PROGRAMI I PROVIMIT TE SHTETIT PËR MËSUESIT E GJUHËS ANGLEZE

Ky program si edhe pyetjet e bazuara mbi të mbështeten në lëndët kryesore të formimit të mësuesve të gjuhës angleze në kurrikulat e studimeve Bachelor dhe Master.

ENGLISH AS A FOREIGN LANGUAGE

Subareas:

I. Language and Linguistics

II. Culture

III. Second Language Acquisition and Instructional Practices

IV. Assessment

I. LANGUAGE AND LINGUISTICS

➤ *Understand major concepts and principles related to the nature of language and language systems, fundamentals of linguistics (language and terminology relating to the description of lexical, phonological, grammatical and discoursal features of the English language), and demonstrate knowledge of how to apply this understanding to promote language and literacy development (i.e. the development of listening, speaking, reading, and writing skills) in English.*

Includes:

- demonstrating knowledge of segmental and suprasegmental phonological features and identifying strategies for applying knowledge of phonology to help English Language Learners develop language and literacy skills in English

Segmental features include:
  - phonemes: the different phonemes of English and their places and manner of articulation e.g. bilabial plosive; voiced or unvoiced consonants; front or back vowels etc.
  - word stress: primary, secondary stresses and weak syllables; contrastive word stress and changing word stress
  - standard word patterns in word stress
  - the role of segmentals in conveying meaning e.g. full vs. weak forms, contrastive word stress

Suprasegmental features include:
  - sentence stress: primary and secondary stresses in a sentence; emphatic and contrastive stress
  - connected speech: linking, assimilation, elision, intrusion (liaison), weak forms, contraction
  - intonation: pitch direction and range; common intonational patterns such as for 'yes/no' questions; the grammatical, attitudinal and interactive functions of intonation
  - the role of suprasegmentals in conveying meaning

- demonstrating knowledge of the form, meaning and use of grammatical structures in English and identifying strategies for applying knowledge of grammar (Morphology+Syntax) to help English Language Learners develop language and literacy skills in English
  - Word classes
  - Verb types; Verb patterns; Mood; Time and Tense, Aspect: perfect and progressive aspects in present, past and future forms; Voice; Modality
  - Types of nouns (e.g. countable vs uncountable, plural, collective) and their grammatical categories (gender, number, case); determiners (e.g. articles, possessives, quantifiers)
  - Pronouns
  - Adjectives and Adverbs; Comparison
  - Prepositions
  - Conjunctions
  - Phrase structure
  - Sentence types according to discourse functions
  - Clause types and the seven main patterns of the declarative sentences
  - The elements of clause structure (subject, predicate, object, complement, adverbial)
  - Word order and Inversion in English
  - Coordination and Subordination
  - Dependent clauses (finite and non-finite): noun clauses (subject/complement/object clauses), relative clauses, adverbial clauses

- Reported speech and reporting verbs
- The role of context in determining meaning and use of grammatical forms

- demonstrating knowledge of different types of meaning; sense relations; word formation; lexical units; lexico-grammatical features, and register and identifying strategies for applying knowledge of semantics to help English Language Learners develop language and literacy skills in English
  - Types of meaning: denotation, connotation, figurative, contextual (e.g. situational, collocational)
  - Sense relationships: polysemy, homonymy, synonyms, antonyms, lexical sets, false friends
  - Word formation: morphemes, affixation, compounds, conversion, types of abbreviations, acronyms, spelling rules, word families
  - Lexical units: collocations, idioms, fixed phrases, formulaic phrases
  - Lexico-grammatical features: grammatical function of words and morphemes
  - Register: domain-specific vocabulary; degrees of formality in vocabulary and their contexts of occurrence

