



## EDUCATIONAL PROGRAM

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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 Programme **English Philology**

Tbilisi  
2018 year



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**Direction:** Humanities

**Field/ Specialty:** Philology 1005, Subfield: English philology, 100502

**Name of the Educational Programme:** English Philology / ინგლისური ფილოლოგია

**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 English Philology / ინგლისური ფილოლოგიის მაგისტრი

**Code of Qualification:** 1005

**Language of Education:** English

**Credit Value of the Programme:** 120 ECTS



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**Structure of the Programme:** University employs European Credit Transfer System (ECTS): 1 ECTS = 25 hours that contain both contact hours and student's independent working hours.

The program covers 120 credits, including:

A course in Research Skills and Academic Writing – 10 credits;

Specialty Compulsory Courses – 60 credits;

Specialty Elective Courses – 20 credits;

MA Thesis – 30 credits.

### **Programme Admission Precondition:**

Student of a master program can become anyone with a bachelor degree, who passes Unified National Exams for admission to Master course. Besides, these students have to pass internal exams at University. Those students who have graduated from International Black Sea University or have studied abroad (on a program with English as instruction language) will have to pass exams in their specialty, and others will also have to pass an English exam corresponding to B2 level or to submit a corresponding international certificate.

### **Purpose of the Programme:**

English has long established itself as a lingua franca at international business, political and cultural arena, hence its importance has never been wasted in recent years. Quite the contrary. Knowledge of English has become a matter of survival in today's world. Accordingly, the role of English language philologists has been granted a vital importance in the process of cultural, political and economic homogenization.

The field of English philology is quite broad and embraces the study of the English language and Anglo-American literature, culture, philosophy of language, and language teaching aspects. Thus, the profile of an English philologist definitely presupposes fostering linguistic and cultural awareness. This is in line with the mission of our university which aims at enhancing cross-cultural understanding and support communication between the nations. Undoubtedly, MA English Philology Programme will help to create international environment at the university, and thinking more globally, will contribute to nurturing responsible citizens with correct perceptions of the modern world.



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The programme aims at providing students with field specific competence and enhancing their knowledge in English language and literature. The courses are designed to bring up a highly qualified English philologist with deep knowledge of English linguistics and Anglo-American literary works, and can contribute to the development of the given field according to modern academic and scholarly demands.

The programme intends to equip course participants with skills necessary for further independent research and practical employment of the acquired knowledge. Throughout the course we put special emphasis on English linguistics (its various branches), Anglo-American literary studies, pedagogy, research skills and advanced level academic English as we intend to nurture a philologist of the English language who can efficiently use knowledge and skills. Our graduates can continue their studies at the accredited Teacher Training Educational Programme offered by higher educational institutions and obtain the right to work as an English teacher. Programme graduates can work in state and non-governmental organisations which require high level of English language competence. They will also have knowledge and competence to conduct independent research in the field of English philology.

During their studies students should do a lot of independent work (programmed exercises, individual and group projects, presentations, and course projects) to form skills necessary for continuous education before they graduate. Because of this fact it is important to obtain a certain amount of theoretical (pedagogical and linguistic) knowledge that is provided in the offered courses. Values that will be formed in students will be the “sense” of language, enhanced interest in studying languages, and respect of the principles of pedagogy, democracy and humanism. To be more specific, the objectives of the programme are to ensure that students:

- broaden their field-specific knowledge about important theories and leading researches in the English language and literature, and Anglo-American general and applied linguistics;
- are able to put theory into practice;
- nurture generic and field specific skills and competences and employ them in research or professional practice;
- have keen interest in field-research and are able to conduct studies reflecting the developments in English language teaching, linguistics, and literary studies.

**Learning Outcome:** After successful completion of MA English Philology Programme, graduates should have below given general and field-specific competences.



