

MODULE OUTLINE

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF HUMANITIES		
PROGRAM COURSE	THE TEACHING OF GERMAN AS A FOREIGN LANGUAGE		
LEVEL OF STUDY	MASTER		
MODULE UNIT CODE	GER 13	SEMESTER	2
MODULE TITLE	COMMUNICATIVE ACTIVITIES		
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>		HOURS	CREDITS
Hours per week (26,8) X 14		375	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	GERMAN		
THE MODULE IS OFFERED TO ERASMUS STUDENTS	YES		
MODULE WEBSITE (URL)	https://www.eap.gr/en/teaching-german-as-a-foreign-language/topics/#ge13		

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.

Upon completion of the unit, the student is expected to be able to:

- describe the basic principles of written and oral communication,
- identify textual genres of written and spoken language,
- critically examine and select written and spoken texts appropriately according to their level of difficulty and the language proficiency level of the target group,
- make appropriate use of multimodal internet texts and digital technologies,
- critically evaluate and develop appropriate exercises to practise communicative activities of comprehension and production of written and spoken language, as well as language mediation,
- relate communicative activities to extra-linguistic elements and to the socio-cultural dimension of written and oral communication.

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

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

(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
- Adapting to new situations
- Decision-making
- Individual/Independent work
- Respect for diversity and multiculturalism
- Critical thinking
- Development of free, creative and inductive thinking

3. MODULE CONTENT

The aim of this module is to present the communicative activities of comprehension and production of written and spoken language, which are cornerstones of communicative ability. To this end, the basic principles governing communicative activities, textual genres of written and spoken language, criteria for the selection and use of appropriate conventional/ multimodal texts and digital technologies in teaching practice, and possibilities for the categorisation and application of strategies for the development of communicative activities and language mediation in the course of German as a foreign language are systematically presented.

4. TEACHING METHODS – ASSESMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Distance education with three Group Counseling Meetings (OSS) during the academic semester on weekends.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	We use : ▪ Remote meetings tools (webex) ▪ Announcements on the module’s webpage ▪ Presentation software (e.g. power point) ▪ Email exchange and personal contact by phone in cases of students’ emergencies Additionally, the students use office automation tools, web browsers and e-reader for digital books.	
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 activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i>	Activity	Semester Workload (hours)
	3 OSS (X 4 hours)	12
	10 educational activities	10 X 4
	1 Short Written assignment	20
	1 Final Term Paper	40
	Individual study	263
	Total module workload (hours)	375

STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Detailed description of the evaluation procedures:</i> <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> <i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i>	• A series of Educational Activities (E.A.) that accompany each week of study on the training platform. The Educational Activities (E.A.) contribute to the final grade of the unit with a percentage of 40%. • A Short Written Assignment (WA). Its assessment contributes to the final mark of the unit by 20%. • A Final Term Paper. Its evaluation contributes to the final grade of the unit at a rate of 40%. Both the Short Written Assignment and the Final Semester Assignment are on the HOU digital platform. All evaluation criteria are posted in each module's webpage.
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5. SUGGESTED BIBLIOGRAPHY

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- Leppert, Frank: Videosequenzen in Hot Potatoes. In: Fremdsprache Deutsch: Sehen(d) lernen 36: 2007, 53-56.
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- Χατζουλάκης, Βασίλειος / Χρύσου, Μάριος (2013): Το διαδίκτυο στο μάθημα της ξένης γλώσσας. Στο: Δενδρινού, Βασιλική / Καραβά, Ευδοκία: Ξενόγλωσση εκπαίδευση για την προώθηση της πολυγλωσσίας στην Ελλάδα σήμερα - προσεγγίσεις και πρακτικές διδασκαλίας, 123-141. Online: http://rcel.enl.uoa.gr/xenesglosses/guide_kef5.htm.

Scientific journals:

- Deutsch als Fremdsprache
- Fremdsprache Deutsch (FSD)
- Fremdsprachen Lehren und Lernen (FLuL)
- German as a Foreign Language (GFL)
- Info DaF