

Doc. 300.1.2

Date: 30.6.2021

Higher Education Institution's Response

- **Higher Education Institution:**
European University Cyprus

- **Town:** Lefkosia (Nicosia)

- **Programme of study
Name (Duration, ECTS, Cycle)**

In Greek:

«Αγγλικές Σπουδές (4 έτη, 240 ECTS, Πτυχίο)»
Εξ Αποστάσεως

In English:

“English Studies (4 years, 240 ECTS, B.A.)”
E-Learning

- **Language(s) of instruction:** English
- **Programme's status:** Currently operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

The Department of Humanities at European University Cyprus expresses its sincere gratitude to the External Evaluation Committee (EEC) for the evaluation of the E-Learning BA in English Studies.

It is with great pleasure that the Department of Humanities and the School of Humanities, Social and Educational Sciences noted the positive feedback of the EEC. We appreciate its useful recommendations, which provide us with the opportunity to further improve the program's quality.

In the following pages, we respond in detail to the recommendations for improvement suggested by the EEC and provide all relevant information to explain the actions taken to ensure the program's high quality.

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

The following areas of improvement and recommendations have been identified.

- 1.1. The information presented on the website was not always consistent with the information in the application, as a result of the proposed programme change. A note might be included signaling that the information is valid only until the new programme is implemented.
- 1.2. The self-evaluation statement reports that "Following consultation with the Careers Office, employability reports for the BA in English Language and Literature are not available." This means that there was no clear information available to the committee about student career pathways.
- 1.3. One student felt that the feedback questionnaire was too detailed and took a long time to fill in. The committee suggests making it shorter with more general questions. This will ensure that more students will respond and don't suffer from 'questionnaire fatigue'.

Response by EUC

1.1. Website information

The EEC committee raised this issue during the evaluation visit too. As explained by the Vice-Rector, the University is not allowed by law to post the new curriculum before this is approved by CY.Q.A.A. The new programme will be uploaded on the website once it is approved.

1.2. Employability Reports

We would like to thank the EEC for giving us the opportunity to provide information regarding this issue. In fact, the coordinator of the programme did not have the chance to clarify this point during the visit of the EEC on 29 March 2021.

Until that day, there had only been two BA graduates. They both work as teachers of English as a Second Language in private afternoon institutes, and one of them is the owner of the institute she teaches. This information was available on the day of the visit only because the graduates had kept in touch with the programme coordinator. The Career Office did not have information about their career pathways because the two graduates had not signed a consent statement to be included in the EUC Employability Survey.

EUC conducts Employability Surveys every single year (please see for example Power Point "Employability Survey" in Appendix 1). Due to GDPR regulations, however, students must provide their written consent prior to graduation in order to be included in Employability Surveys carried out by the Career Centre.

In June 2021, the new graduates were invited to provide their consent to participate in future Employability Surveys in order for the University to track their career pathway. The Career Centre will continue to encourage graduates to give their consent and participate in the EUC Annual Employability survey.

1.3. Feedback questionnaire

A change to the format of the questionnaire, which is distributed in an online format across all subject groups, takes place following a decision by the EUC Committee of Internal Quality Assurance (CI.Q.A.). The Department will certainly suggest revisions based on the present recommendations for its next edition for Fall Semester 2021. Please note that the questionnaire is currently longer and requires more input following a revision that included issues relating to the pandemic.

2. Student – centred learning, teaching and assessment (ESG 1.3)

The following areas of improvement and recommendations have been identified.

- 2.1 Strengthening more asynchronous learning activities and students' cooperation and communication through the introduction of more peer-reviewing of students' individual work.
- 2.2. The Department may wish to consider the retention of the creative writing module (ENG303), for which there appeared to be a keen appetite among the student cohort we spoke to. One student commented how helpful this course had been in their career.
- 2.3. The Department may wish to consider anonymising examination material to ensure the blind application of grading criteria.
- 2.4. We noted that there is no thesis or long essay. The Department may wish to consider introducing this, if only as an option. This will be useful for students progressing to an MA and possibly a PhD.
- 2.5. Some courses seem overambitious in terms of the number of topics to be taught, the depth of the issues discussed, and the bibliography required.

Response by EUC

2.1. Asynchronous Learning Activities

The recommendation by the EEC committee gives us the chance to provide additional evidence on a significant aspect of our teaching mode. In fact, all courses include activities aimed at student interaction through asynchronous learning. For example, students are asked to reflect on an idea emerging from a literary text or a linguistics journal article and critically discuss it within a particular deadline. Samples of asynchronous learning activities are provided here in reference to the following literature and linguistics courses (please see Appx 2).

- LIT205 Shakespeare
- LIT355 Creative Writing
- LIT335 Nature Writing and Climate Change
- LIT210 Modern Drama
- LIT215 Critical and Cultural Theory
- LIN300 Sociolinguistics
- LIT345 African American Literature

- LIT315 The Nineteenth Century English Novel

In parallel, several courses use further peer reviewing activities. For example, students have to provide specific feedback on a particular text, linguistics journal article, literary work, etc., within a particular deadline and a particular word-limit. Then they are asked to revise their own work based on the review which was provided by their peer and which they have to critically assess before they implement their peer's review-suggestions. Please see the peer-review activities provided in courses such as the following: (Appendices 3, 4, 5, 6).

- ENL110 Advanced Academic Writing
- LIN210 The History of the English Language
- LIT355 Creative Writing
- LIT405 Women in Literature

The University will continue organizing faculty development training seminars, placing emphasis on seminars that promote the use of peer-reviewing and asynchronous learning activities during E-Learning instruction (please see Faculty development seminars section 3.2. p.8). We have also noted this suggestion from the committee and have scheduled the first Department Distance Learning Pedagogy meeting on 5 July 2021 (Time 14:00). Here follow the topics of discussion:

Agenda:

- Distance Learning Pedagogy – standardizing the Department's offering with the guidance from the VR & DEU
- Practical examples of distance learning tools that can contribute to literary and/or linguistic study. Discussion of tool discovery and development.
- Future continuous improvement practices

2.2. Creative Writing

The course, bearing the code and name LIT355 Creative Writing, has been added to the list of the Major Elective courses. The list of Major Electives now includes six (6) literature and six (6) linguistics courses from which students have to select any five (5) in order to fulfil the Major Electives requirement of 30 ECTS (5 courses by 6 ECTS). This addition to the elective courses does not affect the general curriculum structure of the programme, which remains the same. Please see the structure of the programme and the list of the Major Electives in Appendix 7. The LIT355 Syllabus and the Study Guide are available in Appendices 8 & 9, respectively.

2.3. Anonymous Exam Marking

The Department in principle does not object to anonymous exam marking. However, such a suggestion can only be implemented following an amendment of the relevant general policy and internal regulations prescribed in the university Charter.

During the current pandemic crisis, all exams are taken electronically through the Lockdown Browser Program Respondus, which does not allow for anonymous grading. Once we return to in-person exams in the examination centres, the suggestion will be considered following approval by the university Senate.

2.4. BA Thesis

We thank the committee for their recommendation to introduce an optional BA Thesis, which allows us to explain the reasons we have not included this option. The faculty has repeatedly discussed the introduction of an optional thesis over the last few years during its Program Evaluation Review (PER) procedure. These discussions have led to the conclusion that as the programme is designed, it already requires an increased number of research-based essays. Through the writing of these essays, students acquire the necessary research and writing skills that adequately equip them for post-graduate studies. In more specifically, this means that an average student has to submit more than forty (40) research-based essays to complete the programme; namely students on this programme have to submit about thirty five (35) essays for the core requirement courses (28 courses) and about eight (8) for the major elective courses (5 courses).

These research essays focus on various literature and linguistics topics with the length of each assignment ranging from 1000 to 3000 words. They require searching for bibliographical sources, citing data, adopting a documentation system, and following appropriate essay structure and development. Please see also sections 8.1. and 8.3 on research training further down.

2.5. Overambitious Courses

We would like to thank the EEC for its recommendation. In order to address this, the faculty has revised some course Syllabi and Study Guides by decreasing the topics taught, the depth of the issues and the bibliography required. Appendices 10, 11, 12, 13 & 14 present samples of such revisions.

a) LIN210 The History of English (Appx 10): The Syllabus has now been narrowed down to reflect the content of the Study Guide.

b) LIN230 Applied Linguistics (Appendices 11 & 12): The Syllabus and the Study Guide have now been revised. Minor parts of the content have been removed and the weekly introductory remarks have been condensed. There has also been an effort to maintain only one reading under supplementary sources/material.

c) LIN355 Interculturalism in Second Language Teaching (Appendices 13 & 14): Both the Syllabus and the Study Guide have been revised.

The Study Guide is a living document that the instructor modifies and updates every semester. The faculty takes into consideration the Committee's comment that praises the Study Guides recognizing that "Very detailed study guides for all the courses are provided, so that students know exactly what they can expect from a course" (please see Report, Strengths p.14).

3. Teaching staff

(ESG 1.5)

The following areas of improvement and recommendations have been identified.

- 3.1.** The Committee is concerned about the number of non-permanent staff teaching linguistics courses. The Faculty might consider appointing more permanent staff.
- 3.2.** The pedagogical aspects of technology are most important and it must always be the main focus in courses and training offered. Now that training courses and support offered to the teaching staff have accomplished technological know-how, training may focus more on how learning interacts with technology.
- 3.3.** Staff can take sabbatical leave, every seven years. The exact details of the sabbatical scheme were not very clear. This scheme could be improved to a more frequent leave arrangement.
- 3.4.** Given that this is a degree programme designed for distance learning, more stress might be placed on the university's online presence, e.g. on social media, and on opportunities for public engagement activities (podcasts, webinars).

EUC Response

3.1. Non-permanent staff

In view of the relatively small number of students enrolled on the program, it is currently not feasible to hire a full-time linguistics instructor. Instead, the university will be offering part-time contracts automatically renewable every semester to cover linguistics courses on the programme.

The part-time Scientific Collaborators teaching on the BA are highly qualified Ph.D. holders and provide excellent instruction to our students. Non-permanent members of staff have to undergo a rigorous hiring process. Following a close screening of the applications and the credentials submitted to the University, applicants have to deliver a demonstration lecture and give an interview before the hiring committee that consists of three members of permanent staff teaching on the programme.

One of the advantages of an E-Learning program of study is in fact that instructors do not have to be physically present in Cyprus, which allows us to select the most qualified Scientific Collaborators from a pool of applicants not restricted to Cyprus but also from other (European) countries such as currently from Greece, the UK and Germany. These staff members are usually young and enthusiastic academics who bring new knowledge to the Department and become good collaborators with permanent faculty members.

3.2. Training on Pedagogical Aspects of Technology

Every semester the Office of the Vice-Rector of Academic Affairs organizes training seminars aimed at faculty development. The programmes of faculty development seminars for the Fall 2020, the Spring 2021 and the Fall 2021 (Preliminary programme) are provided (Appendices 15, 16, 17 respectively). They include topics that address the committee's suggestions, e.g.

- Interactive activities in online and distance education teaching and learning
- Preparing for your Courses and your Course Outline
- Pedagogical Approaches to Online Teaching and Learning
- Designing an online course: Tools and practices
- Assessment in online teaching

Following the EEC recommendation, the Department will request the organization of additional seminars on asynchronous learning and peer review activities on distance education teaching. Please see more details further down, section 5.1.

3.3. Sabbatical Leave

The Sabbatical Leave scheme applies to all faculty at the University. The regulations for sabbatical leave are based on the decision of the 73rd Senate, 22 May 2020. The sabbatical leave scheme aims at encouraging faculty members to engage in scholarly research and international networking, and it is granted with full remuneration. Sabbatical leave is granted for planned travel study, formal education, research, writing of papers, monographs and books or other experience of academic value. At the end of the Sabbatical period, the faculty member must submit a detailed report on the research activities performed under that period. Please see Appendix 18 for a full description of the sabbatical scheme.

3.4. University's Online Presence.

The coordinator and co-coordinator have already offered webinars to inform prospective students about the BA programme. New webinars are planned for the summer 2021. A Facebook account has already been in place for "Cadences, A Journal of Literature and the Arts in Cyprus" <https://www.facebook.com/groups/150885271678609>

In parallel, the Department of Marketing and Communication of EUC promotes the programme in several ways that involve the following:

1. Sales promotion events such as fairs (Cyprus and Overseas), school presentations
2. University road trips and digital presentations covering all the schools and departments of the university
3. Press releases of department events/awards/initiative
4. University Website
5. Content articles on DEU that include reference to the programs
6. Search and FB campaigns. See link of landing pages <http://study.euc.ac.cy/online-english-language-en/>



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



eqar /// enqa.

4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations

We do not have any suggestions here.

5. Learning resources and student support (ESG 1.6)

- 5.1. Educational technology is changing very fast; therefore a plan for recurring revisions of the use of technology as well as of the curricula and teaching is necessary.
- 5.2. If materials are not available from the library, teachers should ensure that students can obtain the required texts for particular courses in time (before the course starts) and at a reasonable cost.

Response by EUC

5.1. Revisions on the Use of Technology

As mentioned above (section 3.2.), every semester the Office of the Vice-Rector of Academic Affairs organizes training seminars aimed at faculty development. The programmes of faculty development seminars for the Fall 2020, the Spring 2021 and the preliminary programme for the Fall 2021 are provided in this document (Appendices 15, 16, &17 respectively). They include topics that address the committee's suggestions, e.g.

- Interactive activities in online and distance education teaching and learning
- Preparing for your Courses and your Course Outline
- Pedagogical Approaches to Online Teaching and Learning
- Designing an online course: Tools and practices
- Assessment in online teaching

Following the EEC recommendation, the Department will request the organization of additional seminars on asynchronous learning and peer review activities on distance education teaching.

In fact, the University through its Faculty Development Program (offered by the C.I.Q.A. Faculty Development Standing Committee) organizes and delivers various seminars on a semester basis on issues pertaining to teaching and learning, and research in higher education, which emerge through feedback and needs identified by academic staff, as well as in the context of current needs and developments, such as those brought about by the pandemic (Please see Faculty Development Programmes above).

At European University Cyprus, Academic staff professional development is not considered an optional or occasional activity. Regular participation in professional development activities is an expectation for all. Professional development and learning is expected to promote continuous, career-long growth based upon not only the trial and error of experience, but also theory, research, and professional collaboration with colleagues. The understanding of instructional concepts and teaching processes can be expanded and deepened via professional development. It is an action, process, and way of thinking and as such it constitutes serious, complex intellectual work. It thus requires regular reflection and exposure to new ideas and information that are inherently a part of good professional development activities.

Moreover, professional development activities are expected to connect instructors across disciplines and career stages, serving to create a pedagogical community within the University. Professional development provides opportunities to learn about learning, about teaching, about students, and about themselves. EUC has, therefore, established three (3) academic staff professional development schemes organized, offered, evaluated and revised by the Office of the Vice-Rector of Academic Affairs.

The University through its Faculty Development Program (offered by the C.I.Q.A. Faculty Development Standing Committee) organizes and delivers various seminars on a semester basis on issues pertaining to teaching and learning, and research in higher education which emerge through feedback and needs identified by academic staff, as well as in the context of current needs and developments such as those brought by the pandemic. Seminars provided during the current academic year have aimed to support staff both in their teaching, particularly in the extreme circumstances brought by the current pandemic, as well as their research through the offering of various seminars on teaching and learning in online environments.

Seminars planned for the next academic year will involve the offering, as usual, of both compulsory and optional seminars. Compulsory seminars are addressed to newly hired staff (both full-time and part-time) and optional are addressed to all staff members. They are strongly encouraged to attend and, as previous experience has shown, they do so, for there is an established University culture that values continuous education and professional development.

Finally, in an effort to better address more programme- and discipline-specific needs in the various scientific fields, Schools and Departments are to organize and offer on a semester basis in-house professional development seminars catered to their needs so as to support the creation of a learning and research community within their Departments and Schools through the exchange of best practices as well as recent scientific developments in their respective fields (an example of such activity, is the organization of a seminar to explore best practices for online interactive activities during online teaching in light of Covid -19).

5.2. Availability of Textbooks

Each instructor uploads the course outline on Blackboard one week before classes begin. The course outline includes the main textbook and /or other required sources that the students are recommended to buy or consult. The students can normally acquire their textbooks within 7-10 days. Since March 2020, however, the spread of the pandemic has created serious delays in the delivery of sources to the students. We have therefore switched to using available online resources from OpenAthens and textbooks available as e-books. Textbooks only available as printed copies are scheduled to be taught later in the semester.



6. Additional for doctoral programmes
(ALL ESG)

N/A



7. Eligibility (Joint programme) (ALL ESG)

N/A

B. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

- 8.1. The Department of Humanities offers an attractive, innovative BA in English Studies with components covering many aspects of literature, culture and language.

The BA programme does not offer the option to students to write a dissertation. This puts students who wish to progress to MA level and beyond at a disadvantage. The department may wish to explore this and other ways in which students can be encouraged to be actively involved in research.

- 8.2. The programme does not include a special module dedicated to practical training or any kind of teaching internships. If this degree is meant to be a teaching qualification in itself, it should perhaps include a stronger practical component.

- 8.3. With a little ingenuity, research training or other vocational aspects might be introduced into undergraduate modules in ways that constitute pathways to postgraduate study, for students keen to follow that path.

- 8.4. There is some concern that a fairly large proportion of the provision for language/linguistics courses is offered by non-permanent staff.

- 8.5. From our conversations with staff, administrators, and students we conclude that the Department made a successful transition to a DL environment. Staff feel that they are well-supported in their teaching by the university.

There are very good courses and training focusing on the specificities of e-learning. Still, the pedagogical and not the technical aspects of technology are the most important, and they must always be the main focus in courses and training offered. The BA programme is compatible with e-learning pedagogy, but it is important to continue focusing on asynchronous learning activities on students' cooperating and communicating through the introduction of more peer-reviewing of individual course work.

- 8.6. Support for students on the course is excellent in every respect. Students reported that teachers responded quickly to any issues they faced.

The committee was not given the chance to look at students' work so we were not able to form a view of the quality of their work.

Response by EUC

8.1. BA Dissertation

As indicated above (section 2.4.), this programme requires an increased number of research-based essays. The number of these essays exceeds forty (40) essays for a typical student who completes the programme. It is estimated that each student has to submit about thirty-five (35) research essays for the core requirement courses (28 courses) and about eight (8) for the major elective courses (5 courses).

These research-based essays focus on various literature and linguistics topics, and the length of each assignment ranges from 1000 to 3000 words. They require searching for bibliographical sources, citing data, adopting a documentation system, and following appropriate essay structure and development.

In parallel, we note the Committee's concerns that students may need additional encouragement and opportunities to take part in research activities. We already have students engaged in some of the Department's research activities (for instance, literature students have previously presented at Cypriot academic conferences, and creative writing students have contributed to journals in Cyprus and abroad).

However, we agree that we should consider additional ways of getting the students involved in research activities. With that in mind, the faculty has decided to share their research with undergraduate students and to offer them the option of contributing to that research, including participation in funded research programmes in which members of the Department are involved. Through these activities, students aiming at post-graduate studies will have the chance to participate in conducting academic research, to understand how advanced research methodologies are implemented and finally be actively involved in research. In parallel, in our review of community building activities in the Fall 2021, we will make this an essential element of the discussion, and look at the possibility of organizing an undergraduate student conference on an ongoing basis as of Summer 2022.

8.2. Practical Training/Teaching internship

The Department recognises the need for students to have practical training. For this reason, we have decided to prepare students for teaching by implementing teaching practicum activities within the framework of particular courses. These practicum activities have been adopted in place of an internship due to the fact that students enrolled in the programme live in different countries (e.g. Italy, Turkey, Greece), a fact that cannot guarantee the quality of supervising practical training or internship.

The teaching practicum activities are delivered via Blackboard Collaborate and they involve, for instance, having students prepare a micro-teaching seminar, design a 45-minute lesson on a grammatical phenomenon or a group of lexis, design and adapt educational principles material and assessment practices, and teach language on the principles of game-based language teaching. Please see below examples of such vocational aspect activities required in the following courses

- LIN315 Teaching Methodology in ESL (Appx 19)

- LIN355 Interculturalism in Second Language Teaching (Appx 20)
- LIN375 Teaching Young Learners (Appx 21)
- LIN380 Technology on Second Language Learning (Appx 22)

8.3. Research Training

The programme includes LIT110 Advanced Academic Writing, which is a mandatory course on research-based essay writing. In particular, Week 5 focuses on research and effective use of quotations (please see Appx 23). Moreover, instructors in individual courses provide students with guidance as to how to write a research-based essay depending on the topic and the methodology adopted in particular research papers. An example taken from the course LIN300 Sociolinguistics is provided here. The assignment topics are followed by guidance on the structure of the paper and the documentation system to be used (please see Appx. 24). Finally, as mentioned above (section 8.1.), students have already been involved in some of the Department's research activities, but they will have the opportunity to contribute to department faculty members' research, including participation in funded research programmes.

8.4. Non-permanent Staff

As explained above, in view of the relatively small number of students enrolled on the program it is currently not feasible to hire a full-time linguistics instructor. Instead, the university will be offering in a continuous format part-time contracts automatically renewable every semester to cover linguistics courses on the program.

The part-time Scientific Collaborators teaching on the BA are highly qualified holders of a PhD degree, and provide excellent instruction to our students. Non-permanent members of staff have to undergo a rigorous hiring process. Following a close screening of the applications and the credentials submitted to the university, applicants have to present a demonstration lecture and an interview before the hiring committee which consists of three members of permanent staff teaching on the programme.

These staff members are usually young and enthusiastic academics who bring new knowledge to the Department and become good collaborators with permanent faculty members.

8.5. Pedagogical and Technical Aspects of Technology - Faculty Development Training Seminars

As explained in more detail above (section 5.1), every semester the Office of the Vice-Rector of Academic Affairs organizes training seminars aimed at faculty development. The programmes of faculty development seminars for the Fall 2020, the Spring 2021 and the preliminary programme for the Fall 2021 are provided in this document (please see Appendices 15, 16 & 17, respectively). They include topics that address the committee's suggestions, e.g.

- Interactive activities in online and distance education teaching and learning
- Preparing for your Courses and your Course Outline
- Pedagogical Approaches to Online Teaching and Learning
- Designing an online course: Tools and practices

- Assessment in online teaching

Following the EEC recommendation, the Department will request the organization of additional seminars on asynchronous learning and peer review activities on distance education teaching.

8.6. Sharing students' work

Student work was made available for the Committee as is standard practice in preparing for CyQAA visits. This work was not requested during the visit, but it remains on file for request by CyQAA as per the regulations.