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<p><b>Knowledge and understanding</b></p>	<ul style="list-style-type: none"> <li>✓ Knowledge of English language (skills – reading, writing, listening and speaking, communicative competence) which corresponds to C1 level in accordance to CEFR (Common European Framework of Reference for Languages) standards);</li> <li>✓ Knowledge of English grammar at C1 level in accordance to CEFR standards;</li> <li>✓ Deep Knowledge of English grammar structures and how they function to express different shades of meaning;</li> <li>✓ Knowledge of primary concepts in Anglo-American linguistics;</li> <li>✓ Theoretical knowledge of certain branches in linguistics, such as applied linguistics, socio-linguistics, and communicative grammar;</li> <li>✓ knowledge of specificity of research methodologies in the field of English philology;</li> <li>✓ Knowledge of interdisciplinary research;</li> <li>✓ Knowledge of Anglo-American literary studies – genres, stages and developments in English and American literature;</li> <li>✓ Knowledge of the English literature, the peculiarity of its development and trends;</li> <li>✓ Knowledge of the principles of academic writing;</li> <li>✓ Knowledge of the principles of APA citation and referencing;</li> <li>✓ Knowledge of basic ICT tools and platforms (Internet, Microsoft Word, PowerPoint Presentation, EndNote and Zotero (citation-referencing programmes) necessary to support one’s own studies, search for, analyse and present data.</li> </ul>
<p><b>Applying Knowledge</b></p>	<ul style="list-style-type: none"> <li>✓ Lingvo-cultural competence which corresponds to C1 (according to CEFR) level and defines the ability to use written or oral English in general and specific contexts; a student’s ability to deal with complex texts and discourse concerning general topics as well as specific issues;</li> <li>✓ Ability to use professional (linguistics and literary studies) terminology and concepts in the process of working, discussing or analyzing field-specific issues, or while formulating one’s own opinion concerning the issues in the field in presentations and an academic context;</li> </ul>



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	<ul style="list-style-type: none"> <li>✓ Ability to use in practice the knowledge of structural specificity of the English language – ability to form a logical narrative and discourse through structurally accurate sentences;</li> <li>✓ Argumentation of one’s own opinion through practical examples and theories;</li> <li>✓ Ability to use research methods in English philology to deal with issues presented in the field;</li> <li>✓ Ability to digest and analyse field-specific scholarly literature;</li> <li>✓ Ability to use the acquired knowledge in language theory and literary studies in order to research field-specific issues;</li> <li>✓ Ability to provide a deep critical analysis of works in Anglo-American literature by using methodology and approaches in literary studies and stylistics analysis;</li> <li>✓ Ability to write an MA thesis in accordance to the academic requirements of International Black Sea University (which is based on APA style);</li> <li>✓ Ability to use effectively, efficiently, purposefully computer software programmes (Microsoft Word, PowerPoint, etc.), online platforms and search engines (SurveyMonkey, Google, Google Scholar, EBSCO, ERIC, Google Books, etc.) in order to search for, analyse and present information and develop strategies while working on MA thesis;</li> <li>✓ Ability to prepare a conference paper on interesting and actual topics in the field of English philology (linguistics, Anglo-American literary studies and British culture).</li> </ul>
<p><b>Making Judgments</b></p>	<ul style="list-style-type: none"> <li>✓ Application of induction and deduction as well as analogy to make conclusions concerning the issues in the English philology;</li> <li>✓ Analytical skills which ensure the ability to make informed conclusions based on obtained information and data;</li> <li>✓ Problem-solving skills in linguistics and literary studies;</li> <li>✓ Using literary critique to provide an in-depth analysis of literary texts in English;</li> <li>✓ Analytic skills which is shown in the ability to analyse a text, linguistic and communicative contexts;</li> </ul>



