

## 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>	LRM54	<b>YEAR OF STUDY</b> 2
<b>MODULE TITLE</b>	Language Teaching for Children with Refugee or Migrant Background	
<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/#154">https://www.eap.gr/en/language-education-for-refugees-and-immigrants/topics/#154</a>	

## (2) LEARNING OUTCOMES

### **Learning Outcomes**

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

- be able to make the linguistic and educational portrait of refugee / migrant children;
- appreciate the value of prior knowledge and first language(s) for learning / teaching a second language;
- discuss the functions of the parallel use of different languages;
- approach critically material that is available for the teaching a second language;
- appreciate the specific needs of refugee/migrant children as language learners;
- develop their own material that could address the language needs of refugee and migrant children who learn a second language.

### **General Competences**

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adaptation to new situations
- Decision making
- Autonomous work
- Project planning and management
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking

## (3) COURSE CONTENT

This module aims to introduce students to current issues of second language learning / teaching in a context characterized by extreme instability and cultural / linguistic discontinuity, stress. Our students are immigrant or/and refugee children with or without school experience in the country of origin. We need to understand the prior and community knowledge they bring with them, their linguistic repertoire, their educational experience. We explore ways how to bridge the gaps between old and new knowledge, first language(s) and the school language. Our main objective is to understand, meet their needs, provide a secure and empowering context that enables children to feel accepted and learn while tapping into all the linguistic knowledge they possess. Within the module we will discuss issues of bilingualism and second language learning, translanguaging, scaffolding, meaning making and literacy in linguistically diverse contexts. We will investigate innovative and alternative ways of assisting children develop their linguistic skills, their biliteracy and their self-esteem.

After studying the relevant bibliography and educational material, students will be provided with the opportunity to make educational proposals, to develop their own material for a population of refugee or migrant children, material that will cater for the unique needs of the given population, in terms of age, language level, cultural values and everyday needs.

### Key content areas

- Formal and Informal Inclusive Education for Children
- Children's Sociolinguistic Profile
- Course Design
- Class Management and Evaluation
- Situated and Collaborative Learning
- Perspectives and Methodologies

#### (4) TEACHING & ASSESSMENT METHODS

<p><b>MODES OF DELIVERY</b></p>	<p>Distance learning, including self-directed study and assessed coursework supported by THREE (3) Group Counseling Meetings (GCMs) during the academic semester on weekends.</p>																	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b></p>	<p>Use of ICT in teaching, communication with students, and activities (evaluation and optional)</p>																	
<p><b>COURSE DESIGN</b></p>	<table border="1"> <thead> <tr> <th data-bbox="687 465 1267 539"><i>Activity/Method</i></th> <th data-bbox="1267 465 1401 539"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="687 539 1267 584">3 Group Counseling Meetings (x 4 hours)</td> <td data-bbox="1267 539 1401 584">12</td> </tr> <tr> <td data-bbox="687 584 1267 658">Obligatory evaluation activities (3 activities x 3 hours)</td> <td data-bbox="1267 584 1401 658">9</td> </tr> <tr> <td data-bbox="687 658 1267 703">Short essay (1 essay x 10 hours)</td> <td data-bbox="1267 658 1401 703">10</td> </tr> <tr> <td data-bbox="687 703 1267 748">Final essay (1 essay x 40 hours)</td> <td data-bbox="1267 703 1401 748">40</td> </tr> <tr> <td data-bbox="687 748 1267 792">Individual study</td> <td data-bbox="1267 748 1401 792">208.5</td> </tr> <tr> <td data-bbox="687 792 1267 837">Final essay presentation</td> <td data-bbox="1267 792 1401 837">30'</td> </tr> <tr> <td data-bbox="687 837 1267 882"><b>Total workload (hours)</b></td> <td data-bbox="1267 837 1401 882">280</td> </tr> </tbody> </table>	<i>Activity/Method</i>	<i>Semester workload</i>	3 Group Counseling Meetings (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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<p><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b></p>	<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> <p>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 (<math>\geq 5</math>) at the Final Essay. The final grade for every module, on a 10-grade scale, is calculated as follows:</p>																	

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

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

### Journals

- *Intercultural Education*, Taylor and Francis, <https://www.tandfonline.com/journals/ceji>
- *Multicultural Education Review*, Taylor and Francis, <https://www.tandfonline.com/journals/rmer>
- *Journal of Ethnic and Racial Studies*, Taylor and Francis, <https://www.tandfonline.com/journals/rers>
- *Journal of Ethnic and Cultural Studies*, <https://www.ejecs.org/index.php/JECS>

### Bibliography

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- Kaneva, D. (2012). Teaching and learning in diverse school contexts: the journeys of three newly arrived students. In D. Mallows (Ed.), *Innovations in English language teaching for migrants and refugees* (pp. 49-64). British Council.
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