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26 Σεπτεμβρίου 2017

Καθ. Μαίρη Ιωαννίδου - Κουτσελίνη

Πρόεδρο Διοικητικού Συμβουλίου

Φορέα Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης (ΔΙ.Π.Α.Ε.)

(Υπόψη Κυρίου Ανδρέα Παπούλα)
Λεωφόρος Λεμεσού 5,

2112 Λευκωσία

(Με ηλεκτρονικό Ταχυδρομείο και το Χέρι)

ΘΕΜΑ: Απάντηση στην Έκθεση Εξωτερικής Αξιολόγησης
Bachelor of Arts in English Language and Literature
– Distance Learning

Αγαπητή Κυρία Ιωαννίδου – Κουτσελίνη,

Με αναφορά στο ποιο πάνω Πρόγραμμα Σπουδών εσωκλείουμε την απάντηση στην έκθεση εξωτερικής αξιολόγησης για πιστοποίηση.

Με βάση την ανακοίνωση σας ημερομηνίας 09 Αυγούστου 2017 (http://www.dipae.ac.cy/index.php/el/enimerosi/anakoinoseis/128-2017-08-09-pistopiisi-programmaton-metavatiki-periodos) θεωρούμε ότι η ημερομηνία έναρξης πιστοποίησης του Προγράμματος είναι το Χειμερινό Εξάμηνο του Ακαδημαϊκού Έτους 2014-2015, όταν άρχισε η προσφορά του Προγράμματος το οποίο ήταν αυτόματα αναγνωρισμένο με βάση την τότε υφιστάμενη νομοθεσία αφού δεν χρειαζόταν αίτηση για αξιολόγηση.

Παρακαλούμε όπως η λήψη της απόφασης για την πιστοποίηση του Προγράμματος ληφθεί στην επόμενη Σύνοδο του Συμβουλίου του Φορέα στις 02 – 03 Οκτωβρίου 2017.

Παραμένουμε στη διάθεση σας.

Με εκτίμηση

Καθ. Edna Yamasaki Πατρικίου
Αντιπρύτανης Ακαδημαϊκών Υποθέσεων

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Response to the External Evaluation Report

Programme of Study

Bachelor of Arts in English Language and Literature

(Distance Learning)

Nicosia

22 September 2017

I. Introduction

We refer to the Report of the external evaluation committee for the evaluation-accreditation of the programme of study "Bachelor of Arts in English Language and Literature (Distance Learning)," which was prepared following a site visit at the University of Nicosia by the members of the committee on September 6, 2017.

We would like to thank the External Evaluation Committee (EEC) for their professional and thorough work during the onsite evaluation of the BA in English Language and Literature (Distance Learning) programme. We would also like to express our appreciation for the collegial and constructive approach with which they conducted their evaluation. As noted by the committee, almost all full-time faculty teaching in the programme were present during the evaluation. The committee had separate meetings with them, as well as with two students of the Department of Languages and Literature.

We would like to note that the report of the committee is **extremely positive** with **90 out of the 117** (applicable) quality standards/indicators receiving a **perfect score of 5**, and a near perfect score of 4 out of 5 in the majority of the remaining indicators. The resulting average score is *4.70 out of 5* which is in line with the committee's concluding remark that *"The organization of the academic work is exemplary," "the structure and content of the programme of study compares well with institutions internationally,"* and that *"the academic profile of the programme is fully compatible with corresponding programmes of study in Cyprus and internationally."*

We do welcome the committee's recommendations for improvement, which will enhance the quality of our programme, and we address them in the corresponding section of this response.

The response to the external evaluation report is structured as follows: In section II we highlight the positive comments made by the committee which reflect the quality of our programme. In section III, we address the recommendations made by the committee, in each of the categories. Finally, we conclude in section IV with a summary of our response. **Appendices A to G** include

the changes based on the recommendations that were too long to be inserted in the corresponding subsection of section III.

II. Positive Comments Made by the Committee

We have selected some of the highlights of the positive comments which are quoted below:

- p. 6: "The organization of the educational process is exemplary. Detailed and useful information about the programme, curriculum, learning materials and assessment materials is available both in printed and in digital format."

- p. 6: "Students have access to a wide variety of online resources. The library holds an adequate number of e-books and subscribes to the most important electronic publications. Provisions are made to ensure the welfare and academic progress of online students by means of personal contact and electronic communication."

- p. 6: "It is evident from our meetings with faculty members that teaching staff ensure regular and effective communication with students; the department has a generous policy of five office hours per week for all staff at which students are able to contact staff."

- p. 6: "Feedback to students is outstanding. Students receive detailed and constructive comments on their work and are given suggestions for areas of improvement in future assignments."

- p. 6: "Academic mentoring is carefully planned, with each student having a member of staff as a point of contact."

- p. 6: "The teaching methodology employed on the programme constructively assists students in achieving the programme objectives and is in line with students' previous educational experience."

- p. 7: "The programme uses up-to-date educational technologies. The Moodle platform and the Webex conferencing software are some of the best currently available tools."

- p. 7: "The committee was impressed with the high level of academic qualifications of all teaching staff."

- p. 7: "Currently there is a favourable staff:student ratio which allows staff members to pay close attention to the development of each individual student."

- p. 7: "The programme of study is structured in a consistent manner and in sequence. Progression from introductory to more advanced courses is built into the programme design. The number and the content of the programme's courses are sufficient for the achievement of the learning outcomes."

- p. 8: "University mechanisms for quality assurance are robust and are implemented consistently at departmental level."

- p. 8: "The programme is managed in a highly effective manner. Detailed information relating to the programme of study is publicly available. Programme evaluation is thorough and staff members act promptly on feedback. The university is engaged in further developing evaluation mechanisms as the course portfolio diversifies."

- p. 8: "Presentations from the department showed that a very high percentage of graduates from the conventional programme are employed in graduate-level jobs."

- p. 8: "Most of the teaching staff are involved in research activity at a high level – including participation in international conferences, publication in major journals and books published by international presses, in journal editing, and other high-profile research activities. Staff are able to translate their research findings and activities into their teaching in innovative ways."

- p. 9: "Administrative support appears to be fully adequate. We consider that it constitutes an example of good practice that distance learning students can receive support and advice from one source."

III. Recommendations by the Committee

In this section we address the suggestions/recommendations of the committee on each criterion of each category.

The committee notes: "The documentation was complete and very thorough, and the participation in the quality assurance procedures by both Faculty and the Institution was full and very cooperative. However, there was no full feasibility study, and some of the specific assessment criteria concern matters that are yet to take place." (p. 5)

Response/Action: We would like to thank the committee for their professionalism and thoroughness in examining our application, as well as for the stimulating discussions on the day of the visit. Regarding the feasibility study, we would like to highlight that the programme started three years ago. Although it has not reached its full potential yet, it is anticipated that a DIPAE accreditation will boost our recruiting from Greece, as the lack of such accreditation currently, although the programme is recognized in Cyprus, prohibits DOADAP from examining the graduates' award titles and thus limits our pool of candidates. It should also be noted that the University is committed in its approach to support programmes in the Humanities, and it is even prepared to subsidize the offering of high-quality programmes such as the BA in English Language and Literature (DL). Hence, UNIC has already heavily invested in a high number of excellent scholars with years of experience in language teaching in a successful conventional BA programme.

1. Effectiveness of Teaching Work – Available Resources

Organization of Teaching Work

1.1.1: "Admission requirements are in line with national standards, but an IELTS of 6.5 especially in writing, which is a key component of a Distance online programme, might be desirable."

Response/Action: The admission criteria at the time of application for external evaluation-accreditation in December 2016 were duly reconsidered by the department, and at the time of the site visit on September 6, 2017 the evaluation committee was informed about the new entrance requirement of IELTS 6.0. We agree with the recommendation of the evaluation committee to increase the entry requirement for an IELTS in writing to 6.5. However, in a few special cases of candidates with a grade lower than 6.5 but higher than 6.0, an interview with the candidate and a written sample of their work have been added as extra requirements to be examined on a case by case basis. These requirements ensure that we give an opportunity to potentially good students to enroll in our programme. (**Appendix A**)

1.1.9: "Academic skills support could be better integrated into the programme. We recommend that there should be an academic writing course directed specifically at the requirements of students on the English BA."

Response/Action: At the moment, there are two required courses on the pathway that target research and writing skills especially for the incoming first-year students on the BA in English: ENGL-101DL, English composition, which develops basic writing and research skills; and LALI-135DL, Literature and Criticism, which builds on the existing language skills and develops the writing skills in the area of the literary essay. Together with the Distance Learning Unit, we have already streamlined the ENGL-101DL course, which is a required course across the university, and created a separate section only for new students on the BA programme. This will give us the opportunity to respond to the needs of the new incoming students better and help them reach the required standards in academic writing. In addition, there is a second-year course on the pathway, LALI-295DL, Research Methods in Linguistics and EFL, which contextualizes these skills in the particular areas of linguistics and EFL. (**Appendix B**)

1.1.12: "There seems to be a lack of clarity concerning complaints and dispute resolution. Staff roles concerning complaint and dispute resolution should be clearly separated from pastoral care (see p. 24 of the Application document)."

Response/Action: We take into consideration this note and maybe it was not clearly communicated to the committee by us that there is a clear separation between the administrative support services offered by the Distance Learning Unit and the pastoral care offered by faculty in the Department (of Languages and Literature). Furthermore, it should be noted that we adhere to the existing University Internal Regulations which specify the procedures for handling student complaints and petitions regarding academic matters.

Teaching

The evaluation committee notes: "The teaching methodology employed on the programme constructively assists students in achieving the programme objectives and is in line with students' previous educational experience. However, tutors could be encouraged to exploit the digital tools available to them more extensively. More collaborative, project and enquiry-based teaching tasks could be employed to enhance 21st century skills."

Response/Action: We would like to note that all faculty have been trained in the use of the latest tools available through the Distance Learning Unit, e.g., "Glossary," "Wiki," "Chat", that can be used in individual and group assignments. We provide a sample of such activities in an online course taught in Spring 2017 by staff on the BA programme. Furthermore, we would like to point out that: (1) As of May 2017, it is the University's policy that all faculty members attend the seminars and training sessions offered each semester by the DL Unit, (b) The aforementioned seminars and training sessions include, among others, training in the latest e-learning interactivity tools, and (c) The course leaders in DL programmes conduct bi-weekly checks to ensure that faculty members constantly update their materials and class activities, so that these may be in line with the most recent available digital tools at the University. (**Appendix C**)

1.2.7: "In general, teaching materials are up-to-date and regularly updated. Some of the set readings, especially with regard to course-books in the area of linguistics and TESOL are not very recent."

Response/Action: All faculty in the area of linguistics and TESOL were instructed and duly updated the set readings in their courses as represented in the relevant course outlines. (**Appendix B**)

Teaching personnel

1.3.9: "Although staff are granted teaching relief for research to complete specific projects, little opportunity is available for small-scale internal funding for research projects. As far as we are aware, there is no regular system of research leave."

<u>**Response/Action:**</u>

Faculty in the department are encouraged to participate in the annual application process for Research Time Release as per the existing University policy which states: "All faculty members are expected and encouraged to be involved in research as part of their duties. To facilitate their ongoing involvement in major research activities and projects, full-time faculty may apply for Research Time Release (RTR) from their teaching workload when involved in research. RTR will be granted by the Research Committee (RC) on an individual basis using the eligibility guidelines and criteria specified in this document" (section 6.11 of the Internal Regulations). Faculty are also entitled to financial support for conference participation in Cyprus and abroad, as well as to membership subscriptions to professional bodies. In addition, there is a new internal fund, "Universitas," established in January 2016 to support research activities. The fund supports the research activities of the University of Nicosia (UNIC) researchers as follows:

- The fund provides an internal research grant scheme designed to provide seed funding for UNIC researchers at all levels, but particularly those who are in the initial stages of building up their experience and with a potential to secure external research grants.
- The fund is targeted at the track record improvement of UNIC researchers through the writing of publications for prestigious international journals, pilot research projects and the development of external grant applications.