In closing, the Department of Humanities would like to express its sincerest gratitude for the EEC's productive discussions and suggestions about the E-Learning BA in English Studies. This review process was a positive and enriching experience that provided us with useful input on how to further improve the quality of the programme. In response to the report, we have carefully reviewed the findings, strengths and areas of improvement indicated by the EEC and have provided a detailed reply to each item. Having taken the EEC's comments and suggestions into consideration, we are confident that the programme now addresses all requirements corresponding to international academic standards of a BA in English Studies.

6. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dimitra Karoulla-Vrikki	Programme Coordinator Associate Professor of Linguistics Department of Humanities	
Dr. Stavros Karayannis	Chairperson Department of Humanities	
Prof. Marios Vryonides	Dean School of Humanities, Social and Education Sciences	

Date: 30 June 2021

APPENDIX 1

EUC EMPLOYABILITY SURVEY



European University Cyprus Employability Survey Results

April 2020

Contents

Topic	Topic	Topic
<u>Methodology</u>	<u>Comparison of Length of Time to Find Employment by Academic Year</u>	<u>Average Gross Monthly Salary by Occupation</u>
<u>Universe and Sample Size</u>	<u>Occupation Classification by Major Groups</u>	<u>Average Gross Monthly Salary by Degree</u>
<u>Sample Structure</u>	<u>Detailed Analysis of Occupation</u>	<u>Enrolment in Postgraduate Studies</u>
<u>Employment Status</u>	<u>Occupation Classification Level</u>	<u>Universities they are Currently Attending for Postgraduate Studies</u>
<u>Comparison of Employment Status by Academic Year</u>	<u>Duration of Employment in Current Position</u>	<u>Universities in which they Plan to Enrol for Postgraduate Studies</u>
<u>Analysis of Unemployment Rate</u>	<u>Relatedness of Occupation and Program of Study</u>	<u>Reasons for not Selecting EUC for Postgraduate Studies</u>
<u>Reasons for Not Currently Working and Real Unemployment Rate</u>	<u>Comparison of Relatedness of Occupation by Academic Year</u>	<u>Participation in a Start-Up</u>
<u>Employment Status by Program of Study</u>	<u>Employment by Major Sectors</u>	<u>Contacting the Career Centre for Assistance</u>
<u>Full and Part Time Employment</u>	<u>Employment by Economic Activity Classification</u>	<u>Getting the Support they were Looking for from the Career Centre</u>
<u>Comparison of Full and Part Time Employment by Academic Year</u>	<u>Breakdown of Employment by Economic Activity</u>	<u>Satisfaction with EUC</u>
<u>Self and Paid Employment</u>	<u>Gross Monthly Salary</u>	<u>Comparison of Satisfaction with EUC by Academic Year</u>
<u>Length of Time to Find Employment after they Started their Job Search</u>	<u>Average Gross Monthly Salary</u>	<u>Main Findings</u>

Time Frame

Data collection run through the 6/2 - to 16/3 2020. The survey was temporarily suspended due to the current crisis and will resume immediately after the Government withdraws the lockdown measures

Sample Size and Characteristics

A total of 462 effective interviews were conducted amongst 615¹ EUC's alumni who have consented to participate in surveys. The response rate is 75%.

Data Collection method

The interviews were conducted by telephone, using a structured questionnaire

Questionnaire

The structured questionnaire comprised 23 questions. The average length of interview was 11 minutes.

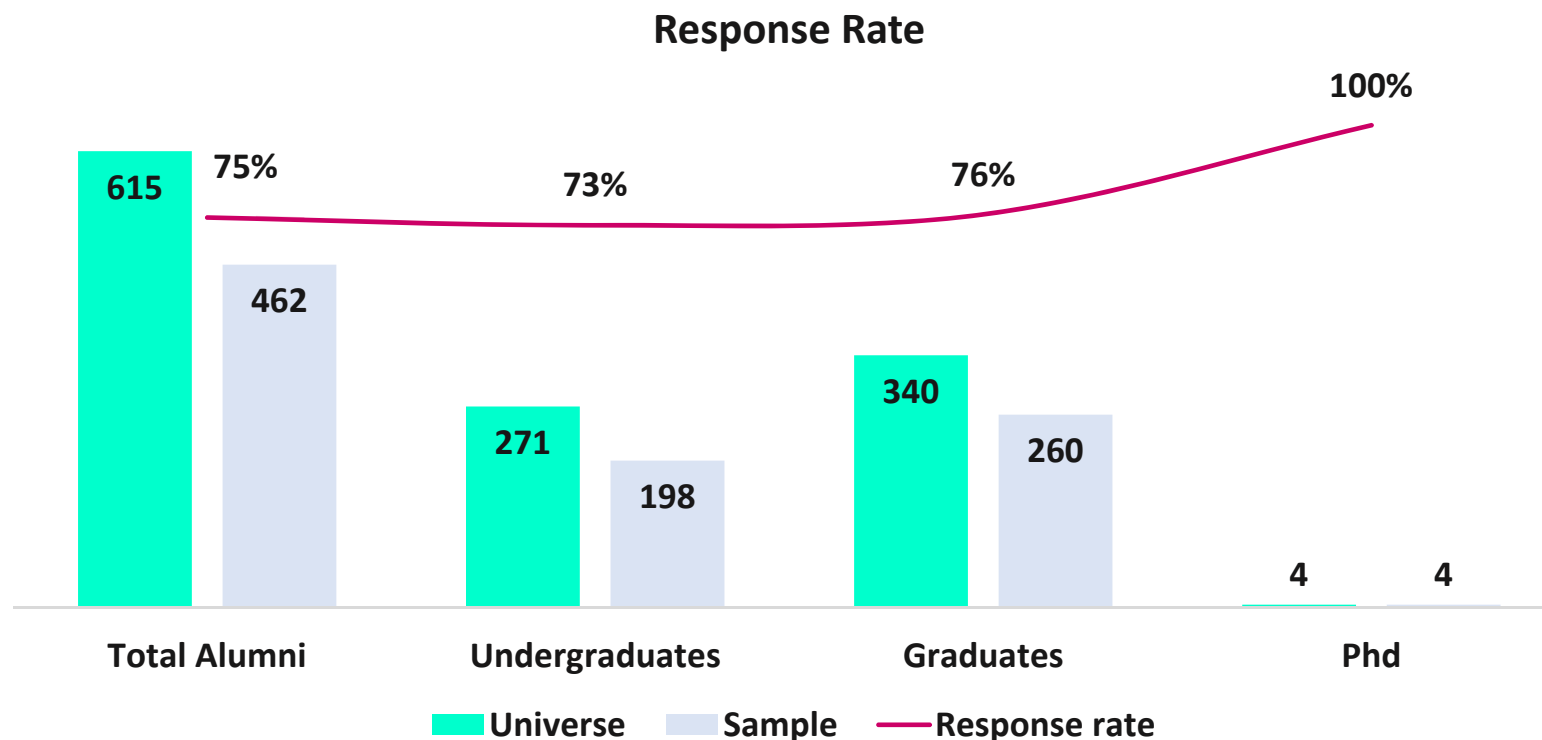
Confidence Interval

The sample error at the 95% confidence interval is $\pm 2,3$

Note 1: Includes alumni with valid contact details

Universe and Sample Size

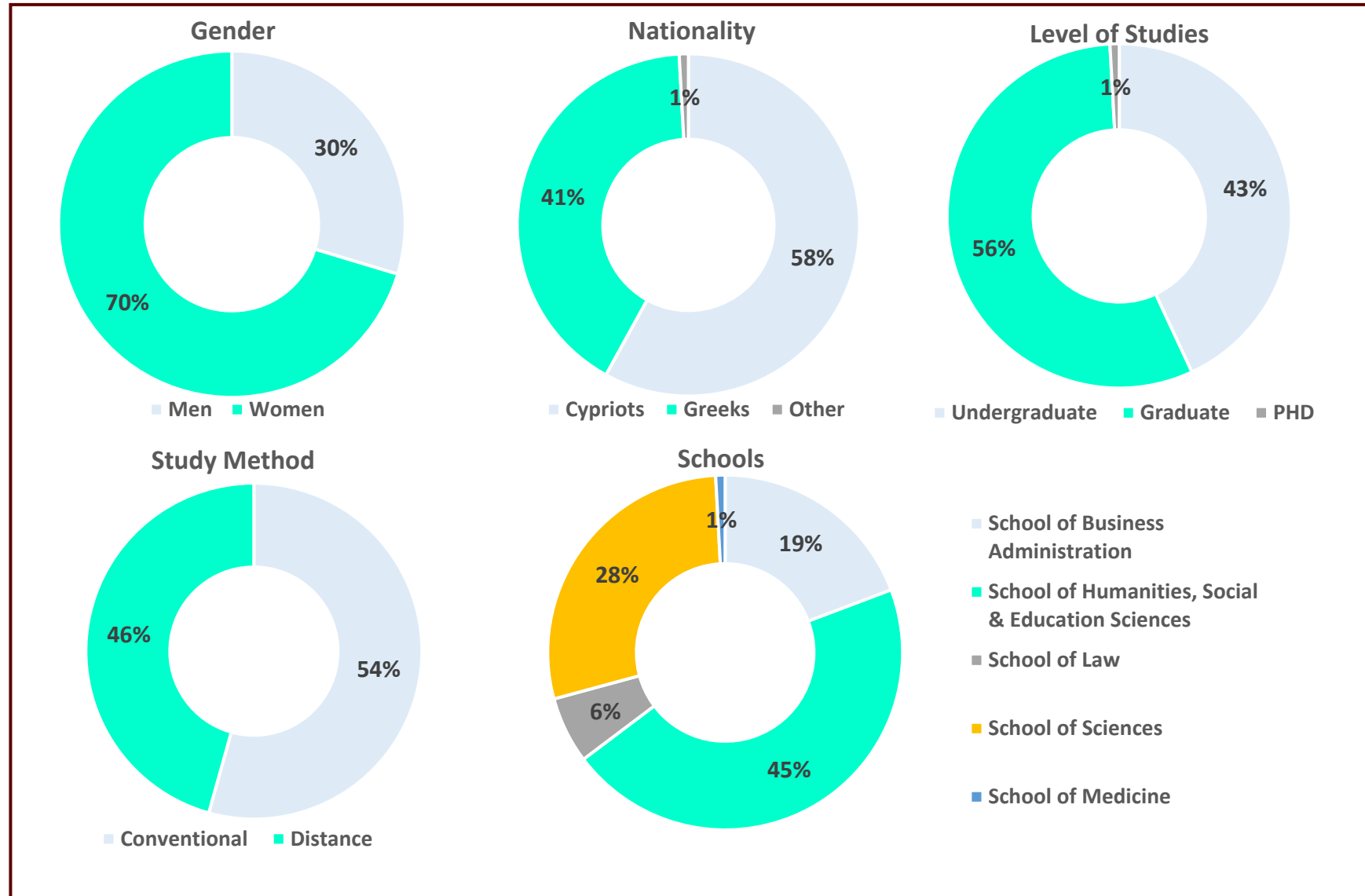
N=462



Analysis of Response/Non Response Rate		Total Alumni	Undergraduates	Graduates	PhD
Response Rate		75%	73%	76%	100%
Refusals		9%	7%	10%	-
Temporarily out of scope units (ringed-no answer yet)		16%	20%	14%	-

Sample Structure

N=462

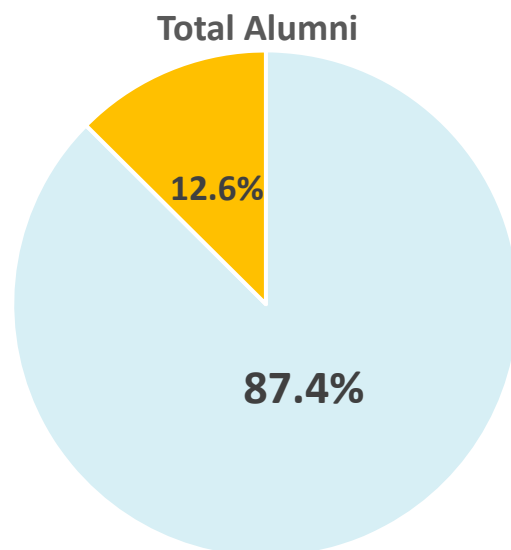


I. Employment and Unemployment Rate

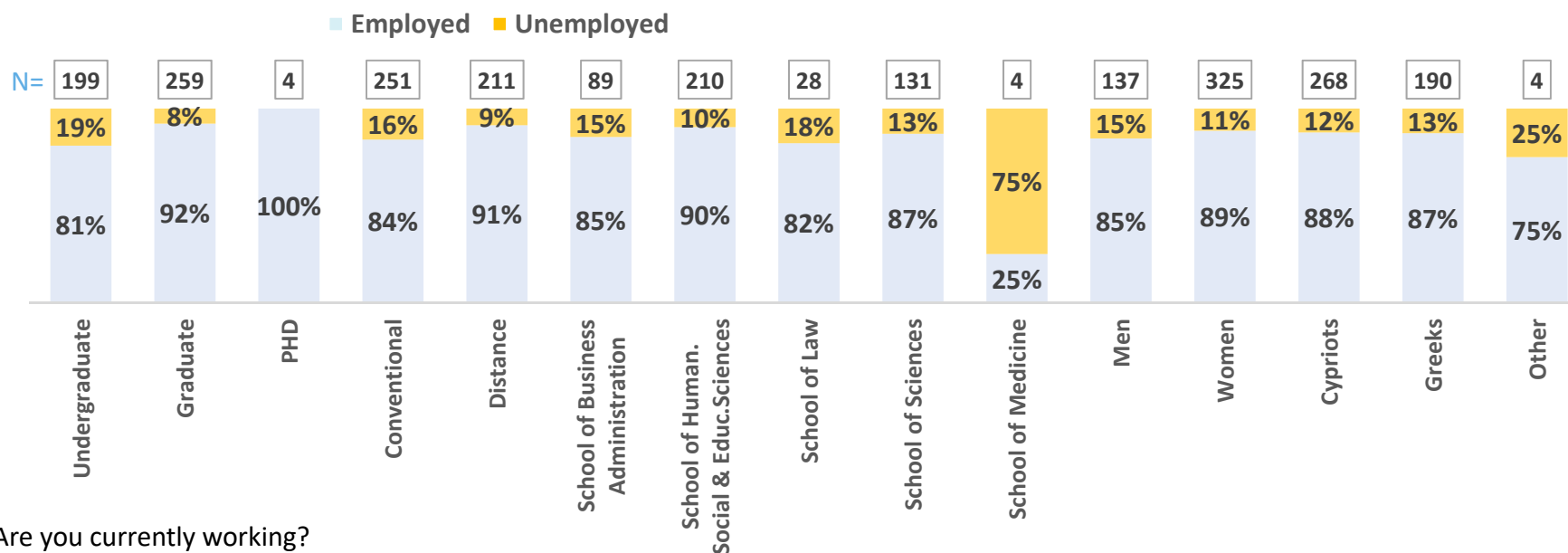


Employment Status

N=462



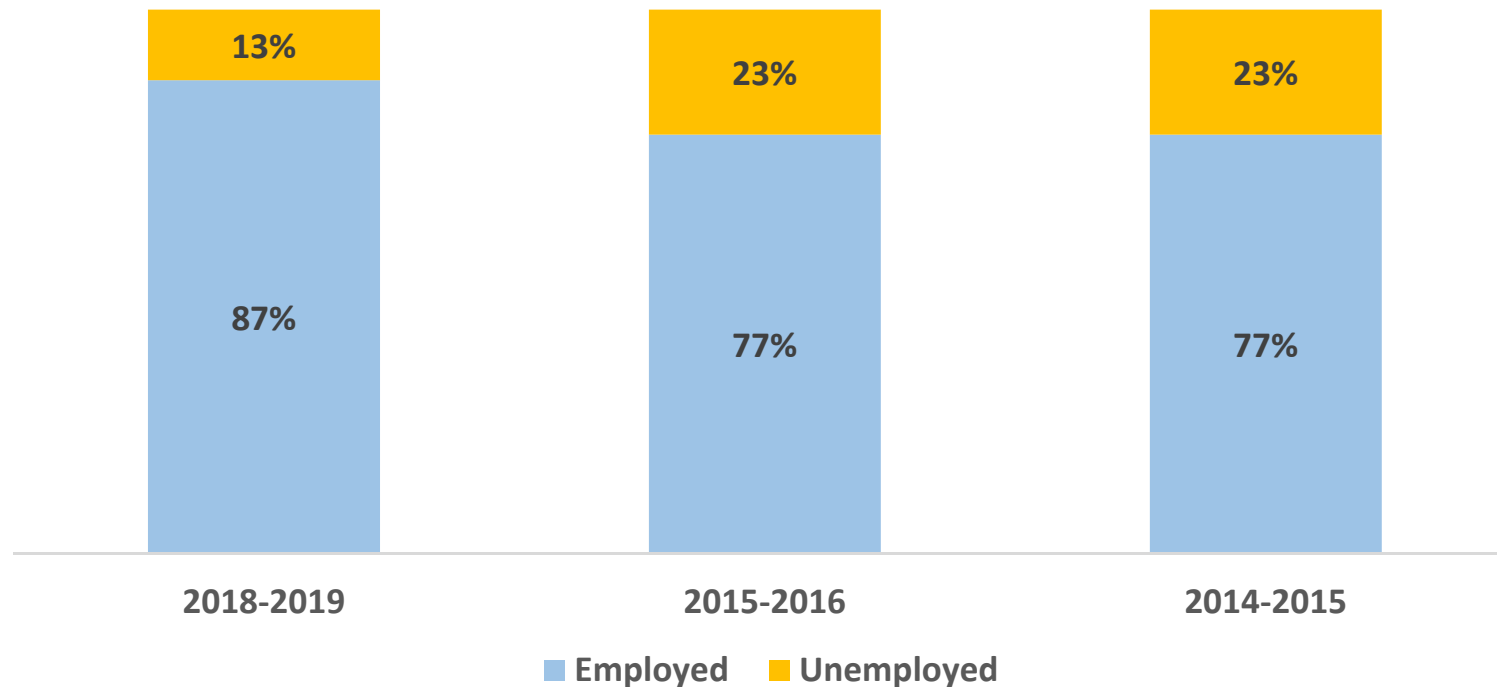
Employment rate for EUC's 2018-2019 alumni is 87%. A higher employment rate is observed among graduates (92%), distance learning graduates (91%), graduates of the School of Humanities, Social & Education Sciences (90%) and women (89%).



Are you currently working?

Comparison of Employment Status by Academic Year

Comparison of employment status by academic year

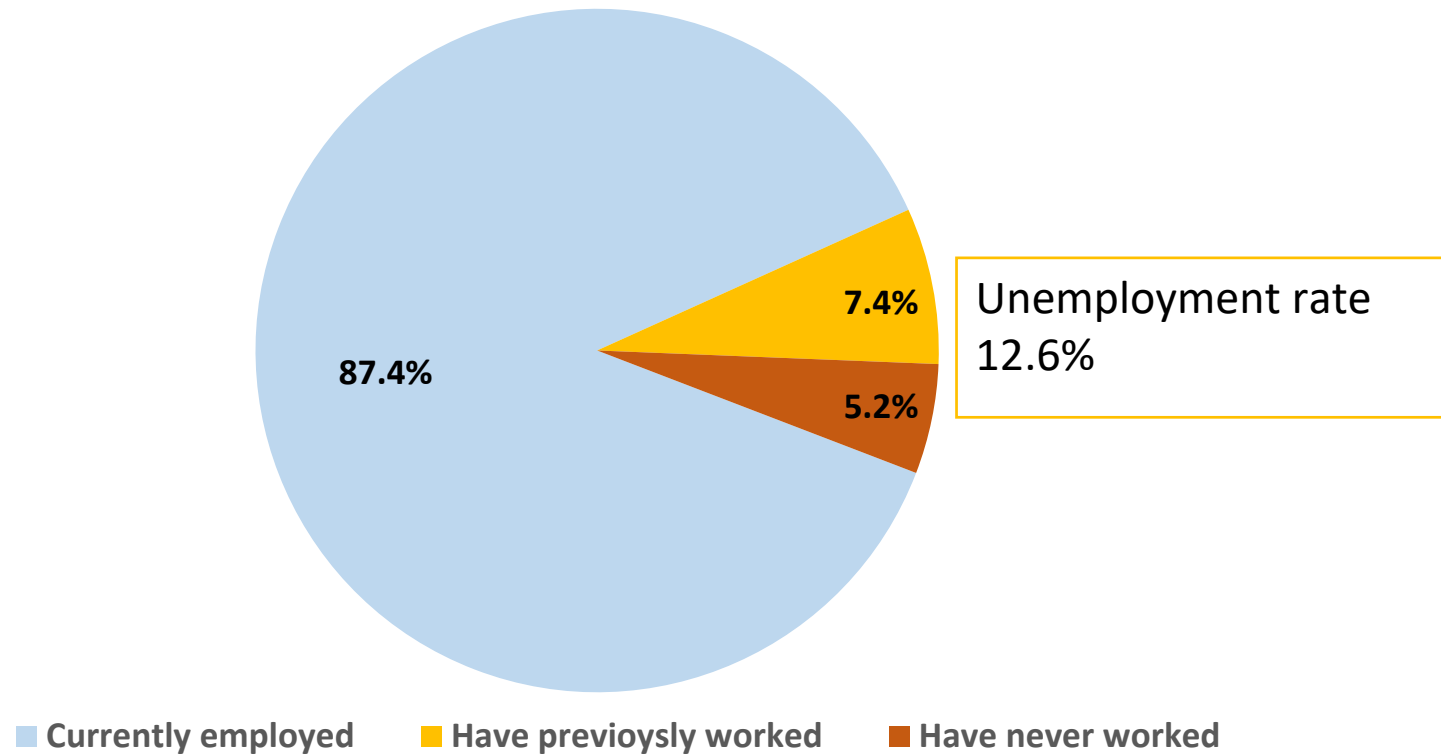


The employment rate for EUC alumni increased by ten points to 87% in 2018-2019, compared to 77% for 2015-16 and 2014-2015.

