

Module	Development of language skills and strategies				
Module code	DLINTER508				
Module type	elective				
Level	Master				
Semester	2nd or 3rd semester				
Tutors	Dr. Eleni Griva				
ECTS	10	Lectures	-13	workshops	-
Course aim and objectives	<p>The course aims for students to:</p> <ul style="list-style-type: none"> - develop a theoretical, scientific, and pedagogical background regarding the development of receptive and productive language skills and strategies - to train students in processes involved in reading and writing, but also in the methodological approaches of developing language skills in teaching young and older students of a migrant/ refugee profile in order to use them properly in the educational practice. - enable students to recognize fundamental principles involved in the field of listening and speaking strategies - to enable students to organize and apply teaching techniques to strengthen language strategies suitable for students with different learning styles. - to make students aware of the multicultural and multilingual reality of the modern school and to provide them with the theoretical and practical knowledge to manage this reality, in terms of language skills in the teaching of Greek as a second / foreign language. Thus, they will be able to identify the characteristics of "effective" methods and techniques for teaching speaking and writing in multilingual and multicultural classes. 				
Expected Learning Outcomes	<p>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> -describe new theories, concepts, principles and models that support the receptive and productive language skills, -critically discuss issues related to the material of teaching receptive and productive language skills, based on the level and the learning needs of FL students (in Cyprus, in Greece and abroad), -recognize the importance of course design in the teaching of a second / 				

	<p>foreign language, to plan and apply teaching interventions which are in line with their students' age and learning needs, as well as to identify their students' special social and cultural characteristics,</p> <p>-become familiar with techniques for developing intercultural communication strategies, to use them in the teaching context and apply appropriate teaching practices in multicultural classes,</p> <p>-investigate and record intercultural communication strategies and delve into methods related to managing mixed-ability classes to create an effective learning environment,</p> <p>-define and recall principles and practices involved in the field of L2/FL teaching,</p> <p>-reflect critically on their own practices and suggest modern methods of developing language skills in mixed-ability classes.</p> <p>-apply appropriate teaching practices to multicultural classes.</p>		
Prerequisites	-	Requisites	-
Content of the course	<ul style="list-style-type: none"> • The processes involved in the production and comprehension of oral and written language are described. The general characteristics of oral and written language comprehension and production, as well as the circumstances in which these skills are involved are analyzed, to identify the difficulties students, face, address them and suggest solutions. • The strategies related to the production and comprehension of oral and written language are presented, while the way students select and use them is indicated, so as to facilitate the development of language skills in learning Greek as a second / foreign language. • Methodological approaches that can be implemented for the development of language skills with young and older learners with an immigrant/ refugee background are presented and analyzed. • LISTENING SKILLS: Practices for developing auditory memory and enhancing the reception and retrieval of information concerning oral speech. • SPEAKING SKILLS: A theoretical approach to speaking skills and communication attitudes, through the development of social skills required during oral communication. • READING SKILLS: Practices for developing reading skills in learning Greek as a second/ foreign language. • WRITING SKILLS: A theoretical approach concerning writing skills. 		

	<ul style="list-style-type: none"> • Strategies for the production and comprehension of oral and written language are presented. • Several indicative activities are suggested for the achievement of successful communication, focused on understanding and producing spoken language, through practicing in authentic communication situations. Emphasis is placed on linguistic and paralinguistic elements. Students learn to classify activities, either topic- or task-oriented, as well as to design and evaluate them based on students' needs. A variety of activities (dramatizations, role plays, simulations) are presented for the development of listening and speaking strategies. • A number of indicative activities are suggested, which constitute good practices and relate to different textual genres. These activities are related to students' level of language proficiency and their age, differentiated for young and adult learners, while reference is made to the course of teaching that can be followed and the learning strategies that students can engage with to be able to achieve the desired goal. • Students are given the opportunity to transform their teaching practice not only by reformulating and adapting the teaching material they use to teach the four skills in the target language, but also by designing and implementing didactic interventions that harmonize with the educational needs and recognize the particular social and cultural characteristics of students from various cultural backgrounds.
Teaching methods	<p>The course is entirely taught online through the Moodle online platform. Compulsory, optional and additional bibliography (e.g. books, research articles, links, openeducationalresources, case studies) in liaison with notes, course presentations and reading suggestions (bibliography) are available to students via an electronic platform. Also, a variety of educational material is given through the electronic platform in the form of simple presentations, presentations with notes, interactive presentations, audio files, onlinequizzes). Various online tools are used: communication tools (e.g. teleconferences, chat rooms), collaboration tools (e.g. discussion forums, blogs, wikis), as well as content development tools. Students are encouraged to interact with their colleagues and the tutor through the platform and the various technological tools employed, in order to be active members of the online learning community created within the course. Finally, each student is expected to create their own online learning community by using the various technological tools.</p> <p>The course will provide the theoretical background with modern and asynchronous methods of communication. All learning activities are supported by an online communication learning platform.</p> <p>The main learning activities of the course <i>Development of language skills</i></p>

