

PROGRAMI MËSIMOR – SYLLABUS						
Niveli i studimeve	Bachelor	Programi	Gjuhë angleze	Viti akademik	2019/20	
LËNDA	Metodologji e mësimdhënies së gjuhës angleze me praktikë II					
Viti	III	Statusi i lëndës	Kodi	ECTS kredi	7	
Semestri	VI					
Javët mësimore	15	Orët mësimore	Ligjërata	Ushtrime		
			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:		
Teksti shkollor, librat me aktivitete dhe praktika nëpër shkolla		
Mënyra e vlerësimit të studentit (në%)		
Studenti vlerësohet si në vijim:	Vlerësimi në %	Nota përfundimtare
Pjesëmarrja	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 Vijueshmëria e praktikës nëpër shkollat fillore dhe të mesme të ulëta		
Ngarkesa e studentit për lëndën			
Aktiviteti	Orë	Ditë/Javë	Gjithsej :
Ligjërata	2	1/15	30
Ushtrime/Punë praktike	3	1/9	27
Detyrat e shtëpisë	5	5/9	45
Koha e kaluar në mësim në shtëpi/bibliotekë	2	2/10	20
Koha e kaluar në vlerësim	1	1/3	3
Përgatitja për provim	2	7/5	10
Këshillime me mësimdhënësen	1	3/4	4
Praktikë në shkollë	6	2/6	36
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 Teaching grammar Two main approaches in teaching grammar structures How to teach grammar in a meaningful and stimulating way	2	Tema Fun ways to teach grammar to students using the activity book	3
2.	How should we use grammar instructions in the EL classrooms?	2	Four samples of grammar lesson plans focusing on specific single aim	3

3.	Teaching vocabulary – part I What is there to know? How to help students understand meaning?	2	Moving away from translation Creating lesson plans for teaching vocabulary using activities	3
4.	Teaching 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	3
5.	Teaching pronunciation- part I Getting learners to perceive Sounds and the phonemic chart	2	School practice	3
6.	Teaching pronunciation – part II Analyzing phonemic chart and the symbols English word stress pronunciation The “schwa’ sound	2	School practice	3
7.	English sentence stress Features of connected speech (fillers, repetitions, etc)	2	School practice	3
8.	Mid-term paper	2	School practice	2
9.	Teaching reading How do we read? What reading skills should students acquire? Reading strategies and how to use them in lessons	2	School practice	3

10.	Teaching listening Real-life listening in the classroom Why do pre-listening activities? How to match while-listening tasks?	2	School practice	3
11.	Teaching listening – Part II Post-listening Making listening more authentic	2	Adapting listening strategies to lesson plans using activity books	3
12.	Teaching writing How to be a good writing teacher? What/when/Why should students write?	2	Incorporating writing strategies into lesson plans Using dictation in lesson plans	3
13.	Teaching speaking – Part I What do learners say in a classroom? How not to have a speaking lesson		Using speaking activities from activity books	3
14.	Group discussion skills Types of discussion skills Useful sub-skills to teach Increasing student interaction	G	Focusing on specific discussion skills Planning a lesson plan for speaking skills	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 University Press.

Harmer, J. (1998). *How to teach English*. Addison Wesley Longman Limited.

McCarthy, M., & O'Dell, F. (1994). *English vocabulary in use: 100 Units of vocabulary reference and practice*. Cambridge University Press.

Davis, P., & Rinvolucri, M. (1988). *Dictation: New methods, new possibilities*. Cambridge University Press.

Hadfield, J., & Hadfield, C. (1999). *Oxford basics: Simple listening activities*. Oxford University Press.

Hadfield, J., & Hadfield, C. (1999). *Oxford basics: Simple speaking activities*. Oxford University Press.

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SYLLABUS						
Study cycle	Bachelor	Programme	English language and literature	Academic year	2019/20	
COURSE		Methodology of English Language Teaching and Practice II				
Year	III	Status of the course	O	Code	ECTS	7
Semester	VI					
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 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:		
Coursebook, handout material for activities, activity books, practice at schools		
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: Students are required to attend teaching practice at primary and lower secondary schools.		
Course obligations:			
Activity	Hours	Days/weeks	Total:
Lecture	2	1/15	30
Practice	3	1/9	27
Homework	5	5/9	45
Study hours outside of class /library	2	2/10	20
Evaluation hours	1	1/3	3
Exam preparation hours	2	7/5	10
Teacher consultation hours	1	3/4	4
Teaching practice at schools	6	2/6	36
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

Week	Lectures	Practice		
	Topic	Hours	Topic	Hours
1.	Teaching 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 using the activity book	3
2.	How should we use grammar instructions in the EL classrooms?	2	Four samples of grammar lesson plans focusing on specific single aim	3
3.	Teaching vocabulary – part I What is there to know? How to help students understand meaning?	2	Moving away from translation Creating lesson plans for teaching vocabulary using activities	3

4.	Teaching 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	3
5.	Teaching pronunciation- part I Getting learners to perceive Sounds and the phonemic chart	2	School practice	3
6.	Teaching pronunciation – part II Analyzing phonemic chart and the symbols English word stress pronunciation The “schwa’ sound	2	School practice	3
7.	English sentence stress Features of connected speech (fillers, repetitions, etc)	2	School practice	3
8.	Mid-term paper	2	School practice	2
9.	Teaching reading How do we read? What reading skills should students acquire? Reading strategies and how to use them in lessons	2	School practice	3

10.	Teaching listening Real-life listening in the classroom Why do pre-listening activities? How to match while-listening tasks?	2	School practice	3
11.	Teaching listening – Part II Post-listening Making listening more authentic	2	Adapting listening strategies to lesson plans using activity books	3
12.	Teaching writing How to be a good writing teacher? What/when/Why should students write?	2	Incorporating writing strategies into lesson plans Using dictation in lesson plans	3
13.	Teaching speaking – Part I What do learners say in a classroom? How not to have a speaking lesson	2	Using speaking activities from activity books	3
14.	Group discussion skills Types of discussion skills Useful sub-skills to teach Increasing student interaction	2	Focusing on specific discussion skills Planning a lesson plan for speaking skills	3
15.	Consolidation of units learned and exam practice	2	Consolidation of units learned and exam practice	3

LITERATURE

- Ur, P. (1991). *A course in language teaching: Practice and theory*. Cambridge University Press.
- Harmer, J. (1998). *How to teach English*. Addison Wesley Longman Limited.
- McCarthy, M., & O'Dell, F. (1994). *English vocabulary in use: 100 Units of vocabulary reference and practice*. Cambridge University Press.
- Davis, P., & Rinvoluceri, M. (1988). *Dictation: New methods, new possibilities*. Cambridge University Press.

Hadfield, J., & Hadfield, C. (1999). *Oxford basics: Simple listening activities*. Oxford University Press.

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Remarks to the student:

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