

## COURSE MODULE OUTLINE

### (1) General information

<b>SCHOOL</b>	HUMANITIES		
<b>PROGRAM COURSE</b>	THE TEACHING OF ENGLISH AS A FOREIGN/INTERNATIONAL LANGUAGE		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE UNIT CODE</b>	AGG35	<b>YEAR</b>	1 <sup>st</sup> & 2 <sup>nd</sup>
<b>COURSE TITLE</b>	INTERCULTURAL APPROACHES TO ELT		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
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>			
<b>COURSE TYPE</b> Compulsory, Optional, Optional mandatory	ELECTIVE		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION AND EXAMS:</b>	ENGLISH		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.eap.gr/en/teaching-english-as-a-foreign-international-language/topics/#ag35">https://www.eap.gr/en/teaching-english-as-a-foreign-international-language/topics/#ag35</a> Each module has its own space in the Learning Management System of EAP ( <a href="http://courses.eap.gr">http://courses.eap.gr</a> ), 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:

- use key terminology (including: “culture”, “communication”, “intercultural communication”, and “cultural learning”) in order to position TESOL as an area of intercultural practice as well as a type of language education;
- demonstrate an understanding of the complicated character of the English language phenomenon in the world today with regard to its diverse varieties, its functions in different societies, and its role in social forces including colonialism and globalisation;
- demonstrate an understanding of English’s international lingua franca function and the characteristics of the intercultural communication that is conducted through it;
- reflect on the most effective and appropriate ways of teaching English to speakers of other languages in different contexts given its complicated character and diverse functions;
- use both a cultural dimensions approach and a small cultures approach to consider the TESOL practitioner’s on-going quest for methodological appropriateness;
- distinguish how the cultural content of the TEFL classroom might be most effectively and appropriately approached with a view to developing not just cultural understanding but also intercultural awareness and the skills of engaging with cultural texts and phenomena;
- demonstrate an understanding of the construction of the intercultural space as a site for developing intercultural and multicultural awareness among pupils and teachers in multicultural schools in Greece;
- demonstrate an understanding of the potential of newer technologies for developing intercultural awareness through English;

### **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**

The Module is aimed at in-depth presentation of the principles of intercultural approaches in communication, teaching, curriculum design and evaluation and assessment of English as a foreign and international language.

#### **Subjects covered:**

- Culture, interculturalities and the English language: theoretical and practical approaches.
- Intercultural communication: anthropological, psychological, sociological, linguistic and pedagogical approaches and practices.
- The English language and globalisation: interculturalism in learning English as a foreign/international language.
- Intercultural approaches in the design, implementation and evaluation of educational programs for English as a foreign/international language.
- Assessment and testing of the English language: the intercultural dimension.

Intercultural communication with ICT support.

#### (4) TEACHING METHODS--ASSESSMENT

<p><b>MODES OF DELIVERY</b> <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><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <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><b>COURSE DESIGN</b> <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><b>Activity/Method</b></p>	<p><b>Semester workload</b></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><b>Total module workload (hours)</b></p>	<p>420</p>
<p><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b> <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"> <li>• Two Educational Activities are submitted, the grade of which contributes to the Module's final grade by 5%, i.e. each with 2.5%.</li> <li>• A Mini Assignment of between 1000 and 1500 words. Its mark contributes to 30% of the final mark of the Module.</li> <li>• 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.</li> <li>• All Educational Activities and Assignments are uploaded on the HOU's Digital Education Space (courses.eap.gr).</li> <li>• 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.</li> </ul>	

	<ul style="list-style-type: none"> <li>• At the end of the semester each student must present the Main Assignment orally, while a presentation of the Mini Assignment is also possible.</li> <li>• 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.</li> <li>• 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).</li> </ul> <p>These criteria are derived from the HOU Study Regulations (<a href="https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf">https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf</a>) and are posted both on the university's website (<a href="https://www.eap.gr/education/odigos-spoudwn-eap">https://www.eap.gr/education/odigos-spoudwn-eap</a>) as well as on the Digital Education Space (<a href="https://courses.eap.gr">https://courses.eap.gr</a>) of the Thematic Unit.</p>
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## (5) SUGGESTED BIBLIOGRAPHY:

### *Suggested bibliography*

- Bennett, M. J. (1986). A developmental approach to training for intercultural sensitivity. *International journal of intercultural relations*, 10(2), 179-196
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon, Multilingual Matters
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- Damen, L. (1987). *Culture Learning: the Fifth Dimension in the Language Classroom*: Reading, MA., Addison Wesley
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- Gabola, P., Akkari, A., & Radhouane, M. (2019). Assessment of intercultural competencies: a case study in Switzerland. *ХАБАРШЫ*, 78
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- Karras, I. (2018). "Intercultural Approaches in the Foreign Language Classroom" in E. Griva and V. Zorbas (Eds.), *Multicultural and Citizenship Awareness Through Language: Cross Thematic Practices in Language Pedagogy*. New York: Nova Science Publishers, pp. 3-24 (ISBN: 978-1-53612-679-2).
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- Karras, I., Spinthourakis, A. J. & Kourtis-Kazoullis, V. (2019). "Pre-service teachers' intercultural sensitivity, multicultural efficacy and attitudes towards multilingualism" In Romanowski, P. & Bandura, E. (eds.), *Intercultural Foreign Language Teaching and Learning in Higher Education Contexts*. Hersey, PA: IGI Global, pp. 211-227. (ISBN: 978-1-5225-8128-4).
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- Karras, I. (2020). *The Culture and Communication Interface*. Diavlos publications, Greece
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- Aliverti, I. Karras, I (2021) "Constructing a new educational model: Empathy building as a component of Pluricultural Awareness". In *Journal of Foreign Languages, Cultures and Civilizations*, 9(1)
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*Related scientific journals*

ELT Journal, Oxford (Online ISSN 1477-4526 Print ISSN 0951-0893)

Journal of Intercultural Communication Research. Routledge