2. Programme of study and higher education qualifications

Purpose and Objectives and Learning Outcomes of the Programme of Study

The committee notes: "The purpose and objectives of the programme are clearly stated and meet the needs of employers in Cyprus and internationally. However, little emphasis is put

on the objective of the transformative effects of higher education on the individual and the development of creativity and of collaborative skills."

Response/Action: The learning outcomes of the programme have been rephrased to reflect the committee's recommendations in this area. We have added the following learning outcomes:

- Develop and execute lessons to groups of language learners of various age groups;
- Further develop collaborative and leadership skills through participation in group projects;
- Stimulate the skills and talent of aspiring creative writers in English;
- Promote life-long learning and continuous education through teacher training and advanced university degrees. **(Appendix D)**

2.1.4: "We feel that there is more scope and for a wider variety of assessment methods that might further foster critical independence and creativity. The programme should offer more opportunities for assessment using the oral mode or multiple modalities."

Response/Action: The department welcomes the committee's recommendation, and has already taken measures to implement it. In an effort to foster critical independent thinking and creativity, the assessment methods of the courses offered have been revised to incorporate, among other things, online quizzes (automatically corrected), and oral presentations (recorded). **(Appendix B)**

Structure and Content of the Programme of Study

The committee notes: "Students should be given somewhat more autonomy and flexibility in the choice of topics and educational materials in the 3rd and the 4th year of their studies."

Response/Action: We would like to point out that the students in the 3rd and the 4th year truly have a choice of courses to select from two general areas (linguistics and TEFL, and literature) and possible combinations: three courses in linguistics or in literature ("Required electives"), plus up to other three courses in the same area or in the other. In fact, the students are given an opportunity to select an optional course as early as the second semester of the 2nd year as is evidenced in the semester breakdown **(Appendix E)**.

2.2.6: "Courses in the area of linguistics should include more up-to date conceptualization of language and grammar (e.g. usage-based approaches to grammar, cognitive linguistics, critical discourse analysis, systemic functional approaches to grammar."

Response/Action: Taking into consideration the committee's suggestion, we made specific changes in the relevant courses LALI-140DL, LALI-141DL, LALI-160DL. **(Appendix B)**

2.2.9: "The programme should offer more flexibility in the mode of response required in the forums – for example by students using voice recordings."

Response/Action: We would like to note that, upon confirmation from the technical staff of the Distance Learning Unit, the students are given an opportunity to upload an audio/video file (up to 50MB) as part of "Forum" discussions or assignments where appropriate. The faculty teaching on the programme is ready to utilize this tool starting this Fall 2017.

3. Research Work and Synergies with Teaching

Research Teaching Synergies

The committee notes: "Most of the teaching staff are involved in research activity at a high level – including participation in international conferences, publication in major journals and books published by international presses, in journal editing, and other high-profile research activities. Staff are able to translate their research findings and activities into their teaching in innovative ways. Teaching can therefore be said to be research-led, and relatively recent research results are embedded in the content of the programme of study. This seems to reflect the fact that the department manages to balance the requirements of teaching and research, and gives reasonable support, including reductions in teaching load,

for research activity. However, there does not seem to be a regular system of research leave to support the completion of large-scale research projects.

Response/Action: We are very grateful for the committee's positive evaluation of the teaching staff in their effort to constantly further their professionalism through academic research and publishing. We would like to note that according to the existing practice for distribution of the Research Time Release (RTR), faculty in the department are especially encouraged to participate in the annual application cycle. RTR is granted by the Research Committee (RC) on an individual basis using specific eligibility guidelines and criteria (section 6.11 of the Internal Regulations). For the completion of large-scale projects, faculty also have access to sabbatical leave. (**Appendix F**)

4. Administration Services, Student Welfare and Support of Teaching Work

Infrastructures/Support

The committee notes: "As mentioned earlier, the university's infrastructure for supporting the programme is fully in place. It is excellent that training in educational technology is mandatory for all staff. However, we would recommend that greater emphasis should be put on the pedagogical aspects of distance- and online-learning and that dedicated support for distance learning teaching activities should be offered."

Response/Action: In addition to the frequent mandatory training seminars offered by the Distance Learning Unit to faculty, there is a new structure in place that has been approved by the Senate and the Executive Council of the University (**Appendix G**): The Information Technology for e-learning Unit (ITeU), responsible for advising the University regarding technological advances in teaching and learning, headed by Dr Chris Alexander and reporting to the Chief Executive Officer; The Pedagogical Support Unit (PSU) which is headed by Dr Andri Vrioni who reports to the Rector; finally, there is the e-Learning Pedagogical Support Unit (ePSU) whose director reports to the Rector. The University is

in the process of making an offer to a select candidate for the ePSU position and is awaiting their response.

IV. Conclusion

We thank the committee once again both for the positive evaluation, as well as for the constructive comments and suggestions, and the fruitful discussion that we had with its members during the on-site visit. We also thank the committee for the time and thoroughness it dedicated to the evaluation of the programme and for helping us improve the programme through the suggestions made. In preparation for the new academic year, we have already taken action and incorporated all recommendations of the committee as indicated in section III of this response.

We would like to highlight again the high score evaluation and the very positive comments of the committee which we consider as recommendation for accreditation, having satisfied the committee's recommendations.

Associate Professor Rossitsa Terzieva-Artemis

Programme Co-ordinator

Appendix A

Updated admission criteria for students to the BA in English Language and Literature (DL):

General:

- A High School Leaving Certificate or equivalent qualification with an average grade of "15 out of 20" (75%) or its equivalent;
- A TOEFL score of minimum 550 paper-based or 213 computer-based or IGCSE English as a Foreign Language with "C" (new grade 4) or IELTS with a score of at least 6.5 in the written part.
- In special cases of outstanding candidates with an IELTS 6.0, two extra programme-specific requirements apply:
    - An interview with the candidate;
    - A sample of writing.

Appendix B

Course Outlines of updated courses to include the committee's recommendation on criteria 1.1.9, 1.2.7, and 2.2.7.

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ENGL-101DL: ENGLISH COMPOSITION

Course Code	Course Title	ECTS Credits
ENGL-101DL	English Composition	6
Prerequisites	**Department**	**Semester**
ENGL-100DL or a placement test	Centre of Modern Languages	Fall 2017
Type of Course	**Field**	**Language of Instruction**
Required elective	All fields	English
Level of Course	**Lecturer(s)**	**Year of Study**
Undergraduate	Dr Katarzyna Alexander	1st to 4th
Mode of Delivery	**Work Placement**	**Co-requisites**
Distance Learning	N/A	None
Student Consultation Hours	**Website**	**Email**

| Mon & Wed
15.00-17.00
Fri 12.30-13.30 | http://courses.unic.ac.cy | Alexander.k@unic.ac.cy |

Objectives of the Course:

> The main objectives of the course are to:
>
> - help students produce academic papers (research papers, theses etc),
> - help students develop the necessary academic vocabulary and processes and strategies to produce academic papers,
> - assist students with working on academic written material and developing academic reading and writing skills which will allow them to use material more effectively in their own academic papers,
> - enable students to use English at a level close to C1 (Proficient User level of the Common European Framework of Reference for Languages).

Learning Outcomes:

> After completion of the course students are expected to be able to:
> - Scan long and complex texts, summarize information and reconstruct arguments in a coherent presentation;
> - Produce organized and coherent essays with clear paragraphs and use of methods for introducing and concluding an essay;
> - Write well-supported essays using different patterns of development (illustration, cause and effect, process analysis, persuasion) taking into consideration purpose and audience.
> - Write proposals, critical analyses, summaries and literature reviews;
> - Demonstrate techniques to avoid plagiarism (paraphrasing, summarizing and quoting) and produce research papers with correct parenthetical and bibliographical citations using specific documentation styles such as MLA, APA, Harvard etc.);
> - Write accurately with a wide vocabulary and few errors in spelling or punctuation.

Course Contents:

> Areas to be covered include the following:
> - Overview of the writing process: academic writing
> - What is a research paper?

- Finding a topic for research
- Developing a focus
- Using evidence to support ideas
- Introductions, conclusions & definitions
- Analyzing issues & responding to written arguments
- Summarizing, paraphrasing & quoting
- Evaluating and documenting literary sources
- Editing & revising your writing

Learning Activities and Teaching Methods:

Audio-recorded lectures, forum discussions, listening activities, assignments

The course includes 12 lectures across 12 weeks with reading hand-outs and videos. In addition, there are virtual meetings, question/answers and forums for discussion. Your course lecturer will be available for real-time communication and these will be advised in the course. Your participation in all course activities is vital and required – lectures, reading, videos and other communications and activities. Of course all of these will assist you in successfully completing your course.

A number of meeting sessions will be delivered live through WebEx (a web conferencing system where allows students' participation). The specific live sessions will be recorded. The recordings will be also available for reviewing throughout the semester.

Assessment Methods:

Online activities – **5%**

Assignment 1 (Research proposal, outline, list of sources) – **10%**

Assignment 2 (Paraphrase) – **10%**

Assignment 3 (Research paper) – **15%**

Final Exam – **60%**

In case a student submits an assignment late, 5% will be deducted from the grade.

Final exam:

Your presence at the final exam is mandatory.
Final exam period: **TBA**

Grading Policy:

Letter Grade	Meaning	Numerical Grade	Grade Points
A	Excellent	93-100	4.0
A-		90-92	3.7
B+	Very Good	87-89	3.3
B		83-86	3.0
B-		80-82	2.7
C+	Good	77-79	2.3
C		73-76	2.0
C-		70-72	1.7
D+	Poor but Acceptable	67-69	1.3
D		63-66	1.0
D-		60-62	0.7
F	Failure	0-59	0.0

Recommended Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Academic Writing: A Handbook for International Students [Kindle Edition]	Stephen Bailey	Routledge	2011	9781315768960

Tentative Schedule of Lectures

Week	Topic/Sequence
1 25/09 – 29/09	COURSE INTRODUCTION RESEARCH PAPER AND THE WRITING PROCESS - Research paper – overview - The writing process
2 02/10 – 06/10	DEVELOPING FOCUS - Choosing topic - Narrowing your topic - Thesis statement - Methods of generating ideas - Finding focus/ narrowing your subject - Establishing a working title GENERATING IDEAS FORUM
3 9/10 – 13/10	RESEARCHING - Library research - Searching for Internet sources - Recognising bias - Evaluating sources - Critical reading and thinking - Purposeful reading
4 16/10 – 20/10	ABSTRACTS, INTRODUCTIONS, CONCLUSIONS AND OUTLINES - Abstracts - Introductions - Conclusions - Outlines
5 23/10 – 27/10	PREPARING YOUR RESEARCH PROJECT - Types and elements of research proposals - Referencing sources using APA - Referencing sources using MLA - Tips on how to prepare a research proposal submission **SUBMISSION I (Research proposal; deadline – 30 October)**
6 & 7 30/10 – 10/11	PATTERNS OF DEVELOPMENT - Argumentation - Definition - Illustration - Cause and effect - Process analysis - Patterns of development – exercises - Writing pitfalls

8 & 9 13/11 – 24/11	INCORPORATING EVIDENCE TO SUPPORT IDEAS - Incorporating evidence into academic work - Avoiding plagiarism - In-text citations (APA) - In-text citations (MLA) - Quotations - Paraphrases - Summaries - Reporting verbs - Tips on how to the paraphrase submission **SUBMISSION II (Paraphrase; deadline – 27 November)**
10 27/11 – 01/12	INCORPORATING DATA AND ILLUSTRATIONS - Typography - Layout - Incorporating figures - Incorporating tables - Referencing tables and figures
11 04/12 – 08/12	REVISING YOUR WORK - Fragments - Run-ons - Comma splices - Parallelism Reverse outlines **SUBMISSION III (Research paper; deadline – 11 December)**
12 11/12 – 15/12	Final examination preparation

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LALI-140DL The Science of Linguistics

Course Code	Course Title	Credits
LALI-140DL	The Science of Linguistics	3 Credits 10 ECTS
Department	**Semester**	**Prerequisites**
Languages and Literature	Fall 2017	ENGL-100
Type of Course	**Field**	**Language of Instruction**
Required	Linguistics	English
Level of Course	**Year of Study**	**Mode of Delivery**
Undergraduate, 1st Cycle	1st	Distance Learning
Lecturer	**Telephone**	**Email**
Dr Andry Sophocleous	+357 22-842351	sophocleous.a@unic.ac.cy
Student Consultation hours	**Website**	
By appointment	http://moodle.lll.unic.ac.cy	

Course Objective

The objectives of the course are:
- to provide students with a general overview of what language is all about and
- to introduce them to main issues that concern language and language use.