Analysis of Unemployment Rate

N=462

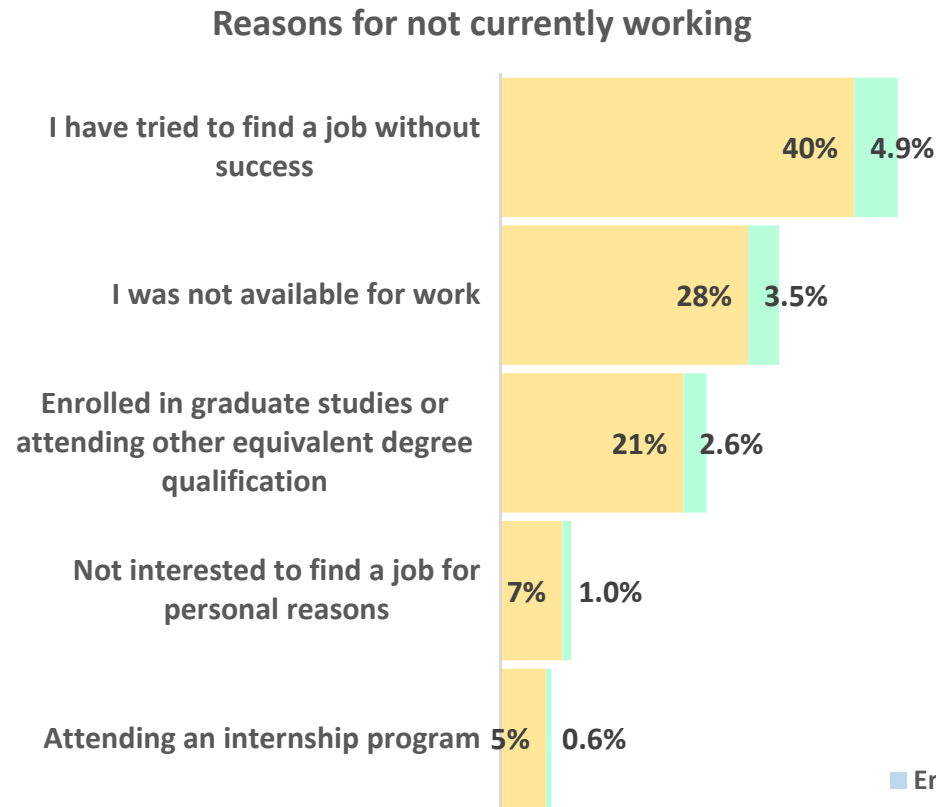
Analysis of unemployment Rate



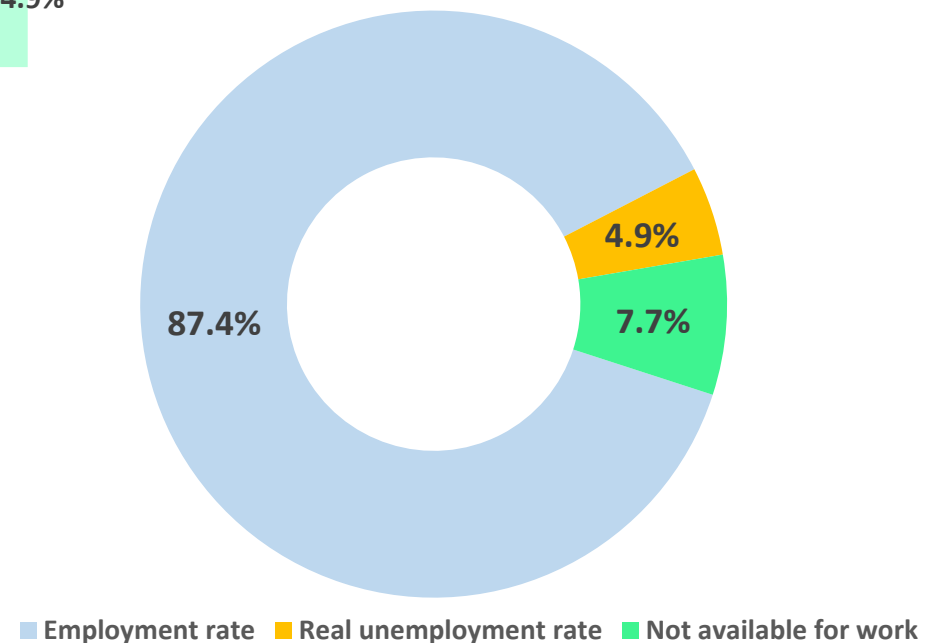
The employment rate of EUC graduates is 87.4%. The overall unemployment rate is 12.6%, distributed at 7.4% for those who have worked in the past and 5.2% for graduates who have never worked.

Did you work in the past?

Reasons for Not Currently Working and Real Unemployment Rate



Employment and real unemployment rate N=462



■ Currently unemployed (N=58) ■ % on total alumni (N=462)

Forty percent of EUC's unemployed graduates have tried to find a job without success. The corresponding figure for the total number of alumni is 4.9%, and this number represents the real unemployment rate among EUC's graduates. The remaining graduates who are not currently working do not fall into the unemployment category definition since they were not actively looking for work for various personal reasons or due to participation in postgraduate studies or internship programs.

Which of the following statement applies to you?

I. Employed Graduates



Employment Status by Program of Study



European
University Cyprus

N=462

Programs of Study	N	Employed	Not Employed
Accounting (4 years, Bachelor)	15	14	1
Business Studies (4 years, Bachelor)	11	10	1
Διοίκηση Επιχειρήσεων (4 Έτη, Πτυχίο)	14	10	4
Economics (4 years, Bachelor)	1	1	-
Energy Resources Management [Oil & Gas] (4 Years, Bachelor)	1	1	-
Hotel,Tourism&Events Mgt.(4 years,Bachelor)	5	3	2
Management (4 years, Bachelor)	1	-	1
Management and Leadership (4 years, Bachelor)	2	1	1
Marketing Communications & Social Media (4 years, Bachelor)	1	1	-
Sports Management(4 Years,Bachelor)	1	1	-
Business Administration (18 months,Master)	3	3	-
Business Administration (2 years,Master)	8	8	-
Διοίκηση Επιχειρήσεων (18 μήνες,Μεταπτ.)	1	1	-
Διοίκηση Επιχειρήσεων-Εξ Αποστάσεως (18 μήνες,Μεταπτυχιακό)	9	8	1
Master in Business Administration-Distance Education (18 months, Master)	6	5	1
(DEU) Business Administration-Distance Education (2 years,Master)	9	8	1
English Language & Literature(4 Years, Bachelor)	2	1	1
Graphic Design (4 years, Bachelor)	3	2	1
Νηπιαγωγικά (4 Έτη, Πτυχίο)	10	9	1
Music (4 Years, Bachelor)	2	2	-
Εικαστικές Τέχνες στην Εκπαίδευση (Μεταπτ.)	2	2	-
Επαγγελματικός Προσανατολισμός και Συμβουλευτική (18 Μήνες, Μεταπτυχιακό)	2	1	1
(DEU) Επαγγελματικός Προσανατολισμός και Συμβουλευτική-Εξ Αποστάσεως (18 Μήνες Μεταπτυχιακό)	10	10	-
Επιστήμες της Αγ.:Ειδική(Ενιαία) Εκπ.(Master)	2	2	-
ΕΠΙΣ.ΤΗΣ ΑΓΩΓΗΣ- ΕΙΔΙΚΗ (ΕΝΙΑΙΑ) ΕΚΠΑΙΔΕΥΣΗ-ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝΕΣ ΜΕΤΑΠΤ)	96	86	10

Employment Status by Program of Study European University Cyprus

N=462

Programs of Study	N	Employed	Not Employed
(DEU) Επιστ.της Αγωγής: Εκπαιδευτική διοίκηση & Ηγεσία-Εξ Αποστάσεως (18 Μήν.Μεταπτ)	3	3	-
ΕΠΙΣ.ΤΗΣ ΑΓΩΓΗΣ - ΕΚΠΑΙΔΕΥΤΙΚΗ ΗΓΕΣΙΑ - ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝΕΣ, ΜΕΤΑΠΤΥΧΙΑΚΟ)	23	23	-
ΕΠΙΣ.ΤΗΣ ΑΓΩΓΗΣ - ΠΡΩΤΗ ΑΓΩΓΗ ΚΑΙ ΕΚΠΑΙΔΕΥΣΗ- ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝ. ΜΕΤΑΠΤ.)	7	6	1
ΕΠΙΣ.ΤΗΣ ΑΓΩΓΗΣ - ΤΕΧΝΟΛΟΓΙΕΣ ΜΑΘΗΣΗΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΑΣ- ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝΕΣ ΜΕΤΑΠΤΥΧΙΑΚΟ)	9	8	1
(DEU) English Language and Literature-Distance Education (18 months, Master)	1	1	-
(DEU) Music Education-Distance Education (18 Months, Master)	4	4	-
(DEU) Public Administration-Distance Education (18 Months,Master)	14	12	2
PhD Education Sciences	2	2	-
Ψυχολογία (4 Έτη, Πτυχίο)	9	7	2
(DEU) Ψυχολογία-Εξ Αποστάσεως (4 Έτη, Πτυχίο)	3	3	-
Clinical Psychology (2 years, Master)	3	3	-
Counseling Psychology (2 years, Master)	1	1	-
Law (LLB), (4 Years, Bachelor)	15	13	2
Νομική (LLB), Κατευθ. Ελληνικού Δικαίου (4 Έτη, Πτυχίο)	6	3	3
Δημόσιο Δίκαιο (18 Μήνες, LLM)	2	2	-
Διεθνές Εμπορικό Δίκαιο (18 Μήνες, LLM)	5	5	-
Medicine (6 years, Doctor of Medicine)	4	1	3
Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	12	11	1
Ακτινοδιαγνωστική-Ακτινοθερ. (4 Έτη,Πτυχίο)	7	4	3
Βιολογικές Επ.:Γενική Βιολογία(4 Έτη,Πτυχίο)	4	2	2
Βιολογ. Επιστ.:Γενική Μικροβιολογία(4 Έτη,Πτυχίο)	2	2	-
Computer Engineering (4 years, Bachelor)	3	2	1
Computer Science (4 years, Bachelor)	7	7	-
Information Syst. (Web Technol.) (4 years, Bachelor)	3	2	1
Computer Science (18 Months, Master)	1	1	-

Employment Status by Program of Study

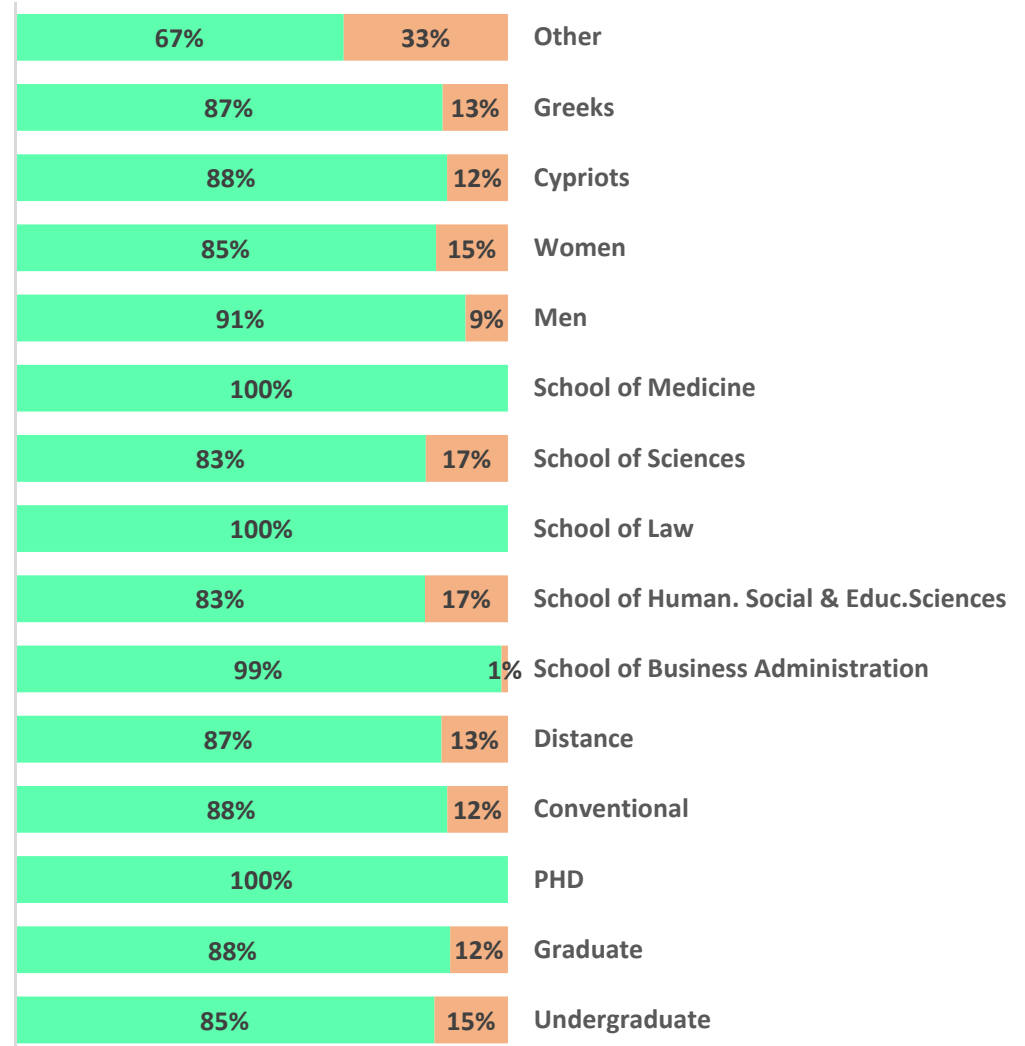
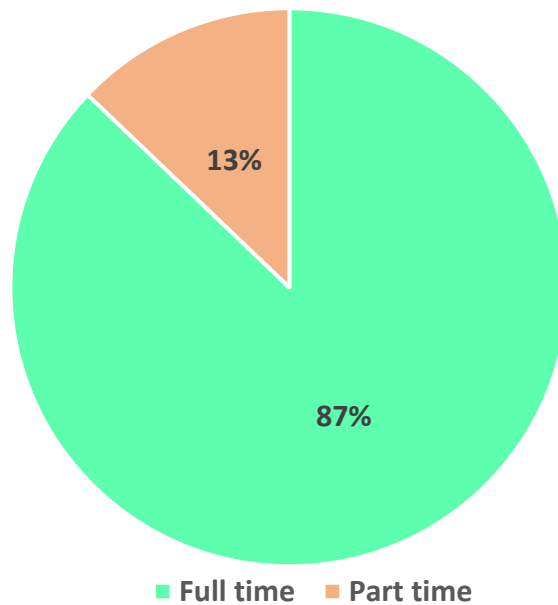
N=462

Programs of Study	N	Employed	Not Employed
Cybersecurity (18 months, Master)	1	-	1
Information Systems (18 months, Master of Sciences)	1	1	-
(DEU) Information Systems-Distance Education (18 months, Master of Sciences)	1	1	-
Διατροφή & Διαιτολογία (4 Έτη, Πτυχίο)	5	4	1
Εφαρμοσμένη Διατροφή & Διαιτολογία (Διατροφή και Άσκηση) (18 Μήνες, Μεταπτυχιακό)	2	2	-
Εφαρμοσμένη Διατροφή & Διαιτολογία (Κλινική Διαιτολογία) (18 Μήνες, Μεταπτυχιακό)	4	4	-
Εργοθεραπεία (4 Έτη, Πτυχίο)	8	8	-
Λογοθεραπεία (4 Έτη, Πτυχίο)	11	7	4
Λογοπαθολογία (18 Μήνες, Μεταπτυχιακό)	1	1	-
Μαθηματικά (4 Έτη, Πτυχίο)	2	2	-
Νοσηλευτική (4 Έτη, Πτυχίο)	9	8	1
Νοσηλευτική (Κοινωνική) (18 Μήνες, Μεταπτυχιακό)	2	2	-
Νοσηλευτική (Ψυχιατρική- Ψυχική Υγεία) (18 Μήνες, Μεταπτυχιακό)	1	1	-
Μαιευτική (18 Μήνες, Μεταπτυχιακό)	1	1	-
(DEU) Δημόσια Υγεία-Εξ Αποστάσεως (18 Μήνες, Master)	16	15	1
PhD Public Health	1	1	-
Γεροντολογία (18 Μήνες, Μεταπτυχιακό)	1	1	-
Occupational Safety & Health (18 Months, Master)	5	5	-
PhD Occupational Safety & Health	1	1	-
Social Work (4 Years, Bachelor)	3	3	-
Φαρμακευτική (5 Έτη, Πτυχίο)	4	4	-
Φυσικοθεραπεία (4 Έτη, Πτυχίο)	12	11	1
Αθλητική Φυσικοθεραπεία (18 Months, Master)	2	2	-
Exomoiosis – Isotimia	1	1	-

Full and Part Time Employment

N=404

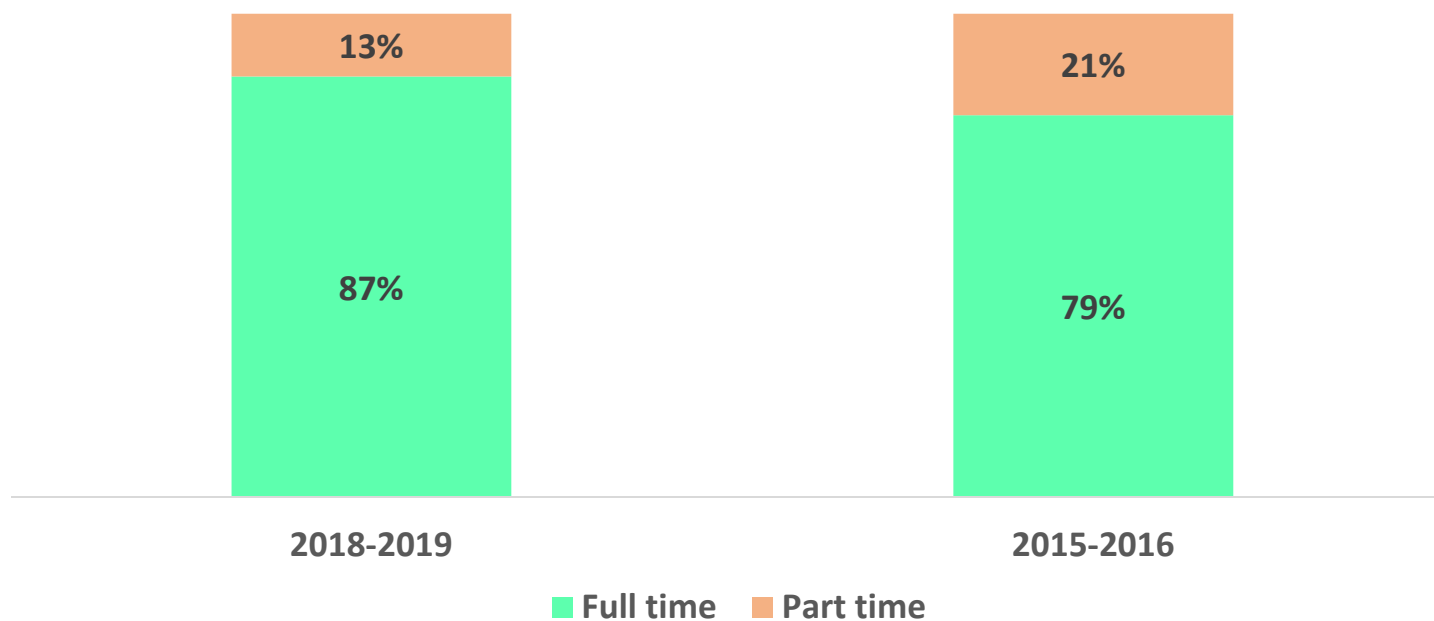
Employed Alumni



Are you in full or part time employment?

Comparison of Full and Part Time Employment by Academic Year

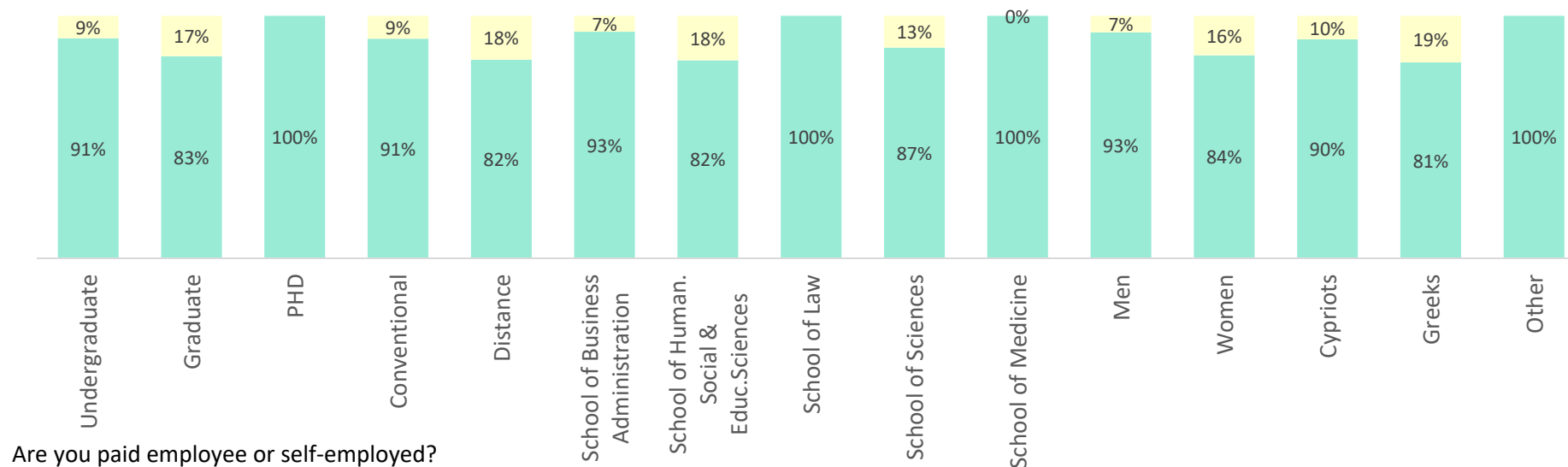
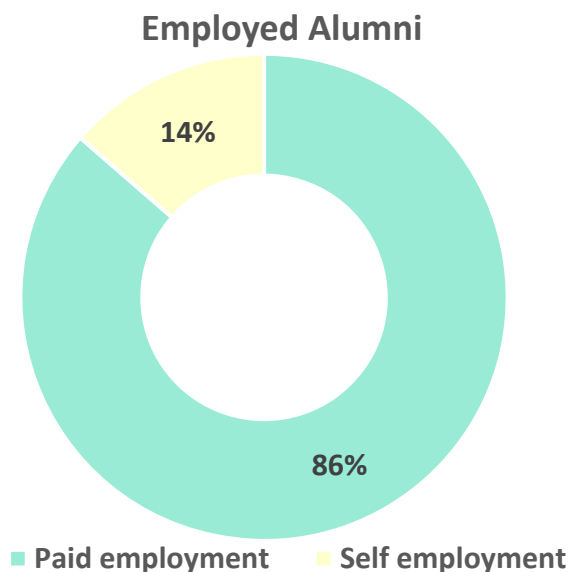
Comparison of full and part time employment by academic year



Full time employment for EUC graduates increased by eight points to 87% in 2018-2019, compared to 79% for 2015-16.