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	<ul style="list-style-type: none"> <li>✓ Ability to analyse the English written or oral texts or discourse, style and content and comprehend ideas conveyed directly or indirectly;</li> </ul>
<p><b>Communication Skills</b></p>	<ul style="list-style-type: none"> <li>✓ Verbal communicative competence, which, according to EU demands, corresponds to C1 level (listening, speaking, reading and writing skills);</li> <li>✓ Non-verbal communication (adequate gestures, body language and eye contact; ability to apply visual aids for communication);</li> <li>✓ Pragmatic competence (ability to achieve practical goals through verbal communication), which, according to EU demands, corresponds to C1 level;</li> <li>✓ Presentation skills;</li> <li>✓ Pair and group work skills for class and research work;</li> <li>✓ Ability to communicate ideas clearly in English using professional terms and concepts accurately and cohesively;</li> <li>✓ Ability to express and present argument-based opinion in front of big audience;</li> <li>✓ Ability to present to field-specialists and non-specialists one's ideas and arguments in a consistent manner;</li> <li>✓ Ability to use efficiently information communication technologies while presenting information (presentations, reports, projects or research findings);</li> <li>✓ Ability to convey meaning clearly and coherently in an oral or written form, formal (e.g. reports, presentations) or informal contexts;</li> <li>✓ Ability to prepare a conference report and present it to an audience.</li> </ul>
<p><b>Learning Skills</b></p>	<ul style="list-style-type: none"> <li>✓ Material memorization strategies;</li> <li>✓ Ability to find information on the Internet and in libraries;</li> <li>✓ Ability for self- and mutual assessment;</li> <li>✓ Ability to plan effectively one's own pace and agenda for learning;</li> <li>✓ Ability to search for study material (via Internet, library, etc.) and distribute time rationally;</li> <li>✓ Ability to organize a study process in accordance with the circumstances;</li> </ul>



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	<ul style="list-style-type: none"> <li>✓ Ability to use technology in the study process, and this ability is necessary while search for information via electronic sources – Internet and academic database, such as, ERIC, EBSCO, Google Scholar;</li> <li>✓ Ability to develop material memorization strategies;</li> <li>✓ Ability to use mono- or bilingual dictionaries;</li> <li>✓ Ability to work on and perceive information independently or while working in groups;</li> <li>✓ Ability to understand the importance of continuous education (lifelong learning) and plan it in accordance with one’s own aims and objectives.</li> </ul>
<p><b>Values</b></p>	<ul style="list-style-type: none"> <li>✓ Tolerance, wish to understand and be aware of the sensitivity towards target and other cultures;</li> <li>✓ Interest towards research in linguistics, literature, and language acquisition;</li> <li>✓ Academic integrity;</li> <li>✓ Professional ethics;</li> <li>✓ Understanding of the necessity for professional growth and development;</li> <li>✓ Interest towards acquiring new, practical and theoretical knowledge;</li> <li>✓ Respect for ethical and moral values of modern society and state.</li> </ul>



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### Learning Outcome Map:

Course / Module / Internship / Research Component	Criteria of Competencies					
	Knowledge and Understanding	Applying Knowledge	Making Judgments	Communication Skills	Learning Skills	Values
Applied Linguistics	✓	✓	✓	✓	✓	✓
Lingvo-stylistics	✓	✓	✓	✓	✓	
Introduction to Socio-Linguistics	✓	✓	✓		✓	
Anglo-American Literary Studies 1	✓	✓		✓	✓	✓
Anglo-American Literary Studies 2	✓	✓	✓	✓	✓	✓
Research Skills and Academic Writing in English Philology	✓	✓	✓	✓	✓	✓
Communicative Grammar	✓	✓	✓	✓	✓	
Lexical Semantics	✓	✓	✓	✓	✓	
Lingvopragmatics	✓	✓	✓	✓	✓	
Linguistic Theories	✓	✓	✓	✓	✓	✓
Discourse Analysis	✓	✓	✓	✓	✓	
Methods of English Language Teaching (TKT Essentials)	✓	✓	✓	✓	✓	
History and Peculiarities of English language Development	✓	✓	✓	✓	✓	
Theories and Methods of Second Language Acquisition	✓	✓	✓	✓	✓	
Master Thesis	✓	✓	✓	✓	✓	✓



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### Methods of Attainment of Learning Outcomes:

Study components considered by the programme are carried out using following teaching and learning methods:

**Lecture** – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students’ active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.

**Group work** – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.

**Practice / lab work** – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students’ ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.

**Seminar** – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.

**Independent work** – Through independent work students deepen and internalize the knowledge obtained throughout the lecturers. Independent work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the wish to study these issues independently, they help students develop the ability of thinking independently, analyze the obtained information and draw conclusions.

The teaching and learning methods mentioned above are fulfilled using following activities:

**Presentation (by lecturer)** – The method consists of narration and speaking through which the information is provided by a teacher to a learner. Through this process teacher transfers knowledge verbally, explains the material and students obtain this knowledge through listening, memorizing and comprehension. It is important to



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make sure that understanding occurs and information is perceived correctly. In case of necessity additional instruction should be provided. A teacher is giving specific examples and provides detailed explanation.

