



EDUCATIONAL PROGRAM

Coordinated with the Quality Assurance Office

Minutes №8, „7“, „July“, 2017 year

Head of the office /Dr. Diana Mtchedlishvili/

Reviewed at the Faculty Board

Minutes №15, „11“ „July“, 2017 year

Dean of the Faculty /Prof., Dr. Tamar Shioshvili/

Approved by the Academic Board

Minutes №9, „22“ „August“, 2017 year

Rector / Prof., Dr. Ilyas Ciloglu/

Master's Educational Program

Methods of English Language Teaching

Tbilisi

2017-2018 year



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Direction: 03 Education

Field/ Specialty: 0302 Teacher Education; 030201 Methods of teaching a discipline / group of disciplines

Name of the Educational Programme : Methods of English Language Teaching (Delivered in English)

Faculty: Education and Humanities

Programme Coordinator(s): Nikoloz Parjanadze, Professor, Doctor

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Education Cycle: Master's (Second Cycle of Higher Education)

Type of the Programme: Academic

Awarded Qualification: Master of Education in Methods of Teaching English Language

Code of Qualification: 030201

Language of Education: English

Credit Value of the Programme: 120 ECTS



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Structure of the Programme: The program covers 120 credits (3000 hrs.):

- Obligatory courses make 60 credits (totally 6 courses and each for 10 credits);
- Elective courses make 30 credits (totally 10 courses, among them 8 courses are for 5ECTS and 2 of them for 10 ECTS (due to specific requirement of the courses- teaching practice and certificate course); Out of elective courses the students are required to take 5 courses; Within the program, the students will take totally 11 subjects. It is notable that, the students will have an opportunity to take 10 credits as free credits.
- Obligatory research component- thesis is worth of 30 credits

Programme Admission Precondition:

- Student of the program can become anyone with a bachelor degree or a degree equaled to it. According to Georgian law, Georgian citizens will pass Unified National exams (A Type test) for admission to MA, while international students need to have their papers approved by National Center for Educational Quality Enhancement and the Ministry of Education of Georgia. Besides this, candidates have to pass internal exams at University. Those candidates who have graduated from educational program (instruction language – English) during last three years and their GPA is at least 75 (out of 100) or 3(out of 4), are free from passing English language examination. Others will also have to pass an English exam corresponding to B2 level, unless they possess a corresponding international certificate (TOEFL IBT, IELTS, FCE, etc.).



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Purpose of the Programme:

Nowadays communications in political, economic, scientific and cultural fields are held in English. Accordingly, knowing English has become one of the key factors in any country's success at international, and even at national level. Thus, it is of a vital importance to have highly qualified specialists of English who perform either as English language translators-interpreters, or are involved in teaching English efficiently. English Language Teaching program offered at master's level by International Black Sea University aims at educating and training English language teachers whose qualification and expertise meet modern demands of the time.

The language of instruction is English, so that students master not only practical English language, but also field specific terminology so that they become efficient users of English. During their studies students should do a lot of independent work (programmed exercises, individual or group projects, presentations and course projects) which forms their skills necessary for continuous education. The program requires deep analysis of theoretical knowledge so that it is realized in practice, independent work and working with scholarly literature. Thus, upon successful completion of the course, students will be efficient users of English language, skillful teachers, or they will have enough knowledge and expertise to pursue their doctoral studies in English language teaching.

The goals of the program involve providing students with contemporary knowledge and their training as proficient English language teachers. **Our aim is to bring up highly qualified English Language teachers in correspondence with contemporary demands**

The program is designed according to contemporary European standards in English Language Teaching and provides the students with flexible path to career development. The program is competitive due to the world-class resources, up-to-date curriculum, syllabi and teaching methods which are completely designed to sharpen 21st century skills. The highly-qualified professors and the syllabus specifications in many courses will enable our students to gain thorough theoretical knowledge useful for **DELTA** preparation, Diploma in Teaching English to Speakers of Other Languages, University of Cambridge. As educational process is delivered in English, all courses contribute to development of verbal (English) communication skills. The C1 (native-like) level in English to be achieved during this program supposes ability to freely communicate both in General and Professional English. Master Program envisions **academic excellence** in English Language Teaching, enhancing professional



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and pedagogical skills according to **international standards**. Master Program provides **relevant, flexible and practical educational opportunities**, preparing individuals to engage, work, and succeed in the **global world**.

