

Culture of Democracy Through the Culture of Speech and its Didactics

*Semester Module and Session Plans
for Pre-Service Training of Future Teachers*

Preparing Future Teachers in the
Western Balkans:
Educating for Democracy and
Human Rights
2019-2022

Lulzim Ademi

Culture of Democracy Through the Culture of Speech and its Didactics

Lulzim Ademi

wwaabT n**m**mO mx mjkhjcm
bAm **W**E are a **T**E**A**M nmh
mv**v** **W**e are **F**R**I**E**N**D**S** vbni
wwaabT n**m**mO mx mjkhjcm

“Education is not preparation for life; education is life itself.”

John Dewey

This manual is part of the project

Preparing Future Teachers in the Western Balkans:

Educating for Democracy & Human Rights 2019 – 2022.

This module is intended for preschool educators by intertwining two contents- Methodology of educational work in the culture of speech and the culture of democracy.

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Design: Maja Raunik Kirkov

Publishers: The European Wergeland Centre, Oslo, Norway; PH Zürich – Department IPE. Zurich, Switzerland; Supported by the Norwegian Ministry of Foreign Affairs

Culture of Democracy through the Culture of speech and its Didactics / Lulzim Ademi

ISBN 978-82-999937-6-0

E-bok

In our work as project managers, we had the opportunity to support and accompany the lecturers of different universities and faculties in their work. We could see how intensively they created semester plans, taught them and collected feedback from the students. We could see how they incorporated democratic knowledge and democratic principles into their teaching, thus guiding the future young teachers in an exemplary way towards their new profession.

The present work is an example of such intensive work. The author Lulzim Ademi and the expert Rolf Gollob, who accompanied him, have managed to document the work at the university and to show in an exemplary way what it takes to do a successful job even under difficult conditions of Covid times. We are both pleased with this success and are proud to have accompanied and supported this work.

Jennie Holck-Clausen; Bojana Dujković-Blagojević

This publication is a result of the project *Preparing Future Teachers in the Western Balkans: Educating for Democracy & Human Rights 2019 – 2022*, led by the European Wergeland Centre. Funded by the Norwegian Ministry of Foreign Affairs and developed in close cooperation with the Department IPE of the Zurich University of Teacher Education, the project provides support for higher education institutions and universities in Albania, Bosnia and Herzegovina, Kosovo* Montenegro, North Macedonia and Serbia, that are interested in modernizing their teacher education courses, with an aim to improve the quality of teacher education for future teachers in the region.¹ The project is implemented together with 12 universities from the region and in cooperation with the Institute for Development of Education (Albania), Foundation, Education in Action (Bosnia and Herzegovina), Kosovo Education Centre (Kosovo*), the Bureau for Education Services (Montenegro), Bureau for Development of Education (North Macedonia) and the Institute for Improvement of Education (Serbia).

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*All references to Kosovo, whether to the territory, institution or population in the text shall be understood in full compliance with the UN Security Council Resolution 1244 and without prejudice of the status of Kosovo

1 The latest materials in the field of citizenship and human rights education developed by the Council of Europe and Zurich University is used as resources within the project. Examples of these materials are: Living Democracy Volumes I – VI: www.living-democracy.com, Reference Framework of Competence for a Democratic Culture (RFCDC): <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ccc07>, and Teaching Controversial Issues: <https://rm.coe.int/16806948b6>

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Introduction: University teaching sets the example

This manual contains the semester plan of a training module for prospective teachers as well as the detailed planning of all 11 semester units- week per week.

The module: **“Culture of Democracy Through the Culture of Speech and its Didactics”** was developed as part of the project Preparing Future Teachers Western Balkans, which was initiated by the European Wergeland Centre, financed by the Norwegian government and planned and implemented in cooperation with the Zurich University of Teacher Education.

The project focuses on three important issues. How can approaches and contents of democracy education and consideration of the newly developed Council of Europe approach to fostering a culture of democracy (RFCDC) be incorporated into teacher education? How can we incorporate the urgently needed practical orientation of teacher training, and how can university teaching in its form and approach become a good (methodological) example for future teachers.

Experts from Albania, Kosovo and Montenegro guaranteed that the regional conditions would be met and that the different experiences and professional approaches would be incorporated. All 12 participating universities are developing their own semester modules within the framework of the project, whereby some of them deal with democracy as such, while other modules (such as this one) have a specific content (here: Culture of speech with Didactics) and then attempt to transversally incorporate the methodological approaches to democracy education as well as appropriate content elements.

The present example is intended to show how this can succeed. After the first part, which presents the module in its overview, all 11 sessions (weekly events) are presented in a detailed plan. Since the module has already been taught, the evaluations are also integrated in this detailed planning.

Thanks to the presentations of the detailed planning, it becomes clear how much the planning paid attention to an active participation of all students, in which the Bloom’s taxonomy was actively used and is reflected in the work proposals for the students.

This author does not claim to be perfect. It is an example of a semester module implemented in real life and shows the students how to achieve their goals step by step.

For this, we sincerely thank the mentor Rolf Golob who with his tireless work always found time to support us, to advise us, to suggest us the right path until the achievement of the set goal. Thank you for this from the bottom of my heart, Professor Rolf Golob.

However, this is the first module at our faculty that integrates academic subject content (Culture of speech with Didactics) and democracy content.

The implementation was conducted at the Faculty of Pedagogy “St. Kliment Ohridski”, University “Ss. Cyril and Methodius” in Skopje, North Macedonia in the winter semester, October - December 2020, unfortunately due to the KOVID - 19 pandemic, the whole lesson took place online.

We truly hope that the module and session plans will encourage and support creative efforts to include the Culture of Democratic Citizenship / Human Rights Education in other academic and school subjects.

The illustrations chosen represent the content of the module: Language is an eternal and imaginative game. Letters and words are always put together anew. New contents, new meanings and a new interpretation of the world are created. The play with letters is therefore more than just a colourful embellishment. They become the language and the sign system of intercultural understanding and thus of the culture of speech.

The semester module: Culture of Democracy through the Culture of speech and its Didactics

Introduction: Why to do a careful semester planning?

The idea for the module **“Culture of Democracy through the Culture of speech and its Didactics”** was created during the training in Montenegro and in the original version all the knowledge gained during the training was implemented, which included many practical exercises in institutions where our students carry out pedagogical practice (the evidence is the proposal of a session which was positively evaluated and which we presented in the webinar). Unfortunately, the situation with the COVID-19 pandemic worsened and all activities with students were carried out online, at the same time the entry of our students in preschool institutions for the realization of pedagogical practice was banned. This forced us to make changes in the ideas for the realization of the planned sessions and to adapt them to the new conditions where we did everything online without being able to implement it in practice.

Thanks to the two-step planning work, this circumstance could be met. The following session plans show in detail how the objectives were implemented despite the restrictions. Of course, the lack of practice could not be compensated and this is the biggest shortcoming in these sessions presented. All the more intensive attention and reflection could be paid to the fact that active learning and thus the integration of all learners into the learning process was the focus. The students should experience and reflect on the active use of Bloom’s taxonomy and then apply it themselves.

A major challenge was also the adaptation of materials that are mainly intended for primary school students, for use in preschool institutions and how the values of democracy can be introduced to children of this age, children who are illiterate and to whom the material should be presented mainly through play and illustrations.

The main aim of this semester module is to engage students into learning process which can enable them to understand and implement both contents – culture of speech with didactics and democracy content.

Students will:

- gain and show knowledge and understanding of basic concepts, terms and fact in both contents;
- interpret, compare and organize strategies to explain contents in preschool age;
- construct and apply creative solutions for acquiring linguistic and democratic thinking in classroom settings;
- create tasks that stimulate creative, imaginative and critical thinking concerning culture of speech and democracy in preschool settings;
- select, classify and compare materials from the website living-democracy.com and Reference Framework on Competences for Democratic Culture (RFCDC) to build meaningful year and daily planning;
- Evaluate competences of future educators in acquiring democracy and culture of speech with the use of descriptors in both contents.

1.1. The Module overview

Title of the module:	Culture of Democracy through the Culture of speech and its Didactics, autumn 2020
Name of University:	Ss. Cyril and Methodius University, Skopje
Name of Faculty:	Faculty of Pedagogy "St. Kliment Ohridski"
Development Team:	Lulzim Ademi, Maja Raunik Kirkov, Vesna Makasevska
Implementing Lecturer:	Lulzim Ademi
Number of teacher students in the training:	18
Number of classes per week:	2 classes of lecture + 2 classes of practical work at the university + 1 class of practical work at preschool institution (was not done due to COVID – 19)
Number of class visits:	(due to the Corona virus situation we did not have class visits)
Number of lessons taught by teacher students:	The pandemic made it impossible this semester for the students to do any practical teaching/learning in schools.
Number of Model classes taught by the lecturer:	2

Short description of the module

This module is intended for preschool educators by intertwining two contents - Methodology of educational work in the culture of speech and democracy. This module will try to transfer the contents of the course Methodology of educational work in speech culture with which students will gain knowledge and skills that will be able to successfully hold activities in the field of language in preschool institutions and in parallel to introduce appropriate key competencies of democratic education, such as responsibility, rules and law, etc. The materials, which are available on the relevant website living-democracy.com, aim to encourage students to recognize which elements of the personal development of future citizens are essentially present in the field of language. The module also intends to use the Democratic Culture Competence Reference Framework (RFCDC) to identify forms of applied democratic culture integrated into playrooms and classrooms. This will be done by defining the recognizable descriptions for each session and reflect upon them after realisation with students. It is now common knowledge that every language is a product of the society in which it is spoken and that it is able to influence the society in which it is born. The changes that take place in a society are always reflected in language as living matter in a society. And that living matter is subject to changes that occur as a result of the process of globalization in the world. In the process of globalization, there is undoubtedly a melting of the linguistic and cultural diversity of nations. Well-known Slavic scholar and Balkan language expert Victor Friedman of the University of Chicago says that as students begin to understand another language, they improve their psychophysical predispositions. "Science shows that knowing multiple languages is good for communication, but also for children's brain development," Friedman explains.

Linguist Marjan Markovic says that speaking more languages enriches multiculturalism, and in a case like in Macedonia, it means a better society.

"We consider it a segment of our lives, but it is wider in Europe and in the world. We believe that speaking multiple languages is a segment of our lives; such is the situation in Europe and in the world. Multiculturalism or interculturalism, depending on the analogy is considered from several aspects, how people, carrying their cultures but also other elements of what constitutes culture, live, cooperate in a society where there are several types of culture, do they merge into something that could be called by a common name or retain segments of their uniqueness. People live, cooperate in a society where there is more than one culture, they merge in democratic ways- retain segments of their uniqueness and in the same time create multi-layered culture. These are the main benefits that are part of education for democracy, because it teaches children from an early age to respect differences.

Understanding of teaching about democracy and through democracy is a necessary basic competence for realization of the contemporary educational processes, which enables students- future teachers to establish democratic culture among their primary school students. With the knowledge and skills about democracy in education, teachers can be actively engaged in the use of the examples and inroads for understanding citizenship and human rights education in schools and in non-formal settings of education.

Resources to be used:

- a. Language content
- b. Language methodology
- c. Democracy: [www. living democracy](http://www.livingdemocracy.org)
- d. Democracy: Reference Framework of Competences for Democratic Culture, V 1-3

WE are a TEAM,



Competences for Democratic Culture addressed:

In each session, we will show integration of Culture of speech with Didactic and Democracy content as an integral semester module.

	Competences	Descriptors
Values	1 Valuing human dignity and human rights	No.1 Argues that human rights should always be protected and respected
	2 Valuing cultural diversity	No. 8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another No. 9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated
Skills	10 Autonomous learning skills	No. 60 Can select the most reliable sources of information or advice from a range available (advanced level). No. 61 Can assess the quality of his/her own work No. 63 Shows ability to monitor, define, prioritize and complete tasks without direct oversight
	11 Analytical and critical thinking	No. 68 Can identify any discrepancies, inconsistencies, or divergences in materials being analysed (advanced level). No. 69 Can use explicit and specifiable criteria, principles or values to make judgments
Attitudes	5 Respect	No. 29 Treats all people with respect regardless of their cultural background
	6 Civic-mindedness	No. 33 Expresses a willingness to co-operate and work with others
	7 Responsibility	No 43 Consistently meets commitments to others (advanced level).
	C9 Tolerance of ambiguity	No 50 Engages well with other people who have a variety of different points of view No 54 Works well in unpredictable circumstances
	C10 Autonomous learning skills	No 58 Shows ability to identify resources for learning (e.g. people, books, internet)
	C 13 Empathy	No 81 Accurately identifies the feelings of others, even when they do not want to show them
	C 14 Flexibility and adaptability	No 84 Adapts to new situations by using a new skill
	C 16 Co-operation skills	No 94 Builds positive relationships with other people in a group No 96 Works to build consensus to achieve group goals
	C17 Conflict-resolution skills	No 101 Can identify options for resolving conflicts No 103 Can encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns
Knowledge and critical understanding	19. Knowledge and critical understanding of language and communication	No. 114 Can explain how social relationships are sometimes encoded in the linguistic forms that are used in conversations (e.g. in greetings, forms of address, use of expletives)
	20. Knowledge and critical understanding of the world: cultures, religious, history, media	No. 120. Can reflect critically on how his/her own world is just one of many world views (basic level).

1.2. Module overview session by session:

In each session, we will show integration of Culture of speech with Didactic and Democracy content as an integral semester module.

Session 1: Culture of speech with didactics + Rights and freedom

Session No/Date	Topic of the session	Culture of speech with Didactic content:	Democracy content:	CDC addressed:	Session step by step (brief version)	Approximate Percentage division Lecturing, Activities, Practice
Student's preparation						
No preparation						
Session 1 5.11.2021	Meaning, Aims and Objectives of the subject: Culture of Speech in preschool education Implementation of children rights based on the right to use mother tongue and the right to learn other languages	Short introduction to the Aims and Objectives Comparison of the contents of the subject Culture of speech with Didactic with other learned methods	Key Concept: Rights and freedom (Children rights- in the context of the children rights to use language) Volume 2 Unit 8 Rights and freedom – My rights – your rights	C 1 D 1 C2 D8 D9	Lecturer: Introduction of the content of the subject Task for students: Comparison with the contents of other learned methods Lecturer: Relations of culture of speech and democracy Task for students: search on the web-site activity Volume 2 Unit 8 My rights – your rights	Lecturing: 40% Activities: 60% Practice: /
Homework/ Individual tasks						
Exploring activities aimed for primary school students on the site www.livingdemocracy.com .						

Session 2: Didactical principals + Government and politics

Session No/Date	Topic of the session	Culture of speech with Didactic content:	Democracy content	CDC addressed:	Session step by step (brief version)	Approx. Percentage division Lecturing, Activities, Practice
Student's preparation Exploring activities aimed for primary school students on the site www.livingdemocracy.com .						
Session 2 12.11.2020	Implementation of didactical principles in the Culture of speech Correlation of implementation between the principles used in Culture of speech and principles used in Government activities	Students will learn about the basic laws that govern objective reality, especially those that govern human society. How do those laws and principles of upbringing become principles of learning that didactics deals with and are implemented in various methodologies.	Key Concept: Government and Politics Volume 1 Part1 Unit 1 Politics, democracy & democratic governance of schools	C7 D 43 C9 D50, C11 D64	Lecturer: Explains the laws that govern the world and human society. Introduction of the didactic principles used in the Culture of speech Task for students: to recognize the similarities and differences between the didactical principles of the methodics they have studied in previous semesters Lecturer: Explains the principles used in the subject Culture of speech with Didactics Task for students: to correlate the implementation between the principles used in Culture of speech and principles used in Government activities based on the task V1 P1 U1	Lecturing: 40% Activities: 60% Practice:
Homework / Individual tasks Students have to find examples of principles used by the Government in defining Rules and Laws in the use of language.						

