



COURSE OUTLINE

Course Title: EFL METHODOLOGY II	
Course Code: ENG 555	Instructor: Stella K. Hadjistassou
Semester: Fall 2018	Office: IM 105 (Language Center – 29 Kallipoleos Avenue)
Lecture Room: 0EE01 B141	Office Hours: Tuesday & Thursday, 1:00-2:00pm; please also feel free to set an appointment with me
Type of Course (Compulsory/Optional): Optional	Phone Number: 22892902
Prerequisites:	Email: shadjis@ucy.ac.cy
Day/Time: Tuesdays & Fridays, 3:00-4:00pm	Website: https://shadjis.wordpress.com
Number of ECTS Credits Allocated:	Department of English Studies Website: http://www.ucy.ac.cy/eng/en/

Course Overview

The course is designed to introduce students to the practice of teaching English as a second and/or foreign language. Multiple theoretical frameworks related to the teaching and learning of English as a second and/or foreign language will be introduced and analyzed in detail. Particular emphasis will also be placed on the teaching of the four skills, culture, various language components, coursebook evaluation and adaptation, lesson planning and the development of general basic skills and techniques in teaching English as a second and/or foreign language. A substantial component of the course will also deal with language assessment, lesson planning, classroom management, the integration of technology to enhance students' learning experiences and other related issues that are important in the language classroom.

Course Learning Objectives:

Students enrolled in this course will have the opportunity to explore, analyze and apply in actual contexts:

1. Key theoretical frameworks that have helped mold ESL/EFL teaching methodology
2. Theoretical and practical frameworks guiding the development the four language skills
3. The role of culture in teaching and second/foreign language learning
4. The role of grammar and vocabulary instruction in second/foreign language learning
5. Constructive classroom pedagogical practices
6. Curriculum design
7. Key elements involved in lesson planning
8. Technologies in the second/foreign language classroom contexts
9. Effective classroom management techniques
10. Language assessment techniques

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Develop a conceptual understanding of key theoretical frameworks that have helped mold methodologies in second/foreign language acquisition
2. Become acquainted with the implementation of these key theoretical frameworks to teach the four skills in different contexts
3. Explore different theoretical frameworks and techniques for teaching grammar and vocabulary
4. Understand the instrumental role of culture in teaching English as a second/foreign language
5. Devise effective lesson plans
6. Develop collaborative, motivating and immersive learning environments through the integration of novel technologies
7. Devise innovative instructional materials and activities that will help create new affordances for learning in highly immersive, collaborative learning environments
8. Foster creativity, autonomy and promote motivation in the second/foreign language classroom
9. Devise and apply in *praxis* materials and technologies to develop pedagogically sound learning activities
10. Understand the importance of implementing effective language assessment techniques in different contexts

Required Textbooks:



Brown, D. H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th Edition). New York: Pearson Longman.

Recommended Supplementary Material:



A more detailed list of recommended books and journal articles will be provided online.

Brumfit, C. J. & Johnson, K. (Eds.). (1979). *The communicative approach to language teaching*. Oxford: Oxford University Press.

Celce-Murcia, M. (Ed.). (1991). *Teaching English as a second or foreign language*. Boston: Newbury House.

Ellis, R. (2005). *Handbook of research in second language teaching and learning*. New Jersey: Lawrence Erlbaum Associates.

Ellis, Rod. (2008). *The study of second language acquisition*. New York: Oxford University Press.

Gass, M. S., & Selinker, L. (2008). *Second language acquisition: An introductory course*. New York: Routledge.

Lantolf, J. P. (2000). Introduction to sociocultural theory. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp.1-26). Oxford: Oxford University Press.

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder.

Richards, J.C., & Rodgers, S. T. (2014). *Approaches and methods in language teaching*. (3rd ed.). Cambridge: Cambridge University Press.

Savignon, S. (1983). *Communicative competence: Theory and classroom practice*. New York: Addison-Wesley Publishing Company, Inc.

Silberstein, S. (1993). *State of the art TESOL essays. Celebrating 25 years of the discipline*. Virginia: Teachers of English to Speakers of Other Languages, Inc.

Swain, M. (1985). A critical look at the communicative approach (1). *ELT Journal*, 39, 2-12.

