

COURSE MODULE OUTLINE

General information

SCHOOL	HUMANITIES		
PROGRAM COURSE	THE TEACHING OF ENGLISH AS A FOREIGN/INTERNATIONAL LANGUAGE		
LEVEL OF STUDY	POSTGRADUATE		
COURSE UNIT CODE	AGG12	YEAR	1 st
COURSE TITLE	TEACHING LITERACY SKILLS		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Hours per week (30 hours) x 14 weeks	420	15	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
COURSE TYPE Compulsory, Optional, Optional mandatory	COMPULSORY		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMS:	ENGLISH		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://www.eap.gr/en/teaching-english-as-a-foreign-international-language/topics/#ag12 Each module has its own space in the Learning Management System of EAP (http://courses.eap.gr), with controlled, password-protected access for students and teaching staff.		

(2) LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:

APPENDIX A

- Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.
- Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and

APPENDIX B

Guidelines for writing Learning Outcomes

Upon completion of this module, students will be expected to be able to

- to recognize the processes involved in producing and understanding written language
- be aware of the evolving methodological approaches in the production of the written discourse.
- have understood the concept of a communicative approach in the teaching of writing as part of the teaching of English as a second, foreign and international language
- design, implement and evaluate original lessons that incorporate the communicative teaching of production and perception of written discourse with appropriate theoretical support
- adapt and evaluate teaching material for the teaching of the production and perception of written discourse based on the level and learning needs of their learners
- have developed the ability to reflect on their own teaching practices and instructional methodology in general
- have a preliminary awareness of the different functions of teaching, learning, evaluating and examining a foreign language
- understand, through the study of the relevant research literature and the preparation of their written assignments, the basic principles of academic research and study, as well as of academic writing.

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

<i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>
<i>Decision-making</i>	<i>Environmental awareness</i>
<i>Individual/Independent work</i>	<i>Social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Group/Team work</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Development of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social</i>	<i>.....</i>
<i>Introduction of innovative research</i>	<i>awareness, altruism etc.)</i>

Search for, analysis and synthesis of data and information by the use of appropriate technologies

Project planning and management

Respect for diversity and multiculturalism

Social, professional and ethical responsibility and sensitivity to gender issues

Adapting to new situations
 Decision-making
 Individual/Independent work
 Critical thinking
 Development of free, creative and inductive thinking
 Working in an international environment
 Action research

(3) COURSE CONTENT

General description: The module engages students in the teaching of the reading and writing skills, with reference to specific criteria and practical considerations that refer to their own teaching context.

Subject covered: The teaching of reading and writing skills in the context of teaching English as a second/foreign/international language – theory and practice.

(4) TEACHING METHODS--ASSESSMENT

<p>MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	<p>Distance learning Frequent face-to-face meetings (synchronous contact sessions)</p>	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>Communication with students via email, Webex meetups and telephone sessions</p>	
<p>COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i></p> <p><i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i></p>	<p>Activity/Method</p>	<p>Semester workload</p>
	<p>3 Contact Sessions (synchronous) (* 4 hours each)</p>	<p>12</p>
	<p>2 educational activities (* 4 hours each)</p>	<p>8</p>
	<p>1 mini written assignment</p>	<p>40</p>
	<p>1 main written assignment</p>	<p>50</p>
	<p>Oral presentation/examination</p>	<p>10</p>
	<p>Individual study</p>	<p>300</p>
	<p>Total module workload (hours)</p>	<p>420</p>

<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p><i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<ul style="list-style-type: none"> • Two Educational Activities are submitted, the grade of which contributes to the Module’s final grade by 5%, i.e. each with 2.5%. • A Mini Assignment of between 1000 and 1500 words. Its mark contributes to 30% of the final mark of the Module. • A Main Assignment of between 3000 and 3500 words. The overall mark of the Main Assignment contributes to 50% of the total mark of the Module. • All Educational Activities and Assignments are uploaded on the HOU’s Digital Education Space (courses.eap.gr). • An oral presentation of the Main Assignment. This is possible only after the Mini and Main Assignments have been checked and marked and their content approved by the tutor through a written report. • At the end of the semester each student must present the Main Assignment orally, while a presentation of the Mini Assignment is also possible. • The oral examination refers to the presentation of the written assignments and/or two submitted activities, at the discretion of the tutor, and to the response, by the student, to a series of questions relating to subjects that are presented in the Module, the specific written assignments, and/or two submitted activities. The oral presentation contributes to 15% of the final mark of the Module. • Eligibility for submitting the Main Assignment: the Main Assignment can be submitted subject to the Mini Assignment being awarded a mark greater than or equal to five (5). <p>These criteria are derived from the HOU Study Regulations (https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf) and are posted both on the university’s website (https://www.eap.gr/education/odigos-spoudwn-eap) as well as on the Digital Education Space (https://courses.eap.gr) of the Thematic Unit.</p>