Learning Outcomes

After completion of the course the students are expected to be able to:
1. Identify and explain fundamental terms and concepts in linguistics.
2. Show evidence of understanding the nature of language.
3. Identify and explain language phenomena that concern linguists and language teachers.
4. Analyze data in morphology, phonetics and discourse analysis provided in a form of short exercises.

5. Demonstrate a basic awareness of the diverse scope of linguistics.
6. Discuss topics relevant to language in society.

Course Content

1. What is language?
   - Knowledge of the sound system
   - Knowledge of sentences and non-sentences
   - Linguistic knowledge and performance
   - Descriptive Grammars
   - Prescriptive Grammars
   - Teaching Grammars
   - Basic English Grammar: Usage and Terminology
2. Morphology: the words of language
   - Content and Function words
   - Morphemes
   - Roots and stems
   - Word formation
   - Morphological analysis
3. Phonetics: the signs of language
   - Identity of speech sounds
   - The phonetic alphabet
   - Consonants: place of articulation
   - Vowels
   - Tone and intonation
4. Language in Society
   - Dialects
   - Lexical differences
   - Syntactic differences
   - Phonological differences between AAE and SAE
   - Chicano English
   - Genderlects
   - Sociolinguistic analysis
   - Contact languages: pidgins and creoles
   - Bilingualism
   - Codeswitching
   - Minority dialects
   - Styles and slang
5. Discourse Analysis
   - Discourse, words and the world
   - Deixis, stance and identity
6. Language change: the syllables of time
   - Language change
   - Ancestral protolanguages
   - The Great Vowel shift
   - Morphological and syntactic change
   - Addition of new words & loss of words

• Extinct and endangered languages	
• Languages of the world	
• Why do languages change?	

Teaching Methods

Recorded presentations, videos, readings, forum discussions, assignment and final exam

Assessment Methods:

Online assignments, assessed work, final exam.

Recommended Textbooks/Reading

Required Textbooks

Authors	Title	Publisher	Year	ISBN
Fromkin, Victoria, Robert Rodman and Nina Hyams	*An Introduction to Language* (10th Edition)	Wadsworth, Cengage Learning	2014	9781285079806

It is strongly recommended that you buy the Textbook above which has important extra information and study guides.

Recommended Textbooks/Reading:

Authors	Title	Publisher	Year	ISBN
Folse, K. S.	*KEYS to Teaching Grammar to English Language Learners*	University of Michigan Press	2016	9780472036677
Hornsby, D.	*Linguistics: A Complete Introduction*	CIP Group Ltd	2014	9781444180329
McGregor, W. B.	*Linguistics: An Introduction 2nd Edition*	Bloomsbury Publishing PLC	2015	9780567583529

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LALI-141DL General Linguistics

Course Code	Course Title	Credits
LALI-141DL	General Linguistics	6

Department	Semester	Prerequisites
Languages and Literature	Spring 2018	LALI-140DL

Type of Course	Field	Language of Instruction
Required	Linguistics	English

Level of Course	Year of Study	Mode of Delivery
Undergraduate, 1st Cycle	1st	Distance Learning

Lecturer	Telephone	Email
Dr Maria Kogetsidis	+357 22461566 ext. 105	kogetsidis.m@unic.ac.cy

Student Consultation hours	Website	
By appointment	http://moodle.lll.unic.ac.cy	

Course Objectives:

The course aims to enable students to gain a deeper understanding of the nature of English language and linguistic theory, as well as how language is

acquired and is analysed from a grammatical, morphological, semantic and a pragmatic point of view.

Learning Outcomes:

After completion of the course students are expected to be able to:

1. discuss and critically analyse main ideas from various areas in the field of linguistics;
2. apply grammatical, morphological, syntactic and pragmatic analysis in English language;
3. critically discuss some of the 'applied' areas of language study;
4. engage in reviewing the relevant academic literature in relation to the topics covered.

Course Content:

- The Origins of language
- The divine explanation
- The natural-sound explanation
- Glossogenetics
- The Genetic explanation
- The "language gene" and the Innateness Hypothesis
- Interactional function of la language vs. transactional function of language

- The Unique Properties of language
- Displacement, Creativity, Arbitrariness, Cultural transmission, Discreteness, Duality, the Pragmatics of the language

- Animal communication and human language
- The complexity of animal communication systems
- Difference between 'communication' and 'language'
- Experiments with non-human primates
- Clever Hans Phenomenon/Controversy'

- First Language Acquisition
- Biological factor vs. the social factor in L1 acquisition
- Stages of L1 acquisition
- Key features of 'motherese/caretaker' speech
- Innateness Hypothesis and the Critical Age Hypothesis
- Genie's case as a test for the Critical age hypothesis

- Brain and Language
- Brain: the source of human language
- Parts of the Brain
- Right hemisphere – Left hemisphere
- Areas that have a particular role to play in language processing (Broca's area, Wernicke's area, the motor cortex, the arcuate fasciculus)
- Aphasia
- Slips of the tongue

- Syntax
- Structural ambiguity
- Syntactic categories (NP, VP, PP)
- Grammatical symbols in syntactic description
- Phrase structure rules
- Phrase structure trees

- Morphology
- Types of Morphemes

- Word formation process

- Word coinage

- Borrowing

- Loan translation

- Compounding

- Blending

- Clipping

- Backformation

- Conversion

- Derivation

- Acronyms

- Onomatopoeia

- Semantics – analysing language from a semantic point of view
- Conceptual meaning as central to semantic analysis
- Semantic features as a way of analysing meaning

- - Lexical relation of Synonymy; Antonymy; Hyponymy, Polysemy and Homonymy
  - Different types of anonyms (gradable, non-gradable, converses, reverses)
  - Semantic analysis using semantic roles (agent/theme/instrument etc.)
  - Paraphrase, Entailment, Contradiction
  -
- Pragmatics – analysing language from a pragmatic point of view.
  - Distinction between the semantic and pragmatic meaning of language
  - The significance of context in pragmatics
  - Difference between a sentence and an utterance
  - Intended speaker's meaning vs. the meaning of words and phrases
  - Deixis as a pragmatic phenomenon
  - Reference, Inference and Anaphora as pragmatic phenomena
  - Speech acts performed through an utterance

Teaching Methods:

Recorded lecture presentations, videos, academic readings, forum discussions, Q & A sessions, self-study activities, student oral presentations, online quiz, assignments and final exam.

Student Obligations

- Access the course platform at least 4 days per week.
- Check course and programme messages/announcements on a daily basis.
- Study the course material according to the guidelines of the lecturer.
- Adhere to deadlines, schedule and specifications of the course.
- No late coursework will be accepted unless there is a serious reason. Documented evidence is required to support such cases.
- Cheating and plagiarism under any circumstances is a serious offence which leads to severe punishment. In such cases, disciplinary action will be taken and you may receive a zero grade on your coursework/exam and fail the course.
- Contact the lecturer when experiencing academic difficulties or have any questions about the course.
- For any technical difficulties, inability to access the platform etc., contact the Distance Learning Technical Support by email at dl.it@unic.ac.cy or by phone at +357 22841662 or 22841663.
- Coursework requirements and grading policies are presented at the end of this document.
- Students are expected to take part in the Forum by posting their work but also reading and giving feedback to their peers. Participation in the Forum will also

prepare them for their final exam as some of the Pre- and Post-lecture questions will be included in the exam.

Face-to-face Tutorials

The course includes nine (9) hours for face-to-face meetings, which are held simultaneously through our teleconferencing system (WebEx - video conferencing facility). Students will be informed in advance about these meetings and are provided with relevant instructions. Participation is not mandatory. Meetings will also be recorded and can be viewed throughout the semester.

Final Exams

Your presence at the final exam is mandatory.

Final exam period: 15-30 May 2018

Required Textbooks

The books below are marked as 'highly recommended reading' or 'additional reading' to be read in addition to the recorded lectures. Some of them are e-books available either through the University Nicosia Library or 'Google books'. For a number of lectures, the relevant readings will already be uploaded by the lecturer in Moodle under the specific week.

In order to access the University of Nicosia e-books and e-journals from home, you need to enter your library codes and change your browser accordingly. Please read the step-by-step instructions of how to do this on:

http://www.library.unic.ac.cy/Distance_Learning.htm

Alternatively, you can ring or email the library helpdesk at:

Email: libithelp@unic.ac.cy

Tel: 22 842100

Should you decide to purchase any of the titles below as hard copies, some recommended websites are www.bookdepository.com and www.amazon.co.uk

Required Textbooks/Reading:

Authors	Title	Publisher	Year	ISBN
Yule, George	*The Study of Language*	Cambridge University Press	2015 (6th edition)	978-1107658172

[*Other editions are also suitable]
[e-book – Available in E-brary or in Google books:
https://books.google.com.cy/books?id=EYlwL-Gr0XIC&printsec=frontcover&dq=yule&hl=en&sa=X&ei=KEoPVPSjH8aVap3BgKgK&ved=0CBIQ6AEwAA#v=onepage&q=yule&f=false

Recommended Textbooks/Reading:

Authors	Title	Publisher	Year	ISBN
Plag Ingo, Maria Braun, Sabine Arndlappe, Mareile Schramm	*Introduction to English Linguistics*	Mouton de Gruyter	2015	978-3110376180

Further Reading:

Atchison Jean (2011). *The articulate Mammal. An Introduction to Psycholinguistics.* Routledge.

Berko Gleason J. (2008) (8th edition) *The Development of Language*. Pearson Education Company.

Huang, Yan (2015). *Pragmatics*. Oxford Textbooks in Linguistics.

Merrison Andrew John, Aileen Bloomer, Patrick Griffiths, Christopher Hall (2014). *Introducing Language in Use*. A Coursebook. Routledge.

Assessment Methods:

1 assignment, online quiz, oral presentation, online participation, final exam.

Grading policy

Final examination	60%
Assignment [2000 word Essay]	20%
Oral presentation	10%
Online quiz	5%
Forum Participation	5%

At all levels, five areas of assessment objective can be recognised:

1. Knowledge of the topic and ability to practically apply it.

2. Analysis of issues and an awareness of different viewpoints.

3. Evaluation of competing explanations or theories applied to a problem.

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system.

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5. Skill in the presentation of an answer with accuracy, clarity and coherence.

Grading System

The University's standard grading system will be used to assess students' performance. This system is as follows:

Letter Grade	Numerical Grade
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Course Schedule

The course includes 9 lectures across 13 weeks with reading hand-outs and videos. In addition there are virtual meetings, question/answers and forums for discussion. Your course lecturer will be available for real-time communication and these will be advised in the course. Your participation in all course activities is vital and required – lectures, reading, videos and other communications and activities. Of course all of these will assist you in successfully completing your course.

