

## 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>	AGG11	<b>YEAR</b>	1 <sup>st</sup>
<b>COURSE TITLE</b>	TEACHING ORACY SKILLS		
<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>	
Hours per week (30 hours) x 14 weeks	420	15	
<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		
<b>PREREQUISITE COURSES:</b>	NO		
<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/#ag11">https://www.eap.gr/en/teaching-english-as-a-foreign-international-language/topics/#ag11</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:

develop a practical knowledge of the basic elements of foreign language teaching, with an emphasis on English as a second, foreign and international language

be able to recognize the processes involved in the production and understanding of spoken language

be aware of the evolving methodological approaches in the teaching of oracy

have understood the concept of the communicative approach in the teaching of listening and speaking in the context of teaching English as a second, foreign and international language

design, implement and evaluate original lessons that incorporate communicative language teaching and listening comprehension with appropriate theoretical support

adapt and evaluate language learning materials for the teaching of listening and speaking based on the level and learning needs of their learners

have developed the ability to reflect on their own teaching practices

have a preliminary awareness of the different functions of teaching, learning, evaluating and examining a foreign language understand, through the study of the relevant research literature and the preparation of their written assignments, the basic principles of academic research and study, as well as of academic writing.

### **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 module introduces students to the M.Ed. and to essential concepts and concerns in teaching English as a second, foreign and international language. It also engages them in the teaching of the listening and speaking skills, with reference to specific criteria and practical considerations that refer to their own teaching context.

Subjects covered:

-An introduction to basic concepts in teaching English as a second/foreign/international language. - The teaching of listening and speaking skills in the context of teaching English as a second/foreign/international language – theory and practice.

### (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><b>Activity/Method</b></p>	<p><b>Semester workload</b></p>
	<p>3 Contact Sessions (synchronous) (* 4 hours each)</p>	<p>12</p>
	<p>2 educational activities (* 4 hours each)</p>	<p>8</p>
	<p>1 mini written assignment</p>	<p>40</p>
	<p>1 main written assignment</p>	<p>50</p>
	<p>Oral presentation/examination</p>	<p>10</p>
	<p>Individual study</p>	<p>300</p>
	<p><b>Total module workload (hours)</b></p>	<p><b>420</b></p>

<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b></p> <p><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>	<ul style="list-style-type: none"> <li>• Two Educational Activities are submitted, the grade of which contributes to the Module’s final grade by 5%, i.e. each with 2.5%.</li> <li>• A Mini Assignment of between 1000 and 1500 words. Its mark contributes to 30% of the final mark of the Module.</li> <li>• A Main Assignment of between 3000 and 3500 words. The overall mark of the Main Assignment contributes to 45% of the total mark of the Module.</li> <li>• All Educational Activities and Assignments are uploaded on the HOU’s Digital Education Space (<a href="https://courses.eap.gr">courses.eap.gr</a>).</li> <li>• An oral presentation of the Main Assignment. This is possible only after the Mini and Main Assignments have been checked and marked and their content approved by the tutor through a written report.</li> <li>• At the end of the semester each student must present the Main Assignment orally, while a presentation of the Mini Assignment is also possible.</li> <li>• The oral examination refers to the presentation of the written assignments and/or two submitted activities, at the discretion of the tutor, and to the response, by the student, to a series of questions relating to subjects that are presented in the Module, the specific written assignments, and/or two submitted activities. The oral presentation contributes to 20% of the final mark of the Module.</li> <li>• Eligibility for submitting the Main Assignment: the Main Assignment can be submitted subject to the Mini Assignment being awarded a mark greater than or equal to five (5).</li> </ul> <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:

- Bygate, M. (1987). *Speaking*. Oxford: OUP.
- Bygate, M. (Ed.) (2016). *Domains and Directions in the Development of TBL: A Decade of Plenaries from the International Conference*. Philadelphia: John Benjamins.
- Graddol, D. (1997). *The future of English?* London: The British Council.
- Harmer, J. (2001). *The practice of English language teaching*. London: Longman.
- Hughes, R. (2017). *Teaching and Researching Speaking*. (3<sup>rd</sup> edition). London: Pearson Education.
- Jenkins, J. (2000). *The Phonology of English as an International Language*. Cambridge: CUP.
- Johnson, K. (1982). 'Five Principles in a communicative exercise type'. In *Communicative Syllabus Design and Methodology*: Oxford/London: Pergamon/Prentice Hall.
- Kachru, B.B. (1985). 'Standards, codifications and sociolinguistic realism: The English Language in the Outer Circle'. In R. Quirk & H. Widdowson (eds). *English in the world: teaching and learning the language and literatures*. Cambridge: CUP.
- Levelt, W. J. M., (1989). *Speaking from Intention to Articulation*. (fifth edition). USA: MIT Press.
- Mc Donough, J. & Shaw, C. (2013). *Materials and Methods in ELT: a teacher's guide*. (3<sup>rd</sup> edition). Oxford: Wiley-Blackwell.
- Richards, J.C. & T.S. Rogers (2014). *Approaches and Methods in Language Teaching*. (3<sup>rd</sup> edition). Cambridge: CUP.
- Rost, M. (2016). *Teaching and researching listening* (3<sup>rd</sup> edition). N. York: Routledge.
- Seidlhofer, B. (2011). *Understanding ELF*. Oxford: OUP.
- Ur, P. (1997). *Teaching listening comprehension*. Cambridge: CUP.

### - Related scientific journals:

- Journal of Second Language Writing (Science Direct)
- System (Science Direct)
- Journal of Response to Writing (Brigham Young University)
- Reading in a Foreign Language (University of Hawaii)
- Scientific Studies of Reading (Taylor and Francis)
- Reading Research Quarterly (Wiley Online Library)
- Journal of Literacy Research (Literacy Research Association)
- International Journal of English Language Teaching (European Centre for Research Training and Development, UK)
- Studies in Second Language Acquisition (Cambridge University Press)
- English Language Teaching Journal (Oxford Academic)
- Language Learning (Wiley Online Library)
- Research Papers in Language Teaching and Learning (HOU)