

## 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>	AGGDN	<b>YEAR</b>	2 <sup>nd</sup> or 3 <sup>rd</sup>
<b>COURSE TITLE</b>	POSTGRADUATE WRITTEN DISSERTATION		
<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>	
	840	30	
<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	COMPULSORY for Route A'		
<b>PREREQUISITE COURSES:</b>	AGG41		
<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/#agde">https://www.eap.gr/en/teaching-english-as-a-foreign-international-language/topics/#agde</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:

- identify different types and processes of educational action research
- demonstrate a working awareness of different quantitative and qualitative research methods
- design educational action research plans that are relevant to their purposes and needs
- administer educational action research
- analyse the research findings using the appropriate and relevant tools
- present their research findings in ways that are appropriate to their academic context.

### **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 M.Ed. in TEFL dissertation is a written work of up to 15,000 words that focuses on a particular research issue or concern in the area of English language teaching.

### (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>The workload includes the following activities:</p> <ul style="list-style-type: none"> <li>- Bibliographic review</li> <li>- Conduct original research in the field</li> <li>- Writing MDE</li> <li>- Oral presentation-support (viva)</li> </ul>
<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>	<p>The dissertation is considered successful if it is evaluated with a grade of five (5), based on specific criteria.</p> <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>

## (5) SUGGESTED BIBLIOGRAPHY:

### - Suggested bibliography

- Allison, D. (2002). *What does it mean to be ethical in research? What should it mean?* *Journal Bisnis& Manajemen*. XVI(1), 22-28.  
<https://journal.feb.unpad.ac.id/index.php/jbm/article/download/35/33>
- Arora, C. (2017). Action research in schools and utility for teachers. *IRA International Journal of Education and Multidisciplinary Studies* (ISSN 2455-2526), 6(2), 163-169.  
Doi:<http://dx.doi.org/10.21013/jems.v6.n2.p3>.
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2, 8-14 <https://doi.org/10.1016/j.npls.2016.01.001>
- Benson, P. (2017). Ways of seeing: The individual and the social in applied linguistics research methodologies. *Language Teaching*.  
<https://doi.org/10/1017/S0261444817000234>
- Caruth, G. D. (2013). Demystifying mixed methods research design: A review of the literature.  
*Online Submission*, 3(2), 112-122. <https://files.eric.ed.gov/fulltext/ED544121.pdf>
- Cicorcki, A., & Arceusz, A. (2016). Research methods in foreign/second language didactics. *TEANGA [Bliainiris na Teacngeolaiochta Feidhmiin Eirinn The Irisch Yearbook of Applied Linguistics]*, 24, 1-19.  
<https://journal.iraal.ie/index.php/teanga/article/view/39/24>
- Denscombe, M. (2014). *The good research guide for small-scale social research projects*. (Fifth edition). Berkshire, UK: Open University Press, MacGraw-Hill Education.
- Denzin, N.K. and Lincoln, Y.S. (Eds) (2003). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage Publication.
- Dörnyei, Z. (2007). Research approaches in applied linguistics. In R. Kaplan (Ed.), *The Oxford Handbook of Applied Linguistics* (pp. 13-23). Oxford: Oxford University Press.
- Franzosi, R. (2010). *Quantitative narrative analysis*. London/New York: Sage Publications.
- Glesne, C. (2015). *Becoming qualitative researchers: An introduction* (5<sup>th</sup> ed.). Boston: Pearson.
- Gu, P.Y. (2016). Questionnaires in language teaching research. *Language Teaching Research*, 20(5), 567-570. <https://doi.org/10.1177%2F1362168816664001>
- Holliday, A. (2002). *Doing and writing qualitative research*. Thousand Oaks, CA: Sage Publications, Inc.
- Norris, J., Ross, S., & Schoonen, R. (2015). Improving second language quantitative research.  
*Language Learning*, 65, 97-126.
- Riazi, A. M. (2017). *Mixed methods research in language teaching and learning*. Sheffield, UK: Equinox Publishing.

### - Related scientific journals

*Research Methods in Applied Linguistics*

<https://www.sciencedirect.com/journal/research-methods-in-applied-linguistics>

*Language Teaching Research* <https://journals.sagepub.com/home/ltr>

*Journal of Language Teaching and Research* <http://www.academypublication.com/jltr/>

*Language Learning. A Journal of Research in  
Language Studies.*

<https://onlinelibrary.wiley.com/journal/14679922>

*International Journal of Research & Method in  
Education*

<https://www.tandfonline.com/journals/cwse2>

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