Week	Topic

1 30/01/17 – 3/02/17	The Origins of Language	
2 06/2/17 – 10/2/17	The Properties of Language Assignment - title given out	
3 13/2/17 – 17/2/17	Animals and Human Language – Part A	
4 20/2/17 – 24/2/17	Animals and Human Language – Part B	
5 27/2/17 – 3/3/17	First Language Acquisition – Part A	
6 6/3/17 – 10/03/17	First Language Acquisition – Part B	
7 13/3/17 – 17/3/17	Brain and Language Online Quiz	
8 20/3/17 – 24/3/17	Semantics	
9	Pragmatics	

27/3/17 – 31/3/17	
10 3/4/17 – 7/4/17	Pragmatics Assignment 1 deadline: 7/04/17 Friday
	Semester Break
11 24/4/17 – 28/4/17	Morphology
12 1/05/17 - 5/05/17	Syntax – Syntactic tress Oral presentations
13 08/05/17 – 12/05/17	**Study Week**
14-15 15/5/17 – 30/05/17	**FINAL EXAM**

CRITERIA FOR MARKING ESSAYS

A   A-

90-100%

Work of substantial quality which provides a full and balanced answer to the question set, and which displays originality through intellectual insights or the methodological approach adopted. The work should be elegantly structured to show clearly how the conclusions are reached, and all stages in the argument should be fully supported by academic evidence. There should be evidence that alternativ4 opinions or approaches have also been evaluated, and that all necessary research has been done. The bibliography should confirm this, and accurately reflect the wide range of work which has led up to the essay. There should be an absolute minimum of technical errors in grammar, spelling ad punctuation.

B B+

83% - 89%

Very good work which has successfully analysed the question and has developed an answer which clearly deals with the issues it raises. There should be some perceptive remarks which show that the essay does not merely summarise existing thought on the subject. These remarks do not, however, constitute a fully developed original approach. The structure should lead efficiently to the conclusions, and sufficient academic evidence to convince the reader should be provided. The essay should relate its own answer to the principal schools of thought on the subject. Appropriate research should be carried out to defend the conclusion. A full and accurate bibliography should be provided. Very few technical errors.

C+   B-

77% - 82%

A good essay which has obviously dealt with the terms of the question and has provided a sound answer. The answer is likely to be orthodox and derived from existing academic thought. The structure should be generally clear with few digressions or irrelevancies, and it should provide a foundation for the conclusions. The academic sources which have been used should be acknowledged and documented where appropriate, particularly in the bibliography. The bibliography should show that sufficient preparatory work has been done. Some technical errors are permissible.

C-   C
70% -76%

A fair piece of work which has succeeded in identifying the issues implied by the question but has not fully dealt with all its ramifications. The level of thought indicates that there are areas which could be more fully developed. The structure will be adequate to outline an argument but there may be some fairly major discrepancies and digressions. The main

intellectual debates relevant to the bibliography should show that the fundamental aspects of the question have been investigated. Technical mistakes may occur, but they should not obscure major aspects of the essay's argument.

D-   D+
60% - 69%

A fair piece of work which has identified only a number of issues implied by the question and has therefore not provided sufficient academic evidence to justify an answer. A particularly important aspect of the question have been neglected or misunderstood. The structure may be inappropriate to the nature of the essay or lead to a number of irrelevant points being made. There may be significant omissions in research and in the bibliography. Some of the technical errors may contribute to the difficulty of establishing the relevance of the answer.

F

30% -59%

An essay which is particularly misguided in its approach and has therefore failed to deal with the question. The structure may be especially confused and the issues at stake may be entirely neglected or misinterpreted. There may be crucial omissions in research and in preparatory reading. The bibliography may be missing, unjustifiable, or irrelevant. Technical errors nay be so bad that much of the essay in incomprehensible.

F

10% -39%

An essay which is based on fundamental errors in all respects, and cannot be considered as an attempt at degree-level work.

F

0-9%

Reserved for cases of plagiarism.

Contact Details

Technical Issues
For technical issues, such as accessing the platform, use of technology and other tools used in the course etc., you may contact:

Distance Learning **Technical Support** Unit
Email address: dl.it@unic.ac.cy

Telephone at +357 22841662 or 22841663
Course Website: http://moodle.lll.unic.ac.cy

Administrative Issues
For administrative issues, such as registrations, tuition payments etc., you may contact:
Distance Learning Unit
Email address: DL@unic.ac.cy
Website: www.unic.ac.cy

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Antonia Kokkinou

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Telephone: +357 22842014

UNIVERSITY of NICOSIA

LALI-160DL Pedagogical Grammar

Course Code	Course Title	ECTS Credits
LALI-160DL	Pedagogical Grammar	6
Department		**Prerequisites**
Languages and Literature	**Semester** Fall 2017	LALI-140DL The Science of Linguistics
Type of Course	**Field**	**Language of Instruction**
Required	Linguistics	English
Level of Course	**Year of Study**	**Lecturer**
Undergraduate	2nd	Dr Antroulla Papakyriakou
Mode of Delivery	**Work Placement**	**Student Consultation Hours**
Distance Learning	N/A	By Appointment
Telephone 22-842 361	**E-mail** papakyriakou.a@unic.ac.cy **Website** courses.unic.ac.cy	**Office** Education Building, 3rd floor

Objectives of the Course:

The course aims to introduce students to the structure of English language (mainly lexical and phrasal level). After an introduction to the various word classes, students look at combinations of words (phrases) and the rules which apply. Learners reflect about grammar and its role in communication, hence the course focuses also on aspects which non-native speakers face when learning English and using English grammar to communicate.

Learning Outcomes:

After completion of the course students are expected to be able to:

7. Recognize and define the different word classes;
8. Use meta-language in the area of grammar (basic level);
9. Demonstrate understanding of data analysis prepared by means of tree diagrams (basic analysis of phrases);
10. Explain/predict the ungrammaticality of English sentences which are not well-formed (basic structures) referring to specific grammar rules (possible word chains vs. impossible word chains);
11. Show an understanding of the relationship between syntax and semantics and between syntax and the lexicon;
12. Demonstrate understanding of the relatedness of grammatical structures to speaker/writer meanings and intentions.

Course Contents:

1. Defining word classes through formal linguistic tests (nouns, verbs etc.)
2. Subcategories of nouns and verbs and the consequences for grammar (e.g. count vs. mass noun; intransitive vs. transitive verb, modal verbs etc.)
3. The different types of pronouns: Form and functions
4. Formal linguistic tests for grammatical functions (subject, direct object etc.)
5. Basis structure of phrases (NP, VP, AP, PP/head vs. modifiers)
6. Adjectives and adverbs
7. Prepositions
8. the relationship between syntax and semantics and between syntax and the lexicon

Teaching Methods:

Voice-recorded asynchronous lectures, 3 synchronous teleconferences, forum discussion, question-answer sessions.

Assessment Methods:

Participation in short exercises (Forum, Quiz, etc.)	10%
2 small collaborative projects / exercises (wikis)	10%
Writing Assignment	20%
Final examination	60%

At all levels, five areas of assessment objective can be recognised:

1. Knowledge of the topic and ability to practically apply it.

2. Analysis of issues and an awareness of different viewpoints.

3. Evaluation of competing explanations or theories applied to a problem.

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system.

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	Meaning	Numerical Grade	Grade Points
A	Excellent	93-100	4.0
A-		90-92	3.7
B+	Very Good	87-89	3.3
B		83-86	3.0
B-		80-82	2.7
C+	Good	77-79	2.3
C		73-76	2.0
C-		70-72	1.7
D+	Poor but Acceptable	67-69	1.3
D		63-66	1.0
D-		60-62	0.7
F	Failure	0-59	0.0

Criteria for Marking Essays

A   A-

90-100%

Work of substantial quality which provides a full and balanced answer to the question set, and which displays originality through intellectual insights or the methodological approach adopted. The work should be elegantly structured to show clearly how the conclusions are reached, and all stages in the argument

should be fully supported by academic evidence. There should be evidence that alternative opinions or approaches have also been evaluated, and that all necessary research has been done. The bibliography should confirm this, and accurately reflect the wide range of work which has led up to the essay. There should be an absolute minimum of technical errors in grammar, spelling and punctuation.

B B+

83% - 89%

Very good work which has successfully analysed the question and has developed an answer which clearly deals with the issues it raises. There should be some perceptive remarks which show that the essay does not merely summarise existing thought on the subject. These remarks do not, however, constitute a fully developed original approach. The structure should lead efficiently to the conclusions, and sufficient academic evidence to convince the reader should be provided. The essay should relate its own answer to the principal schools of thought on the subject. Appropriate research should be carried out to defend the conclusion. A full and accurate bibliography should be provided. Very few technical errors.

C+ B-

77% - 82%

A good essay which has obviously dealt with the terms of the question and has provided a sound answer. The answer is likely to be orthodox and derived from existing academic thought. The structure should be generally clear with few digressions or irrelevancies, and it should provide a foundation for the conclusions. The academic sources which have been used should be acknowledged and documented where appropriate, particularly in the bibliography. The bibliography should show that sufficient preparatory work has been done. Some technical errors are permissible.

B- C

70% -76%

A fair piece of work which has succeeded in identifying the issues implied by the question but has not fully dealt with all its ramifications. The level of thought indicates that there are areas which could be more fully developed. The structure will be adequate to outline an argument but there may be some fairly major discrepancies and digressions. The main intellectual debates relevant to the bibliography should show that the fundamental aspects of the question have been investigated. Technical mistakes may occur, but they should not obscure major aspects of the essay's argument.

E- D+

60% - 69%

A fair piece of work which has identified only a number of issues implied by the question and has therefore not provided sufficient academic evidence to justify an answer. A particularly important aspect of the question have been neglected or misunderstood. The structure may be inappropriate to the nature of the essay or lead to a number of irrelevant points being made. There may be significant omissions in research

and in the bibliography. Some of the technical errors may contribute to the difficulty of establishing the relevance of the answer.

F

30% -59%

An essay which is particularly misguided in its approach and has therefore failed to deal with the question. The structure may be especially confused and the issues at stake may be entirely neglected or misinterpreted. There may be crucial omissions in research and in preparatory reading. The bibliography may be missing, unjustifiable, or irrelevant. Technical errors nay be so bad that much of the essay in incomprehensible.

F

10% -39%

An essay which is based on fundamental errors in all respects, and cannot be considered as an attempt at degree-level work.

F

0-9%

Reserved for cases of plagiarism.

Face-to-Face Tutorials/Teleconferences

> The course includes nine (9) hours for face-to-face meetings, which are held simultaneously through our teleconferencing system (WebEx - video conferencing facility). Students will be informed in advance about these meetings and are provided with relevant instructions. Participation is not mandatory. Meetings will also be recorded and can be viewed throughout the semester.

Final Exam

> Your presence at the final exam is mandatory. The final exams will be held between the 8th and the 20th of January 2018.

