



UNIVERSITY OF PRISHTINA
“HASAN PRISHTINA”
FACULTY OF PHILOLOGY

SELF-EVALUATION REPORT

REACCREDITATION

Prishtina, 05.01.2021

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1. INTRODUCTION

1.1.A brief overview of the institution and the program under evaluation

This report has been prepared as a result of self-evaluation process at the Faculty of Philology, which will apply at the Kosovar Accreditation Agency for the reaccreditation of the 6 BA programs: 1. English Language and Literature (240 ECTS), 2. French Language and Literature (240 ECTS), 3. German Language and Literature (240 ECTS) 4. Turkish Language and Literature (240 ECTS), 5. Orientalistics (240 ECTS), 6. Journalism (180 ECTS) and for the accreditation of 3 MA programs: 1. English Language (Integrated programme in Linguistics) (60 ECTS), 2. English Literature (60 ECTS) and 3. German as a Foreign Language (60 ECTS). The six BA programs have valid accreditation until 30.09.2020, therefore the Faculty of Philology applies for their reaccreditation. The documentation provided by the Faculty of Philology has been prepared in compliance with the KAA checklist, UP self-evaluation guidelines and other legal documents for the general study programs.

In this process, the main work in the preparation of the documentation for re/accreditation has been carried out by the Dean, the Vice-deans, the Coordinator for Academic Development, and the professors of the respective departments in the Faculty of Philology. This short overview includes a self-critical summary of the work of the Faculty of Philology in accordance with the KAA requests for study programmes accreditation. The common crucial elements on the level of Faculty which are not in the mandate of the Departments or study programs such as: the profile (general orientation) of the Faculty, staff review and selection, management, quality assurance, finances, students' service, physical space and equipment, etc. have been taken into consideration for proposing this program for accreditation. Attached to this Report is a syllabus model, a CV, a questionnaire, a contract, an ECTS table, a diploma supplement, a table for international research projects as well as the table of the recommendations from the last reaccreditation procedure of the other programs at the level of Faculty (the article IX).

The Research and International Cooperation and the Development Plan of the Faculty of Philology which are an important part in medium-term planning of this institution, CVs of the personnel, Regulation on MA studies, Quality Assurance Guidelines, Scientific projects on Faculty level as well as the list of partnership of the Faculty of Philology have been submitted to the KAA on CD.

1.1.1. Establishment

The Faculty of Philology has been established based on the Law for the establishment of the Faculty of Philology in Prishtina no. 011-83/88, in Prishtina on 22.12.1988. The registration number is 1050, dt. 09.12.1988. District Economic Court in Prishtina issued a registration document no. 861/88.

The Faculty of Philology has a long considerable tradition and experience. The Cathedra of Albanian Language and Literature, established in the academic year 1960/61 within the Faculty of Philosophy of Pristina, gives a meaning and significance to the High Education history of Kosova in Albanian language, to its very distinct segments.

The same year, the Cathedra of Serbo-Croatian Language and Yugoslav Literature was established. One year later, in 1961/62 the Cathedra of English Language and Literature and the one of Russian Language and Literature were established. In 1971 the Cathedra of French Language and Literature was established, whereas in 1973 the Cathedra of Orientalistics was established. With the statute of the year 1973 the Faculty began functioning on the basis of Departments (cathedras were abolished). In 1989 the Department of Turkish Language and

Literature was established. The same year the Faculty got independent as a separate institution with the name Faculty of Philology.

After forced expulsion from university premises, during the time of study at home-schools, the Department of the Russian Language and Literature stopped its operation, this due to a very little interest to study in this department. On the other hand, although in very difficult conditions, in the academic year 1992/93 the Department of German Language and Literature was established.

Since 1974 the Albanological studies were developed into departments: Albanian Language and Literature and Albanian Literature and Language, to get profiled in the year 2001 into the Department of the Albanian Language and Department of Albanian Literature.

After the war, two new departments were established: the Department of General and Comparative Literature in 2001/2002 (which was not accredited in the last year's external peer review, and therefore, it does not enroll new students) and the Department of Journalism (2005/2006).

Apart from basic studies, in 1970/71, the post-university studies have begun in the field of Linguistics and Literature. The professional MA in translation and interpretation was accredited firstly in 2011, however this program was not accredited in the final process (2016).

1.1.2. Description of the location

The Faculty of Philology is situated in the central location of the University campus "Mother Teresa st., no nr., in vicinity to the Rectorate of UP and National Library.

1.1.3. The Institution of high education, its mission and objectives

The Faculty of Philology operates within the framework of the University of Prishtina as an academic unit which is focused in providing study programs in the field of philological sciences starting from the study of national sciences (of Albanian language, literature and culture), teaching and studying foreign languages, literatures and cultures (English, German, French, Italian, Turkish, Arabic, Persian and Croatian) as well as studying journalism and communicative sciences. The mission and objectives of the Faculty of Philology are in compliance with those which are determined by the UP and all the programs offered by the Faculty of Philology have been drafted based on UP leadership principles, important strategic documents and current regulations. (see: <https://www.uni-pr.edu/inc/doc/PLANI-STRATEGJIK1.pdf>).

The management activity and strategic planning of the Faculty of Philology is in full accordance with the main issues defined by the Strategic Plan of the University of Prishtina.

The basic principles of this institution are mainly supported on the development of young people in the field of human and philological sciences, as well as the development of professionals (lecturers of Albanian and foreign languages, translators / interpreters and philologists in various scientific disciplines (Albanology, Balkanistics, Anglicism, German, Romance, Orientalistics, Turcology, Journalism and Comparative Studies) for the needs of society and its institutions.

1.1.4. Study Programs

Within the organizational structure of the Faculty of Philology there are 8 departments which offer 18 study programs at the Bachelor, Master and PhD levels. There are 8 BA programs: 1.

The Albanian Language, 2. The Albanian Literature, 3. The English Language and Literature, 4. The German Language and Literature, 5. The French Language and Literature, 6. The Turkish Language and Literature, 7. Orientalistics and 8. Journalism. There are four MA programs in total: 1. Albanian Language, 2. Albanian Literature, 3. English language and Literature, 4. German Language and Literature, 5. The French Language and Literature, 6. The Turkish Language and Literature, 7. Oriental Cultural Studies and 8. Journalism and Public Relations. There are two study programs at the level of PhD which are organized in two main study fields: Linguistics and Literature. All programs at all levels are scientific (academic). The 18 programs of the various levels of study, structured in departments, are:

- Department of Albanian Language in three study levels
 - Albanian Language, BA (240 ECTS),
 - Albanian Language, MA (60 ECTS) and
 - Linguistics, PhD (180 ECTS);
- Department of Albanian Literature in three study levels:
 - Albanian Literature, BA (240 ECTS),
 - Albanian Literature, MA (60 ECTS) and
 - Literature, PhD (180 ECTS);
- Department of English Language and Literature, with two study levels:
 - English Language and Literature, BA (240 ECTS) and
 - English Language and Literature MA (120 ECTS), with a profilization of MA program in: 1 Linguistics and 2 Literature;
- Department of German Language and Literature with two study levels:
 - German Language and Literature, BA (240 ECTS) and
 - German Language and Literature, MA (60 ECTS);
- Department of French Language and Literature with two study levels:
 - French Language and Literature, BA (240 ECTS) and
 - French Language and Literature, MA (60 ECTS);
- Department of Turkish Language and Literature with two study levels:
 - Turkish Language and Literature, BA (240 ECTS) and
 - Turkish Language and Literature, MA (60 ECTS);
- Department of Orientalistics with one study levels:
 - Orientalistics, BA (240 ECTS) and
 - Oriental Cultural Studies, MA (60 ECTS);
- Department of Journalism with two study levels:
 - Journalism, BA (180 ECTS) and
 - Journalism and Public Relations, MA (120 ECTS).

1.1.5. The duration and ECTS credits of the programs according to BA, MA and PhD levels

Apart from the BA program in journalism, which has a duration of 3 years (6 semesters) and has a total of 180 ECTS or 60 ECTS per year, all the other BA programs last for 4 years (8 semesters) and have a total of 240 ECTS or 60 ECTS per year.

These studies are regular apart from the BA program of Turkish Language and Literature, which organizes part time, studies paralelly to regular studies.

At the end of the studies the student earns the Bachelor Academic Title (the respective study field) for example; Bachelor of English Language and Literature. Besides the MA study program in English Language and Literature (MA), which lasts for 2

years (4 semesters) and has a total of 120 ECTS or 60 ECTS per year, all the other MA programs last 1 year (2 semesters) and have a total of 60 ECTS. Whereas, both programs of PhD last for three years (6 semesters) and have in total 180 ECTS or 60 ECTS per year.

1.1.6. The up to date evaluations of the study programs

Until now, from the side of the Agency of Kosovo for Accreditation these evaluations have been realized: March 2010 (first accreditation of the institution), April 2011, February 2013 (three doctorate programs) and May, 2013 (second re-accreditation of the institution), 2013 - 2016 (third re-accreditation of the Institution). The last accreditation of the institution covers the period 2016-2019 / 2021 during which these study programs have been accredited:

1. Albanian Language, BA (240 ECTS),
2. Albanian Language, MA (60 ECTS),
3. Linguistics, PhD (180 ECTS);
4. Albanian Literature, BA (240 ECTS),
5. Albanian Literature, MA (60 ECTS),
6. Literature, PhD (180 ECTS);
7. English Language and Literature, BA (240 ECTS),
8. English Language and Literature, MA (120 ECTS);
9. French Language and Literature, BA (240),
10. French Language and Literature, MA (60 ECTS);
11. Orientalistics, BA (240 ECTS);
12. Turkish Language and Literature, BA (240 ECTS);
13. Communication and Journalism Sciences, PhD (180 ECTS).

In 2016, the programs which have not been accredited are: 1. Translation and professional interpretation, MA (120 ECTS) and 2. Balkan Studies, BA (240 ECTS).

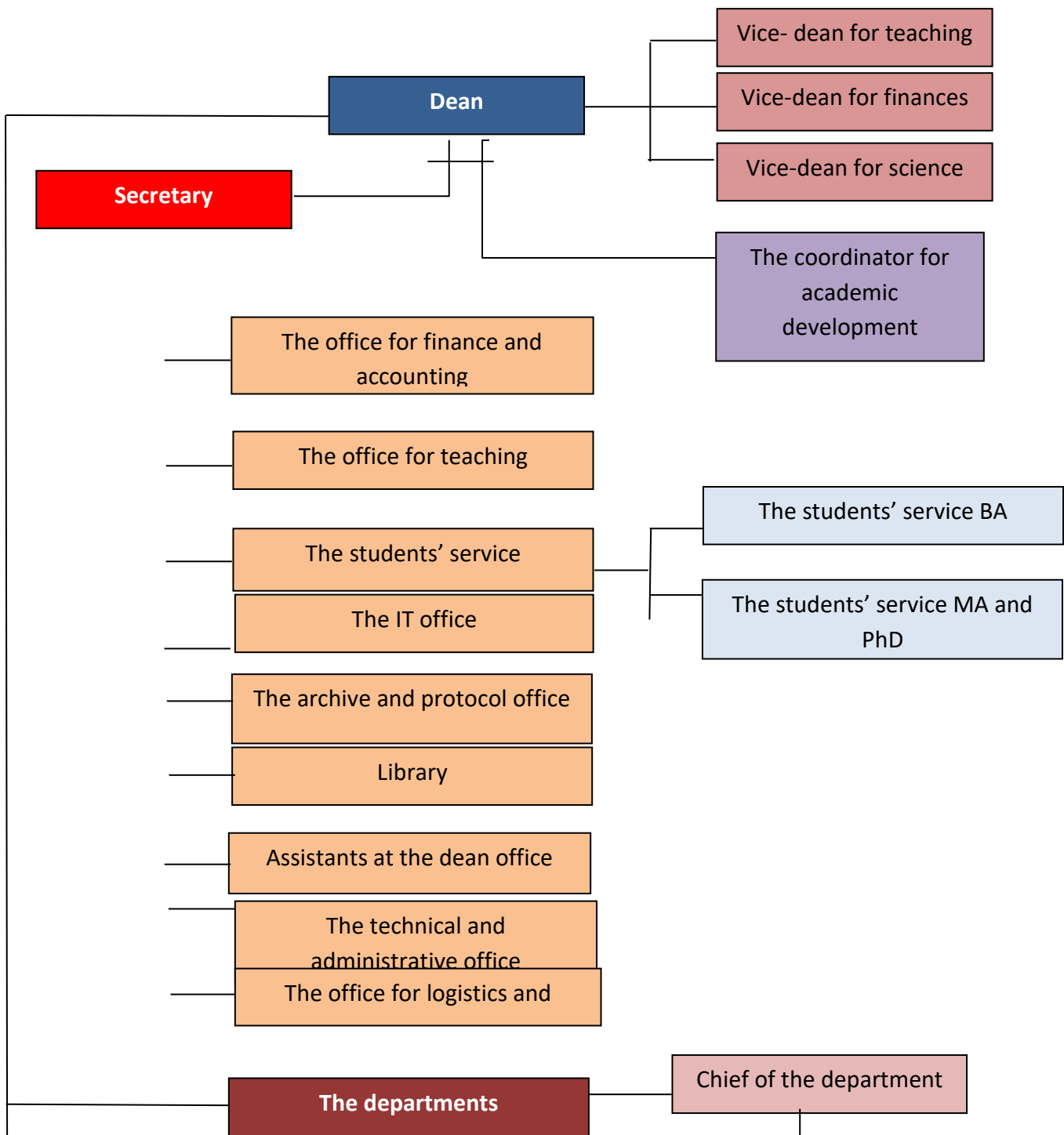
The programs: 1. German Language and Literature, BA (240 ECTS), 2. Journalism, BA (180 ECTS) and 3. Journalism and Public Relations, MA (120 ECTS) have been accredited in 2011, while in July of 2014 they have been re-accredited for the period 2014 - 2019.

In July, 2017, the German Language and Literature Program MA (60 ECTS) has been accredited for the period 2017 - 2020.

In 2017, due to the lack of program holders, the State Council for Quality of the AKA on 23 June of 2017 takes the decision for suspension of these three programs: 1. Journalism and Public Relations, MA (120 ECTS), 2. French Language and Literature, MA (60 ECTS) and 3. Journalism and Communication Sciences, PhD (180 ECTS).

Finally, in 2019 the Faculty of Philology has been accredited by the Kosovo Accreditation Agency (KAA) with 4 more MA degree programs: Journalism and Public Relations (120 ECTS), French Language and Literature (60 ECTS), Languages and Literature Turkish (60 ECTS) and Oriental Cultural Studies (60 ECTS).

1.1.7. The Institutional leadership, management structures and administration and staff arrangements



1.1.8. The students, their socio-economic background, and the respective contextual information on the Institution's operating field

The Faculty of Philology is known as the intellectual center of the University of Prishtina and is committed to Albanian studies and languages, literature and the most world-known cultures

with a focus on disciplinary and interdisciplinary creative rigor, as well as ethical dedication to issues of social justice and global citizenship.

The Faculty of Philology has been one of the first units since the establishment of the University of Prishtina in the 1960s, which has always contributed to the development of science and education of Kosovar society in a national, pluralistic and democratic spirit. Besides the scientific and intellectual contribution, the Faculty of Philology has always played an important role in political and social trends of the country, especially in the establishment and development of higher scientific institutions, such as ASAK and the International Seminar on Albanian Language, Literature and Culture. Moreover, this Faculty through Seminar and foreign language departments offers a valuable contribution to the promotion of Albanian culture outside the Albanian hemisphere as well as in building cooperation and communication with the higher educational, scientific and cultural institutions in the region and the world. The programs and syllabuses of the Faculty of Philology have managed to attract the attention of Kosovar youth and beyond. Therefore, in recent years there has been an increased interest for studying in these programs of the faculty. The opening of Kosovo towards other countries and foreign investments in the country constitute another reason for this increase of interest to study at the Faculty of Philology.

The Faculty of Philology is open today to people interested in all high school profiles, be that linguistic, scientific or professional. This institution accepts students from Kosovo and other Albanian speaking regions and is open without exception to candidates of all nationalities and social strata.

1.1.9. Regulations and procedures for developing / reviewing and approving new curricula

The Faculty in the overall teaching process and other institutional responsibilities operates in complete accordance with the UP Statute and Administrative guidelines issued by MASHT.

The review and improvement of the new curricula is done in agreement with the standards appointed by the OAD and by the office for quality assurance in the central level of the UP. Naturally, the market requirements, standards of European higher educational domain, graduates' comments and experts' recommendations from accreditation procedures are taken into the consideration. There is always a need for comparability with sister programs in European universities. In October of 2015, an Advisory Body of the Faculty of Philology has been established, consisting of 9 members, 6 of whom came directly from the labor market. This body contributes, among other things, to the review of the Philological Faculty's curricula, taking into account the demands that appear on the labor market. Based on the regulations and documentation issued by the Rectorate of the UP and the OAD as well as based on the documentation of AAK, the Faculty of Philology entitles the commissions for developing new study programs in certain departments. The Departments have a responsibility to co-operate in harmonizing study programs within a deadline based on the labor market needs of graduates, while trying to harmonize with other study programs similar to European universities and taking into account the administrative guidelines of MEST of the Republic of Kosovo.

The proposed study programs should also be approved by the Studies' Commission at the faculty level and the Council of Faculty of Philology.

Afterwards, they should be approved by the Study Commission at the central level and the UP Senate before proceeding to AAK for accreditation. Moreover, many of the teaching staff of the Faculty of Philology participate in various commissions established by MEST. They are involved with the preparation of curricula at the pre-university level, which directly affects the development of BA and MA curricula, with special emphasis in the field of teaching. Naturally, all these procedures proceed to the Studies Commission of the Faculty of Philology, Studies

Committee, through the Council of the Faculty of Philology, the Office of Academic Development of UP, the Studies' Commission and the Senate of UP. A fivefold filter is a good indicator of this whole process.

1.1.10. The organization of teaching

Teaching process is regular and it is organized according to the class schedule from Monday to Friday, from 8am to 8pm. Classes are announced on the notice boards of each department, on the hallways and on the website of the Faculty of Philology. In all the aforementioned programs, the mandatory and elective courses are organized and delivered in the form of lectures and tutorials. The elective courses (usually 2 per semester), which in most programs are scheduled for the third semester of the second year become mandatory at the moment they are selected by the students. Alongside the teaching process, teachers hold consultations with students regularly, (minimum three times a week). Individual counseling is done especially in the process of writing the diploma paper, during seminar work and during the internships in schools and in the media. Student consultations are usually appointed by the course professor, but students can be also contacted through e-mail address.

1.1.11. The students' assessments and the examination term

Currently, the Faculty of Philology operates on the basis of guidelines issued by the Statute of the University of Prishtina and the Study Regulations. All exams are held within the announced exam schedule. Regular exam schedules are appointed as: January session (winter), June session (spring) and September session (autumn). Two exams from the mandatory subjects can not be taken on the same day by the student of the certain department or year. The exam schedule must be announced no later than three days before the exam date. After being announced, the exam schedule becomes mandatory both for the exam administrator and the student.

The exam dates for the academic year 2019/2020 have been announced in September 2019 for all three exam sessions. The application for the exams begins no earlier than 6 weeks before the end and no later than 8 days before the exam period starts. The issue of student complaints about exams is regulated by the Statute of UP, whereas, the student's rights for re-examination are also defined by the UP Statute. Only students who have fulfilled their legal obligations towards the Faculty can sit the exam, otherwise the Dean's office may apply penalties. The student is not allowed to use cell phones during the exam. He/ She is not allowed to copy and communicate with other colleagues as they may be expelled from the exam and their exams may be cancelled.

Midterm tests and final tests are part of the continuous evaluation of the student's work. Participation and engagement in teaching as well as research assignments collect a certain percentage of the evaluation.

1.1.12. The Regulations and procedures for writing BA, MA and PhD thesis

The Faculty is in the process of upgrading the existing BA and MA regulations, while the PhD regulation has been approved at the central level of the university.

All the regulations rely mainly on the articles of the Statute of UP and Senate decisions, MEST guidelines, and other relevant documents of the field. Having the demand for applying practical knowledge into the labor market into the consideration, the Council of the Faculty of Philology

approved the decision to replace the diploma paper in BA programs with the diploma final exam in October, 2015. This opportunity is allowed by the UP Statute, but as faculty, we ask for this issue to be discussed with the expert team in order to see whether this practice can still remain comparable to European universities. Students would be able to enter the final exam before a commission (minimum 3 members) and would be tested (in writing and orally). If the External Evaluation Expert Team approves this decision of the Faculty Council, we would easily transfer the credits from Diploma paper to the Degree Exam.

1.1.13. The student's documentations

ID, registration paper, student file.

All student enrollment requirements toward the institution are performed by the students through online system. Their grading has been made possible through an online system known as SEMS. The legal relations between the Faculty, respectively the UP and the student are regulated by the provisions of the UP Statute and by the Law on Higher Education

1.1.14. The employability of graduates

The Faculty of Philology does not possess any official information regarding the employment of its graduates. We do not own any specific office or a network for former students, but we rely on individual communication with them after their graduation. We can unofficially confirm that graduates in the departments of the Faculty of Philology are employed in:

In public and private educational institutions;

In organizations dealing with projects in support of economic, political and cultural development (such as translators, project managers, advisers, etc.);

Printed and online media;

Officials in various ministries and directorates;

In independent entrepreneurships (such as translators, writers, publicists, etc.).

1.1.15 Scholarships and mobility

The students of the Faculty of Philology are encouraged to participate continuously in academic exchange programs with European universities and many of them take ECTS credits from such universities and bring them to the UP with a preliminary agreement between the institutions.

We have a great number of ERASMUS + agreements signed with well-known European universities. The educational agencies, such as DAAD, French Cultural Center, etc., support the mobilities of students and academic staff. Even Embassies, such as the Embassy of United States, Italy, France and Turkey often support our students through mutual and bilateral scholarships as well as through the presence of foreign lecturers as a part of our teaching staff.

1.1.16. Administration and the Students' Service

The Faculty Secretary administers and manages the administrative office at the Faculty in general, and coordinates the work of all services in particular. The Student Service of the Faculty of Philology consists of a senior teaching officer, a Service Officer, a Master degree officer, a Doctor Degree officer, an IT Officer and an Archivist.

The students' service in general performs tasks related to students' enrollment, admission and registration of application forms, students' documentation, bookkeeping, certificates of student status and other responsibilities as required by the management of the Faculty.

1.1.17. Library

The Library of the Faculty of Philology possesses a book fund of about 15,000 units (not new titles) and about 300 doctoral and master theses. Unfortunately, this library does not have an electronic book fund. The library has a reading room in capacity of 80 seating places as well as a computer room where 20 students can work comfortably.

1.1.18. Other information

The Curricula, subject syllabi, academic staff and their CVs, administrative staff, lecture hours, exams and other information regarding studies at the Faculty of Philology can be found on the Faculty website: <https://filologjia.uni-pr.edu/Ballina.aspx>

2. PROGRAM EVALUATION: ENGLISH LANGUAGE AND LITERATURE (BA), RIACCREDITATION

Faculty of Philology

Department: English Language and Literature

1. Department	English Language and Literature
2. Responsible for the study program	Prof. asoc. dr. Lirak Karjagdiu, Prof.ass.dr. Sazana Çapriqi (Prof.ass.dr. Seniha Krasniqi), Dr. Lendita Kryeziu, prof. asoc.dr. Bekim Bejta
3. Name of study program	Bachelor of English Language and Literature
4. Level of study program	Bachelor
5. Academic degree	Bachelor of English Language and Literature
6. Number of ECTS credits	240 ECTS
7. Study type	Full-time studies
8. Approval by the faculty council	Decision of the Faculty of Philology Council
9. Program type	Scientific

The Department of English Language and Literature operates within the organizational structure of the Faculty of Philology. Therefore, this study program is designed based on the guiding principles of this institution:

- Higher education of young people in the fields of humanities and philological sciences,
- Formation of professionals in various disciplines of linguistic studies as well as in other fields such as Albanology, Anglicistics, Germanistics, Romanistics, Orientalistics, Turcology, Balkanistics, and Journalism,
- Formation of translators and interpreters for the needs of society and its institutions (from foreign languages to Albanian and vice versa),
- Training of professional teachers for different educational cycles.

The BA Program "English Language and Literature" is conceived as a basic general qualification, complemented with courses that enable qualification in fields of linguistics, methodology and translation / interpreting of English as a foreign language and in the field of literary studies. Depending on students' interest, elective courses enable the expansion and deepening of knowledge in specific areas. The program offers an equal level of theoretical and practical acquisition of competencies that enable flexible engagement in the labor market as well as chances for further studies.

The essence of the BA Curriculum consists of linguistics (language structure), literature, history of literature, history of culture and civilization, concepts and the research methods of linguistics and literature, translation, text theory and practice, language practice, and methodology of teaching English as a foreign language.

Studies at the Department of English Language and Literature have been organized to be delivered as full-time studies lasting four years (eight semesters).

The BA program in English Language and Literature is designed based on the needs of the Kosovo labor market, which offers several employment opportunities: teachers, translators, administrators, etc. The Department of English Language and Literature, which operates within the Faculty of Philology, has designed this program conceived as a basic qualification in the field of linguistics, literature, methodology and translation / interpreting in English as a foreign language. Considering that a significant proportion of English Language and Literature graduates work in educational institutions (public and private universities, public and private schools and foreign languages schools), the program is complemented with courses that enable qualification in the aforementioned fields.

The labor market in the Republic of Kosovo needs translators with good knowledge of English, but also Albanian, for local and international institutions (mainly English speaking countries); therefore, part of this program are also the courses of translation from English to Albanian and vice versa, but also courses like English for specific purposes, where the terminologies of specific fields such as law, economics, medicine etc. are taught.

2.1. Mission, objectives and administration

Standard 1.1. The mission of this program is to prepare English language teachers, translators, and linguists, focusing on different age groups, different sources and different language areas within English as a foreign language. The academic tradition of the English Language Department has always provided the opportunity to cover the main linguistic fields which are of great interest for the labor market. The mission of this program is in full harmony with the mission of the University of Prishtina "Hasan Prishtina". This program focuses on preparing students to expand and deepen their theoretical and analytical knowledge and interpretative skills. The program also provides the opportunity for students who successfully complete their studies to further pursue their academic degree and enroll in the next academic level that is the master studies.

Standard 1.2. This program is based on the National Qualifications Framework, according to which this study program belongs to its 6th level. Moreover, this field of study is in accordance with the Erasmus Subject Area Codes (ESAC) points: 05.0 / 05.2 / 05.3 / 05.5 / 09.0 / 09.1 / 09.2 / 09.3 / 09.4

Each instructor, declares results via the Students Electronic Management System, and reports the completion of the courses and the progress of the program. The relevant authorities within the hierarchy have direct access to statistical data which show summary and analysis of the results of the courses held. Regular staff meetings, the staff's ongoing electronic contact as well as the reports and continuous work of the head of the department with the highest administrative/academic bodies lead to the department's successful work.

Standard 1.3. The program is designed to deepen students' knowledge of the field of study and includes relevant didactic content and methods of this level of study, which aim to achieve the following objectives:

- Provide students with an overview of the basic theories of linguistics;
- Enable them to use language concepts in practice based on the learned theory;
- Familiarize them with the most important primary and secondary sources of literature, including books, scientific journals, digital resources and other digital media;
- Familiarize students with current and contemporary methodological approaches in linguistics and enable them to apply them independently;
- Enable students to critically convey the sources used during their studies;
- Enable students to further develop their language and communication skills;
- Enable students to further advance their knowledge of the structure and function of English to reflect on the structure and use of language;
- Enable students to deepen linguistic and communicative skills to report orally and in writing.

Standard 1.4. The Department of English Language and Literature operates within the Faculty of Philology, and similarly to other departments within the Faculty of Philology abides by the statute of UP, the regulations adopted by the Senate, the Steering Council, as well as MEST's Administrative Instructions. These documents are published on the websites of the UP and Faculty of Philology. All activities of the Department are conducted within this legal framework.

Standard 1.5. Regulations approved by the Senate and the Steering Council regulate the relations between staff and students through academic, research and teaching activities (Regulations for BA, MA and PhD study levels, SEMS Regulation, Regulation for the Code of Ethics, Quality Assurance, etc.) are accessible to everyone on the faculty website and are applicable to the department's permanent activities. In addition, in the final research phase of the study program, there is an academic honesty statement which should be signed by the students when the mentoring of the diploma work begins.

Standard 1.6. Adequate faculty and university mechanisms such as: Quality Assurance Coordinator on Faculty level, Vice-Dean for Teaching, Vice-Rector for teaching and student matters, Faculty Council, Dean, Senate, SC and other mechanisms monitor the regulations and other bylaws related to the study program, but also with other study programs.

Performance Indicator 1.1. Through Regulation No. 2/510, dated 12.09.2017, the Institution has established the Principal Performance Indicators for the levels of study programs. These performance indicators are measured through the set forms of this regulation.

Performance Indicator 1.2. Reporting on the completion of the courses and the progress of the program is done by each teacher through declaration of results in the Students' Electronic

Management System and relevant authorities within the hierarchy have direct access to statistical data which show summaries and analysis of the results of the courses held.

Performance Indicator 1.3. Policies involving student achievement standards are regulated at university level, ranging from the Statute to the Study Regulations. In special cases when the standards of achievement are inadequate, assessments remains to be done by other faculty and university mechanisms such as; Faculty Council, Senate, etc.

The department has the exclusive right to initiate procedures for changing the study program in case of any failure of the graduates' competencies after receiving reliable feedback from the labor market.

Performance Indicator 1.4. This program functions under the university rules;therefore, statistical data on performance indicators, teaching, schedules, classes, etc., is managed by a central online system in which supervisory authorities have continuous access.

Performance Indicator 1.5. The inclusiveness of this department and program provides opportunities not only for particular situations but also for particular individuals. A strong point of this program is promoting the concept of equity that would give equal opportunities to everyone regarding gender, or in the case of students with impairments, foreign students, or other similar categories, since besides the regulations within the university, the leaders and the managers of this program have treated all students equally. This is best shown with the constant collaboration of the staff and students with projects and organizations of various nature, incorporating theories acquired into practice.

