
*ENG 350:
EFL teaching
methodology*



University of Cyprus
Department of English Studies

*7.5 ECTS credit points
Fall Semester, 2018*

Instructor: Dr. Constantina Fotiou

Days, Time & Venue: Tuesday/Friday, 16:30–18:00, ΧΩΔ02 B111

Office hours: Tuesday 14:15–16:15 and by appointment

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Course brief description

Teaching is an art; it requires talent and patience, but above the mastery of a variety of skills, methods and techniques without which even the most passionate teacher will fail to deliver successful lessons. The course is both theoretical and practical in nature and aims at preparing prospective teachers of English for their future work in the classroom.

Outline

The first part of the course (Lectures 1–4) is an introduction to the history of the field and an exploration of its basic concepts. It also focuses on the basic skills a teacher needs to master and the variety of roles a teacher has to assume in the classroom.

The second part of the course (Lectures 5–8) focuses on the learner and different learning settings and how all these affect a teacher's choice of methods and techniques.

The third and largest part of the course (Lectures 9–23) looks at the two components of language (lexis and grammar) and how to present, practise and revise them as well as the four language skills (reading, writing, speaking, listening) and how to develop them. It also looks at how to teach pronunciation. Further, it explores teaching English through literature, drama, videos, games and songs and demonstrates ways in which technology can be used in the classroom. Finally, it explores a variety of tools, techniques and activities one can use to make lessons lively and interesting.

The last part of the course (Lectures 24–26) focuses on the teacher: it explores ways of continuous professional development, looks at how to overcome problems and conditions such as anxiety and teacher burnout and suggests ways of studying one's own teaching.

Learning Outcomes

By the end of this course, the students will have:

- ✓ explored basic theoretical principles, concepts and approaches of language teaching
- ✓ gained an understanding of the various roles a teacher has in the classroom
- ✓ understood different types of learners and how to effectively teach them
- ✓ explored the topic of learner language
- ✓ understood types of mistakes, their sources, and how to respond to them
- ✓ learned how to stage a lesson and produce a clear lesson plan
- ✓ practised delivering lessons on one of the language skills & language components
- ✓ reflected on EFL teaching via classroom observation of their peers and own practice
- ✓ explored ways of using the various types of resources and tools available to them
- ✓ examined teacher anxiety and teacher burnout

Course Structure

Lectures 1–2: Introduction to the course

4 & 7 September, 2018

The first week introduces the course and gives a brief history of English language teaching—a look at previously used approaches and the turn to the communicative approach. It also explores different ways of working in a language classroom. Finally, the roles of the English language teacher are unpacked and discussed.

Reading: LT pp. 9–35; The practice of English language teaching pp. 54–55, 116–117

Lectures 3–4: Doing the basics in the classroom

11 & 14 September, 2018

These lectures focus on the basics of classroom management with an emphasis on:

- Eliciting techniques
- Establishing & maintaining appropriate behaviour
- Getting to know a new class
- Giving instructions
- Monitoring
- Pace in the classroom
- Sitting arrangements
- Using gestures
- Using learners' L1
- Using the board
- Using translation

Reading: LT pp. 54–78, 371–375, 297–300; The practice of English language teaching pp. 168–175; extra notes available on Blackboard

Lectures 5–6: Types of learner, classrooms and related techniques

18 & 21 September, 2018

This week concentrates on how different learners and different classrooms settings require different teaching techniques. Below are the factors to be taken into consideration:

- Ability
- Age
- Learners' needs
- Multiple Intelligences
- Personality factors
- Sensory preferences

Reading: LT pp. 82–94, 321–327; extra notes available on Blackboard

Lectures 7–8: Learner Language

25 & 28 September, 2018

This week explores learner language. It also focuses on mistakes: what types of mistakes there are, how to analyse them, what their sources are and how to deal with them.

Reading: LT pp. 285–290; Learner English pp. 104–116; The practice of English language teaching pp. 155–156; extra notes available on Blackboard

Lecture 9: Introduction to lesson planning

2 October, 2018

This lecture looks at how to plan lessons: set clear and achievable aims, stage a lesson, analyse target language, and so on.

