

| PROGRAMI MËSIMOR – SYLLABUS | | | | | | | |
|------------------------------|---------------------------------|-------------------------|----------------------------------|--|---------|-------------------|----------|
| Niveli i studimeve | Bachelor | Programi | Gjuhë dhe letërsi angleze | Viti akademik | 2017/18 | | |
| LËNDA | Përvoja në shkollë nga TEFL | | | | | | |
| Viti | IV | Statusi i lëndës | | Kodi | | ECTS kredi | 7 |
| Semestri | VII | | | | | | |
| Javët mësimore | 15 | | Orët mësimore | | | Ligjërata | Ushtrime |
| | | | | | | 2 | 4 |
| Metodologjia e mëimit | Communicative Language Teaching | | | | | | |
| 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 të zhvillojë shkathtësitë praktike të mësimdhënies nëpër shkollat fillore dhe të mesme të ultë përmes përvetësimit të mësimdhënies së strukturave të veçanta gramatikore të gjuhës angleze si gjuhë e huaj. Për më shumë, synon të pasurojë të kuptuarit e përmbajtjes duke shtuar përvojën praktike e duke forcuar aftësitë e mësimdhënies efektive. Gjithashtu ka për qëllim të zhvillojë aftësitë e mendimit kritik, të gërshetojë studimin e strukturave gramatike leksikut dhe të dhënave kulturore. | Në fund të lëndës studentët do të jenë në gjendje të fitojnë shkathtësi praktike të mësimdhënies duke i identifikuar të gjitha strukturat kryesore gramatikore të gjuhës angleze si gjuhë e huaj; të dallojnë qartazi dallimet ndërmjet strukturave të ngjajshme, të sintetizojnë të dhënat dhe të reagojnë në pikëpamjet e kundërta në njësitë e kaluara; të zgjerojnë dhe të ushtrojnë shkathtësitë praktike në mësimdhënien e strukturave gramatikore të gjuhës angleze si gjuhë e huaj. |

| Metodologjia për realizimin e temave mësimore: | | |
|---|-----------------------|---------------------------|
| Lënda mësohet përmes metodës komunikuese të gjuhës angleze (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, shumësi, teksti shkollor, librat me aktivitete | | |
| Mënyra e vlerësimit të studentit (në%) | | |
| Studenti vlerësohet si në vijim: | Vlerësimi në % | Nota përfundimtare |
| Angazhimi në klasë | 26 % | 100-95 pikë – 10 |
| Detyrat e shtëpisë (gjithsej 3 detyra) | 32% | 94 – 88 pikë – 9 |
| Provimi me shkrim | 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 | 4 | 4/15 | 60 |
| Detyrat e shtëpisë | 5 | 5/3 | 15 |
| Koha e kaluar në mësimin në shtëpi/bibliotekë | 2.5 | 2/14 | 37 |
| Koha e kaluar në vlerësim | 2 | 1/2 | 4 |
| Përgaditja për provim | 2 | 7/4 | 8 |
| Këshillime me mësimdhënësen | 1 | 3/5 | 5 |
| Punë praktike nëpër shkolla | 4 | 2/4 | 16 |
| | | | |
| | | | |
| | | | |
| 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 Noun-related structures – Part I Countable/uncountable Singular/plural | 2 | Tema Presence of dual forms Plural e(s) pronunciations Irregular forms of plurals | 4 |
| 2. | Noun-related structures – Part II Some and any Much and many Possessive 's | 2 | Exceptions to –some/any- use Use in informal style Used without noun Used with people's houses.. | 4 |
| 3. | Pronoun-related structure Personal Pronouns Possessive Pronouns Relative Pronouns | 2 | Mixed Subject and object Other uses of it Possessives without nouns Whose possessive relative pron. | 4 |

| | | | | |
|-----|--|---|--|---|
| | | | | |
| 4. | Adjective-related structures Comparative Superlative “As..as” form | 2 | Three-times + comparative Double comparative Superlative without –the- “As...not as” form | 4 |
| 5. | Verb-related structures – Part I Simple present Present continuous Simple past | 2 | Use with promises Use with stories State verbs Use with changes Future use | 4 |
| 6. | Verb-relates structures – Part II Present perfect (continuous) Past continuous Past perfect (continuous) | | Use with ever, never, ... Advanced point and bad rules Compare past tenses Special uses | 4 |
| 7. | Verb-relates structures – Part III Future with will Future with going to Modals | 2 | Use with predictions as orders Use with giving information Use with predictions | 4 |
| 8. | Creativity in the Language Classroom When planning... When introducing activities ... When reviewing work... Making Activities Creative | 2 | Experimenting with activities from activity books | 4 |
| 9. | Practicing New Language Explanations and Instructions Characteristics of Effective Language Practice | 2 | Practice techniques Sequencing Practice Activities using activity books | 4 |
| 10. | Adverb-relates structures Adverbs of time, place, manner and frequency | 2 | Position of adverbs Same form adverbs and adjectives Adverbs with two forms | 4 |

| | | | | |
|-----|---|---|--|---|
| | | | | |
| 11. | Preposition-related structures Prepositions of place and direction | 2 | Use of at, in, on Parts of the day –in- Other uses of –in- Use of along Across and through | 4 |
| | | | | |
| 12. | Article-related structures Indefinite article Definite article No article | 2 | Different uses of –the- Use with proper names Use with double expressions | 4 |
| | | | | |
| 13. | Conditionals Passives | 2 | Different structures of conditionals Passive forms and modals Choice of passive structures | 4 |
| | | | | |
| 14. | Indirect (reported) speech Changes in reported speech Reported questions Reported requests | 2 | Tell or say Change of person, place and time Change of modals Word order | 4 |
| | | | | |
| 15. | Consolidation of units learned and Exam Practice | 2 | Consolidation of units learned and Exam Practice | 4 |
| | | | | |