Session 3: Culture of Speech + Rules and Law

Session No/Date	Topic of the session	Culture of speech with Didactic content:	Democracy content	CDC addressed:	Session step by step (brief version)	Approximate Percentage division Lecturing, Activities, Practice
Student's preparation						
To explore the CDC key concept Rules Law						
Session 3 17.11.2020	Structure and Dynamic of the Activities in the Subject: Culture of Speech Rules and Law in defining the dynamic of the activities in the Culture of Speech	Students are introduced to the structure and dynamics of activities in the field of culture of speech expression	Key Concept: Rules & Law Volume 2 Unit 5 Lesson 1 Why do we need rules and laws?	C 10 D 60, D 61 C 11 D 68	Lecturer: Explains that in order to achieve goal in each planned activity a certain structure and examples should be implemented Task for students: Students compare if the structure of activities is similar in all learned subjects and how they differ Lecturer: Explains all segments of the structure of activities and specificity of its use in the Culture of Speech Task for students: V2U5L1 in the activities in the Culture of Speech	Lecturing: 40% Activities: 60% Practice:
Homework / Individual tasks						
To create activities based on its detailed structure						

Session 4: Specific Methods + Equality

Session No/Date	Topic of the session	Culture of Speech with Didactic content:	Democracy content	CDC addressed:	Session step by step (brief version)	Approximate Percentage division Lecturing, Activities, Practice
Student's preparation						
e-materials- Reference Framework of competences Vol 2 : 15-23						
Session 4 26.11.2020	Specific Methods of Development of Culture of Speech in Preschool Age Implementation of the methods of Development of Culture of Speech in accordance with the equality in personal treatment of the child	Knowledge and understanding of the meaning and the use of didactic methods in language education Identification and selection of didactic forms in language teaching	Key Concept: Equality Understanding the EDC key concept – of equality in the context of language learning and use of language Volume 3 Part 1 Unite 2 Lesson 1 Differences and similarities Am I equal? Am I different?	C 6 D 33 C 10 D 58 C 16 D 94	Lecturer: Introduction of didactic methods in language teaching, specificity of selection of the methods in early language teaching Task for students: Discussion about similarities and differences in general didactic methods vs. methods of early language teaching Lecturer: Explanation of the descriptors in the context CDC Task for students: V3 P1 U2 L1 Presentation and plenary discussion	Lecturing: 30% Activities: 70% Practice: /
Homework/ Individual tasks						
Students have to search through the web-site for the lesson planning about additional activities for the key concept Rules and Law ; to relate it with one activity in the early language learning.						

Session 5: Planning + Rules and Law

Session No/Date	Topic of the session	Culture of Speech with Didactic content:	Democracy content	CDC addressed:	Session step by step (brief version)	Approximate Percentage division Lecturing, Activities, Practice
Student's preparation What is educational planning? https://unesdoc.unesco.org/ https://www.sciencedirect.com/topics/social-sciences/educational-planning						
Session 5 3.12.2020	Planning of the Educational Work, Principles of Planning, Short-term Daily Planning Rules in definition of Daily Planning in Culture of Speech teaching and learning as a base for creation of learning schedules	Students gain knowledge about planning in Culture of Speech teaching and learning, the principles of planning, daily planning	Key Concept: Rules and Law Volume 1 Part 3 Unit 2 Tool 1 Worksheet for students to plan their learning schedules	C8 D 45, D 46 C10 D 62	Lecturer: Introduction about the educational planning, types, components and principles of planning in language learning Task for students: To analyse the differences between macro and micro planning in language learning Lecturer: Rules in definition of Daily Planning in Culture of Speech Task for students: V1 P3 U2 T1 Creation of learning schedules and one daily preparation	Lecturing: 30% Activities: 70% Practice: /
Homework/ Individual tasks Creation of week planning in language learning						

Session 6: Observation + Responsibility

Session No/Date	Topic of the session	Culture of Speech with Didactic content:	Democracy content	CDC addressed:	Session step by step (brief version)	Approximate Percentage division Lecturing, Activities, Practice
Student's preparation						
To explore <u>Volume 2 Unit 7 Lesson 1 Responsibility</u>						
Session 6 10.12.2020	<p>Observation and Perception of Children in the Context of Culture of Speech Development</p> <p>Responsibility of observation and perception as a key competence in the work of each preschool teacher</p>	Importance of understanding the necessity of adequate observation and perception in the function of early language development	<p>Key concepts Responsibility</p> <p>Volume 2 Unit 7 Lesson 1 Responsibility</p>	<p>C 12 D 71 D73</p> <p>C13 D 78</p>	<p>Lecturer: Explanation of the concept of observation and perception of children in early age in the context of work of preschool institutions</p> <p>Task for students: Discussion about characteristic of observation and perception in everyday life</p> <p>Lecturer: Explanation of various types of observation and perception in work of the preschool teacher</p> <p>Task for students: V2 U7 L1 Presentation of the results</p> <p>Plenary discussion about importance of responsible behaviour of a teacher in preschool upbringing and education</p>	<p>Lecturing: 30%</p> <p>Activities: 70%</p> <p>Practice: /</p>
Homework/ Individual tasks						
Treasure hunt – search for the word Identity in the site www.livingdemocracy.com .						

Session 7: Types of speech + Identity

Session No/Date	Topic of the session	Culture of Speech with Didactic content:	Democracy content	CDC addressed:	Session step by step (brief version)	Approximate Percentage division Lecturing, Activities, Practice
Student's preparation						
Treasure hunt – search for the word Identity in the site www.livingdemocracy.com .						
Session 7 14.12.2020	Origin and Development of Speech in Children, concept and types of Speech, Basic Speech Elements and Components Identity as a basic element of speech development	Student will be introduced with the origin and development of speech, the basic elements of speech and its components The student realizes that language and speech are part of human identity	Key concept: Identity Volume 2 Unit 1 Lesson 1 This is what I like	C14 D84 C17 D101 D103	Lecturer: Explanation of the origin and development of speech Task for students: Discuss whether and how speech and language are part of human identity based on the activity V2 U1 L1 Lecturer: Explains the various types of speech Task for students: Students discuss the types of speech and explain them with personal examples	Lecturing: 30% Activities: 70% Practice: /
Homework/ Individual tasks						

Session 8: Speech development + Identity

Session No/Date	Topic of the session	Culture of Speech with Didactic content:	Democracy content	CDC addressed:	Session step by step (brief version)	Approximate Percentage division Lecturing, Activities, Practice
Student's preparation						
Session 8 17.12.2020	Pathway of Speech Development and Factors of Speech Development	The student learns about the developmental pathways of speech and the characteristics of each period of development Students will distinguish characteristic of speech development as a part of each child identity and understand identity as one of key concept of EDCHR	Key Concept: Identity Volume 5 Part 1 Unit 1 I have a name – we have a school	C 13 D 81 C 16 D94 D96	Lecturer: Explains that the developmental path of speech is divided into two periods and the first developmental period is explained Task for students: Students discuss all phases of the pre-linguistic period and identify the phases to which children belong Lecturer: The second development period and its characteristics will be explained Task for students: Students discuss how identity influences speech in the linguistic period Volume 5 Part 1 Unit 1 I have a name – we have a school	Lecturing: 30% Activities: 70% Practice: /
Homework/ Individual tasks Writing an essay: Bilingualism – a problem for identity or not?						

Session 9: Bilingualism + Diversity and Pluralism

Session No/Date	Topic of the session	Culture of Speech with Didactic content:	Democracy content	CDC addressed:	Session step by step (brief version)	Approximate Percentage division Lecturing, Activities, Practice
Student's preparation						
Session 9 21.12.2020	Bilingualism and Bilingual Children	<p>Bilingualism as a phenomenon and its reflection on the language development of children</p> <p>Language diversity in society</p> <p>Introduction of the concept of "Diversity and pluralism" as one of the key Concepts of EDC / HRE (understanding in the context of language differences)</p>	<p>Key Concept: Diversity and pluralism</p> <p>Volume 6 Chapter 1</p> <p>Excercise 1.4 "A bouquet of flowers"</p>	<p>C2 D11</p> <p>C3 D 12</p> <p>C12 D 71</p>	<p>Lecturer: Bilingualism – appearance, forms, problems, specifics</p> <p>Task for students: write key words as a base for discussion if bilingualism is visible from one's speech</p> <p>Lecturer: Methodical instructions for development of culture of speech in bilingual children</p> <p>Task for students: Plenary discussion about possibility of distinguishing the first language in bilingual children</p> <p>Task for students: distinguish and compare specificities in learning languages in bilingual children</p>	<p>Lecturing: 40%</p> <p>Activities: 60%</p> <p>Practice:</p>
Homework/ Individual tasks <p>Students analyse and combine strategies and techniques for stimulation of creativity in primary school context according to children's age.</p>						

Session 10: Didactic games + Media

Session No/Date	Topic of the session	Culture of Speech with Didactic content:	Democracy content	CDC addressed:	Session step by step (brief version)	Approximate Percentage division Lecturing, Activities, Practice
Student's preparation						
Students read about the functions of the media and find voice games in one of the media.						
Session 10 24.12.2020	Didactic games in Culture of Speech Development Didactic games and the new media as an example of democratic way of teaching and learning: correlation, importance	Students gain knowledge about didactic speech games are and their importance in the development of speech culture in early age	Key Concept: Media Volume 2 Unit 9 Lesson 4 We plan a media product	C 10 D63 C11 D 69 C19 D 114	Lecturer: Explanation of the concept of speech didactic games Task for students: Students finds and show the examples of didactic games in other teaching subjects Lecturer: Explanation about the importance of didactic language games as a one of the most efficiency tools for enriching children vocabulary in early age Task for students: Students discuss about possibility to include media in creation of didactical speech games	Lecturing: 40% Activities: 60% Practice:
Homework / Individual tasks						
Web based search – research what is communication and ways of communication						

Session 11: Teacher's speech + Conflict

Session No/Date	Topic of the session	Culture of Speech with Didactic content:	Democracy content	CDC addressed:	Session step by step (brief version)	Approximate Percentage division Lecturing, Activities, Practice
Student's preparation web based search – research on what is communication and ways of communication						
Session 11 28.12.2020	Educator communication, teacher's speech quality	The students learn what communication is, what types and ways of communication there are Communication and solving problems in conflict	Key Concept: Conflict V1 P3 U2 T15 Holding debates	C5 D27 C12 D70 D71 C15 D88 D89	Lecturer: explains what communication is and defines the types of communication Task for students: Students share personal examples of the types of communication they have recognized Lecturer: explains the way of communication as a process of direct interaction through questions and conversation Task for students: Communication and solving problems in conflict based on the activities V1 P3 U2 T15 Holding debates	Lecturing: 30% Activities: 70% Practice
Homework / Individual tasks						

1.3 Comment

For the first time I was faced with the challenge of merging two contents that at first glance have nothing in common and this at first scared me that I might not be able to do this successfully and that students probably would not win appropriate competencies in the core subject. My job was especially difficult because I also had to adapt the content from democracy, which is mainly dedicated to primary school students, for preschool children. But the work of students who constantly asked and gave suggestions on how we could do this in preschool institutions and with young children made my job easier. This made me think that these contents should be adapted for preschool children as well and to train future educators to introduce content from democracy to their children through their activities through games and illustrations.

Because educating an individual who will contribute to the society should start at an early age.

2. Detailed Session Plans

Introduction: Prepared in detail for the whole semester

In the detailed planning of the sessions we presented the planning of the realization of the contents from the democracy incorporated in the realization of the contents of the course culture of speech with didactics. Distribution of teaching time (by the Lecturer) was also included in the planning and active learning time through work and processing assignments should show that learning for all can only happen if everyone is integrated into the active learning approaches.

We have provided various activities for students that were implemented in the on- line lecturing.

The main goal was to activate different level of student's thinking, to stimulate critical and creative approach and to evaluate their achievements. In the realization of the module at the university, students experienced model class teaching conducted by the lecturer.

More difficult was to provide the same quality of transmission of information, as well as gaining adequate knowledge by on-line sessions.

But shortened time for contact with the student during on-line session, forced us to become more focused on each detail of the lecturing. The precise planning of the time needed was crucial.

Before each session was conducted, we sent preparatory task to students, in that way providing necessary basic information for the start of the session.

As I mentioned above, the most challenging was adaptation of CDC/HRE content for preschool children. All contents in the manuals are intended for primary school students, so we had to adapt those contents to the age of preschool children.



2.1 Session 1: Meaning, Aims and Objectives: Culture of Speech in preschool education

Democracy Content: Key concept- Rights and freedom

Competences for Democratic Culture: No. 1, 2

Date: 5.11.2020	Time: 9:00-10:30 11:00-12:20	Room: on-line
Session No. 1		Lecturer(s): Lulzim Ademi

Part I – General information

Title of Session:	<ul style="list-style-type: none"> - Meaning, Aims and Objectives of the subject: Culture of Speech in preschool education; - Implementation of children rights based on right on the use on mother tongue and the right for learning other languages 		
Overview, issues addressed:	<ul style="list-style-type: none"> - Short introduction to the Aims and Objectives; - Comparison of the contents of the subject: Culture of speech with Didactic with other previously learned methodics; - Introduction of the concept of “Rights and freedom” as one of the key Concepts of EDC / HRE (understanding in the context of language differences). 		
Aims and learning outcomes:	<ul style="list-style-type: none"> - Students will discuss and compare about the contents, similarities and differences of this subject with other learned methodics; - Students will find and relate EDC/HRE key concepts from the site; - Students will solve task Volume 2 Unit 8 My rights – your rights; - Students will discuss about rights and freedom based on the search and realization of the activity. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	/
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> preschool teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
RFCD: Competences (C) and descriptors (D) to be applied or trained:	C1 Valuing human dignity and human rights D1 Argues that human rights should always be protected and respected C2 Valuing cultural diversity D 8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another. C2 Valuing cultural diversity D 9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated.		
Room preparation, infrastructure (board, beamer, flipchart etc.):	No		

Part II – Session step by step:

Lecture and group work/discussions: 9:00 – 9:40

Part 1: 9:00 - 09:20

Lecturer:

Introduction of the content of the subject.

Part 2: 09:20 -09:40

Task for students:

Discussion and comparison about the contents, similarities and differences of this subject with other learned methodics.

Part 3: 09:40 - 10:00

Lecturer:

Relations of culture of speech and democracy.

Introduction of the web-site living democracy.com and key concepts.

Part 4: 10:00 – 10:30

Task for students:

Students will search on the web site, find and relate EDC/HRE key concepts from the site.

Students will solve task Volume 2 Unit 8 My rights – your rights.

Presentation of the results, plenary discussion: Students will discuss about rights and freedom based on the search and implementation of the activity.

