



# UNIVERSITY OF NICOSIA

## ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia, Cyprus

<b>Course Code</b> LALI-486	<b>Course Title</b> Teacher Development in TEFL II	<b>ECTS Credits</b> 6
<b>Department</b> Languages and Literature	<b>Semester</b> Fall	<b>Prerequisites</b> LALI-377
<b>Type of Course</b> Required (Linguistics and EFL concentration)	<b>Field</b> Language Teaching	<b>Language of Instruction</b> English
<b>Level of Course</b> 1 <sup>st</sup> Cycle	<b>Year of Study</b> 4 <sup>th</sup>	<b>Lecturer(s)</b> Dr Katherine Fincham
<b>Mode of Delivery</b> Dist. Learning	<b>Work Placement</b> N/A	<b>Co-requisites</b> None

### Objectives of the Course:

This course builds upon principles, theories and approaches introduced in Teacher Development 1. This course is designed to extend students' understanding of teacher development in TEFL with a particular focus on teacher research and investigation. Upon completion of this course, students will be equipped with knowledge and skills to research and investigate teaching and learning in the EFL with the aim of improving professional practice. Through a variety of approaches, such as reflective practice, action research, ethnographic research, case-study and narrative inquiry, students will be introduced to practitioner research. Students will plan and conduct a small-scale study in the field of EFL in which they investigate and respond to specific teaching and learning needs.

### Learning Outcomes:

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

1. Identify various practitioner research methodologies that can be used in analysing EFL teacher learning and teaching
2. Analyse teacher development based on various practitioner research methodologies
3. Evaluate the effectiveness of various practitioner research methodologies
4. Apply one of these approaches to conducting a small-scale study on an EFL topic

**Course Content:**

1. Developing the reflective practitioner;
2. Thinking critically about teacher knowledge and identity;
3. Using research as a process for teacher development;
4. Evaluating practice;
5. Researching practice;
6. Working collaboratively;
7. Implementing change.

**Teaching Methods:**

Interactive lectures, Video & audio materials, Discussion, Reading, Presentations

**Assessment Methods:**

Participation, Research Project & Presentation, Tests, Final Exam

**Required Textbooks:**

<b>Authors</b>	<b>Title</b>	<b>Publisher</b>	<b>Year</b>	<b>ISBN</b>
Mark Fox	<i>Doing Practitioner Research</i>	Sage	2007	1412912342
Burton, D. & Bartlett, S.	<i>Practitioner Research for Teachers.</i>	Paul Chapman	2005	0761944214

**Recommended Textbooks/Reading:**

<b>Authors</b>	<b>Title</b>	<b>Publisher</b>	<b>Year</b>	<b>ISBN</b>
Hinkel, E. (ed.)	<i>Handbook of Research in Second Language Teaching and Learning.</i>	Laurence Erlbaum Associates	2005	0415998727
Wallace, M. J.	<i>Action Research for Language Teachers</i>	Cambridge University Press	1998	0521555353
Dadds, M. & Hart, S.	<i>Doing Practitioner Research Differently</i>	Routledge Falmer	2001	0415237580