Learning Outcomes

The students will acquire the following generic (transferrable) and field-specific competencies:

Knowledge and understanding:

The graduate will have:

- Knowledge of Academic English at C1 level corresponding to CEFR;
- Deep knowledge of linguistic theories and trends in education;
- Deep knowledge of Second Language Acquisition theories and cognitive models;
- Deep knowledge of English Language Teaching and learning theories;
- Deep knowledge of history and peculiarities (grammar, vocabulary, phonetics and spelling) of English Language;
- Deep knowledge of research theories of English Language Teaching;
- Knowledge of theories, contexts and pedagogical requirements of modern assessment system;
- Deep knowledge of key elements, criteria and resources for lesson planning and classroom management.

Applying knowledge

The graduates will have:

- Ability to use a variety of methods and strategies while teaching English language;
- Ability to plan and design teaching materials;
- Ability to identify the existing problems in English Language Teaching (teaching methods, textbooks, assessment, information technologies) and search for alternative ways to tackle the problem;
- Ability to plan research independently using comparative and statistical methods;



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- Ability to prepare analytical reports and documents about education;
- Ability to design instructions regarding the peculiarities of teaching/learning context;
- Ability to use necessary resources while working on the scientific and analytical reports (for example, using online open resources and archival materials, obtaining statistical data, electronic data, among them EBSCO Research Database, JSTOR).

Making Judgments

Graduates will have:

- Ability to interpret, analyze and synthesize complex educational processes on the basis of comparative analysis;
- Ability to make concrete decisions regarding the peculiarities of teaching/learning context;
- Ability to draw innovative conclusions and recommendations;
- Ability to use related disciplines while working on analysis and scientific research.

Communication skills:

Graduates will have:

- Ability to provide specialists and non-specialists with information regarding new trend and approaches in English Language Teaching;
- Ability to conduct and participate effectively in debates and public discussions;
- Ability to participate in professional conferences;
- Ability to prepare, present and evaluate written or oral reports and presentations;
 - Ability of active participation in professional associations and unions;
 - Ability to place information about evaluating political processes in digital and printed libraries;
 - Ability to use verbal and non-verbal communicative competence, which permits to carry out professional communication in English during seminars, conferences and other scientific events, in connection with daily work and research
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Learning skills:

The graduates will have:

- Ability of renewing theoretical and methodological knowledge constantly in English Language Teaching;
- Ability of working with professional sources, literature and documentation analysis;
- Ability for self- and mutual assessment
- Ability of cooperation, while doing pair and group work
- Ability to manage information and do independent research
- Ability to continue education in specialized programs and PhD level.

Values:

The graduates will have:

- Ability of considering professional, ethical and academic norms;
- Ability to respect cultural, personal and language peculiarities;
- Ability to respect humanistic and democratic principles of education
- Aspiration for inculcation values common to all mankind

Learning Outcome Map:

Course / Module / Internship / Research Component	Criteria of Competencies					
	Knowledge and Understanding	Applying Knowledge	Making Judgments	Communication Skills	Learning Skills	Values
Research Methods in English Language Teaching						



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Linguistic Theories	×	×	×	×	×	×
History and peculiarities of English Language	×	×	×	×	×	
Education	×	×	×	×	×	×
Theories and Methods of Second Language Acquisition	×	×	×	×	×	×
English Language Skills Development	×	×	×	×	×	
Methods of English Language Teaching (TKT Essentials)	×	×	×	×	×	
Teaching Business English	×	×	×	×	×	
General Psychology	×	×	×	×	×	
Psycholinguistics	×	×	×	×	×	
Teaching Practice	×	×	×	×	×	×
Assessment Methods in Education	×	×	×	×	×	×
Technologies in English Language Teaching	×	×		×	×	
Cultural Issues in English Language Teaching	×	×	×	×	×	×
English for Academic Purposes	×	×		×	×	
Academic Writing	×	×	×	×	×	×
Master Thesis	×	×	×	×	×	×



