

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	GER12	SEMESTER	2
MODULE TITLE	THEORIES OF LANGUAGE LEARNING AND GRAMMAR MODELS		
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
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4			
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/#ge12		

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 structure of the German language according to linguistic theories and apply these theories to teaching methods,
- reflect on theories of foreign language acquisition/learning and their impact on teaching, with an emphasis on grammar teaching,
- describe and apply teaching and methodological approaches to the teaching of grammar in the foreign language course,
- organize and plan the grammar lesson, with the main aim of raising awareness of the rules governing the language and the effectiveness of the lesson,
- apply grammar rules in exercises/activities aimed at developing grammatical competence.

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/Teamwork

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
- Working in an interdisciplinary environment
- Project planning and management
- Respect for diversity and multiculturalism
- Critical thinking
- Development of free, creative and inductive thinking

3. MODULE CONTENT

The aim of this is to present linguistic theories and theories of language acquisition/learning in relation to teaching and methodological approaches to the teaching of grammar in the foreign language course. It also aims to organize and conduct grammar lessons effectively on the basis of the rules governing the language, while setting out the appropriate options or combinations of options for these rules.

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>	Activity	Semester Workload (hours)
	3 OSS (X 4 hours)	12
	12 educational activities	12 X 4
	1 Short Written assignment	20
	1 Final Term Paper	40
	Individual study	255
	Total module workload (hours)	375

<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>	
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.

5. SUGGESTED BIBLIOGRAPHY

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- Börner, Wolfgang/Vogel, Klaus (Hrsg.) (2004): *Kognition und Emotion im Fremdsprachenunterricht*. Tübingen: Narr.
- Brusch, Wilfried (2009): Stephen Krashens Theorie des Zweitsprachenerwerbs und seine Bedeutung für die Gestaltung von Fremdsprachenunterricht. In: *Forum Sprache* 2. Ismaning: Hueber, 95-103.
- Chrissou, Marios (2005): *Telekommunikative Projektarbeit im Unterricht „Deutsch als Fremdsprache“*. Eine konstruktivistisch orientierte Studie. Hamburg: Kovač.
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Ehnert, Rolf/Möllering, Martina (2001): Unterrichtsplanung, -gestaltung und Evaluation. Patra: EAP, Band B, 11-64.

Funk, H./Koenig, M. (2013): Grammatik lehren und lernen. Fernstudienangebot. Germanistik, Deutsch als Fremdsprache. München: Langenscheids.

Lightbown, Patsy/Spada, Nina (2006): How Languages are Learned. Oxford: Oxford University Press.

Martinez, Hélène (2014): Cognition and emotion. In: Fäcke, Christiane (Hrsg.): Manual of Language Acquisition. Berlin/Boston: De Gruyter, 308-324.

McLaughlin, Barry (1990): ‚Conscious‘ versus ‚unconscious‘ learning. TESOL Quartely (24) 4: 617-634.

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Raabe, Horst (2002b): Grammatik und ihre Vermittlung im Fremdsprachenunterricht. Patra: EAP, Band C, (ГEP62/3).

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Riemer, Claudia (2002): Wie lernt man Sprachen. In: Quetz, Jürgen/Handt, Gerhard von der (Hgg.): Neue Sprachen lehren und lernen. Fremdsprachenunterricht in der Weiterbildung (Reihe: Perspektive Praxis). Bielefeld: Bertelsmann, 49–83.

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Scientific journals:

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