Contact Details

Technical Issues
For technical issues, such as accessing the platform, use of technology and other tools used in the course etc., you may contact:

Distance Learning **Technical Support** Unit
Email address: dl.it@unic.ac.cy
Telephone at +357 22841662 or 22841663
Course Website: http://moodle.lll.unic.ac.cy

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Email address: DL@unic.ac.cy
Website: www.unic.ac.cy

Academic Advisors:
Mikaela Coumoundourou
Email address: coumoundourou.m@unic.ac.cy
Telephone: +357 22842017

Anthi Tziakoura
Email address: tziakoura.a@unic.ac.cy
Telephone: +357 22842011

Antonia Kokkinou

Email address: kokkinou.a@unic.ac.cy

Telephone: +357 22842014

Recommended Textbooks:

Authors	Title	Publisher	Year	ISBN
Bybee, Joan	Language, Usage and Cognition	Cambridge University Press	2010	9780521616836
Brinton, Laurel J. & Brinton, Donna (e-book/EBSCO)	The Linguistic Structure of Modern English	John Benjamins	2010	9789027211712
Carnie, Andrew (ProQuest Ebook Central)	Syntax: A Generative Introduction	Blackwell Publishing	2007	9781118305867
Dukes, Barbara (e-book/EBSCO)	Practical Tools for Learning and Teaching Grammar	ACER Press	2007	9780864314789

Endley, Martin J. (e-book/EBSCO)	Linguistic Perspectives on English Grammar: A Guide for EFL Teachers	Information Age Pub.	2010	9781617351686
Folse, Keith S	KEYS to Teaching Grammar to English Language Learners	University of Michigan Press	2016	978-0472032204
Zhiwen Feng	Functional Grammar and Its Implic ations for English Teaching and Learning In: English Language Teaching; Vol. 6, No. 10	Canadian Center of Science and Education	2013	E-ISSN 1916-4750
Gelderen, Elly van	Introduction to the Grammar of English	John Benjamins Publishing	2010	9789027288622
Kapatsinski, Vsevolod	What is grammar like? A usage-based constructionist perspective. In: LiLT 11/1	CSLI Publications	2014	
Keck, Casey M. & Kim, YouJin (e-book/EBSCO)	Pedagogical Grammar	John Benjamins Publishing	2014	9789027269317
Matthiessen, Christian & Halliday, M. A. K.	Systemic Functional Grammar: A First Step into the Theory	[China] : Higher Education Press	2009	9787040268508
Odlin,Terence	Perspectives on Pedagogical Grammar	Cambridge University Press	2012	9781139524605

| Ron Cowan | The Teacher's Grammar of English | Cambridge University Press | 2008 | 978-0-521-00755-9 |
| Rodney Huddleston and Geoffrey K. Pullum | A Student's Introduction to English Grammar | Cambridge University Press | 2005 | 0-521-61288-8 |

Additional Recommended Textbooks:

Authors	Title	Publisher	Year	ISBN
Leech, Geoffrey N. (e-book/EBSCO)	A Glossary of English Grammar	Edinburgh University Press	2006	9780748617296

Schedule of Lectures and Assessment:[1]

The lectures give a skeletal outline and information, and additional material to set the basis of the course. However, to fully develop in this course and its outcomes, it is essential that students give full attention and participation to the additional work in the readings and videos and other activities. It is assumed that assignments and the examination will result from students' covering the readings and videos and other activities, plus their own research activities for preparing assignments and to sit for the final exam.

You will be participating in short activities every week. You will be participating at least in one activity every week (10 short activities in total). In addition, you will have 2 collaborative projects / exercises. You will have 1 (individual) writing assignment and the final.

Week	Chapters	Content
1	SIEG Ch. 2 (p. 11-28) TGE Ch. 2 (12-27)	Grammatical Terms Parts of Speech
2	SIEG Ch. 5 (pp. 82-100) TGE Ch. 10 & 11 (pp. 186-237)	Nouns and Noun Phrases

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[1] The schedule is subject to slight modifications

		Determiners
3	SIEG Ch. 5 (p. 100-111) TGE Ch. 13 (p. 266-292)	Pronouns/ Suggestions for Teaching Pronouns
4	SIEG Ch. 3 (p. 29-60) TGE Ch. 14 & 16 **Webex Session I**	Verbs, Tense, Aspect and Mood Modal Verbs Suggestions for Teaching Modals
5	the same	the same
6	SIEG Ch. 4 (p. 63-81) TGE Ch. 15 (p. 330-249)	Clause Structure, Complements and Adjuncts Indirect Object **Writing Assignment Announced**
7	SIEG Ch. 6 (p. 112-126) TGE Ch. 12 (p. 238-265)	Adjectives and Adverbs Problems that EFL Students Have With Adjectives and Adverbs
8	SIEG Ch. 7 (p. 127-148) TGE Ch. 8 **Webex Session II**	Prepositions and Prepositional Phrases Suggestions for Teaching Prepositions
9	SIEG Ch. 8 (p. 149-159) TGE Ch. 5 (p. 88-109)	Negation
10	SIEG Ch. 9 (p. 159-173) TGE Ch. 4 & Ch. 6	Clause Type: Asking, Exclaiming, and Directing Questions / Imperative Sentences Suggestions for Teaching Imperatives

11	SIEG Ch. 10 (p. 174-182) TGE Ch. 23 (p. 547-572)	Subordination Suggestions for Teaching Adverbial Subordinate Clauses and Free Adjuncts **Writing Assignment Due**
12	the same **Webex Session III**	the same
	Final Exam	

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LALI-148DL Teaching English as a Foreign Language I

Course Code	Course Title	Credits
LALI-148DL	Teaching English as a Foreign Language 1	6 ECTS
Department	**Semester**	**Prerequisites**
Languages	Spring	None
Type of Course	**Field**	**Language of Instruction**
Required	English Language & Literature	English
Level of Course	**Year of Study**	**Mode of Delivery**
Undergraduate, 1st Cycle	2nd Year	Distance Learning
Lecturer	**Telephone**	**Email**
Dr Christine Savvidou	+357 22 842 347	savvidou.c@unic.ac.cy

Student Consultation hours	Website	
By appointment	http://moodle.III.unic.ac.cy	

Course Description

This course introduces students to the theory and practice of the teaching of English as a Foreign Language (TEFL). The course will explore theoretical concerns which influence TEFL, materials and techniques for teaching, and principles of classroom management and planning. Specifically, the teaching and learning elements of this course will provide students with opportunities to develop an understanding of English as a world language; new technologies in the classroom; learner autonomy; and, context-sensitive teaching. In addition the course will enable students to plan and develop lessons reflecting current methodological practice and articulate the principles on which they are based to achieve 'best practice' in TEFL.

Course Content

Areas covered in the course include the following:
9. English as a world language
10. Understanding language learners
11. Understanding language teachers
12. Theoretical issues in language teaching
13. Methods and approaches in language teaching
14. Educational technology for the language classroom
15. Teaching productive skills
16. Teaching receptive skills
17. Planning lessons
18. Managing the language classroom

Course Objectives

This module aims at providing English Language and Literature students with different theories and methods of teaching English as a Foreign language and be able to apply this knowledge through a series of practical activities.

Learning Outcomes

Upon successful completion of the course students are expected to be able to:
- Explain reasons for successful language learning
- Identify main theories and trends in TEFL
- Identify approaches used in language teaching
- Evaluate activities for teaching language skills
- Design materials for teaching specific items or areas of language
- Demonstrate knowledge of different classroom management skills
- Plan and micro-teach an EFL lesson providing a rationale for the principles on which lesson is based.

Teaching Methods

Recorded presentations, videos, readings, forum discussions and chats, online activities

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Student Obligations

- Access the course platform at least 4 days per week.
- Check course and programme messages/announcements on a daily basis.
- Study the course material according to the guidelines of the lecturer.
- Adhere to deadlines, schedule and specifications of the course.
- No late coursework will be accepted unless there is a serious reason. Documented evidence is required to support such cases.
- Cheating and plagiarism under any circumstances is a serious offence which leads to severe punishment. In such cases, disciplinary action will be taken and you may receive a zero grade on your coursework/exam and fail the course.
- Contact the lecturer when experiencing academic difficulties or have any questions about the course.
- For any technical difficulties, inability to access the platform etc., contact the Distance Learning Technical Support by email at dl.it4@unic.ac.cy or by phone at 22842060
- Coursework requirements and grading policies are presented at the end of this document.
- Students are expected to take part in the Forum by posting their work but also reading and giving feedback to their peers. Participation in the Forum will also prepare them for their final exam as some of the Pre- and Post-lecture questions will be included in the exam.

Face-to-face Tutorials

The course includes nine (9) hours for face-to-face meetings, which are held simultaneously through our teleconferencing system (WebEx - video conferencing facility). Students will be informed in advance about these meetings and are provided with relevant instructions. Participation is not mandatory. Meetings will also be recorded and can be viewed throughout the semester.

Final Exam

Your presence at the final exam is mandatory.
Final exam period: **TBA**

Bibliography

The books below are marked as 'highly recommended reading' or 'recommended reading' to be read in addition to the recorded lectures. Some of them are e-books available either through the University Nicosia Library or 'Google books'. For a number of lectures, the relevant readings will already be uploaded by the lecturer in Moodle under the specific week. In order to access the University of Nicosia e-books and e-journals from home, you need to enter your library codes and change your browser accordingly. Please read the step-by-step instructions of how to do this on:
http://www.library.unic.ac.cy/Distance_Learning.htm

Alternatively, you can ring or email the library helpdesk at:
Email: libithelp@unic.ac.cy
Tel: 22 842100

Should you decide to purchase any of the titles below as hard copies, some recommended websites are www.bookdepository.com www.amazon.co.uk

Required Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Harmer, Jeremy	The Practice of English Language Teaching (5th Ed.) with DVD	Pearson, Longman	2015	1447980255

Recommended Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Selected readings	Various	http://moodle.lll.unic.ac.cy	2017	

Assessment

Participation in online activities	5%
Progress test Week 8	15%
Assignment (1500 words)	20%
Final examination	60%

At all levels, five areas of assessment objective can be recognized:
1. Knowledge of the topic and ability to apply it in practice.
2. Analysis of issues and an awareness of different viewpoints.
3. Evaluation of competing explanations or theories applied to a problem.

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system.
5. Skill in the presentation of an answer with accuracy, clarity and coherence.

Grading Policy

Letter Grade	Meaning	Numerical Grade	Grade Points
A	Excellent	93-100	4.0
A-		90-92	3.7
B+	Very Good	87-89	3.3
B		83-86	3.0
B-		80-82	2.7
C+	Good	77-79	2.3
C		73-76	2.0
C-		70-72	1.7
D+	Poor but Acceptable	67-69	1.3
D		63-66	1.0
D-		60-62	0.7
F	Failure	0-59	0.0

Course Schedule

Week	Topic	Course textbook	Coursework/Tests
1 30/01/17 - 03/02/17	Introduction to TEFL: English as a global language; EFL, ESL, ESOL & ELF	Chapter 1	
2 06/02/17 – 10/02/17	Popular Methodology: approaches, methods, procedures & techniques	Chapter 4	
3 13/02/17 – 17/02/17	Describing learners, describing teachers	Chapter 5 & 6	
4 20/03/17 – 24/03/17	Managing learning	Chapter 7	

5 27/02/17 – 03/03/17	Learning resources	Chapter 11	
6 06/03/17 – 10/03/17	Midterm exam/ Planning lessons	Chapter 21	
7 13/03/17 – 17/03/17	Teaching grammar	Chapter 13	
8 20/03/17 – 24/03/17	Teaching reading	Chapter 17	Progress test
9 27/03/17 – 31/03/17	Teaching writing	Chapter 19	
10 03/04/17 – 07/04/17	Teaching listening	Chapter 18	
08/04/17 – **23/04/17**	**Semester Break**		
11 24/04/17 – 28/04/17	Teaching speaking	Chapter 20	
12 01/05/17 – 05/05/17	Course overview		**Assignment due** **05/05/17**
13 08/05/17 – 12/05/17	**Study week**		
15/05/17 -30/05/17	**Final Examination** **Period**		

UNIC

UNIVERSITY of NICOSIA

LALI-248DL Teaching English as a Foreign Language (TEFL 2)

Course Code	Course Title	Credits (ECTS)
LALI-248DL	Teaching English as a Foreign Language 2	6

Department		Prerequisites
Languages and Literature	Fall 2018	LALI-148DL

Type of Course	Field	Language of Instruction
Elective	Language Teaching	English

Level of Course	Year of Study	Mode of Delivery
Undergraduate	3rd	Distance Learning
1st Cycle		

Lecturer	Telephone	E-mail
Dr Christine Savvidou	+ 357 22461566 ext. 107	savvidou.c@unic.ac.cy

Student Consultation Hours	Website
By appointment	http://moodle.III.unic.ac.cy

Course Description:

This course looks at the methodology of English Language Teaching and builds on, and reinforces, issues introduced in LALI-148, Teaching English as a Foreign Language I. It focuses on ELT methodology by building on the principles underlying a wide range of approaches and techniques for the teaching of language. The course participants will also have the opportunity to relate these to possible future professional context. It includes topics such as the subject matter of ELT, classroom activities, classroom management, learners, language analysis, teaching grammar & lexis, productive and receptive skills, using technology and English for Specific Purposes

Course Contents:

- Starting out in teaching ELT
- Classroom activities

- Classroom management
- Learners
- Language analysis
- Teaching grammar
- Teaching lexis
- Productive skills
- Receptive skills
- Focus on language
- Teaching English for Specific Purposes
- Using technology

Course Objectives

This module aims at providing future English language teachers with knowledge of different teaching approaches, skills and techniques used for planning, teaching, managing and evaluating English language classes and to be able to apply this knowledge through a series of practical activities.

