

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities		
ACADEMIC UNIT	Department of Mediterranean Studies		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	Y3	SEMESTER	1
COURSE TITLE	Analysis and Teaching of Foreign Language and implementation to the Teaching of Mediterranean Languages		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>	2	10	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background, skills development		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • raise theoretical and methodological issues and choose research fields and ways of collecting, processing and analyzing their data • present the results of independent research • write research papers
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- argue on and know concepts, such as the second/foreign language
- report the content of the learning theories of L2
- mention the main individual differences that play a role in learning an L2
- report the content and describe teaching methods in L2
- report and describe the factors expected to influence the teaching of Mediterranean languages
- design of teaching material

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment

(3) SYLLABUS

The aim of this course is twofold. Firstly, it examines various aspects of second/foreign language teaching, using the methodological tools of modern linguistic research. The course presents and examines various theories for acquiring a foreign language as well as the factors - personal, mental and environmental - that influence the learning process of an L2. The second aim of the course is to provide specialized knowledge of the Greek, Turkish and Semitic language systems, knowledge which can be used, both by current and future teachers, while teaching the languages under consideration.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Distance learning
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory</i>	Use of ICT in teaching and communication with students

<i>education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	lectures	20 hours (0,8 ECTS)
	Personal study	118 hours (4,72 ECTS)
	Projects and essay writing	112 hours (4.48 ECTS)
	Course total	250 hours (10 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Language of evaluation: Greek</p> <p>Method of evaluation: written work, essay/report</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>General</p> <p>Brown, H. D. (1994). <i>Teaching by principles: An interactive approach to language pedagogy</i>. New Jersey: Prentice Hall.</p> <p>Κατσιμαλή, Γ. (2007). <i>Γλωσσολογία σε Εφαρμογή</i>. Αθήνα: Ινστιτούτο του Βιβλίου-Α. Καρδαμίτσας.</p> <p>Krashen, S. (1987). <i>Principles and Practice in Second Language Acquisition</i>. New York: Prentice Hall.</p> <p>Μήτσος, Ν. (2004). <i>Η Διδασκαλία της Γλώσσας υπό το Πρίσμα της Επικοινωνιακής Προσέγγισης. Εισαγωγή στη θεωρία και τις τεχνικές του επικοινωνιακού μοντέλου</i>. Αθήνα: Gutenberg.</p> <p>Μπέλλα, Σ. (2011). <i>Η δεύτερη γλώσσα: κατάκτηση και διδασκαλία</i>. Αθήνα: Πατάκης.</p>
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Μπέλλα, Σ. (2015). *Πραγματολογία: Από τη γλωσσική επικοινωνία στη γλωσσική διδασκαλία*. Αθήνα: Gutenberg.

On Greek

Βαρλοκώστα, Σ. & Τριανταφυλλίδου, Λ. (2003). *Επίπεδα Γλωσσομάθειας στην Ελληνική ως Δεύτερη Γλώσσα*. Αθήνα.

Holton, D., P. Mackridge & Φιλιππάκη-Warburton, E. (1999). *Γραμματική της Ελληνικής Γλώσσας* (μτφρ. Β. Σπυρόπουλος). Αθήνα: Πατάκης.

Ιακώβου, Μ (επιμ.). (2014). *Επιμορφωτικός Οδηγός. Γενικές Αρχές Διδασκαλίας της Ελληνικής ως Ξένης Γλώσσας*. Θεσσαλονίκη: Υ.ΠΑΙ.Θ.

Μήτσης, Ν. (1998). *Στοιχειώδεις Αρχές και Μέθοδοι της Εφαρμοσμένης Γλωσσολογίας. Εισαγωγή στη Διδασκαλία της Ελληνικής ως Δεύτερης (ή Ξένης) Γλώσσας*. Αθήνα: Gutenberg.

Μοσχονάς, Σ. 2003. Πριν από τη διδασκαλία της ελληνικής ως ξένης γλώσσας. Στο: Θεοφανοπούλου-Κοντού, Δ., Λασκαράτου, Χ., Σηφianού, Μ., Γεωργιαφέντης, Μ. & Σπυρόπουλος, Β. (επιμ.), *Σύγχρονες Τάσεις στην Ελληνική Γλωσσολογία: Μελέτες αφιερωμένες στην Ειρήνη Φιλιππάκη-Warburton*. Αθήνα: Πατάκης, 87-107.

Μοσχονάς, Σ. (επιμ.). 2005. *Η Σύνταξη στη Μάθηση και στη Διδασκαλία της Ελληνικής ως Ξένης Γλώσσας*. Αθήνα: Πατάκης.

On Turkish

Βαρλοκώστα, Σ., Ρεβυθιάδου, Α., Σπυρόπουλος, Β., Παπαδοπούλου, Δ., Καϊλή, Χ., Πρόκου, Σ. & Κ. Νικολού. (2008). *Γραμματική Περιγραφή της Τουρκικής*. Παραδοτέο έργο του ερευνητικού προγράμματος ΠΥΘΑΓΟΡΑΣ Ι: Ενίσχυση ερευνητικών ομάδων στα πανεπιστήμια. Τίτλος έρευνας: *Συγκριτική ανάλυση Τουρκικής- Ελληνικής: Γραμματική ανάλυση και εκμάθηση της Τουρκικής ως ξένης γλώσσας*.

Göksel, A. & C. Kerslake. (2005). *Turkish: A Comprehensive Grammar*. London: Routledge.

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Lewis, G. (1999). *The Turkish language Reform. A catastrophic Success*. Oxford: OUP.

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Asfour, M. (1999). *Hugo Language Course. Arabic in three months*. London: DK Adult.

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Coffin, E.A., & Bolozky, S. (2005). *A reference grammar of Modern Hebrew*. Cambridge: CUP.

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