

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	AGG34	YEAR	2 nd
COURSE TITLE	TEACHER EDUCATION FOR ELT		
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	ELECTIVE		
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/#ag34 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:

- Have an awareness of the importance of lifelong training in teaching, learning and instructional-pedagogical concerns
- Appreciate the distinction between instructional methodology training and training aimed at teachers' continuous professional development with a view to self-realization
- Appreciate the importance of the "research approach" to pedagogical problems that arise in the classroom and respond to them as problems to be solved
- Become informed on different training models
- Appreciate the priority of learning
- Actively engage in critical, reflective and reflexive processes
- Develop and evaluate effective training programs.

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,	Project planning and management
Adapting to new situations	Respect for diversity and multiculturalism
Decision-making	Environmental awareness
Individual/Independent work	Social, professional and ethical responsibility and sensitivity to gender issues
Group/Team work	Critical thinking
Working in an international environment	Development of free, creative and inductive thinking
Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social
Introduction of innovative research	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 providing an in-depth understanding of issues related to the education and training of teachers of English as a second, foreign and international language, with special emphasis on methods and training practices, the design of appropriate training programs based on principles of adult education, as well as teacher observation models, supervision and evaluation.

Subjects covered:

- Characteristics of effective teachers/instructors/trainers and their relevance to the educational environment.
- Professional, personal and language development of English language teachers.
- Educational/training models with an emphasis on the critical-reflective model.
- The role of theory in teacher education.
- Training programme design based on adult education learning principles.
- Effective ways of organising presentations within training programmes.
- The content and process of training programmes.
- Teacher observation, supervision and evaluation.
- The education of teachers of English as an international lingua franca

(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</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>	

<i>the principles of the ECTS.</i>	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:

- *Suggested bibliography*

- Newby, D., Allan, R. et al. (2007). *European Portfolio for Student Teachers of Languages (EPOSTL). A reflection tool for language teacher education*. ECML, Council of Europe
- Sullivan J.-H. (2004). Identifying the Best Foreign Language Teachers: Teacher Standards and Professional Portfolios. *The Modern Language Journal*, 88(3), 390-402
- Ma, J., & Ren, S. (2011). Reflective teaching and professional development of young college English teachers-from the perspective of constructivism. *Theory and Practice in Language Studies*, 1(2), 153-156.
- Ramin Akbari (2007). Reflections on reflection: A critical appraisal of reflective practices in L2 teacher education, *System*, Volume 35, Issue 2, pages 192-207
- Richards, J. C. (2008). Second language teacher education today. *RELC journal*, 39(2), 158-177.
- Wright, T. (2010). Second language teacher education: Review of recent research on practice. *Language Teaching*, 43(3), 259–296.
- Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. A perspective from north American educational research on teacher education in English language teaching, *Language Teaching*, 35(1), 1-13.
- Kokkos, A. Transformative Learning Through Aesthetic Experience: Towards a Comprehensive Method, *Journal of Transformative Education*, Volume: 8 issue: 3, page(s): 155-177.
- Sifakis, N. C. (2009). Teacher education in the post-modern era: introducing a transformative dimension in the teaching of English as a lingua franca, *Selected Papers from the 18th International Symposium on Theoretical and Applied Linguistics, Thessaloniki 4-6 May 2007* (edited by Anastasios Tsangalidis), vol. 18, 345-353.
- Sifakis, N. C. & Bayyurt, Y. (2016). ELF-aware teacher education and transformative learning. Comments on Eva Illes. *Journal of English as a Lingua Franca*, 5/1: 147-153.
- Nathan J. Devos (2014). A framework for classroom observations in English as a Foreign Language (EFL) teacher education, *Journal of Language and Linguistic Studies*, 10(2), 17-28.

- *Related scientific journals*

Applied Linguistics
ELT Journal
English for Specific Purposes
Journal of English for Academic Purposes
Journal of English as a Lingua Franca
Language Teaching
RELC journal
TESOL Quarterly
World Englishes