2.1.1. SWOT analysis of mission, objectives and administration

A. Strengths

- The Department of English Language and Literature is a department with a nearly 60-year experience, with a solid academic background and a university teaching experience, which since its founding continues to act in quality enhancement of teaching and learning.
- The Department of English Language and Literature has a qualified staff with scientific and academic degrees as well as expertise, infrastructure and sufficient equipment for both academic staff and students.
- The teachers of the Department of English Language and Literature have acquired qualifications in England, America, Kosovo and Albania, and most of them have a Ph.D. degree in philological sciences.
- The program's mission is fully in line with the mission of the institution,
- Regulations and other documents related to the mission, objectives and program management are accessible to staff and students,
- The program's mission complies with the National Qualifications Framework and Erasmus Subject Area Codes (ESAC),

- Students of the Department of English Language and Literature have the opportunity to go regularly to International Universities for Mobility and Research in the framework of the Erasmus + Program.
- The Department of English Language and Literature is a very active department in terms of participation but also conference organization as well as the organization of debates and various activities related to English in general.
- The Department of English Language and Literature is the main promoter for the preparation of good English teachers, as it is well known that the labor market demand for English teachers is great because English is taught in Kosovo schools as foreign language from third grade, while the piloting of introducing English from grade one is in the process.
- Promoting the concept of equity for certain social groups is part of the basic documents of the institution, and consequently of the program,
- The department's objectives, which are deeply student centered, make it easy for our department students to get integrated into the labor market (both after and during study)
- Good and close cooperation with staff and students makes the administration of our department fluent.

B. Weaknesses

- Many students learn English more from music and cinematography for everyday purposes than for learning the language and its exemplary culture.
- Decision-making is multifaceted in relation to problems that may arise relating to the mission or objectives of the program. The bureaucracy in decision-making must be transferred to the department's instances.

C. Opportunities

- The excellent collaboration of our department with the US Embassy, public and private education sector expands our opportunities for a better future of English in all areas of life (work, studies, research, translation, scientific and cultural activities, etc.)
- Awareness of society about the role of English language knowledge, not only in education, but also in the labor market both in Kosovo and abroad.
- English Language has become the language of global science and the needs for learning it are continuously stable.

D. Threats

- Digitalization or technical difficulties in using ICT in teaching can turn into potential obstacles for both teachers and students
- Increased competition by the faculties which provide English studies.

2.2. Quality Management

Quality management can be conducted with a solid legislative infrastructure for the various aspects of studies at this level, which are dedicated to both academic staff and students. An effective communication and internal monitoring network for students, academic and administrative staff is also required.

Standard 2.1. The Department of English Language and Literature holds regular monthly meetings with staff, where they discuss topics related to the academic work of the Department and academic staff present the work development plan and discuss the work until the following meeting. Teachers report information received for course evaluation and teaching; and are in constant and successful electronic contact with academic staff, administrative staff, and students.

Standard 2.2. The entire process of evaluation and planning for improvement is conducted based on the Regulation of Quality Assurance and Evaluation at the University of Prishtina no. 4/132 dated 30.12.2016 (<https://uni-pr.edu/desk/inc/media/DBB19AD0-B96D-4083-A38C-C6AC48E7FA7D.pdf>). The Department of English Language and Literature largely adheres to the syllabuses of the accredited courses at the Kosovo Accreditation Agency and continuously integrates them in planning the scientific developments in the field. The ongoing practical and research work of the teachers with the students makes the syllabuses update constantly according to the work experience and the needs of the course in question. As a result of transparency, updated syllabuses are uploaded online on the faculty website as on social media created for the students by the instructors.

Standard 2.3. The Department of English Language and Literature is continuously working towards quality development in coordination with the academic unit within which it operates and the hierarchy up to the top management of the University of Prishtina. Plans are usually supported by the Rectorate, upon the initiative of the department.

Standard 2.4. The Department of English Language and Literature has consistently conducted internal research on the quality achieved with BA-level students. In the latest research, which was also highlighted in the expert's recommendations, all graduates of the Department of English Language and Literature at the Bachelor level exercise their profession in public and private institutions in the Republic of Kosovo, in the diplomatic representations of Kosovo and governmental or non-governmental organizations other than international countries in Kosovo. The quality evaluations provide an overview of quality issues for the overall program as well as the various components within it; the evaluations consider the inputs, processes, and outcomes, with particular attention given to students' learning outcomes.

Standard 2.5. The Department of English Language and Literature has achieved its objectives in each re-accreditation of the program and has respected the suggestions and recommendations set by local and international quality measurement experts. Following a control chain

consisting of the competent academic and administrative bodies ensures improved performance and consistent compliance with standards.

Standard 2.6. The University of Prishtina “Hasan Prishtina” prepares electronic questionnaires for students each academic year, through which it measures the quality, complaints, suggestions or requests of students and the performance of the academic staff for which UP management is responsible. This academic year (2018/19) for the first time, the ADO has started sending data to the relevant academic units where the dean of the faculty discusses with the academic staff according to the procedures and steps provided in the Quality Assurance and Evaluation Regulation in UP, dated 30.12.2016 and the Student Assessment Guide and the use of their results in UP, dated 18.05.2018.

Standard 2.7. The Department of English Language and Literature has taken into consideration the results of the internal system of quality assurance for further development of this study program. The evaluation results, students’ workload, academic success and the employment of graduates in general have been included. Every report of foreign experts’ team has been taken into account for further development of the program, labor market needs (the majority of BA graduates are employed as teachers) and ongoing feedback from employers (through teaching practice at BA level). At BA level everyone is practicing their profession in different institutions (primary and secondary schools, translation offices, different NGOs etc.).

Standard 2.8. Since its first accreditation, the Department of English Language and Literature has continuously improved its quality by focusing on developing areas of weakness. Throughout its existence, it has taken into account the labor market needs and requirements for the advancement of academic staff. For this reason, the Department has developed numerous collaborations with numerous academic, research, and scientific institutions related to the field of linguistics. Among other elements, organization of international conferences and trainings in the UP premises, cooperation with the US Embassy in Pristina and numerous projects implemented with various educational institutions is worth mentioning.

Standard 2.9. Meeting the standards required by the KAA in writing and periodically, while showing our strengths and weaknesses, periodic SERs and various reports from the level of department up to the Rectorate level are indicators of the accomplishments in reporting on overall quality. Since its first accreditation, the Department of English Language and Literature has improved its quality by focusing on the development of areas in which weak points were observed.

Performance Indicator 2.1. According to the available data, the graduates have achieved success in teaching (teachers, professors, assistants). Their success is also seen among independent scientific research and especially in the field of teaching.

Performance indicator 2.2. The study and course programs have been adapted according to the results obtained through quality assurance mechanisms (in close cooperation with the Office for Quality of the UP) and by the needs emerging from the labor market (Advisory and Alumni

Bodies). All the information related to quality reporting have been regulated in accordance with the regulation for quality management at the level of UP. Meanwhile, the reports obtained from the surveys with the graduates and the MEST are provided to the department based on the request to the MEST submitted by the Dean of faculty depending on the requests of the departments.

The academic staff of the Department, through contacts with the American State institutions and various NGOs, has significantly eliminated the lack of literature and information technology equipment. The active participation of staff in many MEST commissions during the compilation of pre-university curricula as well as the activity of staff in various international projects, have made teachers significantly better prepared in the development of adequate curricula and syllabuses.

Performance Indicator 2.4. In accordance with the Regulation on Quality Assurance and Evaluation in UP no. 4/132 dated 30.12.2016 (Articles 11, 12, 13), the evaluation is performed at least once in five years, as planned. Since its first accreditation, our department has constantly reviewed the re-accreditation programs aligned with the new scientific developments in the appropriate fields. Within the department, new courses complemented with new issues in the field of teaching, translation and philological research have been constantly adopted.

Performance Indicator 2.5. As in any teaching and program planning process (conducted by the Department itself), as well as in each re-accreditation process, international experts do also interview students of all levels who express their opinions on the quality of teaching and the needs for changes in the program. Their opinions are included in the expert reports, which the Department then takes into account throughout the process of curriculum planning and teaching.

2.2.1. SWOT Analysis for quality management

A. Strengths

- The engagement of Bachelor students in the labor market has shown a high level of quality in our Department,
- Also, a number of graduate students have achieved various scholarships to pursue studies at various Universities in Europe and beyond,
- Regular staff meetings which are of a critical nature, help ensure that quality management is constantly under control,
- Our department is one of the few in the University of Prishtina that organize annual international conferences and student conferences,
- Research done within the department by staff (with extensive experience in international institutions), results in high quality successes,
- Electronic Student Management System (SEMS), which enables the administration to monitor the academic activity of students,
- Student Assessment of Teacher through Electronic Application (SEMS),
- New staff trained abroad and with international experience,
- Continuously trained staff in local and international institutions,

- Monitoring the implementation of the learning process electronically,
- The use of technology in teaching by staff,
- Faculty and Department accountability practices.
- Informing teaching staff of the UP on evaluation of students by the management on individual basis.

B. Weaknesses

- The lack of discussion of the students' evaluation of the teaching staff by the department
- The lack of an internal database and digital library for the staff and students.

C. Opportunities

- Renewal of cooperation with various local and international organizations,
- Department Library equipment,
- Use of information technology in the teaching process
- Extra-curricular activities for students organized by the Department in collaboration with partners from different international institutions: lecture cycles from English-speaking professors, workshops with writers from English-speaking countries, workshops on methodology, cultural activities etc.
- Continuous training of staff in relation to the new world trends for constant quality assurance in teaching, scientific research and study.

D. Threats

- Lack of budgetary means to implement the practice of UP students in the region and in the English-speaking countries
- The lack of a student magazine with a research nature where postgraduate students would find opportunities to make publications
- Lack of electronic access to scientific journals in the specific fields of English language
- Lack of applications in international projects and consequently the lack of budget funds for field research.

2.3. Academic staff

		Scientific degree	Academic Degree	Contract Duration	Teaching Charge	Examination, consultations, administrative activities	Research
1	Shykrane Gërmizaj	Doctor of Philological Sciences	Full Professor	Adjunct Professor	6 hours preparation 6 hours lectures)	20 hours per week (former head of department) + 2 consultations	10 hours per week
2	Linditë Sejdiu Rugova	Doctor of Philological Sciences	Full Professor	Permanent	6 hours preparation) 6 hours lectures)	40 hours per week (dean of faculty) + 6 consultations	10 hours per week
3	Lindita Tahiri	Doctor of Philological Sciences	Assoc. Professor	09.06.2021	6 hours preparation) 6 hours lectures)	20 hours per week + 2 consultations	10 hours per week
4	Sazana Çapriqi	Doctor of Philological Sciences	Ass. Professor	30.09.2020	6 hours preparation) 6 hours lectures)	20 hours per week + 2 consultations	10 hours per week
5	Bekim Bejta	Doctor of Philological Sciences	Assoc. Professor	09.06.2021	6 hours preparation) 6 hours lectures)	20 hours per week + 2 consultations	10 hours per week

6	Blertha Mustafa	Doctor English Language and Applied Linguistics	Lector	31.01.2023	10 hours preparation) 10 hours lectures)	20 hours per week + 2 consultations	10 hours per week
7	Zinaide Gruda	MA	Assistant	31.01.2023	10 hours preparation) 10 hours lectures)	20 hours per week + 2 consultations	10 hours per week
8	Afërdita Kasolli Zogaj	MA	Lector	From 1.10.2020	10 hours preparation) 10 hours lectures)	20 hours per week + 2 consultations	10 hours per week
9	Donika Elezkurta jBërveniku	MA	Assistant	30.03.2020	10 hours preparation) 10 hours lectures)	20 hours per week + 2 consultations	10 hours per week
10	Herolinda Bylykba shiXheka j	MA	Lector	From 01.10.2020	10 hours preparation) 10 hours lectures)	20 hours per week + 2 consultations	10 hours per week
11	Lendita Kryeziu	Doctor of Philological Sciences	Lector	From 01.10.2020	10 hours preparation) 10 hours lectures)	20 hours per week + 2 consultations	10 hours per week
12	Yllke Pacarizi	MA	Lector	From 1.10.2020	10 hours preparation) 10 hours lectures)	20 hours per week + 2 consultations	10 hours per week
13	Shpresa Hoxha	Doctor of Philological Sciences	Full Professor	Adjunct Professor	2 hours preparation) 2 hours lectures)	10 hours per week	10 hours per week

Standard 3.2. By fulfilling all legal requirements, all academic staff, full-time and part-time, have completed the Accreditation Agency's online forms, their evidence, both legal and professional. Therefore, the Agency has the staff records in its files.

Standard 3.3. Dr. Blertha Mustafa is Head of the Department and President of KETNET (Kosovo English Teachers Network), Prof. Dr. Linditë Sejdiu Rugova is the Dean of Faculty of Philology, Prof. Dr. Shykrane Gërmizaj, adjunct Professor after her retirement, is the

former Head of the Department, MA. Zinaide Gruda is the former President of KETNET, Dr. Lendita Kryeziu is the Department secretary

Standard 3.4. The University of Prishtina is the primary employer for all academic staff active in this program. This can be verified on the KAA online staff forms.

Standard 3.5. The Department of English Language and Literature currently has 8 doctors of science, which means that Standard 3.5 is fully met.

Standard 3.6. Department of English Language and Literature continually supports the staff needs for academic development, such as: teaching exchange, research projects, participation in scientific conferences, etc.

Standard 3.7. Academic staff respect full working hours; in addition to teaching, each academic staff member holds student consultations at least twice a week.

Standard 3.8. Each academic year, the University of Prishtina conducts the evaluation of its academic staff through SEMS. In addition to this assessment, staff is also evaluated on research and publications made, mentoring papers as well as their administrative and extracurricular engagement.

Standard 3.9. The planning of the Department of English Language and Literature enables them to fully incorporate the teaching and adaptation strategies of the relevant literature into the syllabus review process.

Standard 3.10. Retirement or loss of full-time status teacher is subject to applicable laws.

Performance Indicator 3.1. In addition to teaching trainings delivered and organized by the University itself, the staff of the English Language and Literature Department is extremely active in organizing, delivering and attending self-funded international trainings or even supported by NGOs and other organizations (mainly international). Trainings on teaching methodology are continuously provided by the Center for Excellence in Teaching of the UP. The staff of the Department of English Language and Literature organizes these trainings for other teachers.

Performance Indicator 3.2. The University of Pristina trainings and numerous trainings abroad enabled the academic staff also apply the acquired knowledge in the implementation of the program. All this is also evidenced by the active and creative work of English Department students, who are always distinguished for their unique and original work.

Performance Indicator 3.3. All this activity is monitored during the academic staff reappointment process by meeting the competition criteria, including professional development.

Performance Indicator 3.4. During the reappointment process of academic staff, academic staff performance is evaluated, which is one of the criteria of the competition.

2.3.1. SWOT analysis for academic staff

A. Strengths

- Academic staff training and their long experience in the professional field.
- Publication of scientific articles in various international journals indexed in WEB OF SCIENCE, SCOPUS, EBSCO, DOAJ, etc.
- Preparation and enviable experience of the staff in contemporary teaching methodology. Three members of the academic staff are internationally certified trainers of the UP Center for Teaching Excellence, one of them former Head of the CTE, the other two are newly internationally certified trainers and provide trainings to UP staff ,
- A number of staff have attended and have been certified through this center, while others have also been certified through other specialization programs in contemporary teaching,
- Another strong point of the Department of English Language and Literature is the inclusion of teachers who have completed doctoral and post-doctoral studies at renowned universities around the world,
- Establishing good relations with various academic institutions both in the region and beyond it.
- Monographs and scientific publications in journals with international review,
- Mobility of most staff through the ERASMUS+ Program,
- Staff participation in numerous international conferences,
- Creation of cooperation relations with various academic institutions in the region and beyond,
- Staff experience with the latest technology used in academia and teaching,
- Staff experience with different sources (traditional and electronic),
- The self-critical and adaptive nature of the staff,
- In addition to their mother tongue (Albanian), a high level of proficiency in English, Serbian, Croatian, German and Turkish.
- The Department's academic staff is one of the founders of KETNET (Kosovo English Teachers' Network) and member of various professional associations.

B. Weaknesses

- Lack of team applications in search of support for scientific projects within the framework of scientific research of academic staff.
- Greater integration of BA students into joint research, especially in the field of theoretical studies.

C. Opportunities

- Thanks to the contacts established with the academic and scientific institutions of the

Anglophone countries, the Department staff uses the contacts for cooperation with the Universities of these countries.

- A part of the academic staff is completing doctoral studies, consequently within a short period of time, their academic preparation will be a good opportunity for further enhancement of the performance and the quality of teaching.

- Co-mentoring of students with foreign colleagues within the Erasmus Program

- Joint organization of specific teaching courses with foreign colleagues

D. Threats

- The excessive centralization as an impediment for the academic and scientific development of staff.

- Economic and political circumstances that do not enable the required freedom of movement,

- Financial support for academic staff participation in scientific conferences abroad is maintained only annually by the SC of the UPgranting only the payment of the conference fee.

2.4. Content of the educational process

Standard 4.1. The English Language and Literature BA program iiits essence is conceived as a basic general qualification. However, enriched with courses that enable qualification in the fields of linguistics, methodology and translation / interpreting of English as a foreign language, it enables students follow their career track by attending elective courses of their choice. Elective courses enable the expansion and deepening of knowledge in specific fields, depending on students' interests and aspirations . The program provides on an equal level the acquisition of theoretical and practical competences that enable flexible engagement in the labor market, as well as further studies.

The core of the BA curriculum consists of linguistics (language structure and its use), literature, history of literature, history of culture and civilization, history of language, concepts and methods of research in linguistics and literature, text theory and practice, translation, language practice (practical English course), teaching English as a foreign language.

The lectures are mainly delivered with theoretical aspects of grammar, phonetics, lexicology, morphology, syntax, sociolinguistics and text linguistics.

The study program is modeled on the qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. Aspects refer in particular to academic or artistic competencies, the ability to obtain adequate employment, contributing to civil society and the development of student personality.

This study program is balanced between the theoretical and practical part of the work in the field of study. During the educational process, students of this program develop their skills for theoretical knowledge and their application in real-life society of our own. The content of

the teaching process that covers the main courses of the field of study enables the students to acquire the necessary knowledge of the field of study. Methodologically throughout the courses, students develop the appropriate skills in methodological courses in this area, and in research work. In combination with the theoretical part and exercises for these courses, students develop their personality and, as the results show, they find a place in the labor market.

Standard 4.2. The study program is in line with the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area. The individual components of the program are combined in a way that best achieve specified qualification objectives and provide adequate forms of teaching and learning. The study program is in accordance with the National Qualifications Framework, according to which this study program belongs to level 6 which includes the preparation of students for such study levels. This field of study also complies with the Erasmus Subject Area Codes (ESAC) points: 05.0 / 05.2 / 05.3 / 05.5 / 09.0 / 09.1 / 09.2 / 09.3 / 09.4.

Standard 4.3. The disciplines within the curriculum are provided in a logical flow and complete the precise definition of general and specific competencies, in compliance with study programs and curricula submitted to the EHEA. At least 6 learning outcomes for the study program under evaluation should be listed.

The disciplines of this program of study create opportunities for students to gain the knowledge and skills and competencies needed for the field of study, as well as for specific areas of this program which are covered by the content of the respective courses. Some of the learning outcomes that this program aims at fulfilling are:

- Language proficiency at C1 / C2 level
- Basic knowledge of English literature and its periodization
- Basic theoretical knowledge of the English language structure
- Basic knowledge of the history of English language and literature
- General knowledge of the culture and societies of the Anglophone countries
- Basic knowledge and ability to apply English as a foreign language teaching methods, to plan the teaching process, to use various didactic tools
- Receptive and productive text abilities
- Ability to utilize different sources for finding relevant information
- Key skills required in the labor market (e.g. presentation skills)
- Ability to translate and interpret texts into and out of English.

Standard 4.4. The curriculum discipline and each syllabus are regulated by the thematic content, the way learning outcomes are achieved, and the distribution of obligations such as seminars and related activities, including the form of ongoing assessment. For further clarification, all course syllabuses of this program are included in the appendix.

Standard 4.5. Instruction in the Department of English Language and Literature is conducted exclusively in English.

Standard 4.6. The student-teacher relationship is regulated by an agreement stated in the syllabus of the course where responsibilities for learning outcomes are outlined and applied throughout the semester. The results of student and professor obligations are discussed on an ongoing basis, thereby fulfilling ongoing assessment.

Standard 4.7. The teaching strategies are tailored to each course and are explained in detail in syllabuses created by lecturers with many years of experience in specific areas. Each syllabus presents the forms and methods of work, the evaluation forms and the specifics of the courses. In addition to students, teachers are also required to respect and apply all standard points.

Standard 4.8. At the beginning of each semester, professors distribute course syllabuses that clearly explain the assessment mechanisms and forms, and are published on the faculty website. Mechanisms are developed fairly and objectively, are appropriate for different forms of learning and are clearly communicated to students at the beginning of the course. All are based on the Bologna Charter.

Standard 4.9. The grading system is defined in accordance with Article 109 of the Statute of the University of Prishtina “Hasan Prishtina” and is offered in this order: 10 and 9 (excellent); 8 (very good); 7 (good); 6 (sufficient); 5 (insufficient). The standard of work required to achieve a passing grade is consistent, as the grades in this study program are assessments that are built throughout the semester and as such are implemented within the course syllabus.

Standard 4.10. In case of insufficient achievements to pass the exam, according to the Statute of the University of Prishtina, article 115, the student has the right to be re-tested in the course the exam of which was not passed. According to the Statute, the student has the right to sit the exam three times at most. In cases of a strong standing reason provided by the student, the dean’s office may allow the student to sit the exam for a fourth time. The exam can then be held in front of a committee of three members who are appointed by the Dean of the academic unit.

Standard 4.11. Practical work of students of this level includes their ongoing activity through the seminars, compulsory seminars and research work they do in the field. The results of their work are applicable to the environments and institutions where they work and operate. Observation and professional internship are the mandatory part of the study program.

For the internship phases, ECTS credits are allocated and the students’ work in internships is monitored through activity reports; teachers from the academic staff of the study program are assigned to monitor the students during the internship stages.

Standard 4.12. The department has accommodated its students in various teaching, translation and research practices for years. Since active internships are maintained during bachelor studies, this program implements the internship following the clause 4.11.

Performance Indicator 4.1. The academic feasibility of the study program is ensured by taking into account the expected entry qualifications of freshmen students, an appropriate curriculum plan, the student workload that is assessed for credibility, and a sufficient number of evaluations. With previous experience in the program that has been accredited by KAA, the qualification from this program, its curriculum design and student workload has proven to be successful and this is proven by the absorption of graduate students by labor market.

Performance Indicator 4.2. At the Department of English Language and Literature, all academic staff use official e-mails for communication. Part of successful communication has been the creation of social networking groups such as Facebook, Gmail groups and Learning Platforms as a means of continuous communication, distribution of literature, various electronic materials and various announcements. Also, video projectors and other supporting materials are in constant use by all academic staff. In addition to the need for easier communication, department staff also use electronic platforms for delivering classes (especially tutorials) for which they have organized and delivered professional trainings.

2.4.1. SWOT analysis of the content of the educational process

A. Strengths

- The study program of BA in English Language and Literature has a rather rich offer of courses. It comprises the total of 73 courses bearing 315 ECTS credit points distributed to 8 semester. Among the courses offered in the program 38 are mandatory courses bearing the total of 210 ECTS credit points, whereas elective courses are allocated the total of 105 ECTS credit points. Mandatory and elective course are in the function of enabling students to master the contents covered by courses, as well as prepare them for the life after graduation, that is their integration in the labor market and pursuing their study interests in the next level of studies.
- The courses are individually well thought, allowing students to gain knowledge of the courses taught in the compulsory courses, as well as pursue their interests in electives.
- Proportional planning of student workload and ECTS credits for compulsory and elective courses, an aspect that makes the program easy to implement.
- Courses correspond to the scientific character of the BA program.
- The academic content of the courses is adequate;
- The academic content of the courses is in line with current student needs,
- The inevitable importance of courses to make the program and student complete for the

labor market.

- The teaching content is based on the student's push for research,
- In a number of courses students are encouraged as well as supported in their research efforts by the academic staff,
- The structure of the curriculum and syllabuses is detailed regarding the content and the use of appropriate materials / resources,
- The structure of courses satisfactorily fulfills the program content.
- The academic staff is capable of implementing the program.

B. Weaknesses

- The University of Prishtina does not have a regulation for recognition of extra credits that students might obtain by attending additional courses beyond the required minimum of 240 ECTS for BA degree. This produces exam-driven studies, instead of aspiring for additional knowledge and skills that might be gained by registering and attending a variety of courses offered in the program.
- Freshmen students experience the culture shock which makes the transition from pre-university education and impedes adaptation to university level studies;
- Lack of online library for staff and students.
- Difficult procedures in purchasing basic and additional literature by the University of Prishtina.

C. Opportunities

- Preparation and adoption of a regulation on recognition of extra credits by the Senate/ Steering Council of the University of Prishtina
- Department students under the supervision of their instructor Dr. Blerta Mustafa have initiated and implemented a project and designed *The Guidelines for Freshmen Students*
- Improving the level of research in this area,
- Improving expertise in this area,
- Greater connection with the labor market

D. Threats

- Limited number of candidates that determines the organization of elective courses based on the will of majority.

2.4.2. Program Overview

All proposed courses in Table Format

Year I		
Semester I	Hours/week	

Nr.	N.	Course	L	E	ECTS	Lecturer
1.	O	English Language 1	1	4	6	Zinaide Gruda
2.	O	English Grammar 1	2	2	5	Shykrane Germizaj
3.	O	Introduction to Literary Theory	2	0	4	Muhamet Hamiti
4.	O	English Phonetics	2	2	5	Bekim Bejta
5.	O	Albanian Language 1	2	2	5	Flutura Citaku
6.	O	Foreign Language 1	2	2	5	Flutura Mehmeti, Valbona Gashi Emilia Conforti
Total Semester I			23 hours		30	
Semester II						
1	O	English Language 2	1	4	6	Zinaide Gruda
2	O	English Grammar2	2	2	5	Shykrane Germizaj
3	O	English Phonology	2	2	5	Bekim Bejta
4	O	Albanian Language 2	2	2	5	Flutura Citaku
5	O	Foreign Language 2	2	1	4	Flutura Mehmeti Valbona Gashi Emilia Conforti
6	O	Medieval and Renaissance Literature	3	1	5	Lirak Karjagdiu
Total Semester II			24 hours		30	

Year II						
Semester III			Hours/week			
Nr.	N.	Course	L	E	ECTS	Lecturer
1	O	English Language 3	2	4	6	Blerta Mustafa

2	O	English Morphology1	2	2	6	Lendita Kryeziu
3	O	English Literature - Romanticism	3	2	6	Muhamet Hamiti
4	O	English Idiomatics	2	0	4	Lendita Kryeziu
5	O	Introduction to Teaching and Learning	2	2	5	BekimBejta
Total			23 hours		27	OK
Elective Courses (1 to be chosen)						
6	E	English in the World	2	0	3	Bekim Bejta
6	E	Teaching Creative Writing	2	0	3	English language fellow
6	E	English for Specific Purposes 1 (Business and Economy)	2	0	3	Shpresa Hoxha
6	E	Foreign Language 3	2	0	3	Flutura Mehmeti ValbonaGashi
Total Semester III			25 hours		30	
Semester IV						
1	O	English Language 4	2	4	6	Blerta Mustafa
2	O	English Morphology 2	2	2	6	Lindita Rugova
3	O	Interpretation of Literary Works	3	1	5	Lindita Tahiri
4	O	Victorian Literature	3	2	6	MuhametHamiti
5	O	New Trends in Teaching English as a Foreign Language	2	2	5	Bekim Bejta
Total			23 hours		27	
Elective Courses (1 to be chosen)						
6	E	English for Specific Purposes 2 (Law/Medicine/Technology/ Engineering...)	2	0	3	Shpresa Hoxha

6	E	Literature and Film	2	0	3	Lirak Karjagdiu
6	E	Text Analysis	2	0	3	Lindita Rugova
6	E	Lesson Planning	2	0	3	Blerta Mustafa
6	E	Foreign Language 4	2	0	3	
Total Semester IV			27 hours		30	
Year III						
Semester V			Hours/week			
Nr.	N.	Course	L	E	ECTS	Lecturer
1	O	English for Academic Purposes 1	2	4	7	Blerta Mustafa
2	O	English Syntax 1	2	2	5	Lindita Rugova
3	O	Modern English Poetry	3	2	6	Lirak Karjagdiu
4	O	Shakespeare	3	2	6	Sazana Çapriqi
		Total	20 hours		24	
Elective Courses (2 to be chosen)						
5,6	E	Translation Theory and Practice	2	0	3	Shykrane Gërmizaj
5,6	E	Legal Translation	2	0	3	Zinaide Gruda
5,6	E	English Drama	2	0	3	Muhamet Hamiti
5,6	E	Language and Culture	2	0	3	Lindita Tahiri
5,6	E	Translation (English-Albanian)	2	0	3	Lindita Rugova
5,6	E	Methodology of Foreign Language Teaching	2	0	3	Bekim Bejta
Total Semester V			24 hours		30	
Semester VI						
1	O	English for Academic Purposes 2	2	4	7	Blerta Mustafa
2	O	English Syntax 2	2	2	5	Lindita Rugova
3	O	Modern English Prose	3	2	6	Lirak Karjagdiu

4	O	Review of American Literature till 1900	3	2	6	Sazana Çapriqi
Total			20 hours		24	
Elective Courses (2 to be chosen)						
5,6	E	Non-literary Translation	2	0	3	Shykrane Gërmizaj
5,6	E	Consecutive and Simultaneous Translation	2	0	3	Zinaide Gruda
5,6	E	Stream of Consciousness Novel	2	0	3	Lirak Karjagdiu
5,6	E	Linguistics in Literature Studies	2	0	3	Lindita Tahiri
5,6	E	Practical English	2	0	3	Blerta Mustafa
5,6	E	Introduction to Semantics	2	0	3	Lindita Rugova
5,6	E	Teaching English to Young Learners	2	0	3	Blerta Mustafa
Total Semester VI			22 hours		30	

Year IV						
Semester VII			Hours/week			
Nr.	N.	Course	L	E	ECTS	Lecturer
1	O	English for Employability	2	2	5	Blerta Mustafa
2	O	Methodology of Teaching English as a Foreign Language	2	2	5	Bekim Bejta
3	O	Stylistics	3	2	7	Lindita Tahiri
4	O	Modern American Literature	3	2	7	Sazana Çapriqi
Total			18 hours		24	
Elective Courses (2 to be chosen-one of which should be professional practice)						
5,6	E	American Short Story	2	0	3	Sazana Çapriqi
5,6	E	Professional Translation Practice 1	1	1	3	Zinaide Gruda

5,6	E	Professional Teaching Practice 1	1	1	3	Blerta Mustafa
5,6	E	Introduction to Scientific Research in Linguistics	2	0	3	Linditë Rugova
5,6	E	Testing and Evaluation	2	0	3	Bekim Bejta
5,6	E	Teachnology in Teaching English	1	1	3	Aferdita Kasolli
Total Semester VII			22 hours		30	
Semestri VIII						
1	O	Intercultural Business Communication	2	2	5	Zinaide Gruda
2	O	Lexicology	2	2	5	Lendita Kryeziu
3	O	Contemporary American Literature	3	2	6	SazanaCapriqi
4	O	DIPLOMA/PROJECT			8	
Total			11 hours		24	OK
Elective Courses (2 to be chosen-one of which should be professional practice)						
5,6	E	Professional Translation Practice 2	1	1	3	Zinaide Gruda
5,6	E	Professional Teaching Practice 2	1	1	3	Blerta Mustafa
5,6	E	Feminist Literary Criticism	2	0	3	Sazana Capriqi
5,6	E	American Drama	2	0	3	Muhamet Hamiti
5,6	E	Introduction to Scientific Research in Literature	2	0	3	Lindita Tahiri
5,6	E	Teaching English to Students with Special Needs	2	0	3	Yllkë Pacarizi
Total Semester VII			15 hours		30	

2.4.3. Course Descriptions

YEAR I – SEMESTER I

Course title: English language I, Obligatory, 1+4, 6 ECTS**Course instructor: Zinaide Gruda, PhD candidate****Course description**

English language 1 is a practical, non-theoretical course aiming at the development of students' abilities in receptive (listening, reading) and productive skills (speaking writing). Although the main focus will be in the development of communicative skills, the course will also integrate other aspects of language use, such as structures and vocabulary development. The approach adopted for the course is task-based whereas the selection of teaching materials is topic-based.

