

Course Title	EFL Teaching Methodology				
Course Code	ENG 350				
Course Type	Lectures/Seminars				
Level	3 rd and 4 th years				
Year / Semester	2021-2022/ Fall Semester, Mondays and Thursdays, 12:00-13:30 Room: XΩΔ02-116/				
Instructor	Dr Sviatlana Karpava Email: karpava.sviatlana@ucy.ac.cy				
Office hours	Mondays and Thursdays, 11:00-12:00 (B101, XΩΔ 02) Mondays 13.30-15.30 and by appointment (B101, XΩΔ 02) Office location: Department of English Studies Department of English Studies University of Cyprus 9 Klimentos St., 1061 Nicosia, Cyprus (Office 209) (On-line: Microsoft Teams)				
ECTS	7.50	Lectures / week	2	Laboratories / week	
Course Purpose and Objectives	This course is designed to introduce students to different language teaching methods, approaches, techniques and principles as well as to teaching practice. It aims to familiarize students with new developments in language teaching, a wide range of practical teaching ideas reflecting current methodological practice, the role of English as a world language, evaluation of new technologies in the classroom. An increased focus will be on teacher development, learner autonomy, context-sensitive teaching, lesson planning, classroom management and language assessment. Students will also become familiar with reflective teaching via individual and collaborative teacher development activities, decision making, planning and action, classroom and peer observation, reflection, self-inquiry, self-evaluation and teaching practicum as a means of professional development.				

<p>Learning Outcomes</p>	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Become acquainted with language teaching methods, approaches, techniques and principles. 2. Implement theoretical knowledge in teaching practice. 3. Understand the importance of learner differences and learning contexts. 4. Learn how to plan and deliver a lesson/. 5. Practise teaching grammar, vocabulary, pronunciation and language skills. 6. Explore the ways of classroom management. 7. Examine assessment methods and techniques as well as feedback provision. 8. Learn about educational technology and other learning resources. 9. Become aware of learner autonomy and teacher development. 10. Become reflective teacher/practitioner via classroom/peer observation and individual/ collaborative activities. 		
<p>Prerequisites</p>		<p>Required</p>	
<p>Course Content</p>	<p>Week 1: (Monday: 7/09/2020) The changing world of English, EFL, ESL, ESOL, ELF [1] Chapter 1, pp. 13-24. Principled Material Development [3] Chapters 1-2, pp. 1-30.</p> <p>(Thursday: 10/09/2020) Describing the English language [1] Chapter 2, pp. 25-48. Materials Methods and Contexts [3] Chapter 3, pp. 33-54.</p> <p>Week 2: (Monday: 14/09/2020) Background issues in language learning [1] Chapter 3, pp. 49-61. The place of the learner in methods [2] Chapter 3, pp. 35-56.</p> <p>(Thursday: 17/09/2020) Popular methodology [1] Chapter 4, pp. 62-80. The meaning of methods [2] Chapter 1-2, pp. 1-30. [4] Chapter 1, pp. 9-17.</p>		

Week 3

(Monday: 21/09/2020)

Planning lessons

[1] Chapter 21, pp. 364-378.

[4] Chapter 6, pp. 123-156.

The lesson plan

[5] Chapters 18-21, pp. 166-206.

[6] Chapter 5, pp. 72-88.

(Thursday: 24/09/2020)

Teacher development

Reflection/Action research

[1] Chapter 24, pp. 410-418.

Observing to learn

[4] Chapter 16, pp. 380-393.

Teaching practice feedback

[6] Chapter 4, pp. 49-71.

[6] Chapter 7, pp. 112-131.

Week 4

(Monday: 28/09/2020)

Describing learners

[1] Chapter 5, pp. 81-106.

[4] Chapter 4, pp. 82-98.

Thinking about learners

[5] Chapter 1, pp. 2-8.

[6] Chapter 2, pp. 5-24.

(Thursday: 01/10/2020)

Describing teachers

[1] Chapter 6, pp. 107-120.

[2] Chapter 9, pp. 191-210.

Cultural competencies in methods

[4] Chapter 1, pp. 18-37.

