



Introduction to Communicative Language Teaching (ENE.001)

SYLLABUS

The course

General information

Day, Time: Fridays, 11:45-13:15 (Group A); 13:30-15:00 (Group B)

Place: SR 11.11

Instructor: Dr. Achilleas Kostoulas

ECTS: 2.5

This course seeks to provide students with an introduction to key issues and debates involved in teaching foreign languages at the secondary school level. Through in-class input sessions and additional reading, students will become aware of theoretical frameworks and ideas underlying current approaches to language teaching including the national curriculum. In class, there will be opportunity to discuss various issues surrounding foreign language teaching, including but not limited to plurilingualism, working with mixed ability groups, English as Lingua Franca, differentiation, and digital literacy. Students will be encouraged to develop their critical reflective skills by considering the appropriacy as well as possible limitations of different approaches. Students should complete the course with an understanding of the rationale underpinning a range of contemporary methods and techniques used in foreign language education, in particular those associated with communicative language teaching.

This course is the first component of Module ENE (*Introduction to Foreign Language Didactics*). There are no prerequisites for attending the course. The course is a pre-requisite for attending courses in Module ENG. It is also necessary for following courses in Modules ENE and ENF, as well as for doing your practicum.

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<https://anglistik.uni-graz.at/de/fachdidaktik/>

Aims

1. To explore basic principles of contemporary approaches to language teaching, focusing on communicative language teaching;
2. To introduce students to key issues and debates in foreign language education;
3. To provide an overview of methodologies used in foreign language education;
4. To help students develop their own didactic competences;
5. To support students in developing self-awareness and critical reflection skills.

Overview

This is a tentative outline of what we will cover over the next weeks.

Date	Topic	Assignment
13 th October	Overview of Communicative Language Teaching	
20 th October	Teacher competencies, teacher roles, & teacher language	Learner autobiography
27 th October	Approaches, methods & techniques, with focus on Communicative Language Teaching	Assessed Reflection
3 rd November	Theoretical aspects of SLA	
10 th November	Planning lessons and courses	
17 th November	Teaching Reading	Lesson Plan
24 th November	Teaching Listening; Educational Technology	
15 th December	Teaching Writing	
12 th January	Teaching Speaking	
19 th January	Assessment of language learning	
26 th January	Revision	
31 nd January	Examination (HS 12.01; 13:30-15:00)	

Doing this course

Workload

This course carries **2.5 ECTS credits**, corresponding to 62.5 hours of learning. Of these, 18 hours correspond to compulsory session attendance (12 sessions x 90 minutes). The remaining time refers to independent study and completing assigned coursework, the assessed reflection task (see [assessment](#)), receiving personal feedback during office hours, and examination preparation.

Language of Instruction

This course will be conducted in **English**. You will not be penalised for using the language incorrectly, but you will be expected to engage with the lecture content and the assigned readings. Language issues cannot be accepted as an excuse for failing to complete assignments. If you have language difficulties with specific content areas (e.g., if you are not sure you fully understand parts of a lecture or an assigned text), be proactive and let me know.

Teaching & Learning

In this course, you will be expected to participate in 12 sessions. Attendance in the sessions is compulsory (see below for the [attendance policy](#)), and you will be expected to actively participate in the tasks that take place in the sessions. You may use your laptops, tablets or other electronic devices to take notes.

Throughout the course, you will be assigned a number of tasks, which will be completed during the session, or set as homework. Homework tasks will normally be submitted through MOODLE, the

Content Management System used by the University (<http://moodle.uni-graz.at>). These should be submitted before the assigned deadline, or else they will not be read/marked. If exceptional circumstances prevent you from completing an assignment on time, you will be expected to ask for an extension **before the deadline expires**. Deadlines will not be extended after they have expired.

You will also be expected to study assigned readings every week. These will be usually from the **required textbook** (see below), and there may be additional texts, which you will be able to download from MOODLE. You will, hopefully, find that spreading out your reading across the semester is a more effective way to learn than cramming before the final examination.

Attendance Policy

Per university regulations, you are required to **attend 75% of the sessions** in order to pass this course. This means that you must be present in at least 10 sessions out of 12. If you are unable to attend a session, you will be expected to notify the course tutor in advance. Upon returning to the course, you will be expected to produce appropriate documentation justifying your absence.

