**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course UnitTitle/DersAdı** |  Lesson Planning in ELT |
| **Course UnitCode/DersKodu** | ELTA403 |
| **Type ofCourseUnit/Dersstatüsü** | Compulsory/ Senior |
| **Levelof Course Unit/Dersseviyesi** | BA |
| **NationalCredits/Ulusalkredi** | 3 |
| **NumberofECTSCreditsAllocated/AKTS değeri** | 3 ECTS |
| **Theoretical(hour/week)/Haftalıkteorikderssaati** | 3 |
| **Practice(hour/week)/Uygulamadurumu** | - |
| **Laboratory(hour/week)/Laboratuvardurumu** | - |
| **Year of Study/ Dersin yılı** | 2 |
| **Semester whenthecourseunitisdelivered/Dersdönemi** | Spring |
| **CourseCoordinator/Derskoordinatörü** | - |
| **Name ofLecturer(s)/Derssorumluöğretimelemanı** | - |
| **Name ofAssistant(s)/Asistanadı** | - |
| **Mode ofDelivery/Dersinişlenişi** | Face to face, rhetorical, practical, presentation |
| **Language ofInstruction/Dersindili** | English |
| **Prerequisitiesandco-requisities/Dersinönkoşulu** | - |
| **RecommendedOptionalProgrammeComponents/Önerilenopsiyonel program unsurları** | - |
| **Objectives oftheCourse/Dersinamacı** |
| -to provide information about the theories and principles of course content and material design in English language teaching the selection including the daptation, development and evaluation of content and materials,-to introduce information about the procedures related to the selection of the course content and materials; learner-centered, authentic, real-world materials that help the students to communicate with one another and with the teacher; language adequacy of the learner, learnability, ease of use, cultural content, appropriateness of communicative interaction and language use; language adaptation of learning materials according to student needs and teaching envoronments,-to get the learners to design their own lesson plans, teaching materials and supplementary materials chosen according to the approprate method, student level, meeds and current school environment |
| **LearningOutcomes/Öğrenmeçıktıları** |  |
| Whenthiscourse has been completed the student should be able to: | Assessment |
| 1 | Define the roles of a teacher, specific, generic, preinstructional, instructional and postinstructional teaching skills | 1,2 |
| 2 | Make systematic observations and write behaviroal descriptions | 1,2 |
| 3 | Write well-stated objectives icluding the four components and different domains | 1,2 |
| 4 | Differentiate between course and unit planning and weekly and daily planning | 1,2 |
| 5 | Select appropriate authentic and real-world materials for the lessons planned to be taught | 1,2 |
| 6 | Design lesson plans with well-stated objectives and detailed procedures | 1,2 |
| 7 | Design micro-teaching of activities to be presented in class | 1,2 |
| 8 | Develop appropriate materials and activities for communicative purposes to promote interation during the teaching and learning process | 1,2 |
| *AssesmentMethods*:1. Exam, 2. Assignment3. Project/Report, 4.Presentation, 5 Lab.Work*DeğerlendirmeMetodu*: 1. Sınav, 2. Ödev, 3. Proje, 4. Sunum, 5. Lab work |
| **Course’sContributiontoProgram/DersinProgramaKatkıları** |
|  | CL/KS |
| 1 | Have gained an in-depth knowledge of different linguistic components of the English language | 2 |
| 2 | Be familiar with different theories, methods, and techniques of teaching English as a foreign language; | 4 |
| 3 | Be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | 3 |
| 4 | Be able to assess English language learners in different language skills; | 2 |
| 5 | Be able to create, evaluate, and use English language teaching materials; | 2 |