**Demonstration** - It demonstrates information visually. It's sufficiently effective when reaching the result because it takes into consideration the interests of different students. Learning material can be demonstrated by lecturer or student. This method helps different steps of learning process to be seen visually and concretize, what should student do independently. At the same time, this strategy visually demonstrates the main point of the subject/problem.

**Induction** – modern, one of the most effective student-oriented methods. Major objective of this method is to collect much data and by generalizing the observed perspectives discover general principles through which it is possible to discuss the facts, cases and events and explain them. Learning is oriented at relying on facts and developing rules through generalizing these facts, thus, moving from specific facts to general rules.

**Deduction** – a traditional method of teaching and learning which sees a teacher as a major source of information and students learn general theories through a teacher's supervision. Deductive method of learning determines that kind of any subject knowledge, which presents the process when depending on general knowledge we discover new knowledge, so the process goes from general to concrete.

**Analysis** – In the modern world majority of disciplines have become complex; accordingly, courses in these fields require complex approaches. The method of analysis helps us to dismantle multi-disciplinary and inter-disciplinary courses into parts which allows dividing an issue under the study into separate aspects. This helps to discuss separate issues in details.

**Synthesis** - Method of synthesis means back-procedure, using some parts and making the whole with them. This method helps to see the whole problem.

**Case Study** – active problem-situation analysis method, which presupposes discussing real cases and discussing them which allows students to look at the issues from different perspectives, analyze possible solutions of the problem and choose and justify specific strategies, objectives and expected outcomes. A case presents a context and it is an instrument by itself which allows a student to use specific knowledge obtained through the course and put it into practice in the context which is close to real-life situation.

**Brain Storming** - collecting as many/various ideas about the topic/issue as possible. The method enhances development of creative approach towards the problem. It supports the development of creative approaches when students try to see an issue from different perspectives. This approach ensures that every person is involved in the learning process. It is efficient for a large group and is used in stages.



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**Discussion / Debates** – one of the most broadly spread interactive methods; discussion raises the level of student involvement; while discussion different opinions are confronted and the discussion is not limited to the questions asked by a teacher. Overall aim is to synthesise different views. This method develops students' ability of reflection and argumentation.

**Project** – This approach is a unity of perceptive methods, which makes it possible to solve a problem through students' independent work and presenting the achieved solutions. This approach raises students' motivation and responsibility; working on the project involves planning, research, practical activities and presenting the results; the projects are complete if the outcomes are presented in a convincable manner through exemplifying specific results; a project could be done individually, in peer or group work; upon completion, the project is presented to a broader audience.

**Presentation (by student/students)** – Taking into consideration the development of technology presentation is one of the most interactive and effective ways of teaching. It is a combination of teaching and learning methods which allows a student to solve a problem through independent work and presenting the outcomes. This method raises students' motivation to work independently; it also develops specific skills – planning, researching, and presenting data in an effective manner; it develops skills to work in groups or individually.

**Teaching though Electronic Sources** – The method implies teaching through internet and the means of multimedia. It consists of all the components of teaching process that are realized through specific means of internet and multimedia.

**Problem Solving** – The method of teaching that enables employment of newly obtained knowledge by students through study, analysis and solution of specific problem. While employing this method it is important to assess and analyze the results received through the solution of a specific problem. By using this method the skills and the ability of a student to use obtained knowledge in practice is developed.

**Group Work** – Teaching method through which students are divided into the groups and the assignments are given to each of the groups. Group members process the information individually and share their ideas to other group members at the same time. Group members may be assigned different functions depending on the objective defined by the task. This method ensures active involvement of each student in the process of teaching.

**Individual Work** – The method when a student individually performs the tasks and the assignments determined through the academic process.

**Working with a Course-Book** – Actively used method in a process of learning through which a student process given material by using given literature and other sources.

**Problem-based Learning** – a method which uses a specific problem from the field in order to help a learner to acquire new knowledge and integrate it with specific skills.



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**Preparing a Presentation** – Students’ independent work through which a specific issue or topic is studied and the skills like planning, research, processing and analyzing data as well as presenting the results of study and arguments in a persuasive manner is developed. The method develops students’ individual working skills.

