

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MEDITERRANEAN STUDIES		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΓΥΕ-44	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	TEACHING MEDITERRANEAN LANGUAGES TO L1 GREEK STUDENTS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.aegean.gr">https://eclass.aegean.gr</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>After the completion of this course, the student should be able:</p> <ul style="list-style-type: none"> <li>- to pose theoretical and methodological issues and choose research fields and ways of collecting, processing and analyzing his/her data</li> </ul>
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<ul style="list-style-type: none"> <li>- to write research papers</li> <li>- to discuss terms such as second/foreign language and mother tongue</li> <li>- to discuss and describe the factors that are expected to influence the teaching of the above Mediterranean languages</li> </ul>		
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>  <i>Adapting to new situations</i>  <i>Decision-making</i>  <i>Working independently</i>  <i>Team work</i>  <i>Working in an international environment</i>  <i>Working in an interdisciplinary environment</i>  <i>Production of new research ideas</i> </td> <td style="width: 50%; vertical-align: top;"> <i>Project planning and management</i>  <i>Respect for difference and multiculturalism</i>  <i>Respect for the natural environment</i>  <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Criticism and self-criticism</i>  <i>Production of free, creative and inductive thinking</i>    <i>.....</i>  <i>Others...</i>    <i>.....</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>  <i>.....</i> <i>Others...</i>  <i>.....</i>
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<ul style="list-style-type: none"> <li>- Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>- Working independently</li> <li>- Team work</li> <li>- Production of new research ideas</li> <li>- Production of free, creative and inductive thinking</li> </ul>		

**(3) SYLLABUS**

This course examines various aspects of teaching foreign languages and provides the students with the special knowledge of Greek, Turkish and Semitic Languages, so that they can use it while teaching the above languages to learners with Greek L1.

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b>	Face-to-face	
<i>Face-to-face, Distance learning, etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching and communication with students	
<i>Use of ICT in teaching, laboratory education, communication with students</i>		
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
<i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching,</i>	Lectures	39 hrs (1.56 ECTS)
	Personal study	83 hrs (3.32 ECTS)
	Final examination	3 hrs (0.12 ECTS)
	Course total	125 hrs (5 ECTS)

<p><i>educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek</p> <p>Methods of evaluation: essay/report, oral presentation</p>

##### (5) ATTACHED BIBLIOGRAPHY

Brown, H. D. (1994). Teaching by principles: An interactive approach to language pedagogy. New Jersey: Prentice Hall.

Κατσιμαλή, Γ. (2007). Γλωσσολογία σε Εφαρμογή. Αθήνα: Ινστιτούτο του Βιβλίου-Α. Καρδαμίτσας.

Μπέλλα, Σ. (2011). Η δεύτερη γλώσσα: κατάκτηση και διδασκαλία. Αθήνα: Πατάκης.

Μπέλλα, Σ. (2015). Πραγματολογία: Από τη γλωσσική επικοινωνία στη γλωσσική διδασκαλία. Αθήνα: Gutenberg.

**On Greek**

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

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

**On Turkish**

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

ανάλυση και εκμάθηση της Τουρκικής ως ξένης γλώσσας.

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

Kornfilt, J. (1997). Turkish. London: Routledge.

**On Arabic**

Badawi, Elsaid, Carter, Michael G. & Andrian Gully. (2004). Modern Written Arabic: A Comprehensive Grammar. London & New York: Routledge.

**On Hebrew**

Berman, R. (1997). Modern Hebrew. In Hetzron, R. (Ed.), The Semitic languages (pp. 312-333). London: Routledge.

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