

PROGRAMI MËSIMOR – SYLLABUS							
Niveli i studimeve	Bachelor	Programi	Gjuhë angleze	Viti akademik	2017/18		
LËNDA	Metodologji e mësimit praktik II						
Viti	IV	Statusi i lëndës		Kodi		ECTS kredi	8
Semestri	VII						
Javët mësimore	15	Orët mësimore			Ligjërata	Ushtrime	2
Metodologjia e mësimit	Mësimi komunikues i gjuhës						
Konsultime							
Mësimdhënësi	Sermin Turtulla			e-mail	zser@hotmail.com		
				Tel.	+377 44 116 347		
Asistenti	/			e-mail			
				Tel.			

Qëllimi studimor i lëndës	Përfitimet e studentit
Lënda synon t'i zhvillojë strategjitë e mësimdhënies së gjuhës së huaj dhe të pasurojë të kuptuarit e përmbajtjes duke i forcuar aftësitë e tyre të mësimdhënies sipas metodave më të reja të mësimdhënies. Gjithashtu ka për qëllim të zhvillojë aftësitë e mendimit kritik; të integrojë studimin e strukturave gramatike leksikut dhe të dhënave kulturore.	Në fund të lëndës studentët do të jenë në gjendje të parashikojnë dhe të identifikojnë idetë kryesore dhe hollësitat në metodologjinë e gjuhës së huaj; të sintetizojnë të dhënat dhe të reagojnë në pikëpamjet e kundërta në njësitë e kaluara; të zgjerojnë dhe të ushtrojnë fjalorin e metodologjisë së gjuhës anljeze; të organizojnë, rishikojnë dhe të editojnë metodën personale; të ushtrojnë dhe të aftësohen në mbajtjen e mësimit nëpër shkolla fillore dhe të mesme të ulët.

Metodologjia për realizimin e temave mësimore:		
Lënda mësohet përmes metodës komunikuese të gjuhës (Communicative Language Teaching) duke shfrytëzuar aktivitetet e ndryshme që nxisin motivimin dhe përvetësimin e suksesshëm të lëndës.		
Kushtet për realizimin e temës mësimore:		
Dërrasa e zezë, shkumësi, teksti shkollor, librat me aktivitete		
Mënyra e vlerësimit të studentit (në%)		
Studenti vlerësohet si në vijim: Angazhimi në klasë Detyrat e shtëpisë (gjithsej tri detyra) Provimi me shkrim	Vlerësimi në %	Nota përfundimtare
	26 %	100-95 pikë – 10
	32%	94 – 88 pikë – 9
	42%	87 – 79 pikë – 8
		78 – 67 pikë – 7

		66 – 51 pikë – 6	
Obligimet e studentit:			
Ligjërata Vijueshmëria, mirësjellja në orë si dhe angazhimi në orë janë disa nga obligimet e studentit i cili ka për qëllim të merr njohuri për lëndën.	Ushtrime		
Ngarkesa e studentit për lëndën			
Aktiviteti	Orë	Ditë/Javë	Gjithsej :
Ligjërata	2	1/15	30
Ushtrime/Punë praktike	2	1/15	30
Detyrat e shtëpisë	3	15	45
Koha e kaluar në mësimin në shtëpi/bibliotekë	3	15	45
Koha e kaluar në vlerësim	2	1/2	4
Përgaditja për provim	2	7/4	7
Këshillime me mësimdhënësen	1	15	15
Punë praktike nëpër shkolla	3	8	24
Vërejtje: 1 ECTS kredi=25 orë angazhim,p.sh nëse lënda i ka 6 ECTS kredi student duhet të ketë angazhim gjatë semestrit 150 orë		Ngarkesa totale:	200 orë

Java	Ligjërata	Orët	Ushtrime	Orët
1.	Tema	Orët	Tema	Orët
	How to teach vocabulary – part I What is there to know? How to help students understand meaning	2	Moving away from translation Creating a lesson plan for teaching vocabulary using activities	1
2.	How to teach vocabulary – Part II Memory and vocabulary recycling techniques Using dictionaries in EL classroom	2	Idiom, cliché, jargon, slang, motto, collocation and how to teach them using vocabulary memorizing techniques	1

3.	How to teach grammar Two main approaches in teaching grammar structures How to teach grammar in a meaningful and stimulating way	2	Fun ways to teach grammar to students How should we use grammar instructions in the EL classrooms?	1
4.	How to teach pronunciation- Part I Getting learners to perceive Sounds and the phonemic chart	2	Analyzing phonemic chart and the symbols	1
5.	How to teach pronunciation – Part II English word stress pronunciation The “schwa’ sound	2	How to teach the ‘schwa’ sound using activities and games Practice with word stress	1
6.	How to teach pronunciation – Part III English sentence stress Features of connected speech (fillers, repetitions, etc)	2	Intonation and its practical use Practicing sentence stress	1
7.	How to teach reading How do we read? What reading skills should students acquire?	2	Identifying strategies for teaching reading and using them in real-life situations	1
8.	How to teach listening - Part I Real-life listening in the classroom Why do pre-listening activities? How to match while-listening tasks?	2	Looking at various text types and matching them to the level of learners in primary schools	1
9.	How to teach listening – Part II Post-listening Making listening more authentic	2	Applying listening strategies into lesson planning	1