Course aims and objectives

- enable students to communicate in the target language at this particular level;
- increase students' confidence and ability to communicate with native and non-native speakers of English both in speaking and in writing;
- develop students' study skills and a range of language learning skills;
- enable students to combine language work with real life skills;
- promote and encourage independent learning.

Learning outcomes

Upon successful completion of the course students will be able to:

- Communicate with both native and non-native speakers of English in speech and in writing with increasing confidence, accuracy and fluency;
- Produce oral and written texts of variety of lengths and for a range of audiences;
- Use their interpersonal skills in a variety of contexts;
- Use their critical thinking skills in a variety of situations.

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	30
Theory / lab work	4	15	60
Practical work			
Contact/consultation with the teacher	10mins per student	15	2.5
Field work			
Test, seminar paper	2	2	4
Homework	1,5	15	22.5

Self-study (library / home)	1,5	15	22.5
Final preparation for exam	5	1	5
Assessment time (test, quiz, final exam)	2	2	2
Projects, presentations, etc.			
Total			148.5/25=5.94 6 ECTS

Mode of course delivery

Method of delivery of the course will be student-centred, interactive and experiential. Transitions between class work, group work, and pair work, will be frequent and will depend on the material to be covered and skills, strategies, and tasks involved. Therefore, students' active participation will be the essential component for the fulfillment of course objectives, as well as for the attainment of the learning outcomes.

Concretization tools

Handouts, texts, board, computer, video projector, CD player, audio and visual materials, realia.

Assessment and evaluation and passing criteria

Coursework 40%

4x10%

Tasks which integrate examples of the following: listening test, reading test, group and individual oral presentations, discussions and debates, writing tasks in different registers, investigative tasks, written and oral summaries/commentaries

Final test 50% - 2 hour paper based examination consisting of four sections:

1. Listening
2. Reading
3. Vocabulary
4. Written composition

Students' final grade will be composed of the following:

Attendance:	5%
Participation:	5%
Course work:	40%

Final test: _____ 50%

Total: _____ 100%

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

A selection of materials from level appropriate (A2/B1) course books, reference materials and topic-based materials will be used as appropriate. Much of the material will derive from authentic print and audiovisual media. Students will also be invited and encouraged to participate in searching, selection, as well as creation of materials to be used in class.

Course title: English Grammar I, Obligatory, 2+2, 5 ECTS

Course instructor: Prof. Dr. Shykrane Gërmizaj

MA Zinaide Gruda, PhD Candidate

Course Description

The course introduces students to basic concepts of English grammar applying the top down approach, beginning with the largest syntactic unit and moving through the hierarchy of linguistic units. The course combines theory with practice in order to enable students to immediately translate theory into practice.

Course aims and objectives

- Increase students' awareness related to particular aspects of language system;
- Broaden their linguistic and meta-linguistic knowledge;
- Increase their motivation to explore rules and regularities, a step forward in becoming critical thinkers and independent learners;
- Enable students to comprehend and use the basic terms of English and Albanian grammar, comparing and contrasting them, in order to achieve the transfer of knowledge and skills;
- Enable them not only to use, but also to describe the language system;
- Enable students to monitor their own progress and develop self-correcting techniques leading them to life-long learning.

Learning outcomes

- Upon successful completion of the course students will be able to:
- Use the basic terminology of English grammar with increasing confidence;
- Describe various aspects of the language system related to syntax, morphology, and word formation rules governing English;
- Demonstrate increasing accuracy in using English;
- Compare and contrast English and Albanian language systems;
- Transfer skills and knowledge of English to mother tongue in order to view the mother tongue more analytically.

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	30
Theory / lab work	2	15	30
Practical work			
Contact/consultation with the teacher	10mins per student	15	2.5
Field work			
Test, seminar paper	2	2	4
Homework	2	13	26
Self-study (library / home)	2	13	26
Final preparation for exam	5	1	5
Assessment time (test, quiz, final exam)	1.5	2	3
Projects, presentations, etc.			
Total			126.5/25=5.06 5 ECTS

Mode of course delivery

Method of delivery of the course will be student-centred, interactive and experiential. Transitions between class work, group work, and pair work, will be frequent and will depend on the material to be covered and skills, strategies, and tasks involved. Therefore, students' active participation will be the essential component for the fulfillment of course objectives, as well as for the attainment of the learning outcomes.

Concretization tools

Textbooks, handouts, board, computer, video-projector.

Assessment and evaluation and passing criteria

Students' final grade will be composed of the following:

Attendance:	5%
Participation:	5%
Assignments:	10%
Intermediary test:	30%
<u>Final test:</u>	<u>50%</u>
Total:	100%

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

Gërmizaj, Shykrane. (2004). A Comprehensive Handbook of English Grammar. Prishtina.

Murphy, Raymond. (2012). English Grammar in Use, CUP

Azar Schramper, Betty. (2006). Understanding and Using English Grammar, Prentice Hall, Inc. USA

Course title: Introduction to Literary Theory, Obligatory, 2+0, 4 ECTS

Course instructor: Assoc. Prof. Dr. Muhamet Hamiti

Course description

The course will provide an introduction to Literary Theory, dwelling on characteristic features of the literary writing, major literary genres and sub-genres. Special emphasis is placed on branches of literary scholarship, their evolution through time, literature's specificities, as well as its relations with other fields of human activity.

Course aims

The course aims at familiarizing the students with the modes of literary writing, the basic laws governing literary evolution, production and appreciation. Last but not least, the course will give provide them tools towards a critical and analytical approach to the study of literature.

Learning outcomes

The course will

- a) familiarize students with the idea of literature; its specificities and its major genres;
- b) enable them to understand, appreciate and interpret literary works;
- c) equip them with tools and methods for close analysis of literary works of all kinds.

Student workload			
Activity	Hourss	Day/Week	Total
Lectures	2	15	30
Theory / Lab Work/ Exercises			
Practical work			
Contact/consultations with the teacher			
Field work	30 min	4	2

Test, seminar paper			
Homework	2	15	30
Self-study (library / home)	2	15	30
Preparation for final exam	2	2	4
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.			
Total			100: 25 = 4 4 ECTS

Mode of course delivery

Combination of lectures and seminar classes: pursuing very active engagement, discussions in classroom. Consequently, students are expected to have done a lot of essential reading beforehand, both prose and poetry, as well as critical-theoretical literature on them.

Concretization tools

Textbooks, handouts, board, computer, video-projector.

Assessment method and passing criteria

Attendance 10%; engagement/active participation in the classroom and/or seminar paper 10%
mid-term test 40%; end-of-semester test 40%

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

I. Basic Literature/Required Reading

1. René Wellek and Austin Warren, **Theory of Literature**, Penguin Books, 1985 (Distinctions; the first four chapters).

2. Aristotle, *Poetics*, in English or Albanian

3. Sophocles, *Edipus the King*, in English or Albanian

4. *BASIC LITERARY THEORY CONCEPTS*

Basics of English Studies: An introductory course for students of literary studies in English, developed at the English departments of the Universities of Tübingen, Stuttgart and Freiburg

- a) **Basic Concepts** 1-39
- b) **Prose** 40-87
- c) **Drama** 88 -176
- d) **Poetry** 141-176

Which are available online, as follows:

Basic Concepts

<http://www2.anglistik.uni-freiburg.de/intranet/englishbasics/PDF/BasicConcepts.pdf>

Prose

<http://www2.anglistik.uni-freiburg.de/intranet/englishbasics/PDF/Prose.pdf>

Drama

<https://intranet.stjohns.sa.edu.au/curriculum/eng/12engstudies/Text%20Response/Drama.pdf>

Poetry

<http://www2.anglistik.uni-freiburg.de/intranet/englishbasics/PDF/Poetry.pdf>

Course title: English Phonetics, Obligatory, 2+2, 5 ECTS

Course instructor: Assoc. Prof. Dr. BekimBejta

Course description

Phonetics analyses acoustic and articulatory features of sounds of speech in English by presenting the main speech organs.

The programme will be developed in three main aspects: articulatory, acoustic and auditory phonetics. In all these aspects, physical features of sounds will be the main analytical pillar.

Course aims

This course aims at clarifying the distinction between phonetics and phonology.

It will describe in detail articulation of vowels and consonants in different parts of mouth and larynx (articulatory phonetics).

It will describe the transmission of sounds through speaker's mouth to the listener's ear (acoustic phonetics).

It will treat the perception of sounds by the listener: an analysis of the diffraction of vowels and consonants carried out by the listener (auditory phonetics).

The course will equip students with pronunciation skills by understanding phonetic processes related to articulation.

Learning outcomes

- To master sound perception.
- To be able to analyse the diffraction of vowel and consonant sounds.
- To master the description of phoneme articulation in parts of larynx and mouth.
- To assimilate pronunciation skills through articulatory phonetics.

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	22.5
Theory / lab work	2	15	22.5
Practical work			
Contact/consultation with the teacher	10 min	15	2.5
Field work			

Test, seminar paper	8	1	8
Homework	1	15	15
Self-study (library / home)	2	15	30
Final preparation for exam	5	2	10
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	30 min	1	0.5
Total			125:25 = 5 ECTS

Mode of course delivery

In the first phase, the subject of the course will be delivered. Prior to every lecture, students are obliged to read course materials in order to be prepared for the analysis. Then, in the second phase, students will work on practical implementation of concrete articulation.

Concretization tools

Textbooks, audio-visual tools, board, computer, video-projector.

Assessment and evaluation criteria

Final course grades will be composed of the following:

Midterm exam - 25 points

Assignments -5 points each (total of 35 points)

Final exam- 40 points

Total: 100 points

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

Phonetics: Transcription, Production, Acoustics, and Perception, Henning Reetz, Wiley-Blackwell, 2008.

Fundamentals of Phonetics: A Practical Guide for Students, Larry Small, Allyn& Bacon, 2011.

Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet, International Phonetic Association, Cambridge University Press, 1999.

Course title: Albanian language 1, Obligatory, 2+2, 5 ECTS

Course instructor: Ass. Prof. Dr.FluturaÇitaku

Course description

Students will be introduced to the basic concepts of morphology as a branch of grammar starting with the concept of morpheme and word structure to modes and types of word formation and continuing with lexicon and grammatical categories. Within the class of words

students will become familiar with the entire procedure of morphological analysis including lexicon and grammatical categories, types of conjugation, word motivation and origin.

Course aims

Course aims at enabling students to acquire the course content and apply it in practice.

Learning outcomes

Upon successful completion of this course students will be able to:

- speak and write standard Albanian fluently;
- distinguish word classes and their functions;
- conduct morphemic analysis, word-formation analysis, and complete morphological analysis of words;
- distinguish the concepts of the Albanian language morphology in comparison with English morphology;
- be successful in the process of teaching by comparing English morphology with Albanian morphology;
- use Albanian words instead of foreign words.

Student workload			
Activity	hour	Day / week	in total
Lectures	2	15	22.5
Ushtrimeteorike / Laboratory	2	15	22.5
Practical work			
Contact with the teacher / consultation	10 min	15	2.5
Field exercises			10
Seminars	10	1	2
Homework	2	15	22.5
Student self study time (in library or at home)	2	15	22.5
Final exam preparation	10	2	20
Time spent in assessment (tests, quizzes, final exams)	1	1	2

Projects, presentations, etc.			
Total			124.5:25=4.98 5 ECTS

Mode of course delivery

Lectures, exercises, colloquia, seminar papers, homework, project presentations .

Concretization tools

Textbooks, board, computer, video projector, audio-visual and audio-lingual tools.

Assessment and evaluation and passing criteria

First assessment: 15%

Second assessment: 15 %

Assignments and seminar papers: 10 %

Regular attendance: 5 %

Final exam: 55 %

Total: 100 %

Ratio between theory and practice

Theoretical part	Practical part
60 %	40 %

Basic literature

Ali Jashari, FluturaÇitaku, Morfologjia e zbatuar, Zero Print, Prishtinë, 2014

ASHRSH, Gramatika e gjuhëshqipe, I, Tiranë, 1995

Bahri Beci, Gramatika e gjuhëshqipepërtëgjithë, EDFa, Tiranë, 2004

Bahri Beci, Gramatika e gjuhëshqipe (përmësimdhënësit e gjuhëshqipe) Prishtinë, 1998;

Foreign language 1, Obligatory, 2+2, 5 ECTS

Course description

The course to be offered is one of the following foreign languages: French, German or Italian, which must be chosen by students. The course aims at preparing students to use materials in foreign language in their professional career and research.

This intermediate course is the first level of four levels aiming at advanced level.

Learning outcomes

Upon the completion of the course, students will be able:

- to understand most of conversation in foreign language;
- to answer easy questions in foreign language;
- to act independently in an environment where foreign language is used;

- to write and understand basic instructions in foreign language;
- to write short texts in foreign language.

Mode of course delivery

The course will be student centred, interactive and experiential.

Concretization tools

Textbook, board, realia, computer, video projector, CD player.

Assessment and evaluation criteria

Attendance and participation 10%

Assignments 20%

Mid-term test 30%

End-term test 40%

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

Pre-intermediate level textbook in foreign language.

YEAR I - SEMESTER II

Course title: English Language II, Obligatory, 1+4, 6 ECTS

Course instructor: PhD Can. Zinaide Gruda

Course description

English Language II is a practical non-theoretical course aiming at the development of students' abilities in receptive (listening, reading) and productive skills (speaking writing). Although the main focus will be in the development of communicative skills, the course will also integrate other aspects of language use, such as structures and vocabulary development. The approach adopted for the course is task-based whereas the teaching materials to be used will be topic-based.

Course aims

- Enhance students' ability to communicate in the target language at this particular level;

- Further increase students' confidence and ability to communicate with native and non-native speakers of English both in speaking and in writing;
- develop further students' study skills and a range of language learning skills;
- enable students to combine language work with real life skills;
- enhance students' engagement in independent learning activities.

Learning outcomes

Upon successful completion of the course students will be able to:

- Communicate with both native and non-native speakers of English in speech and in writing with increased confidence, accuracy and fluency;
- Produce oral and written texts of wide variety of lengths and for a wider range of audiences;
- Use their interpersonal skills in a variety of academic and non-academic contexts;
- Use their critical thinking skills in a wider variety of situations in order to solve problems of different nature.

Student workload			
Activity	Hour	Day/week	Total
Lecture	1	15	15
Theory / lab work	4	15	60
Practical work			
Contact/consultation with the teacher	10mins per student	15	2.5
Field work			
Test, seminar paper	2	2	4
Homework	1,5	15	22.5
Self-study (library / home)	1,5	15	22.5
Final preparation for exam	5	1	5
Assessment time (test, quiz, final exam)	2	2	2
Projects, presentations, etc.			
Total			148.5/25=5.94 6 ECTS

Mode of course delivery

Method of delivery of the course will be student-centred, interactive and experiential. Transitions between class work, group work, and pair work, will be frequent and will depend on the material to be covered and skills, strategies, and tasks involved. Therefore, students' active participation will be the essential component for the fulfillment of course objectives, as well as for the attainment of the learning outcomes.

Concretization tools

Handouts, texts, board, computer, video projector, CD player, audio and visual tools, realia.

Assessment and evaluation criteria

Coursework 40%

4x10%

Tasks which integrate examples of the following: listening test, reading test, group and individual oral presentations, discussions and debates, writing tasks in different registers, investigative tasks, written and oral summaries/commentaries

Final test 50% - 2 hour paper based examination consisting of four sections:

1. Listening
2. Reading
3. Vocabulary
4. Written composition

Students' final grade will be composed of the following:

Attendance:	5%
Participation:	5%
Course work:	40%
<u>Final test:</u>	<u>50%</u>
Total:	100%

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

A selection of materials from level appropriate (B1/B2) course books, reference materials and topic-based materials will be used as appropriate. Much of the material will derive from authentic print and audiovisual media.

Course title: English Grammar II, Obligatory, 2+2, 5 ECTS

Course instructor: Prof. Dr. Shykrane Gërmizaj

MA Zinaide Gruda, PhD Candidate

Course description

English Grammar II builds upon English Grammar I. It aims at informing students regarding the interrelation of syntax and morphology and expanding further students' knowledge regarding the concepts of English Grammar. Combining the top-down and bottom-up approach it combines theory with practice in order to ensure immediate transfer of theory into practice.

Course aims

- Increase further students' awareness related to particular aspects of language system;
- Broaden their linguistic and meta-linguistic knowledge;
- Increase students' motivation to explore rules and regularities, a step forward in becoming critical thinkers and independent learners;
- Enable students to comprehend and use the basic terms of English and Albanian grammar, comparing and contrasting them, in order to achieve the transfer of knowledge and skills;
- Enable them not only to use, but also to describe the language system;
- Enable students to monitor their own progress and develop self-correcting techniques leading them to life-long learning.

Learning outcomes

- Upon successful completion of the course students will be able to:
- Use the basic terminology of English grammar with increased confidence;
- Describe various aspects of the language system related to syntax, morphology, and word formation rules governing English;
- Demonstrate increased accuracy in using English;
- Compare and contrast English and Albanian language systems;
- Transfer skills and knowledge of English to mother tongue in order to view the mother tongue more analytically.

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	30
Theory / lab work	2	15	30
Practical work			
Contact/consultation with the teacher	10mins per student	15	2.5
Field work			
Test, seminar paper	2	2	4
Homework	2	13	26
Self-study (library / home)	2	13	26
Final preparation for exam	5	1	5
Assessment time (test, quiz, final exam)	1.5	2	3
Projects, presentations, etc.			
Total			126.5/25=5.06 5 ECTS

Mode of course delivery

Method of delivery of the course will be student-centred, interactive and experiential. Transitions between class work, group work, and pair work, will be frequent and will depend on the material to be covered and skills, strategies, and tasks involved. Therefore, students' active participation will be the essential component for the fulfillment of course objectives, as well as for the attainment of the learning outcomes.

Concretization tools

Textbooks, handouts, board, computer, video-projector.

Assessment and evaluation criteria

Students' final grade will be composed of the following:

Attendance:	5%
Participation:	5%
Assignments:	10%
Intermediary test:	30%
<u>Final test:</u>	<u>50%</u>
Total:	100%

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

Gërmizaj, Shykrane. (2004). A Comprehensive Handbook of English Grammar. Prishtina.

Murphy, Raymond. (2012). English Grammar in Use, CUP

Azar Schramper, Betty. (2006). Understanding and Using English Grammar, Prentice Hall, Inc. USA

Course title: English Phonology, Obligatory, 2+2, 5 ECTS

Course instructor: Assoc. Prof. Dr.Bekim Bejta

Course description

Phonology is a branch of linguistics that deals with how sounds operate in language; how the phonemes can be intertwined, the relationships between them and how they influence each other. In few words, phonology is about the different kinds of relationships between the sounds that the speakers use.

Course aims

The main purpose of *Phonology* is to clarify how Standard English is pronounced. It also requires to reflect about language in an analytical way that involves the process of thinking like a phonologist. Foreign students encounter difficulties when interpreting English spelling into concrete pronunciation. Nevertheless, for the purposes of this study, quite trustworthy rules are formulated in regard to phonological values in accordance with the stressing and spelling contexts.

Learning outcomes

After completing this course students should be able to:

- thoroughly examine the patterns of English sounds.
- learn different correlations between spellings and sounds.
- learn various patterns of sounds in different positions in words.

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	22.5
Theory / lab work	2	15	22.5

Practical work			
Contact/consultation with the teacher	10 min	15	2.5
Field work			
Test, seminar paper	8	1	8
Homework	1.5	15	22.5
Self-study (library / home)	2	15	30
Final preparation for exam	5	2	10
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	30 min	1	0.5
Total			122.5/25=4.9 5 ECTS

Concretization tools

Textbooks, audio-visual tools, board, computer, video-projector.

Assessment and evaluation criteria

Final course grades will be composed of the following:

Midterm exam - 25 points

Assignments -5 points each (total of 35 points)

Final exam- 40 points

Total: 100 points

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

Prolegomenon to Phonetics and Phonology, Bekim Bejta, 2012.

Introducing Phonology, David Arnold Odden, Cambridge University Press, 2005.

3. *Introductory Phonology*, Bruce Hayes, Wiley-Blackwell, 2008.

Course title: Albanian language II, Obligatory, 2+2, 5 ECTS

Course instructor: Ass. Prof. Dr.Flutura Çitaku

Course description

Students will be introduced to the concepts of syntax: phrase, clause, and constituents.

From morphology students already know that every word, in addition to its lexical meaning and grammatical forms, performs a particular function within the sentence; they should also be aware that the word is not always the same as the constituent because a constituent may also be realized by a group of words. Then, the types of sentences according to certain criteria will be explained; types of sentences with coordination and subordination – briefly stated, fundamental issues studied by syntax.

Course aims

Course aims at enabling students to acquire the course content and apply it in practice.

Learning outcomes

Upon successful completion of this course students will be able to:

- distinguish syntactic rules of Albanian language and English language. The topic in particular is very different in English language compared to Albanian language;
- speak and write standard Albanian fluently in accordance with Albanian syntactic rules;
- distinguish the phrase (noun phrase and verb phrase) from the clause, and the clause from coordinate and subordinate clauses;
- conduct syntactic analysis;
- be successful in the process of teaching by comparing English syntax with Albanian syntax; translate correctly from source language (English language) into target language (Albanian language) and vice versa.

Student workload			
Activity	Hour	Day / week	Total
Lectures	2	15	22.5

Laboratory	2	15	22.5
Practical work			
Contact with the teacher / consultation	10 min	15	2.5
Field exercises			10
Seminars	10	1	2
Homework	2	15	22.5
Student self study time (in library or at home)	2	15	22.5
Final exam preparation	10	2	20
Time spent in assessment (tests, quizzes, final exams)	1	1	2
Projects, presentations, etc.			
Total			124.5:25=4.98 5 ECTS

Mode of course delivery

Lectures, exercises, colloquia, seminar papers, homework, project presentations .

Concretization tools

Textbooks, board, computer, video projector, audio-visual and audio-lingual tools.

Assessment and evaluation criteria

First assessment: 15%

Second assessment: 15 %

Assignments and seminar papers: 10 %

Regular attendance: 5 %

Final exam: 55 %

Total: 100 %

The final exam will be a written test complemented by oral exam.

Ratio between theory and practice

Theoretical part	Practical part
60 %	40 %

Basic literature

Niko Dako, Elona Biba, Ali Jashari, Flutura Çitaku, Gramatika e gjuhës shqipe 2, Prishtinë, 2014

ASHRSH; Gramatika e gjuhës shqipe 2, Tiranë, 2002

Bahri Beci, Gramatika e gjuhës shqipe për të gjithë, Tiranë, 2004

Bahri Beci, Gramatika e gjuhës shqipe-për mësimdhënësit e gjuhës shqipe Prishtinë, 1998

M. Çeliku, M. Karapinjolli, R. Stringa: Gramatikapraktike e gjuhësshqipe, Tiranë, 2004.

M. Çeliku, Tekstushtrimeshpërsintaksën e shqipesstandarde, Tiranë, 2007

T. Kelmendi: Studimesintaksore, Prishtinë, 2008.

Revistat: StudimefilologjikedheGjuhajonë(Tiranë);Gjurmimealbanologjike, Gjuhashqipe, Filologji (Prishtinë), etj.

Vepratëndryshmeletrarepërorët e ushtrimeve

Tëdhëngainterneti

Course title: Foreign language II (Intermediate), Obligatory, 2+1, 4 ECTS

The course to be offered is one of the following foreign languages: French, German or Italian, which must be chosen by students. The course aims at preparing students to use materials in foreign language in their professional career and research.

This mid-intermediate course is the second level of four levels aiming at advanced level.

Learning outcomes

Upon the completion of the course, students will be able:

- to understand most of the conversation in foreign language;
- to discuss, tell his own experience and have longer conversations;
- to communicate independently in an environment where foreign language is used;
- to read and understand simple texts;
- to write longer texts in foreign language

Mode of course delivery

The course will be student centred, interactive and experiential.

Concretization tools

Textbook, board, realia, computer, video projector, CD player.

Assessment and evaluation criteria

Attendance and participation 10%

Assignments 20%

Mid-term test 30%

End-term test 40%

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

Mid-Intermediate level books in foreign language.

Course title: The Medieval and Renaissance Literature, Obligatory, 3+1, 5 ECTS

Course instructor: Assoc. Prof. Dr.Lirak Karjagdiu

Course description

The course is composed of lectures and discussions providing a basic frame of reference. Among the topics to be covered are Anglo-Saxon poetry and prose, Langland, Chaucer, Wyatt, Surrey, Sidney, Spenser, Raleigh, Shakespeare, Drayton, Donne, Herrick, Milton.

The aim of course is also to survey the development of English theatre and drama (Shakespeare), to read and study some of the more important plays; to provide a basis for further study.

Course aims

The course aims to give students a general survey of the of the Old Anglo-Saxon literature, including the literature to the end of Middle Ages as well as of the literature of Renaissance. This course is designed as an introduction to the methods and terminology of literary study and an examination of several representative texts, with the aim of allowing students to develop basic skills of reading critically. Special emphasis will be given to the class discussions and active class participation.

Learning outcomes

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

- Demonstrate knowledge of the major and characteristic qualities of Renaissance poetry, with reference also to Renaissance drama.
- Demonstrate skills of detailed criticism and analysis of various examples of major renaissance verse and drama.
- Show knowledge of the specific and general relationship between the works of mayor poets of the periods.
- Trace the various treatments of central themes and issues across the range of British Renaissance poetry and drama.

Student workload			
Activity	Hours	Day/week	Total
Lectures	3	15	45
Theory / Lab Work/ Exercises			
Practical work			
Contact/consultations with the teacher	10	2	20
Field work	10 min.	15	2.30
Test, seminar paper			
Homework	2	15	30
Self-study (library / home)	2	10	20
Preparation for final exam	2	2	4

Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	1	1.5	15
	1	1	1
Total			137:25=5.48 5 ECTS

Mode of course delivery

Lectures, consultations, essays on the works read, seminars with topics from the course content.

Concretization tools

Textbooks, board, computer, video projector.

Assessment and evaluation criteria

The exam will be written and oral. During a semester will be held two written tests at the middle and end of the semester.

First and second assessment: 30%

Homework or other assignments: 10%

Regular attendance: 10%

Final exam or presentation 50%

Total 100%

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. Daiches D.: A Critical History of English Literature, in two volumes, Secker and Warburg, London, 1963;
2. Abrahams M.H.: The Norton Anthology of English Literature, Forth Edition, W.W. Norton and Company, New York, London, 1986;
3. Albert E.: History of English Literature, Fifth Edition, Nelson Harrap, Hong Kong, 1989.

YEAR II - SEMESTER III

Course title: English Language III, Obligatory, 2+4, 6 ECTS

Course instructor: Dr.Blerta Mustafa

Course description

English 3 is a course designed to teach language skills (reading, writing, listening, speaking) and vocabulary to the students through content-based instruction. Students will be introduced to pre-reading strategies (how to skim and scan a text in order to find the gist and specific information as well as practice detailed reading). In learning writing skill, students will gain

knowledge on how to write an email and an essay (a 5 paragraph essay). Students will be taught how to listen effectively for details, main ideas and inferences. In addition, they will be introduced to and will practice public speaking through persuasive and informative speeches. Finally, opportunities will be provided to students to apply their knowledge about vocabulary in listening, reading, speaking and writing.

Course aims

- enable students to communicate in the target language at this particular level;
- increase students' confidence and ability to communicate with native and non-native speakers of English both in speaking and in writing;
- develop students' study skills and a range of language learning skills;
- enable students to combine language work with real life skills;
- promote and encourage independent learning.

Learning outcomes

- Communicate with both native and non-native speakers of English in speech and in writing with increasing confidence, accuracy and fluency;
- Produce oral and written texts of variety of lengths and for a range of audiences;
- Use their interpersonal skills in a variety of contexts;
- Use their critical thinking skills in a wider variety of situations.

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	30
Theory / lab work	4	15	60
Practical work			
Contact/consultation with the teacher	10 min	15	2.5
Field work			
Test, seminar paper			
Homework	2	15	30
Self-study (library / home)	1	15	15
Final preparation for exam	5	1	5
Assessment time (test, quiz, final exam)	1	2	2

Projects, presentations, etc.	4	1	4
Total			148.5/25 = 5.94 6 ECTS

Mode of course delivery

Method of delivery of the course will be student-centred, interactive and experiential. Transitions between class work, group work, and pair work, will be frequent and will depend on the material to be covered and skills, strategies, and tasks involved. Therefore, students' active participation will be the essential component for the fulfilment of course objectives, as well as for the attainment of the learning outcomes.

Concretization tools

Textbooks, handouts, board, computer, video-projector, CD-player, audio-visual tools.

