

Course Title	English Language Teaching (ELT) Methodology			
Course Code	ENS664			
Course Type	Elective			
Level	Master (2nd Cycle)			
Year / Semester	2 nd Year / 3 rd Semester			
Teacher's Name	TBA			
ECTS	10	Lectures / week	Up to 6 teleconferences	Laboratories / week
Course Purpose and Objectives	<p>The course aims to introduce students to the field of English Language Teaching Methodology and equip them with the necessary knowledge and skills to become effective language teachers. It critically examines past and current methodological approaches in ELT and presents essential classroom management skills and techniques that all teachers should develop. The course also aims to discuss a variety of learner characteristics such as aptitude, motivation, beliefs and age. The latter is given special attention since it is a crucial and often misunderstood variable in the process of learning a second/foreign language. A further objective of the course is to enhance students' knowledge regarding mistakes occurring in the process of learning another language and how to address them. Finally, the course aims to equip students with the necessary knowledge, skills and techniques so as to teach and develop grammar, lexis, functional language, pronunciation as well as the four language skills.</p>			
Learning Outcomes	<p>By the end of this course, the students will have:</p> <ul style="list-style-type: none"> • thoroughly examined the main (past and current) teaching approaches in ELT. • explored the main classroom management skills and techniques that every teacher needs to understand and develop. • studied a variety of learner characteristics with an emphasis on age and how they affect teaching and learning. • examined types of mistakes, their sources, and how to respond to them. • learned how to effectively teach and develop the two components of the language system (grammar and lexis) and the four language skills (speaking, writing, reading and listening). • studied a variety of ways to develop students' pronunciation. • explored ways of using various types of resources and tools in order to deliver exciting lessons. 			
Prerequisites	ENS600	Co-requisites	None	

Course Content	<p>The course content is organized into the following areas:</p> <p>Approaches, methods, techniques and skills</p> <ul style="list-style-type: none"> • Historical development of ELT. • Major trends in the 20th century (e.g., Grammar-translation method, Audiolingualism). • Current methodological approaches in ELT (e.g., communicative approach, CLIL). • Classroom management skills and techniques such as monitoring, scaffolding, using the L1, and so on. <p>The learner, learner language and the learning process</p> <ul style="list-style-type: none"> • The role of age in second language acquisition: naturalistic vs. educational settings. • Learner Characteristics: aptitude, motivation, beliefs, multiple intelligences, learning styles, learner anxiety, willingness to communicate. • Kinds of mistakes, their sources and how to enable correction. • Contrastive analysis, error analysis and interlanguage. <p>Teaching the language system</p> <ul style="list-style-type: none"> • Various methods of teaching grammar: presentation-practice, test-teach-test. • Inductive and deductive approaches to teaching grammar. • Concept-checking questions for grammar. • Communicative activities to present and practice grammar. • Teaching grammar through texts, audio, games and songs • Teaching lexis and functional language. • Concept-checking questions for lexis. • How to teach pronunciation: individual sounds, word and sentence stress and aspects of connected speech. <p>Teaching and developing the receptive skills</p> <ul style="list-style-type: none"> • Top-down and bottom-up listening skills: listening for gist and listening for detail. • The task-feedback cycle. • Difficulties when reading in a foreign language and how to overcome them. • Reading sub-skills: skimming, scanning, reading for detail/intensive reading, extensive reading, critical reading, inferring. • Readers and ways to use them. <p>Teaching and developing the productive skills</p> <ul style="list-style-type: none"> • Forms of writing: guided writing, process writing, unguided writing and fast writing. • Feedback for writing. • Approaches to teaching speaking. • Speaking sub-skills. • Focus on fluency. • Role play, real play and simulation. <p>Delivering engaging and interesting lessons</p> <ul style="list-style-type: none"> • Teaching and practicing language with games. • Using songs and drama. • Using technology in the classroom.
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	<ul style="list-style-type: none"> Using technology outside the classroom. 			
Teaching Methodology	E-Learning			
Bibliography	<p>Cook, Vivian. (2016). Second Language Learning and Language Teaching (5th ed.). New York, NY: Routledge</p> <p>Ellis, R. (2015). Understanding Second Language Acquisition (2nd ed.). Oxford: Oxford University Press</p> <p>Harmer, J. (2015). The practice of English language teaching (5th ed.). Harlow, Essex, England: Pearson Education Limited.</p> <p>Lightbown, P. M. & Spada, N. (2013). How languages are learned (4th ed.). Oxford: Oxford University Press.</p> <p>Parrott, M. 2010. Grammar for English Language Teachers. Cambridge University Press.</p> <p>Richards, J.C., & Rodgers, S. T. (2014). Approaches and methods in language teaching. (3rd ed.). Cambridge: Cambridge University Press.</p> <p>Scrivener, J. (2011). Learning teaching: the essential guide to English language teaching (3rd ed.). Oxford: Macmillan.</p>			
Assessment	<p>Final Examination</p> <table border="1"> <tr> <td>50%</td> </tr> <tr> <td>50%</td> </tr> <tr> <td>100%</td> </tr> </table> <p>Assignments/On-going evaluation</p>	50%	50%	100%
50%				
50%				
100%				
Language	English			