	<p><i>and strategies</i> are the following:</p> <ol style="list-style-type: none"> 1. Study of the compulsory course bibliography 2. Presentations of content or main points or specific studies in various formats (powerpoint presentations) 3. Posing and answering questions in a special forum 4. Dialogues on research as well as interpretation topics in two special course forums 5. Questions, quizzes, exercises, position texts, etc. self-assessment. 6. Preparation of course assignments 7. Participation in four teleconferences
Bibliography	<p>Androulakis, G., Gkaintartzi, A., Kitsiou, R., & Tsioli, S. (2017). Research-driven task-based L2 learning for adult immigrants in times of humanitarian crisis: results from two nationwide projects in Greece. In J.C. Beacco, (eds.), Council of Europe, The Linguistic Integration of Adult Migrants: Some Lessons from Research, pp.181-186. Berlin: De Gruyter.</p> <p>Castro, D., Páez, M., Dickinson, D., & Frede, E. (2011). Promoting language and literacy in young dual language learners: Research, practice and policy. <i>Child Development Perspectives</i>, 5 (1), 15-21.</p> <p>Grabe, W., & Stoller, F. L. (2011). <i>Teaching and researching reading</i> (2nd ed.). Great Britain: Pearson Education Limited.</p> <p>Holger, H., Vogelbacher, M., Kieseier, T., & Dieter, T. (2019). Bilingual advantages in early foreign language learning: effects of the minority and the majority language. <i>Learning and Instruction</i>, 61, 99-110.</p> <p>Kantzou, V., Manoli, P., Mouti, A., & Papadopoulou, M. (2017). Γλωσσική εκπαίδευση προσφύγων και μεταναστών/ριών: Πολλαπλές μελέτες περίπτωσης στον Ελλαδικό χώρο. Διάλογοι! Θεωρία και πράξη στις επιστήμες αγωγής και εκπαίδευσης, 3, 18-34.</p> <p>Kofou, I. (2020). Enhancing Multiliteracies in Language Learning under the guidance of the four-resources model. <i>Multilingual Academic Journal of Education and Social Sciences</i>, 9(1), 45–63 (In Greek).</p> <p>Prosidou, E., Bratitsis, T., & Griva, E. (2021). A Framework Proposal for Interdisciplinary Early Childhood Education integrating ICT and Foreign Language. In Mikropoulos, A. (Ed.) <i>Research on E-Learning and ICT in Education, Technological, Pedagogical and Instructional Perspectives</i>. Springer.</p> <p>Manchón, R. M. (Ed.). (2011). <i>Learning-to-Write and Writing-to-Learn in an Additional Language</i>. Amsterdam: John Benjamins.</p> <p>Psaltou-Joycey A. (2010). Language Learning Strategies in FL classroom. Thessaloniki: University Studio Press</p> <p>Rhodes, J A., & Robnolt, V.J. (2009). Digital literacies in the classroom. In L. Christenbury, R. Bomer & P. Smagorinsky (Eds.) <i>Handbook of</i></p>

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Assessment	<p>Short Written Assignments 50%, such as:</p> <ul style="list-style-type: none"> • commenting and reflecting on specific bibliography • reviewing bibliography • suggestions for reflection on topics or reflecting on readings • research tasks <p>Final Exam 50%</p>
Language	Greek