Self and Paid Employment

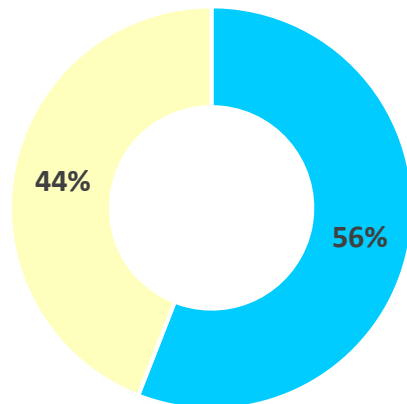
N=404



Length of Time to Find Employment after they Started their Job Search

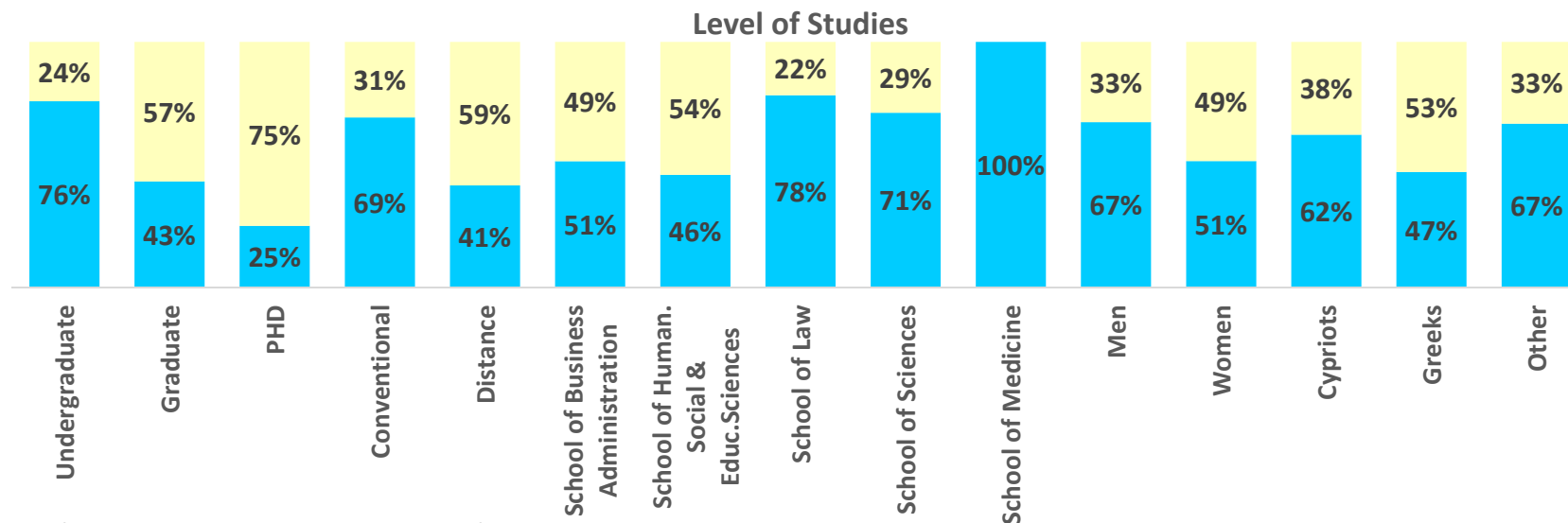
N=404

Employed Alumni



The majority 56%, found a job after their graduation, while 44% were working during their studies. The incidence of finding a job after graduation is significantly higher among undergraduates.

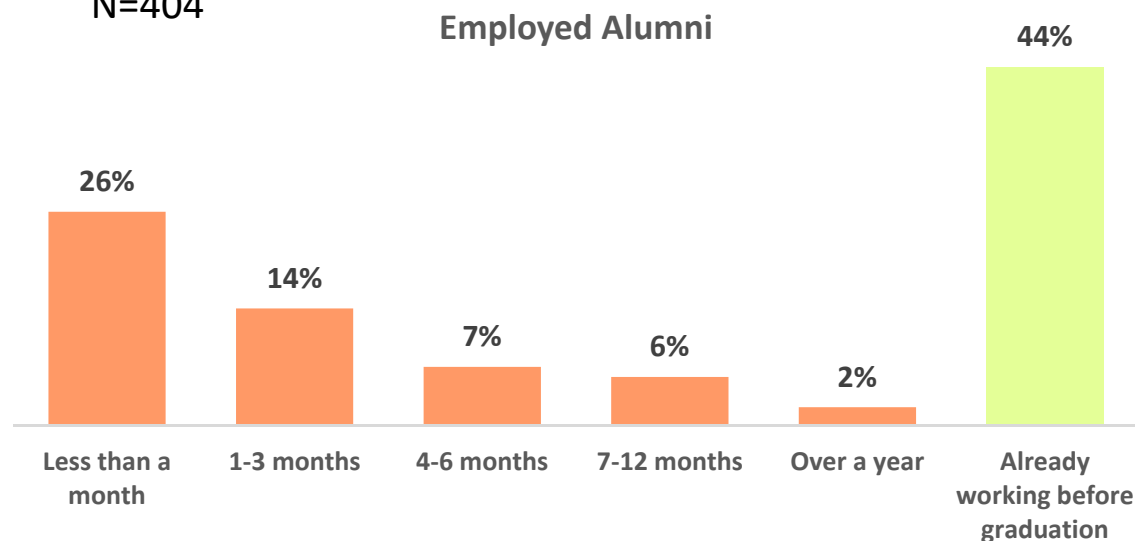
■ Found a job after graduation ■ Already working before graduation



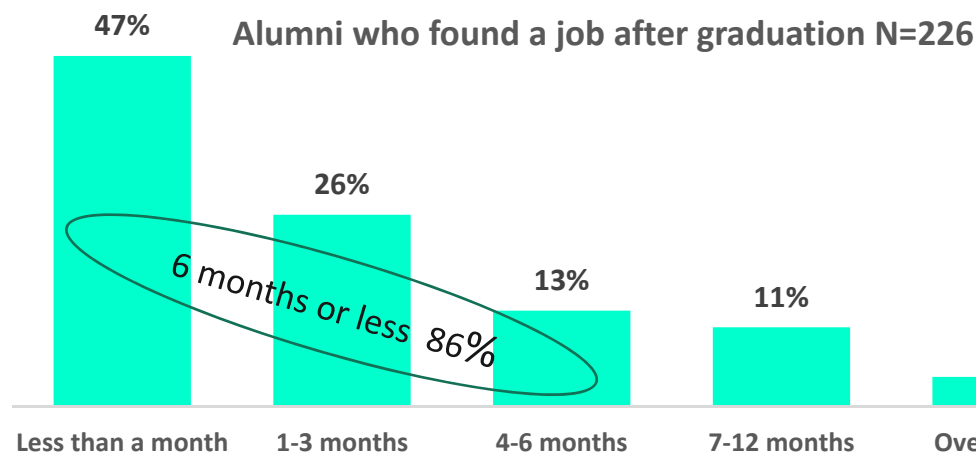
How long after starting your job search, did you find employment?

Length of Time to Find Employment after they Started their Job Search

N=404



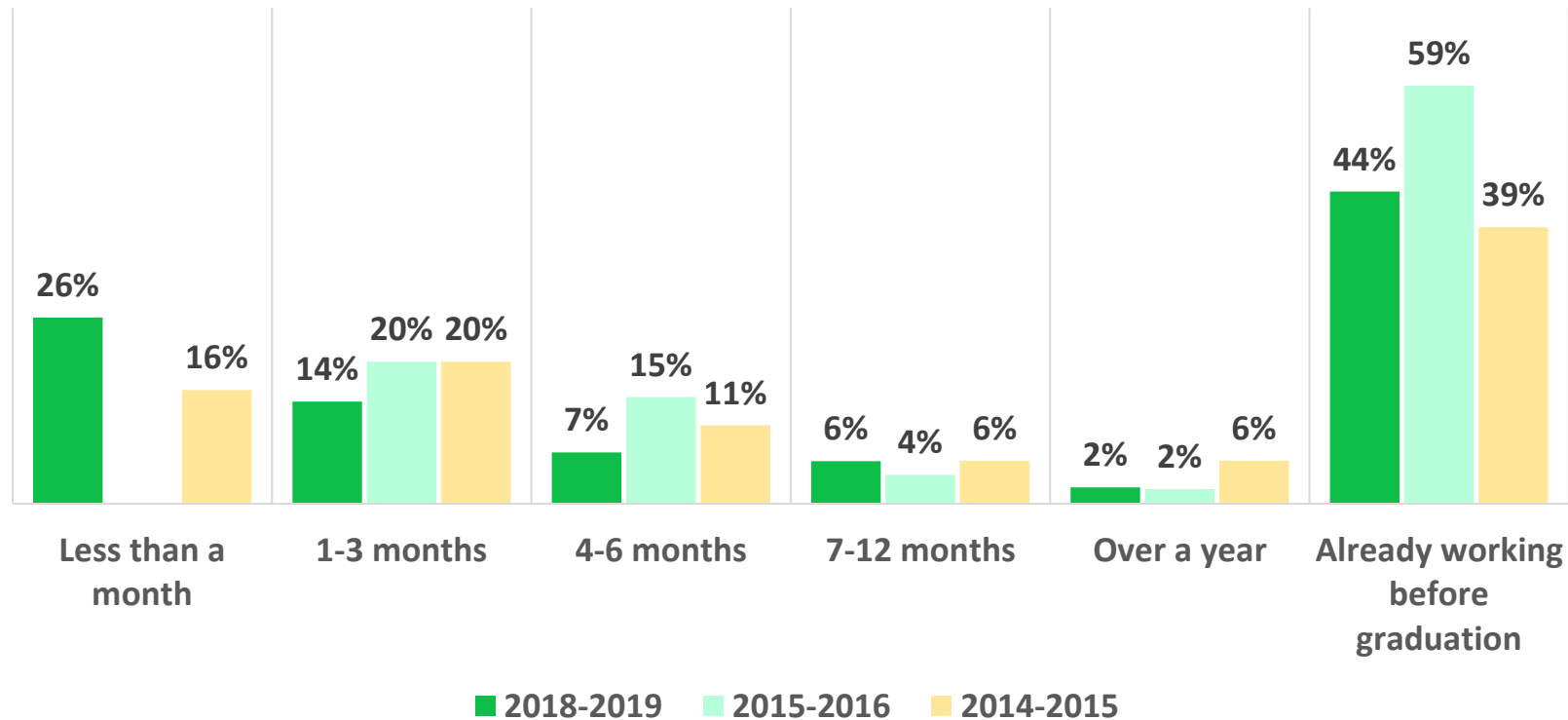
Twenty six percent of the alumni who are currently working, were employed in less than a month after graduation. Forty seven percent were employed within six months after graduation.



Forty seven percent of the alumni who were not working during their studies, were employed in less than a month after graduation. Overall, the percentage of alumni who found a job in six months or less after graduation is 86%.

Comparison of Length of Time to Find Employment by Academic Year

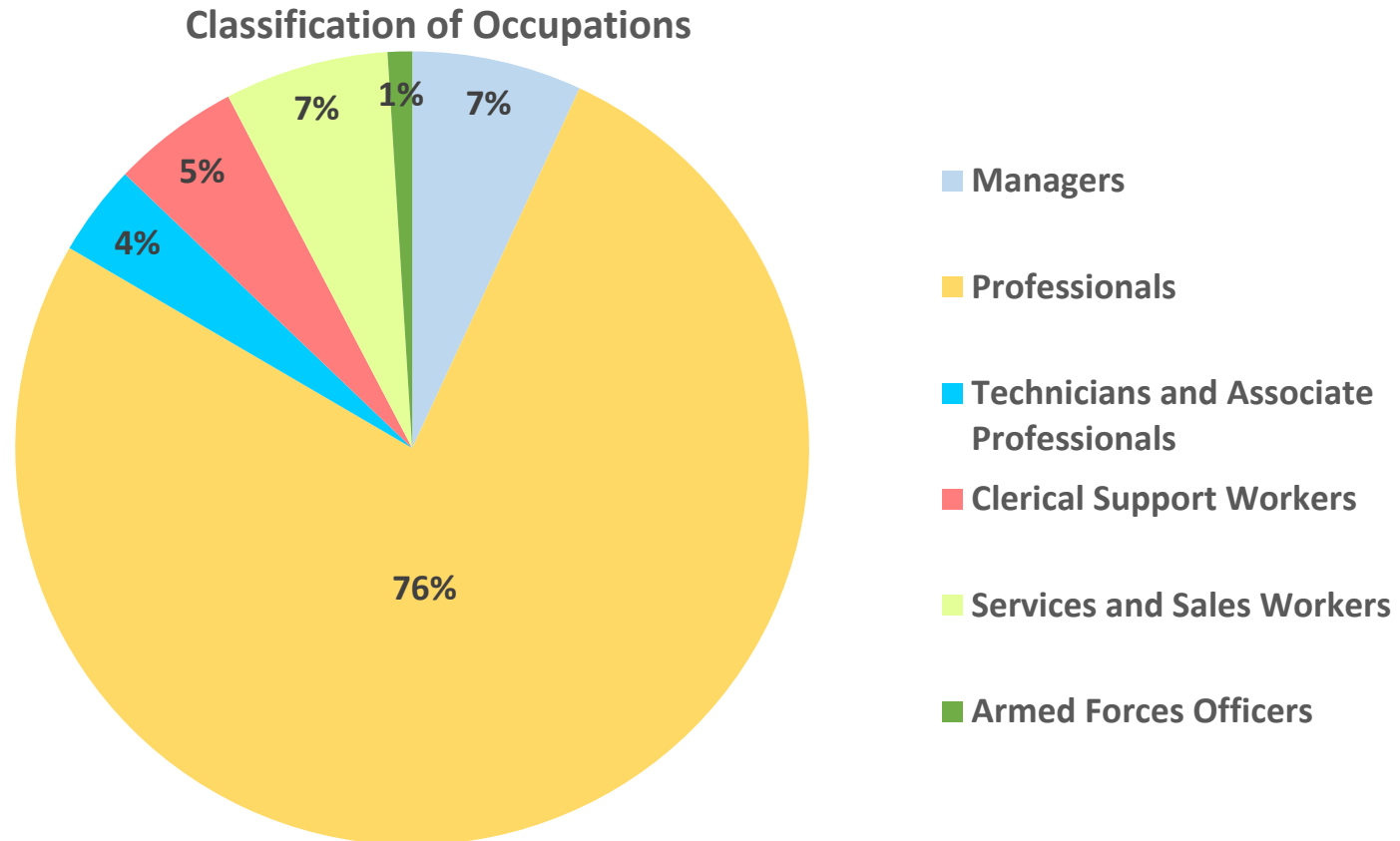
Comparison of length of time to find employment by academic year



The number of EUC's graduates who found employment in less than a month increased from 16% in 2014-2015 to 26% in 2018-2019.

Occupation Classification¹ by Major Groups

N=404



Managers account for 7% of alumni, while Professionals comprise the largest category with 76%. The other occupation groups are Technicians and Associate Professionals 4%, Clerical Support Workers 5%, Services and Sales Workers 7% and Armed Forces Officers 1%.

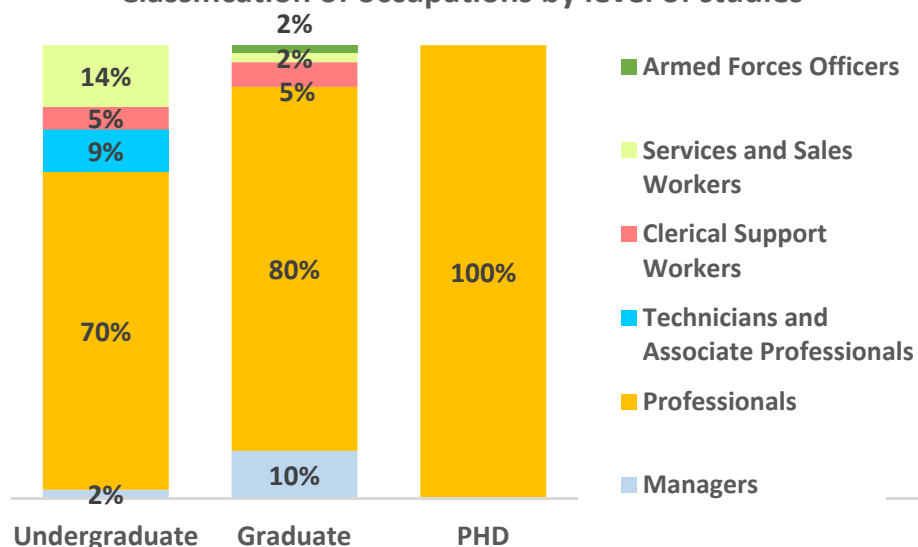
What is your current job position?

Note 1: Based on International Standard Classification of Occupations (ISCO)

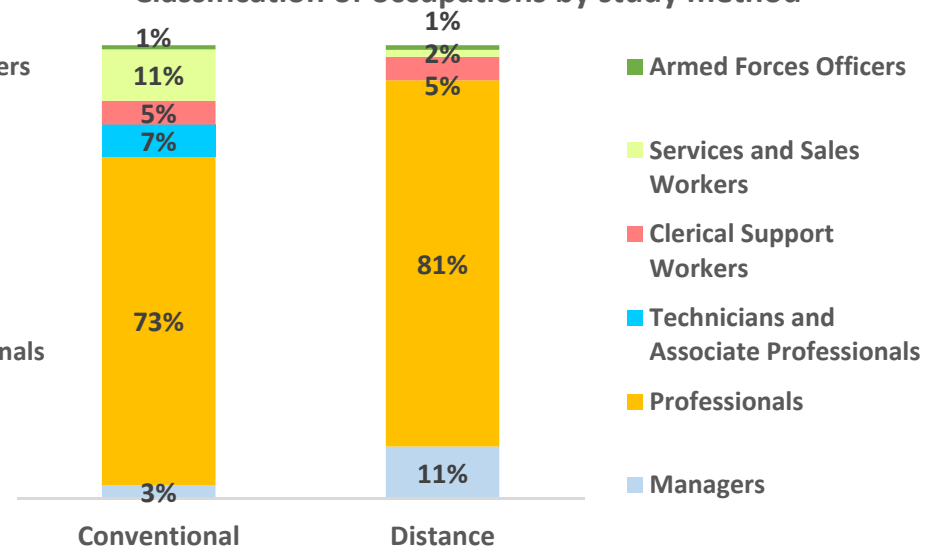
Occupation Classification¹ by Major Groups

N=404

Classification of occupations by level of studies



Classification of occupations by study method



	School of Business Administration	School of Human. Social & Education Sciences	School of Law	School of Sciences	School of Medicine	Cypriots	Greeks
Managers	7%	9%	9%	3%	-	5%	10%
Professionals	68%	80%	91%	73%	100%	71%	84%
Technicians and Associate Professionals	5%	-	-	10%	-	6%	1%
Clerical Support Workers	9%	5%	-	4%	-	6%	2%
Services and Sales Workers	7%	6%	-	10%	-	10%	2%
Armed Forces Officers	4%	-	-	1%	-	1%	1%

Note 1: Based on International Standard Classification of Occupations (ISCO)

Detailed Analysis of Occupation

N=404

Detailed Occupations by Level of Studies (Ranking 1-20)	Employed Alumni	Undergraduate	Graduate	PHD
Secondary Education Teacher	9%	-	16%	-
Primary Education Teacher	9%	2%	14%	25%
Special Education Teacher	4%	-	7%	-
Accountant	4%	6%	3%	-
Nursery Teacher	3%	3%	4%	-
Nurse	3%	4%	3%	-
Administrative Officer	3%	3%	3%	-
Lawyer Trainee	3%	6%	-	-
Fitness Instructor	3%	6%	-	-
Physiotherapist	2%	5%	0.4%	-
Sales Person	2%	4%	1%	-
Lawyer	2%	2%	2%	-
Psychologist	2%	2%	2%	-
Education Manager	2%	1%	2%	-
Music Teacher	2%	1%	2%	-
Occupational Therapist	2%	4%	-	-
Dietician	2%	2%	2%	-
IT Programmer, Developer	2%	3%	1%	-
Secretary	2%	-	3%	-
Barista/ Barman/ Waiter	2%	3%	0.4%	-

What is your current job position?

