

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Critical and research-based applications in language and literacy teaching			
COURSE CODE	ΓΛ1511	SEMESTER	5, 7
HOURS per WEEK	3	ECTS	4
COURSE CATEGORY	Elective	COURSE TYPE	Scientific area, Skills development
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	-
OFFERED TO ERASMUS	YES	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_xxx/

2. LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, students are expected to: - Understand the interconnections between specific linguistic fields (Systemic Functional Linguistics [SFL], Critical Discourse Analysis[CDA]) and contemporary language teaching approaches [critical literacy; multiliteracies]. - Systematically search, critically evaluate and synthesize findings from published research on language and literacy teaching to substantiate their instructional choices. - Propose and justify how specific research data can be used to plan, modify, or evaluate language teaching practices. - Design well-documented instructional scenarios that foster the production and comprehension of oral and written language, integrating principles of critical language education and draw upon current research data from related scientific fields. - Critically reflect on their own beliefs and practices regarding language and literacy teaching, connecting them with theoretical frameworks and research findings.
General Competencies
Data and information search, analysis and synthesis, using IT as needed Adaptability to new situations Decision-making Autonomous work Teamwork Work in international contexts Work in interdisciplinary contexts Production of novel scientific ideas Project design and management Respect for diversity and multiculturality Critical and self-critical thinking Advancement of free, creative and inductive thinking

3. CONTENT

Redefining language and literacy teaching - The contribution of research from Linguistics (Systemic Functional Linguistics, Critical Discourse Analysis) to the Pedagogy of Critical Literacy and Multiliteracies - Critical Language Awareness (CLA) as a framework for research-informed teaching: Language, ideology, power. Critical Literacy as a Research Field and Teaching Practice - Theoretical foundations and research traditions of Critical Literacy.
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Research tools of Critical Discourse Analysis and their pedagogical application.
Research on the analysis of multimodal texts and the development of critical multiliteracy.
Research as a source of knowledge for language and literacy teaching
Research methods and tools: Examples from published research (e.g. case studies, ethnographic studies, experimental designs, conversation analysis).
Ethical issues in research with children and in educational contexts.
Linking research traditions with specific questions arising from teaching practice.
Reading, understanding, and critically evaluating research papers
Search for research articles in specialized databases and scientific journals.
Criteria for evaluating the quality, validity and reliability of a research.
Identification, synthesis and critical presentation of research findings.
From research to practice: Design of research-based interventions
Systematic study of case studies on the successful application of research findings from Linguistics, Literacy Teaching, and Critical Literacy in the classroom.
Challenges and facilitating factors in bridging the gap between research and practice.
Workshop: Development and presentation of lesson plans/teaching units that are explicitly grounded in specific research findings and principles of Critical Language Awareness.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person		
USE OF ICT	Teaching and learning: Slide show / Search databases of scientific journals/platforms of digital educational material Communication: Webmail / eClass		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	
TEACHING ORGANIZATION	Activity		Semester Workload (hours)
	Lectures		27
	Tutorial		12
	Literature study & analysis		20
	Implementation of a study (project)		15
	Essay writing		20
	Course total		94
EVALUATION	Type	Format	Weighting
	Intermediate written examination (mid-term)	Essay Development (1)	30%
	Written assignment / report / performance / portfolio	Design a research-informed teaching unit	60%
	Public presentation / viva examination		10%
	Description of other evaluation method: (1) Critical analysis and presentation of a research article and its pedagogical implications		

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the Eudoxus service)
Γεωργαλίδου, Μ., Σηφianού, Μ., Τσάκωνα, Β. (Επιμ.) (2014). Ανάλυση Λόγου: Θεωρία και Εφαρμογές. Νήσος.
Κωστούλη, Τ. (2021). Το γλωσσικό μάθημα σε τοπικά συγκεκριμένα. Λόγοι, Ταυτότητες, Πρακτικές. Gutenberg.
Μότσιου, Ε., Βασιλάκη, Ε., Γκανά, Ε., Κωστούλας, Α. (Επιμ.) (2021). Ιδεολογίες, Γλωσσική Επικοινωνία και Εκπαίδευση. Gutenberg.
Μπουκάλα, Σ. & Στάμου, Α. (Επιμ.) (2020). Κριτική Ανάλυση Λόγου. (Απο)δομώντας την ελληνική πραγματικότητα. Νήσος.
Other Books & Notes
Scientific journals
Scientific Articles

Other