LITERATURA

- Capel, S., Leask, M., & Younie, S. (2016). *Learning to Teach in the Secondary School: A Companion to School Experience*. Abingdon, Oxon: Routledge.
- Swan, M. (1995). *Practical English Usage: New Edition* (2nd ed.). Oxford: Oxford University Press.
- Eastwood, J. (1999). *Oxford Practice Grammar: New Edition now with tests* (2nd ed.). Oxford: Oxford University Press.

| SYLLABUS | | | | | | | |
|--------------------------------|---------------------------------------|-----------------------------|---------------------------------|----------------------|--|-------------|---|
| Study cycle | Bachelor | Programme | English language and literature | Academic year | 2017/18 | | |
| COURSE | | School Experience in TEFL | | | | | |
| Year | IV | Status of the course | O | Code | | ECTS | 7 |
| Semester | VII | | | | | | |
| Study weeks | 15 | | Course classes | | Lectures | Practice | |
| | | | | | 2 | 4 | |
| 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 practical teaching skills in primary and lower secondary schools by gaining proficiency in teaching specific grammar structures in EFL. In addition, it aims to enhance knowledge of the course content by expanding school experience and by enforcing effective teaching skills. Additionally it aims at building up critical thinking skills; and integrate course learning with practice at schools. | By the end of the course students will be able to gain practical teaching skills by identifying the main grammar structures of EFL; clearly differentiate between similar structures; synthesize information and compare/contrast diverse views from previous units; enrich and practice practical teaching skills of teaching grammar structures of EFL. | |
| 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 | 26 % | 100-95 % - 10 |
| Homework (three in total) | 32% | 94 - 88 % - 9 |
| Written exam | 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 | 4 | 4/15 | 60 |
| Homework | 5 | 5/3 | 15 |
| Study hours outside of class /library | 2.5 | 2/14 | 37 |
| Evaluation hours | 2 | 1/2 | 4 |
| Exam preparation hours | 2 | 7/4 | 8 |
| Teacher consultation hours | 1 | 3/5 | 5 |
| Teacher practice hours at schools | 4 | 2/4 | 16 |
| | | | |
| | | | |
| | | | |
| 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 | Hrs | Topic | Hrs |
| 1. | Noun-related structures – Part I Countable/uncountable Singular/plural | 2 | Presence of dual forms Plural e(s) pronunciations Irregular forms of plurals | 4 |
| 2. | Noun-related structures – Part II Some and any Much and many Possessive 's | 2 | Exceptions to –some/any- use Use in informal style Used without noun Used with people's houses.. | 4 |
| 3. | Pronoun-related structure Personal Pronouns Possessive Pronouns Relative Pronouns | 2 | Mixed Subject and object Other uses of it Possessives without nouns Whose possessive relative pron. | 4 |

| | | | | |
|-----|--|---|--|---|
| | | | | |
| 4. | Adjective-related structures Comparative Superlative “As..as” form | 2 | Three-times + comparative Double comparative Superlative without –the- “As...not as” form | 4 |
| 5. | Verb-related structures – Part I Simple present Present continuous Simple past | 2 | Use with promises Use with stories State verbs Use with changes Future use | 4 |
| 6. | Verb-relates structures – Part II Present perfect (continuous) Past continuous Past perfect (continuous) | | Use with ever, never, ... Advanced point and bad rules Compare past tenses Special uses | 4 |
| 7. | Verb-relates structures – Part III Future with will Future with going to Modals | 2 | Use with predictions as orders Use with giving information Use with predictions | 4 |
| 8. | Creativity in the Language Classroom When planning... When introducing activities ... When reviewing work... Making Activities Creative | 2 | Experimenting with activities from activity books | 4 |
| 9. | Practicing New Language Explanations and Instructions Characteristics of Effective Language Practice | 2 | Practice techniques Sequencing Practice Activities using activity books | 4 |
| 10. | Adverb-relates structures Adverbs of time, place, manner and frequency | 2 | Position of adverbs Same form adverbs and adjectives Adverbs with two forms | 4 |

| | | | | |
|-----|---|---|--|---|
| | | | | |
| 11. | Preposition-related structures Prepositions of place and direction | 2 | Use of at, in, on Parts of the day –in- Other uses of –in- Use of along Across and through | 4 |
| | | | | |
| 12. | Article-related structures Indefinite article Definite article No article | 2 | Different uses of –the- Use with proper names Use with double expressions | 4 |
| | | | | |
| 13. | Conditionals Passives | 2 | Different structures of conditionals Passive forms and modals Choice of passive structures | 4 |
| | | | | |
| 14. | Indirect (reported) speech Changes in reported speech Reported questions Reported requests | 2 | Tell or say Change of person, place and time Change of modals Word order | 4 |
| | | | | |
| 15. | Consolidation of units learned and Exam Practice | 2 | Consolidation of units learned and Exam Practice | 4 |
| | | | | |

LITERATURE

Capel, S., Leask, M., & Younie, S. (2016). Learning to Teach in the Secondary School: A Companion to School Experience. Abingdon, Oxon: Routledge.

Swan, M. (1995). Practical English Usage: New Edition (2nd ed.). Oxford: Oxford University Press.

Eastwood, J. (1999). Oxford Practice Grammar: New Edition now with tests (2nd ed.). Oxford: Oxford University Press.

Remarks to the student:

| |
|--|
| |
|--|