- demonstrating knowledge of coherence; cohesion; register; distinctive features of common written and spoken genres; pragmatic and semantic meaning; and identifying strategies for applying knowledge of discourse to help English Language Learners develop language and literacy skills in English.
  - coherence: what it is and how it is achieved in writing and speaking
  - grammatical cohesion: linking words; anaphoric, cataphoric and exophoric reference; substitution and ellipsis; parallelism
  - lexical cohesion: lexical chains, discourse markers; text structuring
  - register/appropriateness: the relationship of register to audience, message and setting; degrees of appropriateness: formal, neutral, informal
  - recognising register: choice of vocabulary, grammar, layout, genre, functions
  - general distinctions between written and spoken English e.g. sentences vs utterances, complexity and simplicity of grammar and lexis, cohesion, register, organisation of discourse
  - genres: notion of audience; features of common genres for writing and speaking
  - differences between pragmatic and semantic meaning
  - different ways of expressing a range of written and spoken functions using grammatical and lexical means
  - the significance of phonology and context in determining coherence and pragmatic meaning

- identifying strategies for applying knowledge of linguistic elements of English and of students' languages to make thoughtful comparisons between features of English and those of other languages (e.g. Albanian)

- identifying strategies for serving as a good language model for English Language Learners and for providing English Language Learners with a wide variety of linguistic experiences (e.g. exposure to a variety of English speakers)

II. CULTURE

➢ *Understand and have knowledge of the main <u>historic</u> events and symbols, <u>literary</u> developments (literary trends and genres and influential writers) and <u>cultural</u> aspects from the main English speaking countries: United Kingdom and The United States*

Includes:

- demonstrating knowledge of population make-up and identifying strategies for connecting this to the language development (the development of English in the United Kingdom as an official language and its transference to the American continent)
- demonstrating knowledge of important historic events in the countries' history that contain cultural aspects reflected in the English Language
- demonstrating knowledge of basic genres of writing (prose: fables, tales, short stories - fiction, nonfiction - novels, plays and poems) and identifying strategies for using these types of texts in the process of Learning English as a Foreign Language (EFL)
- demonstrating knowledge of elements of writing in the different genres (e.g., character, point of view, style, tone, plot arrangement, setting, symbol, irony) and identifying strategies for integrating the use of literature as authentic material in the EFL classroom
- demonstrating knowledge of basic values, principles and beliefs people hold as crucial cultural factors that affect language and language learning
- demonstrating knowledge of important institutions, cultural symbols, and cultural markers reflected in the language (e.g., Union Jack, The Stars and Stripes, Ten Downing Street, Fifth Avenue, etc.)
- demonstrating knowledge of how the cultural identities of English Language Learners affect their language development and how levels of cultural identity vary widely among students, especially when they come from different cultures
- demonstrating knowledge of interrelationships between language and culture and the effects of these interrelationships on the language development and academic achievement of English Language Learners
- recognizing the effects of stereotyping, discrimination and racism on teaching and learning and identifying strategies for addressing these issues purposefully in the EFL classroom (e.g., promoting an inclusive classroom climate)
- recognizing how to use a variety of print and non-print resources, including the Internet, to learn about world cultures and the cultures of students in the EFL classroom and identifying strategies for reflecting on one's own cultural values and beliefs as they relate to students
- demonstrating knowledge of cross-cultural communication, including differences in verbal and nonverbal communication (e.g., turn-taking practices, use/role of silence, eye contact, gestures), and identifying strategies for facilitating positive interactions among students from diverse backgrounds

III.SECOND LANGUAGE ACQUISITION AND INSTRUCTIONAL PRACTICES

> *Understand second language acquisition theories and research and how to apply this understanding to facilitate students' language and literacy development*

Includes:

- demonstrating knowledge of second language acquisition theories (e.g., constructivist, interactionist) and concepts (e.g., interlanguage)
- demonstrating knowledge on error analysis and performance analysis in second language acquisition and identifying strategies for appropriately monitoring students'errors in the context of overall performance and providing appropriate feedback
- demonstrating knowledge of the role of meaningful interaction in the development of communicative competence in a new language and identifying strategies for providing opportunities for students to communicate in a variety of social and academic settings
- demonstrating knowledge of cognitive processes involved in synthesizing and internalizing a new language (e.g., generalization and overgeneralization, metacognition) and identifying strategies for helping Students develop effective cognitive and social language-learning strategies (e.g., elaboration, self-monitoring, requests for clarification)