Tricia, H. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Assessment:	Percentage (%)
Class Participation	10
Midterm Exam	25
Collaborative Activities	10
Lesson Plan	15
Final Exam	40
Total	100

Important Dates:

The Midterm Exam will take place on Oct. 23, 2018.

The Final Exam will take place in Dec., 2018 [date to be announced]

Academic Calendar: <http://ucy.ac.cy/fmweb/el/acad-calen-greek>

Course Regulations and Policies:

Attendance and Punctuality: Adhering to the indicated university policy, class participation is mandatory. Due to the interactive nature of the course, the wide multiplicity of theoretical frameworks discussed and hands-on activities, students must attend class and participate in various discussions and activities. Tardiness is not acceptable in this class. If you arrive late in class, you might miss important activities and interrupt your classmates. Further, please note that you cannot make up for points assigned during in-class activities if you arrive late in class or if you are absent. In case you miss class, you are responsible for contacting your classmates to help you catch up with the instructional material or other activities.

If I Am Absent: If I need to cancel class because my car broke down, or if I am ill, etc., I will try to get someone to post a sign. I will also try to email you all before class. However, if you come to class and I am not here by the time 20 minutes have passed (from when class is to start), please assume that class is cancelled.

Readings: As indicated on your syllabus, for almost each class, I have assigned different reading material, either from the required textbook or from other sources. You are responsible for reading all the required material. Regardless of the nature of the assigned reading material, you need not only to go over the material but also to develop a conceptual understanding of the theoretical frameworks driving these views in second/foreign language pedagogy. Please bring your textbook in class at all times and be prepared to engage in discussions about various critical issues.

Exams: In this class, there is a midterm and a final exam. In both cases, you will be provided with a study guide to help you prepare for both the midterm and final exam.


Course Assignments: More details on each assignment will be provided in-class. Some of assignments will be completed in collaboration with students from the University of Hull. Intercultural telecollaborations will form an integral part of this course. Due to the nature of each activity, slight changes on the due dates are inevitable.

Mobile Phones & Other Devices: Mobile devices, tablets and other electronic devices may be used in this course. However, their use will be exclusively for learning, intercultural telecollaborations and specific activities related to the course. Please note that electronic devices can often inhibit learning and disturb your classmates, so use them wisely. Respect your classmates if you would like them to respect you. In case a student uses repeatedly his/her cell phone simply for texting, social networking or other personal reasons, then I will simply ask that student to leave the classroom.

Academic Integrity: Plagiarism is simply stealing someone else's work and presenting it as your own. Whenever you borrow a phrase, sentence, paragraph—or even an idea stated in your own words—from any outside source (news writing, magazine, TV show, book) without giving credit to that source, you engage in plagiarism. Plagiarism is cheating yourself and someone else. The consequences are severe, including failure for the assignment, probable failure for the course, and other disciplinary actions. Academic integrity is expected of every individual in the University (Please refer to the following link: http://library.ucy.ac.cy/per-page-files/services/references/plagiarism/plagiarism_02032018t.pdf). If you have any questions about how to acknowledge someone else's words or ideas, please talk to me.

Disability Statement: If you have a disability and require special accommodations, please inform the Social Support Office on 22894052. I also encourage you to discuss your special accommodation and other-related needs with me early in the semester in order to identify the best possible solution to accommodate you. Please refer to the following link for more information: <http://www.ucy.ac.cy/fmweb/en/welfare-sector/social-support-office>


Remember: You are responsible for all University and Departmental policies, whether you have read them or not.



