

## MODULE OUTLINE

### (1) GENERAL INFORMATION

<b>SCHOOL</b>	Humanities	
<b>PROGRAM</b>	Language Education for Refugees and Migrants	
<b>LEVEL OF STUDY</b>	Postgraduate	
<b>MODULE CODE</b>	LRM50	<b>YEAR OF STUDY</b> 1
<b>MODULE TITLE</b>	Applied Linguistics and Second Language Acquisition	
<b>INDEPENDENT LEARNING ACTIVITIES</b>	<b>LEARNING HOURS</b>	<b>CREDITS</b>
13 weeks x 21.5h / week	273-286	10 ECTS
<b>MODULE TYPE</b>	Compulsory	
<b>PREREQUISITE MODULES</b>	None	
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS</b>	English	
<b>THE MODULE IS OFFERED TO ERASMUS STUDENTS</b>	Yes	
<b>MODULE WEBSITE (URL)</b>	<a href="https://www.eap.gr/en/language-education-for-refugees-and-immigrants/topics/#l50">https://www.eap.gr/en/language-education-for-refugees-and-immigrants/topics/#l50</a>	

## (2) LEARNING OUTCOMES

### **Learning Outcomes**

Upon successful completion of this module, participants are expected to:

- identify the most important approaches to second language acquisition;
- recognise the most important characteristics of the different approaches to second language acquisition;
- explain second language learning in the light of different approaches;
- compare and evaluate the strengths and weaknesses of different approaches to second language learning and teaching;
- understand socio-cultural interpretations of language and communication;
- develop skills concerning their digital literacy;
- develop and apply skills concerning (e-)learning strategies in order to facilitate their learning experience;
- develop and apply academic reading and writing skills;
- be able to conduct small-scale research concerning second language learning and teaching.

### **General Competences**

- 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) COURSE CONTENT

The module aims at deepening participants' theoretical and practical knowledge about applied linguistics regarding second language acquisition and at providing them with the necessary skills and knowledge necessary to teach language to refugees and migrants and conduct research on the field. Participants will learn to recognize the most important characteristics of the different approaches to second language acquisition, to compare and evaluate the strengths and weaknesses of different approaches to second language learning and teaching and will be introduced to modern theories in the wider field of language education. They will also be introduced to the international bibliography, in ways that all applied perspectives are considered within the context of education.

### Key content areas

- Approaches to second language acquisition
- Affect and other Individual differences in second language learning
- The linguistic environment
- Current trends and future directions for the field

#### (4) TEACHING & ASSESSMENT METHODS

<b>MODES OF DELIVERY</b>	Distance learning, including self-directed study and assessed coursework supported by THREE (3) Group Counseling Meetings (GCMs) during the academic semester on weekends.																	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	<p>Use of ICT in teaching and communication with students. In particular, we use:</p> <ul style="list-style-type: none"> <li>• Remote meetings tools (webex),</li> <li>• Presentation software (e.g., PowerPoint), Additionally, the students use office automation tools, web browsers and e-reader for digital books.</li> </ul>																	
<b>COURSE DESIGN</b>	<table border="1" data-bbox="687 568 1401 987"> <thead> <tr> <th data-bbox="687 568 1267 645"><i>Activity/Method</i></th> <th data-bbox="1267 568 1401 645"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="687 645 1267 689">3 Group Counseling Meetings (TSS) (x 4 hours)</td> <td data-bbox="1267 645 1401 689">12</td> </tr> <tr> <td data-bbox="687 689 1267 766">Obligatory evaluation activities (3 activities x 3 hours)</td> <td data-bbox="1267 689 1401 766">9</td> </tr> <tr> <td data-bbox="687 766 1267 810">Short essay (1 essay x 10 hours)</td> <td data-bbox="1267 766 1401 810">10</td> </tr> <tr> <td data-bbox="687 810 1267 855">Final essay (1 essay x 40 hours)</td> <td data-bbox="1267 810 1401 855">40</td> </tr> <tr> <td data-bbox="687 855 1267 900">Individual study</td> <td data-bbox="1267 855 1401 900">208,5</td> </tr> <tr> <td data-bbox="687 900 1267 945">Final essay presentation</td> <td data-bbox="1267 900 1401 945">30'</td> </tr> <tr> <td data-bbox="687 945 1267 987"><b>Total workload (hours)</b></td> <td data-bbox="1267 945 1401 987">280</td> </tr> </tbody> </table>		<i>Activity/Method</i>	<i>Semester workload</i>	3 Group Counseling Meetings (TSS) (x 4 hours)	12	Obligatory evaluation activities (3 activities x 3 hours)	9	Short essay (1 essay x 10 hours)	10	Final essay (1 essay x 40 hours)	40	Individual study	208,5	Final essay presentation	30'	<b>Total workload (hours)</b>	280
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<b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b>	<p>There is no provision for written exams at this postgraduate programme. A student is considered to have successfully completed a module when:</p> <ol style="list-style-type: none"> <li>1. Three (3) <b>evaluation activities</b> (EAs) have been completed, from the ones that accompany every study week at courses learning platform. Evaluation activities are taken into consideration for the calculation of the module's final grade, with a total weighting of 18%, i.e., every activity accounts for 6% of the final grade. Specifically, six (6) evaluation activities are offered, from which students must select and submit three (3).</li> <li>2. The <b>Short Essay</b> must be completed and submitted. The evaluation of the short essay is taken into consideration for the calculation of the module's final grade; its weight is 22%.</li> <li>3. The <b>Final Essay</b> has been completed and presented. The evaluation of the short essay is taken into consideration for the calculation of the module final grade; its weight is 60%. After being submitted, the final essay must be presented by the student a day and at a time that will be announced at courses learning platform. The presentation of the essay takes place online, is compulsory and accounts for 10% of the essay's grade (i.e., 9 marks are given for the manuscript and 1 for the presentation, i.e., maximum grade 10). A successfully completed essay should have a grade equal to, or larger than, 5 (<math>\geq 5</math>).</li> </ol>																	

