



CATALOGUE of EDUCATIONAL PROGRAMS

Name of the Educational Programme	Methods of English Language Teaching
Programme Coordinator(s)	Nikoloz Parjanadze, Professor, Doctor mobile phone: +995 558 902 185 office phone: +995 322 59 00 05 (extention 137) email: nparjanadze@ibsu.edu.ge nickparjanadze@yahoo.com
Education Cycle	Master's (Second Cycle of Higher Education)
Language of Education	English
Type of the Programme	Academic
Credit Value of the Programme	120 ECTS
Awarded Qualification	Master of Education in Methods of Teaching English Language
Programme Admission Precondition	Student of the program can become anyone with a bachelor degree or a degree equaled to it. According to Georgian law, Georgian citizens will pass Unified National exams (<u>A</u> Type test) for admission to MA, while international students need to have their papers approved by National Center for Educational Quality Enhancement and the Ministry of Education of Georgia. Besides this, candidates have to pass internal exams at University. Those candidates who have graduated from educational program (instruction language – English) during last three years and their GPA is at least 75 (out of 100) or 3(out of 4), are free from passing English language examination. Others will also have to pass an English exam corresponding to B2 level, unless they possess a corresponding international certificate (TOEFL IBT, IELTS, FCE, etc.).
Purpose of the Programme	Nowadays communications in political, economic, scientific and cultural fields are held in English. Accordingly, knowing English has become one of



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	<p>the key factors in any country's success at international, and even at national level. Thus, it is of a vital importance to have highly qualified specialists of English who perform either as English language translators-interpreters, or are involved in teaching English efficiently. English Language Teaching program offered at master's level by International Black Sea University aims at educating and training English language teachers whose qualification and expertise meet modern demands of the time.</p> <p>The language of instruction is English, so that students master not only practical English language, but also field specific terminology so that they become efficient users of English. During their studies students should do a lot of independent work (programmed exercises, individual or group projects, presentations and course projects) which forms their skills necessary for continuous education. The program requires deep analysis of theoretical knowledge so that it is realized in practice, independent work and working with scholarly literature. Thus, upon successful completion of the course, students will be efficient users of English language, skillful teachers, or they will have enough knowledge and expertise to pursue their doctoral studies in English language teaching.</p> <p>The goals of the program involve providing students with contemporary knowledge and their training as proficient English language teachers. Our aim is to bring up highly qualified English Language teachers in correspondence with contemporary demands</p> <p>The program is designed according to contemporary European standards in English Language Teaching and provides the students with flexible path to career development. The program is competitive due to the world-class resources, up-to-date curriculum, syllabi and teaching methods which are completely designed to sharpen 21st century skills. The highly-qualified professors and the syllabus specifications in many courses will enable our students to gain thorough theoretical knowledge useful for DELTA</p>
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	<p>preparation, Diploma in Teaching English to Speakers of Other Languages, University of Cambridge. As educational process is delivered in English, all courses contribute to development of verbal (English) communication skills. The C1 (native-like) level in English to be achieved during this program supposes ability to freely communicate both in General and Professional English. Master Program envisions academic excellence in English Language Teaching, enhancing professional and pedagogical skills according to international standards. Master Program provides relevant, flexible and practical educational opportunities, preparing individuals to engage, work, and succeed in the global world.</p>
<p>Learning Outcome</p>	<p>Knowledge and understanding:</p> <p>The graduate will have:</p> <ul style="list-style-type: none"> • Knowledge of Academic English at C1 level corresponding to CEFR; • Deep knowledge of linguistic theories and trends in education; • Deep knowledge of Second Language Acquisition theories and cognitive models; • Deep knowledge of English Language Teaching and learning theories; • Deep knowledge of history and peculiarities (grammar, vocabulary, phonetics and spelling) of English Language; • Deep knowledge of research theories of English Language Teaching; • Knowledge of theories, contexts and pedagogical requirements of modern assessment system; • Deep knowledge of key elements, criteria and resources for lesson planning and classroom management. <p>Applying knowledge:</p> <p>The graduates will have:</p>