Detailed Analysis of Occupation

N=404

Detailed Occupations by Level of Studies (Ranking 21-40)	Employed Alumni	Undergraduate	Graduate	PHD
Office Clerk	1%	2%	1%	-
Public Administration Manager	1%	-	2%	-
Marketing, Sales Executive	1%	2%	1%	-
Speech Therapist	1%	2%	0.4%	-
Financial Advisor/Analyst	1%	2%	0.4%	-
Career Advisor	1%	1%	1%	-
School Principal	1%	-	2%	-
University & College Professor	1%	-	1%	25%
Medical Doctor	1%	1%	1%	-
Pharmacist	1%	2%	-	-
Biologist	1%	2%	0.4%	-
Armed Forces Officer	1%	-	2%	-
Retail & Wholesale Trade Manager	1%	-	1%	-
Vocational Training Teacher	1%	-	1%	-
Cashier	1%	2%	-	-
Bank Executive	1%	1%	1%	-
School Escort	1%	1%	0.4%	-
Legal Services Manager	0.4%	-	1%	-
Sales & Marketing Manager	0.4%	-	1%	-
Information & Communication Tech. Services Manager	0.4%	1%	0.4%	-

Detailed Analysis of Occupation

N=404

Detailed Occupations by Level of Studies (Ranking 41-60)	Employed Alumni	Undergraduate	Graduate	PHD
Hotel Supervisor	0.4%	1%	0.4%	-
Human Resources Executive	0.4%	1%	0.4%	-
Teacher/ Tutor other	0.4%	-	1%	-
Supervisor Nurse	0.4%	-	0.4%	25%
Radiologist Technician	0.4%	1%	-	-
Health Inspector	0.4%	-	1%	-
Health & Safety Officer	0.4%	-	1%	-
Computer Engineer	0.4%	1%	0.4%	-
Electrical Engineer	0.4%	-	1%	-
Customer Service	0.4%	1%	-	-
Receptionist	0.4%	1%	-	-
Bank Clerk	0.4%	1%	-	-
Insurance Agent	0.4%	1%	-	-
Security Guard	0.4%	-	1%	-
Hotel Manager	0.2%	1%	-	-
Personal Services Manager	0.2%	-	0.4%	-
Insurance Services Manager	0.2%	-	0.4%	-
Restaurant/Bar Supervisor	0.2%	1%	-	-
Political Office Supervisor	0.2%	1%	-	-
Retail Trade Supervisor	0.2%	1%	-	-

Detailed Analysis of Occupation

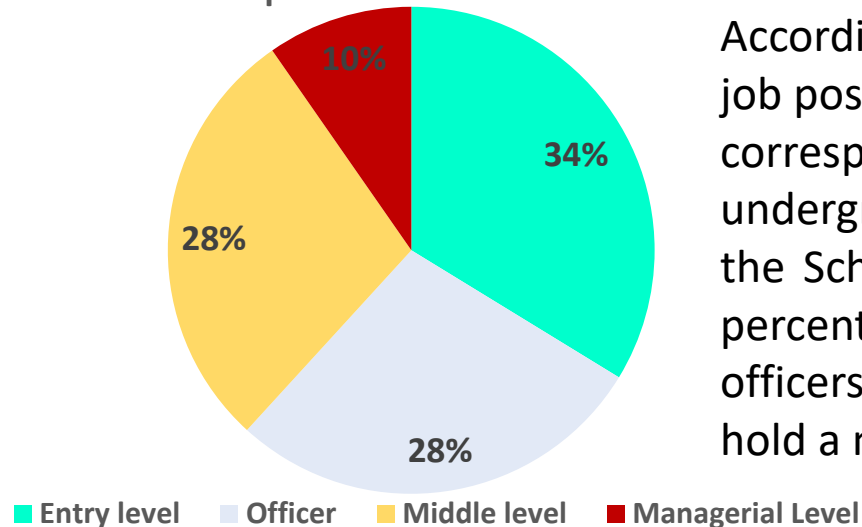
N=404

Detailed Occupations by Level of Studies (Ranking 61-82)	Employed Alumni	Undergraduate	Graduate	PHD
Construction Office Supervisor	0.2%	1%	-	-
Press Officer	0.2%	1%	-	-
Event Organizer	0.2%	1%	-	-
Procurement Officer	0.2%	-	0.4%	-
Compliance Officer	0.2%	-	0.4%	-
Graphic Designer	0.2%	1%	-	-
Scientific Associate	0.2%	-	-	25%
Social Worker	0.2%	-	0.4%	-
Clinical Monitoring	0.2%	-	0.4%	-
Veterinarian	0.2%	-	0.4%	-
Environmental Consultant	0.2%	-	0.4%	-
Agronomist	0.2%	-	0.4%	-
Data Analyst	0.2%	-	0.4%	-
Systems Administrator	0.2%	1%	-	-
Civil Engineer	0.2%	-	0.4%	-
Wind Turbine Engineer	0.2%	-	0.4%	-
Telephone Operator	0.2%	-	0.4%	-
Clearing & Forwarding Agent	0.2%	1%	-	-
Casino Operator	0.2%	-	0.4%	-
Visual Artist	0.2%	-	0.4%	-
Choreographer	0.2%	-	0.4%	-
Beautician	0.2%	1%	-	-

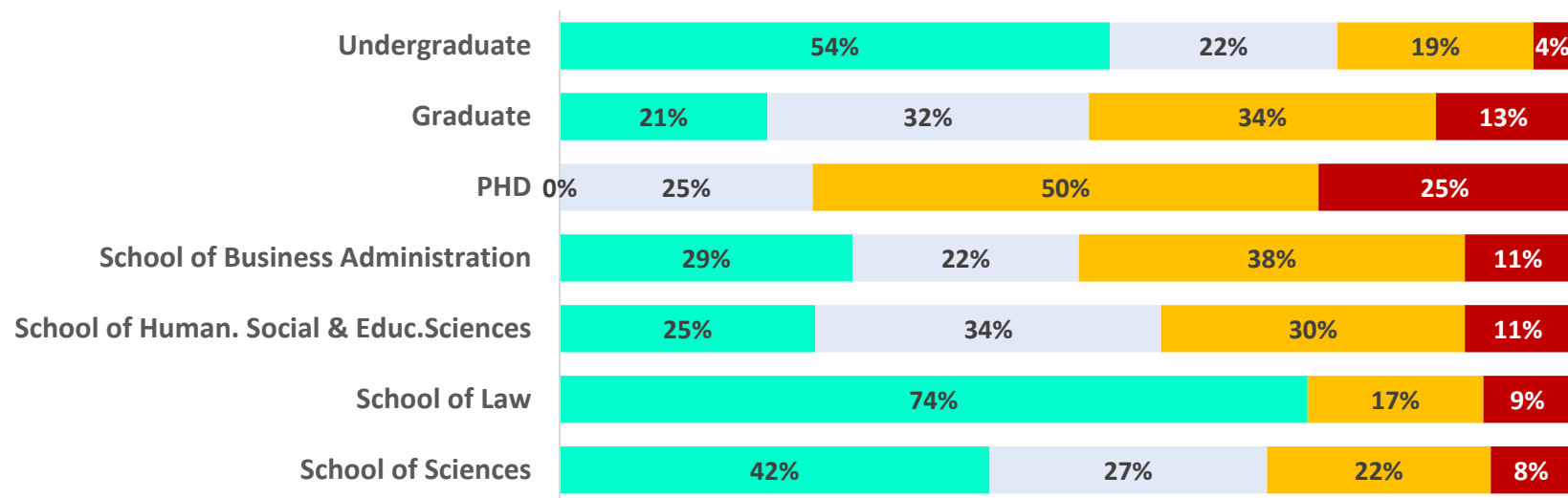
Occupation Classification¹ Level

N=404

Occupation Classification Level



According to 34% of 2018-19 graduates, their job position falls into the entry level group. The corresponding percentage among undergraduates is 54%, while among alumni of the School of Law reaches 74%. Twenty eight percent respectively fall in the category of officers and middle level, while 10% said they hold a managerial position.



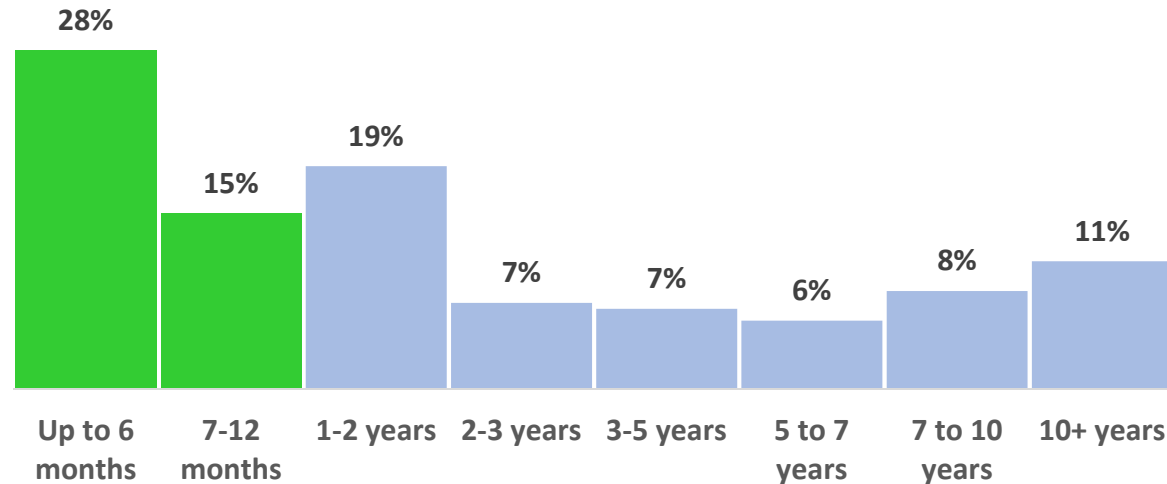
What is your job position level

Note 1: As classified by respondents

Duration of Employment in Current Position European University Cyprus

N=404

Duration of employment in current position



Forty three percent are employed 12 or less months in their current position while the duration of employment for 19% is one to two years. Fourteen percent are employed two to five years and an equal number are employed five to ten years. Eleven percent are holding their current position more than ten years.

	Undergraduate	Graduate	PHD	School of Business Administration	School of Human. Social & Education Sciences	School of Law	School of Sciences
Up to 6 months	43%	19%	-	21%	24%	48%	36%
7-12 months	23%	9%	-	11%	8%	30%	24%
1-2 years	22%	16%	50%	30%	16%	13%	16%
2-3 years	4%	9%	25%	8%	7%	-	8%
3-5 years	2%	10%	25%	8%	9%	-	4%
5 to 7 years	3%	8%	-	8%	7%	-	3%
7 to 10 years	2%	13%	-	7%	13%	4%	2%
10+ years	2%	17%	-	7%	14%	4%	9%

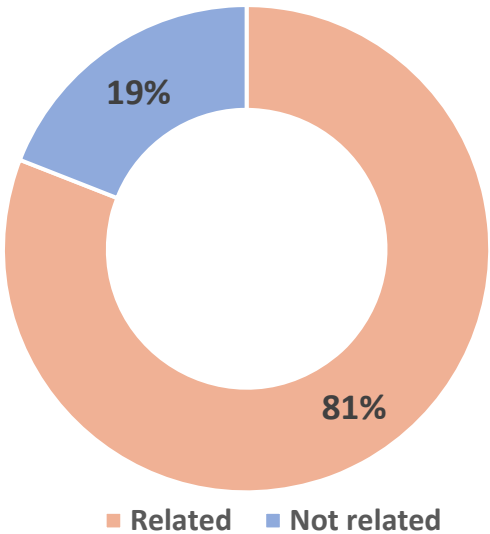
Relatedness of Occupation and Program of Study



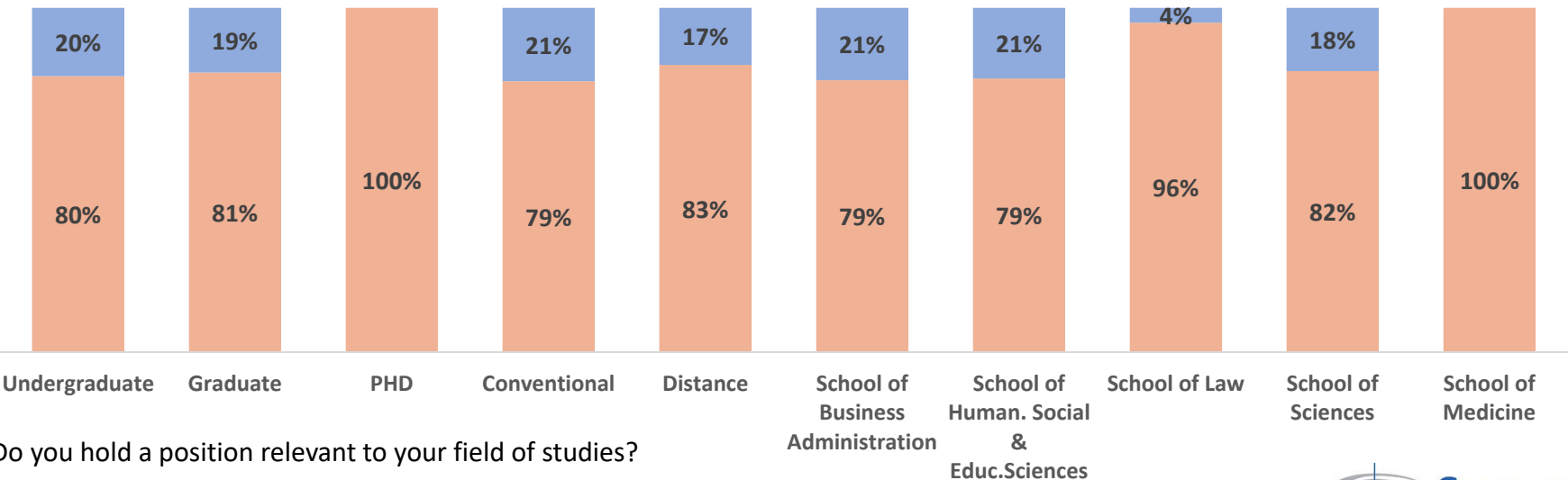
European University Cyprus

N=404

Relatedness of program of study and occupation



The majority 81% reported that their job relates to program of study. This view prevails across all alumni groups.

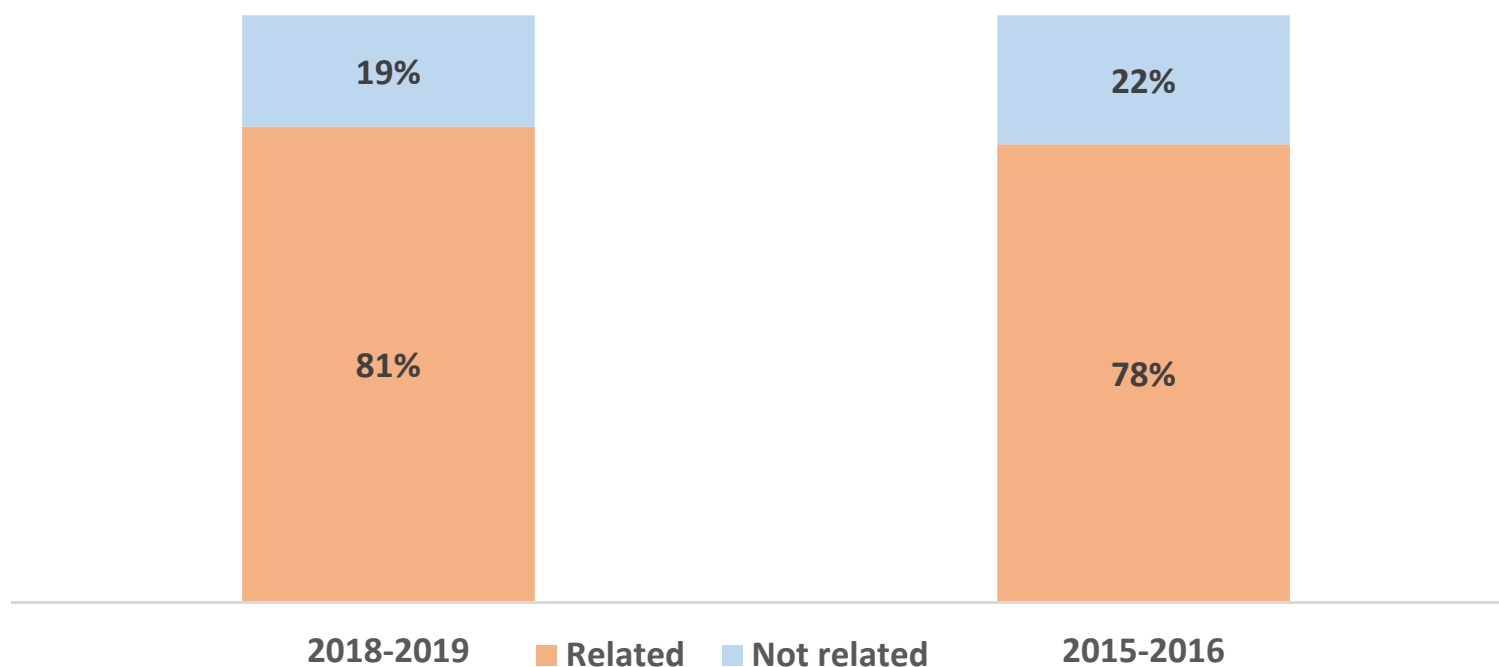


Do you hold a position relevant to your field of studies?



Comparison of Relatedness of Occupation and Program of Study by Academic Year

Comparison of relatedness of program of study and occupation by academic year

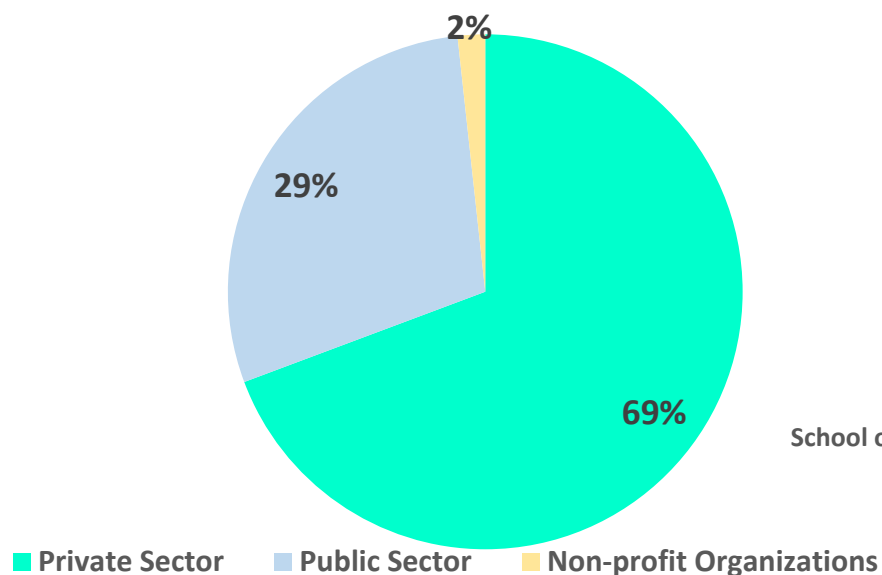


More graduates in 2018-2019 reported that their job relates to their program of study (81%), compared to 2015-2016 (78%).

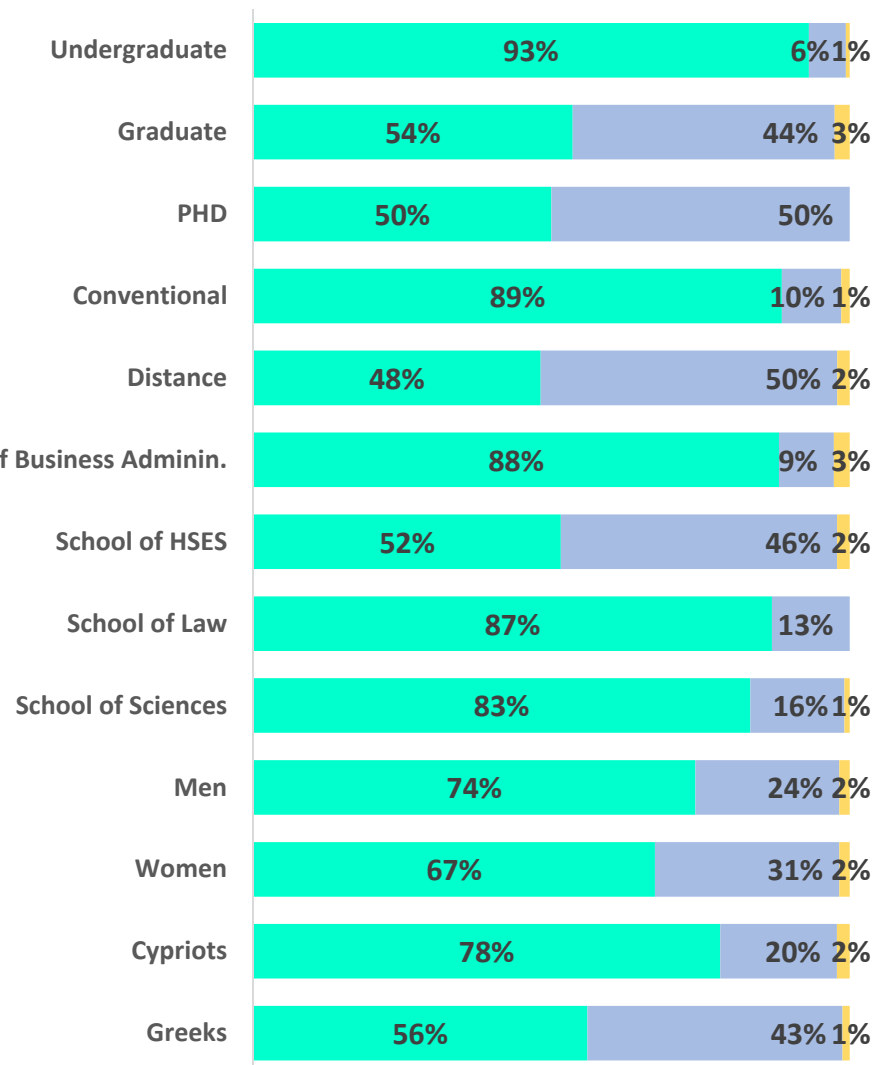
Employment by Major Sectors

N=404

Employment by major sectors



The majority 69% are employed in the private sector, 29% are public employees and 2% work in non-profit organizations. Employment in the public sector is higher among graduates, distance learning alumni, graduates of the School of Humanities, Social and Education Sciences and students from Greece.



In which employment sector are you employed?

