



SYLLABUS OF THE SUBJECT " ENGLISH FOR SPECIFIC PURPOSES"

Të dhëna bazike të lëndës	
Academic unit:	Faculty of Education
Course title:	English for Specific Purposes
Programme:	Education Sciences
Level:	Master
Status of the course:	Elective
Year of study:	First year, first semester
Number of hours per week:	2+0
Value on credit – ECTS:	4
Time / Location:	
Course teacher:	Prof. asst. dr. Jasmin Jusufi
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Description of the subject	English for Specific Purposes (ESP) is a vital component of the Master's program in Teaching and Curriculum Development at the Faculty of Education, University of Prizren. This course is specifically designed to equip educators with the linguistic skills necessary for academic success in an English-medium environment. Through a balanced integration of listening, speaking, reading, and writing activities, participants will enhance their language proficiency, academic vocabulary, and critical thinking abilities. Special emphasis will be placed on academic writing conventions, including research paper structuring, citation practices, and scholarly communication. The course also explores effective strategies for engaging with academic texts, fostering discussion, and delivering presentations. By the end of the program, participants will have developed the language competence essential for navigating the academic landscape, contributing to scholarly discussions, and producing high-quality written work. This course is a cornerstone in preparing educators for effective communication and scholarly engagement within the global academic community.
Objectives of the course:	1. Language Proficiency: Develop and enhance participants' overall English language proficiency, focusing on the four skills of listening, speaking, reading, and writing, with a specific emphasis on academic contexts. 2. Academic Vocabulary: Expand participants' academic vocabulary to facilitate effective communication and comprehension in diverse academic disciplines. 3. Critical Thinking Skills: Foster critical thinking abilities, enabling participants to analyze, evaluate, and synthesize information from various academic sources.

	4. Academic Writing Skills: Equip participants with the necessary skills to produce well-structured and coherent academic writing, including essays, research papers, and other scholarly documents. 5. Research Paper Conventions: Familiarize participants with the conventions of research paper writing, including proper citation practices, referencing, and adherence to academic integrity. 6. Effective Reading Strategies: Develop strategies for efficient and critical reading of academic texts, enhancing participants' ability to extract key information and engage with complex ideas. 7. Scholarly Communication: Cultivate effective oral communication skills, including the ability to engage in academic discussions, deliver presentations, and participate in scholarly debates. 8. Cross-Cultural Competence: Promote cross-cultural competence, preparing participants to interact confidently and professionally in multicultural academic settings. 9. Information Literacy: Develop information literacy skills, enabling participants to navigate digital resources, evaluate information credibility, and integrate electronic sources into their academic work. 10. Self-Evaluation and Reflection: Encourage self-evaluation and reflection on language learning progress, fostering a mindset of continuous improvement and independent language development.
Learning outcomes:	Through immersive experiences in listening, speaking, reading, and writing, educators will not only bolster their language proficiency but also develop the critical thinking skills necessary for scholarly engagement. At the heart of the program lies a focus on academic writing conventions, research paper structuring, and effective communication in multicultural academic environments. Learning Outcomes: • Advanced Language Proficiency: Attain a heightened level of English proficiency for confident communication in academic and professional spheres. • Effective Academic Writing: Demonstrate competence in producing structured and coherent

	academic writing, including essays and research papers. • Critical Thinking Mastery: Develop advanced critical thinking skills to analyze, evaluate, and synthesize information independently. • Oral Communication Proficiency: Exhibit confidence in oral communication, actively participating in academic discussions and delivering articulate presentations. • Cross-Cultural Competence: Cultivate cross-cultural competence for confident and professional interaction in diverse academic environments.		
Student workload (should correspond to the student's learning outcomes)			
Activity	Hours	Days/weeks	Total
Lectures	2	15	30
Theoretical and Laboratory exercises			
Practical work			
Meetings with teachers/consultations	1	10	10
Field exercises	2	4	8
Colloquiums and seminars	2	2	4
Homework			
Individual studying time (in the library or at home)	2	10	20
Final preparations for an exam	2	10	20
Time spent on assessment (tests, quiz, and final exam)	2	2	4
Projects and presentations	2	2	4
Total			100 Orë 4 ECTS
Teaching methodology:	In this dynamic English for Specific Purposes (ESP) course, our teaching methods blend seamlessly to foster a holistic language learning experience. Through an integrated skills approach, we guide students in listening, speaking, reading, and writing exercises that mirror real-world academic communication. Interactive lectures facilitate engaging discussions and critical analysis of academic texts. Writing workshops and peer review sessions hone academic writing proficiency, while technology integration and content-based instruction ensure contextually relevant language learning. Role-playing and simulations simulate academic scenarios, fostering oral communication skills. Reflective journals		