[5] Chapter 2, pp. 10-15.

Week 5

(Monday: 05/10/2020)

Describing learning contexts

[1] Chapter 7, pp. 121-136.

[4] Chapter 2, pp. 37-53.

In the classroom

[5] Chapter 22, pp. 206-213.

[6] Chapter 6, pp 89-11.

(Thursday: 08/10/2020)

Managing learning

[1] Chapter 8, pp. 137-152.

Mistakes and feedback

[2] Chapter 8, pp. 171-189.

[4] Chapter 15, pp. 349-380.

Multiple literacies

[5] Chapters 16-17, pp. 146-166.

Week 6

(Monday: 12/10/2020)

Managing for success

[1] Chapter 9,10, pp. 153-174.

Grouping students

[3] Chapter 4, pp. 56-74.

Materials evaluation and adaptation

[4] Chapter 3, pp. 54-81.

[5] Chapter 3, pp. 16-26.

(Thursday: 15/10/2020)

Educational technology and other learning resources

[1] Chapter 11, pp. 175-199.

[4] Chapter 14, pp. 334-349.

Thinking about your materials

[5] Chapter 25, pp. 230-238.

[6] Chapter 3, pp. 25-46.

Week 7

(Monday: 19/10/2020)

Teaching language construction

[1] Chapter 12, pp. 200-209.

[3] Chapter 5, pp. 75-96.

Reconceptualizing Materials for the Technological Environment

[4] Chapter 5, pp. 99-122.

[5] Chapters 4-7, pp. 26-62.

TP practice

(Thursday: 22/10/2020)

Teaching grammar

[1] Chapter 13, pp. 210-228.

[2] Chapter 4, pp. 59-78.

Grammar in methods

[4] Chapter 7, pp. 156-185.

TP practice

Week 8

(Monday: 26/10/2020)

Teaching vocabulary

[1] Chapter 14, pp. 229-246.

[2] Chapter 5, pp. 81-106.

Vocabulary in methods

[4] Chapter 8, pp. 185-211.

[5] Chapters 8, pp. 62-72.

TP practice

(Thursday: 29/10/2020)

Teaching pronunciation

[1] Chapter 15, pp. 248-265.

[3] Chapter 8, pp. 141-161.

Materials for vocabulary and grammar

[4] Chapter 11, pp. 271-284.

[5] Chapter 10, pp. 82-92.

TP practice

Week 9

(Monday: 2/11/2020)

Teaching language skills

[1] Chapter 16, pp. 265-282.

[2] Chapter 6, pp. 109-142.

Teacher knowledge and the four language skills

[4] Chapter 12, pp. 297-309.

[5] Chapter 9, pp. 72-81.

TP practice

(Thursday: 5/11/2020)

Teaching reading

[1] Chapter 17, pp. 283-302.

[2] Chapter 7, pp. 145-167.

Integrating four skills

[4] Chapter 10, pp. 263-270.

[5] Chapter 12, pp. 104-114.

TP practice

Week 10

(Monday: 9/11/2020)

Teaching listening

[1] Chapter 18, pp. 303-322.

[3] Chapter 6, pp.99-120.

Materials to develop listening and reading skills

[4] Chapter 10, pp. 249-263.

[5] Chapter 13, pp. 114-122.

TP practice

(Thursday: 12/11/2020)

Teaching writing

[1] Chapter 19, pp. 323-342.

[3] Chapter 7, pp. 121-140.

Materials to develop speaking and writing skills

[4] Chapter 9, pp. 234-249.
[5] Chapter 15, pp. 136-145.
TP practice

Week 11
(Monday: 16/11/2020)
Teaching speaking

[1] Chapter 20, pp. 343-363.
[4] Chapter 9, pp. 211-234.
[5] Chapter 14, pp. 124-134.
TP practice

(Thursday: 19/11/2020)
Testing and evaluation

[1] Chapter 22, pp. 379-394.
[4] Chapter 12, pp. 285-310.
[5] Chapter 23, pp. 214-222.
TP practice