**Preparing a Project** - Students’ independent work through which projects are prepared. Working on the project involves planning, research, practical activities and presenting the results. The projects are complete if the outcomes are presented in a convincable manner through exemplifying specific results.

**Doing Homework** – Independent work when students do the home assignments determined through the academic process. Doing home assignments implies reading, processing and studying material determined through the study course as well as doing given assignments in written form or presenting them orally.

**Learning though Electronic Sources** – The method implies learning through internet and the means of multimedia. It consists of all the components of learning process that are realized through specific means of internet and multimedia.



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**Student Knowledge Evaluation System:** The goal of evaluation is to determine student's education results qualitatively in relation to academic programme goals and parameters.

A 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 (60 points maximum) and final (40 points maximum) evaluations, sum of which makes up 100 points.

Grading system allows:

a) Five types of positive grades

- 1) (A) Excellent – 91 and over of maximum point;
- 2) (B) Very good – 81-90 of maximum point;
- 3) (C) Good – 71-80 of maximum point;
- 4) (D) Satisfactory – 61-70 of maximum point;
- 5) (E) Acceptable – 51-60 of maximum point.

b) Two types of negative grades

- 1) (FX) Fail – 41-50 of maximum point, 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 and less of maximum point, meaning that the work of a student is not 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.



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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.

Considering its specification, the format and the assessment criteria of mid-term and final evaluations can be determined in the specific module/course syllabus.

The means of the evaluation are following:

- ✓ Test/quiz/written exam;
- ✓ Classroom activities/classroom participation;
- ✓ Home assignment;
- ✓ Discussion;
- ✓ Oral assessment;
- ✓ Written assessment;
- ✓ Essay question;
- ✓ Seminar;
- ✓ Presentation;
- ✓ Group / individual project;
- ✓ Midterm and final exams.

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.

**Specificities of the Organization of the Teaching Process:** 120 ECTS covered by the programme is distributed in two academic years, four semesters, 30 credits in each semester.



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Credit counting system is based on European Credit Transfer System (ECTS): 1 credit = 25 hours, which cover both contact hours and student's independent working hours.

One academic year consists of 38 weeks, and from these lecturing is allocated 15 weeks (including midterm exam). Final exams are conducted in week 17-19. All master courses are 10-credit, and compared to bachelor programmes a master programme requires more independent work from students. Besides, master students have to search for more literature and learn the materials more thoroughly. Students have to obtain 10 ECTS through a study course - Research Skills and Academic Writing in English Philology; 60 ECTS are obtained through specialty compulsory courses and 20 ECTS from elective courses. In the final semester (IV) a student has to write and publicly defend MA thesis.

### Field of Employment:

Academic Field – English teacher at school (at any level, and a candidate additionally goes through a teacher certification programme), administrative personnel in the field of education, University invited teacher of practical courses in English;

Non-academic – State and non-governmental organisations with the profile in humanities.

**Information Concerning Material Resources Necessary for the Implementation of the programme:** International Black Sea University is fully equipped with all the necessary material resources aimed to fulfil the educational programme successfully:

- ✓ Classrooms equipped with different educational facilities;
- ✓ Computer laboratories with full access to internet;
- ✓ University library equipped with modern technologies, internet, and rich paper and electronic books;
- ✓ Lecturers' slides, corresponding to the course relevant topics available through the electronic database of the university (through Smart portal);
- ✓ Other material resources owned by the university.

Compulsory literature indicated in syllabuses is available in the university's library.