(5) SUGGESTED BIBLIOGRAPHY:

- *Suggested bibliography*

- Birch, B. M. & Fulop, S. (2021). *English L2 Reading: Getting to the Bottom*. 4th edition. Oxford, NY: Routledge.
- Caplan, N. & Johns, A.M. (2019). *Changing Practices for the L2 Writing Classroom: Moving beyond the five-paragraph essay*. Michigan: University of Michigan Press.
- Carrell, P., Devine, J. & Eskey, D. (Eds) (1988). *Interactive Approaches to Second Language Reading*. Cambridge: CUP.
- Cope, B. & Kalantzis, M. (1999). *Multiliteracies. Literacy Learning and the Design of Social Futures*. Oxford, NY: Routledge.
- Cunningham, P. & Allington, R. (2011). *Classrooms that work: they can all read and write*. Boston: Pearson Education Inc.
- Fairclough, N. (2013). *Critical Discourse Analysis. The Critical Study of Language*. 2nd edition. Oxford, NY: Routledge.
- Ferris, D. (2014). 'Responding to student writing: Teachers' philosophies and practices'. *Assessing Writing*, 19: 6-23.
- Georgountzou, A. & Calfoglou, C. (2019). 'Peer feedback processes in Distance Education'. *Research Papers in Language Teaching and Learning* 10: 210-237.
- Grabe, W. & Stoller, F. (2011) *Teaching and Researching Reading*. 2nd edition. Oxford, NY: Routledge.
- Halliday, M.A. K. & Matthiessen, C. M. (2013). *Halliday's Introduction to Functional Grammar*. London, NY: Routledge.
- Hedgcock, J. S. & Ferris, D. (2018). *Teaching Readers of English – Students, texts and contexts* 2nd edition. Oxford, NY: Routledge.
- Hyland, K. (2022). *Teaching and Researching Writing*. 4th edition. Oxford, NY: Routledge.
- Kern, R. (2000). *Literacy and Language Teaching*. Oxford: OUP.
- Moje, Birr E., Afflerbach, P. P., Ensico, P. & Lesaux, N.K. (Eds) (2020). *Handbook of Reading Research, Vol. V*. Oxford, NY: Routledge.
- Nation, I.S.P. & Macalister, J. (2021). *Teaching ESL/EFL Reading and Writing*. 2nd edition. Oxford, NY: Routledge.
- Oxford, R. (2017). *Teaching and Researching Language Learning Strategies: Self-regulation in context*. Oxford: OUP.
- Scardamalia, M. & Bereiter, C. (2014). 'Knowledge Building and Knowledge Creation: Theory, Pedagogy and Technology'. In K. Sawyer (Ed.) *Cambridge Handbook of the Learning Sciences* 2nd edition. NY: CUP, 397-417.
- Stanovich, K. (2000). *Progress in Understanding Reading*. NY: The Guilford Press.
- Swales, J. (2004). *Research Genres: Explorations and Applications*. Cambridge: CUP.
- Urquhart, S. & Weir, C. (2013). *Reading in a Second Language: Process, Product and Practice*. Oxford, NY: Routledge.
- Wallace, C. (2013). 'Critical Literacy Awareness in the EFL Classroom'. In N. Fairclough (Ed.) *Critical Language Awareness*. Oxford, NY: Routledge, 59-92.
- White, R. & Arndt, V. (1991). *Process Writing*. London & NY: Longman.

- *Related scientific journals*

- Journal of Second Language Writing (Science Direct)
- Journal of Response to Writing (Brigham Young University)
- Reading in a Foreign Language (University of Hawaii)
- Scientific Studies of Reading (Taylor and Francis)

Reading Research Quarterly (Wiley Online Library)
Journal of Literacy Research (Literacy Research Association)
International Journal of English Language Teaching (European Centre for Research Training
and Development, UK)
Studies in Second Language Acquisition (Cambridge University Press)
English Language Teaching Journal (Oxford Academic)
Language Learning (Wiley Online Library)
Research Papers in Language Teaching and Learning (HOU)