Week 12
(Monday: 23/11/2020)
Learner autonomy

[1] Chapter 23, pp. 395-409.
[3] Chapter 9, pp. 163-181.
Materials design from process to product
[4] Chapter 13, pp. 310-331.
[5] Chapter 24, pp. 222-230.
TP practice

(Thursday: 26/11/2020)
Teacher development
Cooperative/collaborative development

[1] Chapter 24, pp. 418-429.
Cooperative/collaborative development
[6] Chapter 9, pp. 151-172.
TP practice

Week 13
(Monday: 30/11/2020)
Approaches to classroom investigation in teaching

[5] Chapters 26-27, pp. 238-254.
Reflective teaching
[6] Chapter 8, pp. 131-150.
TP practice

(Thursday: 3/12/2020)
Revision for Final Exam

Teaching Methodology	Lecture, seminars, group and pair activities, dialogues, oral and written exercises, use of internet and multimedia, teaching practicum
Bibliography	<p>Core reading:</p> <p>Harmer, J. (2015). <i>The Practice of English Language Teaching, 4th Edition</i>. New York: Longman. [1]</p> <p>Spiro, J. (2013). <i>Changing Methodologies in TESOL</i>. Edinburgh: Edinburgh University Press. [2]</p> <p>Mishan, F. and Timmis, I. (2015). <i>Materials Development for TESOL</i>. Edinburgh: Edinburgh University Press. [3]</p> <p>Scrivener, J. (2011). <i>Learning Teaching</i>. Oxford: Heinemann. [4]</p> <p>Riddell, D. (2014). <i>Teach EFL. The Complete Guide</i>. Hachette, UK. [5]</p> <p>Farr, F. (2015). <i>Practice in TESOL</i>. Edinburgh: Edinburgh University Press. [6]</p> <p>Additional reading:</p> <p>Andrews, R. and Smith, A. (2011). <i>Developing Writers: Teaching and Learning in the Digital Age</i>. Maidenhead: Open University Press.</p> <p>Basturkmen, H. (2010). <i>Developing Courses in English for Specific Purposes</i>. Basingstoke: Palgrave Macmillan.</p> <p>Benson, P. (2013). <i>Teaching and Researching Autonomy in Language Learning</i>. Abingdon and New York: Routledge.</p> <p>Benson, P. and Voller, P. (eds.) (2013). <i>Autonomy and Independence in Language Learning</i>. Abingdon and New York: Routledge.</p> <p>Blake, R. (2008). <i>Brave New Digital Classroom: Technology and Foreign Language Learning</i>. Washington: Georgetown University Press.</p> <p>Borg, S. (2013). <i>Teacher Research in Language Teaching: A Critical Analysis</i>. Cambridge: Cambridge University Press.</p> <p>Bowen, T. and Marks, J. (1994). <i>Inside Teaching</i>. Oxford: Heinemann.</p> <p>Brew, A. (2006). <i>Research and Teaching: Beyond the Divide</i>. New York: Palgrave Macmillan.</p> <p>Brown, J. (2014). <i>Mixed Methods Research for TESOL</i>. Edinburgh: Edinburgh University Press.</p> <p>Burns, A. (2010). <i>Doing Action Research in English Language Teaching: A Guide for Practitioners</i>. New York: Routledge.</p> <p>Cameron, L. (2001). <i>Teaching Language to Young Learners</i>. Cambridge: Cambridge University Press.</p> <p>Chapelle, C. and Jamieson, J. (2008). <i>Tips for Teaching with CALL: Practical Approaches to Computer-Assisted Language Learning</i>. New York: Longman.</p> <p>Crawford, R. (2013). <i>The ICT Teacher's Handbook</i>. New York and Abington: Routledge.</p> <p>Crookes, G. (2003). <i>A Practicum in TESOL: Professional Development through Practice</i>. New York: Cambridge University Press.</p> <p>Cutting, J. (2015). <i>Language in Context in TESOL</i>. Edinburgh: Edinburgh University Press.</p> <p>Dobbs, J. (2001). <i>Using the Whiteboard</i>. Cambridge: Cambridge University Press.</p> <p>Dornyei, Z. (2001). <i>Motivation Strategies in the Language Classroom</i>. Cambridge: Cambridge University Press.</p> <p>Dornyei, Z. and Ushioda, E. (2011). <i>Teaching and Researching Motivation</i>. London: Pearson Education.</p> <p>Edge, J. (2011). <i>The Reflexive Teacher Educator in TESOL</i>. New York and London: Routledge.</p>