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## Study Plan

Course / Module / Internship / Research Component	Status	Credit number	Distribution of credits per courses and semesters				Distribution of hours							
			I year		II year		Contact hours				Independent work	Total number of hours	Number of contact hours per week	
			I Semester	II Semester	III Semester	IV Semester	Lecture / Consultation	Seminar / Group Work / Practice / Lab. Work	Midterm exam(s)	Final exam				Total number of contact hours
<b>Study Component</b>	<b>Compulsory/ Elective</b>	<b>90</b>	<b>30</b>	<b>30</b>	<b>30</b>		<b>228</b>	<b>159</b>	<b>18</b>	<b>21</b>	<b>426</b>	<b>1824</b>	<b>2250</b>	
Research Skills and Academic Writing in English Philology	Compulsory	10		10			17	26	2	3	48	202	250	3
<b>Specialty Compulsory Courses</b>	<b>Compulsory</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>20</b>		<b>146</b>	<b>112</b>	<b>12</b>	<b>14</b>	<b>284</b>	<b>1216</b>	<b>1500</b>	
Applied Linguistics	Compulsory	10	10				15	28	2	3	48	202	250	3
Lingvo-Stylistics	Compulsory	10	10				25	18	2	2	47	203	250	3
Introduction to Socio-Linguistics	Compulsory	10		10			29	14	2	2	47	203	250	3
Anglo-American Literary Studies 1	Compulsory	10		10			29	14	2	2	47	203	250	3



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Anglo-American Literary Studies 2	Compulsory	10			10		29	14	2	3	48	202	250	3
Communicative Grammar	Compulsory	10			10		19	24	2	2	47	203	250	3
<b>Specialty Elective Courses</b>	<b>Elective</b>	<b>20</b>	<b>10</b>		<b>10</b>		<b>57</b>	<b>29</b>	<b>4</b>	<b>4</b>	<b>94</b>	<b>406</b>	<b>500</b>	
Lexical Semantics	Elective	10	10				28	15	2	2	47	203	250	3
Linguistics Theories	Elective	10	10		10		29	14	2	2	47	203	250	3
Lingvopragmatics	Elective	10	10				28	15	2	2	47	203	250	3
Discourse Analysis	Elective	10	10				17	26	2	2	47	203	250	3
Methods of English Language Teaching (TKT Essentials)	Elective	10			10		22	21	2	2	47	203	250	3
History and Peculiarities of English language	Elective	10			10		29	14	2	2	47	203	250	3
Theories and Methods of Second Language Acquisition	Elective	10	10				29	14	2	2	47	203	250	3
<b>Research Component</b>	<b>Compulsory</b>	<b>30</b>				<b>30</b>	-	<b>30</b>	-	-	-	<b>720</b>	<b>750</b>	<b>2</b>
Master Thesis	Compulsory					30	-	30	-	-	-	720	750	2
<b>Total numbers</b>		<b>120</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>228</b>	<b>189</b>	<b>18</b>	<b>21</b>	<b>426</b>	<b>2544</b>	<b>3000</b>	

**Note:**

1. Distribution of hours for elective courses is provided as it is in the elective course which is first in the list, as there is no homogeneous distribution of hours for elective courses;



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**Additional Table of Study Plan and Information Concerning Human Resources Necessary for the Implementation of the Programme**

№	Course / Module / Internship / Research Component	Code	Semester	Prerequisites	Lecturer	Obligatory Literature
1	Research Skills and Academic Writing in English Philology	350124 PHIL510	II	None	Nikoloz Parjanadze, Affiliated Professor, Doctor of Philology	1. Litosseliti, L. (Ed.) (2010) Research Methods in Linguistics. Continuum. London. 2. Wallwork, A. (2011) English for Writing Research Papers. Springer. New York.
2	Applied Linguistics	350115 PHIL501	I	None	Zaal Kikvidze, Doctor of Philology, Invited Lecturer	1. Davies, A. (2007). Introduction to Applied Linguistics: from practice to theory. Edinburgh Textbooks in Applied Linguistics. Edinburgh University Press. 2. Simpson, J. (Ed.) (2011) The Routledge Handbook of Applied Linguistics. Routledge. 3. Cook, G. (2003) Applied Linguistics. Oxford University Press.
3	Lingvo-Stylistics	350116 PHIL502	I	None	Lia Todua, Associate Professor, Doctor of Philology	1. Lesley Jeffries (2010) "Stylistics"; Cambridge University Press. 2. Elizabeth Black (2006) "Pragmatic Stylistics"; Edinburgh University Press.
4	Introduction to Socio-Linguistics	350119 PHIL505	II	None	Zaal Kikvidze, Doctor of Philology, Invited Lecturer	1. Wardhaugh, R. (2006). An Introduction to Sociolinguistics. Oxford: Basil Blackwell.
5	Anglo-American Literary Studies 1	350120 PHIL506	II	None	Eliso Pantskhava, Associate Professor, Doctor of Philology	1. Sanders A. `The Short Oxford History of English Literature~, Oxford University Press. 2004. 2. Richard J. Gray `A Brief History of American Literature~; Willey – Blackwell, 2011.
6	Anglo-American Literary Studies 2	350123 PHIL509	III	Anglo-American Literary Studies 1	Eliso Pantskhava, Associate Professor, Doctor of Philology	1. Sanders A. `The Short Oxford History of English Literature~, Oxford University Press. 2004. 2. Richard J. Gray `A Brief History of American Literature~; Willey – Blackwell, 2011.
7	Communicative Grammar	350125 PHIL511	III	None	Nikoloz Parjanadze, Affiliated Professor, Doctor of Philology	1. Leech, G., Svartvik, J. (2003) A Communicative Grammar of English. Third Edition.