> *Understand individual learner variables in the second language acquisition process and how to apply this understanding to facilitate Students' language and literacy development*

Includes:

- demonstrating knowledge of linguistic variables that affect an students' second language acquisition (e.g., level of primary-language proficiency, level of primary-language literacy, influence of oral language proficiency on literacy development, positive and negative language transfer)
- demonstrating knowledge of affective variables that affect an Students'second language acquisition (e.g., personality, motivation, inhibition) and identifying strategies for applying this knowledge to address each student's needs
- demonstrating knowledge of social variables that affect an Students'second language acquisition (e.g., family expectations, community influences and involvement) and identifying strategies for applying this knowledge to facilitate the process of learning English as a second language
- demonstrating knowledge of variables related to an Students'educational background and level of English language proficiency and identifying strategies for including and promoting the full participation of all Students in the classroom

> *Demonstrate knowledge of second-language teaching methodologies, both past (e.g. the audio-lingual method, the grammar-translation method) and current (e.g. content-based approaches, communicative approaches, sheltered instruction), and their applicability in developing instructional practices and resources to meet the needs of students*

- identifying research-based strategies for creating, organizing, and managing a supportive classroom learning environment that includes opportunities for interaction in English (e.g.,

paired and small-group activities, role-playing) and encourages students to be actively involved in learning and to extend their learning inside and outside the classroom

- demonstrating knowledge of criteria and methods for using standards and benchmarks to evaluate, select, design, and adapt appropriate instructional resources that are linguistically accessible, culturally responsive, and age appropriate for Students
- recognizing how to use a wide range of materials, resources, and technologies (e.g. diverse literary and cultural texts, visual aids, props, games, realia, computer software, the Internet) in effective English language and content instruction for students
- demonstrating knowledge of different learning styles (e.g.Visual Learners, Auditory Learners etc), teaching styles (assertive, facilitative etc.)
- demonstrating knowledge of writing daily lesson plans and syllabus learning (including objectives which are written in terms of learning outcomes: What do you want your students to learn as a result of the lesson?)

IV. ASSESSMENT

> *Understand major concepts and principles related to standards-based assessment of students*

Includes:

- recognizing the relationship between standards and assessment decisions and the importance of and strategies for aligning assessment with standards
- demonstrating knowledge of the nature of assessment and recognizing the importance of using multiple methods of assessment (e.g., formal and informal assessment, summative and formative assessment) with Students
- demonstrating knowledge of various purposes of assessment (e.g., identification, placement, demonstration of language proficiency, demonstration of academic achievement) and identifying strategies for implementing purposeful assessment measures that are age- and level-appropriate for Students
- demonstrating knowledge of different types of assessment (e.g., norm- referenced assessments, criterion-referenced assessments, standards- based language proficiency instruments, standardized achievement tests of overall mastery, performance-based assessment tools, peer and self-assessments) and the difference between language proficiency testing and other types of assessment in the context of teaching and learning English as a second language
- demonstrating knowledge of national and state requirements for identification and placement of Students
- demonstrating knowledge of the quality indicators (e.g., validity, reliability) of assessment instruments

> *Understand reflective assessment practices, including how to select, develop, adapt, and use various classroom assessment tools and techniques, analyze assessment results, and adjust instruction for Students based on assessment results*

Includes:

- recognizing how to select, develop, adapt, and use a variety of listening assessments, including language proficiency and performance-based assessment tools and techniques; analyze

assessment results; and use this information to inform, evaluate, and adjust listening instruction for students

- recognizing how to select, develop, adapt, and use a variety of speaking assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust speaking instruction for students
- recognizing how to select, develop, adapt, and use a variety of reading assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust reading instruction for students
- recognizing how to select, develop, adapt, and use a variety of writing assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust writing instruction for students
- recognizing how to select, develop, adapt, and use a variety of content assessments, including performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust content instruction for students