The grades for education activities (i.e., evaluation activities, the short essay) are credited only when a student has received a grade equal to, or larger than, 5 ( $\geq 5$ ) at the Final Essay.

The final grade for every module, on a 10-grade scale, is calculated as follows:

$$\text{Final module grade} = (EA1 \times 0.06) + (EA2 \times 0.06) + (EA3 \times 0.06) + (SE \times 0.22) + (FE \times 0.6)$$

These criteria are according to the Regulation of Studies of HOU (<https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf>) which are uploaded at HOU's website <https://www.eap.gr/education/odigos-spoudwn-eap> and at the digital space (courses) of the modules

## (5) SUGGESTED BIBLIOGRAPHY

### **Selected academic journals**

- *Applied Linguistics*, Oxford University Press <https://academic.oup.com/applij>
- *The Modern Language Journal*, Wiley <https://onlinelibrary.wiley.com/journal/15404781>
- *System. An International of Educational Technology and Applied Linguistics* <https://www.journals.elsevier.com/system%C2%A0>

### **Selected references**

- Adami, E. (2009). 'We/YouTube': exploring sign-making in video-interaction. *Visual Communication*, 8(4), 379-399.
- Adami, E. (2016). Multimodality. In O. Garcia, N. Flores, & M. Spotti (Eds), *The Oxford handbook of language and society* (pp. 451-473). Oxford University Press.
- Bryfonski, L., & McKay, T. H. (2019). TBLT implementation and evaluation: A meta-analysis. *Language Teaching Research*, 23(5), 603-632.
- Cook, V. (2009). Developing links between second language acquisition research and language teaching. In K. Knapp & G. Antos (Eds.), *Handbook of foreign language communication and learning* (pp. 139-162). Mouton de Gruyter.
- Cope, B., & Kalantzis, M. (2000). *Multiliteracies: Literacy learning and the design of social futures*. Routledge.
- Elmeroth, E. (2003). From refugee camp to solitary confinement: Illiterate adults learn Swedish as a second language. *Scandinavian Journal of Educational Research*, 47(4), 431-449.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th Ed.). Oxford University Press.
- Long, M. (2014). *Second-language acquisition and task-based language teaching*. Wiley Blackwell.
- Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories* (3rd Ed.). Routledge.
- O' Halloran, K. L. (2008). Systemic functional-multimodal discourse analysis (SF-MDA): Constructing ideational meaning using language and visual imagery. *Visual Communication*, 7(4), 443-475.
- Ortega, L. (2019). SLA and the study of equitable multilingualism. *The Modern Language Journal*, 103, 23-38.
- Rodgers, T. S. (2009). The methodology of foreign language teaching: Methods, approaches, principles. In K. Knapp & G. Antos (Eds.), *Handbook of foreign language communication and learning* (pp. 341-373). Mouton de Gruyter.
- Swain, M., & Ping, D. (2007). "New" mainstream SLA theory: Expanded and enriched. *The Modern Language Journal*, 91(1), 820-836.