Reading: LT pp. 99–101, 111–114, 123–139; sample lesson plans available on Blackboard

Lectures 10–11: Presenting grammar

5 & 9 October, 2018

These two lectures focus on how to teach grammar using a variety of methods and techniques.

Reading: LT pp. 156–184, 307–310; extra notes available on Blackboard

Lectures 12–13: Presenting Lexis and functional language

12 & 16 October, 2018

These two lectures are devoted to the teaching of vocabulary and functional language. We also explore the use of different kinds of dictionaries.

Reading: LT pp. 114–118, 185–210, 305–307

Lecture 14: Teaching Pronunciation

19 October, 2018

This lecture explores how to teach pronunciation. It also looks at the individual sounds, word and sentence stress as well as aspects of connected speech.

Reading: LT pp. 271–284

Lectures 15–16: The productive skills (speaking & writing) and how to develop them

23 & 26 October, 2018

These two lectures examine the two productive skills (speaking & writing) and explore ways to develop them. Time will also be allocated to teaching practice sessions.

Reading: LT pp. 211–248

Lectures 17–18: Teaching Practice Observation and Giving Feedback

30 October & 2 November, 2018

Lectures 19–20: The receptive skills (listening & reading) and how to develop them

6 & 9 November, 2018

These two lectures examine the two receptive skills (listening & reading) and explore ways to develop them. Time will also be allocated to teaching practice sessions.

Reading: LT pp. 249–270

Lecture 21: Teaching Practice Observation and Giving Feedback

13 November, 2018

Lectures 22–23: Delivering engaging and interesting lessons

16 & 20 November, 2018

These two lectures explore a variety of ways to teach English so as to deliver lively, interesting and engaging lessons. Time will also be allocated to teaching practice sessions.

Reading: LT pp. 334–378

Lectures 24–26: Focus on the teacher

23, 27 & 30 November, 2018

The last part of the course focuses on ways teachers can take advantage of the huge variety of resources and tools available to them. It also looks at ways of continuous professional development and explores how teachers can study their own teaching. Finally, it examines the problems of teacher anxiety and teacher burnout and suggests ways to overcome them. Time will also be allocated to teaching practice sessions.

Reading: LT pp. 94–97, 380–393; extra notes available on Blackboard

Evaluation

Attendance, participation and written feedback for classmates' TP sessions (25%)

Teaching Practice with a detailed lesson plan and a completed self-evaluation form (25%)

Final Exam (50%)

Attendance policy and participation

Attendance is mandatory; you are required to attend *all* classes. In case you are unable to do so, the instructor needs to be informed in advance. You are also expected to do the relevant reading *before* coming to class, contribute to discussions, actively participate in the completion of various activities in class and give written feedback on your classmates' teaching practice sessions.

Main textbook (to be purchased by students)

Learning teaching: the essential guide to English language teaching 3rd edition by Jim Scrivener (2011) (= LT)

Books you need available on short-term loan

- Learner English: A teacher's guide to interference and other problems by Michael Swan and Bernard Smith (1987) (PE1128.A2L36 1987)
- The practice of English language teaching by Jeremy Harmer (2015) (PE1128.A2H34 2015)

Recommended further reading

- Classroom Management Techniques by Jim Scrivener (2012)
- Concept questions and timelines by Graham Workman (2006)
- Grammar for English Language Teachers by Martin Parrott (2010) (PE1105.P37 2000)
- How languages are learned by Patsy M. Lightbown and Nina Spada (2013)
- How to teach English by Jeremy Harmer (2007) (PE1128A2H339 2007)
- How to teach pronunciation by Gerald Kelly (2000)
- Innovation and creativity in ELT methodology by Handoyo Puji Widodo, Andrzej Cirocki (2013)
- Learning and teaching English: a course for teachers by Cora Lindsay and Paul Knight (2006)
- Second language learning and language teaching by Vivian Cook (2008) (P118.2.C67 1991)
- Teach English as a foreign language by David Riddell (2010)
- Teaching English grammar: What to teach and how to teach it by Jim Scrivener (2010)
- Teaching practice handbook by Roger Gower, Diane Phillips and Steve Walters (2005)
- Teaching Tenses by Rosemary Aitken (2002)
- Translation in Language Teaching and Assessment by Dina Tsagari & Georgios Floros (eds.) (2013) (available online via UCY library)