Part 5: Homework

Exploring activities aimed for primary school students on the site [www. Living democracy.com](http://www.Livingdemocracy.com).

Part 6: 12:00 -12:20

Debriefing and evaluation of the session:

Plenary discussion with students about the session implementation.

Part III – Report (Debriefing and evaluation):

General remarks from students:	The students expressed their satisfaction about working together again, although in completely different conditions due to the pandemic, and said that they hoped that some knowledge they already had from other methodologies will help them in the methodology of the language. They expressed interest in learning about democracy in the educational process, although so far they have not addressed this topic in any subject but have only general knowledge. Some students asked if this part would complicate the process of acquiring knowledge in the subject methodology of language.
Debriefing of the Culture of Speech Content including homework	<ul style="list-style-type: none">- Student will learn meaning, aims and objectives of the subject: Culture of Speech in preschool education;- Students will discuss and compare about the contents, similarities and differences of this subject with other learned methodics.

Debriefing of the Democracy (EDC/HRE) content	<ul style="list-style-type: none"> - Students will find and relate EDC/HRE key concepts from the site; - Students will solve task Volume 2 Unit 8 My rights – your rights; - Students will discuss about rights and freedom based on the search and implementation of the activity.
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C1 Valuing human dignity and human rights</p> <p>D1 Argues that human rights should always be protected and respected</p> <p>The students confirm that human rights must always be respected and protected, starting from individual to national rights, all of which they argued in the discussion with examples that they know and giving concrete examples of how to protect and respect the rights of children in preschool institutions.</p> <p>C2 Valuing cultural diversity</p> <p>D 8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another</p> <p>The students in the discussion showed that in a multi-national environment cultural diversity should be highly respected, because often in such places children can be in a situation to be “different” from the other.</p> <p>C2 Valuing cultural diversity</p> <p>D 9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated</p> <p>In the discussion students showed that cultural diversity in society should be positively assessed as a priority of society and not as a problem for society. Students also showed many examples from various conducted trainings where they have worked towards the positive evaluation of cultural diversity.</p>
General remarks by the lecturer:	Such a union of the two fields is a novelty for me as well, it is a challenge that we hope will turn out positively. The interest and preparation for cooperation by the students give me hope that this will succeed.

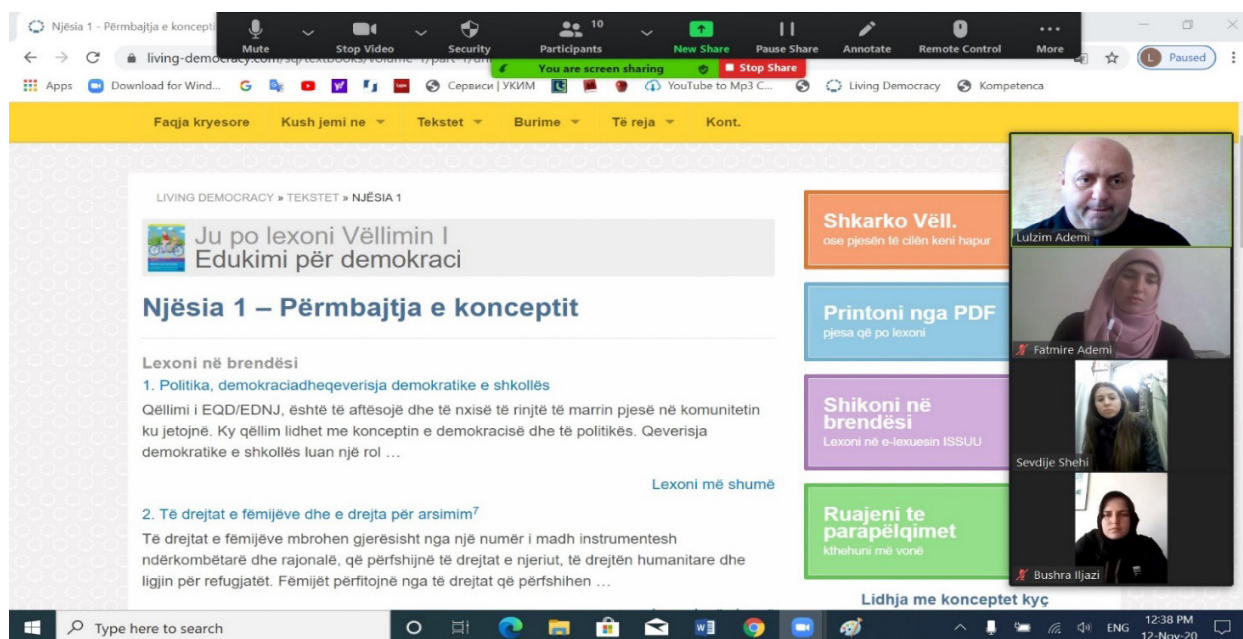


Photo 1. Introduction of the web-site living democracy.com and key concepts

2.2 Session 2: Implementation of didactical principles in the Culture of speech

Democracy Content: Key concept- Government and Politics

Competences for Democratic Culture: No. 7,9,11

Date: 12.11.2020	Time: 11:00-12:00 12:00-13:20	Room: on-line
Session No. 2		Lecturer(s): Lulzim Ademi

Part I – General information

Title of Session:	<ul style="list-style-type: none"> - Implementation of didactical principles in the Culture of speech; - Correlation of implementation between the principles used in Culture of speech and principles used in Government activities. 		
Overview, issues addressed:	<ul style="list-style-type: none"> - Students will learn about the basic laws that govern objective reality, especially those that govern human society; - How do those laws and principles of upbringing become principles of learning that didactics deals with and how are they implemented in various methodologies. 		
Aims and learning outcomes:	<ul style="list-style-type: none"> - Students recognize similarities and differences between the didactical principles of the methodical subjects they have studied in previous semesters; - Students will find and name the basic laws that govern objective reality and human society; - Students will explain how do those laws and principles of upbringing become principles of learning that didactics deals with and are implemented in various methodics; - Students will correlate the implementation between the principles used in Culture of speech and principles used in Government activities. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	/
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> preschool teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
RFCD: Competences (C) and descriptors (D) to be applied or trained:	C 7 Responsibility D 43 Consistently meets commitments to others C 9 Tolerance of ambiguity D 50 Engages well with other people who have a variety of different points of view C11 Analytical and critical thinking skills D 64 Can identify similarities and differences between new information and what is already known		
Room preparation, infrastructure (board, beamer, flipchart etc.):	No		
Materials needed	No		

Part II – Session step by step:

Lecture and group work/discussions: 11:00 – 13:30

Part 1: 11:00 - 11:20

Lecturer:

Explains the laws that govern the world and human society. Introduction of the didactic principles used in the Culture of speech.

Part 2: 11:20 -11:40

Task for students:

To **recognize** the similarities and differences between the didactical principles of the methodics they have studied in previous semesters.

Part 3: 11:40 - 12:00

Lecturer:

Explains the principles used in the subject Culture of speech with Didactics.

Part 4: 12:00 – 12:40

Task for students:

Students will find and **name** the basic laws that govern objective reality and human society.

They will **explain** how do those laws and principles of upbringing become principles of learning that didactics deals with and are implemented in various methodics

Students will **correlate** the implementation between the principles used in Culture of speech and principles used in a Government activities based on the task Politics, democracy & democratic governance of schools V1 P1 U1.

Part 5: Homework

Students have to find examples of principles used by the Government in defining Rules and Laws in the use of language.

Part 6: 12:40 -13:20

Debriefing and evaluation of the session:

Plenary discussion with students about realization of session.

Part III – Report (Debriefing and evaluation):

General remarks from students:	The students said that the opportunity to observe and compare the similarities and differences between the didactic principles in the subjects of the methodologies they follow during their studies enables them to understand them better.
Debriefing of the Culture of Speech Content including homework	<ul style="list-style-type: none">- Students will recognize the similarities and differences between the methodological principles of the subjects they had studied in the previous semesters and the subjects they will study in the following semester;- Students will learn how didactic principles are implemented in the subject of the culture of expression.
Debriefing of the Democracy (EDC/ HRE) content	<ul style="list-style-type: none">- Students will find and name the basic laws that govern objective reality and human society;- Students will explain how do those laws and principles of upbringing become principles of learning that didactics deals with and are implemented in various methodics;- Students will correlate the implementation between the principles used in Culture of speech and principles used in Government activities.

Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C 7 Responsibility</p> <p>D 43 Consistently meets commitments to others</p> <p><i>By the joint work that we have had so far (from previous years) the students have shown that they are responsible and that they can and want to meet each other's needs - they showed this by exchanging different work materials that I sent. Especially when I consider the fact that in this group there are also students who are from different generations because they did not pass the exam last semesters, and they have participated, too.</i></p> <p>C 9 Tolerance of ambiguity</p> <p>D 50 Engages well with other people who have a variety of different points of view</p> <p><i>In discussions with students about the laws that govern objective reality and society, different opinions were expressed. There were some discussions that were opposed between them, but all the time the discussions did not cross the point of serious opposition and there were no conflicts between them on any basis (students come from different places, often localism can be the basis of different objections).</i></p> <p>C11 Analytical and critical thinking skills</p> <p>D 64 Can identify similarities and differences between new information and what is already known</p> <p><i>By showing the similarities that these principles have between different subjects of methodologies, and especially by distinguishing the specifics in the application of these principles in the subject of culture of expression, the students showed that they have analytical and critical thinking skills.</i></p>
General remarks by the lecturer:	<p>During the lectures and discussions, the frequent interruptions of the internet, especially to the students from the villages of Kumanovo, made it a little bit difficult to achieve the goals because the discussion often had to be interrupted until all the students were connected.</p>



Photo 2. Discussion similarities and differences between the didactical principles of the methodics they have studied in previous semesters

2.3 Session 3: Structure and Dynamic of the Activities in the Subject: Culture of Speech

Democracy Content: Key concept- Rules & Law

Competences for Democratic Culture: No. 10, 11

Date: 17.11.2020	Time: 11:00-12:00 12:00-13:00	Room: on-line
Session No. 3		Lecturer(s): Lulzim Ademi

Part I – General information

Title of Session:	<ul style="list-style-type: none"> Structure and Dynamic of the Activities in the Subject: Culture of Speech; Rules and Law in defining the dynamic of the activities in the Culture of Speech. 		
Overview, issues addressed:	<ul style="list-style-type: none"> Introduction to the structure and dynamics of activities in the field of culture of speech expression; Comparison if the structure of activities is similar in all learned subjects and how they differ; Rules and Law in defining the dynamic of the activities in the Culture of Speech. 		
Aims and learning outcomes:	<ul style="list-style-type: none"> Students will compare the structure of activities in Culture of speech with Didactic with the structure of activities in other methodics; Students will find segments of the structure of activities and explain their specific use in the Culture of Speech; Students will solve task Volume 2 Unit 5 L1 Why do we need rules and laws; Students will discuss about rules and laws in everyday life and their impact on Culture of Speech. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	/
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> preschool teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
RFDC: Competences (C) and descriptors (D) to be applied or trained:	C10 Autonomous learning skills D60 Can learn about new topics with minimal supervision D61 Can assess the quality of his/her own work C11 Analytical and critical thinking skills D68 Can identify any discrepancies or inconsistencies or divergences in materials being analysed		
Room preparation, infrastructure (board, beamer, flipchart etc.):	No		
Materials needed	No		

Part II – Session step by step:

Lecture and group work/discussions: 11:00 – 13:00

Part 1: 11:00 - 11:20

Lecturer:

Explains that in order to achieve the goal of an activity, a certain structure must be implemented.

Part 2: 11:20 -11:40

Task for students:

Discussion and comparison about similarities and differences of the structure of activity in all learned subjects.

Part 3: 11:40 - 12:00

Lecturer:

Explains all segments of the structure of activities and its specific use in the Culture of Speech.

Part 4: 12:00 – 12:30

Task for students:

Students will **discuss** specific structure of activities in the Culture of Speech with example.

Students will solve task Volume 2 Unit 5 Lesson 1 Why do we need rules and laws.

Presentation of the results, plenary discussion: Students will discuss about what kinds of rules are necessary for learning, living and playing together in school.

Part 5: Homework

To create activities based on its detailed structure.

Part 6: 12:30 -13:00

Debriefing and evaluation of the session:

Plenary discussion with students about implementation of the session.

Part III – Report (Debriefing and evaluation):

General remarks from students:	The students emphasized that they are aware of the structure and dynamics in general from the subjects they have attended so far, but stressed that for the first time this knowledge is explained to them through rules and laws and how they also affect the sphere of speaking culture.
Debriefing of the Culture of Speech Content including homework	<ul style="list-style-type: none">- Students will compare the structure of activities in Culture of speech with Didactic with the structure of activities in other methodics- Students will find segments of the structure of activities and explain their specific use in the Culture of Speech.
Debriefing of the Democracy (EDC/ HRE) content	<ul style="list-style-type: none">- Students will solve task Volume 2 Unit 5 L1 Why do we need rules and laws;- Students will discuss about rules and laws in everyday life and their impact on Culture of Speech

Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C10 Autonomous learning skills</p> <p>D60 Can learn about new topics with minimal supervision</p> <p><i>Students in their discussions about the structure of activities proved that they could learn without supervision, they themselves showed the specifics in activities in the field of culture of expression.</i></p> <p>D61 Can assess the quality of his/her own work</p> <p><i>I did not succeed in noticing whether they had achieved this descriptor as a whole, partly demonstrated the ability to evaluate work, but it had more to do with group work.</i></p> <p>C11 Analytical and critical thinking skills</p> <p>D68 Can identify any discrepancies or inconsistencies or divergences in materials being analysed</p> <p><i>In the analysis of the structures of activities in different fields that was learned in previous and in this semester, students identified the parts of the activities that match. However, there were also parts that didn't match, and students illustrated them with the examples of the mismatch of activity in the field of culture of expression and that of physical education.</i></p>
General remarks by the lecturer:	<p>This is a topic that due to the knowledge and debates that students have done in previous subjects, is easy to work through examples and comparisons between different methodologies.</p>

The screenshot shows a web browser window with the address bar displaying 'living-democracy.com/sq/textbooks/volume-2/unit-5/lesson-1/'. The page content is in Albanian and includes a navigation bar with links like 'Faqja kryesore', 'Kush jemi ne', 'Tekstet', 'Burime', 'Të reja', and 'Kont.'. The main content area is titled 'Metodat' and 'Përshkrimi i mësimi'. The sidebar on the right contains several video thumbnails with titles such as 'Shkarko Vëll.', 'Printoni nga PDF', 'Shikoni në brendësi', 'Ruajeni te parapëlqimet', and '#Rregullat dhe ligjet'. Below the thumbnails, there is a list of participants with their names and profile pictures: Lulzim Ademi, Haxhere Ramadani, Sevdije Shehi, and Semra Ramani. The bottom of the browser window shows the Windows taskbar with the search bar and various application icons.