If you have to leave early, or arrive late, you should obtain permission from the course tutor. In such an event, your attendance record will be adjusted proportionally to reflect the part of the session in which you were present. For example, if you have to leave 30 minutes before the end of the session, you will receive credit for 2/3 of the session.

Assessment

- ✓ There will be an **assessed reflection task** during the semester. Details about this task will be made available during the course. This is a compulsory assignment, and it accounts for 10% of your total grade.
- ✓ There will be an **examination** at the end of the semester. Details about the examination format and sample questions will be made available during the course. The examination accounts for 90% of your total grade.

Communicating with the course tutor

I expect that most routine matters will be resolved by email communication. My email address is achillefs.kostoulas@uni-graz.at. I will normally reply to all emails, or at least acknowledge receipt of your message, within two days. If you have not heard from me after this period, it is possible that your message was not delivered, and you should contact me again.

Please make sure that:

- i. Your email has a title describing the nature of your request.
- ii. You use the appropriate form of address (Dr. Kostoulas; please avoid 'Mr.' and 'Prof.')
- iii. You include enough information to help me identify you (e.g., the course that you are attending, and your group).

Should you need to see me in person, you can find me in my office (Liebiggasse 9/HP). Unless otherwise announced, my office hours for this academic year are: Fridays, 10:00-11:00. **Please confirm through UGO before visiting me**, as office hours might change on occasion, due to professional commitments that are beyond my control. To avoid unnecessary queuing, it would be helpful to send me an email beforehand.

Reading list

Required Textbook

Harmer, J. (2015). *The Practice of English Language Teaching*. 5th edition. Harlow: Pearson.

Additional Reading

Brown, H. D. (2006). *Principles of Language Learning & Teaching*. 5th edition. Harlow: Pearson.

Brown, H. D., & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices*. 2nd edition. Harlow: Pearson.

Burns, A., & Richards, J. C. (eds.) (2012). *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. Cambridge: Cambridge University Press.

Carter, R., & Nunan, D. (2001) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.

Cowley, S. (2009). *How to Survive your First Year in Teaching*. 2nd edition. London: Continuum.

Edge, J., & Garton, S., (2009). *From Experience to Knowledge in ELT*. Oxford Handbooks for Language Teachers, Oxford University Press, Oxford

Hadfield, J. & Hadfield, C. (2008). *Introduction to Teaching English*. Oxford Basics. Oxford: Oxford University Press.

Harmer, J. (2007). *How to Teach English*. 2nd edition. Oxford: Longman.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Kyriacou, C. (2007). *Essential Teaching Skills*. 3rd edition. Cheltenham: Nelson Thornes.

Kyriacou, C. (2009). *Effective Teaching in Schools: Theory and Practice*. 3rd edition. Cheltenham: Nelson Thornes.

Larsen-Freeman, D. (2011). *Techniques and Principles in Language Teaching*. 3rd edition. Oxford: Oxford University Press.

Lightbown, P. M. & Spada, N. (2012). *How Languages are Learned*. 4th edition. Oxford: Oxford University Press.

Müller-Hartmann, A., & Schocker von Ditfurth, M. (2004) *Introduction to English Language Teaching*. Stuttgart: Klett Verlag

Richards, J. C. & Renandya, W. A. (2002). *Methodology in Language Teaching*. Cambridge: Cambridge University Press.

Rogers, B. (2011). *Classroom Behaviour*. 3rd edition. London: Sage.

Sarter, H. (2006) *Einführung in die Fremdsprachendidaktik*. Darmstadt: Wissenschaftliche Buchgesellschaft.

Scrivener, J. (2011). *Learning Teaching*. 3rd edition. Basingstoke: Macmillan.

Ur, P. (2012). *A Course in Language Teaching*. 2nd edition. Cambridge: Cambridge University Press.

Weskamp, R. (2001). *Fachdidaktik: Grundlagen & Konzepte*. Berlin: Cornelsen.

Woodward, T. (2001). *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*. Cambridge: Cambridge University Press.

Reference books for terminology

Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching & Applied Linguistics*. (4th edition). Oxford: Longman.

Thornbury, S. (2006). *An A-Z of ELT*. Basingstoke: Macmillan.