Assessment and evaluation criteria

Regular attendance 5%

Active participation 10%

Test 30%

Assignments 25 %

Final test 30 %

Total 100 %

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

1. Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave Study Skills) Paperback – 20 May 2011 by Stella Cottrell

2. The Study Skills Handbook (Palgrave Study Skills) Paperback – 9 Apr 2013 by Stella Cottrell

3. How to Write Better Essays (Palgrave Study Skills) Paperback – 10 Apr 2013 by Dr Bryan Greetham

4. Presentation Skills for Students (Palgrave Study Skills) Paperback – 14 Jul 2010

Course title: English Morphology I, Obligatory, 2+2, 6 ECTS

Course instructor: Dr. Lendita Kryeziu

Course description

The course focuses on the structure of English inflections and its affixation process thoroughly. The process of forming new words, and the existing ones, will be covered to a great extent.

Various kinds of morphological word formation processes, and their sub-categorisation, will be tackled in the course, including all categories of these structures and other important aspects in order to acquire them theoretically and practically. The use and application of the notions of morphological structures in practice will be essential in and outside of a certain context.

Course aims

The aim of the course is to introduce students to the basic concepts of the English morphological structure at the word level, including the major and secondary word formation processes in English.

Learning outcomes

Upon the completion of this course, students will be able:

- to identify and distinguish all basic forms of English and their meaning;
- perform word analysis;
- to analyse words into their immediate constituents;
- to categorise words depending on their structure and formation process;
- to distinguish basic concept of grammatical analysis in general and word analysis in particular.

Student workload (which should correspond to learning outcomes)			
Activity	Class hours	Days/Weeks	Total
Lectures	2	15	30
Theory/Lab work/Tutorials	2	15	30
Practical work			
Midterm exam preparation			
Consultations with course instructor	10 min	15	2.5
Field work			
Test, seminar paper	8	1	8
Homework assignments	1	15	15
Self-study (library/home)	2	15	30
Final exam preparation	10	2	20
Assessment time (test, quiz, final exam)	4	2	8
Projects, presentations, etc.	10 min	1	0.2
Total			153.7:25 = 6.14 6 ECTS

Mode of course delivery

Classes are organised in the form of lectures that provide the theoretical basis, and tutorials conducted in the class alongside with constant homework.

Student-oriented teaching method is applied, while the course instructor monitors the class, as well as gives details and provides explanation on any uncertainties students may have.

Concretization tools

Textbooks, board, computer, video projector.

Assessment and evaluation criteria

Attendance 10%

Participation 10%

Homework 10%

Mid-term test 35%

Final test 35 %

Total 100 %

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. Huddleston & Pullum, The Cambridge Grammar of the English Language, Cambridge, UK, 2002;

2. Quirk & Greenbaum, A Comprehensive Grammar of the English Language, Oxford, UK 2002, 3. An English - English Dictionary, Longman or Oxford Publishing House, (any edition with more than 40.000 entries).

Course title: English Literature – Romanticism, Obligatory, 3+2, 6 ECTS

Course instructor: Assoc. Prof. Dr.Muhamet Hamiti

Course description

The course focuses on a period of English literary history spanning roughly 50 years: from 1780 to 1832.

William Blake, the Pre-Romantic poet, and the big five of English Romantic poets – Wordsworth, Coleridge, Byron, Shelley, and Keats – naturally enough make up the bulk of the poetry offered by this course.

Jane Austen’s ‘pure novel’ and Walter Scott’s historical novel contributes the prose fiction component.

Course aims

Literary phenomena of Romanticism are studied against the backdrop of socio-political and cultural developments of the time, so as to examine relationships of literature with major ideological and cultural trends: the widening of legitimate subjects of poetry (and of literature, in general, for that matter) in Romanticism; Nature; the sensibility and the sublime; the Byronic hero; femininity, domesticity, etc. The multitude of literary forms and contents (topics and ideas), literary works that mark the period are singled out for close reading and analysis, especially works that provide a probing ground for a study of generic issues, while anticipating modern forms.

Learning outcomes

- Students should acquaint themselves with the most prominent features of English Romanticism (see above);

- They should be able to contrast and compare English Romantic literature with European and American Romanticism. Also Albanian Romanticism.
- Appreciation of arguably some of the greatest poetic works in the entire English literary canon (Wordsworth, Coleridge, Keats).
- Development of interpretative and research skills.

Activity	Hour	Day /Week	Total
Lectures	3	15	45
Theory/Lab work/Tutorials	2	15	30
Practical work			
Midterm exam preparation			
Consultations with course instructor	10 mins	15	2.5
Field work			
Test, seminar paper			
Homework assignments	2	15	30
Self-study (library/home)	2	15	30
Final exam preparation	2	5	10
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	2	3	6
Total			157.5: 25=6.3 6 ECTS

Mode of course delivery

Both lectures and seminar classes. Since the bulk of the course consists of densely rich poetry, students are expected to have done a lot of essential reading beforehand, so that close reading and re-reading takes place in the classroom, wherein an inquisitive mind and a spirit of debate are encouraged.

Concretization tools:

Textbooks, board, computer, video projector.

Assessment and grading criteria:

Assessment will be done based on learning outcomes, continuously, based on active participation in the classroom, assignment performance, mid-term and final test results.

The breakdown for quantification of assessment/grading:

Attendance 10%

Engagement/active participation in the classroom 10%

Mid-term test 40%

End of term test 40%

Note: Students failing (or not sitting any of the two tests will have to sit a final written exam covering 100% of the course content.

Ratio between theory and practice

Theory	Practice
50%	50%

MAIN TEXTS (REQUIRED READING LIST)

a. Poetry

William Blake: "Reeds of Innocence", "The Tyger", "Love's Secret", "A Poison Tree", "The Sick Rose" "Ah! Sun-flower", "Jerusalem", "London";

Robert Burns: "To a Mouse", "A Red, Red Rose";

William Wordsworth: "The Rainbow", "The Solitary Reaper", "Upon Westminster Bridge", "She Dwelt among the Untrodden Ways", "I Wandered Lonely as a Cloud", "A Slumber Did My Spirit Seal";

Samuel Taylor Coleridge: "Kubla Khan"; **The Rime of the Ancient Mariner;**

George Gordon Byron: **Childe Harold;** "She Walks in Beauty", "When We Two Parted", "So, We'll Go No More a Roving";

Percy Bysshe Shelley: "Ozymandias", "Ode to the West Wind", "The Cloud", "When the Lamp Is Shatter'd";

John Keats: "When I Have Fears", "Ode to a Grecian Urn"; "Ode to Autumn".

b) Fiction

Jane Austin: **Sense and Sensibility, Pride and Prejudice, Emma** (two of three)

Walter Scott: **Ivanhoe** and/or **Rob Roy**

Mary Shelley, **Frankenstein**

Background Literature

1. David Daiches, **A Critical History of English Literature**, volumes 3 & 4, Secker & Warburg, London, 1972;
2. **The Norton Anthology of English Literature**, Volumes 1 and 2, 2006.

3. **The Penguin History of English Literature**, volume 5. THE ROMANTIC PERIOD, edited by David B. Pirie, Penguin Books, 1994;
4. **Romantics and Victorians**, Edited by Nicola J. Watson and Shafquat Towheed, Bloomsbury Academic, London, 2012
5. **English Romantic Poetry**, Edited and with an Introduction by Harold Bloom, 2004.

Course title: English Idiomatics, Obligatory, 2+0, 4 ECTS

Course instructor: Dr.Lendita Kryeziu

Course description

This is an introduction to common idioms and proverbs in English in the context of common conversation, reading and writing skills. Idioms, phrases, and proverbs are beautiful and suggestive expressions that usually cannot be understood by defining the words in them separately or in isolation. They are used in various facets of everyday life—business, college, culture, politics, sports, and the arts. A knowledge of English idioms will significantly improve students' English vocabulary and expression as well as enhance their translation and interpretation skills.

Course aims

The course aims to: Introduce students to basic concepts and theoretical issues of English idiomatic expressions;
 Increase students' awareness regarding the dynamic nature of language
 Enable them to view the concept of word, and the place of idioms in the linguistic system.

Learning Outcomes

Upon the successful completion of the course, students should be able:

- to distinguish main concepts of phraseology in general and English idiomatics in particular
- to analyse idioms in a systematic way
- to demonstrate the concept of idioms constituents and distinguish different types of idioms.
- to identify and explain notions and terms related to contrastive idiomatics in general
- To discuss the most difficult semantic areas of using idioms for specific purposes
- To compare and contrast the phenomenon of metaphor in both languages

Student workload (that should correspond with students' learning results)			
Total	Class	Day/week	Total
Lectures	2	15	22.5
Theory/practice	1	15	11

Practical work			
Contact/ consultation with the teacher	10 min	15	2.5
Field work			
Tests, seminar paper	8	1	8
Homework	1	13	13
Self-study (library/home)	2	15	30
Final preparation for exam	5	2	10
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	30 min	1	0.5
Total			100.5:25= 4.06 4 ECTS

Mode of course delivery

- Interactive lectures and classwork, corpus-based individual research;
- Students must prepare an oral presentation, which will be assessed individually by the course instructor.
- Lectures will be interactive, with students expected to come to class prepared to discuss questions on the contents listed in the course syllabus based on readings assigned each week.
- Students are expected to complete the tasks that derive from lectures and. to contribute in weekly assignments (reading assignments, writing tasks: summaries, critical reviews; oral presentations, participation in class discussions and debates).. All these will enable them to earn the credits allocated for the course, as well as ensure the accomplishment of course objectives.

Concretization tools

Textbooks, board, computer, video projector.

Assessment and evaluation criteria

Mid-term-test 1 30%

Mid-term 2 40%

Presentation 10%

Homework 10%

Attendance and participation 10%

Total 100%

Note: Students failing (or not sitting) any of the two tests will have to sit a final written exam covering 100% of the course content.

Ratio between theory and practice:

Theory	Practice
30%	70%

Basic literature

- McCarthy, M and O'Dell F. English Idioms in Use (Intermediate). Cambridge University Press (CUP), 2009
- McCarthy, M and O'Dell F. English Idioms in Use (Advanced). Cambridge University Press (CUP), 2010
- Wright, Johnathan, Idioms Organiser: Organised by Metaphor Topic and Key Word. LTP Organiser Series, 1999.
- Cowie. A.P Phraseology Theory, analysis and applications,

Course title: Introduction to teaching and learning, Obligatory, 2+2, 5 ECTS

Course instructor: Assoc. Prof. Dr. BekimBejta

Course description

Introduction to Teaching and Learning is a course designed for students at the stage where they are just about to contemplate an initial teacher training course.

Course aims

The main purpose of *Introduction to Teaching and Learning* is to discuss general issues about teaching and learning; teacher's physical presence and voice. It considers the various options for studying language (TTT versus STT). It also discusses the so-called "four skills": reading, writing, speaking and listening.

Learning outcomes

After completing this course students should be able to:

- identify and describe the major roles performed by teachers.
- Describe student's motivation.
- Identify the teaching skills necessary for efficient teaching and learning.

Student workload			
Activity	hour	day/week	total
Lecture	2 (90 min)	15	22.5
Theory / lab work	2 (90 min)	15	22.5
Practical work			
Contact/consultation with the teacher	10 min	15	2.5
Field work			
Test, seminar paper	8	1	8
Homework	1	15	15
Self-study (library / home)	3	15	45
Final preparation for exam	5	2	10
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	30 min	1	0.5
Totali			140:25 = 5.2 5 ECTS

Mode of course delivery

Lectures, group and class discussions, presentations.

Ratio between theory and practice

Theory	Practice
50%	50%

Concretization tools

Textbooks, handouts, board, computer, video-projector.

Assessment and grading criteria

Attendance 10%

Active participation 10%

Test 1 - 25%

Test 2 - 25 %

Practical presentation - 30 %

Total - 100 %

Basic literature

1. *How to Teach English*, Jeremy Harmer, Pearson Education, 2007.
2. *Principles of Language Learning and Teaching*, Douglas Brown, Pearson Education, 2006.

Course title: English in the world, elective, 2+0, 3 ECTS

Course instructor: Assoc. Prof. Dr. Bekim Bejta

Course description

English in the World examines the most widely spread varieties of English by highlighting the differences that may be observed in pronunciation, semantics, spelling, and grammar. One of the paramount aspects of this course is the diachronic study that clarifies linguistic processes that differentiate in concordance with correlational dialects in question.

Course aims

The course aims at offering students a comparative study of various English dialects. Upon mastering differences between the variants, students will be able to use them fluently or choose any of them.

Learning outcomes

- Mastering the diachronic developments of various English dialects.
- Being able to understand the prevalent pronouncing differences with a geographic regard.
- Mastering word-stress patterns in both variants (GenAm and RP).
- Assimilating the dialectal disparities at grammatical and semantic levels.

Student workload			
Aktiviteti	Orëmësimore	Ditë/Javë	Gjithsej
Lecture	2 (90 min)	15	22.25
Theory / lab work			
Practical work			
Contact/consultation with the teacher	10 min	15	2.5
Field work			
Test, seminar paper	8	1	8
Homework	1	13	13
Self-study (library / home)	1	15	15
Final preparation for exam	10	1	10
Assessment time (test, quiz, final exam)	4	2	8
Projects, presentations, etc.	10 min	1	0.2
Total			78.95:25 = 3.15 3 ECTS

Mode of course delivery

Teaching will be mainly focused on the theoretical aspect of diachrony. Students are required to read course materials beforehand. Then, they will work on practical application of American English and British English (amongst other English dialects).

Concretization tools

Textbooks, audio-lingual tools, computer, video-projector

Assessment and evaluation criteria

Attendance 10%

Active participation 10%

First test 25%

Second test 25 %

Presentation 30 %

Total 100 %

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. *English in the World: History, Diversity, Change (Worlds of English)*, Philip Seargeant, Joan Swann, Routledge, 2012.
2. *Divided by a Common Language: A Guide to British and American English*, Christofer Davis, Houghton Mifflin Harcourt, 2007.
3. *Brit-Think, Ameri-Think*, Jane Walmsley, Penguin, 2003.
4. *Bum Bags and Fanny Packs: A British-American American-British Dictionary*, Jeremy Smith, Basic Books, 2006.

Course title: English for specific purposes I, Elective, 2+0, 3 ECTS

Course instructor: Prof. Dr.Shpresa Hoxha

Course description

English for specific purpose I is a practical non-theoretical course which focuses on specific uses of English referred to as Occupational English.

It enables students to gain knowledge and skills in order to be able to communicate in diverse fields of business and economy.

Course aims

The course aims to equip students with knowledge and skills that will enable them to comprehend and interact with written texts in their professional field as well as to communicate fluently in speaking and writing for their professional needs.

Learning outcomes

Upon successful completion of the course students are expected to be able to initiate, maintain, and conclude business conversations, participate in discussions and debates, write business letters, and compile other types of business correspondence.

Mode of course delivery

Lectures and tutorials will be learning centred and task-based. Discussions and debates will serve to consolidate the knowledge and skills gained in the course.

Concretization tools

Textbooks, board, handouts, computer, video projector.

Assessment and evaluation criteria

First evaluation: 30 %

Second evaluation: 25 %

Homework: 10%

Regular attendance: 5 %

Final examination: 30

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

- English for Business Studies (A Course for Business Studies and Economics students) by Ian MacKenzie; Cambridge University Press, 2007.
- Exercises in Business Correspondence, Ljerka Sedlan Kónig. Osijek 2007.
- The Language of Business English (Grammar & Functions), Nick Brieger & Simon Sweeney, Longman, 2007.

Course title: Foreign language III (Upper-intermediate), Elective, 2+0, 3 ECTS

Course description

The course to be offered is one of the following foreign languages: French, German or Italian, which must be chosen by students. The course aims at preparing students to use materials in foreign language in their professional career and research.

This upper-intermediate course is the third level of four levels aiming at advanced level.

Learning outcomes:

Upon the completion of the course, students will be able:

- to understand the conversation in foreign language;
- to discuss, tell his own experience and have longer conversations;
- to communicate independently in an environment where foreign language is used;
- to read and understand more complex texts;
- to write longer texts for a range of purposes in foreign language

Mode of course delivery

The course will be student centred, interactive and experiential.

Concretization tools

Textbook, board, realia, computer, video projector, CD player.

Assessment and evaluation criteria

Attendance and participation 10%

Assignments 20%

Mid-term test 30%

End-term test 40%

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

Upper-intermediate level books in foreign language.

YEAR II – SEMESTER IV

Course title: English Language IV, Obligatory, 2+4, 6 ECTS

Course instructor: Dr.Blerta Mustafa

Course Description

English 4 is a practical integrated-skills course that provides learners with various learning opportunities inside and outside classroom. Students learn how to perform research and explore in depth a topic of their interest through an oral history project. Consequently, they are encouraged to use creativity, critical thinking skills and technology to share the learned lesson from the project through an end product (such as video, documentary, poster, book, flyer). In addition, they will learn how to write narrative reports and develop further their public speaking skills by presenting in front of the audience. Reading skills and vocabulary will be taught and practiced in conjunction with various classroom activities, and they will be explored further through outside class project activities. Different listening strategies and note-taking skills will be taught and practiced in class.

Course aims

- enable students to communicate in the target language at this particular level;
- increase students' confidence and ability to communicate with native and non-native speakers of English both in speaking and in writing;
- develop students' study skills and a range of language learning skills;
- enable students to combine language work with real life skills;
- promote and encourage independent learning

Learning outcomes

- Communicate with both native and non-native speakers of English in speech and in writing with increasing confidence, accuracy and fluency;
- Produce oral and written texts of variety of lengths and for a range of audiences;
- Use their interpersonal skills in a variety of contexts;
- Use their critical thinking skills in a wider variety of situations.

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	30
Theory / lab work	4	15	60
Practical work			
Contact/consultation with the teacher	10 min	15	2.5
Field work			
Test, seminar paper			
Homework	2	15	30
Self-study (library / home)	1	15	15
Final preparation for exam	5	1	5
Assessment time (test, quiz, final exam)	1	2	2
Projects, presentations, etc.	4	1	4
Total			148.5/25 = 5.94 6 ECTS

Mode of course delivery

Method of delivery of the course will be student-centred, interactive and experiential. Transitions between class work, group work, and pair work, will be frequent and will depend

on the material to be covered and skills, strategies, and tasks involved. Therefore, students' active participation will be the essential component for the fulfilment of course objectives, as well as for the attainment of the learning outcomes.

Concretization tools

Textbooks, handouts, board, computer, video-projector, CD-player, audio-visual tools.

Assessment and evaluation criteria

Regular attendance 5%

Active participation 10%

Test 30%

Assignments 25%

Project 30 %

Total 100 %

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

1. Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave Study Skills) Paperback – 20 May 2011 by Stella Cottrell
2. The Study Skills Handbook (Palgrave Study Skills) Paperback – 9 Apr 2013 by Stella Cottrell
3. How to Write Better Essays (Palgrave Study Skills) Paperback – 10 Apr 2013 by Dr Bryan Greetham
4. Presentation Skills for Students (Palgrave Study Skills) Paperback – 14 Jul 2010

Course title: English Morphology II, Obligatory, 2+2, 6 ECTS

Course instructor: Prof. Dr. Lindita Rugova

Course description

The course covers in detail the English lexical categories, viewed from morpho-syntactic perspective.

Lexical categories/ word classes, including their sub-categories will be the main focus of the course. The course especially covers the nominal and verbal systems of English, including all categories of these structures and other important aspects in order to acquire them theoretically and practically. The use and application of the notions of morphological structure in practice will be essential in and outside of a certain context.

Course aims

The aim of the course is to introduce students to the basic concepts of the structure of English grammar at the level of grammatical category and its forms. Students will also learn in detail the fundamental characteristics of the parts of speech, which are essential in the process of teaching and translation

Learning outcomes

Upon the completion of this course, students will be able:

- Recognise and distinguish the lexical categories in English, including their meaning;
- Classify words according to their structure and manner of formation;
- Distinguish the basic concepts of grammatical analysis in general, and word analysis in particular;
- Recognise and distinguish all the basic English finite and non-finite forms and their meanings;
- Perform morphological analysis of words at a higher linguistic level;
- Classify words according to a specific word class based on their form and meaning.

Student workload (which should correspond to learning outcomes)

Activity	Class hours	Days/Weeks	Total
Lectures	2	15	30
Theory/Lab work/Tutorials	2	15	30
Practical work			
Midterm exam preparation			
Consultations with course instructor	10 min	15	2.5
Field work			
Test, seminar paper	8	1	8
Homework assignments	1	15	15
Self-study (library/home)	2	15	30
Final exam preparation	10	2	20
Assessment time (test, quiz, final exam)	4	2	8
Projects, presentations, etc.	10 min	1	0.2
Total			153.7:25 = 6.14 6 ECTS

Mode of course delivery

Classes are organised in the form of lectures that provide the theoretical basis, and tutorials conducted in the class alongside with constant homework.

Student-oriented teaching method is applied, while the course instructor monitors the class, as well as gives details and provides explanation on any uncertainties students may have.

Concretization tools

Textbooks, board, computer, video projector.

Assessment and evaluation criteria

Attendance / participation and homework assignments 10%

Individual research 10%

Mid-term test 40%

Final test 40 %

Total 100 %

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature:

1. Huddleston & Pullum, The Cambridge Grammar of the English Language, Cambridge, UK, 2002;
2. Quirk & Greenbaum, A Comprehensive Grammar of the English Language, Oxford, UK 2002,
3. An English - English Dictionary, Longman, Cambridge, Collins or Oxford Publishing House, (any edition with more than 40.000 entries).

Course instructor: Assoc. Prof. Dr.LinditaTahiri

Course description

The module *Interpretation of Literature* aims to analyze assumptions and interpretative operations that readers may bring upon texts they treat *as* literature. By interpreting poems, short stories, novels, as well as some forms of popular culture such as popular songs and advertising, the course will explore strategies for reading and writing about literature.

Course aims

After this course students will learn to depict and interpret literariness in different forms of discourse; they will be able to articulate this interpretation to other people, both in oral and written form. The course eventually hopes to stimulate students' intellectual, emotional, and creative responses to literariness, thereby, enhancing their understanding and appreciation of human life.

Learning outcomes

By the end of this course, students will:

1. display a comprehensive understanding of concepts and terminology in literary theory and criticism.
2. be able to discuss the effect that a literary piece tries to make to the reader.
3. be able to analyze the technical choices that the author has made in order to achieve certain effects.
4. be able to accept and give constructive criticism.
5. be able to communicate their interpretation to an audience both in oral and written form.

Student workload			
Activity	Hour	Day/week	Total
Lecture	3	15	45
Theory / lab work	1	15	15
Practice			
Tutoring	10 mins	15	2.5
Field practice			
Pre-tests, seminars			
Homework			
Independent work (library / home)	2	15	30

Final preparation for the exam	2	5	10
Evaluation (tests, quiz, final exam)			
Projects, presentations , etc.	1	15	15
Total			117.5 = 4.70, 5 ECTS

Mode of course delivery

Students are obliged to do the reading assignments prior to the class. Teaching and learning will not be considered as rigidly separate processes but will constantly interact with each-other, as mutual taking and giving, so that each of the students may participate in this process by giving the personal contribution in the constant creation of knowledge.

Concretization tools

Textbook, board, handouts, computer, video projector.

Assessment and evaluation criteria

Midterm 40%

Final test 60 %

Total 100 %

Ratio between theory and practice

Theory	Practice
70%	30%

Basic literature

1. *Writing essays about literature: A guide and style sheet*, by Kelly Griffith ,eighth edition (2011) Wadsworth Cengage Learning, Canada
2. *How to read novels like a profesor*, by Thomas C. Foster (2008). NY: Harper Perennial
3. *Theory into practice- An Introduction to Literary Criticism*, by Ann B. Dobie, 2012. Wadsworth

Course title: Victorian literature, Obligatory, 3+2, 6 ECTS

Course instructor: Assoc. Prof. Dr.Muhamet Hamiti

Course description

The course is a survey of Victorian literature, from 1830s till the *fin de la siècle*, covering major novelists and poets. It examines major thematic concerns in Victorian literature, related to issues of gender, class, industrialization, progress, social reform, and religion.

A select number of works that mark the period will be singled out for close reading and analysis in the classroom.

Alfred Tennyson, Robert Browning, Matthew Arnold, and Dante Gabriel Rossetti are the Victorian poets to be dealt with as part of this course.

The genre of the novel will dominate this course, with Charles Dickens, William Makepeace Thackeray, The Brontë sisters, George Eliot, and Thomas Hardy.

Course aims

The students should gain a full picture of nineteenth century literature by the end of this course. They will see English poetry transcend and yet be influenced by Romanticism in the Victorian Age, and prose fiction emerge as the dominant genre in the second half of the century. The students will gain a pretty full understanding of the literary phenomena evolving at the end of the 19th century, namely the nineties, or the fin de siècle aesthetic.

Learning outcomes

The course shall

- 1) help students expand their understanding of Victorian literature,
- 2) enable students to discern literary phenomena pertaining to the age, as well as to the English literature body as a whole;
- 3) help students develop advanced skills in reading, research, and writing;
- 4) prepare students for further studies: early and high modernism.

Student workload			
Activity	Hour	Day/week	TOTAL
Lecture	3	15	45
Theory / lab work	2	15	30
Practice			

Tutoring	10 min	15	2.5
Field practice			
Tests, seminars	2	2	4
Homework	10	2	20
Independent work (library / home)	2	15	30
Final preparation for the exam	2	5	10
Evaluation (tests, quiz, final exam)	2	2	4
Projects, presentations , etc.	2	3	6
Total			151.5: 25=6.06 6 ECTS

Mode of course delivery

Both lectures and seminar classes. Since the bulk of the course consists of densely rich poetry and fiction, students are expected to have done a lot of essential reading beforehand, so that close reading and re-reading takes place in the classroom, wherein an inquisitive mind and a spirit of debate are encouraged.

Concretization tools

Textbooks, board, computer, video projector.

Assessment and grading criteria

Assessment will be done based on learning outcomes, continuously, based on active participation in the classroom, assignment performance, mid-term and final test results.

The breakdown for quantification of assessment/grading:

Attendance 10%

Engagement/active participation in the classroom 10%

Mid-term test 40%

End of term test 40%

Note: Students failing (or not sitting any of the two tests will have to sit a final written exam covering 100% of the course content.

Ratio between theory and practice

Theory	Practice
50%	50%

1. REQUIRED READING LIST

Poetry plus an essay on poetry

Alfred Tennyson: “Mariana”; “The Lotos-Eaters”; “Ulysses”; “Tears, Idle Tears”; “The Eagle”; “Crossing the Bar”.

Robert Browning: “Porphyria’s Lover”; “My Last Duchess”; “Home-Thoughts, from Abroad”.

Mathew Arnold: “Rugby Chapel”; “Dover Beach”; (essay) “The Study of Poetry”.

Dante Gabriel Rossetti: “The Blessed Damozel”; “The Sonnet”.

Gerard Manley Hopkins: “Spring”, “Pied Beauty”.

Fiction/novels plus a comedy

Charles Dickens: **Oliver Twist**, **A Christmas Carol**; **David Copperfield** (excerpts); two out of three

William Makepeace Thackeray: **Vanity Fair** (excerpts)

Charlotte Brontë: **Jane Eyre**

Emily Brontë: **Wuthering Heights**

George Eliot: **Silas Marner**

Thomas Hardy: **Tess of the D’Urbervilles** and/or **Jude the Obscure**

Oscar Wilde, **The Picture of Dorian Gray** and **The Importance of Being Earnest** (comedy)

Basic literature

1. **The Norton Anthology of English Literature**, Volume 2, 2009;

2. **The Victorian Novel**, Edited and with an Introduction by Harold Bloom, 2004

3. Harold Bloom, **Novelists and Novels**, Chelsea House Publishers, Philadelphia, 2005

Course title: NewTrends in Teaching and Learning English as a Foreign Language, Obligatory, 2+2, 5 ECTS

Course instructor: Assoc. Prof. Dr.Bekim Bejta

Course description

This course is about the three key trends in contemporary teaching (collaborative approach, tech-powered teaching and blended learning).

Course aims

This course is devoted to modern dynamic classrooms, as the teaching and learning process is becoming subtly nuanced. Sharing data (collaborative approach) and cooperating with colleagues has become an efficient tool in education. Collaboration has found its way into syllabi with open-source sites.

Learning outcomes

After completing this course students should be able to:

- become forward-thinking educators
- combine computers with traditional teaching
- improve the teaching and learning process through collaboration

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	22.5
Theory / lab work	2	15	22.5
Practical work			
Contact/consultation with the teacher	10 min	15	2.5
Field work			
Test, seminar paper	8	1	8
Homework	1	15	15
Self-study (library / home)	2	15	30
Final preparation for exam	5	2	10
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	30 min	1	0.5
Total			125:25 = 5 ECTS

Mode of course delivery

Class discussion will be the main working method. Short informative lectures will be used if needed, as well as video presentations in class. **Students must read the course material beforehand.**

Concretization tools

Textbooks, audio-lingual tools, computer, video-projector

Assessment and evaluation criteria

Final course grades will be composed of the following:

Midterm exam - 25 points

Assignments -5 points each (total of 35 points)

Final exam- 40 points

Total: 100 points

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

Modern Languages and Learning Strategies, M. Grenfell, Routledge.

Second Language Learning and Language Teaching, V. Cook, Routledge, 2008.

Course title: English for specific purposes II, Elective, 2+0, 3 ECTS

Course instructor: Prof. Dr. Shpresa Hoxha

Course description

The course aims to equip students with specialized areas of knowledge and terminology that they might encounter in their future career. The course content is meant to be flexible and will be determined based on particular group of students' needs. It may focus on areas like law, medicine, engineering, economy, and other social and natural sciences.

Course aims

- Increase students' awareness related to differences and similarities between general and specialized English
- Enable students to understand and interact with specialized texts
- Enable them to communicate in speaking and writing in different occupational circumstances

Learning outcomes

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

- Communicate orally in specialized areas
- Communicate in writing

- Translate specialized texts from and into English

Mode of course delivery

Lectures and tutorials will be learning centred and task-based. Discussions and debates will serve to consolidate the knowledge and skills gained in the course.

Concretization tools

Textbooks, board, handouts, computer, video projector.

Assessment and evaluation criteria

Attendance 10%

Active participation 10%

Intermediary test 1 30%

Final test 50%

Total 100%

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

Selection of specialized texts and coursebooks based on the course content

Course title: Literature and film, Elective, 2+0, 3 ECTS

Course instructor: Assoc.Prof. Dr.LirakKarjagdiu

Course description

Film is a piece of art which is used to reproduce something in photos. Hence, the person who who puts a literary work into a film must have knowledge on that work. The films showing literary works are usually a review of the subject, conflicts and characters of the novel. Some students and teachers prefer to watch the film and then comment and compare it with the novel. It is quite impossible to depict every detail from the novel in the film, such as: different descriptions, long monologues, a big number of characters and events. However, the film becomes equal to the novel as it depicts most of the elements of the novel (subject, theme,

motifs, conflicts, characters, etc.). It is worth mentioning that the reader develops an individual dialogue while reading the novel, whereas film is watched by a wider audience which consists of individuals. This course is useful for students who have knowledge and experience in commenting, discussing and analysing literary works. Students who take this course are well aware of the fact that they must watch films and read a lot of literary works and then compare both dimensions in order to find similarities and differences.