| 6 | Be able to critically evaluate the existing language proficiency exams; | 2 |
| 7 | Be able to participate and be sufficiently understood in academic discourse; | 3 |
| 8 | Be able to apply academic learning strategies such as note-taking, reading, and oral communication strategies in real life situations; | 3 |
| 9 | Be able to make efficient and appropriate behavior management decisions in the classroom; | 2 |
| 10 | Be able to analyze literary texts to integrate them into their teaching; | 3 |
| 11 | To be able to effectively manage group dynamics, time, space and materials; | 2 |
| 12 | To have gained familiarity with basic principles of guidance and the relevant practical applications; | 2 |
| 13 | Be able to conduct and use research and document sources properly; | 3 |
| 14 | Be able to apply the knowledge and skills they have gained during their four year studies at GAU to their teaching career. | 3 |
| *CL (Contribution Level)*: 1.VeryLow, 2.Low,3.Moderate, 4.High, 5.Very High*Katkıseviyesi(KS)*: 1. Çokdüşük, 2. Düşük, 3. Orta, 4. Yüksek, 5. Çokyüksek |
| **CourseContents/Dersİçeriği** |
| Week/**Hafta** |  |  | Exam**s/ Sınavlar** |
| 1 |  | General Information, Introduction |  |
| 2 |  | The tools of teaching: roles of teacher, teaching skills |  |
| 3 |  | Making systematic observations: types of obsevation, types of data, objectivity in observation, ethical considerations |  |
| 4 |  | Preinstructional Skills: Writing objectives |  |
| 5 |  | Goals and objective Specificity |  |
| 6 |  | Informational and instructional objectives |  |
| 7 |  | Classifications of objectives |  |
| 8 |  |  | **Mid-term** |
| 9 |  | Planning the lesson presentation |  |
| 10 |  | Levels of planning |  |
| 11 |  | Course and unit planning |  |
| 12 |  | Weekly and daily Lesson plans |  |
| 13 |  | Instructional materials, evaluative instruments |  |
| 14 |  | Micro-teachings |  |
| 15 |  |  | **Final** |
| **RecommendedSources/Önerilenkaynaklar** |  | REVISION |
| **Textbook/Derskitabı:**Moore, K.D. (2012) Classroom Teaching Skills: A Primer. McGraw Hill: New York.**SupplementaryMaterial(s)/EkMateryal(ler):**Harmer, J. (2001). *The practice of English language teaching.* (3rd edition). Longman: New York.Richards J. C., Renandya, W.A. (eds) (2002). Methodology in Language Teaching. Cambridge University Press, UK. Nunan, D. (1991). Language Teaching Methodology: A textbook for teachers. New York: Phoenix ELT.Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching. (2nd edition). Oxford University Press, U.K. |
| **Assessment/Değerlendirme** |
| Attendance/Dersedevam | 0% |  |
| Homeworks/Ödevler | 10% |  |
| Laboratory/Lab.  | 0% | Lab Grade= Lab Performance Lab Attendance |
| MidtermExam/Vizesınavı | 40% |  |
| FinalExam/Final sınavı | 50% |  |
| Total | 100% |  |
| **ECTSAllocated BasedontheStudentWorkload/ Öğrencidersyükünegöre AKTS değerleri** |
| ActivitiesEtkinlik | Number/Sayısı | Duration(hour)/Süresi | TotalWorkload(hour)/Toplamyük |
| Courseduration inclass (including theExamweek)/Sınıfiçietkinlikler | 14 | 3 | 42 |
| Labsand Tutorials/ Lab veders | - | - | - |
| Assignments/Ödevler | 2 | 7 | 14 |
| E-LearningActivities/E-learning activities | 2 | 7 | 14 |
| Project/Presentation/ReportWriting/Proje |  |  |  |
| Quizzes |  |  |  |
| LabExams |  |  |  |
| MidtermExamination/Vize | 1 | 1 | 1 |
| FinalExamination/Final | 1 | 1 | 1 |
| Self-Study/Bireyselçalışma | 3 | 10 | 30 |
| TotalWorkload/İşyükü | 102 |
| TotalWorkload/30(h) |  102/30 |
| ECTSCreditofthe Course/AKTS değeri | 3,4 |