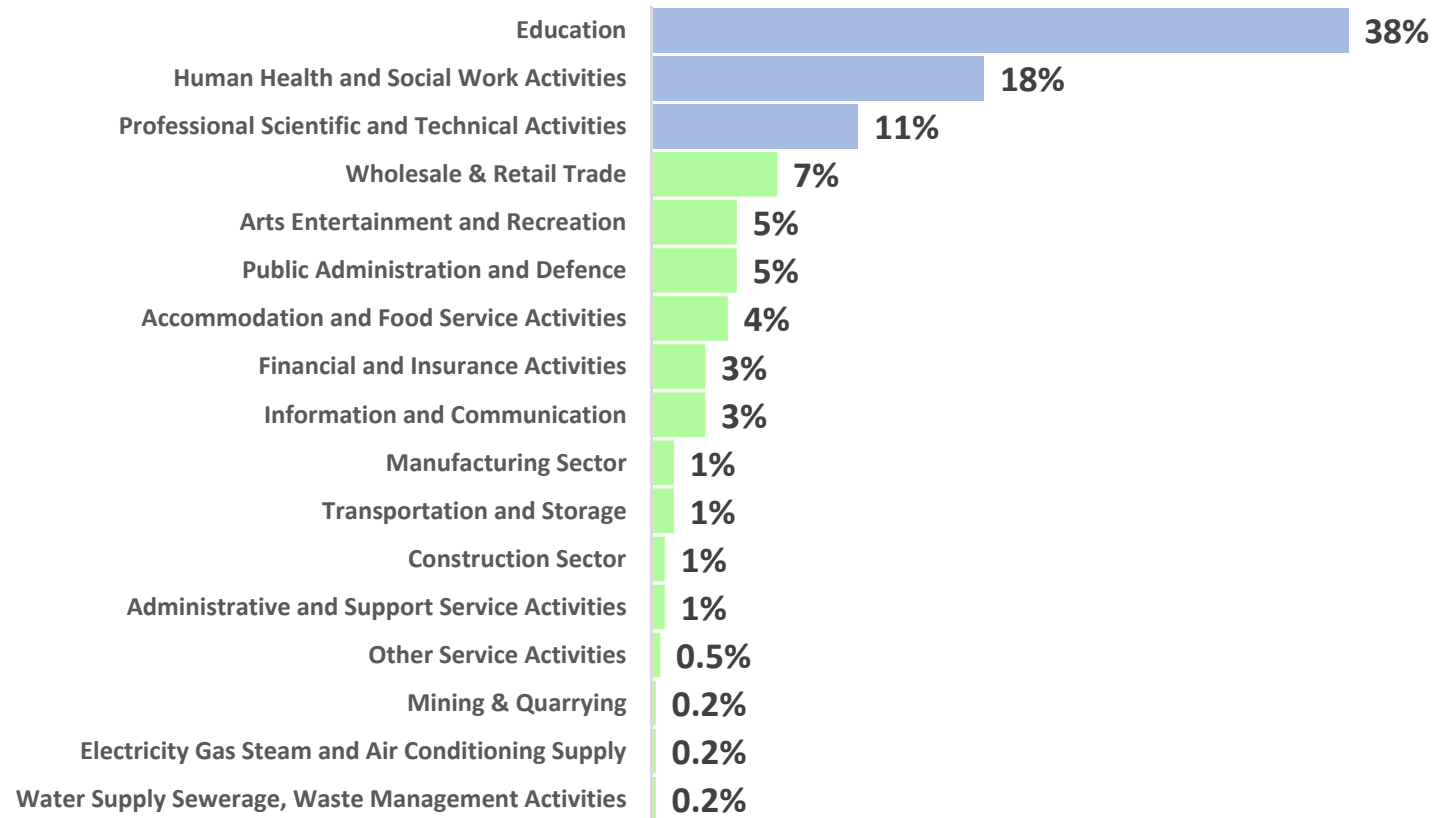
Employment by Economic Activity Classification¹

N=404



European
University Cyprus

Employment by Economic Activity Classification



Most EUC graduates (38%) are employed in the Education sector, 18% are employed in the Human Health and Social Work Activities sector and 11% in the professional Scientific and Technical Activities sector. Other important sectors are Wholesale and Retail Trade 5%, Public Administration and Defence 5% and Accommodation and Food Service 4%.

In which sector of economic activity are you employed? Note 1: Based on the Statistical Classification of Economic Activity (NACE Rev.2)

Employment by Economic Activity Classification¹

N=404

Economic Activity	Employed Alumni	School of Business Administration	School of Human. Social & Educ. Sciences	School of Law	School of Sciences	School of Medicine	Cypriots	Greeks
Education	38%	11%	72%	-	9%		23%	61%
Human Health and Social Work Activities	18%	1%	8%	-	50%	100%	23%	11%
Professional Scientific and Technical Activities	11%	24%	4%	83%	2%	-	13%	8%
Wholesale & Retail Trade	7%	16%	4%	-	7%	-	9%	4%
Arts Entertainment and Recreation	5%	4%	2%	-	11%	-	6%	4%
Public Administration and Defence	5%	8%	4%	9%	4%	-	5%	4%
Accommodation and Food Service Activities	4%	11%	2%	-	5%	-	5%	2%
Financial and Insurance Activities	3%	9%	1%	9%	1%	-	5%	1%
Information and Communication	3%	3%	1%	-	7%	-	4%	2%
Manufacturing Sector	1%	4%	1%	-	1%	-	2%	1%
Transportation and Storage	1%	4%	1%	-	1%	-	2%	1%
Construction Sector	1%	3%	1%	-	0.0%	-	1%	-
Administrative and Support Service Activities	1%	1%	-	-	2%	-	1%	1%
Other Service Activities	0.5%	-	1%	-	-	-	0.4%	1%
Mining & Quarrying	0.2%	1%	-	-	-	-	0.4%	-
Electricity Gas Steam and Air Conditioning Supply	0.2%	-	-	-	1%	-	0.4%	-
Water Supply Sewerage, Waste Management Activities	0.2%	-	1%	-	-	-	0.4%	-

Note 1: Based on the Statistical Classification of Economic Activity (NACE Rev.2)

Employment by Economic Activity Classification¹

N=404

Economic Activity	Employed Alumni	Undergraduate	Graduate	PHD	Conventional	Distance	Men	Women
Education	38%	12%	56%	75%	13%	66%	25%	44%
Human Health and Social Work Activities	18%	27%	13%	25%	27%	9%	16%	19%
Professional Scientific and Technical Activities	11%	18%	7%	-	18%	5%	14%	10%
Wholesale & Retail Trade	7%	11%	5%	-	9%	4%	9%	6%
Arts Entertainment and Recreation	5%	8%	3%	-	7%	2%	9%	3%
Public Administration and Defence	5%	-	8%	-	3%	7%	6%	4%
Accommodation and Food Service Activities	4%	8%	2%	-	8%	1%	5%	4%
Financial and Insurance Activities	3%	5%	2%	-	5%	1%	5%	2%
Information and Communication	3%	4%	2%	-	4%	2%	8%	1%
Manufacturing Sector	1%	2%	1%	-	1%	1%	2%	1%
Transportation and Storage	1%	2%	1%	-	1%	1%	-	2%
Construction Sector	1%	1%	1%	-	0.5%	1%	1%	1%
Administrative and Support Service Activities	1%	1%	0.4%	-	1%	1%	-	1%
Other Service Activities	0.5%	1%	0.4%	-	0.5%	1%	-	1%
Mining & Quarrying	0.2%	1%	-	-	0.5%	-	1%	-
Electricity Gas Steam and Air Conditioning Supply	0.2%	-	0.4%	-	0.5%	-	1%	-
Water Supply Sewerage, Waste Management Activities	0.2%	-	0.4%	-	0.5%	-	-	0.3%

Note 1: Based on the Statistical Classification of Economic Activity (NACE Rev.2)

Breakdown of Employment by Economic Activity



European
University Cyprus

N=404

Economic Activity	Employed Alumni
Education	38.4%
Human Health and Social Work Activities	18.3%
Hospital and Medical Activities	15.6%
Psychological Services	1.2%
Social Services, Charity & Welfare	1.5%
Professional Scientific and Technical Activities	11.4%
Legal Activities	5.4%
Accounting & Auditing Activities	4.0%
Management Consultancy Activities	1.0%
Architectural & Engineering Activities	0.5%
Advertising Agencies	0.2%
Scientific Research & Development	0.2%
Wholesale & Retail Trade	7%
Arts Entertainment and Recreation	4.7%
Athletics Sports & Fitness Activities	3.5%
Creative arts & Entertainment	0.5%
Gambling and Betting Activities	0.5%
Museums, Galleries & Cultural Activities	0.2%

Breakdown of Employment by Economic Activity

N=404

Economic Activity	Employed Alumni
Public Administration and Defence	4.7%
Administration of the State and the Economic and Social Policy	3.5%
Armed Forces	1.2%
Accommodation and Food Service Activities	4.2%
Hotels and Similar Accommodation	2.2%
Food & Beverage Services	2.0%
Financial and Insurance Activities	3.0%
Banking & Financial Investments	2.2%
Insurance Sector	0.7%
Information and Communication	3.0%
Computer Programming, Consultancy and Related Activities	1.7%
Telecommunications	0.7%
Radio & TV Broadcasting	0.5%
Manufacturing Sector	1%

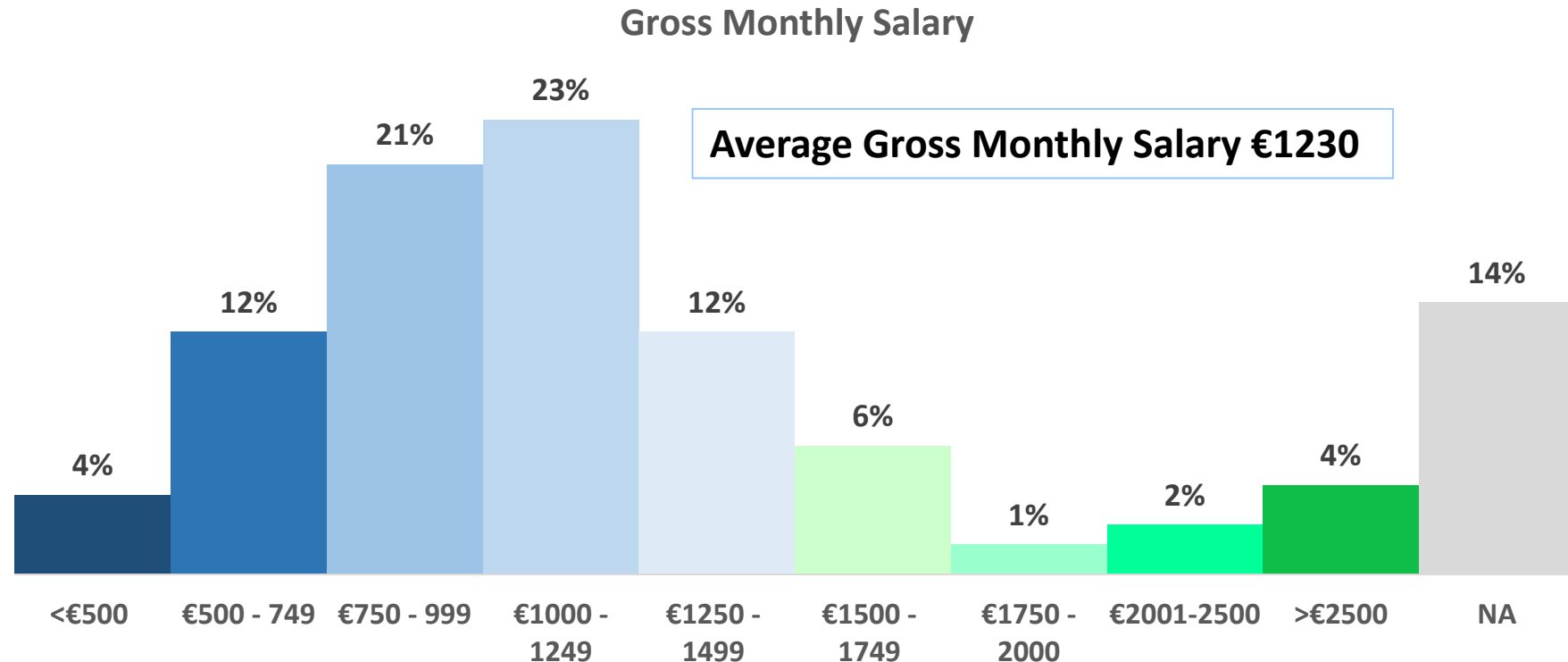
Breakdown of Employment by Economic Activity

N=404

Economic Activity	Employed Alumni
Transportation and Storage	1%
Construction Sector	1%
Administrative and Support Service Activities	0.7%
Organisation of Events & Conventions	0.2%
Travel Agents	0.2%
Private Security Activities	0.2%
Other Service Activities	0.5%
Activities of Political Organisations	0.2%
Beauty Parlours and Spa	0.2%
Mining & Quarrying	0.2%
Electricity Gas Steam and Air Conditioning Supply	0.2%
Water Supply Sewerage, Waste Management Activities	0.2%

Gross Monthly Salary

N=404

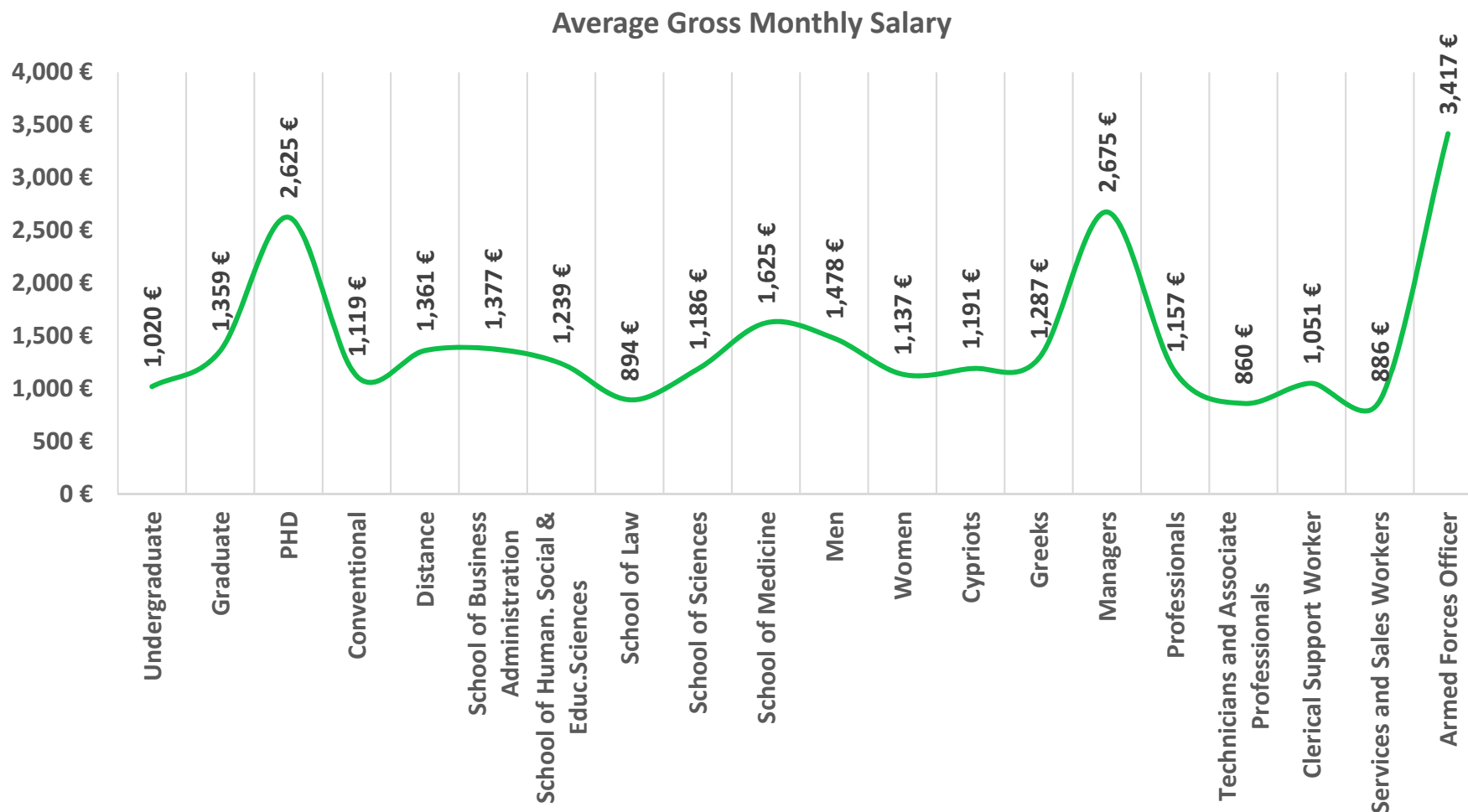


The average gross monthly salary is €1230. Thirty seven percent earn up to €1249, 18% earn €1250-1749, 3% are paid €1750-2500 and 4% earn more than €2500.

Can you please tell us what is your gross monthly income?