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Methods of Attainment of Learning Outcomes:

In the educational process the following main **teaching and learning methods** are applied:

- **Verbal** – material is presents orally, by telling it, with application of various methods depending on the topic under study
- **Demonstration** – presenting the information visually. It is very efficient from the viewpoint of reaching results. The method can be used either by the teacher, or by students. This method helps us to make the educational materials more visual, to connect the auditory and visual perception, to make it more concrete, what the students will have to do independently. At the same time, it presents the essence of the issue under study.
- **Discussion/debate** – one of the most effective methods of interactive study. The method increases students’ involvement in the educational process. Discussion can turn into debate. Discussion/debate is restricted by the questions posed by the professor. The method develops students’ communicative and argumentation skills.
- **Collaborative work** – involves students’ work in groups which work together to fulfill the given task. Group members may individually do their part of task and then share it with group members. Depending on the task, the functions of the students in the group may be divided. This strategy provides active involvement of all students in the educational process.
- **Brainstorming** – collecting as many/various ideas about the topic/issue as possible. The method enhances development of creative approach towards the problem. It is efficient for a large group and is used in stages.
- **Induction, deduction, analysis and synthesis** – inductive method deals with generalizations based on concrete examples, deduction – with generalizations leading to concrete examples. Analysis helps us to split the material as a whole into meaningful pieces, in this way a complex problem is simplified and each part of it studied in detail. Synthesis, vice versa, by grouping certain issues, we make up a whole. It helps to see the problem as a whole, a unity.

<p>Lecture</p>	<ul style="list-style-type: none"> • presentation • demonstration • induction • deduction • analysis • synthesis
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	<ul style="list-style-type: none"> • case study • teaching through electronic sources
group work	<ul style="list-style-type: none"> • discussion/debate • discussion/debate • presentation • working with a course-book • demonstration • brain-storming • case study • simulation • role plays and situational games • project • induction • deduction • analysis • synthesis • teaching through electronic sources
practice / lab work	<ul style="list-style-type: none"> • demonstration • task solving • problem solving • group work • individual work • working with a course-book • induction • deduction • analysis • synthesis • teaching through electronic sources
seminar	<ul style="list-style-type: none"> • presentation • discussion/debate



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	<ul style="list-style-type: none"> • brain-storming • induction • deduction • analysis • synthesis • teaching through electronic sources
independent work	<ul style="list-style-type: none"> • working with a course-book • induction • deduction • analysis • synthesis • problem-based teaching • case study • preparing a presentation • preparing a project • doing homework • learning through electronic sources

Student Knowledge Evaluation System:

The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.

Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

Grading system allows:

- a) five types of positive grades:
 - 1) (A) Excellent – 91-100 points of assessment;



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- 2) (B) Very good – 81-90 points of maximal assessment;
 - 3) (C) Good - 71-80 points of maximal assessment;
 - 4) (D) Satisfactory - 61-70 points of maximal assessment;
 - 5) (E) Enough - 51-60 points of maximal assessment;
- b) two types of negative grades:
- 1) (FX) Fail – 41-50 points of maximal assessment, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
 - 2) (F) Fail – 40 points and less of maximal assessment, meaning that the work of a student isn't acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:

- a) Obtaining minimal competence levels set for midterm and final evaluations;
- b) Obtaining minimum 51 points out of 100 points of final grade.

A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.

Assessment format:

- Objective testing (multiple choice, matching, gap filling, etc.)
- oral assessment with a rubric
- essay (assessed with a rubric)
- presentation (assessed with a rubric)
- analytical and informative reports (assessed with a rubric)



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- group/individual project (assessed with a rubric)
- midterm and final exam, which involve open and closed-ended questions

Among assessment components, taking into consideration the nature of the course, are: correctness, exactness, completeness, adequacy of theoretical foundation and examples, relevance of applied terminology, degree of participation in discussion, and the logic of arguments.