Photo 3. Explanation task Volume 2 Unit 5 Lesson 1 Why do we need rules and laws

2.4 Session 4: Specific Methods of Development of Culture of Speech in Preschool Age

Implementation date: 26.11.2020

Democracy Content: Key concept- Equality

Competences for Democratic Culture: No. 6, 10, 16

Date: 17.11.2020	Time: 11:00-12:00 12:00-13:00	Room: on-line
Session No. 3		Lecturer(s): Lulzim Ademi

Part I – General information

Title of Session:	<ul style="list-style-type: none"> - Specific Methods of Development of Culture of Speech in Preschool Age; - Implementation of the methods of Development of Culture of Speech in accordance with the equality in personal treatment of the child. 		
Overview, issues addressed:	<ul style="list-style-type: none"> - Knowledge and understanding of the meaning and the use of didactic methods in language education; - Identification and selection of didactic methods in language teaching; - Similarities and differences in general didactic methods vs. methods of early language teaching; - Understanding the EDC key concept – of equality in the context of language learning and use of language. 		
Aims and learning outcomes:	<ul style="list-style-type: none"> - Students will discuss about similarities and differences in general didactic methods vs. methods of early language teaching; - Students will identify and select didactic forms in language teaching; - Students will solve task Volume 3 Part 1 Unit 2 Lesson 1 Differences and similarities Am I equal. Am I different? - Students will understand EDC key concept – of equality in the context of language learning and use of language Culture of Speech. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	/
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> preschool teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
RFDC: Competences (C) and descriptors (D) to be applied or trained:	C6 Civic-mindedness D36 Expresses a willingness to co-operate and work with others C10 Analytical and critical thinking skills D58 Autonomous learning skills C16 Co-operation skills D94 Builds positive relationships with other people in a group		
Room preparation:	No		
Materials needed	No		

Lecture and group work/discussions: 11:00 – 13:00

Part 1: 11:00 - 11:20

Lecturer:

Introduce didactic methods in language teaching, specificity of selection of the methods in early language teaching.

Part 2: 11:20 -11:40

Task for students:

Discussion about similarities and differences in general didactic methods vs. methods of early language teaching.

Part 3: 11:40 - 12:00

Lecturer:

Explains the descriptors in the context CDC.

Part 4: 12:00 – 12:30

Task for students:

Students will solve task Volume 3 Part 1 Unit 2 Lesson 1 Differences and similarities Am I equal. Am I different?

Presentation of the results, plenary discussion: Students will explain equalities and differences between people and discuss some consequences of being different.

Part 5: Homework

Students have to search through the web site for the lesson planning about additional activities for the key concept **Rules and Law**; to relate it with one activity in the early language learning.

Part 6: 12:30 -13:00

Debriefing and evaluation of the session:

Plenary discussion with students about realization of session.

Part III – Report (Debriefing and evaluation):

General remarks from students:	The students emphasized that in the methodology courses they learned in the previous semesters, they had the opportunity to see the specific methods of those courses in practice they developed in preschool institutions, and now they work on this topic online and cannot see how it works in practice.
Debriefing of the Culture of Speech Content including homework	<ul style="list-style-type: none">- Students will discuss about similarities and differences in general didactic methods vs. methods of early language teaching;- Students will identify and select didactic forms in language teaching.
Debriefing of the Democracy (EDC/ HRE) content	<ul style="list-style-type: none">- Students will solve task Volume 3 Part 1 Unit 2 Lesson 1 Differences and similarities Am I equal. Am I different?- Students will understand EDC key concept – of equality in the context of language learning and use of language Culture of Speech

Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C6 Civic-mindedness</p> <p>D36 Expresses a willingness to co-operate and work with others</p> <p><i>Students constantly expressed willingness to collaborate and work with each other. They exchanged various materials they possess, informed the students by correspondence about the topics we have passed, about the obligations they have and sent them the notes they receive during the class.</i></p> <p>C10 Analytical and critical thinking skills</p> <p>D58 Autonomous learning skills</p> <p><i>Students achieved this descriptor; they learned independently, they independently performed all the tasks given to them individually. In this case, they learned and have chosen the tasks from Volume 3 Part 1 Unit 2 Lesson 1 Differences and similarities Am I equal. Am I different?</i></p> <p>C16 Co-operation skills</p> <p>D94 Builds positive relationships with other people in a group</p> <p><i>The students constantly confirmed this competence; this is noticed in the cooperation with the students who did not pass this exam in the previous years and joined the group this year semester. Although they are together for the first time, that does not stop them from cooperating successfully</i></p>
General remarks by the lecturer:	<p>This topic provoked a wide discussion on equality starting from the gender to the nationality, and proved that different opinions were seen well when arguments in defence of attitudes were provided.</p>

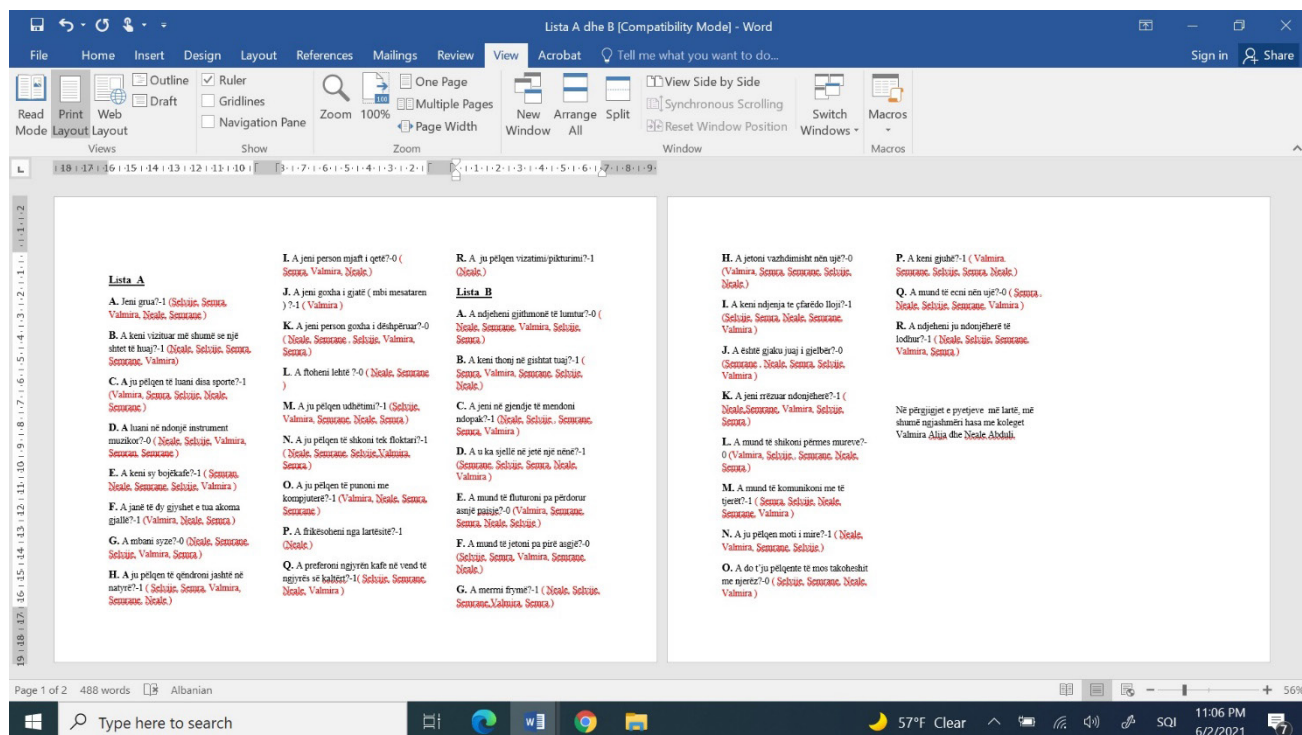


Photo 3. Task Volume 3 Part 1 Unit 2 Lesson 1 Differences and similarities between students

2.5 Session 5: Planning of the Educational Work, Principles of Planning

Democracy Content: Key concept – Rules and Law

Competences for Democratic Culture: No. 8, 10

Date: 3.12.2020	Time: 11:00-12:00 12:00-13:00	Room: on-line
Session No. 5		Lecturer(s): Lulzim Ademi

Part I – General information

Title of Session:	<ul style="list-style-type: none"> - Planning of the Educational Work, Principles of Planning, Short-term Daily Planning; - Rules in realization of Daily Planning in Culture of Speech teaching and learning as a base for creation of learning schedules. 		
Overview, issues addressed:	<ul style="list-style-type: none"> - Standards and procedures in planning in Culture of Speech teaching; - Learning the principles of planning; - Differences between macro and micro planning in language learning; - Rules in realization of Daily Planning in Culture of Speech teaching and learning as a base for creation of learning schedules. 		
Aims and learning outcomes:	<ul style="list-style-type: none"> - Students will understand concept of educational planning, types, components and principles of planning in language learning; - Students will analyse the differences between macro and micro planning in language learning; - Students will solve task Volume 1 Part 3 Unit 2 Tool 1 Worksheet for students to plan their learning schedules. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	/
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> preschool teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
RFDC: Competences (C) and descriptors (D) to be applied or trained:	C8 Self-efficacy D45 Expresses the belief that he/she can carry out activities that he/she has planned D46 Expresses a belief in his/her own ability to navigate obstacles when pursuing a goal C10 Autonomous learning skills D62 Can select the most reliable sources of information or advice from the range available		
Room preparation, infrastructure (board, beamer, flipchart etc.):	No		
Materials needed	No		

II – Session step by step:

Lecture and group work/discussions: 11:00 – 13:00

Part 1: 11:00 - 11:20

Lecturer:

Introduction about the educational planning, types, components and principles of planning in language learning.

Part 2: 11:20 -11:40

Task for students:

Discussion about the differences between macro and micro planning in language learning.

Part 3: 11:40 - 12:00

Lecturer:

Explains rules in realization of Daily Planning in Culture of Speech.

Part 4: 12:00 – 12:30

Task for students:

Students will solve task Volume 1 Part 3 Unit 2 Tool 1 Worksheet for students to plan their learning schedules.

Presentation of the results, plenary discussion: Students will create and discuss about their learning schedules.

Part 5: Homework

Students have **to create** week planning in language learning.

Part 6: 12:30 -13:00

Debriefing and evaluation of the session:

Plenary discussion with students about realization of session.

Part III – Report (Debriefing and evaluation):

General remarks from students:	The students expressed that they feel that the different types of planning in the field of culture of expression cannot be seen in preschool institutions and that they cannot talk about them with educators as they did in the previous methodologies.
Debriefing of the Culture of Speech Content including homework	<ul style="list-style-type: none">- Students will understand concept of educational planning, types, components and principles of planning in language learning;- Students will analyse the differences between macro and micro planning in language learning.
Debriefing of the Democracy (EDC/HRE) content	<ul style="list-style-type: none">- Students will solve task Volume 1 Part 3 Unit 2 Tool 1 Worksheet for students to plan their learning schedules;- Students will create and discuss about their learning schedules.

Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C8 Self-efficacy</p> <p>D45 Expresses the belief that he/she can carry out activities that he/she has planned</p> <p><i>All the students stated that they could carry out all the activities they had planned, illustrating with examples how they had planned an activity and how they had carried it out without any doubt in their abilities.</i></p> <p>D46 Expresses a belief in his/her own ability to navigate obstacles when pursuing a goal</p> <p><i>I noticed that this descriptor was realized from the examples students gave about the obstacles they had during the achievement of the goals and the ways they overcame them.</i></p> <p><i>I can especially single out the example of a student from the Skopje district who was unable to commute every day (comes from a village that has difficult urban transport to Skopje) and has decided to accept living in Skopje even with students he didn't know. In that way he proved his ability to navigate obstacles when pursuing a goal - to graduate and receive a University degree.</i></p> <p>C10 Autonomous learning skills</p> <p>D62 Can select the most reliable sources of information or advice from the range available</p> <p><i>I could not fully validate this descriptor due to the inability to provide students with multiple sources of information at this time. This topic is usually realized with the pedagogue from the preschool institution where we offer a quantity of information about different planning, but due to the pandemic, this time I missed the many examples of planning that they have in the preschool institution.</i></p>
General remarks by the lecturer:	<p>The inability to go with students to preschool institution did not allow me to show students in practice examples of different types of planning in the field of culture of expression.</p>

Planifikimi javor – 14.12.2020 – 18.12.2020				
Festa e vitit të ri				
Dita	Data	Temat për çdo aktivitet	Objektivat	Mjetet
E hënë	14.12.2020	Kënga vitit të ri	-Të tregojë se çfarë sheh në figurë - Të përgjigjet me fjalë të plota -Të pyes shokët dhe të merr informacione -Të këndojë këngën - Të emërtojë objektet në figurë	-Figura të ndryshme -Projektor
E martë	15.12.2020	Një kartolinë për shokun	-Të emërtojë çfarë sheh në figurë -Të emërtojë mjetet e punës -Të përgatisë një kartolinë për shokun -Të ia dhurojë kartolinën një shoku të tij	-Libri me tregime -Letër me ngjyrë -Lapsa me ngjyra -Ngjitës
E mërkurë	16.12.2020	Babagyshi i vitit të ri	-Të tregojë se a e njeh babagyshin -Të emërton figurat -Të përgatisë letër për babagyshin -Të ngjyrosë figurën e babagyshit -Të tregojë se çfarë dhurate do për vitin e ri	-Libri i fëmijës -Kartolina -Lapsa me ngjyrë
E enjte	17.12.2020	Këngë për babagyshin	-Të këndojë këngën për vitin e ri -Të përgjigjet në pyetjet për festën e fund vitit -Të këndojë këngën e re për babagyshin	-Radio -Kartolina me figura për vitin e ri

Photo 4. Student homework - week planning in language learning (Valmira Alija)

2.6 Session 6: Perception of Children in the Context of Culture of Speech Development

Democracy Content: Key concept – Responsibility

Competences for Democratic Culture: No. 12, 13

Date: 10.12.2020	Time: 11:00-12:00 12:00-13:00	Room: on-line
Session No. 6		Lecturer(s): Lulzim Ademi

Part I – General information

Title of Session:	<ul style="list-style-type: none"> - Observation and Perception of Children in the Context of Culture of Speech Development; - Responsibility of observation and perception as a key competence in the work of each preschool teacher. 		
Overview, issues addressed:	<ul style="list-style-type: none"> - Importance of understanding the necessity of adequate observation and perception in the function of early language development; - Explanation of various types of observation and perception with personal examples; - Understanding characteristic of observation and perception in everyday life. 		
Aims and learning outcomes:	<ul style="list-style-type: none"> - Students will understand the concept of observation and perception of children in early age in the context of work of preschool institutions; - Students will discuss characteristic of observation and perception in everyday life; - Students will detect and discuss various types of observation and perception in work of the preschool teacher; - Students will understand the concept of responsibility and will learn to apply it in their work. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	/
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> preschool teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
RFDC: Competences (C) and descriptors (D) to be applied or trained:	C12 Skills of listening and observing D71 Listens attentively to other people D73 Can listen effectively in order to decipher another person's meanings and intentions C13 Empathy D78 Tries to understand his/her friends better by imagining how things look from their perspective		
Room preparation, infrastructure (board, beamer, flipchart etc.):	No		
Materials needed	No		

Part II – Session step by step:

Lecture and group work/discussions: 11:00 – 13:00

Part 1: 11:00 - 11:20

Lecturer:

Explains the concept of observation and perception of children in early age in the context of work of preschool institutions.

Part 2: 11:20 -11:40

Task for students:

Discussion about characteristic of observation and perception in everyday life.

Part 3: 11:40 - 12:00

Lecturer:

Explains various types of observation and perception in work of the preschool teacher.

