

PROGRAMI MËSIMOR – SYLLABUS						
Niveli i studimeve	Bachelor	Programi	Gjuhë angleze	Viti akademik	2017/18	
LËNDA	Planifikimi i orës dhe implementimi					
Viti	IV	Statusi i lëndës	Kodi	ECTS kredi		
Semestri	VIII					
Javët mësimore	15	Orët mësimore		Ligjërata	Ushtrime	
				2	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 planifikimit dhe të implementimit të orës mësimore 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 dhe t'i integrojë strategjitë e ndryshme në mësimdhënies në klasat fillore dhe të mesme të ulta.	Në fund të lëndës studentët do të jenë në gjendje të parashikojnë dhe të identifikojnë idetë kryesore dhe hollësitrat në planifikimin e orës mësimore; të sintezojnë të dhënat dhe të reagojnë në pikëpamjet e kundërta në njësitë e kaluara; të zgjerojnë dhe të ushtrojnë fjalorin në planifikimin e orës mësimore; 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, prezantimet		
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	2	1/15	30
Detyrat e shtëpisë	3	5/15	45
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	7/4	8
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:	200 orë

Java	Ligjërata		Ushtrime	
	Tema	Orët	Tema	Orët
1.	Strategy of Concept Understanding	2	Identifying characteristics of the strategy through looking at the model lesson plan	2
2.	Looking at the structured brainstorming within the concept understanding strategy	2	Applying the strategy in a number of classroom lessons	2

3.	Strategy of Reading for Meaning	2	Focusing on specific steps in using the strategy through Reading for Meaning Organizer	2
4.	Considering the procedure in constructing comprehensive meaning from texts	2	Practicing the strategy in different classroom lessons	2
5.	Strategy of Language Pattern Development	2	Nursery rhymes and songs as models for developing language patterns	
6.	Using rhymes in cognitive development of children as helping tools in recall and memorization		Presenting lesson plans that incorporate the language pattern development strategy	2
7.	Strategy of storytelling in language acquisition	2	Analyzing effects of telling stories to children as motivating and engaging tools in language learning	2
8.	Mid-term paper	2	Mid-term paper review	2
9.	Analyzing structural framework and comprehensible input in storytelling	2	Planning and implementing the procedure in storytelling	2

10.	Strategy of Comparing and Contrasting	2	Identifying similarities and differences as part of the instructional strategy of comparing and contrasting	2
11.	Applying the four phases of effective comparison in lesson plans	2	Presenting the strategy in real-life classroom lesson plans	2
12.	Strategy of Interactive Lecture (New American Lecture)	2	Investigating successful lesson delivery techniques for enhancing memorizing abilities of students	2
13.	Identifying four distinct principles of memory related to lecturing in the classroom	2	Using the strategy in different classroom lesson plans	2
14.	Bringing Learning Strategies into the Classroom		Looking how learning clubs improve teaching and learning	2
15.	Consolidation of units learned	2	Exam Practice	2

LITERATURA

Silver, H. F., Strong, R. W., & Perini, M. J. (2007). *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson*. Alexandria: Thoughtful Education Press.

Gonzalez, N. I. P. (2010). Teaching English Through Stories: A Meaningful and Fun Way for Children to Learn the Language. *Profile*, 12(1), 95-106.

SYLLABUS

Study cycle	Bachelor	Programme	English language and literature	Academic year	2017/18	
COURSE	Lesson Planning and Implementation					
Year	IV	Status of the course	O	Code		ECTS
Semester	VIII					
Study weeks	15	Course classes			Lectures	Practice
					2	2
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
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Course aims at developing basics in lesson planning and implementation, 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 lesson planning and implementation in primary and lower secondary school classrooms.	By the end of the course students will be able to identify the main ideas and specifics of planning and implementing lesson plans; synthesize information and compare/contrast diverse views from previous units; enrich and use terms lesson planning; organize, review, and build up their personal style; practice teaching at primary and lower secondary schools.
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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:
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Course obligations:

Activity	Hours	Days/weeks	Total:
Lecture	2	1/15	30
Practice	2	1/15	30
Homework	3	5/15	45
Study hours outside of class /library	3	2/15	45
Evaluation hours	2	1/2	4
Exam preparation hours	2	7/4	8
Teacher consultation hours	1	4/14	14
Teacher practice hours 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:	200 hrs
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Wee k	Lectures		Practice	
	Topic	Hours	Topic	Hour s
1.	Strategy of Concept Understanding	2	Identifying characteristics of the strategy through looking at the model lesson plan	2
2.	Looking at the structured brainstorming within the concept understanding strategy	2	Applying the strategy in a number of classroom lessons	2
3.	Strategy of Reading for Meaning	2	Focusing on specific steps in using the strategy through Reading for Meaning Organizer	2
4.	Considering the procedure in constructing comprehensive meaning from texts	2	Practicing the strategy in different classroom lessons	2
5.	Strategy of Language Pattern Development	2	Nursery rhymes and songs as models for developing language patterns	
6.	Using rhymes in cognitive development of children as helping tools in recall and memorization		Presenting lesson plans that incorporate the language pattern development strategy	2

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8.	Mid-term paper	2	Mid-term paper review	2
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10.	Strategy of Comparing and Contrasting	2	Identifying similarities and differences as part of the instructional strategy of comparing and contrasting	2
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14.	Bringing Learning Strategies into the Classroom		Looking how learning clubs improve teaching and learning	2
15.	Consolidation of units learned	2	Exam Practice	2

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Remarks to the student:

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