Bibliography

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4. Diane Lassen-Freeman, 2000. Techniques and Principles in Language Teaching, Oxford University Press
5. Foley, M. & Hall, D. 2006. Longman Advanced Learners' Grammar
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9. Parrott, M. 2000. Grammar for English language teachers. Cambridge University Press
10. Scrivener, J, Learning teaching, MacMillan books for teachers.
11. Side, R., and Wellman, G. 1999. Grammar and Vocabulary for Cambridge Advanced and Proficiency. Harlow: Longman.
12. Swan, M. 2005. Practical English Usage. Second Edition. Oxford: OUP
13. Stefanllari, I, & Shijaku, F. 2011. Course in English Lexicology. Tiranë: Geer

- Dictionaries
- Reference books and websites available on features of vocabulary, phonology and connected speech, grammar, aspects of discourse.
- The teachers' books accompanying coursebooks can also give useful information on aspects of grammar, history, culture and literature.

Hartuan programin: Violeta SHABA, Brunilda KONDI, Ogerta KORUTI

PROGRAMI I PËRGATITJES PEDAGOGJIKE PËR TË GJITHË MËSUESIT E RINJ

Nr.	KOMPONENTËT E PROGRAMIT TË PEDAGOGJISË	
I	**Kurikula e Arsimit Parauniversitar**	
a.	**Temat** • Fusha e kurrikulës • Zhvillimi kurrikulës • Hartimi kurrikulës • Qëllimet, synimet dhe objektivat • Zbatimi kurrikulës **Literatura:** Allan C. Orstein dhe Francis P.Hunkins "Kurrikula, bazat, parimet dhe problemet" faqe 1-45, 285 - 467	
b.	• Planet dhe programet mësimor **Literatura:** Plani dhe programi mësimor i lëndës që secili mësues zbaton në praktikë	
c.	• Procesi i të nxënit **Literatura**: Sula G. Kursi leksioneve 2011	
II.	**Metoda e mësimdhënies dhe mendimi kritik**	
A	**Literatura** : Temple, Craford et al "Strategji e mësimdhënies e të të nxënit në klasat mendimtare" 2006	
B	**Literatura**: Musai B "Metodologji e Mësimdhënies" 2003, Faqe 79-164	
C	**Temat** • "Planifikimi i mësimit • "Metodat e mësimdhënies **Literatura**: Grup Autorësh " Metodat e mësimdhënies – (Manual për mësuesit e rinj)" 1999 faqe 56 – 119	
D	**Literatura:** Levis Vaughn dhe Chris Macdonald "Fuqia e të menduarit kritik" 2010	
E	**Literatura** : Jeff Zwiers "Zhvillimi i shprehive të të menduarit në klasat 6 deri 12", 2006.	

III	**Aftësitë ndërkurikulare**	
	Temat : • Zhvillimi psikologjik i moshës shkollore • Përfshirja e prindërve në edukim • Motivacioni dhe mësuesi • Roli dhe shprehitë profesionale të mësuesit **Literatura:** Tamo A. Karaj TH. Rapti E." Mësimdhënia e të nxënit" 2005 Faqe 5-62, 216-246, 293-349.	
IV	**Vlerësimi nxënësve**	
A	**Literatura**: Mita .N. "Vlerësimi i nxënësve" - Cikël leksionesh faqe 1-90.	
B	**Literatura** : grup autorësh " Si të shkruajmë objektivat për mësimdhënien e vlerësimin" 2009	
	Temat • Vlerësimi nxënësit • Vlerësimi mësimdhënies **Literatura**: Grup Autorësh "Metoda të mësimdhënies. (Manual për Mësuesit e rinj" 1999 Faqe 137 – 177 dhe 211 -223	
V	**Menaxhimi klasës**	
A	**Temat** : • Menaxhimi i klasës • Trajtimi diferencuar i nxënësve **Literatur:** Tamo A. Karaj TH. Rapti E." Mësimdhënia e të nxënit" 2005 Faqe 246- 293.	
B	**Tema** : • Organizimi dhe drejtimi klasës **Literatur:** Grup Autorësh "Metoda të mësimdhënies Manual për mësuesit e rrinj" 1999 Faqe 118 -137	
C.	**Literatur :** Karaj Th. " Menaxhimi Klasës" 2009	
VI	**Psikologjia e zhvillimit**	
	Literature: Karaj. Th. "Psikologjia e zhvillimit të fëmijës" 2005	