Course aims

This course aims at teaching students how to understand a film based on a novel, having in mind that reading a novel is an individual process. The way of filmmaking is highlighted as well as how expressive means have been used to transmit a meaning. Even though the film cannot completely depict the novel, it however must remain a piece of art, an independent creation faithful to the novel. Watching the film makes the student want to reach the magic that the novel has offered him, experience expectation with hope and anxiety.

Learning outcomes

- to create their own ideas related to universe through reading
- to be able to discuss the film, their own reading processes,
- to be able to interrelate the novel and film,
- to be able to explore and discuss the literary text
- to be able to analyse the filmmaking process and the presentation of novel elements into film

Student workload			
Activity	Hour	Day/Week	Total
Lectures	2	15	30
Theory/Lab exercises			
Practical work			
Preparation for mid-term test	5	2	10
Consultations	10 min.	15	2.30
Field work			
Test, seminar work	5	2	10
Homework	1	5	5
Individual study (in the library, or at home)	1	15	15
Preparation for the final exam	2	1	2
Time spent in assessment (test, quiz, final exam)	2	1	2

Projects. Presentations, etc.	1	1	1
Total			77:25=3.09 3 ECTS

Mode of course delivery

Lectures, consultations, essay, seminar papers.

Concretization tools

Textbooks, literary works, films, board, computer, video projector.

Assessment and evaluation criteria

The exam will be written and oral. During a semester will be held two written tests at the middle and end of the semester.

First and second assessment: 30%

Homework or other commitments: 10%

Regular attendance: 10%

Final exam or presentation 50%

Total 100%

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. Corrigan, Timothy, ed. *Film and Literature: An Introduction and Reader*. Upper Saddle River, NJ: Prentice Hall, 1999;
2. Giannetti, Louis. *Understanding Movies*, 10 ed. Upper Saddle River, NJ: Prentice Hall, 2005;
3. Abrams, M.H., General Editor- *The Norton Anthology of English Literature*, vol. II, Fifth Edition, (W.W. Norton and Co., 1986);

Course title: Text Analysis, Elective, 2+0, 3 ECTS

Course instructor: Prof. Dr. Lindita Rugova

Course Description

The course is aimed at familiarising students with the concepts and methods of text analysis. The discourse analysis covers the analysis of the text composition process. It focuses on the study of the language used by members of a specific community. It also tackles the functional and formal aspects, as well as the interaction between spoken and written discourse.

Course aims

The aim of the course *Text Analysis* is to offer candidates linguistic knowledge beyond grammar, or more specifically, beyond sentence as a grammatical unit. Students are trained to interpret their information based on co-text (production) and context (process) when switching from one language to another. The course is based on theory and candidates' independent work.

Learning outcomes

Upon completion of this course the students will be able to:

- Be acquainted with the main characteristics of switching from one language to another, going beyond the sentence level;
- Distinguish the basic theoretical concepts of text linguistics in general;
- Carry out practical analysis in a systematic manner;
- Expound the concept of text components, and distinguish different text types;
- Analyse and explain text types;
- Explain language data in co-text and context;
- Carry linguistic context and contextual equivalents from one language to another.

Student workload (which should correspond to learning outcomes)

Activity	Class hours	Days/Weeks	Total
Lectures	2 (90 min)	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm exam preparation			
Consultations with course instructor	10 min	15	2.5
Field work			
Test, seminar paper			
Homework assignments	1.5	15	16.8
Self-study (library/home)	2	15	30
Final exam preparation			
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	9 min	1	0.2
Total			76:25=3.04 3 ECTS

Mode of course delivery

- lectures
- tutorials
- seminar paper (working group)

Concretization tools

Textbooks, computer, video projector.

Assessment and evaluation criteria

Attendance: 10%

In-class presentations: 30%

First test: 30%

Final test: 30%

Total: 100%

Ratio between the theoretical and practical study

Theoretical part	Practical part
50%	50%

Basic literature

1. R. De Beaugrande, H. Dressler: Introduction to Text Linguistics
2. G. Brown, G. Yule. Discourse Analysis
3. B. Comrie. Tense
4. M. Halliday, R. Hasan. Cohesion in English
5. B. Rugova, L. Sejdiu-Rugova. Hyrjenëgramatikën e tekstittëgjuhësshqipe

Course title: Lesson planning, Elective, 2+0, 3 ECTS

Course instructor: Dr.Blerta Mustafa

DESCRIPTION/AIMS

This course is designed to offer to pre-service English teachers an opportunity to plan, write and put into practice a lesson plan that follows the New Kosovo Curriculum Framework template. Moreover, they are required to relate main principles of the theory of second language learning with classroom teaching in EFL. Through practical classroom observation, self-reflection, lesson planning, microteaching experience, critical responses to assigned readings and shared experiences, the course aims at supporting the process of students' professional development. Furthermore, the course fosters critical thinking skills, peer collaboration and independent learning.

LEARNING OUTCOMES

Upon successful completion of this course students should be able to:

- Plan and implement lesson plans
- Demonstrate familiarity with a range of classroom techniques
- Demonstrate awareness about different methods of teaching
- Demonstrate ability to reflect upon their own teaching and the teaching of others
- Demonstrate awareness about learners' needs
- Improve communication skills

Learning outcomes

Upon successful completion of this course students should be able to:

- Plan and implement lesson plans considering the New Kosovo Curriculum Framework
- Demonstrate familiarity with a range of classroom techniques during teaching
- Incorporate differentiated instructions in their lesson plan

- Write effective learning objectives using SMART and/or ABCD Model
- Analyze observed classes and/or activities from both theoretical and practical point of view

Mode of course delivery

Attendance is expected in all classes. If students have mitigating circumstances such as illness or emergency or any other situation, they are advised to contact the course instructor immediately in order to be granted approval. However, they can be granted approval once only. Failure to comply with the requirement might affect students' ability to complete the class successfully and jeopardize their entitlement to accumulate credit points. In addition, students are expected to be well prepared and actively participate in the classroom and collaborate with peers.

Assignments: Students are required to complete a variety of individual and group assignments. Some are in-class assignments and some as homework. In both cases, students should respect the set deadlines. In contrary, the work turned in late will not be considered. In case students miss a class it is their responsibility to hand in your assignment when it is due and catch up with lectures.

Concretization tools

Handouts: lesson plans, articles, activities and/or chapters of other books

Assessment and evaluation criteria

Final course grade will be composed of the following:

Discussion, quiz, observation/participation in a workshop= 20 points

DIY Project = 30 points

Final Lesson Plan (Including drafts with feedback and teaching materials) = 50 points

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

Harmer, J. (1998a). *How to Teach English*. Madrid. Longman

Harmer, J. (1998 b). *The Practice of English Language Teaching*. Longman

Scrivener, J.(1994). *Learning and Teaching*. Hong Kong. Macmillan Heinemann **Course**

Course title: Foreign language IV (Advanced)

Course description

The course to be offered is one of the following foreign languages: French, German or Italian, which must be chosen by students. The course aims at preparing students to use materials in foreign language in their professional career and research.

This advanced course is the fourth and final of four levels.

Learning outcomes

Upon the completion of the course, students will be able:

- to understand complex conversations in foreign language;
- to discuss, argue and carry on longer conversations of greater complexity;
- to communicate independently in an environment where foreign language is used;
- to read and understand more complex texts on a wide range of issues;
- to write longer texts for a range of purposes and a variety of audiences in foreign language.

Mode of course delivery

The course will be student centred, interactive and experiential.

Concretization tools

Textbook, board, realia, computer, video projector, CD player.

Assessment and evaluation criteria

Attendance and participation 10%

Assignments 20%

Mid-term test 30%

End-term test 40%

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature:

Advanced level books in foreign language.

YEAR III – SEMESTER V

Course title: English for academic purposes I, Obligatory, 2+4, 7 ECTS

Course instructor: Dr.Blerta Mustafa

Course description

English for Academic Purposes is a practical, non-theoretical course designed to help students in developing their academic study skills. More specifically, the course is intended to enable students to write more effectively, to further develop their reading comprehension, to practice and improve their listening and speaking skills in order to succeed in an academic environment. Vocabulary and the study of correct grammatical structures are integrated with both productive and receptive skills. Furthermore, the course is intended to foster critical thinking skills, independent learning, and to prepare students in time management skills and IT skills.

Course aims

The aim of this course is to prepare students with fundamental skills and strategies that will enable them to succeed in an academic setting and in the labor market.

Learning outcomes

1) Writing Skills

- Paraphrase, summarize, synthesize and quote the work of other authors using APA style of referencing;
- Write well-structured, coherent and source integrated academic essays;
- Analyze and weigh evidence to develop or refute an argument;
- Provide constructive peer feedback;
- Revise and edit academic texts;
- Demonstrate awareness about the audience, tone and purpose of a written text

2) Reading Skills

- Develop strategies to improve the reading speed;
- Take notes effectively from reading materials;
- Use reading to develop or stimulate their own ideas;
- Use vocabulary strategies (context, structural and syntactic clues; recognizing affixes, using monolingual dictionaries effectively) to aid in the comprehension of new vocabulary and idioms found in academic written texts;
- Demonstrate ability to read critically and analyze essential academic texts;

1) Listening Skills

- Take lecture notes effectively and synthesize from several sources (listening actively, recognizing main points of a lecture, cues of transition from one point to the other);
- Extract main points to summarize text
- Recognize lecture structure;
- Deduce the meaning of unfamiliar words and word groups;
- Recognize the speaker's attitude
- Listen and comprehend different accents;

2) Speaking skills

- Use strategies for speaking effectively on academic topics;
- Use conversational strategies to practice discussion skills, in both formal and informal situations (formal and informal debates);
- Design and deliver presentations on a given topic;
- Use vocabulary of a more academic nature;

Student workload			
Activity	Hours	Day/week	Total
Lecture	2	15	30
Theory / lab work	4	15	60
Practical work			
Contact/consultation with the teacher	10 min	15	2.5
Field work			
Test, seminar paper			
Homework	2	15	30
Self-study (library / home)	2	15	30
Final preparation for exam	1	12	12
Assessment time (test, quiz, final exam)	1	2	2
Projects, presentations, etc.	4	1	4
Total			170.5/25 = 6.82 7 ECTS

Mode of course delivery

Regular attendance is mandatory for the course. Students are expected to attend 80% of scheduled classes. If students have mitigating circumstances such as illness or emergency or any other situation, they are advised to contact the course instructor immediately in order to be granted approval. Failure to comply with the requirement might affect your ability to complete the class successfully and accumulate the credit points

Assignments: Students are required to complete a variety of individual and group assignments. Failure to turn in your assignments on time will affect your grade. For each day the assignment

is late, it will be marked down one grade. In case students miss a class it is their responsibility to hand in the assignment when it is due and catch up with lectures. In case a student does not show on the day scheduled for oral presentation he/she will not be given another chance.

Concretization tools

Textbooks, handouts, board, computer, video-projector, CD-player, audio-visual tools.

Assessment and evaluation criteria

Reading test -15 points

Listening test-15 points

Oral presentation-15 points

Portfolio-25 points

Final paper- 30 points

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

Personal collection of materials

Allyn& Bacon Editorial Staff. (1999) *Four in one: Thinking, Reading, Writing & Researching*.

Allyn &Bacon,Inc.

Barnet, Sylvan.(1998). *Critical Thinking, Reding &Writing: A brief Guide to Argument*.
Bedford Books.

Billingham,J.(2002). *Editing and revising text*. Oxford.OUP

Chaffee,J.(2003) *Thinking Critically*. Boston.Houghton Mifflin Company

Course title: English Syntax I, Obligatory, 2+2, 5 ECTS

Course instructor: Prof. Dr. LinditëRugova

Course description

This course will focus on the elaboration of structures beyond the word and those smaller than the clause, thus, the phrases and groups of words in English, either in their primary lexical sense or secondary figurative sense.

Nominal, verbal, adjectival, adverbial, determinative and prepositional phrases will be the focus of this course with their subdivisions and sub-classifications. Their components will be analysed, always relying on their structure. During the course, there will be a detailed analysis on functional elements that define the models of clauses in English: subject, predicator and internal and external verb complements.

Course aims

The aim of this course is to introduce students to the basic concepts of phrase syntax and their function within the clause which are quite important for a translator and a future teacher of a foreign language. The main part of the course at hand will focus on practical enforcement in applying syntactic background knowledge on the analysis of the clauses.

Learning outcomes

Upon the completion of this course, students will be able:

Upon completion of this course the students will be able to:

- identify and segregate all phrase structures of English with their various functions;
- do syntactic analysis of functional and structural categories within a clause or within a linguistic higher hierarchy;
- identify different syntactic structures and functions within a clause in various communication situations;
- recognize the basic concepts of syntactic analysis in general and phrase analysis in particular.

Student workload			
Activity	Class hours	Days/Weeks	Total
Lectures	2 (90 min)	15	22.25
Theory/Lab work/Tutorials	2 (90 min)	15	22.25
Practical work			
Midterm exam preparation			
Consultations with course instructor	10 min	15	2.5
Field work			
Test, seminar paper	4	1	4
Homework assignments	1	15	15
Self-study (library/home)	2	15	30

Final exam preparation	5	2	10
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	10 min	1	0.3
Total			5 ECTS

Mode of course delivery

- Lectures, consultations, practical exercises.

Concretization tools

Textbooks, board, computer, video projector

Assessment and evaluation criteria

Regular attendance 10%

Engagement and active participation 10%

Homework 10%

First test 35%

Final test 35 %

Total 100 %

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature:

1. Huddleston & Pullum, The Cambridge Grammar of the English Language, Cambridge, UK, 2002;
2. Quirk & Greenbaum, A Comprehensive Grammar of the English Language, Oxford, UK 2002,
3. An English - English Dictionary, Longman or Oxford Publishing House, (any edition with more than 40.000 entries).

Course title: Modern English Poetry, Obligatory, 3+2, 6 ECTS

Course instructor: Assoc. Prof. Dr.Lirak Karjagdiu

Course description

The poetry before WWI depicts subjectivism. Modern poets standing up against this kind of poetry developed an objective, impersonal and universal poetry, which reflects concerns of the society. Modern poetry avoids dependency on “narration” and “subject” and focuses on language, style, theme, creation techniques, symbolics, etc.

Course aims

This course aims at introducing students to techniques, modern ways of writing poetry and the features of modern English poetry. It also aims at creating skills to identify this genre of poetry, which is one of the most famous periods of English literature. It will equip students with data, facts and relevant ideas on the modern period of literature and at the same time enable them to explore artistic literary work through critical reading. Students will learn about the authors and their works with the aim of developing themselves in every aspect of cultural growth.

Learning outcomes

Upon the completion of this course, students will be able:

- to study literature as art of words;
- to demonstrate their knowledge on modern English poetry;
- to read poetry for pleasure and express it in an essay or seminar paper;
- to apply understanding, interest, curiosity and love for reading towards own human, intellectual, cultural and professional re-creation;
- to discuss, judge and assess poetry orally and in written (test, essay);
- to approach modern poetry and analyse it clearly through discussions and comments.

Student workload (should be in compliance with student’s learning outcomes)			
Activity	Hours	Day/week	Total
Lectures	3	15	45
Theory / Lab Work/ Exercises	2	2	30
Practical work			
Preparation for intermediary test	5	2	10
Contact/consultations with the teacher	15 min.	4	1

Field work			
Test, seminar paper	2	5	10
Homework	2	10	20
Self-study (library / home)	2	2	4
Preparation for final exam	2	2	4
Assessment time (test, quiz, final exam)	1	1.5	15
Projects, presentations, etc.	2	1	2
Total			6 ECTS

Mode of course delivery

Lectures, consultations, essays, seminar papers.

Concretization tools

Textbooks, board, computer, video projector.

Assessment and evaluation criteria

The exam will be written and oral. During a semester will be held two written tests at the middle and end of the semester.

First and second assessment: 30%

Homework or other assignments: 10%

Regular attendance: 10%

Final exam or presentation 50%

Total 100%

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. Corcoran Neil - *Twentieth-Century English Poetry*, (Cambridge University Press, 2007);
2. Robson, W.W.- *Modern English Literature* (Oxford University Press, 1987);

3. David Perkins- *A History of Modern Poetry*, vol. I-II (Belknap Press, 1987);

Course title: Shakespeare, Obligatory, 3+2, 6 ECTS

Course instructor: Ass. Prof. Dr.SazanaCapriqi

Course description

This course enables students to deepen their knowledge on Shakespeare's genius work. They will read and analyse some of the most famous plays, tragedies, comedies and sonnets.

Course aims

The course aims at providing students with deeper and more systematic knowledge on Shakespeare's works. Special focus lies on dramatic constituents, style, construction techniques, characters, and themes in drama, tragedy, comedy and sonnet.

Learning outcomes

1. To possess complete and systemised knowledge on Shakespeare's works,
2. To understand the importance of Shakespeare's work in world and English literature
3. To understand the information they receive when reading and to present it in an organised way,
4. To develop skills to debate argumentatively on Shakespeare's drama.

Student workload			
Activity	Hour	Day/Week	Total
Lectures	3	15	45
Theory/Lab work/Tutorials	2		30
Practical work			
Midterm exam preparation	5	2	10

Consultations with course instructor	15 min.	4	1
Field work			
Test, seminar paper	2	5	10
Homework assignments	2	10	20
Self-study (library/home)	2	2	4
Final exam preparation	2	2	4
Assessment time (test, quiz, final exam)	1	1.5	15
Projects, presentations, etc.	2	1	2
Total			6 ECTS

Mode of course delivery

Class discussion will be the main working method. Short informative lectures will be used if needed, as well as video presentations in class. Students must read the course material beforehand. They will be encouraged to watch Shakespeare's plays produced for theatre and TV. They will also be encouraged to choose, memorise and recite different extracts either in groups or individually.

Concretization tools

Texts, handouts, board, films, computer, video projector,

Assessment and evaluation criteria

Attendance 10%

Engagement/active participation in the classroom 10%

Test 20%

Seminar 25 %

End-of-term test 35 %

Total 100 %

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. "Hamlet"
2. "King Lear"
3. "Macbeth"
4. "A Midsummer Night's Dream"
5. "The Merchant of Venice"
6. "Julius Cesar"
7. A selection of Shakespeare's sonnets.

Literature shall also include the following:

1. *William Shakespeare "The Complete Works"*
2. "The Cambridge Introduction to Shakespeare", Emma Smith, Cambridge University Press, 2007
3. "Shakespeare's Philosophy", Collin McGinn, HarperCollins e-books, 2007

Course title: Theory and practice of translation, Elective, 2+0, 3 ECTS

Course instructor: Prof. Dr. Shykrane Gërmizaj

Course description

Translation Theory and Practice course introduces students to translation studies as a separate discipline. It aims at informing students about the key concepts of translation studies, its importance and its role in society in order to dispel misconceptions regarding translation process and product and translation as a vocation.

Course aims

- Introduce students to translation studies as separate discipline of knowledge
- Increase their awareness related to the nature of translation and arouse their interest to independently pursue translation theory issues;
- Enable students to deal with translation as linguistic procedure and as socially constructed and oriented activity;
- Increase students' awareness related to social functions of translation;
- Enable them to link theory and practice;
- Develop students' contrastive knowledge and their critical thinking skills;
- Enable them to develop self-assessing and self-correcting techniques in order to monitor their own progress.

Learning outcomes

Upon successful completion of the course students will be able to:

- Demonstrate understanding of key concepts of the discipline;
- Use the basic translation terminology with increased confidence;
- Translate texts of various types (literary, non-literary, newspaper articles, advertisements, letters...) out of and into English;
- Assess and evaluate their own and their peers' work;
- Give and receive feedback in order to improve their work.

Student workload			
Activity	Hour	Day/week	Total
Lectures	2	15	30
Tutorials			
Contacts with teachers/ consultations			
Field work	15min	15	3.75
Colloquium/ seminar			
Homework	5	2	10
Students individual study (at library or home)	2	5	10
Final preparation for the exam	1	15	15
Time spent on assessment (tests, quizzes, final exam)	2	1	2
Projects, presentations etc.	2	1	2
Lectures	3	1	3
Total			75.75/25=3.03 ECTS

Mode of course delivery

Method of delivery of the course will be student-centred, interactive and experiential. Transitions between class work, group work, and pair work, will be frequent and will depend on the material to be covered and skills, strategies, and tasks involved. Therefore, students'

active participation will be the essential component for the fulfillment of course objectives, as well as for the attainment of the learning outcomes.

Concretization tools

Textbooks, handouts, board, computer, video-projector, CD-player, audio-visual tools.

Assessment and evaluation criteria

Assessment and evaluation is a combination of course work and final test. Students are required to submit weekly assignments. Their assignments will be assessed and graded and the average of the four best graded assignments will count as essential portion of the final grade. Students who fail to meet the assessment requirements will not be entitled to taking their final test until they have completed their leftover assignments.

Students' final grade will consist of the following:

Attendance: 5 %

Active participation: 5 %

Oral presentation: 10 %

Coursework: (4x10) 40%

Tasks which integrate examples of the following:

- Translation out of English
- Translation into English
- Discussions
- Written and oral summaries/ commentaries/ critiques

Final test: 40 %

Final test will consist of two translation tasks and an essay on given translation topic.

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

Gërmizaj, Shykrane. (2005). Translation Theory in the Classroom. Prishtina

Bassnett -Mcguire, S. (2014). Translation Studies, Methuen and Co. Ltd.

Robinson, D. (2004). Becoming a translator, An introduction to the theory and practice of translation, Routledge.

Course title: Legal translation, Elective, 2+0, 3 ECTS

Course instructor: Zinaide Gruda, PhD candidate

Course description

The course is designed to prepare graduate students in the specialized area of legal translation and interpreting. This course will include a broad range of legal contexts, while building the student's practical legal terminology and written and oral communication skills.

Course aims

The course aims at introducing students to the characteristics and terminology of the legal language, the challenges and difficulties in legal translation as well as equivalence in translating legal texts and interpreting in this specialized area.

Learning outcomes

Upon completion of the course students will be able to:

- demonstrate critical reading and thinking skills in both Albanian and English, and will expand their vocabulary in both languages,
- explain the general characteristics and terminology of the legal language, as well as difficulties and challenges encountered in legal translation and interpreting,
- apply solutions to difficulties encountered in translation of legal texts and in interpreting,
- ensure equivalence in translating legal texts and in interpreting
- apply techniques, use technology and practice accurate legal translation and interpreting
- translate different types of legal texts.

Student workload			
Activity	Hour	Day/Week	Total
Activity			
Lectures			
Theory/Lab work/Tutorials	2	15	30
Practical work			
Midterm exam preparation			

Consultations with course instructor			
Field work	1	15	15
Test, seminar paper	2	15	30
Homework assignments			
Self-study (library/home)			
Final exam preparation			
Total			75/25= 3 ECTS

Mode of course delivery

Interactive method will be applied.

Assessment and evaluation criteria

Class attendance and participation	10%
Homework/assignments	20%
Portfolio	30%
Final exam (written and oral)	40%
Total	100%

Ratio between theory and practice

Theory	Practice
30%	70%

Basic literature

Alcaraz Varó, E. and Hughes, B. (2002). Legal Translation Explained. Manchester: St. Jerome Publishing.

-Cao, D. (2007). Translating Law. Multilingual Matters: Clevedon, Buffalo, Toronto.

-Sarcevic, S. (1997). New Approach to Legal Translation. The Hague: Kluwer Law International.

Course title: English drama, Elective, 2+0, 3 ECTS

Course instructor: Assoc. Prof. Dr.MuhametHamiti

Course description

Tracing drama's origins from religious rituals, the course provides a panoptic view of English drama from Renaissance to the end of the 20th century. Naturally, Shakespeare is the dominant author. From his contemporary Christopher Marlow, through playwrights such as Ben Jonson, Richard Brinsley Sheridan, Oscar Wilde, George Bernard Shaw, the course moves on to the major authors/works of the 20th century, including Tomas Stearns Eliot, Edward Albee, Harold Pinter, and Tom Stoppard.

Course aims

Drawing on the theory, history and social significance of drama, The English Drama course aims to equip students with knowledge that will help them map out an important fabric of English literature. The study of major authors and works, including through close readings of the masterpieces, should provide students with a unique opportunity to engage with these masterpieces as works of literature in the first place, but also as performance for/in the stage. The drama output will be studied against the backdrop of evolution of society as well as literary forms.

Learning outcomes

1. Students should acquaint themselves with the most prominent features of English Drama (see above);
2. They should be able to contrast and compare English drama with major European developments in the field, including as far as evolution of the genre.
3. Students will develop drama interpreting skills – appreciation of arguably some of the greatest English plays which, in turn, top world literature.
4. Enhancing research and presentation skills in drama as both literary text and performance, diachronically and synchronically.

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	30
Theory / lab work			
Practical work			
Contact/consultation with the teacher	10 mins	15	2.5
Field work	-	-	-

Test, seminar paper	2	2	4
Homework	1	5	5
Self-study (library / home)	1	15	15
Final preparation for exam	2	5	10
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	2	4	8
Total			78.5/25=3.14 3 ECTS

Mode of course delivery

Lectures, pursuing a very active engagement, discussions in classroom. Consequently, students are expected to have done a lot of essential reading beforehand.

Concretization tools:

Texts, board, computer, video projector.

Assessment and grading criteria:

Assessment will be done based on learning outcomes, continuously, based on active participation in the classroom, assignment performance, mid-term and final test results.

The breakdown for quantification of assessment/grading:

Attendance 10%

Engagement/active participation in the classroom 10%

Mid-term test 40%

End of term test 40%

Note: Students failing (or not sitting any of the two tests will have to sit a final written exam covering 100% of the course content.

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. Andrew Sanders, **The Short Oxford History of English Literature**, Third Edition, OUP, 2004;
2. Harold Bloom, **Dramatists and Dramas**, Chelsea Publishing House, 2005.
3. Harold Bloom, **Shakespeare: The Invention of the Human**, Fourth Estate, London, London, 1999;
4. Plays (list to be provided at the beginning of the course)

Course title: Language and culture, Elective, 2+0, 3 ECTS

Course instructor: Assoc. Prof. Dr. LinditaTahiri

Course description

The course in Language and Culture examines the ways in which a human language reflects the ways of life and beliefs of its speakers, contrasted with extent of language's influence on culture. A variety of cultures and languages are examined.

Course aims

The goal of this course is to focus on topics such as identity, social factors of language use, language vitality, language structures and issues of globalization. Each language is a repository of history and knowledge as well as the culture of a group of speakers. Languages and cultures from around the world will be discussed.

Learning outcomes

1. Demonstrate familiarity with the theory of linguistic relativity and be able to articulate the potential flaws and strengths of the theory
2. Be able to express how various aspects of culture can affect language and how culture and language are interrelated.
3. Be able to give examples from other cultures of how language and culture have affected one another
4. Be able to critically assess their own culture and language and point out examples where their culture and language affect one another.

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	30

Theory / lab work			
Practice			
Tutoring			
Field practice			
Pre-tests, seminars	1	10	10
Homework			
Independent work (library / home)	2	15	30
Final preparation for the exam	1	5	5
Evaluation (tests, quiz, final exam)			
Projects, presentations , etc.			
Total			75= 3 ECTS

Mode of course delivery

Class participation is essential as most class periods will be spent in discussion of the readings rather than in detailed lecture-type presentations of the readings. Students can take advantage of class time to discuss those topics that they feel need clarification and discussion.

Concretization tools

Textbook, board, computer, video projector, CD player, audio-visual tools.

Assessment and evaluation criteria

Midterm 40%

Final test 60 %

Total 100 %

Ratio between the theoretical and practical study

Theoretical part	Practical part
50%	50%

Basic literature

Language, Culture and Society 2012. Salzmann, Stanlaw and Adachi. Westview Press

The Cambridge Encyclopedia of Language, David Crystal, 2010, 3d edition.

Storey, J. (2009) Introductory Guide to Cultural Theory and Popular Culture. San Francisco: Pearson Longman

Course title: English-Albanian translation, Elective, 2+0, 3 ECTS

Course instructor: Prof. Dr.LinditëRugova

Course description

The course is essential for teaching translation from English into Albanian. It aims at helping students learn the necessary skills for translation, master basic translation techniques, learn three translation phases, research, work with dictionaries, internet and parallel text use. They also learn how not to transfer grammatical, morphological and syntactic rules from one language into the other.

Course aims

The course aims at:

- offering students knowledge on translation as a process and its dimensions
- offering students professional practice in translating different texts from English into Albanian
- deepening linguistic knowledge applied in specific areas

Learning outcomes

Upon the completion of the course, students will be able:

- to identify and verbalise problems in translation
- to understand translation as process of transferring meaning not words
- to define and evaluate problems in translation and find solutions
- to know three phases of translation
- to deduct and summarize the necessary information from a given text
- to translate simple texts (general), as well as specific, such as: legal (law), scientific, technical and literary
- to have in mind target audience, target text and target culture
- to be able to work in groups

Student workload (which should correspond to learning outcomes)			
Activity	Class hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			

Practical work			
Midterm exam preparation			
Consultations with course instructor	10 min	15	2.5
Field work			
Test, seminar paper			
Homework assignments	1	15	15
Self-study (library/home)	2	15	30
Final exam preparation			
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	30 min	1	0.5
Total			74.5:25 = 2.98 3 ECTS

Mode of course delivery

The course will be organised in lectures and exercises. Students will work in groups on different translation projects. Then, they will move into individual projects. They have consultation hours and conduct their independent work outside faculty (home, library).

Concretization tools

Textbooks, handouts, board, computer, video projector.

Assessment and evaluation criteria

Classes are organized in the form of lectures, tutorials, and respective homework. Students' performance is evaluated constantly, and their files are organized (seminar papers and homework).

Ratio between theory and practice

Theory	Practice
30%	70%

Basic literature:

- Brinton, Ethel: Translation strategies, Pearson Education Canada, 1996
- David Bellos, Is That a Fish in Your Ear? Translation and the Meaning of Everything (Faber & Faber, 2011)

- Eco, Umberto (2006): *Tëthuashgatitënjëjtëngjë*. DITURIA
- Umberto Eco, *Mouse or Rat? Translation as Negotiation* (Phoenix, 2003)

Course title: Foreign Language Teaching Methodology, Elective, 2+0, 3 ECTS

Course instructor: Assoc Prof. Dr. Bekim Bejta

Course description

Methodology of Teaching a Foreign Language provides a principled basis for making instructional, curricular and assessment decisions about foreign language acquisition and learning.