Part 4: 12:00 – 12:30

Task for students:

Students discuss the types of observation and perception and explain them with personal examples.

Students will solve task Volume 2 Unit 7 Lesson 1 Responsibility and discuss about it.

Part 5: Homework

Treasure hunt – search for the word Identity in the site www.livingdemocracy.com.

Part 6: 12:30 -13:00

Debriefing and evaluation of the session:

Plenary discussion with students about implementation of session.

General remarks from students:	Students pointed out that they constantly observe and perceive different things in daily life, but now understand how important it is for the educational work of the educator in the preschool institution.
Debriefing of the Culture of Speech Content including homework	<ul style="list-style-type: none"> - Students will understand the concept of observation and perception of children in early age in the context of work of preschool institutions; - Students will discuss characteristic of observation and perception in everyday life; - Students will detect and discuss various types of observation and perception in work of the preschool teacher.
Debriefing of the Democracy (EDC/ HRE) content	<ul style="list-style-type: none"> - Students will understand the concept of responsibility and will learn to apply it in their work.
Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:	<p>C12 Skills of listening and observing</p> <p>D71 Listens attentively to other people</p> <p><i>The students throughout the class and the activities carried out proved that they listen attentively to my colleagues and me.</i></p> <p>D73 Can listen effectively in order to decipher another person's meanings and intentions</p> <p><i>During the work and discussions, the students testified that they could listen effectively but did not convincingly prove to me that they could decipher the meanings and intentions set by colleagues among themselves.</i></p> <p>C13 Empathy</p> <p>D78 Tries to understand his/her friends better by imagining how things look from their perspective</p> <p><i>The students proved this competence when a student showed that due to her mother's illness, she was forced to do all the housework and this affected her studies. All the students tried to give her advice but also support by settling in her place, but also by showing their point of view on how she should face this situation.</i></p>
General remarks by the lecturer:	The students realized that observation and perception is a responsibility that comes with work, but expressed concern about whether they would be able to process and extract important information from all the information they receive during the workday.

Treasure hunt – search for the word Identity in the site www.livingdemocracy.com.

Sa herë kam hasur fjalën identitet

Fjalën identitet e kam hasur 54 herë nëpër titujt kryesor (që brenda tyre përdoret fjala Identitet):

Materialet për mësuesit 1.1: Citate për zgjedhjet dhe identitetin

Volume 4 Part 1 Pjesa 1: Pjesëmarrja në komunitet Unit 1

Mësimi 1: Këndvështrime për zgjedhjet dhe identitetin

Volume 4 Part 1 Unit 1

KAPITULLI 1: IDENTITETI

Volume 4 Part 1

Ushtrimi 1.3. Identiteti i emblemave

Volume 6 Chapter 1

Mësimi 4: Identiteti: Stereotipat për mua!

Volume 3 Part 1 Unit 1

KAPITULLI 1: Identiteti – Unë në komunitetin time

Volume 2

Deklarata e misionit të shkollës – projekti tërëshkollor

UDHËHEQJA Kompetencat për kulturë demokratike7

Mirëqenia është e drejtë themelore për fëmijët

SHKOLLA AKTIVE Ndërgjegjësim

Përdorimi i medias

TEENAGERS (13 – 18 years) sq

I see that sq

CHILDREN (4 – 12 years) sq Detyrat e shtëpisë

Fletë pune për nxënësin për Kapitullin 8, mësimi 2: Të drejtat e njeriut: një listë për të krahasuar të drejtat dhe nevojat

Volume 2 Students-manual 10 Student-handout 1

Fleta e punës për nxënësit 3.2: Pjesëmarrja në demokraci – rregullat dhe parimet bazë

Volume 4 Students-manual 6

KAPITULLI 7: BARAZIA

Volume 4 Part 2

Ushtrimi 4.2. – Ndryshimet

Volume 6 Chapter 4

Kapitulli 2 – Qartësimi i vlerave

Volume 6

4. Të drejtat e fëmijëve të ilustruara (Kartat e të drejtave të fëmijëve)

Volume 5 Part 3

Pjesa 1 – Të kuptojmë demokracinë dhe të drejtat e njeriut

Volume 1

1. Sfidat ndaj modelit tradicional të qytetarisë

Volume 1 Part 1 Pjesa 1- Të kuptojmë demokracinë dhe të drejtat e njeriut Unit 2

Studentja: Haxhere Ramadani-11613

2.7 Session 7: Origin, development, concept and types of Speech

Democracy Content: Key concept – Identity

Competences for Democratic Culture: No. 14, 17

Date: 14.12.2020	Time: 11:00-12:00 12:00-13:00	Room: on-line
Session No. 7		Lecturer(s): Lulzim Ademi

Part I – General information

Title of Session:	<ul style="list-style-type: none"> - Origin and Development of Speech in Children concept and types of Speech, Basic Speech Elements and Components; - Identity as a basic element of speech development. 		
Overview, issues addressed:	<ul style="list-style-type: none"> - Introduction to the origin and development of speech, the basic elements of speech and its components; - Understanding that language and speech are part of human identity; - Explanation of various types of speech with personal examples. 		
Aims and learning outcomes:	<ul style="list-style-type: none"> - Students will understand the origin and development of speech, the basic elements of speech and its components; - Students will discuss whether and how speech and language are part of human identity based on the activity Volume 2 Unit 1 Lesson 1 This is what I like, - Students will detect and discuss types of speech and explain them with personal examples. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	/
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> preschool teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
RFCD: Competences (C) and descriptors (D) to be applied or trained:	C14 Flexibility and adaptability D84 Adapts to new situations by using a new skill C17 Conflict-resolution skills D101 Can identify options for resolving conflicts D103 Can encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns		
Room preparation, infrastructure (board, beamer, flipchart etc.):	No		
Materials needed	No		

Part II – Session step by step:

Lecture and group work/discussions: 11:00 – 13:00

Part 1: 11:00 - 11:20

Lecturer:

Explanation of the origin and development of speech.

Part 2: 11:20 -11:40

Task for students:

Discussion whether and how speech and language are part of human identity based on the activity Volume 2 Unit 1 Lesson 1 This is what I like.

Students will solve task Volume 2 Unit 1 Lesson 1 This is what I like, and discuss about it.

Part 3: 11:40 - 12:00

Lecturer:

Explains various types of speech.

Part 4: 12:00 – 12:30

Task for students:

Students discuss the types of speech and explain them with personal examples.

Part 5: Homework

Part 6: 12:30 -13:00

Debriefing and evaluation of the session:

Plenary discussion with students about realization of session.

General remarks from students:	The students stated that they liked how the language expresses the identity of each individual and compared the identity with the onion, just as the onion has more layers so the identity of each one has many layers and the language is one of them.
Debriefing of the Culture of Speech Content including homework	<ul style="list-style-type: none"> - Students will understand the origin and development of speech, the basic elements of speech and its components; - Students will detect and discuss types of speech and explain them with personal examples.
Debriefing of the Democracy (EDC/ HRE) content	<ul style="list-style-type: none"> - Students will discuss whether and how speech and language are part of human identity based on the activity Volume 2 Unit 1 Lesson 1 This is what I like.
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C14 Flexibility and adaptability</p> <p>D84 Adapts to new situations by using a new skill</p> <p><i>Students had homework to research the word identity in the book Living democracy, their answers as to how they performed the task were different, some said they wanted to complete the task quickly and went to the search field but said they did not achieve the goal because the field was not working. Then they went back, went chapter by chapter, and found identity chapter and activities (adapted to the situation that they need to research). Others said they remembered the first hour when I introduced to them the site and followed the instruction, so they quickly got to the chapter on identity (they used that skill gained from the first lecture).</i></p> <p>C17 Conflict-resolution skills</p> <p>D101 Can identify options for resolving conflicts</p> <p><i>During the discussion in the task Volume 2 Unit 1 Lesson 1 “This is what I like”, students showed examples that can bring conflicts to preschool children (including language in groups where there are children who speak another language) and ways / options like those that these conflicts can be solved.</i></p> <p>D103 Can encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns</p> <p><i>For this descriptor, I could not use a real conflict situation typical for our society, but I simulated a typical situation, which usually appears to us. It is the “conflict” between students from the city and those from the village. I used the constructive listening technique where everyone had to listen well to each other to understand the arguments, I chose two students who are more vocal in their argument and they started the debate. Other students encouraged these two to listen to each other (reacting when they intervened when the other was speaking and warning him that he should listen to the interlocutor when he speaks. When they saw that while talking to each other they did not hear but looked outside the camera, or wrote something. When they made facial expressions that let the other speaker know that this does not interest them etc.), the result was satisfactory, and most of the students achieved this competence.</i></p>
General remarks by the lecturer:	When I chose the C17 Conflict- resolution skills competence I took into account that unfortunately in the Balkans the issue of identity is the cause of conflict, so I hope that the conversation about identity will raise students’ respect for other identities. If we want someone to respect our identity, we must also respect the identities of others.

Task: This is what I like

1. Pesë gjëra që më pëlqejnë ti bëjë:

Të shëtis

Të kujdesem për kopshtin

Të ngas veturën

Të lexojë libra

Të punojë në hobin tim

2. Pesë gjëra që unë i bëjë, por nuk dëshirojë që t'i kryej

Të lajë enët

Të udhëtojë me autobus

Të qëndrojë në ndonjë vend ku ka pluhur

Të jem në kontakt me persona të sëmurë

3. Pesë gjëra që ju nuk dëshironi ti kryeni dhe nuk i bëni

Të mbetem vetëm në një ambient

Të mbaj rroba të pa pastër

Të flas për të tjerët

Të flas për jetën time

4. Pesë gjëra që ju nuk i bëni, por do dëshironit t'i bëni

Të merrem me ndonjë sport

Të mësoj një instrument

Të krijojë biznesin tim personal

Të mësojë fëmijët e sëmurë nëpër spitale

Bushra Iljazi

2.8 Session 8: Pathway of Speech Development and Factors of Speech Development

Democracy Content: Key concept – Identity

Competences for Democratic Culture: No. 13, 16

Date: 17.12.2020	Time: 11:00-12:00 12:00-13:00	Room: on-line
Session No. 8		Lecturer(s): Lulzim Ademi

Part I – General information

Title of Session:	<ul style="list-style-type: none"> - Pathway of Speech Development and Factors of Speech Development; - Identity as one of the key concepts of EDCHR. 		
Overview, issues addressed:	<ul style="list-style-type: none"> - Understanding the developmental pathways of speech; - Explanation of the characteristics of each period of speech development; - Distinguish characteristic of speech development as a part of each child identity; - Understanding identity as one of the key concepts of EDCHR. 		
Aims and learning outcomes:	<ul style="list-style-type: none"> - Students will discuss all phases of the pre-linguistic period and will identify the phases to which children belong; - Students will detect and discuss how identity influences speech in the linguistic period; - Students will understand identity as one of key concept of EDCHR. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	/
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> preschool teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
RFCD: Competences (C) and descriptors (D) to be applied or trained:	C13 Empathy D81 Accurately identifies the feelings of others, even when they do not want to show them C16 Co-operation skills D94 Builds positive relationships with other people in a group D96 Works to build consensus to achieve group goals		
Room preparation, infrastructure (board, beamer, flipchart etc.):	No		
Materials needed	No		

Part II – Session step by step:

Lecture and group work/discussions: 11:00 – 13:00

Part 1: 11:00 - 11:20

Lecturer:

Explains that the developmental path of speech is divided into two periods and the first developmental period is explained.

Part 2: 11:20 -11:40

Task for students:

To discuss about all phases of the pre-linguistic period and to identify the phases to which children belong.

Part 3: 11:40 - 12:00

Lecturer:

Explains the second development period and its characteristics.

Part 4: 12:00 – 12:30

Task for students:

Students discuss how identity influences speech in the linguistic period.

Students will solve task Volume 5 Part 1 Unit 1 I have a name – we have a school and discuss about it.

Part 5: Homework

Writing an essay: Bilingualism- a problem for identity or not?

Part 6: 12:30 -13:00

Debriefing and evaluation of the session:

Plenary discussion with students about realization of session.

Part III – Report (Debriefing and evaluation):

General remarks from students:	The students pointed out that the identity discussion we did in the last lecture, which we continued today, led them to think about how often the insistence on emphasizing and defending the identity for fear that it might be violated could be wrong. The students also said that they would try to instill respect in their work with children for everything that is different.
Debriefing of the Culture of Speech Content including homework	- Students will discuss all phases of the pre-linguistic period and will identify the phases to which children belong.
Debriefing of the Democracy (EDC/HRE) content	- Students will detect and discuss how identity influences speech in the linguistic period; - Students will understand identity as one of the key concepts of EDCHR.

Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C13 Empathy</p> <p>D81 Accurately identifies the feelings of others, even when they do not want to show them</p> <p><i>The students proved that they have acquired this competence since the 6th lecture, in the case of a student with a sick mother; they identify the feelings of their friend even when she did not show the feelings to her colleagues.</i></p> <p>C16 Co-operation skills</p> <p>D94 Builds positive relationships with other people in a group</p> <p><i>I have been working with these students since their first year of study and I am a witness that they possess this competence, that they build positive relationships with all students in the group and outside the group, they proved this during the activity in Volume 5 Part 1 Unit 1 I have a name - we have a school.</i></p>
	<p>D96 Works to build consensus to achieve group goals</p> <p><i>In the two lectures where students discussed language as part of identity, but especially for the different layers that make up identity, students noticed objections. Groups were formed according to common characteristics (I mentioned the civic conflict against people living in rural area), at times I thought that some issues would not be overcome (almost to the end the student from rural area insisted that the students from urban area do not respect them enough). In the end, some students argued that for them this is not true and that they respect everyone. Gradually the others agreed and in the end, everyone said that everyone's identity should really be respected and that it can only be virtue and never weakness. This way I think that by discussing the students showed that they can overcome the objections and that they can achieve the goal of the group.</i></p>
General remarks by the lecturer:	<p>Unable to visit preschool institutions due to the pandemic, the students could not see in practice the stages of speech development. However, this lecture went through many discussions about identity, again even though everyone knew that identity consisted of many layers, the dominant in the discussion was the part of national identity.</p>

