

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	AGG21	YEAR	1st
COURSE TITLE	COURSE DEVELOPMENT		
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/#ag21 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:

- describe existing curricula, syllabi, courses and identify their main features and underlying principles and develop criteria for evaluating them;
- design/adapt/revise courses for various teaching contexts on the basis of learners' needs and features of their teaching context;
- demonstrate a working awareness of the evolution of the second/foreign/international language curriculum and course design and of the factors that influence them;
- identify a comprehensive communicative curriculum/syllabus;
- appreciate and evaluate the importance of the educational context and other factors in managing curriculum change;
- demonstrate a working awareness of the importance of evaluation for curriculum development and the introduction of curricular innovation;
- discuss the development of skills for the evaluation of curricula and language learning materials;
- portray an understanding of the role of the teacher in the curriculum/course design process;
- identify the need for the development of a critical stance towards existing pre-set curricula and attempts for innovation;
- comprehend, through their further engagement with the research literature and the preparation and write-up of their written academic assignments, the principles and aims of academic research, study, and 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?

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

Adapting to new situations

Decision-making

Individual/Independent work

Group/Team work

Working in an international environment

Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social

Introduction of innovative research

Project planning and management

Respect for diversity and multiculturalism

Environmental awareness

Social, professional and ethical responsibility and

sensitivity to gender issues

Critical thinking

Development of free, creative and inductive thinking

.....

awareness, altruism etc.)

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 aims at an in-depth understanding of the principles governing the design, implementation and evaluation of appropriate language learning courses and materials in the domain of teaching English as a second, foreign and international language.
 Subjects covered:
 -Design, implementation and evaluation of curricula. Historical background and definition of concepts.
 -Integration of theory to classroom practice. Curriculum analysis, needs analysis, language learning materials evaluation, development and evaluation of syllabus and materials on the basis of the established curriculum and learners' needs.

(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> <i>The study hours for each learning</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><i>activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i></p>	<table border="1"> <tr> <td>Oral presentation/examination</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Individual study</td> <td style="text-align: center;">300</td> </tr> <tr> <td>Total module workload (hours)</td> <td style="text-align: center;">420</td> </tr> </table>	Oral presentation/examination	10	Individual study	300	Total module workload (hours)	420
	Oral presentation/examination	10					
	Individual study	300					
Total module workload (hours)	420						
<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:

Books

- Alderson J.C. and Beretta A. (eds.) (1992) *Evaluating Second language Education*. Cambridge: CUP
- Carra-Salsberg, F., Figueredo, M., & Jeon, M. (2022). *Curriculum Design and Praxis in Language Teaching: A Globally Informed Approach*. Toronto: University of Toronto Press.
- Clark, J.L.(1987). *Curriculum renewal in school foreign language learning*. Oxford, UK: Oxford University Press.
- Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*, Council of Europe Publishing, Strasbourg, available at www.coe.int/lang-cefr.
- Cunningworth A. (1995) *Choosing your course book*. Oxford: Heinemann.
- Dubin, F. & Olshtain, E. (1986). *Course design: Developing programs and materials for language learning*. New York, NY: Cambridge University Press.
- Garton, S., & Graves, K. (2014). *International Perspectives on Materials in ELT*. (International Perspectives on English Language Teaching). Palgrave Macmillan.
- Graves K. (ed.) (1996). *Teachers as course developers*. Cambridge: Cambridge University Press.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston, MA: Heinle & Heinle.
- Hall, G. (2017). *Exploring English language teaching: Language in action*. Routledge.
- Harwood, N. (ed.) (2010). *English Language Teaching Materials*. New York: Cambridge University Press
- Huhta, M., Vogt, K, Johnson, E., Tulkki, H. (2013). *Needs Analysis for Language Course Design: A Holistic Approach to ESP*. Cambridge University Press.
- Kostka, I., Bunning, L. (2018). *Curriculum Design in English Language Teaching (English Language Teacher Development)*. Alexandria, USA: TESOL Press.
- Luke, A., Woods, A., & Weir, K. (2013). *Curriculum, Syllabus Design and Equity; A Primer and Model*. New York: Routledge.
- Macalister, J., & Nation, I. P. (2011). *Case Studies in Language Curriculum Design. Concepts and Approaches in Action Around the World*. New York: Routledge.
- Macalister, J., & Nation, I. P. (2019). *Language curriculum design*. Routledge.
- McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT : a teacher's guide*. UK: Wiley & Sons.
- McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.
- McGrath, I. (2013). *Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory*. Bedford: Bloomsbury Academic.
- Mickan, P., Wallace, I. (2020). *The Routledge Handbook of Language Education Curriculum Design*. New York: Routledge.
- Munby, J. (1978). *Communicative syllabus design*. Cambridge, UK: Cambridge University Press.
- Nunan, D. (1988). *The learner-centred curriculum*. Cambridge, UK: Cambridge University Press.
- O'Brien, J.G., Millis, B.J., & Cohen, M.G. (2008). *The course syllabus: A learning-centered approach*. (2nd Edition). San Francisco, CA: Jossey-Bass.

Rea-Dickins P. and Germaine K. (1992) *Evaluation*. Oxford: Oxford University Press.
Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.
Richards, J. C., & Farrell, T. S. (2011). *Practice teaching: A reflective approach*. Cambridge University Press.
Yalden, H. (1987). *Principles of Course Design for Language Teaching*. Cambridge, UK: Cambridge University Press.
Ur, P. (2012). *A course in English language teaching*. Cambridge University Press.
White, R. (1998). *The ELT Curriculum: Design, innovation and management*. Wiley-Blackwell.

Related Scientific Journals

- *Annual Review of Applied Linguistics* - Cambridge University Press
- *Applied linguistics* – Oxford academic
- *ELT Journal* - Oxford University Press
- *International Journal of Applied Linguistics* - Wiley-Blackwell
- *Language Learning* - Wiley-Blackwell
- *Language Teaching Research* – Sage Publications
- *Modern Language Journal* - Wiley-Blackwell
- *Research Papers in Language Teaching & Learning* – Hellenic Open University
- *Second Language Research* - SAGE
- *Studies in Second Language Acquisition* - CUP
- *System* – Elsevier
- *TESL-EJ* - Editorial Board TESL - EJ
- *TESOL International Journal* - English Language Education Publishing
- *TESOL Quarterly* – TESOL International Association