Course aims

This course is intended for future teachers who aspire to teach in primary and high school programs. Students will be directed through the processes of designing instructional activities. The objective is to help these students develop the knowledge and the abilities needed to envisage classroom contexts for successful foreign language learning.

Learning outcomes

After completing this course students should be able to:

- to maximize their potential as teachers
- thoroughly understand the intricacies of teaching the English language to non-native speakers
- explain the cyclic nature of the planning process in second language acquisition

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	30
Theory / lab work			
Practical work			
Contact/consultation with the teacher	10 min	15	2.5
Field work			
Test, seminar paper	8	1	8

Homework	1	10	10
Self-study (library / home)	3	15	15
Final preparation for exam	5	2	10
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	30 min	1	0.5
Total			80:25 =3.2 ECTS

Mode of course delivery

Class discussion will be the main working method. Short informative lectures will be used if needed, as well as video presentations in class. **Students must read the course material beforehand.**

Concretization tools

Textbooks, board, computer, video-projector.

Assessment and evaluation criteria

Final course grades will be composed of the following:

Mid-term exam - 25 points

Assignments -5 points each (total of 35 points)

Final exam- 40 points

Total: 100 points

Ratio between theory and practice

Theory	Practice
65%	35%

Basic literature

1. *Teaching English as a Foreign or Second Language*, J. Gebhard, University of Michigan Press, 1996.
2. *Foreign Languages for Everyone*, I. B. Konyndyk, Edenridge Press, 2011.
3. *Approaches and Methods in Language Teaching*, J. Richards, Cambridge University Press, 2001.

YEAR III – SEMESTER VI

Course title: English for academic purposes II, Obligatory, 2+4, 7 ECTS

Course instructor: Dr.Blerta Mustafa

COURSE DESCRIPTION

English for Academic Purposes is a practical, non-theoretical course designed to help students in developing further their academic study skills. More specifically, the course is intended to enable students to write an appropriately structured and coherent research papers. Moreover, they will be able to read in depth, summarize and synthesize academic articles and book chapters. In addition, they will improve their academic listening and speaking skills by listening to different face-to-face or online lectures and/or TED Talks and respond through questions, discussions and organized debates in spoken language. In addition, they will present findings from their research through power point presentation to their peers and teachers. Vocabulary and the study of correct grammatical structures are integrated with both productive and receptive skills. Furthermore, the course is intended to develop further their critical thinking skills, independent learning, time management skills and IT skills.

LEARNING OUTCOMES

Upon successful completion of this course students should be able to:

- Distinguish facts from opinions

- Distinguish main ideas from supporting details
- Read critically and evaluate texts
- Scan to locate the required information
- Skim quickly to get a gist of a text
- Recognize important points during listening
- Take notes effectively during reading and lectures
- Use effectively punctuation in writing
- Write clear definitions
- Write clear abstracts
- Write clear methodology section
- Write clear research reports
- Deduce meaning of unfamiliar words

Student workload			
Activity	Hours	Day/week	Total
Lecture	2	15	30
Theory / lab work	4	15	60
Practical work			
Contact/consultation with the teacher	10 min	15	2.5
Field work			
Test, seminar paper			
Homework	2	15	30
Self-study (library / home)	2	15	30
Final preparation for exam	1	12	12
Assessment time (test, quiz, final exam)	1	2	2
Projects, presentations, etc.	4	1	4
Total			170.5/25 = 6.82 7 ECTS

Mode of course delivery

The course is predominantly practical in nature. Lectures are interactive and require students to continuously read and share their own opinions and experiences with peers and course

instructor. The course requires students to complete a variety of individual, pair and group work assignments.

Concretization tools

Textbooks, handouts, board, computer, video-projector, CD-player, audio-visual tools.

Assessment and evaluation criteria

Regular attendance 10%

Active participation 10%

Test 25%

Assignments 25 %

Final test 30 %

Total 100 %

Ratio between theoretical and practical aspect of learning

Theoretical aspect	Practical aspect
20%	80%

Required Literature

Gillet,A& Hammond, A (2009). *Inside Track to Successful Academic Writing*. Essex: Pearson Education Limited.

Sowton,C. (2012) *50 Steps to Improving Your Academic Writing Study Book*. Garnet Education.

Chaffee,J.(2003) *Thinking Critically*. Boston.Houghton Mifflin Company

Cooper,Sh.&Patton,R (2004) *Writing Logically, Thinking Critically*

Course title: English Syntax II, Obligatory, 2+2, 5 ECTS

Course instructor: Prof. Dr. LinditëRugova

Course description

This course will focus on the elaboration of structures beyond the clause as a linguistic unit at the start of the textual hierarchy, thus, English sentences, either coordinate or subordinate, as well as formally incomplete ones.

Sentences containing dependent content clauses, relative clauses, and comparative clauses as well as adjuncts, will be the focus of this course along with their subdivisions and subcategories.

Constituents of coordinate and subordinate sentences will be analyzed according to the immediate constituent analysis, relying on their structure first, to continue with their function and semantics.

During the course, functional elements that define patterns of complex sentences in English will be discussed in detail, along with their subdivisions.

Course aims

The aim of this course is to introduce students to the basic concepts of syntax of the complex sentence in general, including their functions within the paragraph, essential for a translator and a future foreign language teacher. A great deal of the course at hand will be based on practical enforcement of syntactical background knowledge on the analysis of the complex sentence.

Learning outcomes

Upon completion of this course the students will be able to:

- identify and distinguish all English structures at the sentence level, along with their various functions;
- do syntactic analysis of structural and functional categories within the complex sentence or within a higher linguistic hierarchy (an average paragraph);
- identify syntactic functions and structures within the complex sentence in various communication situations;
- distinguish basic concepts of the syntactic analysis in general, and the analysis of the complex sentence in particular.

Student workload (which should correspond to learning outcomes)			
Activity	Class hours	Days/Weeks	Total
Lectures	2 (90 min)	15	22.25
Theory/Lab work/Tutorials	2 (90 min)	15	22.25
Practical work			
Midterm exam preparation			

Consultations with course instructor	10 min	15	2.5
Field work			
Test, seminar paper	4	1	4
Homework assignments	1	15	15
Self-study (library/home)	2	15	30
Final exam preparation	5	2	10
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	10 min	1	0.3
Total			5 ECTS

Mode of course delivery

The lessons are taught through lectures that provide theoretical basis and exercises conducted in the classroom and ongoing tasks at home.

Teaching will be directed to students, student-centered, teacher will control the flow of the hour and explaining controversial and unclear concepts.

Concretization tools

Textbooks, board, computer, video projector

Assessment and evaluation criteria

Regular attendance 10%

Engagement and active participation 10%

Homework 10%

First test 35%

Final test 35 %

Total 100 %

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. Huddleston & Pullum, *The Cambridge Grammar of the English Language*, Cambridge, UK, 2002;
2. Quirk & Greenbaum, *A Comprehensive Grammar of the English Language*, Oxford, UK 2002,
3. *An English - English Dictionary*, Longman or Oxford Publishing House, (any edition with more than 40.000 entries).

Course title: Modern English Prose, Obligatory, 3+2, 6 ECTS

Course instructor: Assoc. Prof. Dr.LirakKarjagdiu

Course description

Besides “readable” novelists writing in the realistic and naturalistic tradition, whose works took up matters of social concern, or rendered meticulously the habits and attitudes of British social groupings, there was an increasingly new group of writers who felt the need *to experiment* and, as V. Woolf said, *‘To tell a story with a difference.’* Especially in the first three decades of the 20th century, the history of the English novel is essentially the story of a few writers who felt the need to do new things, and invented new ways of doing them. The balance in fiction shifted from *man in his social relations* to *man as an isolated entity*; the focus is in the thought process, the essential well- springs of his being.

One of the most popular experiments of the modern novel of the 1920s was the stream of consciousness technique which aims at presenting through peripheral details the immediate impression derived from senses without analysis or synthesis, the impression as it is felt and seen subjectively in a single fleeting moment. This called for language experiments. The modernist followers of Joyce’s anti-novel techniques made innumerable experiments with compositional structure, vocabulary, punctuation and syntax, provided variations of time sequence, alternative endings and beginnings, etc.

Course aims

This course aims at introducing students to techniques, modern ways of writing prose and the features of modern English prose. It also aims at creating skills to identify this genre of prose. It will equip students with data, facts and relevant ideas on the modern period of literature and at the same time enable them to explore artistic literary work through critical reading. Students will learn about the authors and their works with the aim of developing themselves in every aspect of cultural growth.

Learning outcomes

Upon the completion of this course, students will be able:

- to study literature as art of words;
- to demonstrate their knowledge on modern English prose;
- to read prose for pleasure and express it in an essay or seminar paper;
- to apply understanding, interest, curiosity and love for reading towards own human, intellectual, cultural and professional re-creation;
- to discuss, judge and assess prose orally and in written (test, essay);
- to approach modern prose and analyse it clearly through discussions and comments.

Student workload (should be in compliance with student's learning outcomes)			
Activity	Hours	Day/week	Total
Lectures	3	15	45
Theory / Lab Work/ Exercises	2	15	30
Practical work			
Contact/consultations with the teacher	10	1	10
Field work	10 min.	15	2.30
Test, seminar paper			
Homework	4	2	8
Self-study (library / home)	1	15	15
Preparation for final exam	1.5	15	22.5
Assessment time (test, quiz, final exam)	10	1	10
Projects, presentations, etc.	2	4	8
	1	1	1
Total			151.8: 25= 6.072 6 ECTS

Mode of course delivery

Lectures, consultations, essays, seminarpapers.

Concretization tools

Textbooks, board, computer, video projector.

Assessment and evaluation criteria

The exam will be written and oral. During a semester will be held two written tests at the middle and end of the semester.

First and second assessment: 30%

Homework or other assignments: 10%

Regular attendance: 10%

Final exam or presentation 50%

Total 100%

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. Jesse Matz, *The Modern Novel: A Short Introduction*, Blackwell Publishing, 2004
2. Abrams, M.H., General Editor- *The Norton Anthology of English Literature*, vol. II, Fifth Edition, (W.W. Norton and Co., 1986);
3. Blooms Critical Views: James Joyce, New Edition, edited by Harold Bloom, Infobase Publishing, 2009

Course title: A Review of American Literature till 1900, Obligatory, 3+2, 6 ECTS

Course instructor: Ass. Prof. Dr.SazanaÇapriqi

Course description

The course covers the most important works of American literature from colonialism until 1900. Students will have the opportunity to read and analyse these works and learn about core ideas reflected in these works.

Course aims

The course aims at offering students knowledge on historic development of American literature and help them develop analytical skills, aesthetic and critical feelings in order to experience

and assess literary works. It also aims at researching and analysing the relations and effects between the aims of the authors, the themes they treat and readers' expectations.

Learning outcomes

1. To understand main ideas expressed in different literary periods,
2. To understand differences of social conditions in different periods in order to better understand different authors,
3. To deepen their knowledge on literary stylistic figures,
4. To become familiar with the most important themes of American literature, such as: sin, idealism, individualism, racism, etc.
5. To become familiar with main features of stylistic formations and literary streams

Student workload			
Aactivity	hour	Day/week	Total
Lectures	3 (135)	15	33.75
Tutorials	2 (90)	15	22.5
Contacts with teachers/ consultations			
Field work	15 min	15	3.75
Colloquium/ seminar			
Homework	2	10	20
Students individual study (at library or home)	1	12	12
Final preparation for the exam	1	13	13
Time spent on assessment (tests, quizzes, final exam)	4	3	16
Projects, presentations etc.	1	3	3
Total			6 ECTS

Mode of course delivery

Class discussion will be the main working method. Short informative lectures will be used if needed, as well as video presentations in class. Students must read the course material beforehand.

Concretization tools

Texts, handouts, board, films, computer, video projector,

Assessment and evaluation criteria

Attendance 10%

Engagement/active participation in the classroom 10%

Test 20%

Seminar 25 %

End-of-term test 35 %

Total 100 %

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. *Anthology of American Literature*. Vol. I. 10th ed. George McMichael, et al. Pearson. Prentice Hall. 2011.
2. “The Scarlet Letter” Nathaniel Hawthorne,
3. “The Complete Works of Edgar Allain Poe” Edgar Allan Poe

Course title: Non-literary translation, Elective, 2+0, 3 ECTS

Course instructor: Prof. Dr.ShykraneGërmizaj

Course description

Non-literary Translation course integrates theoretical knowledge and practical skills. The course examines techniques for approaching and analyzing a text for translation. Students’ translation skills will be enhanced through practice and evaluation of translations through critique and commentary.

Course aims

Non-literary Translation course aims to:

- introduce students to techniques for approaching and analyzing texts for translation;

- develop students' awareness of the requirements for different types of translation;
- provide opportunities for students to undertake translation tasks out of and into English;
- enable students to develop strategies for solving translation difficulties;
- help students acquire techniques for effective translation.

Learning outcomes

Upon completion of the course students will:

- be equipped with the cultural knowledge and critical skills required to translate short texts of various registers and types out of and into English;
- demonstrate strategies for resolving fundamental translation difficulties arising from both differences in the respective linguistic codes and the socio-cultural references;
- have developed their ability to recognize contrastive features of target language grammar and vocabulary;
- be acquainted with some different theoretical approaches and practical purposes of translation and the ways in which such factors affect the end product.

Student workload			
Activity	Hour	Day/week	Total
Lectures	2	15	30
Tutorials			
Contacts with teachers/ consultations	15mins	15	3.75
Field work	-	-	-
Colloquium/ seminar			
Homework	1	15	15
Students individual study (at library or home)	1	15	15
Final preparation for the exam	3	1	3
Time spent on assessment (tests, quizzes, final exam)	2	2	4
Projects, presentations etc.	8	1	5
Total			75.75/25=3.03 ECTS

Mode of course delivery

Method of delivery of the course will be student-centred, interactive and experiential. Transitions between class work, group work, and pair work, will be frequent and will depend on the material to be covered and skills, strategies, and tasks involved. Therefore, students' active participation will be the essential component for the fulfillment of course objectives, as well as for the attainment of the learning outcomes.

Concretization tools

Textbooks, handouts, board, computer, video-projector, CD-player, audio-visual tools.

Assessment and evaluation criteria

Assessment and evaluation is a combination of course work and final test. Students are required to submit weekly assignments. Their assignments will be assessed and graded and the average of the four best graded assignments will count as essential portion of the final grade. Students who fail to meet the assessment requirements will not be entitled to taking their final test until they have completed their leftover assignments.

Students' final grade will consist of the following:

Attendance: 5 %

Active participation: 5 %

Oral presentation: 10 %

Coursework: (4x10) 40%

Tasks which integrate examples of the following:

- Translation out of English
- Translation into English
- Discussions
- Written and oral summaries/ commentaries/ critiques

Final test: 40 %

Final test will consist of two translation tasks and an essay on given translation topic.

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

Newmark, P. (1988) A textbook of translation. London: Prentice-Hall.

Baker, M. (2011). In other words: A coursebook on translation. London: Routledge.

Munday, J. (2001) Introducing translation studies: Theories and applications. London: Routledge.

Course title: Consecutive and simultaneous translation, Elective, 2+0, 3 ECTS

Course instructor: Zinaide Gruda, PhD candidate

Course description

This course provides students with advanced training in consecutive and simultaneous interpreting from English to Albanian. Various exercises are introduced to equip students with the basic techniques of simultaneous interpreting and to increase their confidence and competence in consecutive interpreting.

Course aims

This course aims to provide students with an overview of the profession of interpreting. Students will be provided with a variety of practices in order to be equipped with basic skills of consecutive and simultaneous interpreting.

Learning outcomes

Upon completion of the course students will be able to:

- identify the differences between consecutive and simultaneous interpreting;
- demonstrate the ability to engage in consecutive interpreting;
- demonstrate skills at simultaneous interpreting; and
demonstrate an understanding of the professional ethics of interpreters.

Student's workload			
Activity	Hours	Day/week	Total
Lecture			
Theory / lab work			
Practice	2	15	30
Tutoring			
Field practice			
Pre-tests, seminars			
Homework	1	15	15

Independent work (library / home)	2	15	30
Final preparation for the exam			
Evaluation (tests, quiz, final exam)			
Projects, presentations , etc.			
Total			75/25=3 ECTS

Mode of course delivery

Interactive method will be applied.

Concretization tools

Textbooks, handouts, board, computer, video-projector, CD-player, audio-visual tools.

Assessment and evaluation criteria

Continuous assessment - 70%

- 1 consecutive interpreting take home assignment 10%,
- 1 simultaneous interpreting take home assignment 10%,
- 2 take home assignments – preparing glossary 10%,
- In-class performance and recordings 40%

Final exam – 30%

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

- Gile, Daniel, *Basic Concepts and Models for Interpreter and Translator Training*, Philadelphia: John Benjamins Pub. Company, 2009.
- Mikkelsen, Holly, *Introduction to Court Interpreting*, Manchester: St. Jerome, 2000.
- Nolan, James, *Interpretation: Techniques and Exercises*, Clevedon: Multilingual Matters, 2005.

Course title: Stream of Consciousness Novel, Elective, 2+0. 3 ECTS

Course instructor: Assoc. Prof. Dr.LirakKarjagdiu

Course description

Besides “readable” novelists writing in the realistic and naturalistic tradition, whose works took up matters of social concern, or rendered meticulously the habits and attitudes of British social groupings, there was an increasingly new group of writers who felt the need *to experiment* and, as V. Woolf said, ‘*To tell a story with a difference.*’ Especially in the first three decades of the 20th century, the history of the English novel is essentially the story of a few writers who felt the need to do new things, and invented new ways of doing them. The balance in fiction shifted from *man in his social relations to man as an isolated entity*; the focus is in the thought process, the essential well- springs of his being.

One of the most popular experiments of the modern novel of the 1920s was the stream of consciousness technique which aims at presenting through peripheral details the immediate impression derived from senses without analysis or synthesis, the impression as it is felt and seen subjectively in a single fleeting moment. This called for language experiments. The modernist followers of Joyce’s anti-novel techniques made innumerable experiments with compositional structure, vocabulary, punctuation and syntax, provided variations of time sequence, alternative endings and beginnings, etc. In English and American literature, the most remarkable representatives of stream of consciousness novel are: Joyce, Fokner, Woolf, Mansfield, Richardson, etc.

Course aims

This course aims at introducing students to the origin, characteristics, development and representatives of this kind of novel in English and American literature. Students will also learn how to use the techniques of the stream of consciousness and they will be prepared to discuss, judge and assess the stream of consciousness novel in oral and written presentation.

Through this subject, students will gain knowledge about the origin, characteristics, development and the representatives of the stream of consciousness novel in English and American novel. This way, they will recognize different manners of using stream of consciousness technique. All in all, the student will prepare to discuss judge and evaluate the stream of consciousness novel orally and by writing (essay, seminar etc) by turning it into a significant part of their knowledge and culture.

Learning outcomes

Upon the completion of this course, students will be able:

- To make the difference between different types of novels and the stream of consciousness novel
- To demonstrate their knowledge on the stream of consciousness novel;
- To read the stream of consciousness novel for pleasure and write about it in an essay or a seminar paper;
- To discuss, judge and assess the stream of consciousness novel orally and in written (test, essay);

- To approach the stream of consciousness novel and analyze it clearly through discussions and comments.

Student workload (should be in compliance with student's learning outcomes)			
Activity	Hours	Day/week	Total
Lectures	2	15	30
Theory / Lab Work/ Exercises			
Practical work			
Contact/consultations with the teacher	5	2	10
Field work	10 min.	15	2.30
Test, seminar paper			
Homework	5	2	10
Self-study (library / home)	1	5	5
Preparation for final exam	1	15	15
Assessment time (test, quiz, final exam)	2	1	2
Projects, presentations, etc.	2	1	2
	1	1	1
Total			77:25=3.09 3 ECTS

Mode of course delivery

Lectures, interactive discussions, consultations, essays on the assigned material, seminar paper.

Concretization tools

Textbooks, board, computer, video projector.

Assessment and evaluation criteria

During the semester two tests will be held:

Mid-semester test: 40%

End-of-semester test: 40%

In addition students will be evaluated also based on:

Active engagement in the classroom, individual (seminar) paper: 10%

Attendance: 10%

Total 100 %

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. Maud Ellman, *The Nets of Modernism: Henry James, Virginia Woolf, James Joyce, and Sigmund Freud*, Cambridge University Press, 2010;
2. Eric Bulson, *The Cambridge Introduction to James Joyce*, CUP, 2006;
3. Sachs, Oliver. "In the River of Consciousness." *New York Review of Books*, 15 January 2004.

Course title: Linguistics in the study of literature, Elective, 2+0, 3 ECTS

Course instructor: Assoc. Prof. Dr.LinditaTahiri

Course description

The module Linguistics for students of literature covers briefly a wide number of topics central in contemporary linguistics which are of considerable interest in literary criticism. Literary texts will be presented for linguistic analysis in order to enable students to explore practical applications of linguistics in literature. This analysis will be used as the basis for discussion in class, as homework, or as food for further thought.

Course aims

After this course students will learn to apply the main principles of linguistic criticism both in oral and written form. Students will survey the field of linguistics in general before selecting those topics in linguistics that appear to be of importance in reading and interpreting literary texts. The course will deliberately choose sample texts not widely known and studied, hoping that students will encounter them fresh without finding themselves retracing already established critical paths.

Learning outcomes

By the end of this course, students should:

1. display a comprehensive understanding of concepts and terminology in linguistic criticism of literature
2. be aware of the potential of literariness in language
3. be able to use their acquired knowledge for the analysis of literary texts
4. be able to accept and give constructive criticism.
5. be able to communicate their interpretation to an audience both in oral and written form

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	30
Theory / lab work			
Practice			
Tutoring			
Field practice			
Pre-tests, seminars	1	15	15
Homework			
Independent work (library / home)	2	10	20
Final preparation for the exam	2	5	10
Evaluation (tests, quiz, final exam)			
Projects, presentations , etc.			
Total			75=3 ECTS

Mode of course delivery

Students are expected to participate in the discussions in the class. Teaching and learning will not be considered as rigidly separate processes but will constantly interact with each-other, as mutual taking and giving, so that each of the students may participate in this process by giving the personal contribution in the constant creation of knowledge.

Concretization tools

Textbook, board, handouts, computer, video projector.

Assessment and evaluation criteria

Mid test 40%

Final test 60 %

Total 100 %

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. "Linguistics for Students of Literature", Elizabeth Closs Traugott dhe Mary Louise Pratt, Harcourt Brace Jovanovich, 1980
2. Stylistics: A resource book for students", Paul Simpson. 2008. Chapters B and C
3. "Linguistics and the Novel", Roger Fowler, Methuen, 1983.
4. "Literature as Social Discourse: The Practice of Linguistic Criticism", Roger Fowler, Batsford Academic and Educational Ltd, London, 1981

Course title: Practical English, Elective, 2+0, 3 ECTS

Course instructor: Dr.Blerta Mustafa,

Course description

Practical English is an advanced practical course that focuses mostly on the development of critical thinking skills and writing. The course aims at offering students opportunities to learn how to construct arguments in written and spoken language. Moreover, through class and online discussion, presentations and debates, the students will also develop public speaking, listening, reading and research skills. They will also enrich their vocabulary to ensure effective communication among peers and professionals in the field. Furthermore, through different team building games and assignments the course aims at encouraging team work, negotiation skills, assessment of peer work and management skills.

Course aims

Learning outcomes

Upon successful completion of this course students should be able to:

- Write effective argumentative essays, and reports using pre-writing strategies and incorporating information from different sources.

- Demonstrate awareness about the audience and the purposes of writing.
- Evaluate their written work and the work of their peers.
- Demonstrate analytical competence in reading different assigned texts.
- Read in order to develop further their opinions.
- Organize their thoughts and present them clearly in both speaking and writing.
- Understand and respond to information from listening and reading input.
- Plan and deliver presentations on a variety of topics.
- Use effectively research skills to build their argument in debates, presentations and writing assignments.

Student workload			
Activity	Hour	Day/Week	Total
Lecture	2	15	30
Theory / lab work			
Practice			
Tutoring	5	2	10
Field practice	10 min.	15	2.30
Pre-tests, seminars			
Homework	5	2	10
Independent work (library / home)	1	5	5
Final preparation for the exam	1	15	15
Evaluation (tests, quiz, final exam)	2	1	2
Projects, presentations , etc.	2	1	2
Total			77:25=3.09 3 ECTS

Mode of course delivery

For each lecture the students will be provided with handouts, which are a compilation of materials taken from different sources (books, internet, compiled materials by the course instructors, journal articles, newspaper stories and so forth). As the course is practical, the reading material will be assigned to students according to their needs. The needs will be identified during the assignments, in class-participation and the discussions during office hours.

Concretization tools

Texts, handouts, films, computer, video projector

Assessment and evaluation criteria

Attendance and engagement 10%

Project 30%

Presentation 10%

Final test 50%

Total 100%

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

Chaffee,J.(2006) *Thinking Critically*. Boston.Houghton Mifflin Company

Cottrell,S. (2005). *Critical Thinking Skills*.London. Palgrave Macmillan

Ramage,J.D&Bean,J.C (1995) *Writing Arguments*.Massachusets. Simon& Schuster

Course title: Teaching English to young learners, Elective, 2+0, 3 ECTS

Course instructor: Dr. Blerta Mustafa

Course description

This course is designed to introduce pre-service teachers to both theory and practice of teaching English to young learners (age 5-12). Through interactive and learner centered activities, students will learn various strategies and techniques how to teach grammar, vocabulary, receptive and productive skills. This course also aims at developing students' reflective practices.

Course aims

- to introduce students to basic concepts in teaching English to young learners (TEYL)
- to deepen student's knowledge on how young learners, acquire second language
- to enhance students' interest to use differentiation in the classroom

- to encourage discussion on current issues in TEYL in the Kosovar context
- to apply best practices in teaching TEYL
- to introduce students to assessment and evaluation in TEYL context

Learning outcomes

Upon the completion of the course, the students will be able to:

- select and create materials suitable for young learners
- create effective lesson plans suitable for young learners
- identify current issues related to teaching English to young learners in the Kosovar context
- demonstrate knowledge of language development in young learners
- demonstrate knowledge on using differentiation in the classroom
- discuss evaluation and assessment issues in young learners

Student's workload			
Activity	Hours	Day/week	Total
Lecture	2	15	30
Theory / lab work			
Practice			
Tutoring			
Field practice			
Pre-tests, seminars			
Homework	1	5	5
Independent work (library / home)	2	15	30
Final preparation for the exam			
Evaluation (tests, quiz, final exam)	1	2	2
Projects, presentations , etc.	2	4	8
Total			75/25=3

Mode of course delivery

The course instructor will use a student-centred methodology. TEYL guest lectures will be invited to share expertise from their classroom experiences too.

Concretization tools

Textbooks, handouts, computer, smart board.

Assessment and evaluation criteria

Quiz-20%
 Reflection Project-20%
 Forum Discussion-20%
 Lesson Plan-40%
Total: 100%

Ratio between the theoretical and practical study

Theoretical part	Practical part
20%	80%

Basic literature

Bland,J (2015). *Teaching English to Young Learners Critical Issues in Language Teaching with 3-12 Year Olds*. Bloomsbury

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Linse, C.T. (2005). *Young Learners*. New York: McGraw Hill.

Mooney, C. G. (2000). *Theories of Childhood*. St. Paul: Redleaf Press.

Nunan,D. (2011). *Teaching English to Young Learners*. Anaheim University Press

YEAR IV – SEMESTER VII

Course title: English for employability, Obligatory, 2+2, 5 ECTS

Course instructor: Dr. Blerta Mustafa

Course description

English for Employability course enables students to develop and strengthen soft skills so that they get better skilled in finding and keeping a job.

Course aims

Through communication in English, the course aims at developing students' soft skills, required in the labor market. Through various activities and assignments students will develop collaboration and team work skills, negotiation and oral presentation skills, argumentation and writing for different purposes.

Learning outcomes

Upon successful completion of this course students will be able to:

1. Write effective emails and memorandums and take effective notes during meetings.
2. Write effective CV, motivational letters and compile and/or fill job applications
3. Write letters of complaint
4. Present effectively in front of an audience
5. Demonstrate how to behave during an interview
6. Demonstrate knowledge on phone etiquette rules and office dress code
7. Demonstrate negotiation skills
8. Compile arguments supported by facts
9. Demonstrate critical thinking skills

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	30
Theory / lab work	2	15	30
Practice			
Tutoring			
Field practice			
Pre-tests, seminars			
Homework	1	15	15
Independent work (library / home)	2	15	30
Final preparation for the exam			

Evaluation (tests, quiz, final exam)	1	1	1
Projects, presentations , etc.	2	10	20
Total			126/25= 5 ECTS

Mode of course delivery

Student-centred approach will be applied. Students will be required to consult literature prior to class. Guest speakers from both public and private sector will be invited to discuss with students labor market needs.

Assessment and evaluation criteria

Presentation 20%

Written assignment (Portfolio) 50%

Quiz 10%

Interview simulation 20%

Total 100 %

Basic literature

Wentz,H.F (2012). *Soft Skills Training: A Workbook to Develop Skills for Employment*
Tuckerton,R (2013) 15 Minutes to a Better Intervieë: What I Wish Every Job Candidate Knew. Russel Tuckerton. Denver

Course title: Methodology of Teaching English, Obligatory, 2+2, 5 ECTS

Course instructor: Assoc. Prof. Dr. BekimBejta

Course description

Methodology of Teaching English (English Teaching Methodology) is concerned with the strategies that appertain to teaching and learning English. It conveys the basic skills for all students of English. It enables the students to become more aware of learning strategies.

Course aims

his course is designed for students who aim at the teaching profession. English Teaching Methodology deals with two aspects: teaching how to teach and learning how to learn. It

helps the students to acquire methodological skills such as observation, communication, reinforcement, etc.

Learning outcomes

After completing this course students should be able to:

- differentiate between theoretical knowledge and active knowledge
- describe and use various classroom interaction observational techniques
- identify and use the teaching skills necessary for effective teaching.

Student workload			
Activity	Orë	Ditë/javë	Gjithsej
Lecture	2 (90 min)	15	22.5
Theory / lab work	2 (90 min)	15	22.5
Practical work			
Contact/consultation with the teacher	10 min	15	2.5
Field work			
Test, seminar paper	8	1	8
Homework	1	15	15
Self-study (library / home)	3	15	45
Final preparation for exam	5	2	10
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	30 min	1	0.5
Totali			140 140:25 = 5.2 5 ECTS

Mode of course delivery

Lectures, discussions, practical examples, presentations.