Learning Outcomes:

After completion of the course students are expected to be able to:
1. Demonstrate understanding of language teaching methodology,
2. Describe different views of language language learning and teaching,
3. Outline some of the difficulties faced by learners in learning to speak, read, learn vocabulary, grammar,
4. show a state-of-the-art overview of current approaches to the teaching English
5. Explain different learner strategies and learner autonomy.

Teaching Methods:

Voice PPT and articulate presentations, videos, readings, forum discussions and chats, assignment and final exam.

Assessment Methods

Assignment, online participation, final exam

Student Obligations

- Access the course platform at least 4 days per week
- Check course and programme messages/announcements on a daily basis

- Study the course material according to the guidelines of the lecturer
- Adhere to deadlines, schedule and specifications of the course
- No late coursework will be accepted unless there is a serious reason. Documented evidence is required to support such cases
- Cheating and plagiarism under any circumstances is a serious offence which leads to severe punishment. In such cases, disciplinary action will be taken and you may receive a zero grade on your coursework/exam and fail the course
- Contact the lecturer when experiencing academic difficulties or have any questions about the course
- For any technical difficulties, inability to access the platform etc., contact the Distance Learning Technical Support by email at dl.it@unic.ac.cy or by phone at +357 22841642 / +357 22841636
- Coursework requirements and grading policies are presented at the end of this document
- Students are expected to take part in the Forum by posting their work but also reading and giving feedback to their peers. Participation in the Forum will also prepare them to their final exam as some of the Pre- and Post-lecture questions will be included in the exam.

Face-to-face Tutorials

The course includes nine (9) hours for face-to-face meetings, which are held simultaneously through our teleconferencing system (WebEx - video conferencing facility). Students will be informed in advance about these meetings and are provided with relevant instructions. Participation is not mandatory. Meetings will also be recorded and can be viewed throughout the semester.

Final Exam

Final exam period: To be announced

Technical Issues

For technical issues, such as accessing the platform, use of technology and other tools used in the course etc., you may contact:

Distance Learning Technical Support Unit
Email address: dl.it@unic.ac.cy
Telephone: +357 22841566 / +357 22841636
Course Website: http://moodle.lll.unic.ac.cy

Administrative Issues

For administrative issues, such as registrations, tuition payments etc., you may contact:

Distance Learning Unit
Telephone: +357 22841702

Email address: DL@unic.ac.cy
Website: www.unic.ac.cy

Academic Advisors:
Mikaela Coumoundourou
Email address: coumoundourou.m@unic.ac.cy
Telephone: +357 22841703

Anthi Tziakoura
Email address: tziakoura.a@unic.ac.cy
Telephone: +357 22841774

Required reading:

Title	Author(s)	Publisher	Year	ISBN
Learning Teaching: The essential guide to English Language (3rd Ed.) with DVD	Scrivener, J.	Macmillan	2011	9780230729841

Recomended Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Teaching English as a second or foreign language	Celce-Murcia, M.	Cengage Learning; 4 edition	2013	1111351694
Selected readings	Various	http://moodle.lll.unic.ac.cy	2017	

Assessment

Online participation 10%
Assignment 30%
Final examination 60%

At all levels, five areas of assessment objective can be recognised:

6. Knowledge of the topic and ability to apply it in practice.
7. Analysis of issues and an awareness of different viewpoints.
8. Evaluation of competing explanations or theories applied to a problem.
9. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system.
10. Skill in the presentation of an answer with accuracy, clarity and coherence.

UNIC

Schedule of Lectures & Reading

Week	Topic	Course book	Activity
1.	Starting out in teaching ELT	1	Lecture Pre-reading Post-reading activities
2.	Classroom activities	2/15	Lecture Pre-reading Post-reading activities
3.	Classroom management	3	Lecture Pre-reading Post-reading activities
4.	Learners	4	Lecture Pre-reading Post-reading activities
5.	Language analysis	5	Lecture Pre-reading Post-reading activities
6.	Teaching grammar	7	Lecture Pre-reading Post-reading activities
7.	Teaching lexis	8	Lecture Pre-reading Post-reading activities
8.	Productive skills	9	Lecture Pre-reading Post-reading activities
9.	Receptive skills	10	Lecture Pre-reading Post-reading activities
10.	Focus on language	12	Lecture Pre-reading Post-reading activities

11. Teaching English for Specific Purposes	13	Lecture Pre-reading Post-reading activities	
12. Using technology	14	Pre-reading Post-reading activities	

Grading policy

Letter Grade	Meaning	Numerical Grade	Grade Points
A	Excellent	93-100	4.0
A-		90-92	3.7
B+	Very Good	87-89	3.3
B		83-86	3.0
B-		80-82	2.7
C+	Good	77-79	2.3
C		73-76	2.0
C-		70-72	1.7
D+	Poor but Acceptable	67-69	1.3
D		63-66	1.0
D-		60-62	0.7
F	Failure	0-59	0.0

The student must complete 240 ECTS and all programme requirements. A minimum cumulative grade point average (CPA) of 2.0 is required. Thus, although a 'D-' is a PASS grade, in order to achieve a CPA of 2.0 an average grade of 'C' is required.

UNIVERSITY *of* NICOSIA

LALI-135DL LITERATURE AND CRITICISM

Course Code	Course Title	Credits
LALI-135DL	Literature and Criticism	6

Department		Prerequisites
Languages & Literature		English-100 or placement test

Type of Course	Field	Language of Instruction
Compulsory	All fields	English

Level of Course	Year of Study	Mode of Delivery
Undergraduate, 1st Cycle	1st	Distance Learning

Lecturer	Telephone	Email
Dr Polina Mackay	22842300 (ext. 2353)	mackay.p@unic.ac.cy

Student Consultation hours	Website	
By appointment	http://moodle.lll.unic.ac.cy	

Course Description & Objectives

The primary aim of this course is to equip students with the skills required to analyse literary texts. The main objective is to teach students how to write literary essays. We will learn how to brainstorm ideas, how to interpret essay questions, how to read purposefully, how to plan and structure an essay and how to use evidence from primary and secondary sources. Students will also appreciate and explore the significance of language and word choice in literature and the impact of context, the cultural circumstances (particularly historical events, ideas, trends) under which texts are produced.

Learning Outcomes

After completion of the course students are expected to be **able** to:

1. Critically assess literary texts
2. Write literary essays
3. Appreciate the literary essay as a genre and understand its main objectives
4. Plan and structure an essay on literary topics
5. Use evidence in essays to support arguments
6. Understand the significance of language in literature
7. Assess the impact of cultural circumstances on literary and essay writing

Teaching Methods

Recorded presentations, videos, readings, forum discussions, assignments and final exam

Student Obligations

- Access the course platform at least 4 days per week.
- Check course and programme messages/announcements on a daily basis.
- Study the course material according to the guidelines of the lecturer.
- Adhere to deadlines, schedule and specifications of the course.
- No late coursework will be accepted unless there is a serious reason. Documented evidence is required to support such cases.
- Cheating and plagiarism under any circumstances is a serious offence which leads to severe punishment. In such cases, disciplinary action will be taken and you may receive a zero grade on your coursework/exam and fail the course.
- Contact the lecturer when experiencing academic difficulties or have any questions about the course.
- For any technical difficulties, inability to access the platform etc., contact the Distance Learning Technical Support by email at dl.it@unic.ac.cy or by phone at +357 22842060 / +357 22841662
- Coursework requirements and grading policies are presented at the end of this document.
- Students are expected to take part in the Forum by posting their work but also reading and giving feedback to their peers. Participation in the Forum will also prepare them for their final exam as some of the Pre- and Post-lecture questions will be included in the exam.

Face-to-face Tutorials

The course includes nine (9) hours for face-to-face meetings, which are held simultaneously through our teleconferencing system (WebEx - video conferencing facility). Students will be

informed in advance about these meetings and are provided with relevant instructions. Participation is not mandatory. Meetings will also be recorded and can be viewed throughout the semester.

Final Exams

Your presence at the final exam is mandatory.

Final exam period: **to be announced**

Course Content:

Introduction: The Pleasure of Reading and Writing about Literature

William Butler Yeats, The Lake Isle of Innisfree

Ezra Pound, In a Station of the Metro

Week 2:

The relevance of literary terms

Analysis: Wilfred Owen, Anthem For Doomed Youth

Homework: Write a brief paragraph on why we write essays

Week 3: The Literary Essay

Feedback on Homework

The five stages of essay writing: Interpretation of the question; research; planning; writing; revision.

Fun with critical thinking: Example: Dave Eggers, Gretchen the Squid

Homework: Read Samuel Johnson, John Ruskin, John Stewart Mill, Coleridge, Hopkins (all in Course Booklet)

Week 4: The Language of Prose

Samuel Johnson from The Difficulty of Defining Comedy

John Ruskin, of Modern Landscape

Homework: Read Montaigne, William Hazlitt and Edmund Wilson

Week 5: The Essay

Michel de Montaigne, Of Cannibals

William Hazlitt, On the Pleasure of Painting

Further Reading:

Theodore Adorno, "The Essay as Form"

Criticism of the modern essay: http://www.paulgraham.com/essay.html

Week 6: Writing about a poem

Reading actively

Robert Frost, Design

Thinking about a poem

Preparing to write: discovering ideas

Writing a first draft

Some common approaches to writing about poetry

Other critics

Comparison and contrast

How to quote a poem

Homework: Read Edgar Alan Poe, The Tell-Tale Heart

Choose which question you are going to answer in your essay

Week 7: Writing about a story

Edgar Alan Poe, The Tell-Tale Heart

Reading actively

Thinking about a story

Preparing to write: discovering ideas

Writing a first draft

Some common approaches to writing about fiction

Explication

Analysis

The card report

Comparison and contrast

Discussion of essay questions

Write your thesis

Week 8: Writing about a play

Reading a play

Common approaches to writing about drama: explication, analysis, comparison & contrast, card report

A drama review

How to quote a play

Text and performance

Discussion of students' theses statements

Homework:

Write your essay plan

Week 9: Feedback

Workshop your essays

Week 10: Approaches to Literature

Theories and the study of literature

What is the relevance of theory to English studies?

