M, Mower D, Sikorzysnka A , *New Opportunities, Upper-Intermediate Language Powerbook*, Longman
- [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 BIBLIOGRAPHY

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

English for Specific Purposes

Course Syllabus	
Module:	English for Specific Purposes
Cycle of study:	Second Cycle of Studies

Area of study	English Language
Curricular Course	Master of Science in ‘‘Teaching’’
Course:	ESP
Year/Term:	II/ I
ECTS:	6 ECTS
Lectures	30 contact classes
Seminars:	30 contact classes
Course lecturers:	Prof.Dr. Shpresa DELIJA, Dr. Rozana BELA Dr.Ervin HOXHAI, Dr. Pandora TETA

COURSE DESCRIPTION

ESP (English for Specific Purposes) is a discipline closely connected to other disciplines such as psychology, psycho-linguistics, sociolinguistics and other sciences of education which main focus concerns economics, law, politics, engineering, medicine etc.

The ESP course gives basic theoretical knowledge to students of Master studies in teaching English language for specific professions and disciplines.

The course provides students with the historical perspectives of ESP, the approach of the discipline to foreign language learning according to different professional disciplines; the students will be given the concepts of communicative competencies in foreign languages, the attitude of teachers while teaching a foreign language for specific purposes etc.

The ESP course helps students reflect on their approach towards the foreign language teaching and the role of teacher, urging them analyze, improve and embrace techniques which aim for the active learning in a different context.

COURSE OBJECTIVES:

This course aims for students to:

- Get the basic knowledge about the theory of the foreign language.
- Get basic knowledge about ESP considering the diachronic and synchronic perspectives in the development of this discipline.
- Understand and compare the teaching methodologies and techniques.
- Develop the capacities in applying these methods and techniques at class and use them in function to the needs and the actual state of the class.

LEARNING OUTCOMES:

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

- Demonstrate a high level of knowledge about different methods and techniques in teaching English for specific purposes (active discussions in lectures and seminars).
- Demonstrate high level and capacities of knowledge in discussions and debates about issues provided during lectures about English as a foreign language and English for Specific Purposes.
- Individually and on-group-based present assignments about different topics (8-10 minutes presentation.)
- Analyze and provide ideas and opinions about the classmates’ presentations.
- Demonstrate high abilities in course assignments writing as asked by the lecturer.

TEACHING METHOD

When we talk about specific methodology, we mean all language aspects from reading complex articles to making a presentation. When we chose a method to be used in ESP classroom we should think of our group of learners and adapt one method with our teaching materials. Hutchinson and Waters (1987) claimed that there is no specific methodology for ESP. However the teaching methods vary according to the lecture topics such as:

- Needs analysis plan;
- Discourse/Genre analysis;
- Course design plan;
- Sample lesson plan;
- Reflection paper on materials selection;
- Course assessment plan;
- Revised Final Project;
- Forum participation.

ASSESSMENT

- Mid-Term Exam: 20%
- Course Project 30%
- Attendance and participation 10%
- Final Exam 40%

COMPULSORY BIBLIOGRAPHY

- Dudley-Evans, T., and St. John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge, England: Cambridge University Press.
- Hutchinson T, -Waters A., *English for Specific Purposes - A learning centered approach*. Cambridge, England: Cambridge University Press.
- Munday, Jeremy. 2008. *Introducing Translation Studies*. London and New York: Routledge

RECOMMENDED BIBLIOGRAPHY

- www.uv.es/aelfe/WebRAs/RA-2-Dudley.pdf
- http://exchanges.state.gov/education/engteaching/pubs/BR/functionalsec4_10.htm
- Brindley, G. (2001). Assessment. In R. Carter & D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 137- 143). Cambridge: Cambridge University Press.
- Hamp-Lyons, L. (2001). English for Academic Purposes. In R. Carter & D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 126-130). Cambridge: Cambridge University Press.
- Harmer, J. (1998). *The Practice of English Language Teaching*. England: Longman

Research methods in second language acquisition and teaching

Course Syllabus	
Module:	Research methods in second language acquisition and teaching
Cycle of study:	Second Cycle of Study, Master
Area of study	Teacher Education
Curricular Course	Research
Course:	Second Year
Year/Term:	Second year, First term
ECTS:	6 ECTS
Lectures	30 contact classes
Seminars:	30 contact classes
Course lecturers:	Prof.PhD Elida Tabaku PhD Hatixhe Sejdini PhD Anxhela Bardhuli

COURSE DESCRIPTION

This course provides an introduction to research design in the field of second language acquisition and teaching. It covers topics such as the development of research questions and the generation of hypotheses, data collection procedures, data coding and analysis and writing research reports.