Assessment and evaluation criteria

Attendance 10%

Engagement and active participation 10%

Test one 25%

Test two 25 %

Practical presentation 30 %

Total 100 %

Basic literature

1. *Methodology in Language Teaching*, Jack Richards, Cambridge University Press, 2002.
2. *Approaches and Methods in Language Teaching*, Jack Richards, Cambridge University Press, 2001.
3. *Teaching English as a Second or Foreign Language*, Marianne Celce-Murcia, Heinle, 2001.

Course title: Stylistics, Obligatory, 3+2, 7 ECTS

Course instructor: Assoc. Prof. Dr. Lindita Tahiri

Course description

The module of stylistics looks at the language of (literary) texts explaining how that language creates meaning, style and effect. This course will enable students to learn how to describe formal features of the text in order to interpret it. They will also learn about the main developments of stylistics in the last decades.

Course aims

The objective of this course is to provide students with concepts and terminology of stylistics as well as with critical thinking proficiency that will enhance their ability to understand and interpret the language of (literary) texts. Some eternal questions that literary scholars have posed will be made during the course, such as: what is literature, how is it different from other kinds of discourse, what makes a language artistic, is literariness present only in literature, - however this does not mean that the class will be reduced to prescriptions and definitions.

Learning outcomes

By the end of this course, students should:

1. Display a comprehensive understanding of concepts and terminology in stylistics
2. Become aware about the stylistic potential and usage of various levels of language
3. Be able to distinguish between the traditional approach towards literature and the stylistic analysis of literature
4. Have acquired knowledge and practical skills which they will use in order to interpret texts in oral and written form

Student workload			
Activity	Hour	Day/week	Total
Lecture	3	15	45
Theory / lab work	2	15	30
Practice			
Tutoring			
Field practice	2	10	20
Pre-tests, seminars			
Homework	1	5	5
Independent work (library / home)	3	15	45
Final preparation for the exam	4	5	20
Evaluation (tests, quiz, final exam)			
Projects, presentations , etc.	1	15	15
Total			180/25= 7.2 ECTS

Mode of course delivery

Students are expected to participate in the discussions in the class. Teaching and learning will not be considered as rigidly separate processes but will constantly interact with each-other, as mutual taking and giving, so that each of the students may participate in this process by giving the personal contribution in the constant creation of knowledge.

Concretization tools

Textbook, board, handouts, computer, video projector.

Assessment and evaluation criteria

Mid test 30%

Presentation 20 %

Final test 50 %

Total 100 %

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. *The free online course in Bowland College at Lancaster University,:*
<http://www.lancs.ac.uk/fass/projects/stylistics/>
2. *Stylistics: A practical course book.* Laura Wright and Jonathan Hope. Routledge 2003.
3. *Stylistics: A resource book for students.* Paul Simpson. Routledge 2004
4. *“The Stylistics Reader from roman Jakobson to the present”, ed. Jean Jacques Weber, University Centre Luxembourg, 1996*

Course title: Modern American literature, Obligatory, 3+2, 7 ECTS

Course instructor: Ass. Prof. Dr.SazanaÇapriqi

Course description

This is the subject that enables students to become acquainted with the most important works of American literature written in the modern era. They will read selected works, poetry and prose and analyze them through class discussions or written assignments.

Course aims

The aim of the course is to provide students with knowledge of the aesthetic literary developments of the period of American modernity, as well as to help them develop critical and aesthetic sensations in order to enjoy, appreciate and be able to articulate as much as

possible. convincingly their opinion on the work they read, both through discussion or debate as well as in writing.

Learning outcomes

1. To understand the main ideas of the modern era,
2. Get to read literature in the historical, ethnic or cultural context,
3. Become familiar with concepts such as gender, race, politics that express the most important themes of the period,
4. Learn how to use different sources (books, magazines, internet) to draw conclusions and grounded arguments,

Student workload			
Activity	Hour	Day/week	Total
Lectures	3	15	45
Theoretical / laboratory exercises	2	15	30
Practical work			
Contact with the teacher / consultation	15 min	15	3.75
Field exercises			
Colloquiums, seminars	2	10	20
Homework	2	12	24
Student self study time (in library or at home)	2	13	26
Final exam preparation	4	3	16
Time spent in assessment (tests, quizzes, final exams)	1	3	3
Projects, presentations, etc.	1	1	1
Total			167.75:25 = 6.71 7 ECTS

Mode of course delivery

Class discussion will be the main method of lesson development, short informative lectures will be used as needed, and classroom video presentations of excerpts or portions of any works will be organized. Students should read the assignments and materials before the class.

Concretization tools

Texts, handouts, board, films, computer, video projector,

Assessment and evaluation criteria

Attendance 10%

Engagement/active participation in the classroom 10%

Test 20%

Seminar 25 %

End-of-term test 35 %

Total 100 %

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

- 1.The Norton Anthology of American Literature”, Volume D 1914-1945, W.W. Norton & Company, 2007
- 2.“The Great Gatsby” F. Scott Fitzgerald
- 3.“A Farwell to Arms” Ernest Hemingway
“As I Lay Dying” William Faulkner

Course title: American Short Story, Elective, 2+0, 3 ECTS

Course instructor: Ass. Prof. Dr.SazanaÇapriqi

Course description

The course treats the development of the American short story, including authors such as Washington Irving, Edgar Allan Poe, then Kate Chopin, Ernest Hemingway to contemporary authors. Students have the opportunity to expand their knowledge of this literary genre through class discussions and presentations as well as writing assignments.

Course aims

The purpose of the course is to introduce students to the historical development of American short story, help them to develop critical thinking and aesthetic sense.

Learning outcomes

1. Become familiar with the basic elements of the short story such as: fables, characters, themes, etc.
2. Understand the literary features of prominent American authors,
3. Be able to design argumentative analytics
4. Become familiar with the tradition and themes of the American short story.

Student workload			
Activity	Hours	Days/weeks	Total
Lecture	2	15	30
Theory / lab work			
Practical work			
Contact/consultation with the teacher	10 min	15	2.5
Field work			
Test, seminar paper			
Homework	1	15	15
Self-study (library / home)	1	15	15
Final preparation for exam	4	2	8
Assessment time (test, quiz, final exam)	1	3	3
Projects, presentations, etc.	1	2	2

Total			75.5/25 = 3.02 3 ECTS
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Mode of course delivery

Class discussion will be the main working method. Short informative lectures will be used if needed, as well as video presentations in class. Students must read the course material beforehand.

Concretization tools

Texts, handouts, board, films, computer, video projector,

Assessment and evaluation criteria

Attendance 10%

Engagement/active participation in the classroom 10%

Test 20%

Seminar 25 %

End-of-term test 35 %

Total 100 %

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

1. "Anthology of the American Short Story" James Nagel, Cengage Learning 2007,
2. "The American Short Story" Thomas K. Parkes, Galahad Books 1994
3. "The Cambridge Introduction to the American Short Story" Martin Scofield, Cambridge University Press, 2006

Course title: Professional Translation Practice I, Elective, 2+0, 3 ECTS

Course instructor: ZinaideGruda, PhD candidate

Course description

This course focuses on the practice of translation in both languages, Albanian and English. The practice is implemented as internship in any of the public institutions. Students spend 2 hours a week each in a given institution and work as translators.

Course aims

- to teach students basic translation techniques of preserving the meaning of the Source Text (ST) in the Target Text (TT);
- to expand students' Albanian and English active and passive vocabulary through extensive use of Albanian-English, English-Albanian and Albanian and English monolingual dictionaries;
- to enhance students' lexical, grammatical and stylistic precision of self-expression in English and in Albanian;
- to enhance students' cross-cultural awareness through translating culture-specific elements in the ST;
- to encourage student discussions of the issues discussed in the texts being translated;
- to facilitate students' critical thinking;
- to have students perform in a professional way by meeting deadlines and working under time pressure.

Learning outcomes

Upon the completion of the course, the students:

- will master basic translation techniques;
- will be able to master their lexical, grammatical and stylistic precision of self-expression in both languages;
- will reach cross-cultural awareness;
- will be able to apply critical thinking;
- will be able to perform in a professional way by meeting deadlines and working under time pressure;
- will be able to voice or note down the justification for their choices.

Student's workload			
Activity	Hours	Day/week	Total
Lecture			
Theory / lab work			
Practice	2	15	30
Tutoring			
Field practice			
Pre-tests, seminars			

Homework			
Independent work (library / home)	3	15	45
Final preparation for the exam			
Evaluation (tests, quiz, final exam)			
Projects, presentations , etc.			
Total			75/25=3

Mode of course delivery

Student-centred methodology is applied.

Assessment and evaluation criteria

Students are supervised by the teacher. They compile portfolios of their work at the public institution and submit them to the teacher for evaluation.

Basic literature

1. Duff, Alan (1989). *Translation*. Oxford University Press
2. Gouadec, Daniel (2007). *Translation as a Profession*. John Benjamins B.V.
3. Robinson, Douglas (2003). *Becoming a Translator*. Routledge. London and New York

Course title: Professional Teaching Practice I, Elective, 1+1, 3 ECTS

Course instructor: Blerta Mustafa

Course description

Teaching practicum I is a course intended to offer EFL students an opportunity to make the theory-practice connection through observation of teacher-mentors and teaching practice in lower high schools (grade 6-9) in Kosova.

Course aims

The aims of the Teaching Practicum course are three fold:

- 1) offer students an opportunity to reflect upon the teaching and learning principles through observation of more experienced teachers
- 2) offer students a hands-on experience in teaching English to pupils in lower high school
- 3) extend their teaching repertoire by exposing them to creative ways of teaching, not previously covered by other courses. Through brief lectures, group work, classroom observation, feedback, teaching and reading, the course aims at helping students acquire

skills necessary for observation and reflection on teaching. Additionally, students will develop their professional teaching portfolio.

Learning outcomes

Upon successful completion of this course students should be able to:

- Plan effective lessons plans
- Implement a range of teaching strategies that meet different learning styles
- Reflect on their own teaching through report writing
- Develop a teaching philosophy
- Implement a range of management strategies to address common classroom concerns as they arise
- Evaluate students' work
- Give constructive feedback
- Develop a plan for improving his/her teaching practices

Student workload			
Activities	Hour	Day/Week	Total
Lectures	1	15	15
Theoretical/laboratory exercises			
Practical work			
Teacher Consultation	10 min	15	2,5 h
Field work/exercises	3	10	30
Seminars			
Homework	1	5	5
Student study time (in library or at home)	2	12	24
Final preparations for exam			
Time spend in assessment (tests, quizzes, final exams)			
Projects, presentations etc			
Total			76,5/25=3.06

Mode of course delivery

Student-centred methodology is applied.

Assessment and evaluation criteria

Students are supervised by the teacher- mentors, who report to the course instructor about students' progress and delivery of classes. Students compile portfolio of their work and a video recording of teaching at the public school and submit it to the teacher for evaluation.

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

Arends,R.I (2004). Learning to Teach. New York. McGraw-Hill

Crookes,G (2003) A Practicum in TESOL. New York: Cambridge University Press.

Harmer,J (2007). The Practice of English Language Teaching. London: Pearson Longman.

Nunan,D 7 Lamb,C (2000). The self-directed teacher. Cambridge: Cambridge University Press

Note: Course instructor will provide students with handouts consisting of lesson plans, articles, activities and/or chapters of other books to meet the needs of learners.

Course title: Introduction to research in linguistics, Elective, 2+0, 3 ECTS

Course instructor: Prof. Dr. LinditaRugova

Course description

In this course students learn how to use research, planning, creation, and structuring techniques in scientific texts, focusing mainly on linguistic studies. They also learn how to use footnotes and citations according to international norms, and how to create the table of content, bibliography, list of names and expressions, etc., which will help them in writing assignments during their studies – i.e. write their seminar papers or even a diploma paper at the end of their studies. The main emphasis during the course will be placed on the selection of words and expressions suitable for texts of linguistic analysis and sublinguistic fields of study (linguistic terminology and research on linguistic field).

Course aims

- to teach students the basic techniques for writing a scientific research paper;
- to enrich students' active and passive vocabulary to write seminar papers, cite any sources, or even draft their diploma paper at the end of their studies;

- to improve students' lexical, grammatical, and stylistic techniques on writing scientific texts in English;
- to help promote critical thinking among students;
- to teach students how to use citations, create the table of content, the bibliography, the list of names and expressions;
- to teach students how to support their ideas in a logical, regular, and coherent manner, and also teach them how to arrange the borrowed ideas and passages of the text according to the international citing and referencing norms.

Learning outcomes

Upon completion of this course the students will be able to:

- acquire the basic techniques for writing a scientific paper;
- use their lexical, grammatical, and stylistic techniques in the course of writing a scientific text;
- use citations, create the table of content, the bibliography, the list of names and expressions;
- support their ideas in a logical, regular, and coherent manner;
- arrange the borrowed ideas and passages of the text according to the international citing and referencing norms.

Student workload (which should correspond to learning outcomes)			
Activity	Class hours	Days/Weeks	Total
Lectures	1	15	11.25
Theory/Lab work/Tutorials	1	15	11.25
Practical work			
Midterm exam preparation			
Consultations with course instructor	10 min	15	2.5
Field work			
Test, seminar paper	2	1	2
Homework assignments	1	15	15
Self-study (library/home)	2	15	30
Final exam preparation	4	2	8
Assessment time (test, quiz, final exam)	2	2	4

Projects, presentations, etc.	9 min	1	0.2
Total			84.2:25=3.37 3 ECTS

Mode of course delivery

- lectures
- tutorials
- seminar paper (working group)

Assessment and evaluation criteria

The course is delivered through a combination of lectures and tutorials. During classes, students work individually, in pairs, and in groups. The students' performance will be evaluated throughout the semester. The main emphasis of the course is placed on writing texts and their presentation in the class. The student presentations together with their written assignment during the written exam will be the best proof of the students' acquisition of the course.

Basic literature

- Carey, Stephen S. (2011). A Beginner's Guide to Scientific Method, 4th edition. Wadsworth, Cengage Learning;
- Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams (Authors), The Craft of Research. 2008, The University of Chicago Press, Chicago
- E. Bright Wilson Jr. An Introduction to Scientific Research. 1990. Dover Publications Inc. New York

Course title: Testing and evaluation, Elective, 2+0, 3 ECTS

Course instructor: Assoc. Prof. Dr. BekimBejta

Course description

Testing and Evaluation helps foreign and second language (future) educators in planning and carrying out effective and comprehensive evaluations in their classroom.

Course aims

This course emphasizes the value of classroom-based assessment as a tool for improving both teaching and learning. Evaluation is primarily about decision making, i.e. the overall purpose of second language evaluation is to make sound choices that will improve second language teaching and enhance second language learning.

Learning outcomes

After completing this course students should be able to:

- build better tests
- identify and describe validity
- make inferences about language from tests

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	30
Theory / lab work			
Practical work			
Contact/consultation with the teacher	10 min	15	2.5
Field work			
Test, seminar paper	8	1	8
Homework	1	10	10
Self-study (library / home)	3	15	15
Final preparation for exam	5	2	10
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	30 min	1	0.5
Total			80:25 =3.2 ECTS

Assessment and evaluation criteria

Attendance 10%

Engagement and active participation 10%

Test one 25%

Test two 25 %

Practical presentation 30 %

Total 100 %

Basic literature

1. *Classroom-Based Evaluation in Second Language Education*, F. Genesee, J. Upshur, 1996, Cambridge University Press.
2. *Authentic Assessment for English Language Learners*, J. Michael O'Malley, Addison-Wesley, 1996.
3. *Practical Language Testing*, Glenn Fulcher, Routledge, 2010.

Course title: Technology in English Language Teaching, Elective, 1+1, 3 ECTS

Course instructor: Afërdita Kasolli Zogaj, PhD candidate

Course description

Technology in English Language Teaching course deals with the effective use of technology in English language teaching and learning. It is based on national and educational technology standards and is designed to prepare students and future teachers to integrate technology into the classroom.

Course aims

The course aim is to offer students opportunities to:

- Practice and expand personal use of various kinds of hardware and software.
- Use technology in the design of curriculum for constructivist teaching and learning.
- Apply learning theory to evaluate quality technology experiences.
- Make informed decisions about social and ethical issues involving technology.
- Develop strategies and commitment to explore new and emerging educational technologies.

Learning outcomes

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

- Review research studies of the effects and impact of technology on learning.
- Describe the development of computer technology over time and implications of this history for instruction.
- Evaluate ethical, legal and social equity issues pertaining to the impact of technology

Students workload			
Activity	Class	Day/Week	Total
Lectures	1	15	15
Theory/Lab work/tutorials	1	15	15
Practical work			
Preparation for midterm tests			
Consultation with the professor	10 min	15	2.5
Field work			
Test, seminar papers	5	2	10
Homework	40 min	7	4.6
Self- studying (library/home)	1	15	15
Preparation for the final exam	10	1	10
Assessment time (test, quiz, final exam)	2 (90 min)	2	4
Projects, presentations, etc.	30 min	1	0.5
Total			76.6 hrs /25=3 ECTS

Mode of course delivery

Teaching is conducted through lectures and students' practical work. Teaching is student-oriented and their practical work, while the teacher controls the class's flow and the explanation of unclear and disputable concepts. Students will do projects and seminar papers independently and in groups which will be discussed and checked in the classes.

Assessment and evaluation criteria

Attendance and activity, projects, presentations, seminar papers and midterm test and final evaluation.

Basic literature

- Shelly, G., Cashman, T., Gownter, R., & Gaunter, G.: (2008). *Teachers discovering computers: Integrating technology and digital media in the classroom*. (5th ed) Boston, MA: Thomson Learning
- Fewell, P. & Gibbs, W. (2006). *Microsoft office for teachers*. 2nd edition, Upper Saddle River, NJ: Merrill Prentice Hall
- Brewer T. (2003), *Technology Intergation in the 21st century classrom*. Eugene, OR: Visions
- Dice, M L. & Goldenhersh, B. L. (2002) *How to create a professional electorinic portfolio*
- Roblyer, M. D. (2006) *Integrating technology into classroom teaching(4th edition)* New York NY: McGraw Hill

YEAR IV – SEMESTER VIII

Course title: Intercultural business communication, Obligatory, 2+2, 5 ECTS

Course instructor: ZinaideGruda, PhD candidate

Course description

This course provides students with a basic understanding of cultural differences in values and norms, communication patterns, way of thinking, negotiation strategies and management styles.

Course aims

The aim of this interactive course is designed to help students become a better communicator in intercultural situations.

Learning outcomes

Upon completion of the course students will be able to:

- apply knowledge, skills and attitudes related to intercultural competence
- explain how cultural differences affect business, negotiations, management styles and the workplace
- explore cultural self-awareness, other culture awareness, and the dynamics that arise in interactions between the two
- understand and apply the concepts of intercultural communication in business

Student workload			
Activity	Hours	Day/week	Total
Lecture	2	15	30
Theory / lab work			
Practice	2	15	30
Tutoring			
Field practice			

Pre-tests, seminars			
Homework	1	15	15
Independent work (library / home)	2	15	30
Final preparation for the exam			
Evaluation (tests, quiz, final exam)	5		5
Projects, presentations , etc.	1	15	15
Total			125/25=5 ECTS

Mode of course delivery

Interactive method will be applied.

Lectures, case studies, presentations, role-playing, intercultural critical incidents, group discussions, self-assessments.

Assessment and evaluation criteria

Class participation	10%
Continuous assessment (mini tasks during the semester)	50%
Presentation / Project	40%

Basic literature

- *Intercultural Communication in the Global Workplace*. By Linda Beamer and Iris Varner.
- *Intercultural Business Communication*. By Lillian H. Chaney and Jeanette S. Martin.
- *Multicultural Manners: Essential Rules of Etiquette for the 21st Century*. By Norine Dresser.
- *Global Business Etiquette*. By Martin and Chaney.
- *Kiss, Bow, or Shake Hands*. By Terri Morrison and Wayne A. Conaway.

Course title: Lexicology, Obligatory, 2+2, 5 ECTS

Course instructor: Dr. Lendita Kryeziu

Course description

Lexicology course is a well-balanced theoretical and practical course that aims at providing a comprehensive introduction to the fundamental concepts and latest developments in English lexicology and lexical semantics.

In this course students are informed about the basic concepts of English word-formation, lexical semantics, semantic relations between lexical units, lexical cohesion and the development and stratification of the English word-stock.

Course aims

The course aims to:

- Introduce students to basic concepts and theoretical issues of English lexicology;
- Increase students' awareness regarding the dynamic nature of language
- Enable them to view the concept of word, and the place of lexis in the linguistic system.

Learning outcomes

Upon the successful completion of the course, students will:

- demonstrate good understanding of theoretical issues in the field of English lexicology
- understand and explain the main properties and tendencies in the English lexis
- analyse lexical units in terms of their form, function, origin, meaning and use in various styles.

Student workload

Activity	hour	Day/week	Total
Lectures	2	15	30
Tutorials	2	15	30
Contacts with teachers/ consultations	10mins per student	15	2.5
Field work			
Colloquium/ seminar			
Homework	1	15	15
Students individual study (at library or home)	2	14	28
Final preparation for the exam	5	1	5
Time spent on assessment (tests, quizzes, final exam)	2	2	4
Projects, presentations etc.	10	1	10
Total			124.5/25=4.98 ECTS 5 ECTS

Mode of course delivery

The course comprises two hours of lectures and 2 hours of tutorials. The mode of course delivery is student-centred, interactive and experiential. Students are required to not only attend the regularly, but also to participate actively in classroom activities. Consequently, transition between class, group, pair and individual work will be frequent and will depend on the topic covered, and tasks involved.

Assessment and evaluation criteria

Lectures will be interactive, with students expected to come to class prepared to discuss questions on the contents listed in the course syllabus based on readings assigned each week. Students are expected to complete the tasks that derive from lectures and. to contribute in weekly assignments (reading assignments, homework assignments, oral presentations, participation in class discussions and debates).

All these will count towards their final grade. the final grade will comprise the following:

Attendance and participation: 10%

Written assignment: 20%

Intermediary test:	20%
Final exam:	50%
Total:	100%

Final test will comprise a test (20%), and an in class essay (30%) on given theoretical topic(s) covered by the course.

Basic literature

- Jackson, H.& E. ZéAmvela (2007) *Words, Meaning and Vocabulary (An Introduction to Modern English Lexicology)*, Continuum, London
- Lipka, L. (2002) *Lexicology*, G. Narrverlag, Tuebingen
- Cruse A. (2011) *Meaning in Language. An Introduction to Semantics and Pragmatics*. OUP

Course title: Contemporary American Literature, Obligatory, 3+2, 6 ECTS

Course instructor: Ass. Prof. Dr. SazanaÇapriqi

Course description

This is the subject that enables students to become acquainted with the most important works of American literature written in the modern era. They will read selected works, poetry and prose and analyze them through class discussions or written assignments

Course aims

The aim of the course is to provide students with knowledge of the aesthetic literary developments of the period of American modernity, as well as to help them develop critical and aesthetic sensations in order to enjoy, appreciate and be able to articulate as much as possible. convincingly their opinion on the work they read, both through discussion or debate as well as in writing

Learning outcomes

1. To understand the main ideas of the modern era,
2. Get to read literature in the historical, ethnic or cultural context,
3. Become familiar with concepts such as gender, race, politics that express the most important themes of the period,

4. Learn how to use different sources (books, magazines, internet) to draw conclusions and grounded arguments.

Student workload			
Activity	Hours	Days/weeks	Total
Lecture	3 (135 min)	15	30
Theory / lab work	2	15	30
Practical work			
Contact/consultation with the teacher	15 min	15	3.75
Field work			
Test, seminar paper	2	10	20
Homework	2	12	24
Self-study (library / home)	2	13	26
Final preparation for exam	4	4	16
Assessment time (test, quiz, final exam)	1	3	3
Projects, presentations, etc.	1	1	1
Total			153.75:25 = 6.15 6 ECTS

Mode of course delivery

Class discussion will be the main method of lesson development, short informative lectures will be used as needed, and classroom video presentations of excerpts or portions of any works will be organized. Students should read the assignments and materials before the class.

Assessment and evaluation criteria

Regular participation 10%

Active participation 10%

Tests 20%

Seminar 25%

Exam 35%

Total 100%

Basic literature

1. "The Norton Anthology of American Literature", Volume D 1914-1945, W.W. Norton & Company, 2007
2. "The Great Gatsby" F. Scott Fitzgerald
3. "A Farewell to Arms" Ernest Hemingway
"As I Lay Dying" William Faulkner

Course title: Bachelor Diploma/project, Obligatory, 8 ECTS

Upon completion of all exams, to complete the studies and obtain the Bachelor Degree, students shall complete their thesis.

Scientific research is possible from the major components of the degree, and students are supervised by their mentors while working on the final paper.

Upon approval by the mentor and submission of the thesis, the paper shall be positively evaluated and approved by the Departmental Council; the evaluation committee appointed works on the thesis submitted by the student evaluating it with a grade of 6-10, and after its defense the student receives a Bachelor Degree in English Language and Literature.

This paper seeks to demonstrate that the student is able to work on a topic independently on both the content and the methodology. The paper should be drafted in accordance with the rules of a scientific paper as foreseen by the UP Regulations and the Regulations for Studies at the Faculty of Philology dated 18/9/2017.

Objectives:

- research a topic independently
- look critically at information from more topic-driven sources
- display the relevant methodology for viewing the topic
- apply to the technical plot of academic writing and the rules of academic integrity.

Expected results:

Upon completion of the thesis, the student will continue being in the assessment state:

- Ability to plan, accomplish research value in applied linguistics, or teaching service

- Service Skills and Scientific Texts,
- Key competencies / see more advanced:
- Knowledge competence
 - Critical evaluation and burial decision
 - Detailed explanation of the results
 - Use of information technology.

Teacher format: Signed independent work under the guidance of a mentor.

The report of the theoretical and practical parts of the study:

Theory	Practice
50 %	50 %

Student workload			
Activity	Hours	Days/Week	Totoal
Research and Literature Collection	5	4	20
Field Work	5	4	20
Literature Review	5	10	50
Consultations with the Mentor	1	15	15
Writing the Paper	6	15	90
Preparation to Present	3	2	6
Projects, Presentations etc..	30 min	1	0.5
Total			201.5/25=8.06 8 ECTS

Course title: Professional translation practice II, Elective, 2+0, 3ECTS

Course instructor: ZinaideGruda, PhD Candidate

Course description

This course focuses on the practice of translation in both languages, Albanian and English. The practice is implemented as internship in any of the public institutions. Students spend 2 hours a week each in a given institution and work as translators.

Course aims

- to teach students basic translation techniques of preserving the meaning of the Source Text (ST) in the Target Text (TT);
- to expand students' Albanian and English active and passive vocabulary through extensive use of Albanian-English, English-Albanian and Albanian and English monolingual dictionaries;
- to enhance students' lexical, grammatical and stylistic precision of self-expression in English and in Albanian;
- to enhance students' cross-cultural awareness through translating culture-specific elements in the ST;
- to encourage student discussions of the issues discussed in the texts being translated;
- to facilitate students' critical thinking;
- to have students perform in a professional way by meeting deadlines and working under time pressure.

Learning outcomes

Upon the completion of the course, the students:

- will master basic translation techniques;
- will be able to master their lexical, grammatical and stylistic precision of self-expression in both languages;
- will reach cross-cultural awareness;
- will be able to apply critical thinking;
- will be able to perform in a professional way by meeting deadlines and working under time pressure;
- will be able to voice or note down the justification for their choices.

Student's workload			
Activity	Hours	Day/week	Total
Lecture			
Theory / lab work			
Practice	2	15	30
Tutoring			
Field practice			
Pre-tests, seminars			
Homework			
Independent work (library / home)	3	15	45

Final preparation for the exam			
Evaluation (tests, quiz, final exam)			
Projects, presentations , etc.			
Total			75/25=3

Mode of course delivery

Student-centred methodology is applied.

Assessment and evaluation criteria

Students are supervised by the teacher. They compile portfolios of their work at the public institution and submit them to the teacher for evaluation.

Basic literature

1. Duff, Alan (1989). *Translation*. Oxford University Press
2. Gouadec, Daniel (2007). *Translation as a Profession*. John Benjamins B.V.
3. Robinson, Douglas (2003). *Becoming a Translator*. Routledge. London and New York

Course title: Professional Teaching Practice II, Elective, 1+1, 3 ECTS

Course instructor: Dr. Blerta Mustafa

Course description

Teaching practicum I is a course intended to offer EFL students an opportunity to make the theory-practice connection through observation of teacher-mentors and teaching practice in lower high schools (grade 6-9) in Kosova.

Course aims

The aims of the Teaching Practicum course are three fold:

- 4) offer students an opportunity to reflect upon the teaching and learning principles through observation of more experienced teachers
- 5) offer students a hands-on experience in teaching English to pupils in lower high school
- 6) extend their teaching repertoire by exposing them to creative ways of teaching, not previously covered by other courses. Through brief lectures, group work, classroom observation, feedback, teaching and reading, the course aims at helping students acquire skills necessary for observation and reflection on teaching. Additionally, students will develop their professional teaching portfolio.

Learning outcomes

Upon successful completion of this course students should be able to:

- Plan effective lessons plans
- Implement a range of teaching strategies that meet different learning styles
- Reflect on their own teaching through report writing
- Develop a teaching philosophy
- Implement a range of management strategies to address common classroom concerns as they arise
- Evaluate students' work
- Give constructive feedback
- Develop a plan for improving his/her teaching practices

Student workload			
Activities	Hour	Day/Week	Total
Lectures	1	15	15
Theoretical/laboratory exercises			
Practical work			
Teacher Consultation	10 min	15	2,5 h
Field work/exercises	3	10	30
Seminars			
Homework	1	5	5
Student study time (in library or at home)	2	12	24
Final preparations for exam			
Time spend in assessment (tests, quizzes, final exams)			
Projects, presentations etc			
Total			76,5/25=3.06

Mode of course delivery

Student-centred methodology is applied.

Assessment and evaluation criteria

Students are supervised by the teacher- mentors, who report to the course instructor about students' progress and delivery of classes. Students compile portfolio of their work and a video recording of teaching at the public school and submit it to the teacher for evaluation.

Ratio between theory and practice

Theory	Practice
20%	80%

Basic literature

Arends,R.I (2004). Learning to Teach. New York. McGraw-Hill

Crookes,G (2003) A Practicum in TESOL. New York: Cambridge University Press.

Harmer,J (2007). The Practice of English Language Teaching. London: Pearson Longman.