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- Farr, F. and Murray, L. (eds.) (2016). *The Routledge Handbook of Language Learning and Technology*. New York: Routledge.
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Journals:

Action in Teacher Education
Applied Linguistics
Applied Linguistics Review
Classroom Discourse
Communication Education
Curriculum Inquiry
Educational Researcher
ELT Journal
English Language Research Journal
English Language Teaching Journal
English Teaching Professional
Folio <https://www.matsda.org/folio.html>
Foreign Language Annals
International Journal of Educational Research
International Journal of Listening
Journal of Education and Practice
Journal of Education for Teaching
Journal of Educational Research
Journal of Practitioner Research
Journal of Research on Technology in Education
Journal of Teacher Education
Journal of Second Language Writing
Journal of the Scholarship of Teaching and Learning
Language Awareness
Language, Culture and Curriculum
Language Learning and Technology
Language Learning Journal
Language Teacher
Language Teaching
Language Teaching Research
Modern English Teacher
Modern Language Journal
Practical English Teaching
ReCALL
RELC Journal
Studies in Self-Access Learning Journal
System

	<p><i>Teachers and Teaching: Theory and Practice</i> <i>Teacher Education Quarterly</i> <i>Teaching and Teacher Education</i> <i>TESOL Journal</i> <i>TESOL Quarterly</i></p> <p>http://www.teflvideos.com/ The Internet TESL Journal http://iteslj.org/ https://www.britishcouncil.org/teach-english</p>										
<p>Assessment</p>	<p>Assessment</p> <table border="0"> <tr> <td>1. Classroom observation task</td> <td><i>10% of the final grade</i></td> </tr> <tr> <td>2. Lesson plan and teaching practice</td> <td><i>20% of the final grade</i></td> </tr> <tr> <td>3. Self-evaluation task/Reflection journal</td> <td><i>10% of the final grade</i></td> </tr> <tr> <td>4. Final written exam</td> <td><i>50% of the final grade</i></td> </tr> <tr> <td>5. Class participation</td> <td><i>10% of the final grade</i></td> </tr> </table> <p>Classroom observation task: The students will need to observe a teaching practice session of their co-student (classmate) and prepare the classroom observation pro-forma, based on the notes taken during the observation and the pre- and post-observation interview with a teacher. The observation task will be focused on students' behaviour in class, their level of interest, motivation, engagement and rapport with the teacher; teacher's role in class, rapport, encouragement, teacher talk and classroom management; student talking time vs. teacher talking time, aims and objectives of the lesson, the effectiveness of lesson stages in achieving those aims.</p> <p>Lesson plan and teaching practice: Each student will need to prepare a lesson plan based on the approved template and prepare relevant materials for a teaching practice. The student will need to deliver a lesson and have a classmate (tutor) to observe him/her. The students should take into consideration lesson type (grammar, pronunciation, vocabulary, receptive/productive skills, reading, writing, listening, speaking, combination, main and subsidiary aims, assumption and personal action points, lesson stages, activities, procedures and timing.</p> <p>Self-evaluation task/Reflection journal: Each student should submit the post-lesson self-evaluation form, filled based on the teaching practice experience, whether the student achieved lesson aims, what the learners did, what and how they learned, areas for improvement. Besides, each student should prepare a reflection journal entry, regarding their teaching, strengths and weaknesses as well as their and professional development.</p> <p>Final exam: The students will be provided with a study guide in order to prepare for the final exam.</p> <p>Attendance/Participation</p>	1. Classroom observation task	<i>10% of the final grade</i>	2. Lesson plan and teaching practice	<i>20% of the final grade</i>	3. Self-evaluation task/Reflection journal	<i>10% of the final grade</i>	4. Final written exam	<i>50% of the final grade</i>	5. Class participation	<i>10% of the final grade</i>
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	Attendance is obligatory.
Language	English