

COURSE OUTLINE

LANGUAGE TEACHING AND MULTILITERACIES

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	6 TH
COURSE TITLE	LANGUAGE TEACHING AND MULTILITERACIES		
TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
<i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>			
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE	SKILLS DEVELOPMENT		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i></p>																		
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the relationship between linguistics and language teaching in a variety of linguistically and culturally heterogeneous educational contexts. • Develop awareness of methodological approaches to teaching Greek as a first (L1) and as an additional language (L2), relate them to theories of language acquisition/learning and critically evaluate the advantages and disadvantages of each. • Analyse language data of learners using concepts and models. • Design tasks and learning scenarios for language teaching aiming at multiliteracies. • Compose their own multimodal materials as future teachers. • Understand the role of digital tools in language teaching and become familiar with their use. 																		
<p>General Skills</p> <p><i>Name the desirable general skills upon successful completion of the module</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information,</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>ICT Use</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</i></td> <td style="border: none;"><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"></td> </tr> </table>	<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>	<i>ICT Use</i>	<i>Equity and Inclusion</i>	<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>	<i>Decision making</i>	<i>Sustainability</i>	<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	<i>Critical thinking</i>	<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	
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- Promoting free, creative and inductive reasoning
- Working in an interdisciplinary environment
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Critical thinking

3. COURSE CONTENT

1	Introduction	<ul style="list-style-type: none"> ▪ Object and principles of applied and educational linguistics ▪ Basic concepts: first, second, additional, foreign language, heritage language, acquisition, learning
2	Language learning and teaching in modern educational contexts	<ul style="list-style-type: none"> ▪ Case studies: profiles, repertoires and practices of learners in Greek as L1 and L2 ▪ Parameters influencing language learning/teaching in school and adult education
3	Language teaching approaches and methods I	<ul style="list-style-type: none"> ▪ Structural Approach ▪ Contrastive Analysis ▪ Physical Approach ▪ Communicative and Task-based Approach
4	Language teaching approaches and methods II	<ul style="list-style-type: none"> ▪ Strategy-based Instruction ▪ Systemic Functional Approach • Multiliteracies
5	Language teaching approaches and methods III	<ul style="list-style-type: none"> ▪ CLIL, pluriliteracies across subjects ▪ Digital technologies and language teaching ▪ Translanguaging ▪ Language teaching and the post-method era
6	Analysis of students' discourse I	<ul style="list-style-type: none"> ▪ Cooperative tasks within classroom: Analysis of students' discourse (L1)
7	Analysis of students' discourse II	<ul style="list-style-type: none"> ▪ Cooperative tasks within classroom: Analysis of students' discourse (L2)
8	Language Assessment	<ul style="list-style-type: none"> ▪ Language assessment types and tools ▪ Language tests ▪ Alternative assessment
9	Language teaching and educational policy	<ul style="list-style-type: none"> ▪ L1 Curricula ▪ L2 Curricula
10	Language teaching and learning material	<ul style="list-style-type: none"> ▪ School textbooks and OER • Electronic/digital dictionaries and corpora
11	Designing language tasks for teaching Greek as L1 and L2	<ul style="list-style-type: none"> ▪ Cooperative tasks within classroom
12	Designing language tasks for the mainstream classroom	<ul style="list-style-type: none"> ▪ Cooperative tasks within classroom
13	Project presentations and recap	

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning • Flipped Classroom
<p style="text-align: center;">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<ul style="list-style-type: none"> • Use of ICT in teaching and communication with students • PPT presentations • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to

	<p>course content</p> <ul style="list-style-type: none"> • Collaborative educational environments • Communication with students via email 														
<p>TEACHING ORGANIZATION</p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>27</td> </tr> <tr> <td>Collaborative tasks within classroom</td> <td>20</td> </tr> <tr> <td>Project</td> <td>30</td> </tr> <tr> <td>Written examination</td> <td>4</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Study and analysis of bibliography	27	Collaborative tasks within classroom	20	Project	30	Written examination	4	Total	120
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Total	120														
<p>STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Formative</p> <p>Cooperative tasks (compulsory): 30%</p> <p>Project (compulsory): 50%</p> <p>Peer-assessment: 20%</p>														

5. SUGGESTED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Γαβριηλίδου, Ζ., Μητσιάκη, Μ., & Φλιάτουρας, Α. 2021. <i>100 βασικές ενότητες για τη γλωσσολογία</i>. Αθήνα: Gutenberg. • Kalantzis, M., Cope. B., Αρβανίτη Ε., Στελλάκης, Ν. (2019). <i>Γραμματισμοί</i>. Εκδόσεις κριτική. • Χατζηδάκη, Α. (2020). <i>Διδάσκοντας δίγλωσσα παιδιά: Θεωρητικά ζητήματα και διδακτικές προσεγγίσεις</i>. Εκδόσεις Πεδίο. • Μητσιάκη, Μ. (2020). <i>Αναλυτικό Πρόγραμμα Σπουδών για την ελληνική ως δεύτερη γλώσσα (Προδημοτική, Δημοτική, Μέση Γενική, Μέση Τεχνική και Επαγγελματική Εκπαίδευση και Κατάρτιση της Κύπρου)</i>. ΥΠΠΑΝ, Λευκωσία, Κύπρος. (ηλεκτρονική έκδοση) • Gavriilidou Z., Mitsiaki M. (2022). <i>Curriculum for teaching Greek as a Heritage Language. A framework for teachers</i>, Κομοτηνή, 2KProject. • Κουτσογιάννης, Δ. (2017). <i>Γλωσσική διδασκαλία χθες, σήμερα και αύριο: Μια πολιτική προσέγγιση</i>. Ινστιτούτο Νεοελληνικών Σπουδών, Ίδρυμα Μανόλη Τριανταφυλλίδη. • Μιχάλης, Θ. <i>Γλωσσική Διδασκαλία και Πρακτικές Γραμματισμού στη Δευτεροβάθμια Εκπαίδευση</i>. Gutenberg. • Αρβανίτης, Π., & Κρυστάλλη, Π. (2023). <i>Ψηφιακές τεχνολογίες και διδασκαλία της ξένης γλώσσας [Προπτυχιακό εγχειρίδιο]</i>. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	M. MITSIAKI
Contact details:	mmitsiaki@helit.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Cooperative tasks (compulsory): 30% Project: 50% Peer-assessment: 20%
Implementation Instructions: (3)	All types of assessment will be conducted via the eClass platform.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.