Assessment criteria for thesis:

	Criteria	Maximum possible evaluation	Given point
1	Urgence	10	
2	Practical value of reasearch	10	
3	Theoretical value	10	
4	Novelty	10	
5	Depth of the research material, uniqueness of the conclusions	15	
6	Convincing research results (experiment/statistical data, arguments)	5	
7	Presenting material during defense (logical arguments, structure of the presentation, fluency, conveying main idea etc.)	15	
8	During defense- giving adequate replies to the given questions, defending one's own position, knowledge of terminology.	15	
9	Quality of audio-visual aids	10	
Total		100	



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(See details in the corresponding syllabus)

Specificities of the Organization of the Teaching Process:

120 ECTS covered by the program (3000 hours) is distributed in two academic years, 4 semesters as following: I semester- 30, II semester – 30, III semester – 30, and IV semester – 30.

Credit counting system is based on European Credit Transfer System (ECTS): 1 credit = 25 hours, which covers class and independent work as well.

Within the program, almost all courses are taught in the framework of team teaching, which increases the active involvement of lecturers in designing and delivering the courses.

Within the program, all elective courses are for 5 ECTS, except Methods of English Language Teaching (TKT Essentials) and Teaching Practice, which are for 10 ECTS due to the specificities: 1. Methods of English Language Teaching (TKT Essentials) is certificate program (three modules) and require more independent work. This course will provide students with the opportunity to pass TKT official exam, which is Cambridge international exam for English Language Teachers. The course is elective as there might be some students who already have this certificate taken. 2. Teaching practice also requires much independent work, as students need to have passive and active attendance in the observed classes. They write lesson plans, report and portfolios, and finally conduct a lesson.

In the third semester, teaching practice will be obligatory only for those students who do not have at least one-year experience of teaching. If students have teaching experience, they may take Methods of English Language Teaching (TKT Essentials) or any other courses for free credits.

From elective 30 ECTS of specialty student can choose 10 ECTS as free credits and in frame of this credits he/she is able to choose the course from any MA programs of the university.

In the last semester, students will write and defend Master thesis (30 ECTS).

Field of Employment:



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The program pays a great attention to general pedagogical, psychological and methods-of-teaching knowledge and skills necessary for continuous education, which provides students with the opportunity to work as English language teachers at school (at any level) or deliver practical English classes at university. They can also work as administrative personnel in the field of education and University invited teacher of practical courses in English.

Information Concerning Material Resources Necessary for the Implementation of the programme:

Material-Technical database of the International Black Sea University that guarantees organized educational process:

- Classrooms with different educational facilities
- University library equipped with modern Technologies, internet, and rich paper and electronic books.
- Putting lecturers' slides, corresponding to the courses relevant themes in the electronic database of the university (Smart).
- Other material resources owned by the university.

Information Concerning Human Resources Necessary for the Implementation of the programme:

Courses	Name, Surname	Academic position/ Qualification
Compulsory Courses		
Research Methods in English Language Teaching	Nikoloz Parjanadze	Prof. Doctor of Philology (Affiliated)
Linguistic Theories	Zaal Kikvidze	Invited Lecturer, Doctor of Philology
History and peculiarities of English Language	Mariam Bandzeladze	Assoc. Prof. Doctor of Education
Education	Natela Doghonadze Mehmet Shahiner	Professor, Doctor of Education (Affiliated) Assoc. Prof. Doctor of Education (Affiliated)



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Theories and Methods of Second Language Acquisition	Zaal Kikvidze Natela Doghonadze Tamuna Khetaguri	Invited Lecturer, Doctor of Philology Professor, Doctor of Education (Affiliated) Assoc. Prof. Doctor of Education
English Language Skills Development	Maia Chkotua Nino Tvalchrelidze	Assoc. Prof. Doctor of Education (Affiliated) Assoc. Prof. Doctor of Education (Affiliated)
Research Component		
Master Thesis		All lecturers involved in the program
Elective courses		
Methods of English Language Teaching (TKT Essentials)	Ekaterine Pipia	Professor in Education, Doctor of Humanities (Affiliated)
Teaching Business English	Lela Abdushelishvili	Assoc. Prof. Doctor of Education
General Education Psychology	Nino Tvalchrelidze	Assoc. Prof. Doctor of Education (Affiliated)
Psycholinguistics	Tamuna Khetaguri	Assoc. Prof. Doctor of Education
Teaching Practice	Mehmet Shahiner	Assoc. Prof. Doctor of Education (Affiliated)
Assessment Methods in Education	Ekaterine Pipia	Professor in Education, Doctor of Humanities (Affiliated)
Technologies in English Language Teaching	Murat Erguven Nikoloz Parjanadze	Assoc. Prof. Doctor of Education (Affiliated) Prof. Doctor of Philology (Affiliated)
Cultural Issues in English Language Teaching	Maia Chkotua	Assoc. Prof. Doctor of Education (Affiliated)