Tentative Course Outline

Week	In-Class/Online Topics and/or Assignments	Assignment Due:
<p>Tuesday, Sept. 4, 2018</p> <p>Week 1</p> <p>Thursday, Sept. 6, 2018</p>	<ul style="list-style-type: none"> • Introduction to the ENG 555: Review syllabus, policies and discuss course goals and objectives; • Icebreaker Activity • Introduction to approaches, methods and techniques in ESL/EFL • Reflection on the approaches, methods and techniques that students experienced while learning English as a second/foreign language 	<p>Welcome to ENG 555</p>
	<ul style="list-style-type: none"> • Introduction to the “Designer” methods era • Discussion on the different methods and approaches that have helped mold the field • Introduction to the Audiolingual method, TPR, and the Silent Way. 	<ul style="list-style-type: none"> • Read Chapter 2 (p. 14-38) • Recommended additional reading material Richards & Rodgers <i>Approaches and Methods in Language Learning</i>, Chapters 2-4, 14-16 (p. 20-80, 261-302)
<p>Tuesday, Sept.11, 2018</p> <p>Week 2</p> <p>Thursday, Sept. 13, 2018</p>	<ul style="list-style-type: none"> • Continuing the discussion on the Designer methods era • Discussion on the importance of the “postmethodological” era 	<ul style="list-style-type: none"> • Read Chapter 3 (p. 39-65) • Recommended additional reading material Richards & Rodgers <i>Approaches and Methods in Language Learning</i>, Chapters (p. 139-199)
	<ul style="list-style-type: none"> • Discussion on Communicative approaches • Introduction to Task-based teaching: Advantages and drawbacks 	<ul style="list-style-type: none"> • Read Chapter 3 (p. 39-65) • Recommended additional reading material Richards & Rodgers <i>Approaches and Methods in Language Learning</i>, Chapters 7-9 (p. 139-199)
<p>Tuesday, Sept. 18, 2018</p> <p>Week 3</p> <p>Thursday, Sept. 20, 2018</p>	<ul style="list-style-type: none"> • Introduction to the eclectic approach to second/foreign language teaching: advantages and drawbacks • Continuing with Communicative approaches 	<ul style="list-style-type: none"> • Reading material to be provided on the ReDesign platform
	<ul style="list-style-type: none"> • Introduction to the ReDesign platform • Introduction to teaching the four skills • Discussion on teaching reading • Introduction to Scarborough’s reading rope 	<ul style="list-style-type: none"> • Ice-breaker Activity on the ReDesign Platform • Read Chapter 17 (p. 389-425); • Recommended additional reading

		material on Scarborough's reading rope
Tuesday, Sept. 25, 2018	<ul style="list-style-type: none"> • Introduction to Writing • Discussion on teaching writing skills • Introduction to genres, structures of essays • Introduction to rubrics for evaluating essays 	<ul style="list-style-type: none"> • Read Chapter 17 (p. 426-461); • Collaborative activity with UK students (Respond to your UK peers on the ReDesign platform)
Week 4		
Thursday, Sept. 27, 2018	<ul style="list-style-type: none"> • Introduction to listening • Principles of teaching listening skills • Tools used to promote the teaching of listening skills 	<ul style="list-style-type: none"> • Read Chapter 15 (p. 314-344)
Tuesday, Oct. 2, 2018	<ul style="list-style-type: none"> • Introduction to speaking • Teaching pronunciation • Focus on form and error treatment • Learner anxiety as an inhibiting factor to language learning and interaction • Tools used to promote the development of oral proficiency in the target language 	<ul style="list-style-type: none"> • Read Chapter 16 (p. 345-388)
Week 5		
Thursday, Oct. 4, 2018	<ul style="list-style-type: none"> • Introduction to teaching grammar • Discussion on the multiplicity of frameworks that have been introduced to teach grammar (Scott Thornbury) 	<ul style="list-style-type: none"> • Read Chapter 19 (p. 462-486) • Review Scott Thornbury's work on grammar teaching [link to the reading assignment will be provided]
Tuesday, Oct. 9, 2018	<ul style="list-style-type: none"> • Introduction to teaching vocabulary • Strategies that can be implemented in class to promote vocabulary development • Tools that can be implemented for vocabulary development 	<ul style="list-style-type: none"> • Read Chapter 19 (p. 462-486)
Week 6		
Thursday, Oct. 11, 2018	<ul style="list-style-type: none"> • Continuing with vocabulary and grammar teaching • ESL trouble spots • Activities to be provided in class • Brief review on Boroditsky's work 	<ul style="list-style-type: none"> • Read the 30 million word gap [reading assignment to be provided] • Reading material on Lera Boroditsky's work will be provided on the ReDesign platform
Tuesday, Oct. 16, 2018	<ul style="list-style-type: none"> • Introduction to mechanisms for contingent feedback provision, etc. • Introduction to microgenetic development and the Zone of Proximal Development • Feedback provision in the Zone of Proximal Development • Introduction to the ZPD in Augmented Reality 	<ul style="list-style-type: none"> • Recommended additional reading material: Van Lier (1996). <i>Interaction in the language curriculum: Awareness, autonomy and authenticity</i> (p. Ohta (2000). "Rethinking interaction in SLA: Developmentally appropriate assistance in the ZPD and the
Week 7		