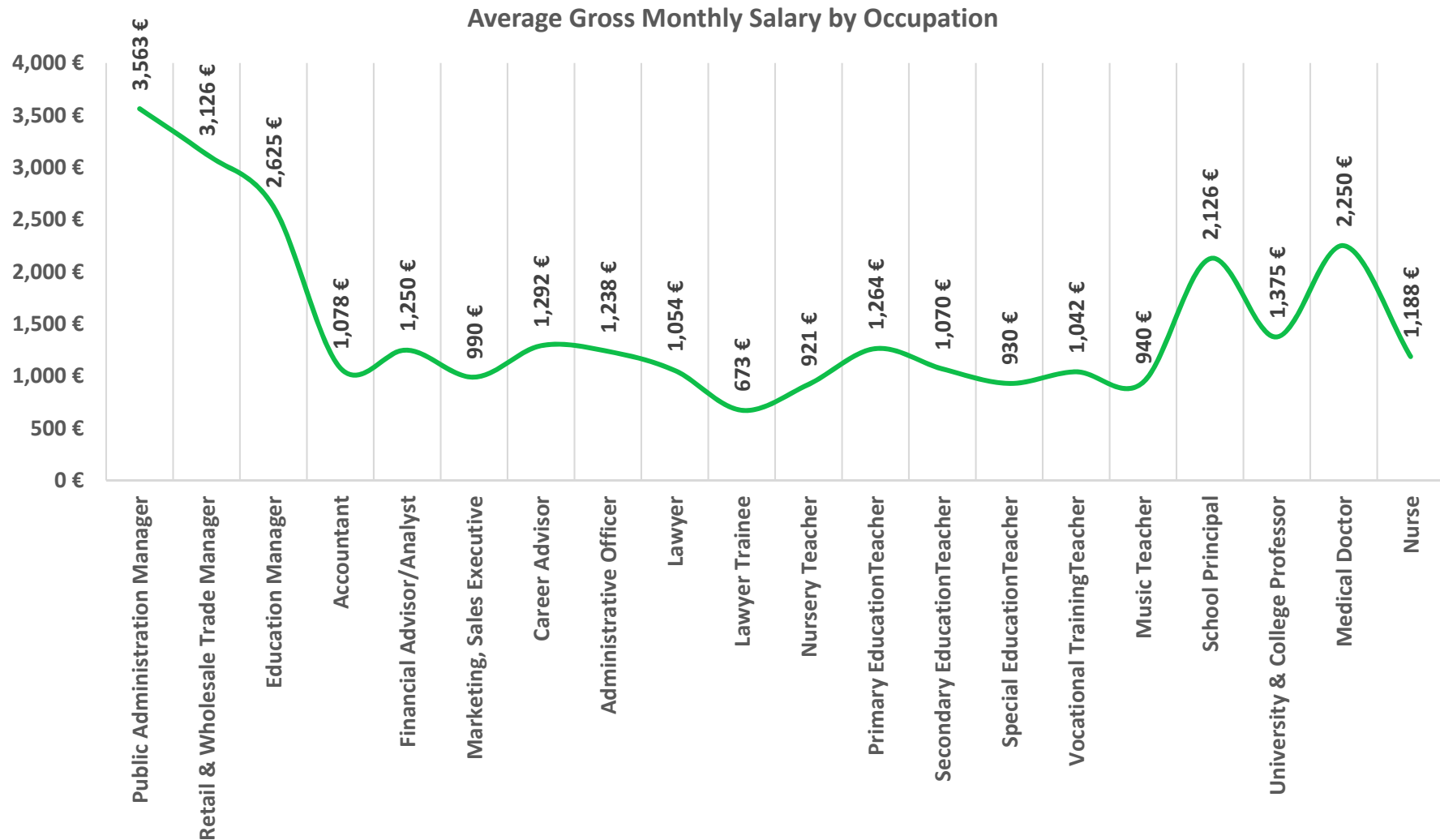
Average Gross Monthly Salary

N=404



Average Gross Monthly Salary by Occupation¹

N=404

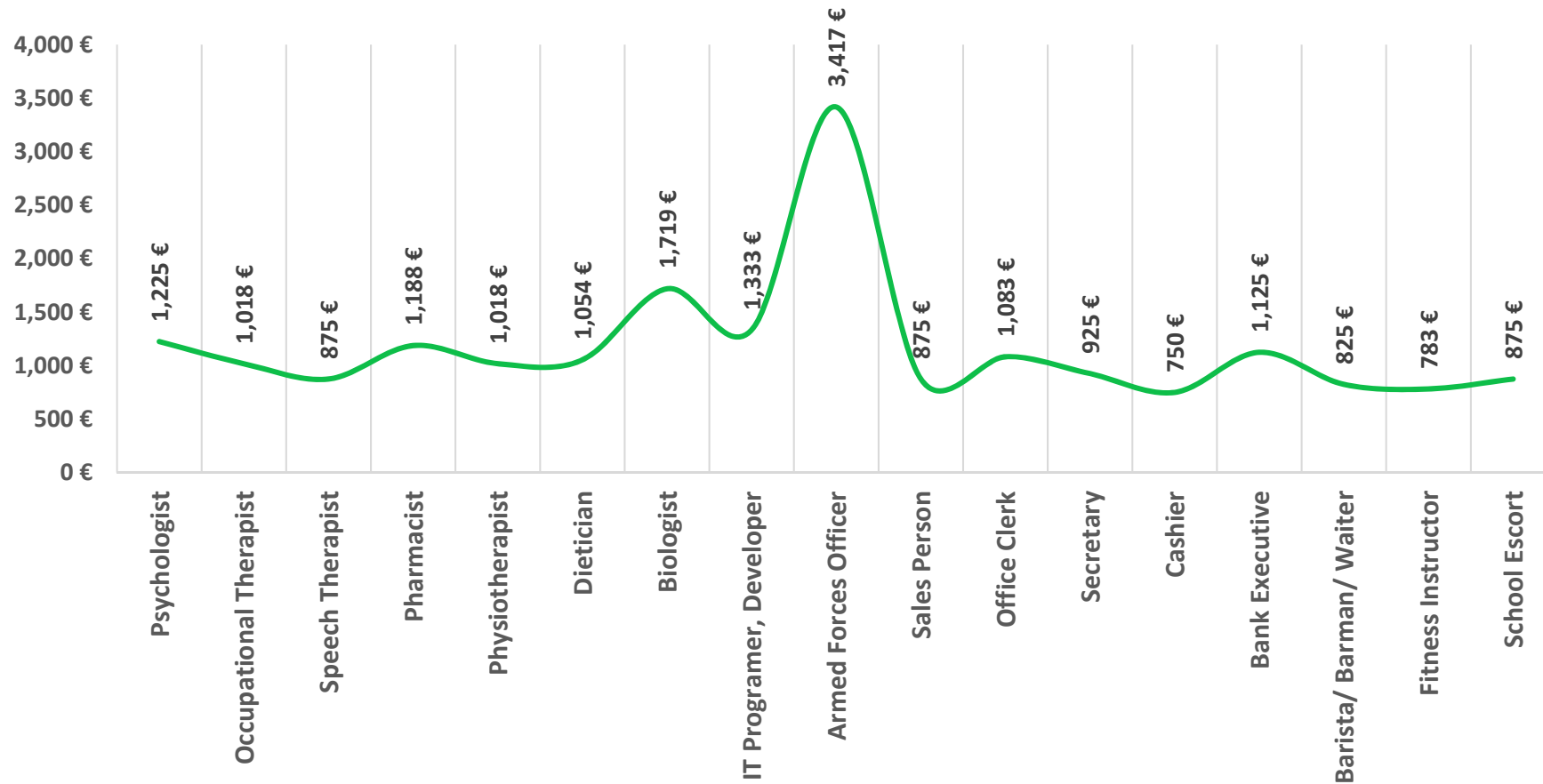


Note 1: Only occupations with 3 or more respondents are included

Average Gross Monthly Salary by Occupation¹

N=404

Average Gross Monthly Salary by Occupation



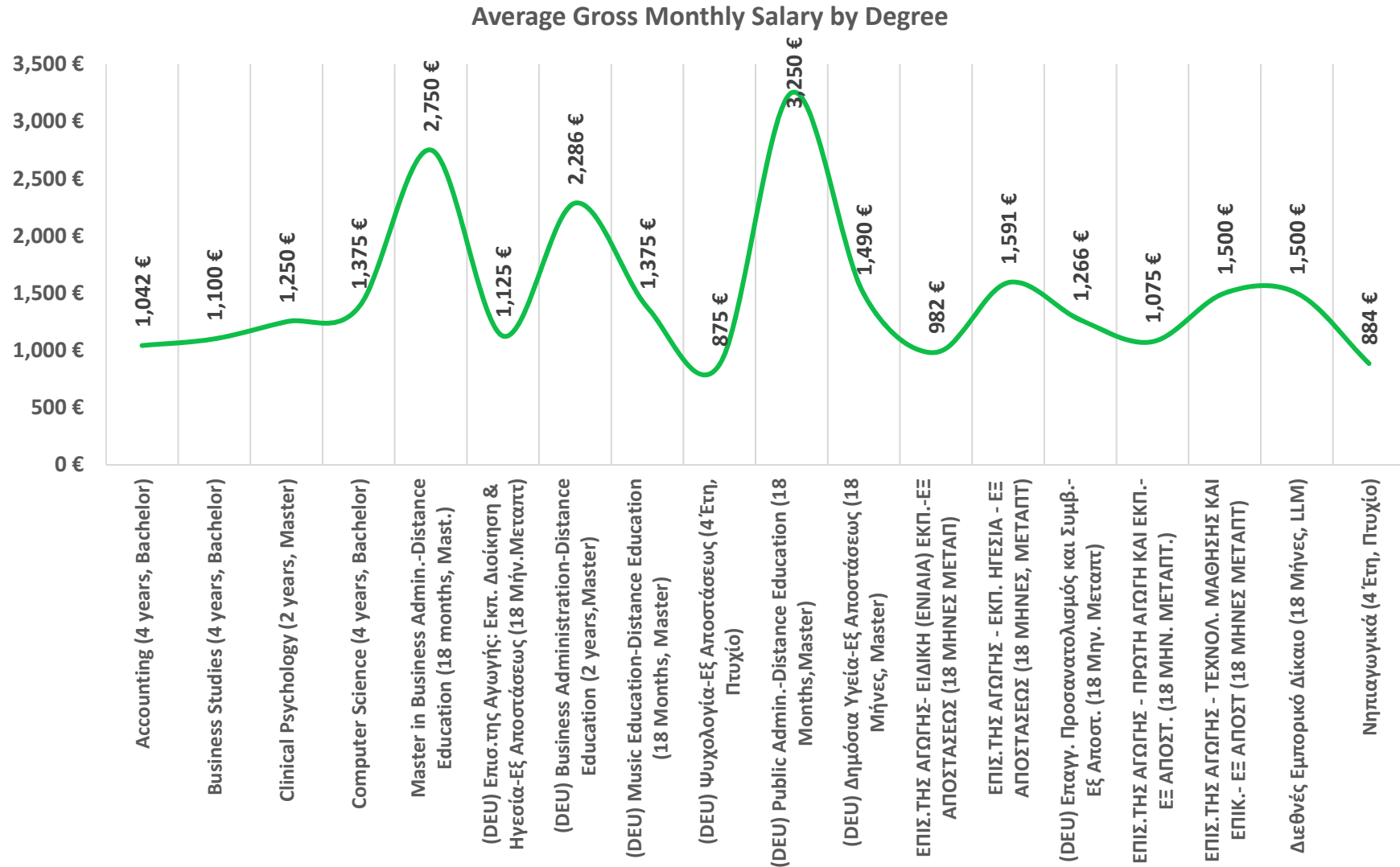
Note 1: Only occupations with 3 or more respondents are included

Average Gross Monthly Salary by Degree¹

N=404



European
University Cyprus



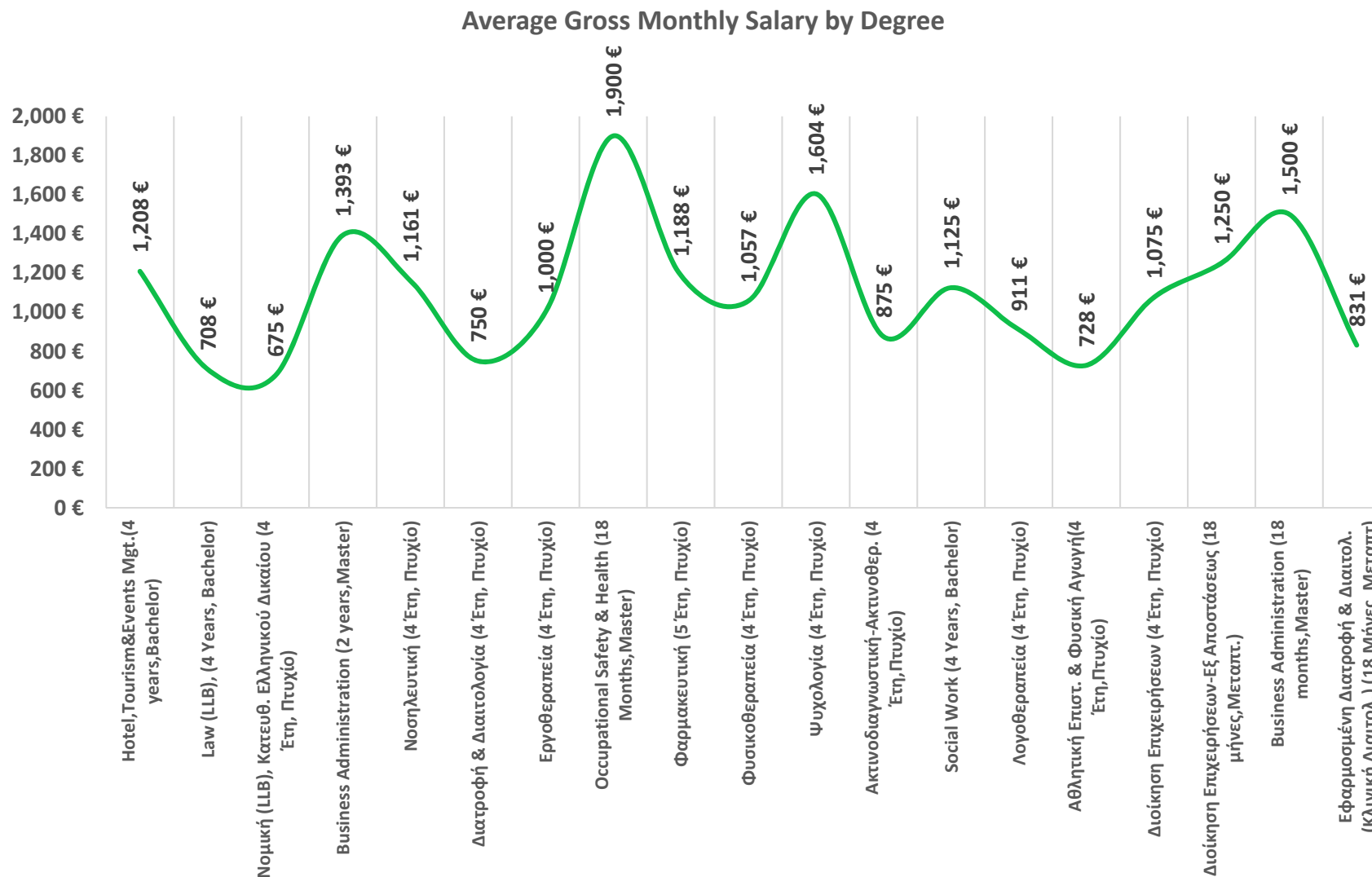
Note 1: Only Degrees with 3 or more respondents are included

Average Gross Monthly Salary by Degree¹

N=404



European
University Cyprus



Note 1: Only Degrees with 3 or more respondents are included

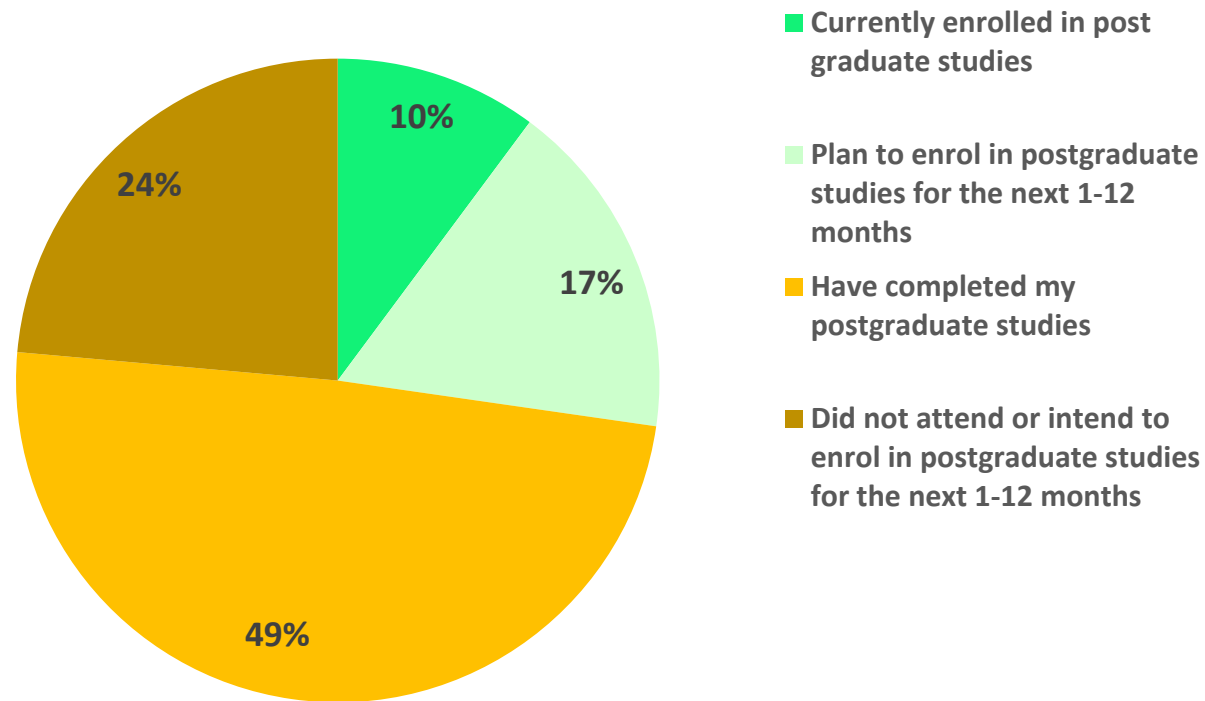
II. Postgraduate Studies



Enrolment in Postgraduate Studies

N=462

Enrolment in Postgraduate Studies



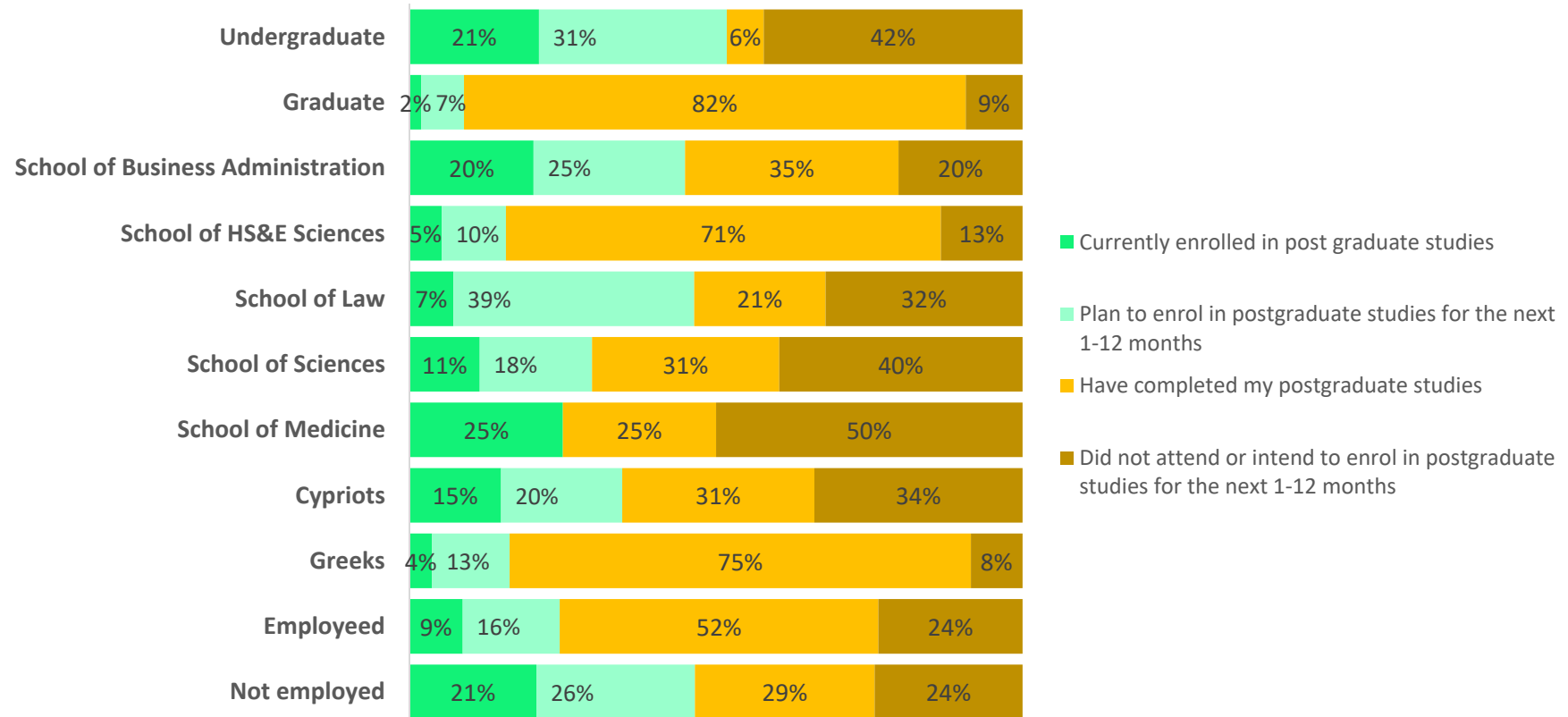
One out of ten EUC's alumni are currently enrolled in postgraduate studies, while a further 17% plan to enrol within the next 12 months. One out of two have completed their postgraduate studies and 24% did not enrol or intend to enrol within the next 1-12 months.

Regarding Postgraduate Studies which of the following is true for you?

Enrolment in Postgraduate Studies

N=462

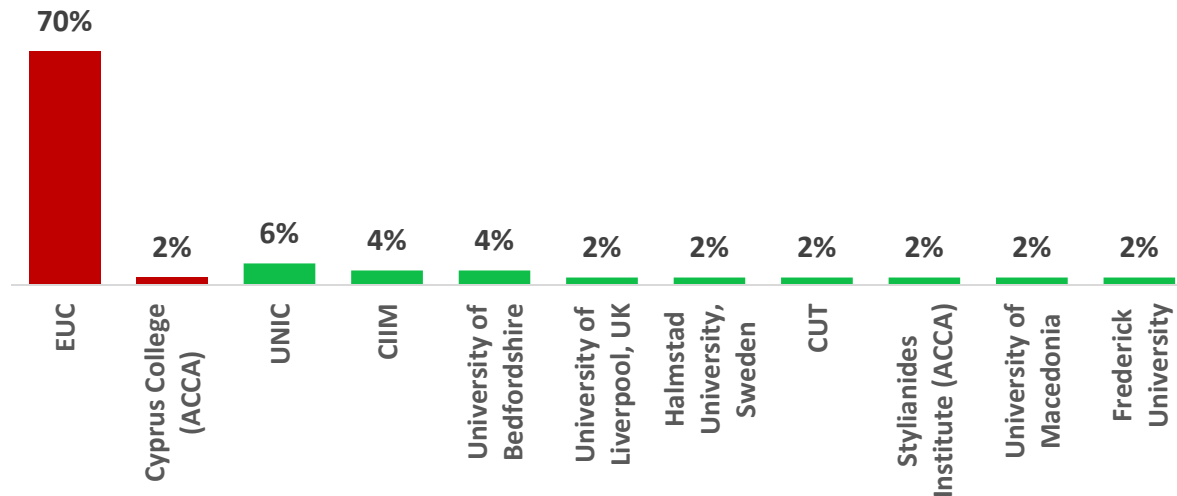
Enrolment in Postgraduate Studies -Analysis by groups



Current enrolment in postgraduates studies is higher among undergraduates 21%, alumni of the School of Business Administration 20%, School of Medicine graduates 25%, Cypriots 15% and alumni not currently employed 21%. A high propensity to enrol in postgraduate studies is observed among alumni of the School of Law.

Universities they are Currently Attending for Postgraduate Studies

Currently attending postgraduate studies (N=47)



Seventy percent of alumni who are currently attending postgraduate studies are enrolled in EUC and a further 2% are enrolled in Cyprus College for ACCA. UNIC was chosen by 6%, while 4% respectively chose CIIM and University of Bedfordshire.

Universities	Undergraduate	Graduate	School of Business Administration	School of HS &E Sciences	School of Law	School of Sciences	School of Medicine	Employed	Unemployed
Base:	42	5	18	11	2	15	1	35	12
EUC	67%	100%	67%	91%	50%	67%	-	77%	50%
Cyprus College (ACCA)	2%	-	6%	-	-	-	-	3%	-
UNIC	7%	-	6%	9%	-	7%	-	9%	-
CIIM	5%	-	11%	-	-	-	-	3%	8%
University of Bedfordshire	5%	-	6%	-	-	7%	-	-	17%
University of Liverpool, UK	2%	-	-	-	-	7%	-	-	8%
Halmstad University, Sweden	2%	-	-	-	-	7%	-	-	8%
CUT	2%	-	-	-	-	-	100%	-	8%
Stylianides Institute (ACCA)	2%	-	6%	-	-	-	-	3%	-
Frederick University	2%	-	-	-	-	7%	-	3%	-
University of Macedonia	2%	-	-	-	50%	-	-	3%	-

Universities in which they Plan to Enrol for Postgraduate Studies

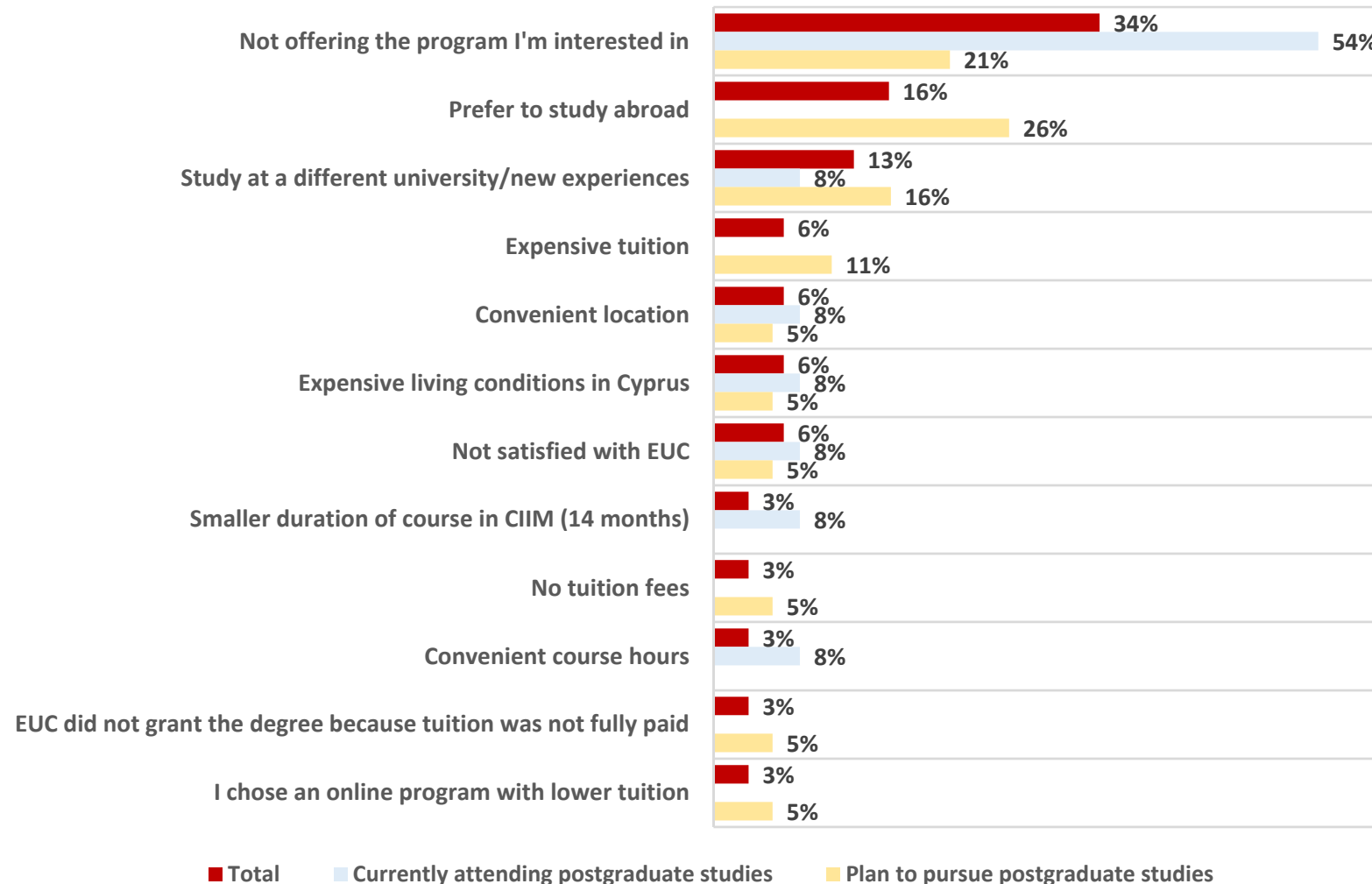
Universities	Total	Undergraduate	Graduate	School of Business Administration	School of HS&E Sciences	School of Law	School of Sciences	Cypriots	Greeks	Other
Base:	79	61	18	22	22	11	24	53	24	2
EUC	52%	48%	67%	45%	59%	45%	54%	49%	58%	50%
Cyprus College (ACCA)	1%	2%	-	5%	-	-	-	2%	-	-
UCY	3%	-	11%	5%	5%	-	-	4%	-	-
CIIM	1%	2%	-	5%	-	-	-	2%	-	-
Open University, Cyprus	1%	2%	-	-	-	-	4%	2%	-	-
Aristotelio University Thessaloniki	1%	2%	-	-	-	-	4%	-	4%	-
University of Peloponnese	1%	-	6%	-	5%	-	-	-	4%	-
University of Patra	1%	-	6%	-	5%	-	-	-	4%	-
University of Liverpool, UK	1%	2%	-	-	-	-	4%	2%	-	-
University of Edinburgh	1%	2%	-	5%	-	-	-	2%	-	-
Lund University Sweden	1%	2%	-	5%	-	-	-	2%	-	-
UK, haven't decided yet for University	3%	3%	-	5%	-	9%	-	2%	4%	-
Sweden, haven't decided yet for University	1%	2%	-	-	-	0%	4%	2%	-	-
Netherlands, haven't decided yet for University	1%	2%	-	-	-	9%	-	2%	-	-
Germany, haven't decided yet for University	1%	2%	-	-	-	9%	-	-	4%	-
Abroad, haven't decided yet for country	5%	7%	-	-	9%	9%	4%	6%	4%	-
Haven't decided yet	23%	26%	11%	27%	18%	18%	25%	25%	17%	50%

Fifty two percent of the alumni who plan to pursue postgraduate studies within the next 12 months, will enrol in EUC and a further 1% will choose Cyprus College (for ACCA).