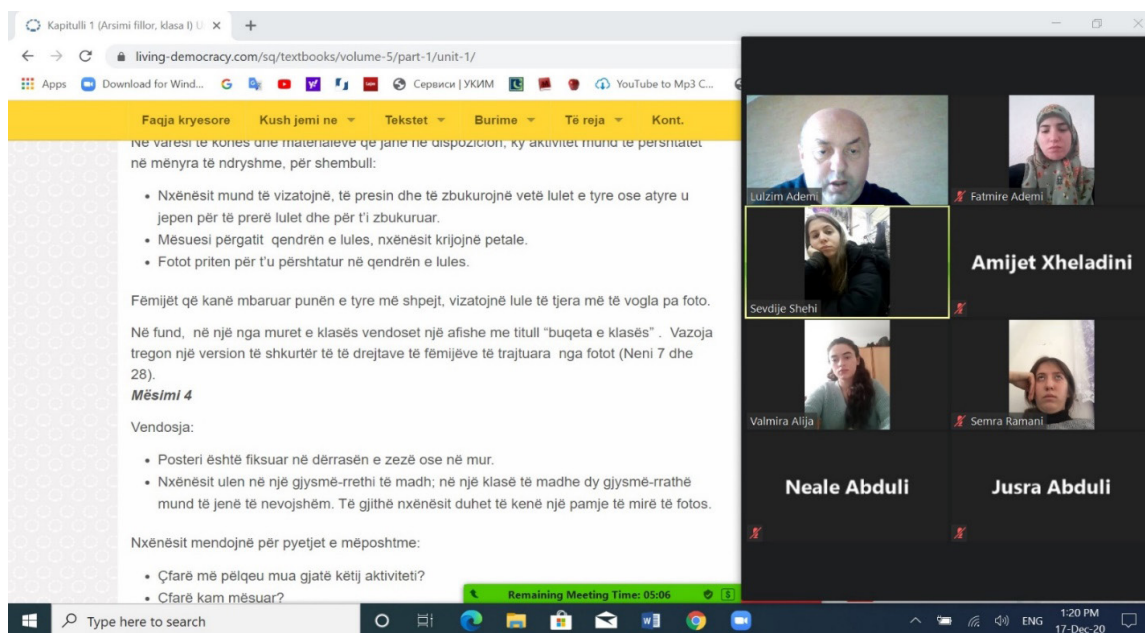
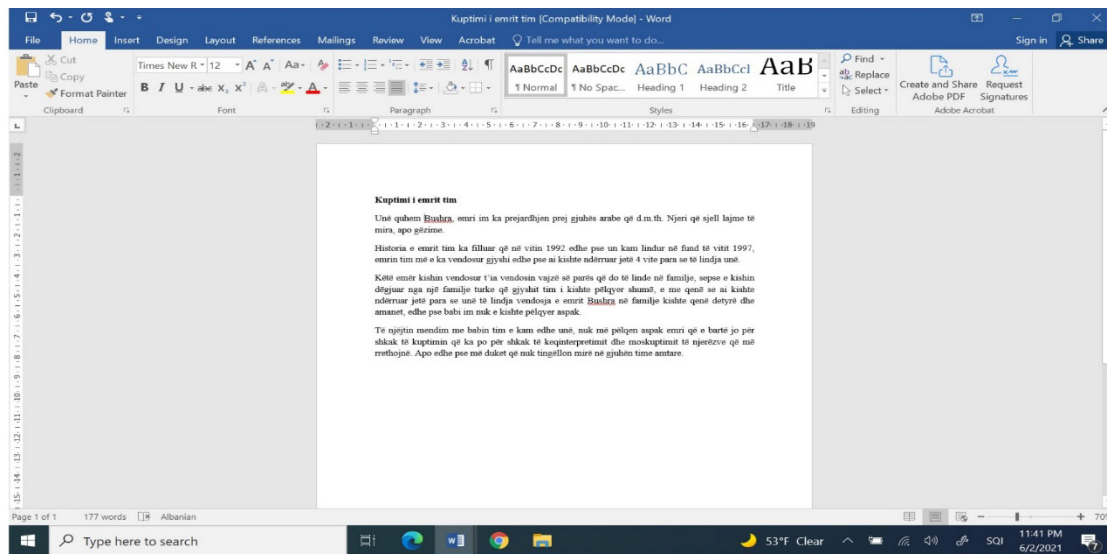


Photo 5. Volume 5 Part 1 Unit 1 I have a name – we have a school and



Ese: Bilinguizmi problem për identitetin apo jo

Aftësia për të përvetësuar dhe për të përdorur të folurit te njerëzit është një aftësi e trashëguar, por vetëm si një mundësi, predispozitë, që të zhvillohet të folurit është i nevojshëm ndërveprim shoqëror, zhvillim i aftësive intelektuale dhe më shumë. Kështu, sot gjithnjë e më shumë është prezent qëndrimi se procesi i përvetësimit të gjuhës nuk është rezultat i formësimit që e krijon mjedisi i fëmijës, por është një proces i krijimit kreativ. Duke mësuar të folurit, fëmija angazhohet në mënyrë aktive në zbulimin gradual të sistemit të rregullave ndaj të cilave është i ekspozuar.

Situata gjuhësore e një gjuhësisë deri vonë mendohej se përfaqësonte një situatë normale, sepse mendohej se ajo dominon globin tokësor. Gjysma e dytë e shekullit të njëzetë solli njohuri të reja, veçanërisht kuptimin më të mirë të situatës gjeopolitike të një numri të madh të rajoneve të botës dhe rishikimin e të dhënave për situatat e vjetra, ishte aq e qartë sa kudo në botë, situata gjuhësore e një gjuhësisë ishin më të pakta se sa njiheshin më parë dhe se dygjuhësia ose shumë gjuhësia përfaqësojnë një situatë normale në shumë vende të botës.

Bilinguizmi kuptohet pak nga njëra anë dhe nga ana tjetër shihet me shumë skepticizëm, prindërit, arsimtarët, mësuesit dhe specialistët e gjuhës shprehin dyshime për bilinguizmin dhe zakonisht presin pasoja negative nga mësimi i dy gjuhëve, veçanërisht kur këtë e bëjnë fëmijët nga mosha parashkollore. Ata gjithashtu mendojnë se rritja e ekspozimit ndaj bilinguizmit të njëkohshëm ose të vazhdueshëm do të çojë në vonesë të të folurit te fëmijët ose se fëmijët nuk do të jenë në gjendje t'i përvetësojnë ato gjuhë dhe kështu nuk do të jenë në gjendje të flasin asnjë gjuhë rrjedhshëm. Shqetësime të tilla po rriten, duke çuar në shfaqjen e miteve të caktuara për bilinguizmin që çojnë në konfuzion edhe më të madh, të tilla si: miti se vonesat e të folurit të fëmijëve shkaktohen nga mësimi i një gjuhe tjetër, miti që për të mësuar më mirë një gjuhë tjetër, duhet të ndaloni të folurit në gjuhën amtare dhe të flisni në gjuhën tjetër, miti se prindërit kur fillohet të mësohet gjuha tjetër ata duhet të ndalojnë së përdoruri gjuhën e tyre amtare në shtëpi dhe të flasin gjuhën tjetër dhe mitet e tjera.

Mësimi i një gjuhe të dytë siguron përfitime të ndryshme për fëmijën, por edhe për të moshuarit, këtu do të përmendim vetëm disa:

- Një fëmijë që flet më shumë se një gjuhë ka një aftësi më të madhe për të komunikuar, si dhe një potencial më të madh akademik, kjo gjithashtu i siguron fëmijës mundësi më të mëdha në moshën e rritur;
- Përparësitë komunikuese të bilingualëve përfshijnë një rrjet më të gjerë komunikimi, shkrim-leximin në të dy gjuhët dhe rritjen e ndërgjegjësimit meta lingistik;
- Përparësitë kulturore të bilingualëve përfshijnë kulturë më të madhe, një nivel më të thellë të multikulturalizmit, një perspektivë për botën në dy gjuhë, si dhe tolerancë dhe ndjeshmëri më të madhe ndaj çështjeve që lidhen me kulturën, gjuhën dhe racën;
- Përparësitë njohëse të bilingualëve përfshijnë përmirësimin e funksionimit njohës, një numër më të madh të rrugëve njohëse si dhe përmirësimin e kujtesës dhe plasticitetit të trurit;
- Përparësitë shoqërore-emocionale të bilingualëve përfshijnë përmirësimin e vetëbesimit të bilingualit, si dhe një ndjenjë më të madhe të identitetit;
- Përparësitë socio-ekonomike të bilingualëve përfshijnë një nivel të rritur të arritjeve arsimore, mundësi më të mëdha punësimi si të rritur si dhe potencialin për të ardhura më të larta, kjo e fundit është konfirmuar tashmë nga një numër i madh i bilingualëve në vende të ndryshme që pretendojnë se njohuritë dhe aftësia e tyre për të komunikuar në dy ose më shumë gjuhë, si dhe njohja e kulturës së gjuhës tjetër që ata e flasin u ka dhënë atyre një avantazh ndaj konkurrentëve në punësimin dhe arritjen e qëllimeve të tyre.

Sevdije Shehu

Essay: Bilingualism- a problem for identity or not?

The ability to acquire and use speech in humans is an inherited ability, but only as an opportunity, predisposition, to develop speech is necessary social interaction, development of intellectual skills and more. Thus, today the attitude is more and more present that the process of language acquisition is not a result of the shaping created by the child's environment, but is a process of creative creation. By learning to speak, the child actively engages in the gradual discovery of the system of rules to which he is exposed.

The linguistic situation of a linguistics was thought to represent a normal situation until recently because it was thought

to dominate the terrestrial globe. The second half of the twentieth century brought new knowledge, especially a better understanding of the geopolitical situation of a large number of regions of the world and a review of data on old situations, was as clear as anywhere in the world, the linguistic situation of a linguistics were fewer than previously known and that bilingualism or multilingualism represents a normal situation in many parts of the world.

Bilingualism is little understood on the one hand and viewed with great scepticism on the other. Parents, teachers, teachers and language specialists express doubts about bilingualism and usually expect negative consequences from learning two languages, especially with preschool children. They also think that increasing exposure to simultaneous or continuous bilingualism will lead to delayed speech in children or that children will not be able to master those languages. Such concerns are growing, leading to the emergence of certain bilingualism myths that lead to even greater confusion, such as: the myth that children's speech delays are caused by learning another language, the myth that learning better another language, you should stop speaking your mother tongue and speaking other languages, the myth that when parents start learning another language they should stop using their mother tongue at home and speak the other language and the myths of others.

Learning a second language provides various benefits for the child, but also for the elderly, here are just a few:

- A child who speaks more than one language has a greater ability to communicate, as well as a greater academic potential, this also provides the child with greater opportunities in adulthood;
- The communicative advantages of bilinguals include a wider communication network, literacy in both languages and increased meta-linguistic awareness;
- The cultural advantages of bilinguals include greater culture, a deeper level of multiculturalism, a perspective on the bilingual world, as well as greater tolerance and sensitivity to issues related to culture, language and race;
- Cognitive advantages of bilinguals include improved cognitive function, a greater number of cognitive pathways as well as improved memory and brain plasticity;
- The social-emotional advantages of bilinguals include improving the bilingual's self-confidence, as well as a greater sense of identity;
- The socio-economic advantages of bilinguals include an increased level of educational attainment, greater employment opportunities as adults as well as the potential for higher incomes, the latter has already been confirmed by a large number of bilinguals in countries various claiming that their knowledge and ability to communicate in two or more languages, as well as knowing the culture of the other language they speak has given them an edge over competitors in hiring and achieving their goals.

Sevdije Shehu



LEARN TO PLAY

2.9 Session 9: Bilingualism and Bilingual Children

Democracy Content: Key concept- Diversity and pluralism

Competences for Democratic Culture: No. 2, 3, 12

Date: 21.12.2020	Time: 11:00-12:00 12:00-13:00	Room: on-line
Session No. 9		Lecturer(s): Lulzim Ademi

Part I – General information

Title of Session:	<ul style="list-style-type: none"> - Bilingualism and bilingual children; - Defining Bilingualism and the problems, it can cause in bilingual children. 		
Overview, issues addressed:	<ul style="list-style-type: none"> - Bilingualism as a phenomenon and its reflection on the language development of children; - Language diversity in society; - Introduction of the concept of “Diversity and pluralism” as one of the key Concepts of EDC / HRE (understanding in the context of language differences). 		
Aims and learning outcomes:	<ul style="list-style-type: none"> - Students will distinguish and compare specificities and differences in learning languages in bilingual children; - Students will define the linguistic diversity in the society and its influence in development of culture of speech in preschool age; - Students will relate and explain the use of Methodology of early language learning with the elements of democracy – concept of diversity and pluralism. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> preschool teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
RFCD: Competences (C) and descriptors (D) to be applied or trained:	<p>C2 Valuing cultural diversity</p> <p>D11 Arguing that intercultural dialogue should be used to develop respect and a culture of living together</p> <p>C3 Valuing democracy, justice, fairness, equality and the rule of law</p> <p>D 12 Argues that school should teach students about democracy and how to act as a democratic citizen</p> <p>C12 Skills of listening and observing</p> <p>D 71 Listen attentively to other people</p>		
Room preparation, infrastructure (board, beamer, flipchart etc.):	No		
Materials needed	No		

Part II – Session step by step:

Lecture and group work/discussions: 11:00 – 13:00

Part 1: 11:00 - 11:20

Lecturer:

Lecturer refers on a content from previous session: Pathway of Speech Development.

Factors of Speech Development. Lecturer explain focus of the new session: Bilingualism – appearance, forms, problems, specifics.

Part 2: 11:20 -11:40

Task for students:

Discussion about if someone they know lives in a bilingual family and to name how is it visible from their speech.

Part 3: 11:40 - 12:00

Lecturer:

Methodical instructions and recommendations for development of culture of speech in bilingual children.

Part 4: 12:00 – 12:30

Task for students:

Students discuss about selection of the first language, **elaborate** what concepts can be used in learning of the second language, **explain** if and how they could distinguish which language is first in bilingual children in preschool age.

Students will solve task Volume 6 Chapter 1 Exercise 1.4 "A bouquet of flowers" and discuss about it.

Part 5: Homework

Students analyse and combine strategies and techniques for stimulation of creativity in preschool context according to children's age.

Part 6: 12:30 -13:00

Debriefing and evaluation of the session:

Plenary discussion with students about realization of session.

Part III – Report (Debriefing and evaluation):

General remarks from students:	The students indicated that although some of them spoke two or three languages, most think that bilingualism is an advantage and stressed that so far they have not thought that bilingualism can cause problems in language acquisition.
Debriefing of the Visual Art Content including homework	<ul style="list-style-type: none">- Students will distinguish and compare specificities and differences in learning languages in bilingual children.
Debriefing of the Democracy (EDC/ HRE) content	<ul style="list-style-type: none">- Students will define the linguistic diversity in the society and its influence in development of culture of speech in preschool age;- Students will relate and explain the use of Methodology of early language learning with the elements of democracy – concept of diversity and pluralism.

Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C2 Valuing cultural diversity</p> <p>D11 Arguing that intercultural dialogue should be used to develop respect and a culture of living together</p> <p><i>In the discussions, the students stressed that everything that happened in the Balkans after the 1990s proves that in the end everything is resolved through intercultural dialogue and that children should be taught to respect each other at an early age and live together. The acquisition of this competence is made possible by the fact that some of these students have attended training in the field of multiculturalism and conflict resolution organized by the partner non-governmental association of the faculty.</i></p> <p>C3 Valuing democracy, justice, fairness, equality and the rule of law</p> <p>D 12 Argues that school should teach students about democracy and how to act as a democratic citizen</p> <p><i>All students, although initially sceptical, now unanimously argue that students in school should learn about democracy and how to behave like democratic citizens. They think that with some modifications this can be taught even to preschool children.</i></p> <p>C12 Skills of listening and observing</p> <p>D 71 Listen attentively to other people</p> <p><i>Students, although in conditions changed due to the pandemic during lectures, proved that they possess this competence; they listened carefully to me, but also to each other when discussing.</i></p>
General remarks by the lecturer:	<p>Unfortunately, due to the pandemic I am not able to send students to preschools where there are Mosaic groups (bilingual groups with mixed children and where educators belonging to different ethnic groups speak their languages to all children). That is the place where they could see how to work with bilingual children.</p>

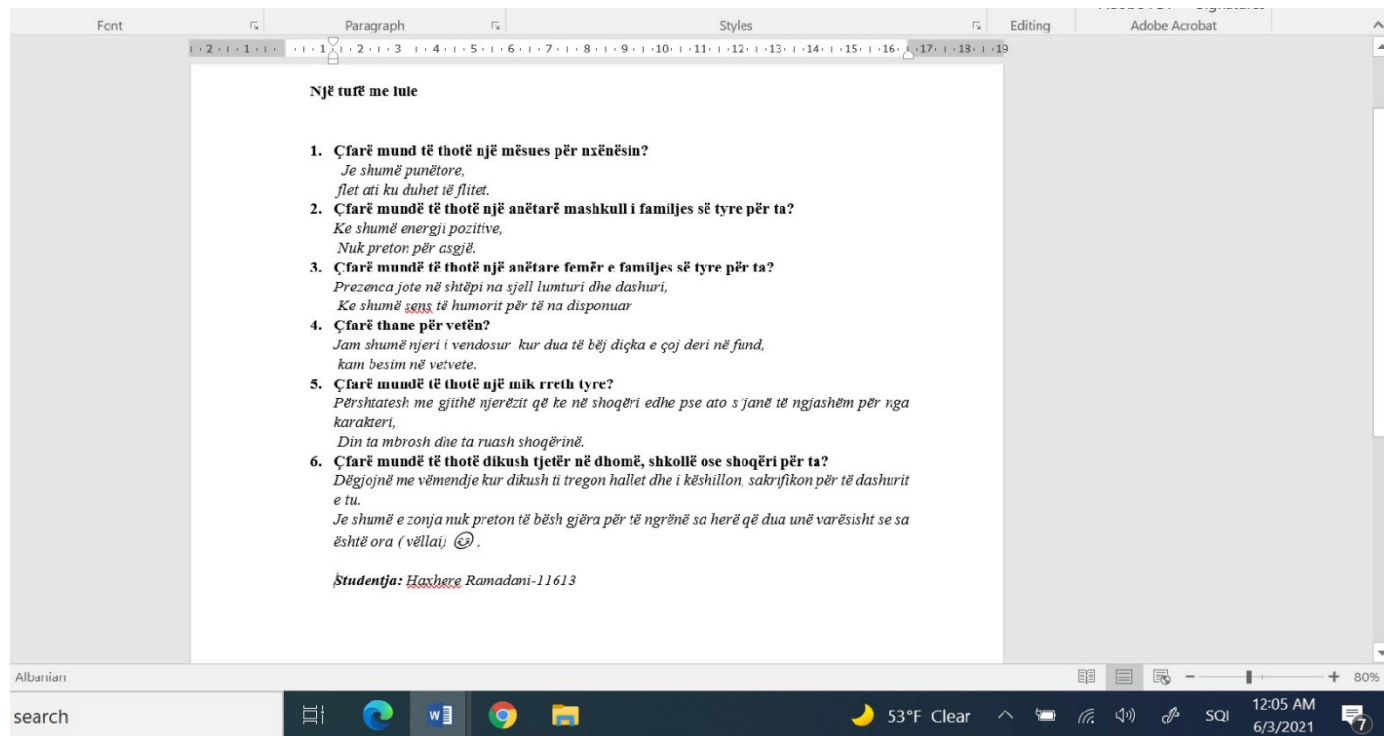


Photo 7. Student work “A bouquet of flowers”

Session 10: Didactic games in Culture of Speech Development

Democracy Content: Key concept- Media

Competences for Democratic Culture: No. 10, 11, 19

Date: 24.12.2020	Time: 11:00-12:00 12:00-13:00	Room: on-line
Session No. 10		Lecturer(s): Lulzim Ademi

Part I – General information

Title of Session:	<ul style="list-style-type: none"> - Didactic games in Culture of Speech Development; - Didactic games and the new media as an example of democratic way of teaching and learning: correlation, importance. 		
Overview, issues addressed:	<ul style="list-style-type: none"> - Knowledge about what are didactic speech games and their importance in the development of speech culture in early age; - Didactic games and the new media as an example of democratic way of teaching and learning. 		
Aims and learning outcomes:	<ul style="list-style-type: none"> - Students will find and show the examples of didactic games in other teaching subjects. - Students will discuss about possibility to include media in creation of didactical speech games. - Students will understand importance of didactic games in the development of speech culture in early age. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> preschool teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
RFCD: Competences (C) and descriptors (D) to be applied or trained:	C10 Autonomous learning skills D63 Shows ability to monitor, define, prioritize and complete tasks without direct oversight C11 Analytical and critical thinking skills D69 Can use explicit and specifiable criteria, principles or values to make judgments C19 Knowledge and critical understanding of language and communication D114 Can explain how social relationships are sometimes encoded in the linguistic forms that are used in conversations (e.g. in greetings, forms of address, use of expletives)		
Room preparation, infrastructure (board, beamer, flipchart etc.):	No		
Materials needed	No		

Part II – Session step by step:

Lecture and group work/discussions: 11:00 – 13:00

Part 1: 11:00 - 11:20

Lecturer:

Explains the concept of speech didactic games.

Part 2: 11:20 -11:40

Task for students:

Finding and **showing** the examples of didactic games in other teaching subjects.

Part 3: 11:40 - 12:00

Lecturer:

Explains the importance of didactic language games as a one of the most efficient tools for enriching children vocabulary in early age.

Part 4: 12:00 – 12:30

Task for students:

Students discuss about possibility to include media in creation of didactical speech games.

Students will solve task Volume 2 Unite 9 Lesson 4 We plan a media product and discuss about it.

Part 5: Homework

Web based search – research what is communication and ways of communication.

Part 6: 12:30 -13:00

Debriefing and evaluation of the session:

Plenary discussion with students about realization of session.

General remarks from students:	The students related this lesson to the subject of media culture that we have worked on together and emphasized that the media today plays a special role in the development of speech and vocabulary enrichment.
Debriefing of the Visual Art Content including homework	<ul style="list-style-type: none"> - Students will find and show the examples of didactic games in other teaching subjects; - Students will understand importance of didactic games in the development of speech culture in early age.
Debriefing of the Democracy (EDC/HRE) content	<ul style="list-style-type: none"> - Students discuss about possibility to include media in creation of didactical speech games; - Students will plan a media product and will discuss about it.
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C10 Autonomous learning skills</p> <p>D63 Shows ability to monitor, define, prioritize and complete tasks without direct oversight</p> <p><i>I could not prove this competence, didactic games with speaking can be realized only when pupils / students are present, these games cannot be done online.</i></p> <p>C11 Analytical and critical thinking skills</p> <p>D69 Can use explicit and specifiable criteria, principles or values to make judgments</p> <p><i>From this competence, I could clearly see that to some extent, they use criteria but it seems to me that I have not been able to evaluate this descriptor.</i></p>
	<p>C19 Knowledge and critical understanding of language and communication</p> <p>D114 Can explain how social relationships are sometimes encoded in the linguistic forms that are used in conversations (e.g. in greetings, forms of address, use of expletives)</p> <p><i>During the discussions, the students proved that they have fully mastered this competence, they are able to explain how in some forms of greeting the direction towards the elderly are expressed the social relations of the life of the Albanian people over the centuries.</i></p>
General remarks by the lecturer:	The experience from the subject “Media culture” helped us to mention the influence of the media on the language formation of children. For preschool children, we especially discussed the TV series “Dora The Explorer”, which has one of the main goals of teaching the language to children who have another mother tongue. This series has been adapted to many languages in the world.

Session 11: Educator communication, teacher's speech quality

Democracy Content: Key concept- Conflict

Competences for Democratic Culture: No. 5, 12, 15

Date: 28.12.2020	Time: 11:00-12:00 12:00-13:00	Room: on-line
Session No. 11		Lecturer(s): Lulzim Ademi

Part I – General information

Title of Session:	- Educator communication, teacher's speech quality.		
Overview, issues addressed:	<ul style="list-style-type: none"> - Knowledge about what communication is and what types and ways of communication exist; - Communication tool for solving problems in conflict. 		
Aims and learning outcomes:	<ul style="list-style-type: none"> - Students will understand the communication and types of communication; - Students will discuss about personal examples of the types of communication they have recognized; - Students will understand communication as a process of direct interaction through questions and conversation; - Students will understand and use communication as a tool for solving problems in conflict. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> preschool teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
RFCD: Competences (C) and descriptors (D) to be applied or trained:	C5 Respect D27 Gives space to others to express themselves C12 Skills of listening and observing D70 Listens carefully to differing opinions D71 Listens attentively to other people C15 Linguistic, communicative and plurilingual skills D88 Can express his/her thoughts on a problem D89 Asks speakers to repeat what they have said if it wasn't clear to him/her		
Room preparation, infrastructure (board, beamer, flipchart etc.):	No		
Materials needed	No		

Part II – Session step by step:

Lecture and group work/discussions: 11:00 – 13:00

Part 1: 11:00 - 11:20

Lecturer:

Explains what communication is and defines the types of communication.

Part 2: 11:20 -11:40

Task for students:

Finding and **sharing** personal examples of the types of communication, they have recognized.

Part 3: 11:40 - 12:00

Lecturer:

Explains the way of communication as a process of direct interaction through questions and conversation.

Part 4: 12:00 – 12:30

Task for students:

Students will solve problems in conflict based on the activities Volume 1 Part 3 Unit 2 Task 15 Holding debates and discuss about it.

Part 5: Homework

No homework.

Part 6: 12:30 -13:00

Debriefing and evaluation of the session:

Plenary discussion with students about realization of session.

General remarks from students:	The students emphasized that they have viewed communication as a skill in their studies so far from the pedagogical, psychological and now also from linguistic point of view, where we worked on the types of communication, they think that they now have a clearer picture of what communication is.
Debriefing of the Visual Art Content including homework	<ul style="list-style-type: none"> - Students will understand the communication and types of communication; - Students will discuss about personal examples of the types of communication they have recognized; - Students will understand communication as a process of direct interaction through questions and conversation.
Debriefing of Democracy (EDC/HRE)	<ul style="list-style-type: none"> - Students will understand and use communication as a tool for solving problems in conflict.
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C5 Respect</p> <p>D27 Gives space to others to express themselves</p> <p><i>At the beginning of the semester this competence was smaller, there was often interference in the words of colleagues but now there is a complete change that proves that they have acquired this competence, now everyone leaves space for the other to express himself in full.</i></p> <p>C12 Skills of listening and observing</p> <p>D70 Listens carefully to different opinions</p> <p><i>Throughout the discussions we have had, it has been noticed that the students listened carefully to the different opinions that their colleagues had.</i></p> <p>D71 Listens attentively to other people</p> <p><i>Throughout the discussions, it has been noticed that the students listened to me attentively, but also listened to other colleagues.</i></p> <p>C15 Linguistic, communicative and plurilingual skills</p> <p>D88 Can express his/her thoughts on a problem</p> <p><i>Throughout the discussions, the students expressed their opinions on the various problems that we presented as a challenge to them.</i></p> <p>D89 Asks speakers to repeat what they have said if it wasn't clear to him/her</p> <p><i>I have known these students since their first year of study and I can say that at first this competence was not present in them at all, probably out of fear of the professors. Now it is quite different, they constantly ask about everything, especially if due to poor internet connection they do not hear well what I or their colleagues say.</i></p>
General remarks by the lecturer:	Some students in previous years have been trained in nonviolent conflict resolution; they have demonstrated how to resolve a conflict without violence by using conversation to discuss all the problems that arise.

3. Implementation experience

3.1 Writing a module

From the first days of the presentation of the project in Montenegro, we as a group of the Faculty of Pedagogy decided that the path we will follow would be the integration of the contents of the subjects we teach and the contents of the democratic culture. Perhaps the creation of a special subject would be the easiest way to achieve the goal of the project, the opportunity for students to gain competencies in the field of EDC/HRE. However, for us the challenge was to integrate different areas that we thought was not possible. In my case, the field of culture of speech with democratic culture, another difficulty was the adaptation of activities that are mainly for primary school students and for preschool children.

Our faculty passes the accreditation of curricula every 5 years, in these years we have gained the necessary experience and skills in compiling the subject curricula that we teach. While compiling this module we all had a fear of whether we would succeed in integrating these two areas, wanting to introduce EDC / HRE competencies, whether we would have a poorer result in the core subject we teach. What is common between the culture of speech and democracy? How in a topic related to issues of language didactics we will implement democratic competencies? How will students react? Will they accept this type of integration that they have not tried in their studies so far.

Throughout this process, the great support as well as the clearly structured guidance from mentor Rolf Gollob and the other members of the project made our job easier. We hope that this evidence of our work will be an inspiration for other colleagues who will want to take part in the wonderful and innovative journey that aims to better prepare the future educator / teacher.

3.2 Writing the sessions plans

One of the most challenging tasks for us as university professors in conduction of teaching/learning process is a quality implementation of the big picture/idea (semester module) into a step by step procedure (session planning). This time including content from the core subject and democratic culture, while taking care to include both parts adequately.

We decided to present EDC/HRE key concept in each new session and to provide in that way complete basic introduction to the culture of democratic citizenship to students. On the already accredited university curriculum for the subject Culture of speech with didactics, we integrated the most suitable democracy content: Rights and freedom, Government and politics, Rules & Law, Equality, Responsibility, Identity, Diversity pluralism, Media, Conflict.

Due to the COVID – 19 pandemic, the whole process took place online; we did not have the opportunity to carry out the practical work for students and evaluate their achievement in preschool settings. Therefore, creating the task and homework for students that had to be solved and sent by mail was extremely demanding process:

We had to create tasks that would challenge student's intellectual curiosity not only to learn language content, but to understand democracy content as well.

We also had to invent assignments that stimulate and nurture student's creative and critical thinking in search for solutions.

The only way we could evaluate student's knowledge and understanding was to rely strongly on the Bloom's Taxonomy of Educational objectives in order to be sure which level of student achievement/s we are evaluating.

3.3 Teaching the sessions

Although the semester module and session plans were prepared in advance as well as reworked when it was realized that the entire learning process would be conducted online, there was a concern before completing each lesson. In the Balkans, there is a proverb that says: "Calculations we make at home are not always accurate in the market", this proverb was the cause of our concern, even though we thought the session plan was well structured, would it be realized as we had anticipated, or would we fail and not achieve our goals with the students.

The beauty of this work was presented slowly, after the realization of each session and during the discussions with the students; from lecture to lecture, they increasingly assimilated the contents presented from both fields.

We discovered that teaching the sessions in this module shapes active perception of the lecturer; enables successive focusing on the aspects of the teaching process step by step.

As a language teacher, I found that democracy content incorporated in each session gave another important aspect of acculturation to the whole educational process.

3.4 The students' feedback

Students' responses during the discussions at the end of the sessions motivated us to give even more of ourselves in the next session to achieve the set goals.

Here are some of their comments presented in the reflection after the sessions:

"The students expressed their satisfaction that we will work together again, although in completely different conditions due to the pandemic, and said that they hope that some knowledge they have from other methodologies will help them in the methodology of the language. They expressed interest in learning about democracy in the educational process, although so far they have not addressed this topic in any subject but have only general knowledge. Some students asked if this part would complicate the process of acquiring knowledge in the subject methodology of language" (5.11.2020).