		<p>acquisition of L2 grammar”</p> <ul style="list-style-type: none"> • Collaborative activity with UK students on the ZPD
Thursday, Oct. 18, 2018	<ul style="list-style-type: none"> • Review for midterm exam 	<ul style="list-style-type: none"> • Review all instructional material discussed during the semester
Tuesday, Oct. 23, 2018		
Week 8		
Thursday, Oct. 25, 2018	<p>http://www.google.com.cy/search?q=merry+...</p>	
	<ul style="list-style-type: none"> • Return midterm exam • Introduction to curriculum and course design 	
Tuesday, Oct. 30, 2018	<ul style="list-style-type: none"> • Introduction to curriculum and course design • The importance of needs analysis in curriculum development • Setting goals and objectives 	<ul style="list-style-type: none"> • Read Chapters 9-10 (p. 178-218)
Week 9	<ul style="list-style-type: none"> • Introduction to lesson planning • Guidelines for devising a lesson plan • Sample lesson plans 	<ul style="list-style-type: none"> • Read Chapter 9-10 (p. 178-218)
Thursday, Nov. 1, 2018		
Tuesday, Nov. 6, 2018	<ul style="list-style-type: none"> • Introduction to classroom management • The physical environment of the classroom, teachers’ roles and responsibilities, effective classroom management techniques 	<ul style="list-style-type: none"> • Read Chapter 14 (p. 289-312)
Week 10	<ul style="list-style-type: none"> • Strategies for dealing with disruptive students • Strategies for 	<ul style="list-style-type: none"> • Collaborative activity with UK students (AR activity on a disruptive student)
Thursday, Nov. 8, 2018		
Tuesday, Nov. 13, 2018	<ul style="list-style-type: none"> • Introduction to strategies for evaluating your UK peers microteaching • Guidelines will be provided on assessing your peers’ teaching practice • Evaluation of your UK peers due 	<ul style="list-style-type: none"> • Collaborative activity with UK students (Evaluating microteaching)
Week 11	<ul style="list-style-type: none"> • Introduction to microteaching • Design instructional material in collaboration with UK students 	<ul style="list-style-type: none"> • Reading material to be provided on the ReDesign platform • Collaborative activity with UK students (Designing instructional material)
Thursday, Nov. 15, 2018		
Tuesday, Nov. 20, 2018	<ul style="list-style-type: none"> • Introduction to language assessment • Discussion on validity, reliability, authenticity and washback effect 	<ul style="list-style-type: none"> • Read Chapter 20 (p. 488-512)

Week 12 Thursday, Nov. 22, 2018	<ul style="list-style-type: none"> • The importance of placement tests • The social turn and language assessment 	
	<ul style="list-style-type: none"> • Introduction to classroom-based assessment • Practical steps to test construction 	<ul style="list-style-type: none"> • Read Chapter 21 (p. 513-537)
Tuesday, Nov. 27, 2018 Week 13 Thursday, Nov. 29, 2018	<ul style="list-style-type: none"> • Lesson plan due 	
	<ul style="list-style-type: none"> • Introduction to the integration of technology in the second/foreign language classroom • The importance of CALL 	<ul style="list-style-type: none"> • Read Chapter 12 (p. 237-256) • Recommended additional reading material: Hubbard & Levy (2006). The scope of CALL education. Teacher education in CALL. (p.3-20) • Kessler, G. (2006). Assessing CALL teacher training: What are we doing and what could we do better? (p. 23-40)
Tuesday, Dec. 5, 2018 Week 14 Thursday, Dec.6, 2018	<ul style="list-style-type: none"> • Constructive Web 2.0 technologies, applications and AR components for second/foreign language learning • Discussion on artifacts and “cultures-of-use” 	<ul style="list-style-type: none"> • Thorne, S. (2003). Artifacts and cultures-of-use in intercultural communication (p.38-67) (http://llt.msu.edu/vol7num2/thorne/) • Basharina, O. (2007). An activity perspective on student-reported contradictions in intercultural telecollaboration (p.36-58)
	<ul style="list-style-type: none"> • Study guide for final exam • Review on Final Exam 	<ul style="list-style-type: none"> • Review material for final exam
Week 15	FINAL EXAM	