PROGRAM I DREJTSHKRIMIT PËR PROVIMIN E SHTETIT NË MËSUESI

I. DREJTSHKRIMI I ZANOREVE
1. Zanorja **e** e theksuar dhe e patheksuar
2. Zanorja **ë** e patheksuar
2.1 ë-ja paratheksore
2.2 ë-ja pastheksore
2.3 ë-ja fundore
3 Zanorja **u, i** dhe **y, u** dhe **y.**
4. Grupe zanoresh dhe diftongje
4.1 ie dhe **je**
4.2 ye
4.3 ua, ue
5 Apostrofi

II. DREJTSHKRIMI I BASHKËTINGËLLOREVE
1. Bashtingëlloret e zëshme në fund dhe në trup të fjalës
2. Bashkëtingëlloret nistore **sh, zh, c, s, z**
3. Bashkëtingëllorja **j**
4. Bashkëtingëllorja **h**
5. Bashkëtingëllorja **rr**
6. Bashkëtingëllorja **nj** në trup dhe në fund të fjalës
7. Grupe bashkëtingëlloresh (**mb, nd, ng, ngj**)
8. Takime bashkëtingëlloresh
8.1 Takimi i **t** -së me **sh**-në
8.2 Takimi i **g**-së ose i **n**-së me **j**-në
8.3 Takimi i **d**-së, **s**-së, **t**-së ose i **z**-së me **h**-në
8.4 Takimi i **d**-së me **t**-në

III. DREJTSHKRIMI I DISA FJALËVE TË HUAJA DHE I EMRAVE TË PËRVEÇËM TË HUAJ
1. Fjalët që kanë **–ia, ie, io, iu** me **i** të patheksuar në trup të tyre
2. Fjalët me burim nga latinishtja a nga gjuhët romane, si edhe nga greqishtja, të cilat në gjuhën shqipe kanë një **c** të ndjekur nga zanorja **e** ose **i**
3. Emrat e huaj të përveçëm

IV. ÇËSHTJE GRAMATIKORE
1. Drejtshkrimi i disa trajtave të shumësit të emrave dhe të mbiemrave
1.1 Emrat femërorë me **–ë**
1.2 Emrat dhe mbiemrat mashkullorë me **–al, -an, -ar, -ec, -el, -er, -et, -ez, -ii, -ir, -al, -on, -oz, -un**
2. Drejtshkrimi i nyjës së përparme
3. Drejtshkrimi i fjalëve njësh, ndaras dhe me vizë në mes

V. PËRDORIMI I SHKRONJAVE TË MËDHA
1. Tek emrat dhe mbiemrat e personave, epitetet ose ofiqet (nofkat) që janë pjesë përbërëse e tyre, si edhe tek pseudonimet.
2. Tek emërtimet e funksioneve shtetërore, politike e ushtarake, të gradave, të titujve fetarë etj.
3. Tek emërtimet e funksioneve zyrtare e shoqërore më të larta, titujt më të lartë të nderit në RSH dhe tek emërtimet e urdhrave e të medaljeve shtetërore.

4. Tek emrat e përvecëm të botës mitologjike e fetare, si edhe tek ato të figurave e të tregimeve popullore

5. Tek emërtimet gjeografike e territoriale-administrative si edhe tek emrat e tjerë të vendeve

6. Tek emërtimet e periudhave, të ngjarjeve, të akteve e të dokumenteve historike me rëndësi kombëtare ose ndërkombëtare, të monumenteve historike e të monumenteve të kultures

7. Tek emërtimet zyrtare(të sotme ose historike) të institucioneve të shtetit e të partive, si edhe tek emërtimet e organizatave shoqërore e të njësive ushtarake kryesore.

8. Tek emërtimet e festave kombëtare dhe ndërkombëtare

9. Tek titujt e gazetave, të revistave e të librave.

LITERATURA

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