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Academic Writing	Nikoloz Parjanadze	Prof. Doctor of Philology (Affiliated)
English for Academic Purposes	Ekaterine Pipia	Professor in Education, Doctor of Humanities (Affiliated)

Study Plan

№	Course / Module / Internship / Research Component	Status	Credit number	Distribution of credits per courses and semesters				Distribution of hours							
				I s.y.		II s.y.		Contact hours				Independent work III Semester	Total number of hours IV Semester	Total number of hours Lecture	
				I Semester	II Semester	III Semester	IV Semester	Lecture	Seminar / Practical work / lab work / consultation	Midterm exam(s)	I Semester				II Semester
	Compulsory of Specialty	Compulsory	60	30	20	10	30	140	118	12	13	283	1217	1500	18



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1	Research Methods in English Language Teaching	Compulsory	10	10				15	28	2	3	48	202	250	3
2	Linguistic Theories	Compulsory	10	10				29	14	2	2	47	203	250	3
3	History and peculiarities of English Language	Compulsory	10	10				29	14	2	2	47	203	250	3
4	Education	Compulsory	10		10			19	24	2	2	47	203	250	3
5	Theories and Methods of Second Language Acquisition	Compulsory	10		10			29	14	2	2	47	203	250	3
6	English Language Skills Development	Compulsory	10			10		19	24	2	2	47	203	250	3
	Elective of Specialty	Elective	30		10	20		80	75	10	10	175	575	750	11
7	Assessment Methods in Education	Elective			5			15	13	2	2	32	93	125	2
8	Academic Writing	Elective			5			13	15	2	2	32	93	125	2
9	General Education Psychology	Elective			5			15	13	2	2	32	93	125	2
10	Psycholinguistics	Elective			5			15	13	2	2	32	93	125	2
11	Methods of English Language Teaching (TKT Essentials)	Elective			10			22	21	2	2	47	203	250	3
12	Teaching Practice	Elective				10		15	36			51	199	250	1
13	Teaching Business English	Elective				5		15	13	2	2	32	93	125	2



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14	Technologies in English Language Teaching	Elective				5		12	16	2	2	32	93	125	2
15	Cultural Issues in English Language Teaching	Elective				5		15	13	2	2	32	93	125	2
16	English for Academic Purposes	Elective				5		15	13	2	2	32	93	125	2
	Compulsory component of research														
17	Thesis														
	Total														
			30				30		30			30	720	750	2
			30				30		30			30	720	750	2
			120	30	30	30	30	220	223	22	23	488	2512	3000	31

Comments:

1. While viewing the contact hours, it is necessary to take into consideration that hours are not homogeneously distributed between weeks: in the first week there are no seminars, as students have not yet studied independently the materials necessary for seminars.
2. From the elective courses of specialty (30 credits), the students will be given an opportunity to take 10 credits as free credits.
3. As all elective courses do not have equal distributions of hours (lecture- seminar- practice- midterm exams), we calculate the data based on the first five elective courses;
4. The elective courses are not distributed according to the semesters, except teaching practice, which will be offered in the third semester. The above visualized table conditionally shows the semesters for elective courses.



