

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	AGG36	YEAR	1 st & 2 nd
COURSE TITLE	LEARNING DIFFICULTIES		
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-foreigninternational-language/topics/#ag36 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, postgraduates will be expected to:

- identify and assess LD students' difficulties in reading, specifically in decoding, fluency, and comprehension.
- identify and evaluate LD students' difficulties in writing, specifically in spelling and written expression.
- gain an understanding on the content of effective interventions and their implementation in order to enhance the reading skill in English as a second/foreign/international language.
- demonstrate a working awareness of the content of effective interventions and their implementation in order to enhance writing in English as a second/foreign/international language.
- design and administer tasks that assess reading and writing.
- design and implement original lessons in order to enhance students' reading and writing skills.
- integrate effective instructional approaches to the lesson.
- adapt and evaluate the teaching material based on students' needs.

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/Team work

Working in an international environment

Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social

Introduction of innovative research

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

.....

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

The module aims at introducing postgraduates to the problems that learners with Learning Difficulties (LD) face when they are being taught English as a second, foreign and international language and to empower their teaching of the reading (decoding, fluency and comprehension) and writing skills (spelling and written expression) according to the currently effective teaching practice.

Subjects covered:

- An introduction to basic characteristics of the LD students' competency in reading and writing in English as a second/foreign/international language.
- The teaching of reading and writing skills in the context of teaching English as a second/foreign/international language.

(4) TEACHING METHODS--ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Distance learning Frequent face-to-face meetings (synchronous contact sessions)	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	Communication with students via email, Webex meetups and telephone sessions	
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> <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>	Activity/Method	Semester workload
	3 Contact Sessions (synchronous) (* 4 hours each)	12
	2 educational activities (* 4 hours each)	8
	1 mini written assignment	40
	1 main written assignment	50
	Oral presentation/examination	10
	Individual study	300

	Total module workload (hours)	420
<p style="text-align: center;">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 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.</p>	

(5) SUGGESTED BIBLIOGRAPHY:

- *Suggested bibliography*

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- Galuschka, K., Görgen, R., Kalmar, J., Haberstroh, S., Schmalz, X., & Schulte-Körne, G. (2020). Effectiveness of spelling interventions for learners with dyslexia: A meta-analysis and systematic review. *Educational Psychologist*, 55(1), 1-20.
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- Harris, K. R., Ray, A., Graham, S., & Houston, J. (2019). Answering the challenge: SRSD instruction for close reading of text to write to persuade with 4th and 5th Grade students experiencing writing difficulties. *Reading and Writing*, 32(6), 1459-1482.
- Hulme, C., & Snowling, M. J. (2013). *Developmental disorders of language learning and cognition*. John Wiley & Sons.
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- Kormos, J., & Taylor, L. B. (2020). Testing the L2 of Learners with Specific Learning Difficulties. In *The Routledge Handbook of Second Language Acquisition and Language Testing* (pp. 413-421). Routledge.
- Kormos, J., Košak Babuder, M., & Pižorn, K. (2019). The role of low-level first language skills in second language reading, reading-while-listening and listening performance: A study of young dyslexic and non-dyslexic language learners. *Applied Linguistics*, 40(5), 834-858.
- Košak-Babuder, M., Kormos, J., Ratajczak, M., & Pižorn, K. (2019). The effect of read-aloud assistance on the text comprehension of dyslexic and non-dyslexic English language learners. *Language Testing*, 36(1), 51-75.

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Snowling, M. J., Hulme, C., & Nation, K. (2020). Defining and understanding dyslexia: past, present and future. *Oxford Review of Education*, 46(4), 501-513.

Tribushinina, E., Berg, Z. O. T., & Karman, S. (2022). Facilitating positive L1 transfer through explicit spelling instruction for EFL learners with dyslexia: an intervention study. *Language awareness*, 31(3), 351-370.

- *Related scientific journals*

Annals of Dyslexia

Australian Journal of Learning Disabilities

British Journal of Learning Disabilities

Dyslexia

European Journal of Special Education Needs

International Journal of Special Education

Journal of Learning Disabilities (JLD)

Journal of Early Intervention (JEI)

Journal of Special Education Technology

Learning Disabilities Research & Practice (LDRP)

Learning and Individual Differences

The Journal of Special Education (JSE)