## EDUCATIONAL PROGRAM

8	Lexical Semantics	350117 PHIL503	I	None	Ekaterine Bakaradze, Affiliated Associate Professor, Doctor of Philology	1. Riemer, N. (2010). <i>Introducing Semantics</i> . Cambridge: Cambridge University Press.
9	Linguistics Theories	350121 PHIL507	I	None	Zaal Kikvidze, Doctor of Philology, Invited Lecturer	1. David Crystal. (2009). "The Cambridge Encyclopaedia of The English Language", Cambridge
10	Lingvopragmatics	350118 PHIL504	I	None	Ekaterine Bakaradze, Affiliated Associate Professor, Doctor of Philology	1. Levinson, S. C. (1983) <i>Pragmatics</i> . Cambridge Textbooks in Linguistics. Cambridge University Press. 2. Huang, Y. (2015). <i>Pragmatics</i> . Oxford Textbooks in Linguistics (2nd ed.). Oxford: Oxford University Press.
11	Discourse Analysis	350122 PHIL508	I	None	Nikoloz Parjanadze, Affiliated Professor, Doctor of Philology	1. Gee, J. P. (2011). <i>An Introduction to Discourse Analysis: theory and method</i> . Third edition. Routledge. New York and London. 2. Gee, J. P. (2011). <i>How to Do Discourse Analysis: a toolkit</i> . Routledge. New York and London.
12	Methods of English Language Teaching (TKT Essentials)	350177 PHIL514	III	None	Ekaterine Pipia, Affiliated Professor, Doctor of Humanities	1. Mary Spratt, Alan Pulverness, Melanie Williams, <i>The TKT Course, Modules 1,2 and 3</i> , 2011, Cambridge University Press 2. Joanne Welling (2009). <i>The TKT Course Training Activities CD-ROM</i> , Cambridge University Press. 3. Dave Davies (2010), <i>TKT with Answers: Preparing for the Cambridge Teaching Knowledge Test</i> , Create Space Independent Publishing Platform
13	History and Peculiarities of English language	350163 PHIL513	III	None	Mariam Bandzeladze, Associate Professor, Doctor of Education Sciences	1. Brinton, L. J., Arnovick, L.K. (2011) <i>The English Language: A Linguistic History</i> . Oxford University Press. 2. Baugh, A. C., Cable, T. (2012). <i>A History of the English Language</i> . Routledge
14	Theories and Methods of Second Language Acquisition	350179 PHIL516	I	None	Natela Doghonadze, Affiliated Professor, Doctor of Education	1. R. Mitchel & F. Myles & E. Marsden (2013), <i>Second Language Learning Theories</i> , Routledge



## EDUCATIONAL PROGRAM

					Zaal Kikvidze, Invited Lecturer, Doctor of Philology	<ol style="list-style-type: none"> <li>2. Crystal D. (2003), <i>A Dictionary of Linguistics and Phonetics</i>, Fifth edition, Blackwell Publishing</li> <li>3. Ringbom H. (2007), <i>Cross-linguistic similarities in foreign language learning</i>, <i>Multilingual Matters LTD</i></li> </ol>
15	Master Thesis	350126 PHIL512	IV	All compulsory study courses in the programme	Any professor or Associate Professor, or invited lecturer with Doctor's academic degree	-