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Additional Table for Study Plan

№	Study Courses/ Practice/ Reserch Component	Code	Semester	Prerequisites	Lecturer	Obligatory Literature
1	Research Methods in English Language Teaching	ELT506	I	N/A	Nikoloz Parjanadaze	<ol style="list-style-type: none"> 1. Ann Briggs, Marianne Coleman, Marlene Morrison (Edits.) (2012) <i>Research Methods in Educational Leadership and Management</i> 2. James Arthur, Michael Waring, Robert Coe, Larry V. Hedges (Edits.) (2012) <i>Research Methods and Methodologies in Education</i> 3. IBSU. (2015). <i>Guidelines for Thesis Writing - IBSU Regulations on Thesis Writing</i>. Tbilisi: International Black Sea University.



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2	Linguistic Theories	ELT501	I	N/A	Zaal Kikvidze	1. O'Grady, W., Dobrovolsky, M., Katamba, F. (eds.). <i>Contemporary Linguistics. An Introduction</i> . London & New York: Longman, 1999. 2. Kikvidze, Z. <i>Language, Gender and Nationalism</i> . Tbilisi: Universal,
3	Theories and Methods of Second Language Acquisition	ELT502	I	N/A	Zaal Kikvidze Natela Doghonadze Tamuna Khetaguri	1. R. Mitchel& F. Myles & E. Marsden (2013), <i>Second Language Learning Theories</i> , Routledge
4	History and peculiarities of English Language	ELT503	II	N/A	Mariam Bandzeladze	The Origins and Development of English Language, John Algeo Based on the original work of Thomas Pyles Origins of English Language: A Social Linguistic Theory by Joseph M. Williams English as an International Language: Perspectives and Pedagogical Issues English as an International Language Perspectives and Pedagogical Issues Edited by Farzad Sharifi English as an International Language Perspectives and Pedagogical Issues Edited by Farzad Sharifi Language Teaching Methods by Diane Larsen-Freeman Dialects of English and their transportation by Raymond Hickey



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					<p>Language, Dialect, and Register: Sociolinguistics and the Estimation of Measurement Error in the Testing of English Language Learners by GUILLERMO SOLANO-FLORES</p> <p>Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology by Howard Jackson, Etienne Zé Amvela</p> <p>HISTORICAL MORPHOLOGY Brian D. Joseph</p> <p>The Origins of Old English Morphology</p> <p>The History of Syntax Peter W. Culicover</p> <p>Historical syntax and linguistic theory Edited by Paola Crisma and Giuseppe Longobardi</p> <p>Discourse in English Language Education by John Flowerdew</p> <p>The Pedagogy of English as an International Language (EIL): More Reflections</p> <p>and Dialogues</p> <p>English as a Global Language by David Crystal</p> <p>EFL Teaching and EFL Teachers in the Global Expansion of English Language, Oleg Tarnopolsky,</p> <p>Theoretical and Pedagogical Issues in ESL/EFL: Teaching of Strategic Reading, AEK PHAKITI</p>
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						Methods/Approaches of Teaching ESOL:A Historical Overview, by Zainuddin et al
5	Education	ELT504	II	N/A	Natela Doghonadze Mehmet Shahiner	<ol style="list-style-type: none"> 1. Kauchak, D. and Eggen, P. (2005). Introduction to Teaching. Pearson Education International 2. Georgian Law on General Education (2005). http://www.ncac.ge/index.php?m=785 3. Leach, J. & Moon, B. (2008). The power of Pedagogy. Sage publishers
6	English Language Skills Development	ELT505	II	N/A	Maia Chkotua Nino Tvalchrelidze	<ol style="list-style-type: none"> 1. Doff, A. (2012). Teach English: A Training Course for Teachers. (2nd Ed). Cambridge University Press. 1. Hedge, T. (2008). Teaching and Learning in the Language Classroom. Oxford University Press. 2. Harmer, J. (2009). How to Teach English. Pearson: Longman. 3. Henkel, E. (2009). Culture in Second Language Teaching and Learning. Cambridge University Press. 4. Mcdonough, J., Shaw, C. & Masuhara, H. (2013). Materials and Methods in ELT. Wiley-Blackwell. 5. McGrath, I. (2013). Teaching Materials and the Roles of EFL/ESL Teachers. 6. Scrivener, J. (2011). Learning to Teach: The Essential Guide to English Language Teaching. (3rd Ed). Macmillan Publishers limited. 7. Ur, P. (2012). A Course in English Language Teaching. Cambridge University Press.
7	General Education Psychology	ELT514		N/A	Nino Tvalchrelidze	<ol style="list-style-type: none"> 1. Ciccarelli, S.Meyer, G. (2006). Psychology. Pearson, Prentice Hall: Upper Saddle River