The course introduces the students to qualitative/descriptive and quantitative research designs and their differences, which will both be discussed and contextualized as a function of research questions. There will be hands on practice with the interpretation of research results.

The course will examine methods of research in education. It will prepare students to be able to carry out qualitative and quantitative research in an educational context. By the end of the course, students will be able to choose an appropriate research method in education as well as understand, assess and use various techniques and procedures in teaching and applied linguistics.

COURSE OBJECTIVES:

At the end of the course the student of the Master's program will be able to

- To develop strategies to design research questions , to collect and analysed data related to the research question;
- To design and communicate research based on quality research methods;
- To know how to justify methods used for assessment and evaluation fo language and language teaching;
- To present the research results in a way that clearly shows the references to existing research and has reference values for further research;
- To identify social consequences of research in applied linguistics;
- To assess published research in applied linguistics.

LEARNING OUTCOMES:

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

- critically read and analyze published research in the field of applied linguistics and teaching;
- read and understand several authors' own exposition of their theories in the the field of applied linguistics and teaching ;
- understand the various stages in the process of carrying out research on SL learning and teaching;
- understaned the different ways in which data are collected, described, and analysed
- know how to write a research proposal using qualitative and quantitative methods
- write up research reports/papers/articles and research presentations.
- use presentation software and tools such as PowerPoint to report research results.

TEACHING METHOD

Lectures, discussions, projects and paper presentations

ASSESSMENT

Continuous assessment 20 %, presantation 30%, final test 50%

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

COMPULSORY BIBLIOGRAPHY

- Zoltan Durney Research Methods in Applied Linguistics Quantitative, Qualitative and Mixed Methodologies Zoltan Durney, Oxford. 2011

RECOMMENDED LITERATURE

- Kenneth N. Ross Quantitative research methods in educational planning, September 2005 © UNESCO
- Cohen, Louis Research methods in education/Louis Cohen, Laërence Manion, and Keith Morrison.—5th ed. Taylor & Francis e-Library, 2005
- Handbook of research in second language teaching and learning / edited by Eli Hinkel. 2005 by Lawrence Erlbaum Associates, Inc

Theory and Practice in Thesis Writing

Course Syllabus	
Subject	Theory and Practice in Thesis Writing
Cycle of study	Master
Area of study	Teaching
Curricular Course	Master of Science in Teaching

Course	II
Term	II/1
ETCS:	6Credits - (= 60 classes);
Nr. of lectures:	1.5Credits - (= 15classes);
Nr. of seminars:	4.5Credits - (= 45classes).
Subject lecturer/s	Prof.Dr. Daniela Tamo, Prof.Asoc. Leonard Danglli. Prof.Asoc. Adriana Dervishi, Dr. VjollcaTabaku, MA. AnisaAgolli

SUBJECT DESCRIPTION

This subject is offered to the second year students of Master's Degree. It provides theoretical and practical material to teach the students to prepare and write their master thesis at the end of their studies.

COURSE OBJECTIVES

This course provides:

- a comprehensive treatment of the writing process.
- an understanding of the steps of writing a thesis or dissertation.
- an understanding of how the different chapters of a thesis are organized.
- an understanding of the linguistic peculiarities of a thesis.
- an understanding of style and mechanics in a thesis

LEARNING OUTCOMES:

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

- Consolidate their knowledge of the writing process.
- properly organize the different chapters of a thesis
- add unity to the thesis
- add coherence to the thesis
- summarize, paraphrase properly
- quote properly
- write good introductions, conclusions
- use the right tone and style in writing
- properly use punctuation, tables, graphs, etc. in a thesis.

TEACHING METHOD

Lectures, power-point presentations, group work, debates, exercise, examples from master thesis

ASSESSMENT

- Mid-term exam: 20%
- Project: 30%
- Active participation in the classroom 10%
- Final exam 40%

COMPULSORY BIBLIOGRAPHY

Paltridge, Brian, Starfield, Sue (2007). *Thesis and dissertation writing in a second language*, Routledge.

RECOMMENDED BIBLIOGRAPHY

- Mauch E. James, Park, Namgi. (2003). *Guide to the successful thesis and dissertation (fifth edition)*. New York.
- Gibaldi, Joseph. (1995) *MLA Handbook for writers of research papers*. The modern language association of America.

APPROVED BY

HEAD OF ENGLISH DEPARTMENT

DEAN

Prof. Dr. Viktor RISTANI

Prof. Dr. Artur SULA