

COURSE MODULE OUTLINE

(1) General information

SCHOOL	HUMANITIES		
PROGRAM COURSE	THE TEACHING OF ENGLISH AS A FOREIGN/INTERNATIONAL LANGUAGE		
LEVEL OF STUDY	POSTGRADUATE		
COURSE UNIT CODE	AGG31	YEAR	1 st and 2 nd
COURSE TITLE	NEW TECHNOLOGIES IN TEACHING		
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>	WEEKLY TEACHING HOURS	CREDITS	
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>			
COURSE TYPE Compulsory, Optional, Optional mandatory	ELECTIVE		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMS:	ENGLISH		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://www.eap.gr/en/teaching-english-as-a-foreign-international-language/topics/#ag31 Each module has its own space in the Learning Management System of EAP (http://courses.eap.gr), 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:

- demonstrate a working understanding of the ways in which ICT (information and communication technologies) is used to enhance foreign language learning;
- describe the various phases of the evolution of educational technology in the teaching and learning of foreign languages,
- identify ways of overcoming obstacles in the use of ICT,
- identify ways to use resources such as video, self-access online materials, web resources and digital media tools to develop skills in the teaching of English as a second, foreign and international language,
- evaluate software and learning activities that are implemented through ICT and promote language learning, lifelong learning, learners' development of critical thinking, the learning strategies and cultivation of different forms of literacy,
- demonstrate a working understanding of the ways in which computers are used in the foreign language classroom and the different kinds of available software that can contribute to the teaching of a foreign language,
- demonstrate a working understanding of the ways in which the Internet can be used in foreign language classrooms
- combine social networking applications and software in the context of developing lesson plans and collaborative interdisciplinary projects that prompt critical thinking skills, contribute to the consolidation of new knowledge and enable the integration of taught materials in new contexts.

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 focuses on an in-depth but also practical understanding of the different ways in which information and communication technologies (ICT) can be integrated in the teaching and learning of English as a second, foreign and international language.

Subject covered:

- Development of skills for the use of modern ICT applications as tools in learning English.
- Synthetic application of established knowledge, software evaluation and development of multimedia and audiovisual materials, integration of ICT in lesson planning, and development of learners' and teachers' horizontal skills (creativity, critical thinking) and critical reflective skills.
- Combination of ICTs with modern pedagogical approaches and language teaching/learning theories.

(4) TEACHING METHODS--ASSESSMENT

<p>MODES OF DELIVERY <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>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <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>COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art</i></p>	<p>Activity/Method</p>	<p>Semester workload</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><i>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>	1 mini written assignment	40
	1 main written assignment	50
	Oral presentation/examination	10
	Individual study	300
	Total module workload (hours)	420
<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</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"> • Two Educational Activities are submitted, the grade of which contributes to the Module’s final grade by 5%, i.e. each with 2.5%. • A Mini Assignment of between 1000 and 1500 words. Its mark contributes to 30% of the final mark of the Module. • 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. • All Educational Activities and Assignments are uploaded on the HOU’s Digital Education Space (courses.eap.gr). • 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. • At the end of the semester each student must present the Main Assignment orally, while a presentation of the Mini Assignment is also possible. • 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. • 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). 	
<p>These criteria are derived from the HOU Study Regulations (https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf) and are posted</p>		

	both on the university's website (https://www.eap.gr/education/odigos-spoudwn-eap) as well as on the Digital Education Space (https://courses.eap.gr) of the Thematic Unit.
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(5) SUGGESTED BIBLIOGRAPHY:

- *Suggested bibliography*
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- Doulgeri, M. & Antoniou, L. (2018). "The effectiveness of a parallel syllabus that uses WebQuests to enhance the New Literacies of 6th grade primary school EFL learners". In N. Sifakis (eds.) *Research Papers for Language Teaching and Learning (RPLTL)*, Volume 8, (pp. 56-76), Hellenic Open University. Available at: <https://rpltl.eap.gr/previous-issues/volume-9-february-2018/volume-9-february-2018/165-the-effectiveness-of-a-parallel-syllabus-that-uses-webquests-to-enhance-the-new-literacies-of-6th-grade-primary-school-efl-learners-maria->

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- *Related scientific journals*

Journal of Second Language Writing (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)