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						<ol style="list-style-type: none"> Tennant, M. (2006). <i>Psychology and adult learning</i>. Routledge: N.Y Doghonadze, N. (2014). <i>General and Higher Education Psychology</i>. Course notes.
8	Psycholinguistics	ELT511		N/A	Tamuna Khetaguri	<ol style="list-style-type: none"> Michael Spivey, Ken McRae, Marc Joanisse: <i>The Cambridge Handbook of Psycholinguistics</i>, Cambridge University Press (2012)
9	Assessment Methods in Education	ELT512		N/A	Ekaterine Pipia	<ol style="list-style-type: none"> Cecil R. Reynoldson & Ronald B. Livingston & Victor Willson (2009), <i>Measurement and assessment in education</i>, Pearson Law about Georgian Education - http://www.mes.gov.ge/uploads/Licenzireba/kanoni%20zogadi%20ganatlebis%20shesaxeb.pdf
10	Academic Writing	ELT513		N/A	Nikoloz Parjanadze	<p>Greene, S., & Lidinsky, A. (2015). <i>From Inquiry to Academic Writing: a Text and Reader</i> (3rd ed.). Boston: Bedford/St. Martin's.</p>
11	Methods of English Language Teaching (TKT Essentials)	ELT507		N/A	Ekaterine Pipia	<ol style="list-style-type: none"> Mary Spratt, Alan Pulverness, Melanie Williams, <i>The TKT Course, Modules 1,2 and 3</i>, 2011, Cambridge University Press Joanne Welling (2009), <i>The TKT Course Training Activities CD-ROM</i>, Cambridge University Press; 1 Cdr edition Dave Davies (2010), <i>TKT with Answers: Preparing for the Cambridge Teaching Knowledge Test</i>, Create Space Independent Publishing Platform



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12	English for Academic Purposes	ELT509		N/A	Ekaterine Pipia	<p>1. Spratt M. (1994), <i>English for the Teacher</i>, A Language Development Course, Cambridge University Press</p> <p>Porter D. (2007), <i>Check your Vocabulary for Academic English</i>, A & C Black Publishers, London</p>
13	Cultural Issues in English Language Teaching	ELT516		N/A	Maia Chkotua	<p>1. Henkel, E. (2009). <i>Culture in Second Language Teaching and Learning</i>. Cambridge University Press.</p> <p>2. Liddicoat, A.J. & Scarino, A. (2013). <i>Intercultural Language Teaching and Learning</i>. UK: Wiley-Blackwell.</p> <p>3. Moran, P. (2001). <i>Teaching Culture: Perspectives in Practice</i>. Heinle, Cengage Learning.</p> <p>4. Chkotua M. (2010). <i>Cultural Issues in English Language Teaching</i>. Tbilisi</p>
14	Teaching Business English	ELT515		N/A	Lela Abdushelishvili	<p>1. Mark Ellis and Christine Johnson. "Teaching Business English". Oxford University Press. 2010</p> <p>2. Evan Fernando. "How to Teach Business English". Longman. 2005</p>
15	Technologies in English Language Teaching	ELT510		N/A	Murat Erguven Nikoloz Parjanadze	<p>1. Davison, C. (Ed.). (2005). <i>Information Technology and Innovation in Language Education</i>. Hong Kong: Hong Kong University Press.</p> <p>2. Wei, C.-L. (2007). <i>E-TESOL: A Comprehensive Guide to Internet-Based TESL/TEFL</i>. Taipei: Kaun Tang International Publications.</p>



EDUCATIONAL PROGRAM

16	Teaching Practice	ELT508	III	All other courses in the previous semester	Mehmet Shahiner	Materials prepared by the supervisor and mentor; school textbooks
17	Master Thesis	ELT517	IV	All study components		Due to supervisors' recommendations