

## “LESSON PLANNING” SYLLABUS

Basic data of the subject			
<b>Academic Unit:</b>	FACULTY OF PHILOLOGY		
<b>Course title:</b>	LESSON PLANNING		
<b>Program:</b>	ENGLISH LANGUAGE AND LITERATURE		
<b>Level:</b>	BACHELOR		
<b>Course status:</b>	ELECTIVE		
<b>Study year:</b>	IV		
<b>Number of hours per week:</b>	2+2		
<b>Credit value – ECTS:</b>	4		
<b>Time / location:</b>	WINTER TERM/PRIZREN		
<b>Lecturer:</b>	SERMIN TURTULLA		
<b>Contact details:</b>	+383 44 116 347, sermin.turtulla@uni-prizren.com		
<b>Course description:</b>	Lesson planning is designed to enable students to apply basic and advanced knowledge of the methodology to effective lesson planning using microteaching techniques.		
<b>Course objectives:</b>	The course aims to develop practical lesson planning skills through microlearning techniques of special grammatical structures of English as a foreign language. Moreover, it aims to enrich understanding of the content by adding practical experience and strengthening effective teaching skills.		
<b>Learning outcomes:</b>	Students will gain practical lesson planning skills by identifying all the main grammatical structures of English as a foreign language; will clearly define the differences between similar structures, synthesize data and respond to opposing views in previous units; expand and exercise practical skills in lesson planning where the objective of the lesson is the grammatical structures of English as a foreign language.		
<b>Contribution on student load (must correspond with learning outcomes)</b>			
Activity	Hours	Days/week	Total
Lecture	2	1/14	24
Practice	2	1/14	24
Homework	2	5/2	4

Study hours outside of class /library	3	2/11	33
Evaluation hours	1	1/2	2
Exam preparation hours	2	7/4	8
Teacher consultation hours	1	3/5	5
<b>Total</b>			<b>100 hours (4 ECTS)</b>
<b>Teaching methods :</b>	The subject is evaluated through the project-based method, where students in groups apply the knowledge gained in methodology courses to plan lessons and present them to their peers.		
<b>Evaluation methods:</b>	The course is evaluated according to criteria as follows: Participation 30 % Creativity 10 % Mid-term paper 20 % End-term paper 40%		
<b>Literature</b>			
<b>Basic Literature:</b>	Griffee, D. T. (2012). An Introduction to Second Language Research Methods: Design and Data. TESL-EJ Publications.  Cohen, L., Manion, L. & Morrison, K. (2007). Research Methods in Education (6th ed.). New York: Routledge.		
<b>Additional Literature:</b>	Fraenkel, J. R., Wallen, N. E. & Hyun, H.H. (2012). How to Design and Evaluate Research in Education (8th ed.). New York: McGraw-Hill Company, Inc.		

<b>Designed study plan:</b>		
<b>Week</b>	<b>Lectures</b>	<b>Exercises</b>
<i>First week:</i>	Noun-related structures – Part I Countable/uncountable Singular/plural	Presence of dual forms Plural e(s) pronunciations Irregular forms of plurals
<i>Second week:</i>	Noun-related structures – Part II Some and any Much and many Possessive 's	Exceptions to –some/any- use Use in informal style Used without noun Used with people's houses..
<i>Third week:</i>	Pronoun-related structure Personal Pronouns Possessive Pronouns Relative Pronouns	Mixed Subject and object Other uses of it Possessives without nouns Whose possessive relative pron.

<i>Fourth week:</i>	Adjective-related structures Comparative Superlative “As..as” form	Three-times + comparative Double comparative Superlative without –the- “As...not as” form
<i>Fifth week:</i>	Verb-related structures – Part I Simple present Present continuous Simple past	Use with promises Use with stories State verbs Use with changes Future use
<i>Sixth week:</i>	Verb-relates structures – Part II Present perfect (continuous) Past continuous Past perfect (continuous)	Use with ever, never, ... Advanced point and bad rules Compare past tenses Special uses
<i>Seventh week:</i>	Verb-relates structures – Part III Future with will Future with going to	Use with predictions as orders Use with giving information Use with predictions
<i>Eighth week:</i>	Modals	Used with abilities, permission
<i>Ninth week:</i>	Adverb-relates structures Adverbs of time, place, manner and frequency	Position of adverbs Same form adverbs and adjectives Adverbs with two forms
<i>Tenth week:</i>	Preposition-related structures Prepositions of place and direction	Use of at, in, on Parts of the day –in- Other uses of –in- Use of along Across and through
<i>Eleventh week:</i>	Article-related structures Indefinite article Definite article No article	Different uses of –the- Use with proper names Use with double expressions
<i>Twelfth week:</i>	Conditionals	Different structures of conditionals
<i>Thirteenth week:</i>	Passives –related structures	Passive forms and modals Choice of passive structures
<i>Fourteenth week:</i>	Indirect (reported) speech Changes in reported speech Reported questions Reported requests	Tell or say Change of person, place and time Change of modals Word order
<i>Fifteenth week:</i>	End-term paper	End-term paper practice
<b>Academic policies and rules of conduct:</b>		
Students are required to attend classes, conduct properly during lectures and practice classes, and hold two presentations.		

