

LING3 Teaching Greek as a second/foreign/heritage language (5 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classics and Humanities		
DEPARTMENT	Department of Greek Philology		
LEVEL OF STUDIES	BA in Hellenic studies – undergraduate program		
COURSE CODE	LING3	SEMESTER	3 rd
COURSE TITLE	TEACHING MODERN GREEK AS A SECOND/FOREIGN/HERITAGE LANGUAGE + INTERNSHIP		
TEACHING ACTIVITIES <i>in case the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to a course as a whole, then please note down the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures and labs		3	5
<i>Add lines if necessary. The teaching organization and methods used are described in the point 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific area and skill development		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:			
URL COURSE:			

2. LEARNING OUTCOMES

<p>Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i></p> <p>This course provides students with a practical introduction to the principles and practices of post-method era language teaching. It stresses the importance of various language teaching contexts and describes the differences among them (second/ foreign/heritage language situations). It then focuses on the practical issues which they may face as teachers, and introduces a wide variety of materials and activities. The program helps students develop lesson planning techniques, and also gives them opportunities to try out these techniques in practice.</p> <p>By the end of the course the students will:</p> <ul style="list-style-type: none"> • be able to distinguish between second, foreign, and heritage language speakers and learners • become familiar with basic techniques and principles in current language teaching • be able to evaluate a variety of teaching materials • evaluate, create and adapt materials for the language classroom • be able to use a wide range of techniques and materials in classroom teaching
<p>General Skills <i>Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is intended (for the course)?</i></p> <p><i>Search, analysis and synthesis of data and information, using the necessary technologies</i> <i>Adaptation to new situations</i></p> <p><i>Project design and management</i> <i>Equity and Inclusion</i> <i>Respect for the natural environment</i></p>

<i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Sustainability</i> <i>Demonstration of social, professional, and moral responsibility and sensitivity to gender issues</i> <i>Critical thinking</i> <i>Promoting free, creative, and inductive thinking</i>
<ol style="list-style-type: none"> 1. Search, analysis and synthesis of data and information, using the necessary technologies 2. Adaptation to new situations 3. Equity and Inclusion 4. Working in an international environment 5. Promoting free, creative and inductive thinking 6. Autonomous work 	

3. COURSE CONTENT

<ul style="list-style-type: none"> • Second/Foreign language learners • Heritage language learners • Second/foreign language teaching: From theory to practice • Teaching Language Integrated Skills - Listening and Speaking • Teaching Language Integrated Skills - Reading and Writing • Teaching vocabulary • Teaching Grammar • Teaching Young Learners and adult beginners • Use of Technology in Teaching - Distance Learning • Lesson Planning/Techniques for Active Learning • Test Development and Evaluation • Materials Development and Evaluation • Presentations (lesson plans and teaching materials)

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD</p> <p style="text-align: center;"><i>Face to face, Distance learning, etc.</i></p>	<p>Face to face</p> <p>Distance learning</p> <p>Labs</p>												
<p style="text-align: center;">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)</p> <p style="text-align: center;"><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, in Laboratory Education, and in Communication with students 												
<p style="text-align: center;">TEACHING ORGANIZATION</p> <p><i>The way 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 student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Lab exercise</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Interactive learning</td> <td style="text-align: center;">41</td> </tr> <tr> <td>Project</td> <td style="text-align: center;">15</td> </tr> <tr> <td>25X5=150 workload</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Lab exercise	20	Interactive learning	41	Project	15	25X5=150 workload	125
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<p style="text-align: center;">STUDENT EVALUATION</p>	<p>Formative:</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, Public Presentation, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Explicitly defined assessment criteria and if and where are accessible to students are mentioned.</i></p>	<p>Class participation 20%</p> <p>Presentation 40%</p> <p>Portfolio 40%</p>
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5. SUGGESTED BIBLIOGRAPHY

Γαβριηλίδου, Ζ., Μητσιάκη, Μ., & Φλιάτουρας, Α. (2021). *100 βασικές έννοιες για τη γλωσσολογία*. Αθήνα: Gutenberg.

Gavriilidou, Z. & Mitsiaki, M. (2021). *Curriculum for teaching Greek as a Heritage Language: a framework for teachers*, Ed. Office of Greek Education of the Greek Orthodox Archdiocese of America, 2kProject.

Cecilia, R. R., & Lopes, A. (Eds.). (2019). *New trends in foreign language teaching: Methods, evaluation and innovation*. Cambridge Scholars Publishing.

Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.

Sarri, S. (2008). *Teaching modern Greek as a second/foreign language to adults* (Doctoral dissertation, California State University, Sacramento).

Morales Ortiz, A., Pagán Cánovas, C., & Martínez Campillo, C. (2010). *The teaching of modern Greek in Europe: Current situation and new perspectives*. Odysseus project final conference.