"The students emphasized that they are aware of the structure and dynamics in general from the subjects they have attended so far, but stressed that for the first time this knowledge is explained to them through rules and laws and how they also affect the sphere of speaking culture" (17.11.2020).

"The students emphasized that in the methodology courses they learned in the previous semesters, they had the opportunity to see the specific methods of those courses in the practice they developed in preschool institutions, and now they work on this topic online and cannot observe it in practice" (26.11.2020).

"Students pointed out that they constantly observe and perceive different things in daily life, but now understand how important it is for the educational work of the educator in the preschool institution" (10.12.2020).

"The students stated that they liked how the language expresses the identity of each individual and compared the identity with the onion, just as the onion has more layers so the identity of each one has many layers, the language is one of them" (14.12.2020).

"The students pointed out that the identity discussion we did in the last lecture, which we continued today, led them to think about how often the insistence on emphasizing and defending the identity for fear that it might be violated could be wrong. The students also said that they would try to instill respect in their work with children for everything that is different" (17.12.2020).

"The students indicated that although some of them speak two or three languages, most think that bilingualism is an advantage and stressed that so far they have not thought that bilingualism can cause problems in language acquisition" (21.12.2020).

"The students emphasized that they have viewed communication as a skill in their studies so far from the pedagogical, psychological and now also from linguistic point of view, where we worked on the types of communication, they think that they now have a clearer picture of what communication is" (28.12.2020).

Listen

Speak

Play

Learn



4. Semester Survey - The results of the module

Participants:	11 students,
University and Faculty:	University St Cyril And Methodius in Skopje, Faculty of Pedagogy "St. Kliment Ohridski" - Skopje
Course - bachelor level:	4 th year of university studies, 7 th semester

4.1 Introduction

During the autumn semester 2020, 18 students followed the new course: "Culture of Democracy through the Culture of speech and its Didactics" as pilot module. For the first time Culture of democratic citizenship is integrated in the subject content – Culture of speech with didactics.

We conducted 11 Sessions: all of them were realized online (platform Zoom).

We sent a survey to assess student's thoughts, opinions and feelings about the module at the beginning and at end of the semester, when all the sessions in this module were introduced to the students.

4.2 Reflection

The survey consists of III parts:

4.2.1 General remarks

a) In the general part of the survey conducted at the beginning of the module in the first question:

I am familiar with Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC), 8 students answered that they had no knowledge at all, 3 students answered with 4 that they had knowledge, but not much.

At the end of the module in the first question:

After attending the course, I am familiar with Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC), 8 students responded that after attending the module they are very familiar with Council of Europe Framework of Competences for Democratic Culture, 2 are familiar and 1 student responded with to some degree.

According to the answers at the beginning and at the end of the module, most of the students have gained knowledge for Europe Framework of Competences for Democratic Culture, 2 estimate that their knowledge is the same both at the beginning and at the end of the module, 1 student responded that to some extent he has gained knowledge.

b) In the second question at beginning of the module:

Have you ever had the opportunity to get acquainted with the resources / manuals related to citizenship and human rights education in the university courses developed to date?, 6 students stated that they did not have the opportunity to get acquainted with the resources / manuals, 2 responded with 2, 2 were more or less notified and 1 student was informed.

At the end of the module in the second question:

Were you familiar with the resources / manuals related to citizenship and human rights education in this course?, 9 students stated that after completing the module they have a lot of knowledge about resources / manuals for civic education and human rights, 2 students stated that after completing the module they have knowledge of resources / manuals for civic education and human rights.

According to the answers at the beginning and at the end of the module, all students (9 a lot, 2 have knowledge) have gained knowledge of resources / manuals for civic education and human rights after completing the course.

c) In the third question at the beginning of the module:

Currently, I feel prepared to reflect critically on my future professional practice. 7 students stated that they more or less feel prepared to reflect critically on their future professional practice, 1 student stated that he more or less feels prepared to reflect critically on his future professional practice and 3 students stated that they feel very prepared to reflect critically on their future professional practice.

At the end of the module in the third question:

After attending this course, I felt more prepared to critically reflect on my future professional practice. 9 students stated that after participating in this course they feel very prepared to reflect critically on their future professional practice, 2 students stated that after participating in this course they feel prepared to reflect critically on their future professional practice.

According to the answers at the beginning and at the end of the module, all students (9 more prepared, 2 prepared) feel prepared to reflect critically on their future professional practice after completing the course.

In the last question of the general part that is posed only after the end of the module as a remark for the module:

Which aspect of the course was of particular value to your future teaching practice (List all possible answers).

5 students have marked these 3 aspects of the course	<ul style="list-style-type: none">- Learning about key competencies and relevant indicators in line with the Reference Framework for Competencies for Democratic Culture;- Interactive group work;- New resources / manuals for democracy and human rights education.
2 students have marked these 2 aspects of the course	<ul style="list-style-type: none">- Learning about key competencies and relevant indicators in line with the Reference Framework for Competencies for Democratic Culture;- Interactive group work.
3 student have marked these 2 aspects of the course	<ul style="list-style-type: none">- Learning about key competencies and relevant indicators in line with the Reference Framework for Competencies for Democratic Culture;- New resources / manuals for democracy and human rights education.
1 student have marked this 1 aspect of the course	<ul style="list-style-type: none">- Learning about key competencies and relevant indicators in line with the Reference Framework for Competencies for Democratic Culture.

According to the answers, all students stated that the aspect: Learning about key competencies and relevant indicators in line with the Reference Framework for Competencies for Democratic Culture; has value for their future teaching practice, for 7 students aspects Interactive group work has value for their future teaching practice. And for 8 students aspect New resources / manuals for democracy and human rights education, has value for their future teaching practice.

4.2.2 The Content of Democracy and the RFCDC

a) In the second part The Content of Democracy and the Reference Framework for Competencies for Democratic Culture in the fourth question at beginning of the module:

To what extent do you believe that knowledge of the principles of democratic practice and human rights education is relevant to your future role as a teacher? 3 students stated that more or less knowledge of the principles of democratic practice and human rights education is important for their future role as teachers, 1 student stated that knowledge of the principles of democratic practice and human rights education is important for his future role as a teacher?. 7 students stated knowledge of the principles of democratic practice and human rights education are very important for their future role as teachers?

At the end of the module in the fourth question:

To what extent do you believe that knowledge of the principles of democratic practice and human rights education is relevant to your future role as a teacher? 10 students stated that knowledge of the principles of democratic practice and human rights education is very important for their future role as teachers. 1 student stated that knowledge of the principles of democratic practice and human rights education is important for his future role as a teacher.

According to the answers, after completing the module all students state that knowledge of the principles of democratic practice and human rights education is important for their future role as teachers.

b) In the fifth question at the beginning of the second part of the module:

How important is it for you to create a democratic culture in school? 9 students stated that creating a democratic culture in the school is very important. 2 students stated that creating a democratic culture at school is important.

At the end of the module in the fifth question:

How important is it for you to create a democratic culture at school? 10 students stated that creating a democratic culture in the school is very important. 1 student stated that creating a democratic culture at school is important.

According to the answers, students both at the beginning of the module and at the end think that creating a democratic culture at school is very important.

4.2.3 Teaching skills

a) In the III part of the survey, teaching skills conducted at the beginning of the module the sixth question:

Do you feel prepared to create a democratic culture at school during your university education? 7 students stated that they feel prepared to create a democratic culture at school during their university education. 3 students stated that they feel more or less prepared to create a democratic culture at school during their university education. 1 student stated that he feels a little prepared to create a democratic culture at school during his university education?

At the end of the module in the sixth question:

After completing the course, do you feel prepared to create a democratic culture at school during your university education? 6 students stated that after completing the course do they feel very prepared to create a democratic culture at the school during their university education. 4 students stated that after completing the course do they feel prepared to create a democratic culture at school during their university education. 1 student stated that after completing the course he more or less feels ready to create a democratic culture at school during his university education.

According to the answers, all students have changed their minds and think they feel prepared to create a democratic culture at school during their university education.

b) In the seventh question at the beginning of the module:

I feel prepared to reflect critically on my future professional practice. 5 students stated that they more or less feel prepared to reflect critically on their future professional practice. 6 students stated that they feel very prepared to reflect critically on their future professional practice.

At the end of the module in the seventh question:

After attending this course, I feel prepared to reflect critically on my future professional practice. 7 students stated that they feel very prepared after participating in this course to reflect critically on their future professional practice. 4 students stated that they feel prepared after participating in this course to reflect critically on their future professional practice.

According to the answers, all students stated that they feel prepared or very prepared after participating in this course to reflect critically on their future professional practice. It is interesting that a student at the beginning of the module stated that he was very prepared, but at the end of the module he stated that he was just prepared.

c) At the beginning of the module in eighth question:

I am well equipped with tools and strategies that enable the use of active and participatory methods in my role as a teacher. 10 students stated that they are well equipped with tools and strategies that enable the use of active and participatory methods in their role as teachers. 1 student stated that he is well equipped with tools and strategies that enable the use of active and participatory methods in his role as a teacher.

At the end of the module in the seventh question:

After participating in this course, I feel better equipped with tools and strategies that enable the use of active and participatory methods in my role as a teacher. 6 students stated that after their participation in this course, they feel very equipped with tools and strategies that enable the use of active and participatory methods in their role as teachers. 5 students stated that after participating in this course, they feel equipped with tools and strategies that enable the use of active and participatory methods in their role as teachers.

According to the answers, to 6 students we notice that after participating in this course from the statement at the beginning of the module that they feel more or less equipped or equipped with tools and strategies that enable the use of active and participatory methods in their role as teachers, changed the statement to feel very equipped at the end of the module. 5 students did not change the previous statement from the beginning of the module and remain in the same statement.

d) In question 9 at the beginning of the module:

Have you practiced teaching in school during your university education? All students stated that they have practiced teaching in school during their university education.

At the end of the module in the ninth question:

Did you have the opportunity to practice teaching at school during this course? 10 students stated that they did not have the opportunity to practice in school during this course, 1 student who has registered this course again stated that she had the opportunity to practice practical teaching during the first time she had registered this course.

Such a response of the students at the beginning of the module comes from the fact that the practical teaching in the partner schools and preschool institutions starts from the sixth semester and continues until the eighth semester, depending on the subjects they are attending. However, due to the –COVID-19 pandemic, they did not have the opportunity to do practical teaching during this semester (the course syllabus provides 2 hours of internship in a preschool institution).

e) In the tenth question at the beginning of the module:

If YES, then what is the total number of internships you have completed? 6 students stated that they have completed 40 practical hours in the previous semesters, 3 students stated that they have completed 20 hours, 1 student has completed 75 hours, while the student who has registered the course again stated that he has completed all the hours provided in relevant subjects (120 hours).

At the end of the module in the same question, all students stated that during this course they did not have the opportunity to attend practical training due to the pandemic COVID – 19.

The different number of hours that students show that they have completed is because according to our curriculum compulsory practical work is completed in the eighth semester (the course culture of speech with didactics according to the curriculum is completed in the seventh semester), while in the previous semesters, depending on the size of the group and the decision of the subject professor, the student may hold internships but the number of hours is not fixed.

f) In the eleventh question at the beginning of the module:

Did you practice MOCK classes during your university education? 3 students stated that they exercised MOCK, while 8 students stated that they did not exercise MOCK.

At the end of the module in the eleventh question:

Did you attend / carry out practical teaching while teaching in MOCK classes as part of this course? All students stated that they did not attend such classes (due to the COVID-19 pandemic).

g) In question twelve at the beginning of the module:

If YES - how many hours of MOCK class did you complete in total? 10 students said that they did not take any classes, while 1 student stated that he took 75 hours, I think the student misunderstood the question.

At the end of the module in twelfth question:

Would you have the willpower to carry out, in your future training, any of the activities in which you participated during this course? 9 students stated that they have the necessary will to perform, in future trainings, any of the activities in which you participated during this course, 2 students stated that they do not.

In the sub-questions if Yes then indicate which of them and if NO, explain why, out of 10 students who declared YES only 5 students gave explanation, 4 students did not give explanation, the two students who declared NO, did not give explanations.

Reasons of students who said YES

Student	Reason
1	I would love to learn more about MOCK classes
2	To prove in practice the things that due to the pandemic we could not afford
4	Practice MOCK class
5	Learn more about MOCK classes
11	In all that we learned during this course

h) In question thirteen at the beginning of this module:

I have received comments / remarks from mentors when (if) I have done teaching practice (MOCK classes and school teaching) which has helped me improve my teaching skills. 7 students stated that they did not receive any comments / remarks from mentors when (if) they did teaching practice (MOCK classes and school teaching) which helped them to improve their teaching skills. 1 student stated that he / she more or less received comments / remarks from mentors when (if) he / she did teaching practice (MOCK classes and school teaching) which helped him / her to improve his / her teaching skills. 3 students stated that they received comments / remarks from mentors when (if) they did teaching practice (MOCK classes and school teaching) which helped them to improve their teaching skills.

At the end of the module in the thirteen question:

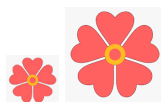
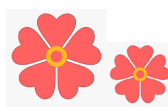
Finally, do you think that your participation in this course has improved your teaching skills? 7 students stated that attending the course more or less improved their teaching skills. 1 student stated that attending the course improved his teaching skills. 2 students stated that attending the course greatly improved their teaching skills.

According to the students' answers, did attending the course during the semester to some extent improve their teaching skills.

In the sub-question, please explain your answer (with examples). 8 students explained their answer, 3 students did not explain.

Student	Answer
1	Only theoretically, we had no opportunity for practice due to the pandemic.
2	I have only this subject left and I completed the pedagogical internship, where I gained skills for teaching, in this subject due to the pandemic we did not have the opportunity to do practical training.
3	Through this course I think I am able to work more professionally at work, through various activities, I have more general knowledge, etc.
4	Only the theoretical aspect, we did not have the opportunity for practical learning due to the pandemic.
5	Due to the pandemic, we were not able to conduct practical training in preschool institutions.
6	No answer.
7	No answer.
8	Only the theoretical side, due to the pandemic we could not do practice.
9	The pandemic did not allow us to practice.
10	No answer.
11	Due to the pandemic, we were not able to test our skills in practice.

The answers are dominated by the reasoning that the pandemic did not allow them to do practical lessons and mainly the teaching was theoretical.



I am speaking, I am

sharing 

5. Conclusion and recommendations

Based on the analyses of the survey, I can confirm that we have to be satisfied with students' understanding of the content and possibilities for practical implementation of the module.

The survey shows that students have accepted the innovations offered in this module (integration of content from the culture of speech and democratic culture) and that they are interested in hearing such topics.

The survey shows that democratic culture is an area that interests students and that they are familiar with the resources and manuals in which these issues are addressed.

The survey shows that the weakest point was inability for direct interaction with students in university and preschool setting, so it influences the answers on the question concerning the use of the strategies in practical work and mock teaching classes the COVID-19 pandemic did not enable them to put the issues addressed during the lecture into practice.

I believe that this innovation, although in difficult conditions, will affect the students to apply the knowledge gained during this semester in the future during their work in the chosen profession.

Prof. Lulzim Ademi, Ph.D.



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ISBN 978-82-999937-6-0

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Lulzim Ademi

E-book

