



## Course Syllabus

<b>Course Code</b>	<b>Course Title</b>	<b>ECTS Credits</b>
LALI-377	Teacher Development in TEFL I	6
<b>Prerequisites</b>	<b>Department</b>	<b>Semester</b>
LALI-248	Languages and Literature	Spring
<b>Type of Course</b>	<b>Field</b>	<b>Language of Instruction</b>
Required	Language Teaching	English
<b>Level of Course</b>	<b>Lecturer</b>	<b>Year of Study</b>
1 <sup>st</sup> Cycle	Dr Niki Christodoulou	3 <sup>rd</sup>
<b>Mode of Delivery</b>	<b>Work Placement</b>	<b>Co-requisites</b>
face-to-face	N/A	None

### Course Objectives:

The main objectives of the course are to:

- introduce students to the knowledge, skills and strategies needed to develop as teachers;
- introduce students to the notion and importance of teacher learning and development;
- equip students with the knowledge, skills and dispositions toward reflective practice;
- introduce students to various ways of applying reflective practices to explore the EFL classroom, curriculum and school organization;
- analyze various strategies and ways of teacher learning and development, such as self-observation, peer-observation, journaling, collaboration, mentoring, and professional portfolio
- examine current policies and practices of teacher learning and development in various contexts.

### Learning Outcomes:

After completion of the course students are expected to be able to:

1. Define concepts of teacher development;
2. Identify a range of methods and approaches to teacher development;
3. identify types of reflection;
4. Apply reflective practice to analyze their EFL teaching and context;

5. Analyze current policies or practices of teacher learning and development in various contexts;
6. Evaluate current policies or practices of teacher learning and development in their own context.

**Course Content:**

1. Key concepts and issues in teacher learning and development;
2. Teacher knowledge;
3. Teacher reflection and reflective practice;
4. Approaches to teacher learning and development: workshops and in-service training; teacher support groups; team teaching; observation; professional organizations;
5. Theories, concepts, and strategies for becoming a reflective practitioner;
6. New developments in teacher development: teacher portfolios; ICT
7. Issues of equality and social justice.
8. Professional standards, policies, and qualifications

**Learning Activities and Teaching Methods:**

Interactive lectures; discussions with class participation; group work; student presentations, case studies

**Assessment Methods:**

Midterm exam; Assignment; Reflective Journal; Final Exam; Participation

**Required Textbooks / Readings:**

Title	Author(s)	Publisher	Year	ISBN
Professional Development for Language Teachers: Strategies for Teacher Learning	J.C. Richards Thomas S.C. Farrell	Cambridge Language Education	2005	0-521-61383-3

**Recommended Textbooks / Readings:**

<b>Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Year</b>	<b>ISBN</b>
Becoming a Reflective English Teacher	Green, Andrew	McGraw-Hill Education	2011	E-BRARY ISBN: 9780335242917
Essentials for Successful English Language Teaching	Farrell, T. and Jacobs, G.	Continuum International Publishing	2010	E-BRARY ISBN: 9781441159724 