Course Title	Teaching Methodology in ESL
Course Code	LIN315
Course Type	Compulsory
Level	Bachelor (1st cycle)
Year / Semester	3rd Year / 5th Semester
Teacher's Name	TBA

ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A

Course Purpose and Objectives	The course introduces students to the theoretical background of teaching by looking at how teaching methodologies developed diachronically. It covers some of the major trends in the 20th century and proceeds with a discussion of the most prominent current and alternative approaches to language teaching. The course also looks at the role of the learner and examines how various features such as learners' age and motivation, as well as learning styles and strategies, affect teaching methodologies. Then, drawing on the Second Language Acquisition literature, it explores the area of learner language, and in particular, learner errors and how they can be addressed in the classroom. Finally, it covers some of the most important issues that students need to be aware of in the process of lesson planning and delivery. The objectives of the course are as follows: • to acquaint students with the various teaching methodologies as these evolved in the language teaching field diachronically • to engage students in critical analysis of current and alternative approaches to language teaching • to analyze the role of the learner and its impact on the effectiveness of teaching methodologies • to examine systematic and effective ways of teaching grammatical and lexical language features • to present techniques that can foster the development of learners' productive and receptive skills
Learning Outcomes	Upon successful completion of the course, students are expected to: • discuss major approaches and methods in language teaching • analyse a variety of learner characteristics such as learner age, motivation, aptitude, styles and strategies, and how they affect teaching and learning • distinguish between different types of erroneous language use and address them through feedback techniques • apply lesson planning and delivery in relation to the teaching of the areas of vocabulary and grammar

	• implement lesson planning and delivery in relation to the development of receptive (reading, listening) and productive (writing, speaking) skills.		
Prerequisites	LIN100, LIN105, LIN200, LIN230, LIN235	Co-requisites	None
Course Content	The course content is organized in three broad units, as described below: Unit 1: Theoretical Background • Basic terminology (approach, method, technique) • Major trends in the 20th century (Oral Approach, Audiolingualism) • Current Approaches (TBLT, CLT, CLIL, CEFR) • Alternative Approaches (Natural Approach, TPR, ComLT, Silent Way, Suggestopedia) Unit 2: The Learner & Learner Language • Learner characteristics (age, motivation, aptitude, strategies, styles, autonomy) • Learner language (types and sources of errors/mistakes) • Corrective feedback (written, oral) Unit 3: Lesson Planning & Teaching the Language System and Skills • Teaching Vocabulary • Teaching Grammar • Teaching Receptive skills (Reading, Listening) • Teaching Productive skills (Writing, Speaking)		
Teaching Methodology	E-Learning		
Bibliography	Brown, D. H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). New York: Pearson Longman. Ellis, R. (2015). *Understanding Second Language Acquisition* (2nd ed). Oxford: Oxford University Press Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Harlow, Essex, England: Pearson Education Limited. Lightbown, P. M. & Spada, N. (2013). *How languages are learned* (4th ed.) Oxford: Oxford University Press. Richards, J.C., & Rodgers, S. T. (2014). *Approaches and methods in language teaching.* (3rd ed.). Cambridge: Cambridge University Press. Scrivener, J. (2011). *Learning teaching: the essential guide to English language teaching* (3rd ed.). Oxford: Macmillan.		

Assessment		
	Final Examination	50%
	Assignments/On-going Evaluation	50%
Language	English	