Some approaches to literature:

Structuralism

Poststructuralism

Psychoanalytic criticism

Feminism

Cultural materialism/new historicism

Text: A Birthday by Christina Rossetti

Homework: Write the first draft of your essay

Week 11: Workshop your essays

Critical Case Study: Robert Louis Stevenson, The Strange Case of Dr Jekyll and Mr Hyde

Week 12: Creative Writing Week

Critical Case Study continued: Robert Louis Stevenson, The Strange Case of Dr Jekyll and Mr Hyde
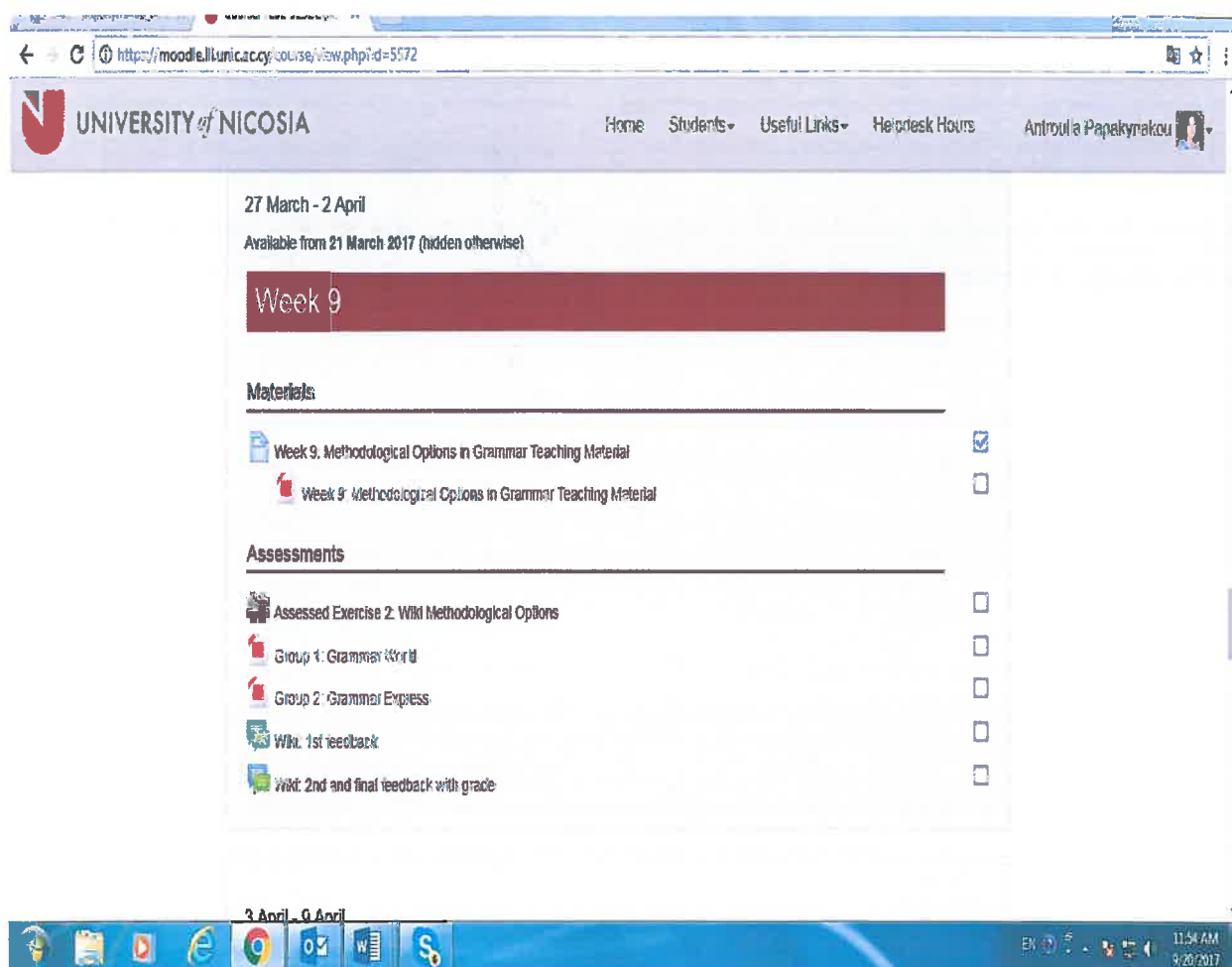
Grading Policy:

Letter Grade	Meaning	Numerical Grade	Grade Points
A	Excellent	93-100	4.0

A-		90-92	3.7
B+	Very Good	87-89	3.3
B		83-86	3.0
B-		80-82	2.7
C+	Good	77-79	2.3
C		73-76	2.0
C-		70-72	1.7
D+	Poor but Acceptable	67-69	1.3
D		63-66	1.0
D-		60-62	0.7
F	Failure	0-59	0.0

<u>Appendix C</u>

A sample page of activities in a "Teaching Grammar" distance learning course to emphasize the use of "Wiki" and "Forum."

UNIVERSITY *of* **NICOSIA**

Home   Students▾   Useful Links▾   Helpdesk Hours   Antroulla Papakyriakou

Home   TESL523DL-01-s-2017   27 March - 2 April   Assessed Exercise 2: Wiki Methodological Options   Wiki: Methodological Options   View

Search wikis

Navigation

Home
- Dashboard
- ▷ Site pages
- ▼ Current course
  - ▼ TESL523DL-01-s-2017
    - ▷ Participants
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    - ▷ 30 January - 5 February
    - ▷ 6 February - 12 February
    - ▷ 13 February - 19 February
    - ▷ 20 February - 26 February
    - ▷ 27 February - 5 March
    - ▷ 6 March - 12 March
    - ▷ 13 March - 19 March
    - ▷ 20 March - 26

Assessed Exercise 2: Wiki Methodological Options

Methodological Options in Grammar Practice Books
WIKI

You will analyse a specific chapter from a grammar practice book. You will find your chapter on the course website as well. Analyse this chapter in terms of methodological options which are used. For this purpose, you should use the model of methodological options which has been developed by Rod Ellis (2002). You will be working in groups as follows:

Group 1:

Julia Bremer

Roselyn Rowland-Heger

Maria Nicolaou

Group 2:

Marios Papadopoulos

Smaragda Maniati

Christina Ntagkouli

Zoe Aliazi

A wiki is a collaborative tool. That means you work together with the other members of the group and you produce a single text together. You should produce a coherent text without repetitions etc. One member starts and the others just add/delete/improve parts of the text. You can also write comments for your collaborators under 'comments'. You

EN 12:01 PM 9/20/202

- February
- ▷ 6 February - 12 February
- ▷ 13 February - 19 February
- ▷ 20 February - 26 February
- ▷ 27 February - 5 March
- ▷ 6 March - 12 March
- ▷ 13 March - 19 March
- ▷ 20 March - 26 March
- ▼ 27 March - 2 April
  - Week 9: Methodological Options in Grammar Teaching...
  - Week 9: Methodological Options in Grammar Teaching..
  - Assessed Exercise 2:

could explain to your collaborators for example why you deleted a part of their text or why you disagree on a certain issue, what else should be added etc. The function 'comments' enables the communication among the members of the group. You don't have to use this function, but it might be useful. Through 'history', I can see who contributed and who didn't. I can also see what everybody contributed and when.

Deadline: 2.4.2017

-

-

View   Edit   Comments   History   Map   Files   Administration

Separate groups   Group 1   ▾

🖶 Printer-friendly version

Wiki: Methodological Options

EN 12:07 PM 9/20/2017

Screenshot 1

UNIVERSITY of NICOSIA

Home   Students▾   Useful Links▾   Helpdesk Hours   Antroulla Papakynakou

Grammar
Teaching..

Separate groups   Group 2 ▾

🖨 Printer-friendly version

Assessed
Exercise 2:
Wiki
Methodolo
gical
Options

- New
- View
- Edit
- Comments
- History
- Map
- Files
- Administratio
  n

Group 1:
Grammar
World

Group 2:
Grammar
Express

Wiki: 1st
feedback

Wiki: 2nd and
final feedback

Wiki: Methodological Options

Exploring Fuchs and Bonner's (2003) book "Grammar Express" through the lens of Ellis's (2002) model of methodological options, it may be argued that chapters 11, 12 and 13 employ a variety of methodological options, which can be categorized under the three general options that Ellis's (2002) model provides: explicit description, data and operations.

According to Kochhar, "audio-visual aids are potent starters and motivators" (1985: 134). The authors of this grammar book seem to support this view, for they provide learners with illustrations in all of the three units (Unit 11, 12, 13). Fuchs and Bonner (2003) seem to introduce every unit with a new illustration. All the illustrations that Fuchs and Bonner use employ speech bubbles, which present examples of how the language structure in question is used. The authors of this grammar book provide illustrations to introduce learners to the subject of the lesson and intrigue them to find out more about it. In addition, it may be interesting to be noted that the data used within the speech bubbles is textually enhanced data, since specific words have been bold-faced for emphasis (e.g." You've been a pro since 1994").

Moreover, the authors of the aforementioned grammar book seem to employ explicit description in all of the three units. Fuchs and Bonner (2003) use both types of explicit description in a similar pattern for each unit. Primarily, they introduce learners to the basic rules of the language structure in question through awareness-raising activities that involve learners' ability of "discovering" patterns (discovery), and then they explicitly describe through examples and direct explanations how the particular language structure is formed and used (supplied).

Taking the above into consideration, it may be argued that these options are complementary in the sense that they both aim at providing learners with the opportunity to gain a thorough and in-depth understanding of how Present Perfect and Indefinite Past function as tenses. First by raising awareness through focused examples and secondly by explicitly describing the rules of the language structure in question. It may be said that the authors of "Grammar Express" use explicit description (discovery) at the bottom of the first and the top of the second page of each unit, whereas they employ the methodological option of explicit description (supplied) at the middle and the bottom of the second page of each chapter.

Chapter 12 continues to successfully present three more key words (already, just and yet) that are frequently used in Present Perfect to support learners' understanding of the use and form of this particular tense. It begins with an explicit description of grammatical rules, which is supplied with examples and charts. Some of the data supplied in the chapter is authentic, that is, taken from a magazine, while other exercises are contrived. Both written and oral opportunities are given for learners, as exercise number 2 and 4 offer reading as a medium. Within the methodological options of this chapter we also see the category of operations as well as it's subcategories. Production (controlled) is seen as the learner is asked to produce a sentence containing the target structure

Screenshot 2

UNIVERSITY of NICOSIA

Home   Students▾   Useful Links▾   Helpdesk Hours   Antroulla Papakynakou

Methodological
Options in
Grammar
Teaching...

Assessed
Exercise 2:
Wiki
Methodologi
cal Options

- New
- View
- Edit
- Comments
- History
- Map
- Files
- Administratio
  n

Group 1:
Grammar
World

Group 2:
Grammar
Express

Wiki: 1st
feedback

Wiki: 2nd and

View   Edit   Comments   History   Map   Files   Administration

Wiki: Methodological Options

Add comment

by Smaragda Maniati - Saturday, 25 March 2017, 3:49 PM

Hello everyone,

I took the initiative to start off the exercise, by vaguely analysing chapter 11. Please feel free to change it to another chapter if you wish to do so. From what I noticed, all three chapters (on the PDF) follow the same layout. There are a lot of points that still need to be added, as well as evidence given from the book.

Have a great day!

Smaragda

✕

by Zoe Allazi - Saturday, 25 March 2017, 9:53 PM

Hi everyone!

I will continue chapter 12 by further discussing the excercises of the chapter. We are already at 355 words!!

Feel free to make any changes to my contributions as well :)

Have a great weekend.

Appendix D

Updated "Program Learning Outcomes" in line with the committee's recommendations in part 2 of their report:

Intended learning outcomes:

Upon successful completion of this program, the students are expected to:

- Develop their ability to critically interpret and analyse linguistic theory in some of the core areas of Linguistics, such as phonetics, phonology, grammar, morphology, syntax, semantics, pragmatics, sociolinguistics, and psycholinguistics;
- Learn how to utilize Linguistics, Literature, and knowledge of English language for teaching, research and translating;
- Critically evaluate main linguistic, sociolinguistic, cultural and pedagogical issues that are to be taken into account in TEFL and relate inputs to their own contexts of professional practice;
- Develop and execute lessons to groups of language learners of various age groups;
- Acquire sufficient theoretical knowledge in Linguistics, TEFL, and Literature in order to understand the impact of the teaching profession on society;
- Reflect on and analyze teaching performance, as well as test theory against practice;
- Communicate effectively with others using appropriate oral and written skills in English;
- Further develop collaborative and leadership skills through participation in group projects;
- Appraise literature as an expression of cultural, social, and historical contexts;
- Critically evaluate the major movements and developments within English and Anglophone literature from 1500 to the present day;
- Discuss orally and in written form the traditions and innovations in the literary genres of fiction, poetry, and drama, and independently research areas of literary studies;
- Stimulate the skills and talent of aspiring creative writers in English;
- Promote life-long learning and continuous education through teacher training and advanced university degrees.