10.	How to teach writing How to be a good writing teacher? What/when/Why should students write?	2	How to plan a writing lesson? Student response in post – writing Three writing lesson plans	1
11.	How to teach speaking – Part I What do learners say in a classroom? How not to have a speaking lesson Speaking activities		Analyzing and identifying common areas of concern in teaching speaking in EL classroom	2
12.	How to teach speaking – Part II Group discussion skills Increasing student interaction	2	Focusing on specific discussion skills Combining a lesson plan for speaking	1
13.	Methods and Approaches in ELT – I LT methods and approaches in brief Grammar translation method Audio-lingualism	2	PPP: presentation, practice and production Comparing and contrasting methods	1
14.	Methods and Approaches in ELT – II Task – based learning Communicative language teaching TPR: Total Physical Response	2	Analyzing its benefits and drawbacks to primary school teaching	1
15.	Consolidation of units learned and Exam Practice	2	Consolidation of units learned and Exam Practice	1

LITERATURA

- Ur, P. (1991). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Harmer, J. (1998). *How to Teach English*. Edinburgh: Addison Wesley Longman Limited.
- Rinvolucri, M. (2002). Humanising Your Coursebook: Activities to Bring Your Classroom to Life. In M. Burghall (Ed.). *Professional Perspectives*. Addlestone: Delta Publishing.
- Ur, P., & Wright, A. (1992). *Five-minute Activities: A Resource Book for Language Teachers*. Cambridge: Cambridge University Press.
- Marsland, B. (1998). Lessons from Nothing: Activities for Language Teaching with Limited Time and Resources. In P. Ur (Ed.). *Cambridge Handbooks for Language Teachers*. Cambridge: Cambridge University Press.
- Lindstromberg, S. (Ed.). (1997). *The Standby Book: Activities for the Language Classroom*. In P. Ur (Ed.). *Cambridge Handbooks for Language Teachers*. Cambridge: Cambridge University Press.
- Hadfield, J., & Hadfield, C. (1999). *Oxford Basics: Presenting New Language*. Oxford: Oxford University Press.
- Lindstromberg, S. (Ed.). (1990). *The Recipe Book: Practical Ideas for the Language Classroom*. Edinburgh: Longman Group Limited.
- www.teachingenglish.org.uk/think/methodology

SYLLABUS							
Study cycle	Bachelor	Programme	English language and literature	Academic year	2017/18		
COURSE		Methodology and teaching practice II					
Year	IV	Status of the course	O	Code		ECTS	8
Semester	VII						
Study weeks	15	Course classes			Lectures	Practice	
Methodology of teaching	Communicative Language Teaching (CLT)						
Consultations							
Professor	Sermin Turtulla			e-mail	zser@hotmail.com		
				Tel.	+377 44 116 347		
Assistant				e-mail			
				Tel.			

Course objectives	Student's benefits	
Course aims at developing foreign language teaching strategies and enhancing student's knowledge of the course content by enforcing their teaching skills based on contemporary teaching methods. Additionally it aims at building up their critical thinking skills; integrate study of grammar and lexical structures with the respective culture.	By the end of the course students will be able to identify the main ideas and specifics of the foreign language methodology; synthesize information and compare/contrast diverse views from previous units; enrich and use terms of English Language Methodology; organize, review, and build up their personal style; practice teaching at primary and low secondary schools.	
Teaching methodology:		
The course is taught through Communicative Language Teaching method incorporating motivating activities which help in mastering the course content successfully.		
Required tools:		
Blackboard, coursebook, handout material for activities, activity books		
Evaluation criteria (in %):		
Participation Homework (three homework) Written exam	Evaluation in %	Final grade
	26 %	100-95 % - 10
	32%	94 - 88 % - 9
	42%	87 - 79 % - 8
		78 - 67 % - 7
		66 - 51 % - 6

Student obligations:			
Lectures: Students are required to attend classes, conduct properly during lectures and practice, and participate actively in them.	Practice:		
Course obligations:			
Activity	Hours	Days/weeks	Total:
Lecture	2	1/15	30
Practice	2	1/15	30
Homework	3	15	45
Study hours outside of class /library	3	15	45
Evaluation hours	2	1/2	4
Exam preparation hours	2	7/4	7
Teacher consultation hours	1	15	15
Teacher practice hours at schools	3	8	24
Remarks: 1 ECTS = 25 hours, i.e. if the course has 6 ECTS, the student has to have 150 hours of lectures attended during a semester			Total: 200 hrs

Week	Lectures	Hours	Practice	Hours
1.	Topic	Hou rs	Topic	Hour s
	How to teach vocabulary – part I What is there to know? How to help students understand meaning	2	Moving away from translation Creating a lesson plan for teaching vocabulary using activities	1
2.	How to teach vocabulary – Part II Memory and vocabulary recycling techniques Using dictionaries in EL classroom	2	Idiom, cliché, jargon, slang, motto, collocation and how to teach them using vocabulary memorizing techniques	1
3.	How to teach grammar Two main approaches in teaching grammar structures How to teach grammar in a meaningful and stimulating way	2	Fun ways to teach grammar to students How should we use grammar instructions in the EL classrooms?	1

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7.	How to teach reading How do we read? What reading skills should students acquire?	2	Identifying strategies for teaching reading and using them in real-life situations	1
8.	How to teach listening - Part I Real-life listening in the classroom Why do pre-listening activities? How to match while-listening tasks?	2	Looking at various text types and matching them to the level of learners in primary schools	1
9.	How to teach listening – Part II Post-listening Making listening more authentic	2	Applying listening strategies into lesson planning	1
10.	How to teach writing How to be a good writing teacher? What/when/Why should students write?	2	How to plan a writing lesson? Student response in post – writing Three writing lesson plans	1

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Remarks to the student:

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