

PROGRAMI MËSIMOR – SYLLABUS						
Niveli i studimeve	Bachelor	Programi	Gjuhë angleze	Viti akademik	2019/20	
LËNDA	Metodologji e mësimdhënies së gjuhës angleze me praktikë I					
Viti	III	Statusi i lëndës	Kodi	ECTS kredi	7	
Semestri	V				Ligjërata	Ushtrime
Javët mësimore	15	Orët mësimore		2	3	
Metodologjia e mësimit	Mësimi komunikues i gjuhës					
Konsultime						
Mësimdhënësi	Sermin Turtulla		e-mail	zser@hotmail.com		
			Tel.	+383 44 116 347		
Asistenti	/		e-mail	sermin.turtulla@uni-prizren.com		
			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 angleze; 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, teksti shkollor, librat me aktivitete		
Mënyra e vlerësimit të studentit (në%)		
Studenti vlerësohet si në vijim:	Vlerësimi në %	Nota përfundimtare
Pjesëmarrja në klasë	30%	100-95 pikë – 10
Punimi mes-semestral	20%	94 – 88 pikë – 9
Provimi me shkrim	50%	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	3	1/11	22
Detyrat e shtëpisë	2	5/15	30
Koha e kaluar në mësimin në shtëpi/bibliotekë	3	2/15	45
Koha e kaluar në vlerësim	2	1/2	4
Përgaditja për provim	2	7/3	6
Këshillime me mësimdhënësen	1	4/14	14
Punë praktike nëpër shkolla	6	2/4	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:	175 orë

Java	Ligjërata	Orët	Ushtrime	Orët
1.	Tema Teacher Presence in the Classroom How to be a good teacher? Teacher Positioning in the classroom Continuing development	2	Tema Identifying characteristics of good teachers and bad teachers Body language in the classroom	3
2.	Classroom Arrangements and Interactions Classroom Layout	2	School practice	3

3.	Classroom Interaction Asking Questions Checking Answers Checking Understanding	2	School practice	3
4.	Learner Differences Theories about the brain and the way we learn Emotional Intelligence and ELT	2	School practice	3
5.	Introduction to Lesson Planning Why plan at all? What elements go into an EL lesson planning	2	School practice	3
6.	Project Work Advantages and Disadvantages Planning procedure	2	Analyzing samples of project works retrieved from internet	3
7.	Presenting New Language Presenting Techniques Effective Presentation	2	Examples of Presentation Procedures Discussing teaching practice experiences	3
8.	Creativity in the Language Classroom When planning... When introducing activities ... When reviewing work... Making Activities Creative	2	Experimenting with activities from activity books	3
9.	Practising New Language Explanations and Instructions Characteristics of Effective Language Practice	2	Practice techniques Sequencing Practice Activities using activity books	3

10.	Learner Motivation The importance of motivation Type of motivation	2	Teacher's responsibilities Rights and Obligations of students	3
11.	Keeping teens interesting Practical Ideas A few instant motivating activities	2	Adapting activities to lesson plans Examples from teaching practice and incorporating activity books	3
12.	Teaching Aids in the classroom Basics of using the board Teaching without a coursebook	2	Using authentic materials Picture stories in the communicative classroom	3
13.	Teaching Challenges Maintaining discipline in the classroom Teaching mixed-ability classes	2	Teaching large classes Ideas for mixed-ability an large size classes Using activities from activity books	3
14.	Testing in the EL classroom Types of tests available to teachers Making tests more productive	2	Sample tests for primary levels Experimenting with test models from experiences from teaching practice	3
15.	Consolidation of units learned and Exam Practice	2	Consolidation of units learned and Exam Practice	3

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.
- Rinvoluceri, 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	2019/20		
COURSE		ELT Methodology and Teaching Practice I					
Year	III	Status of the course	O	Code		ECTS	7
Semester	V						
Study weeks	15	Course classes			Lectures	Practice	
					2	3	
Methodology of teaching	Communicative Language Teaching (CLT)						
Consultations							
Professor	Sermin Turtulla			e-mail	zser@hotmail.com		
				Tel.	+383 44 116 347		
Assistant				e-mail	sermin.turtulla@uni-prizren.com		
				Tel.			

Course objectives	Student's benefits	
Course aims at developing basics of 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 %):		
	Evaluation in %	Final grade
Participation	30 %	100-95 % - 10
Mid-semester paper	20 %	94 - 88 % - 9
Final exam	50 %	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	3	1/11	22
Homework	3	5/15	30
Study hours outside of class /library	3	2/15	45
Evaluation hours	2	1/2	4
Exam preparation hours	2	7/3	6
Teacher consultation hours	1	4/14	14
Teaching practice at schools	6	2/4	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: 175 hrs

Wee k	Lectures	Hours	Practice	Hour s
1.	Topic		Topic	
	Teacher Presence in the Classroom How to be a good teacher? Teacher Positioning in the classroom Continuing development	2	Identifying characteristics of good teachers and bad teachers Body language in the classroom	3
2.	Classroom Arrangements and Interactions Classroom Layout	2	School practice	3

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Remarks to the student:

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