Appendix E

Highlighted choices of electives in line with the committee's recommendations in part 2 of their report:

BA English Language and Literature - Semester Breakdown

Semester One		ECTS
LALI-120DL	Introduction to Fiction	6
LALI-135DL	Literature and Criticism	6
LALI-140DL	The Science of Linguistics	6
ENG-101DL	English Composition	6
One general elective		6
		TOTAL 30

Semester Two		
LALI-130DL	Introduction to Drama	6
LALI-150DL	Introduction to Poetry	6
LALI-141DL	General Linguistics	6
Two general electives		12
		TOTAL 30

SECOND YEAR

Semester Three		ECTS
LALI-160DL	Pedagogical Grammar	6
LALI-155DL	Shakespeare	6

LALI-280DL	Phonetics and Phonology	6
LALI-295DL	Research Methods in Linguistics and EFL	6
One general elective		6

TOTAL 30

Semester Four		ECTS
LALI-320DL	The Victorian Novel	6
LALI-148DL	Teaching English as a Foreign Language I	6
LALI-261DL	English Morphology and Syntax	6
• LALI-491DL	Historical Linguistics (Req. Elective - Linguistics)	6
OR		
• LALI-335	Children's Literature (Req. Elective - Literature)	6
One general elective		6

TOTAL 30

THIRD YEAR

Semester Five		ECTS
LALI-240DL	Applied Linguistics	6
LALI-272DL	Gender in Literature	6
LALI-362DL	Semantics and Pragmatics	6
LALI-350DL	The English Poem	6
One elective		6

TOTAL 30

Semester Six		ECTS
LALI-385DL	Literary Theory and Criticism	6
LALI-370DL	Sociolinguistics	6
LALI-303DL	Modernism / Postmodernism	6

- LALI-274DL   CALL (Req. Elective - Linguistics)   6

OR

- LALI-482DL   Authors in Context (Req. Elective – Literature)   6

One elective   6

TOTAL 30

FOURTH YEAR

Semester Seven		**ECTS**
LALI-200DL	20th Century American Lit	6

LALI-200DL	20th Century American Lit	6
LALI-460DL	Translation I	6
LALI-490DL	Psycholinguistics	6

- LALI-372DL   Language and Identity (Req. Elective – Linguistics)   6
- Elective   (Literature/Linguistics/General)   6

TOTAL 30

Semester Eight		**ECTS**
LALI-400DL	Contemporary Literature	6
LALI-310DL	World Literature in English	6

- LALI-442DL   Literature in Teaching (Req. Elective - Literature)   6
- Two   (Literature/Linguistics/General)   12

TOTAL 30

NOTES:

1/The student must complete **240 ECTS credits** and **all program requirements**. A minimum cumulative grade point average (CPA) of 2.0 is required. Thus, although a 'D-' is a PASS grade, in order to achieve a CPA of 2.0 an average grade of 'C' is required.

2/There are **three Required Electives in Linguistics** and **three in Literature** which is an opportunity for the student **to specialize in one of the fields.** They need to do **one of the "packages" of three,** but **over and above,** they can take any other elective offered in the two fields during their studies.

3/**LALI 495 Research Project** is an elective and can be done in **Fourth Year, Semester Seven or Eight**.

Appendix F

An application form for a sabbatical leave for a completion of large-scale projects (as per the committee's note in part 3)

UNIVERSITY *of* **NICOSIA**

APPLICATION FOR SABBATICAL

Before completing this application, please read the guidelines for University Sabbaticals. Applications should be submitted to the Campus Director through the Head of Department and the Dean of School.

Applicant's Name: _____ Rank: _____

Programme: _____ Department: _____

School: _____ Date of requested Sabbatical: _____

Appointment date (as full-time): _____

Date of return from last Sabbatical: _____

Dates of any absence(s) from the University *(e.g. unpaid leave)*: _____

Place/University/Institution/Organization hosting the Sabbatical

_____

_____

_____

Contact details during Sabbatical

UNIC

Address: _____

Telephone/Fax: _____

Email: _____

Suggestions/Plans for Teaching and Other Duties for Replacement:

(if Sabbatical is granted)

_____

_____

_____

_____

_____

_____

_____

Summary of proposed Research and other activities:

_____

_____

_____

_____

_____

_____

_____

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_____

_____

Expected Benefits from Sabbatical (short-term/long-term):

(to the faculty member/ Department/ School/ University)

_____

_____

_____

_____

_____

_____

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_____

_____

_____

Appendices:

☐ CV

☐ Other...

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GUIDELINES FOR UNIVERSITY SABBATICALS

The University of Nicosia endorses sabbaticals as a means of encouraging professional development and productive scholarship of mutual benefit to the faculty member and the University. Sabbaticals are not automatic. The justification for a sabbatical is determined primarily on the basis of a written proposal outlining the nature of the program to be undertaken, and the benefits to the individual and the University that may reasonably be expected. The School Review Committee examines proposals and advises the Dean about the academic merits of the sabbatical proposal taking into consideration the comments of the Head of Department of the faculty member. The Dean may reject proposals because of lack of merit or may defer a sabbatical because of staffing problems. Having agreed the merits of the request the Dean will consult the Campus Director to ensure that there are no unforeseen or unmanageable issues before approving the request.

1. Details

The details of the Scheme are:

a. Sabbatical leave is defined in length as one Fall or Spring semester plus, wherever possible the Summer, without teaching requirements which is dedicated to research and may be taken within or outside the University of Nicosia.

b. A sabbatical when granted will be funded at half the applicant's usual salary for the major semester (Fall or Spring) and at full salary for the Summer term (provided that the applicant taught/will teach the nominal teaching load during the other major semester). Furthermore, the applicant's 13th salary for the year he/she was on sabbatical will not be affected due to the temporary absence.

c. Tenured faculty may apply for a semester sabbatical after 5 years service with the University and then every subsequent 5 years or, 5 years since the last sabbatical was granted.

2. Criteria

The following criteria will form the basis of assessment of the sabbatical proposed:

- An analysis by the Department Head of the potential impact of the sabbatical on the operations of the Department:
  - √ *number in the department to be on sabbatical at that time,*
  - √ *alternative arrangements for the delivery of courses normally given by the faculty member,*
  - √ *a statement concerning the arrangements that will be made for the continuation of ongoing work (e.g., supervision of students, committee work)*

- Completion of the Application for Sabbatical form (available from the School Dean's office) and a written sabbatical proposal;
- A performance record demonstrating an active research program or other service activities as shown in an accompanying up-to-date curriculum vitae;
- A sabbatical plan giving a clear and specific indication of the activities to be carried out (e.g., research/project(s), establishment of research linkages, research articles, books or book chapters, conferences, sites to be visited) including:

  i. a statement of the relevance of the proposed activities to the faculty member's professional field and duties; and,

  ii. a statement of the anticipated short term and long term benefits for the University, School, and faculty member, including the expected outcome of the proposed sabbatical (to be commented upon in the review of the final report).

- Each case is considered individually, but in general, approval is limited to those applications that present a well thought-out plan of research, study, travel, or other activity clearly related to the faculty member's professional field and duties at the University.

3. Obligations of Faculty

Members who have been granted sabbatical shall:

1. Submit a Sabbatical Report form and a written report summarizing the activities and accomplishments within two months of the sabbatical's completion. The faculty member is responsible for distributing the completed copies of the Sabbatical Report form and the written report to their School Dean (copied to the Academic Dean and the Campus Director). Subsequent applications for sabbatical may, in part, be evaluated on the basis of the achievements of previous sabbaticals. Therefore, any concrete indications of the value of the sabbatical period (books or articles published, renewed requests for services) should be submitted.

2. Present the results of their sabbatical at a School seminar within six months of return.

3. Those granted a sabbatical will be expected to stay with the University for two years after completion of their sabbatical. If not, the faculty member will be obliged to return one or two monthly salaries to the University as follows:
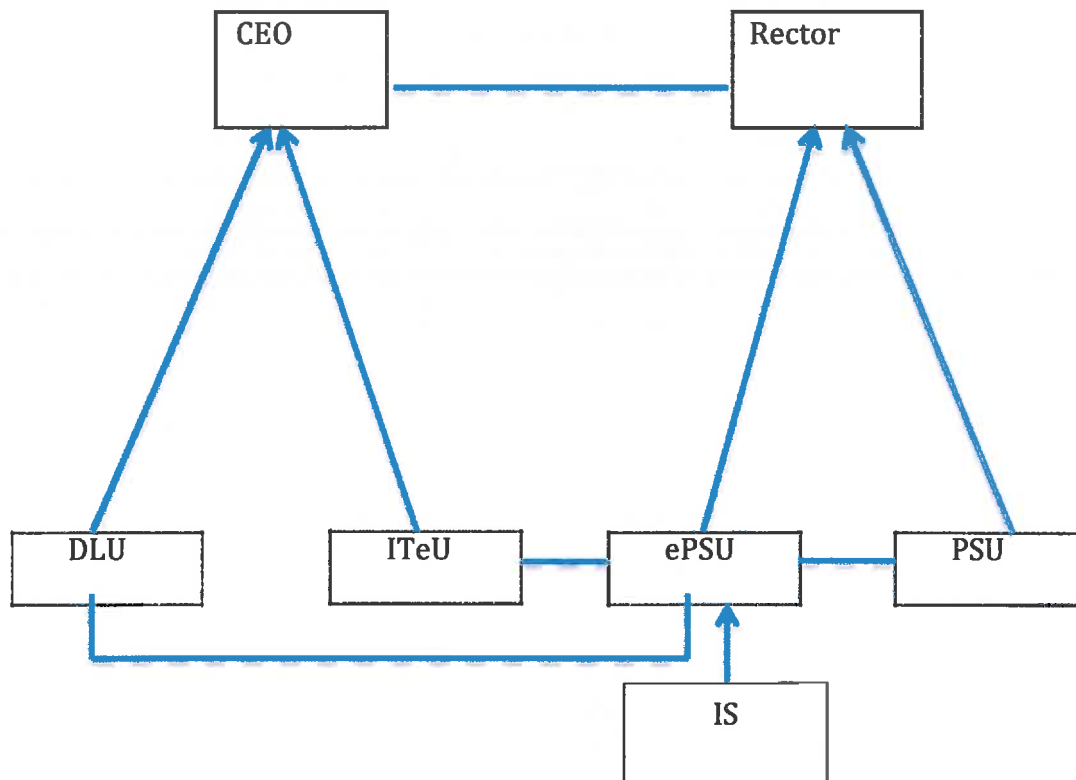
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(a) two monthly salaries if he/she leaves the University of Nicosia within the first year after the return from the sabbatical.

(b) one monthly salary if he/she leaves the University of Nicosia between one and two years after the return from the sabbatical.

For Official Use Only

Approved by:

Head of Department   Dean of School

Signature _____   Date: _____ Signature_____ Date: _____

Executive Vice President for Administration

Signature: _____   Date: _____

Appendix G

New DL structure introduced in summer 2017:

1. Pedagogical Support Unit (PSU) and is under the Rectors Office, with its Director reporting to the Rector.

2. e-Learning Pedagogical Support Unit (ePSU) and its director reports to the Rector.

3. ITeU provides input with regards state-of-the-art technology for teaching and learning, to ePSU. ITeU's Director reports to the Chief Executive Officer.

```
        CEO ─────────── Rector
       ↗   ↖            ↗  ↖
      /     \          /    \
    DLU    ITeU──ePSU──PSU
     └──────────┘ ↑
                  IS
```

1. DLU: Distance Learning – Professor Demetris Vrontis (Executive Dean)

   Professor Charalambos Vrasidas (Associate Dean)

2. PSU: Pedagogical Support Unit – Dr Andri Vrioni

3. ITeU: Information Technology for e-learning Unit: Dr Chris Alexander

4. ePSU: e-Learning Pedagogical Support Unit – In the process of making an offer to the selected candidate

5. IS: Instructional Designer: in the process of hiring