**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 | | | |