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	<ul style="list-style-type: none"> • Ability to use a variety of methods and strategies while teaching English language; • Ability to plan and design teaching materials; • Ability to identify the existing problems in English Language Teaching (teaching methods, textbooks, assessment, information technologies) and search for alternative ways to tackle the problem; • Ability to plan research independently using comparative and statistical methods; • Ability to prepare analytical reports and documents about education; • Ability to design instructions regarding the peculiarities of teaching/learning context; • Ability to use necessary resources while working on the scientific and analytical reports (for example, using online open resources and archival materials, obtaining statistical data, electronic data, among them EBSCO Research Database, JSTOR). <p>Making Judgments:</p> <p>Graduates will have:</p> <ul style="list-style-type: none"> • Ability to interpret, analyze and synthesize complex educational processes on the basis of comparative analysis; • Ability to make concrete decisions regarding the peculiarities of teaching/learning context; • Ability to draw innovative conclusions and recommendations; • Ability to use related disciplines while working on analysis and scientific research. <p>Communication skills:</p> <p>Graduates will have:</p>
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	<ul style="list-style-type: none"> • Ability to provide specialists and non-specialists with information regarding new trend and approaches in English Language Teaching; • Ability to conduct and participate effectively in debates and public discussions; • Ability to participate in professional conferences; • Ability to prepare, present and evaluate written or oral reports and presentations; <ul style="list-style-type: none"> • Ability of active participation in professional associations and unions; • Ability to place information about evaluating political processes in digital and printed libraries; • Ability to use verbal and non-verbal communicative competence, which permits to carry out professional communication in English during seminars, conferences and other scientific events, in connection with daily work and research <p>Learning skills:</p> <p style="padding-left: 40px;">The graduates will have:</p> <ul style="list-style-type: none"> • Ability of renewing theoretical and methodological knowledge constantly in English Language Teaching; • Ability of working with professional sources, literature and documentation analysis; • Ability for self- and mutual assessment • Ability of cooperation, while doing pair and group work • Ability to manage information and do independent research • Ability to continue education in specialized programs and PhD level. <p>Values:</p> <p style="padding-left: 40px;">The graduates will have:</p> <ul style="list-style-type: none"> • Ability of considering professional, ethical and academic norms; • Ability to respect cultural, personal and language peculiarities; • Ability to respect humanistic and democratic principles of education
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	<ul style="list-style-type: none"> • Aspiration for inculcation values common to all mankind
<p>Student Knowledge Evaluation System</p>	<p>The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.</p> <p>Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.</p> <p>Grading system allows:</p> <ol style="list-style-type: none"> five types of positive grades: <ol style="list-style-type: none"> (A) Excellent – 91-100 points of assessment; (B) Very good – 81-90 points of maximal assessment; (C) Good - 71-80 points of maximal assessment; (D) Satisfactory - 61-70 points of maximal assessment; (E) Enough - 51-60 points of maximal assessment; two types of negative grades: <ol style="list-style-type: none"> (FX) Fail – 41-50 points of maximal assessment, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work; (F) Fail – 40 points and less of maximal assessment, meaning that the work of a student isn't acceptable and he/she has to study the subject anew. <p>For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.</p> <p>Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.</p> <p>A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:</p> <ol style="list-style-type: none"> Obtaining minimal competence levels set for midterm and final evaluations; Obtaining minimum 51 points out of 100 points of final grade. <p>A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.</p> <p>Assessment format:</p>

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	<ul style="list-style-type: none"> • Objective testing (multiple choice, matching, gap filling, etc.) • oral assessment with a rubric • essay (assessed with a rubric) • presentation (assessed with a rubric) • analytical and informative reports (assessed with a rubric) • group/individual project (assessed with a rubric) • midterm and final exam, which involve open and closed-ended questions <p>Among assessment components, taking into consideration the nature of the course, are: correctness, exactness, completeness, adequacy of theoretical foundation and examples, relevance of applied terminology, degree of participation in discussion, and the logic of arguments.</p> <p>Assessment criteria for thesis:</p> <table border="1"> <thead> <tr> <th></th> <th>Criteria</th> <th>Maximum possible evaluation</th> <th>Given point</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Urgence</td> <td>10</td> <td></td> </tr> <tr> <td>2</td> <td>Practical value of reasearch</td> <td>10</td> <td></td> </tr> <tr> <td>3</td> <td>Theoretical value</td> <td>10</td> <td></td> </tr> <tr> <td>4</td> <td>Novelty</td> <td>10</td> <td></td> </tr> <tr> <td>5</td> <td>Depth of the research material, uniqueness of the conclusions</td> <td>15</td> <td></td> </tr> <tr> <td>6</td> <td>Convincing research results(experiment/statistical data, arguments)</td> <td>5</td> <td></td> </tr> <tr> <td>7</td> <td>Presenting material during defense (logical arguments, structure of the presentation, fluency, conveying main idea etc.)</td> <td>15</td> <td></td> </tr> </tbody> </table>				Criteria	Maximum possible evaluation	Given point	1	Urgence	10		2	Practical value of reasearch	10		3	Theoretical value	10		4	Novelty	10		5	Depth of the research material, uniqueness of the conclusions	15		6	Convincing research results(experiment/statistical data, arguments)	5		7	Presenting material during defense (logical arguments, structure of the presentation, fluency, conveying main idea etc.)	15	
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	8	During defense- giving adequate replies to the given questions, defending one's own position, knowledge of terminology.	15	
	9	Quality of audio-visual aids	10	
	Total		100	
Field of Employment	<p>The program pays a great attention to general pedagogical, psychological and methods-of-teaching knowledge and skills necessary for continuous education, which provides students with the opportunity to work as English language teachers at school (at any level) or deliver practical English classes at university. They can also work as administrative personnel in the field of education and University invited teacher of practical courses in English.</p>			