Nunan,D 7 Lamb,C (2000). The self-directed teacher. Cambridge: Cambridge University Press

Note: Course instructor will provide students with handouts consisting of lesson plans, articles, activities and/or chapters of other books to meet the needs of learners.

Course title: Feminist Literary Criticism, Elective, 3 ECTS

Course instructor: Ass. Prof. Dr. SazanaÇapriqi

Course description

The course offers students the opportunity to know more about main concepts of feminist literary critique. Students will learn about two main school of feminist critique: Anglosaxon and French critiques.

Course aims

The course aims at introducing students with main concepts and principles of feminist literary critique. Students will also learn concepts, such as: French feminist critique, etc.

Learning outcomes

1. To master main concepts of feminist literary critique,
2. To be aware of the historic development of feminist literary thinking,
3. To distinguish Anglo-Saxon feminist critique from the French one,
4. To analyse literary text from the feminist literary critique perspective

Student workload			
Activity	Hour	Day/week	Total
Lecture	2 (90)	15	22.5
Theory / lab work			
Practice			
Tutoring	10 min	15	2.5
Field practice			
Pre-tests, seminars	2	5	10
Homework	1	15	15
Independent work (library / home)	1	15	15
Final preparation for the exam	1	5	5
Evaluation (tests, quiz, final exam)	1	3	3
Projects, presentations , etc.	1	2	2
Total			75:25 = 3 3 ECTS

Mode of course delivery

Class discussion will be the main working method. Short informative lectures will be used if needed, as well as video presentations in class. Students must read the course material beforehand. They will be encouraged to watch Shakespeare's plays produced for theatre and TV. They will also be encouraged to choose, memorise and recite different extracts either in groups or individually.

Concretization tools

Texts, handouts, board, films, computer, video projector,

Assessment and evaluation criteria

Attendance 10%

Engagement/active participation in the classroom 10%

Test 20%

Seminar 25 %

End-of-term test 35 %

Total 100 %

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

- 1) "Feminsms: An Anthology of Literary Theory and Criticism", R.R. Warhol, D. P. Herndl, New York 1997
- 2) "The Second Wave Feminism Reader: Feminist Theoretical Writings" Linda Nicholson, New York, 1997
- 3) "Sexual/Textual Politics: Feminist Literary Theory" Toril Moi, Routledge, 2002
- 4) "No Man's Land: The place of the Woman Writer in the Twentieth Century", Sandra Gilbert, Susan Gubar, Yale University Press, 1989

Course title: American Drama, Elective, 2+0, 3 ECTS

Course instructor: Assoc. Prof. Dr. MuhametHamiti

Course description

The course focuses on twentieth century American drama, covering the most notable playwrights of the nation: Eugene O'Neill, Tennessee Williams and Arthur Miller, as well as Edward Albee, represented by one play each.

Course aims

Representative American dramatists are singled out for close readings to showcase kinds of drama – and their characteristic features - against the socio-political and cultural backdrop of 20th century US. Discussion of Eugene O’Neill’s *The Iceman Cometh* as a play influenced heavily by European drama (Strindberg) and philosophy (Schopenhauer, Nietzsche, Freud); Williams’s *A Streetcar Named Desire*, the tale of a catastrophic confrontation between fantasy and reality, embodied in the characters of Blanche DuBois and Stanley Kowalski, in a post-recession era; Arthur Miller’s *The Crucible*, a play about the Salem witchcraft trials (in the Massachusetts of the 1690s), which has similarities to “McCarthyism” of the 1950s in America; and Edward Albee’s *Who’s Afraid of Virginia Woolf?*, about the breakdown of the marriage of a middle-aged couple, Martha and George.

Learning outcomes

- 1) Students should acquaint themselves with the most important dramatists of the 20th century America (see above);
- 2) They should be able to contrast and compare American drama with European drama, but also with American literature (poetry and prose, in general)
- 3) Appreciation of arguably some of the greatest dramatic works in America
- 4) Development of interpretative and research skills.

Student workload			
Activity	Orë	Ditë/javë	Gjithësej
Lecture	2	15	30
Theory / lab work			
Practical work			
Contact/consultation with the teacher	10 mins	15	2.5
Field work	-	-	-
Test, seminar paper	2	2	4
Homework	2	5	10
Self-study (library / home)	2	5	10
Final preparation for exam	2	3	6
Assessment time (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	2	4	8

Total			74.5/25=3 ECTS
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Mode of course delivery

Both lectures and seminar classes. Since the bulk of the course consists of discussing drama, students are expected to have done a lot of essential reading beforehand, so that close reading and re-reading takes place in the classroom, wherein an inquisitive mind and a spirit of debate are encouraged.

Concretization tools

Textbooks, board, computer, video projector.

Assessment and grading criteria:

Assessment will be done based on learning outcomes, continuously, based on active participation in the classroom, assignment performance, mid-term and final test results.

The breakdown for quantification of assessment/grading:

Attendance 10%

Engagement/active participation in the classroom 10%

Mid-term test 40%

End of term test 40%

Note: Students failing (or not sitting any of the two tests will have to sit a final written exam covering 100% of the course content.

Ratio between theory and practice

Theory	Practice
50%	50%

Basic literature

Eugene O'Neill, *The Iceman Cometh*

Tennessee Williams, *A Streetcar Named Desire*

Arthur Miller, *The Crucible*

Edward Albee, *Who's Afraid of Virginia Woolf?*

Course title: Introduction to research in literature, Elective, 2+0, 3 ECTS

Course instructor: Assoc. Prof. Dr. LinditaTahiri

Course description

The course about Research in Literature is intended to provide students with suggestions about how to search for topics in literature studies and how to state them so that they are interesting and easy to discuss. They will learn how to be active readers and how to plan the stages of the writing process.

Course aims

The goal of this course is to help students develop writing and research skills in order to be able to produce formal and well-organized texts that emphasize intellectual coherence and that are persuasive. They will learn to produce argumentative texts which support a thesis and related claims with evidence, organizing them coherently and logically.

Learning outcomes

By the end of this course, students should:

1. Be able to produce a well-defined topic and a precisely formulated argument.
2. Be able to use systematic approach and relevant as well as clear-cut, consistent and coherent arguments.
3. Be able to discuss critically and to document accurately the secondary material
4. Be aware that writing is a process and requires constant revisiting and revising.

Student workload			
Activity	Hour	Day/week	Total
Lecture	2	15	30
Theory / lab work			
Practice			
Tutoring			
Field practice			
Pre-tests, seminars	1	10	10
Homework			
Independent work (library / home)	2	15	30

Final preparation for the exam	1	5	5
Evaluation (tests, quiz, final exam)			
Projects, presentations , etc.			
Total			75/25 = 3 ECTS

Mode of course delivery

This course requires a considerable amount of reading and writing. Class participation is essential as most class periods will be spent in discussion of the readings rather than in detailed lecture-type presentations of the readings. Students can take advantage of class time to discuss those topics that they feel need clarification and discussion.

Assessment and evaluation criteria

Midterm 40%

Final test 60 %

Total 100 %

Basic literature

Writing essays about literature: A guide and style sheet, by Kelly Griffith ,eighth edition (2011) Wadsworth Cengage Learning, Canada

How to read novels like a profesor, by Thomas C. Foster (2008). NY: Harper Perennial

Course title: Teaching English to Students with Special Needs

Course instructor: MA YllkëPaçarizi

Course description

The course covers teaching English to students with special needs. Initially, students will explore the concept “special needs” and that of inclusive education. Then, students will explore ways in which they can meet the needs of students with special educational needs. The course is also practical since it will require students to do projects on a particular school where they will assist a general education teacher/special education teacher to create inclusive lesson plans for their students.

Course aims

The course aims to introduce students to the concepts of special needs and inclusive education. Moreover, it aims to introduce students to ways in which they can meet the needs of students with special educational needs.

Learning outcomes

Student workload			
Activity	Hours	Day/week	Total
Lecture	2	15	30
Theory / lab work			
Practice			
Tutoring			
Field practice			
Pre-tests, seminars	1	10	10
Homework	2	10	20
Independent work (library / home)	2	15	14
Final preparation for the exam			
Evaluation (tests, quiz, final exam)	1	1	1
Projects, presentations , etc.			
Totali			75= 3 ECTS

Mode of course delivery

Teaching will be student-centered and interactive. Differentiation will be used to meet course participants' diverse needs and interests in teaching.

Assessment and evaluation criteria

Assessment of students will be done through the following:

- Project Part 1: 15 %
- Project Part 2: 15 %
- Project Final: 40 %

- End of the course quiz: 10%
- Attendance: 20%

Basic literature

- Hougen, M.C. & Smartt, S.M. (Eds.). (2012). Fundamentals of literacy instruction and assessment, Pre-K- 6. Baltimore, MD: Paul H. Brookes Publishing Co.
 - Hougen, M. C. & Smartt, S. M. (Eds.). (2015). Fundamentals of literacy instruction and assessment, 6-12. Baltimore, MD: Paul H. Brookes Publishing Co.
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- Janney, R. & Snell, M.E. (2013). Modifying schoolwork (3rd Ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

2.5. Students

The Department of English Language and Literature aims to maintain the quality of studies in order to achieve the standards of knowledge and competencies that give students access to employment as well as continuing to master's and doctoral programs.

Standard 5.1. There is an officially accepted procedure at the institutional level that the study program respects when organizing student recruitment. Admission requirements are consistently and fairly applied to all students. Students are admitted according to the rules set by the University of Prishtina, with a public competition for student admission being opened by the University itself.

Standard 5.2. Contest requirements are set by the University of Prishtina, which announces the competition for new student enrollment.

Standard 5.3. The Department of English Language and Literature, in order to ensure an effective and interactive teaching and learning process, continuously decides on maximum 120 students who can enroll for BA level studies. Consequently, the student group is one that provides an effective and interactive process of teaching and learning.

Standard 5.4 Evaluation mechanisms are based on the Bologna Charter. Professors distribute course syllabuses that clearly explain the assessment mechanisms and forms at the beginning of each semester. Exam results are public and consultations are organized after each exam (students constantly consult with their professors / mentors). Regarding the grading procedure in the Electronic Student Management System, see the SEMS Regulation on the UP website.

Standard 5.5. during their studies, students are constantly evaluated for their academic achievement. Also, based on the evaluation rules and mechanisms, each year students receive university scholarships and receive recognition as distinguished students issued by academic units. The end result of all their academic evaluation is the accumulation of 240 credits and the title of "Bachelor of English Language and Literature".

Standard 5.6. The Statute of the University of Prishtina foresees three exam Sessions. However, based on the specific requirements of the students, the management also organizes exams that are convenient for students (usually April and October), especially those who are late in fulfilling their obligations during the lectures. These sessions are automatically treated as regular.

Standard 5.7. Along with the student service, the Vice-Dean of the Faculty teaches on a regular basis to monitor the passing and fulfillment of students' obligations by level. From the data provided on the creditworthiness, the indicators of the quality, stagnation and steps that need to be taken to achieve even greater quality in the following years are also evaluated.

Standard 5.8. Course syllabuses, in their content, also deal with fraud and plagiarism issues, which are punishable. Students, upon assignment of topic and mentor, sign a statement of plagiarism.

Standard 5.9. In certain situations, the Department indicates to the students the rights and obligations of the students in order for them to avail themselves of the legal opportunity for academic appeals, namely to pass a certain examination before the members of the Committees set up by the academic unit. All of these based on the Statute, Regulation and Code of Ethics.

Standard 5.10. The students' transfer between institutions of higher education, faculties and study programs is regulated at the University level, by Regulation 2/510 dated 12.09.2017, which is public on the website of the University and Faculty of Philology.

Standard 5.11. The academic staff is required and has a published consultation schedule at least twice a week. Also, the academic staff has published an e-mail address for communicating with students via e-mail. Likewise, much of the communication is done through closed groups on social platforms, where students receive announcements, materials and literature that can be provided electronically. Staffing skills in using the latest technology as learning platforms greatly facilitates student performance both during and after lectures.

Performance Indicator 5.1. The acknowledgment of diplomas obtained abroad is recognized by the Ministry of Education, Science and Technology according to the legal basis in force. Whereas the academic competence is evaluated by the Council and the Senate of the University of Prishtina based on the decision of the Faculty Council.

Performance Indicator 5.2. Through regular departmental staff meetings and through student meetings, student difficulties are identified and the issues raised by them begin to be resolved. The Office of Academic Development and Academic Development Coordinators, on the other hand, monitor and coordinate the workload of students in the courses. Therefore, systems for monitoring and coordinating the students' workload within courses have been established. Moreover, systems for monitoring the students' individual progress by assistance and / or counseling, especially for those in difficulty are also available. Yearly progress rates and program progress are monitored and analyzed in order to identify and provide assistance to any categories of students who may experience certain difficulties.

Performance indicator 5.3. The course syllabus defines regular evaluations of student results and semester work. The English Department, like many departments of the Faculty of Philology, has established a regulation where a large portion of the grade is obtained through research and theoretical work.

Performance Indicator 5. The University of Prishtina provides support through fee exemption regulation in case of financial difficulties for various social categories. The Career Development Center, which operates within the University of Prishtina, provides career counseling. Regarding international affairs, respectively in case of residency at other universities with ERASMUS + scholarships, students are individually advised by secretary of the department prior and after the transfer while transferring the ECTS credits.

Performance Indicator 5.5. The texts and materials used as reference for lectures are constantly updated and are integrated into the Electronic Student Management System. In order to be as quick and easily informed, the same materials are also published for students in social media groups that are more widely used by them.

Performance indicator 5.6. To keep up with new developments in the thematic and teaching aspects, courses and syllabuses from the narrow professional field are regularly updated by course teachers.

2.5.1. SWOT analysis for students

A. Strengths

- Diverse linguistic and socio-economic structure (Kosovar, Turkish, Bosnian and other students from the region) of students, which enables comparative studies.
- The student body at the Faculty Council and Student Parliament level provides students with sufficient representation in university decision making starting from the academic unit levels.
- The University of Prishtina has developed a special office for career development which helps the students of this program to be more easily oriented in the labor market.
- The program offered provides students with academic, scientific and professional preparation for practicing the contents of the program.
- Upon completion of this Bachelor program, students may pursue tertiary studies in various European and world countries.
- The earlier statistics of this program indicate an undisputed level of employment of graduate students in the field of media, advertising, marketing, academic field, etc. In this sense, in the statistics available to the department and above, every student who has completed this study program has achieved a working relationship in the field of study.

- The large number of students employed increases the seriousness and intensity of the work
- The different needs and requirements of the students make the electives meet the maximum expectations
- Students' prior academic and professional experience shapes and adapts course plans to specific needs
- Adequate number of students conform with the staffing

B. Weaknesses

- Inability to access scientific journals in Anglophone countries in order to publish student papers during BA studies.
- Limited number of secondary literature available in our libraries.

C. Opportunities

- Linking the highest level with the labor market not only within Kosovo.
- Further develop student exchange programs with internationally recognized universities in this field of study.
- Opportunities for students who complete this program to continue their studies at universities which are foreseen to be part of the cooperation with UP.
- The acquisition of knowledge and competences that enable students to compete in BA programs.

D. Threats

- To apply advanced knowledge in the fields of English linguistics and literature, students have little, if any, opportunity to work as a teacher or translator outside Kosovo.
- Multiple administrative levels/barriers of decision making for student demands.
- Increasing competition in the labor market in the field of teaching.

2.6. Research

The Department of English Language and Literature as part of the Faculty of Philology is an active participant in scientific projects in the field of linguistics, literature and translation within this Faculty and beyond. Through various scientific publications and active participation in international conferences, sessions, symposia, academic staff members demonstrate the results of their research activity in their field of teaching (see staff CVs).

Students are given the opportunity to complete their studies through the design of the Diploma Thesis. This contains research in the chosen field / topic that can be applied in practice in their professional and scientific work. Research is one of the key components of studies and students are often mentored by comparing and contrasting the linguistic and literary features of English and Albanian.

Standard 6.1. Scientific activity in the English language department is ongoing and minimally supported by the University. However, the department is very active in organizing, implementing and attending international conferences, always providing the budget for implementation itself (usually by embassies and NGOs in the country).

Standard 6.2. English department teachers are also active in the Faculty's scientific research. Involvement of teaching staff in research activities and their performance in relation to academic promotion are specified by Regulation no. 465, dated 02.03.2018 of the University of Prishtina "Hasan Prishtina" and the Administrative Instruction 1/2018 of the Ministry of Education Science and Technology for the recognition of international platforms and journals.

Standard 6.3. Clear policies for the determination of adequate scientific research are specified by Regulation no. 465, dated 02.03.2018 of the University of Prishtina "Hasan Prishtina" and the Administrative Instruction 1/2018 of the Ministry of Education Science and Technology for the recognition of international platforms and journals.

Standard 6.4. For years the staff of the Department of English Language and Literature has published academic research and publications which are indispensable for the study of this field in the context of the Kosovar reality. All research done is of a professional nature and most are based on active work done in the department. Further information on this can be found in the CVs of the staff also stated electronically at KAA.

Standard 6.5. The active and successful participation of staff in international conferences and trainings makes the English department lecturers have serious research professional experience. Therefore, the staff is committed to publishing its research and scientific work in internationally renowned journals indexed on major platforms, which are also recommended by the UP Regulation and MEST AI /. Data on these activities of the department staff are published in their CVs which are uploaded to the KAA electronic system.

Standard 6.8. In all the papers published by the academic staff it becomes clear that the researcher is part of the University of Prishtina. Also on the online platforms of credible scientific publications, staff members have their jobs declared.

Standard 6.8. The University of Prishtina in recent years has provided its staff with access to various scientific platforms which can serve to appeal the latest knowledge and research in the relevant fields. The platforms that UP staff have access to are: Science Direct, Web of Science, etc. To promote staff participation in research and conference attendance, UP has also made available a separate office, UP Sponsored Research and Project Office.

Standard 6.9. The Law on Copyright and Related Rights adopted by the Assembly of Kosovo regulates the ownership of intellectual property. Aspects of this law also include intellectual property of UP staff and students.

Standard 6.10. At this level of study, the practical aspect mainly involves student work in the fields of study which are also carried out through various research projects either within the university or other relevant organizations. Mainly, a more limited and focused practical application on the fieldsthat students have studied through four years of studies.

Performance Indicator 6.1. Department staff members in regular sessions are part of joint research projects with professors of similar fields of studies abroad. In addition to this aspect, staff members attend scientific conferences organized in various EU and US countries. For more specific information in this area, please see the CVs of the staff stated in KAA.

Performance Indicator 6.2. Scientific symposia and conferences are periodically organized within the department where this program is offered. At least once a year, staff members of the department participate in organizing and presenting their work at scientific conferences in the country, region and beyond. The KETNET English Language Teacher Association's annual conference has become an integral part of the English Department's work. The Department staff is active regarding participation in scientific conferences and publications in international peer-reviewed scientific journals.

Performance Indicator 6.3. Within the department where this program is offered, periodically scientific symposia and conferences are organized. At least once a year, staff members of the department participate in organizing and presenting their work at scientific conferences in the country, region and beyond. Involvement in team projects, assistance in the development of research proposals by the senior staff are also present in the Department of English Language and Literature.

Performance Indicator 6.4. The new findings of the teaching staff expertise are incorporated into the content offered to the students and made public to the community.

Performance indicator 6.5. Performance evaluation forms during the reappointment process also measure the performance of securing financial resources in projects for the benefit of the Department, Faculty and University, as well as other projects with research goals in the field of English. The English Department has not stopped winning projects for the department, teachers and students over the last 10 years.

Performance indicator 6.6. The local research sector in this field in the case of Kosovo is relatively underdeveloped, however, the various expertise created within the Department is provided in various forms of cooperation with these actors, such as the US Embassy and KETNET. Moreover, there is also a very good cooperation with private centres for foreign languages with which a joint competition in European international projects has been carefully planned.

2.6.1. SWOT analysis for research

A. Strengths

- Strong links with academic and scientific circles in the region,
- The appropriate tradition of the department for organizing scientific meetings,
- Increased interest in linguistics studies,
- Publications in local, regional and world magazines, publishing monograph books and important volumes in specialized academic fields.
- Annual organization of an international conference
- Annual organization of a student conference
- Integration of research into the teaching process by the teaching staff
- Student involvement in research and promotion of their research results through publication

B. Weaknesses

- Lack of electronic resources accessible through the web related to English and other disciplines in general,
- lack of readiness of archival, library, etc. for unhindered access to necessary resources,

- lack of culture and habits for research work in joint venture projects with experimental verification
- lack of membership in any digital platform for the use of digital scientific resources (libraries, magazines, manuscript collections)
- lack of administrative staff serving the Department staff and students' needs

C. Opportunities

- Opportunity for close disciplinary (Anglistics) and interdisciplinary research,
- Cooperation with various Anglophone Institutes for research projects in the field of linguistics.
- The Department has developed a guide with clear co-authoring guidelines for the purpose of stimulating and promoting joint research projects between bachelor students and Department staff and publishing research results.

D. Threats

- Lack of serious scientific support for membership and indexation on world scientific platforms from a financial point of view by the side of central management with permanent access.
- Devaluation of local and regional quality publications in the selection of academic staff and creation of special lists for this by the MEST and the Rectorate.

2.7. Infrastructure and resources

Standard 7.1. The English Language and Literature Department's premises guarantee a solid development in the work of this program.

Standard 7.2. Investment finance policies are regulated at higher levels of management than the level of management of this program, including the academic unit level and the University. However, the aspect of guaranteeing basic infrastructure and operating costs for the program is included within the budget of the University of Prishtina, which is shared by the Assembly of Kosovo with the law on budget and with the revenues generated by the institution.

Standard 7.3.

a) premises owned or rented for the educational process;

- The space in which the program is run is a public property of the University which is managed by the Faculty of Philology and offers solid conditions for the realization of the program

(b) owned or rented laboratories, with adequate equipment for all disciplines;

compulsory within the syllabus, wherever the analytical curriculum includes activities of such;

- At this point, the Department of English Language and Literature owns a translation lab

c) adequate software for the study disciplines included in the syllabus under license use;

- Basic work programs, such as Microsoft Office programs, are programs that are used in this syllabus and the University through its IT officers offers these programs licensed for use even in the case of this program.

- Software (such as Smartboard and WiFi Software) and Hardware (such as Smartboard and PC) are provided by the department itself by receiving grants from the US Embassy,

d) a library equipped with reading rooms, group work rooms and its own storage facilities, books according to the disciplines included in the syllabus.

- The Faculty of Philology has a library which is also used by its students program. The library is minimally stocked with the basic books of this program.

Standard 7.4.

The Department of English Language and Literature manages three classrooms with an average of 50-60 seats per student, which are equipped with internet access and projectors that can be used for the implementation of this program. The department manages also a small library used for the staff meetings and small group classes. Moreover, other free rooms in the Faculty of Philology can also be used for teaching by the English Department.

Standard 7.5.

Libraries of educational institutions shall provide, for each study programs:

a) a number of seats in the reading rooms corresponding to at least 10% of the number of total of students in the study program;

- The library is managed by the Faculty of Philology and the records of this section are described in the institution's infrastructure.

b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;

c) a library fund from the literature of Albanian and foreign specialties sufficient to cover the disciplines within the curricula, of which at least 50% must represent book titles or specialty courses of renowned publicists from the past 10 years;

- The basic literature of this program can hardly be found in the library of the Faculty, whereas students can use other credible online resources to access literature when needed.

- Basic and auxiliary literature are stated in the syllabuses of each course and how such are accessible to students at the beginning of each course by course professors.

Standard 7.6.

The infrastructure aspect for students with special needs requires improvement. Although this competence is outside this study program, it is the responsibility of the Faculty and the

University. This year, a special fund for improvement of infrastructure for students with special needs has been allocated within the UP budget.

Performance Indicator 7.1. Formal plans have been developed within the faculty in order of improving the infrastructure. There is a continuous effort in this direction.

Formal plans have been developed within the Department to improve the infrastructure aspect.

Performance Indicator 7.2. Supervision of the infrastructure aspect at the University of Prishtina is the responsibility of the Faculty leaders, even in the case of this program, this aspect is supervised by the Vice Dean for Financial Affairs.

Performance Indicator 7.3. Modifications in infrastructure and resources are made annually at the Faculty depending on the needs expressed by staff and students.

Funding

a. Budget and financing planning

Classes scheduled for study program		
Nr.	Description	Hours
1	Lectures	Sem I - 11 hours/week x 25 € = 275 x 15 weeks = 4125 € Sem II - 12 hours/week x 25 € = 325 x 15 weeks = 4500 € Sem III - 13 hours/week x 25 € = 325 x 15 weeks = 4875 € Sem IV - 14 hours/week x 25 € = 325 x 15 weeks = 5250 € Sem V - 14 hours/week x 25 € = 325 x 15 weeks = 5250 € Sem VI - 14 hours/week x 25 € = 325 x 15 weeks = 5250 € Sem VII - 13 hours/week x 25 € = 325 x 15 weeks = 4875 € Sem VIII - 13 hours/ week x 25 € = 325 x 15 weeks 4875 €
2	Excercises	Sem I - 12 hours/week 13 € = 143 x 15 weeks = 2340 € Sem II - 12 hours/week 13 € = 117 x 15 weeks = 2340 € Sem III - 12 hours/week 13 € = 91 x 15 weeks = 2340 €

		Sem IV -11 hours/week 13 €= 117 x 15 weeks = 2145 € Sem V- 10 hours/week 13 €= 91 x 15 weeks = 1950 € Sem VI- 10 hours/week 13 €= 78 x 15 weeks = 1950 € Sem VII- 10 hours/week 13 €= 52 x 15 weeks = 1950 € Sem VIII – hours/week 13 €= 39 x 15 weeks = 1755 €
3	Laboratory exercises	0
4	Excercises outside the Faculty	0
5	Number of students	Sem I, II= 120 Sem III, IV =80 Sem V, VI = 60 Sem VII, VIII= 50
6	The group of lectures	Sem I, II= 2 groups Sem III - VIII =1group
7	The group of exercises	Sem I, II= 4 groups Sem III, IV=2 groups Sem V, VI = 1group Sem VII, VIII=1group
8	The group of laboratory exercises	0
9	The group of exercises outside the Faculty	0

* This is completed on the basis of the proposed study program

a. Engagement of the full-time staff

Engagement of the full-time staff in the implementation of the proposed program (classes within the norm, and honorarium engagement)

Serial nr.	Description	Nr. of academic staff	Bruto salary	Total
1	Full Professor	1	1428	1428
2	Associate Professor	5	1280	3840
3	Assistant Professor	1	1136.25	1136.25
4	Lector	5	844.73	2534.19
5	Assistant	3	772	1544
6	Total academic regular staff	10		10482.44

b. Engagement of the part-time staff

Engagement of the part-time staff (not full-time) in the implementation of the proposed program				
Serial nr.	Description	Nr of hours	Bruto salary	Total
1	Lectures on rates (Regular Professor Associate Professor Assistant Professor)	0	25	0
2	Exercises (Assistants)	0	13	0

c. Expenses

Operative expenses				
Serial nr.	Description	Expense/ month	Month x 12	Total expenses / year
1	Electricity	20	12	240
2	Water	20	12	240
3	Heating	20	12	240
4	Telephone	20	12	240
5	Waste	20	12	240
6	Fixed operative expenses (cleaning, security, etc)	20	12	240
7	Other	20	12	240
Total		140	12	1580

d. Consumable materials

Consumable materials for practical work (laboratory, etc)		
Nr	Description	Annual amount
1	Material for practical work (paper, markers, technical material)	1000 euro
2	
3	
4		
5		

* The following new laboratories should specify how much new laboratory equipment should be invested and their cost.

2.7.1. SWOT analysis for infrastructure and resources

A. Strengths

- Internet distributed throughout the building and improved network,
- Classrooms equipped with projectors and curtains for darkening the halls,
- lectures and conference room for visiting professors- complete,
- Insulation of the problematic faculty roof causing the ceiling to fall,
- Improved central heating system with new pumps and some new radiators,
- Removing weak classroom doors and replacing them with the new ones
- Equipping with modern teaching technology (smartboards and intranet) of English classrooms with the project of US Embassy.
- Planning the basement renovation, classrooms' painting and providing some resting space for students

B. Weaknesses

- Very old building and presence of water in the basements of the building
- The use of the building along with the FMNS and the lack of available offices for academic staff.
- Lack of an online software system and an online administration (internal intranet) for free communication between staff and students.

C. Opportunities

- Numerous technological changes and keeping up with the latest trends
- Greater financial investment in upgrading infrastructure
- Better choice of investors and drafting more effective contracts with them.
- Total painting of the building and the regulation of the sanitary joints and toilets due to the poor previous investments by other deaneries (development of these activities depends also on the amount of financial investment of the Rectorate)
- The department has no budget of its own, so it will ask the Faculty and the University to provide access to digital resources, but also to enrich the library's library fund for the needs of staff and students. Opportunities for project design and seeking support from relevant embassies for achieving this goal will also be explored.

D. Threats

- The budgetary inability of the department to keep up with new technological trends in teaching and science.

- Lack of rooms (large amphitheaters) for large groups of students due to the long-term use of the building by the FMNC.

3. EVOLUTION AND RECENT DEVELOPMENT REGISTERED FROM PREVIOUS EVALUATION (if any)

Recommendation of the Expert Team in the previous External Review Report	The solution that the provider has implemented in addressing the recommendation	Other relevant comments
1.Number of new students	The number of new students for enrollment is being kept affordable for the English Department's capacity where only full-time studies will be offered.	
2.Survey of graduates' employability	Since the English Department does not have administrative staff who would deal with systematic research on the employability of graduates, Dr. Blerta Mustafa has led two students in the process of researching this issue. The research results were positive and in favor of students / graduates. In addition, we are in the process of signing cooperation agreements with a number of accredited private schools of foreign languages for the realization of professional teaching practice.	
3. Adding technological equipment to the Department	The department and the faculty has provided technological equipment for realization of Bachelor studies, in particular for the module that integrates linguistics with technology.	
4. Access to research databases	The department has no budget of its own, so access to the Web of Science is provided by the	

	<p>University itself; while a number of bachelor's degree books have been acquired through a project sponsored by the US Embassy. The professors, are still in search of finding access to electronic platforms ...</p>	
<p>5. Guidelines for co-authoring publications between students and professors</p>	<p>The Department has developed a guide with clear co-authoring guidelines in order to motivate and promote joint research projects between students and Department staff and publish research results. Senior professors have published joint outcomes, see CVs of the professors</p>	
<p>6. Review of syllabuses</p>	<p>The syllabuses for which there were objections were reviewed during the implementation process of the programs.</p>	

4. ANNEXES (if any)

- BA Program syllabuses
- Staff CVs
- List of publications