	empower students to track progress, set goals, and articulate challenges. Finally, cultural integration activities provide insights into the cultural nuances of academic communication. Together, these methods create a dynamic, student-centered learning environment tailored to the unique demands of academic discourse.
Assessment methods:	Seminar, semester test, presentation, final test. The first test has from 1-25 point All the activities in the class have 1-20 point Finally test has 1-55 point. Total: 100 point
Basic Literature:	"Academic Writing for Graduate Students" by John M. Swales and Christine B. Feak: - This comprehensive guide focuses on developing advanced academic writing skills, offering practical insights and exercises for graduate-level writing tasks. "English for Academic Purposes: A Guide and Resource Book for Teachers" by R.R. Jordan: - Designed for educators, this resource book provides a theoretical foundation and practical strategies for teaching English for Academic Purposes, offering insights into lesson planning and effective teaching methodologies.
Additional Literature:	"The Elements of Style" by William Strunk Jr. and E.B. White: - A timeless guide to English language usage and style, this book serves as a valuable reference for refining writing skills and adhering to proper academic writing conventions. "How to Read a Paper: The Basics of Evidence-Based Medicine" by Trisha Greenhalgh: - Focused on academic reading skills, this text provides practical advice on critically evaluating and understanding academic papers, helping students navigate scholarly articles more effectively. "Academic Vocabulary in Use" by Michael McCarthy and Felicity O'Dell: - This workbook offers a targeted approach to expanding academic vocabulary, providing exercises and activities to enhance word knowledge essential for academic success. "Doing Research in the Real World" by David E. Gray:

	A practical guide to research methods, this book helps students understand and apply research principles, enhancing their ability to engage in scholarly activities and contribute to academic discussions.
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The designed learning plan:		
Week	The planned lesson	Exercises
First Week:	Overview of course objectives, structure, and expectations.	Icebreaker activity where students share their expectations for the course and discuss their experiences with academic English.
Second Week:	Diagnostic evaluation to identify language proficiency levels.	Diagnostic writing task requiring students to compose a short essay on their academic background, allowing the instructor to assess their language proficiency.
Third Week:	Introduction to conventions, structure, and clarity in academic writing.	Sentence structure and coherence exercise: Students rewrite given sentences to enhance clarity and logical flow.
Fourth Week:	Instruction on efficient and critical reading of academic texts.	Critical reading task: Students analyze a scholarly article, identifying main arguments and supporting evidence.
Fifth Week:	Activities to expand vocabulary for effective scholarly communication.	Vocabulary journal assignment: Students compile a list of new academic terms encountered during readings, providing definitions and examples.
Sixth Week:	Exploration of research paper components, including thesis and methodology.	Thesis statement workshop: Students develop and refine their research paper thesis statements through peer collaboration.
Seventh Week:	Guidance on proper citation practices and maintaining academic integrity.	Citation scavenger hunt: Students search for proper citations in sample texts to familiarize themselves with referencing formats.
Eighth Week:	Mid term exam	
Ninth Week:	Development of oral proficiency through discussions and presentations. Application of language skills in practical academic contexts.	Debate activity: Students engage in a structured debate on a relevant academic topic, promoting effective oral communication. Collaborative



		project: Students work in groups to solve a real-world academic problem, applying language skills to the task.
Tenth Week:	Integration of technology tools to enhance language acquisition.	Online language learning platform exploration: Students explore and utilize language learning apps or online resources to enhance their skills.
Eleventh Week	Training on providing constructive feedback for academic writing.	Peer review workshop: Students exchange drafts of their writing assignments, providing constructive feedback to enhance writing skills.
Twelfth Week:	Understanding cultural nuances in academic communication.	Cultural exchange activity: Students share aspects of their cultural backgrounds and discuss how cultural differences may influence academic communication.
Thirteenth Week:	Strategies and practice for delivering effective academic presentations.	Elevator pitch exercise: Students craft and deliver concise academic elevator pitches on a topic of their choice.
Fourteenth Week:	Development of advanced critical thinking skills in academic contexts.	Socratic seminar: Students engage in a structured discussion to critically analyze and debate complex academic ideas.
Fifteenth Week:	Culmination with a final project and individual self-reflection on language learning progress.	Capstone project presentation: Students present their final projects, followed by individual self-reflection on language learning progress and areas for improvement.
Academic policies and code of conduct		
The student must respect the rules of the institution: - Must respect the schedule of lectures, exercises and be attentive in the classroom; - To maintain discipline during lectures; - Student Card Ownership and Presentation (ID) is required for tests and exams; - When designing seminar papers, the student must follow the instructions given for research and technical implementation of the paper.		