Reasons for not Selecting EUC for Postgraduate Studies

N=32

Reasons for not selecting EUC for postgraduate studies

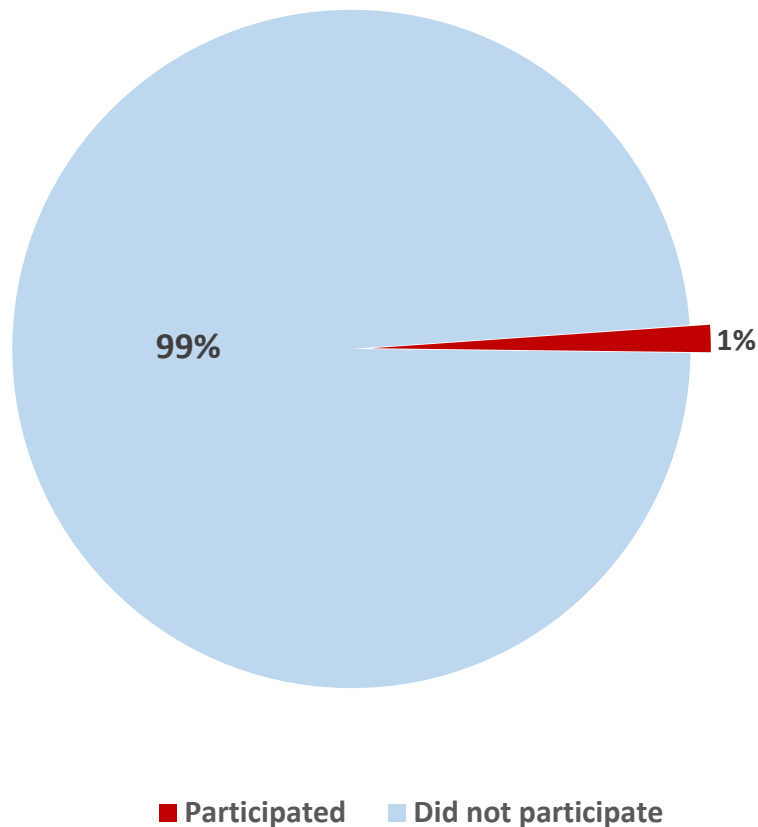


Can you please tell us why you didn't select EUC for postgraduate studies?

Participation in a Start-Up

N=462

Participation in a Start-up



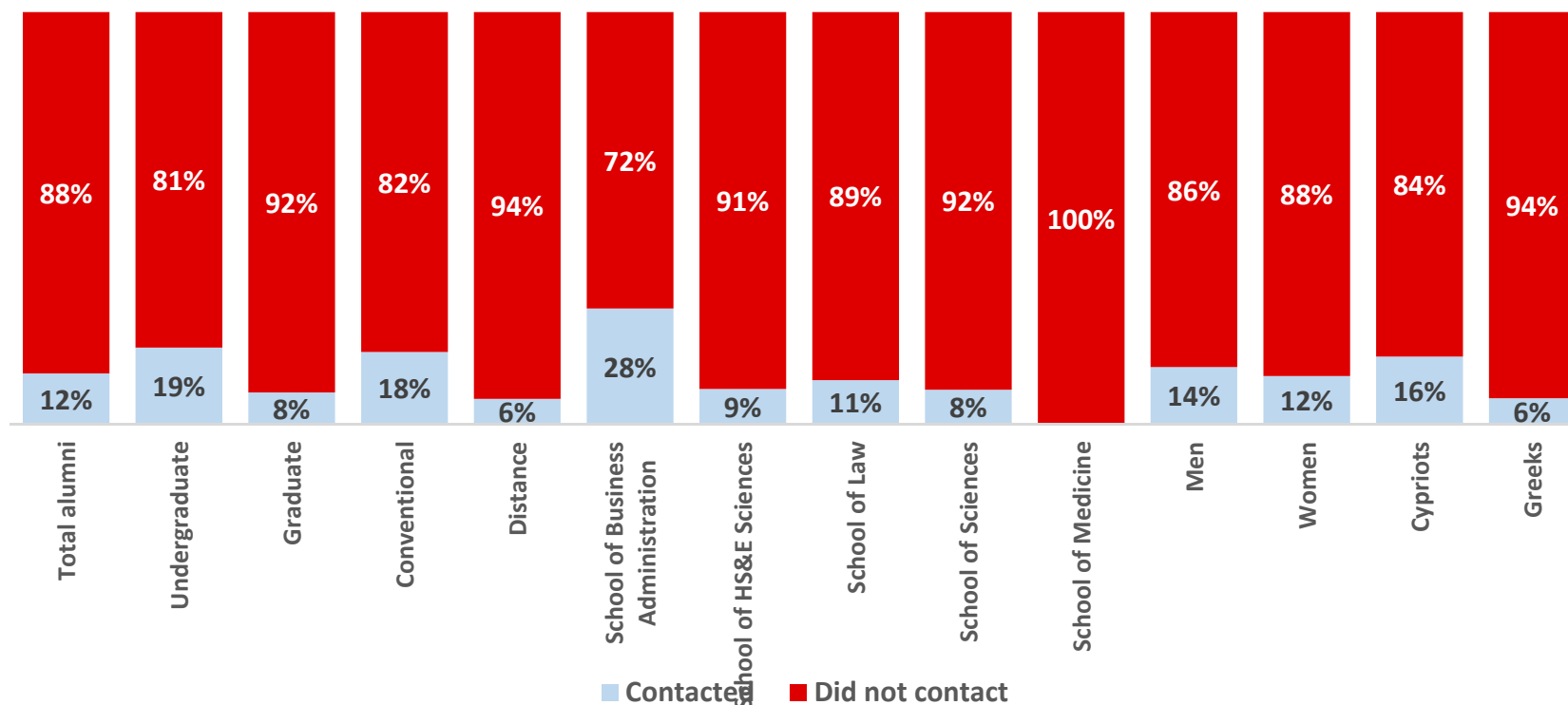
Six alumni reported participating in a Start-up. Two mentioned EUC's PEAK project, one participated in Battle net and three refused to name the Start-up.

Have you ever participated in a Start-Up?

Contacting the Career Centre for Assistance

N=462

Contacting the Career Centre for assistance



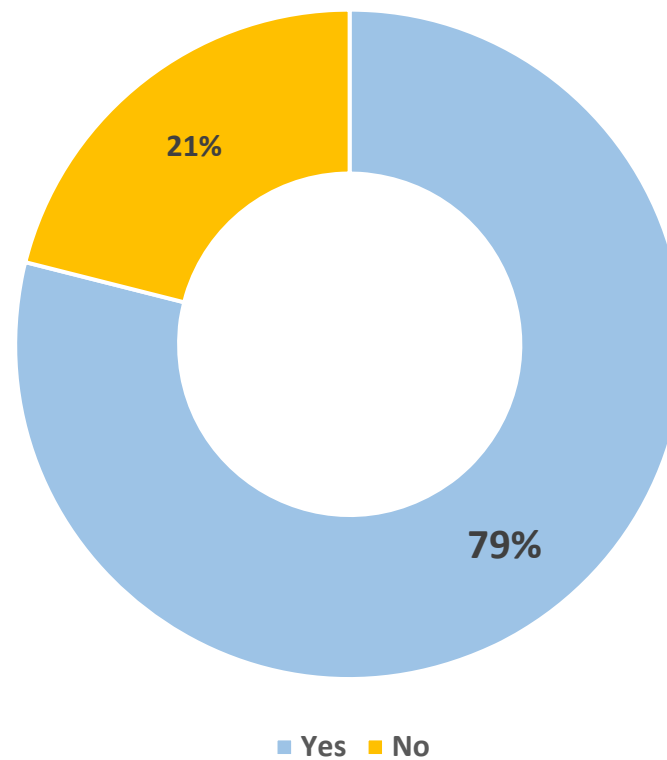
Twelve percent have used the services of EUC's Career Centre for assistance. Among undergraduates the corresponding number is 19% and among graduates of the School of Business Administration reaches 28%.

Did you contact the Career Centre of EUC to ask for help?

Getting the Support they were Looking for from the Career Centre

N=57

Getting the support they were looking for from EUC's Career Centre



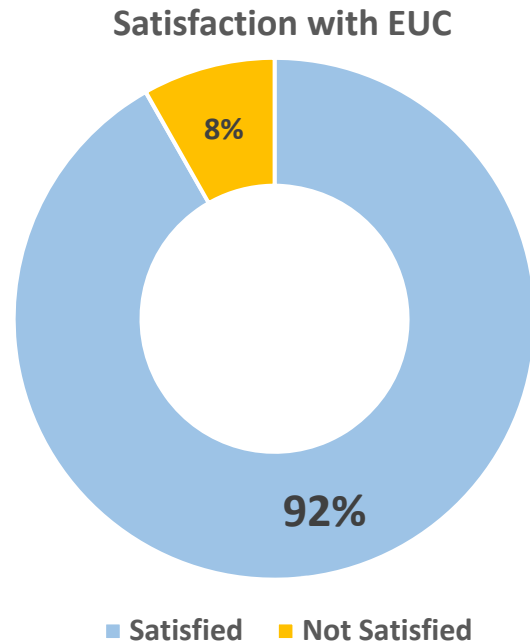
The majority 79% were satisfied with the services of EUC's Career Centre.

Did you get the help you were looking for (Career Centre)?

53

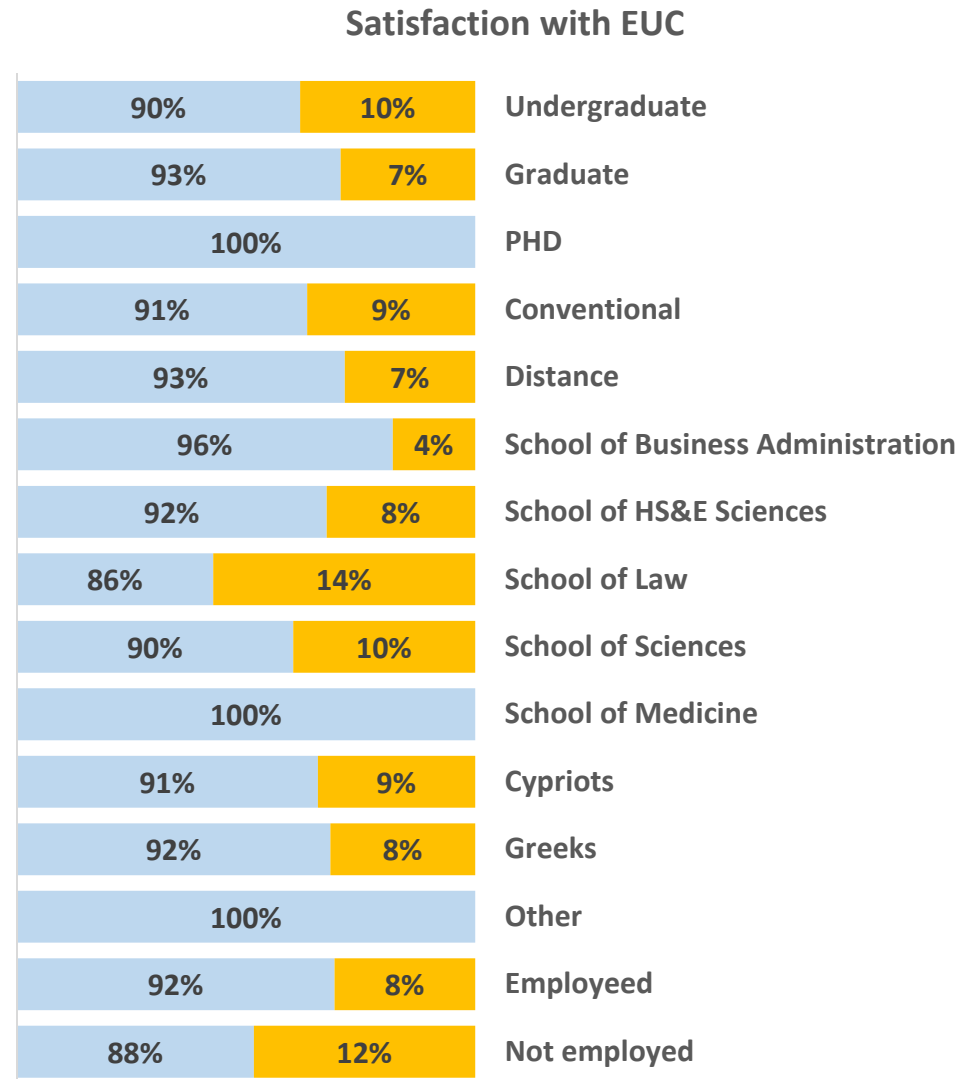
Satisfaction with EUC

N=462



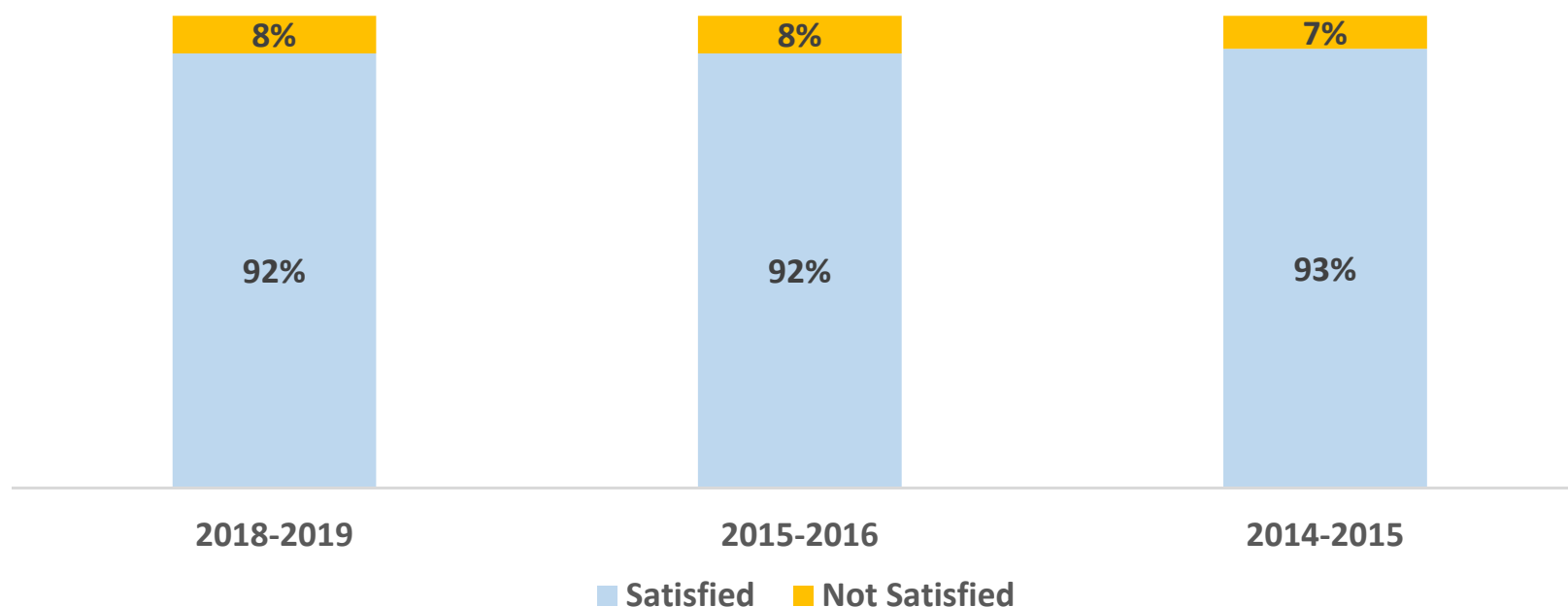
The majority 92% are satisfied with their experience at EUC. The rate of satisfaction is consistently high across all alumni groups, with marginal discrepancies among graduates of the School of Law and graduates not currently employed.

How satisfied are you with your experience at EUC?



Comparison of Satisfaction with EUC by Academic Year

Comparison of satisfaction with EUC by academic year



Satisfaction rate has remained constant through 2014-2019, fluctuating around 92%-93%.

III. Main Findings



Main Findings

- Employment rate for EUC's 2018-2019 alumni is 87%. A higher employment rate is observed among graduates (92%), distance learning graduates (91%), graduates of the School of Humanities, Social & Education Sciences (90%) and women (89%).
- The employment rate for EUC alumni increased by ten points to 87% in 2018-2019, compared to 77% for 2015-16 and 2014-2015.
- The overall unemployment rate is 13%. However, the real unemployment rate among EUC's graduates is 5%, since approximately 8% of graduates are not actively looking for work for various personal reasons or due to participation in postgraduate studies or internship programs and therefore do not fall into the unemployment category.
- A relatively higher unemployment rate is observed among graduates of Business Administration (4 years Bachelor – Taught in Greek), Speech Therapy (4 years Bachelor), Psychology (4 years Bachelor) and Radiology (4 years Bachelor) . However, these results should be considered with caution because of the very small statistical base (<15) for each group.
- 87% of employed graduates are working full time and 13% part time. Full time employment for EUC graduates increased by eight points, compared to 2015-2016.
- 86% are working in paid employment and 14% are self employed.
- Twenty six percent of the alumni who are currently working, were employed in less than a month after graduation. Forty seven percent were employed within six months after graduation.

Main Findings

- Managers account for 7% of alumni, while Professionals comprise the largest category with 76%. The other occupation groups are Technicians and Associate Professionals 4%, Clerical Support Workers 5%, Services and Sales Workers 7% and Armed Forces Officers 1%.
- Forty three percent are employed 12 or less months in their current position while the duration of employment for 19% is one to two years. Fourteen percent are employed two to five years and an equal number are employed five to ten years. Eleven percent are holding their current position more than ten years.
- The majority 81% reported that their job relates to their program of study. This view prevails across all alumni groups.
- The majority 69% are employed in the private sector, 29% are public employees and 2% work in non-profit organizations. Employment in the public sector is higher among graduates, distance learning alumni, School of Humanities, Social and Education Sciences graduates and students from Greece.
- Most EUC graduates (38%) are employed in the Education sector, 18% are employed in the Human Health and Social Work Activities sector and 11% in the professional Scientific and Technical Activities sector. Other important sectors are Wholesale and Retail Trade 5%, Public Administration and Defence 5% and Accommodation and Food Service 4%. Financial and Insurance Activities sector as well as Information & Communication sector comprise 3% respectively, while 1% are employed in Manufacturing, Construction and Transportation & Storage.

Main Findings

- The average gross monthly salary is €1230. Thirty seven percent earn up to €1249, 18% earn €1250-1749, 3% are paid €1750-2500 and 4% earn more than €2500.
- One out of ten EUC's alumni are currently enrolled in postgraduate studies, while a further 17% plan to enrol within the next 12 months. One out of two have completed their postgraduate studies and 24% did not enrol or intend to enrol in postgraduate studies within the next 1-12 months.
- Seventy percent of alumni who are currently attending postgraduate studies are enrolled in EUC and a further 2% are enrolled in Cyprus College for ACCA. UNIC was chosen by 6%, while 4% respectively chose CIIM and the University of Bedfordshire.
- Twelve percent have used the services of EUC's Career Centre for assistance. Among undergraduates the corresponding number is 19% and among graduates of the School of Business Administration reaches 28%. The majority 79% were satisfied with the services of EUC's Career Centre.
- The majority 92% are satisfied with their experience at EUC. The rate of satisfaction is consistently high across all alumni groups. Satisfaction rate has remained constant through 2014-2019, fluctuating around 92%-93%.

Appendix 2

Asynchronous Learning Activities

Examples

• LIT 205 SHAKESPEARE

Follow the link to the Kahoot website and carry out the set quiz. You can do this any time between the beginning and end of this week. The activity is speed-based and will test your basic knowledge of the characters and plot of Hamlet – in other words, the questions are factual rather than interpretive, and range from very easy to quite hard. Make sure to use your real name as your username, so that I can monitor your participation. At the end of the week, you will be able to see which person in the class scored the highest number of correct answers, and also who was able to recall the answers in the final time. This exercise is not graded, but If you are unable to answer some of these questions it's a good indication that your knowledge of the text is not yet up to the required level. Remember that in the exam you will not have access to a text book or copy of the play, so this knowledge is essential!

• LIT355 CREATIVE WRITING

We're going to try an experiment in consequences. I have divided you into groups of three, and given each of you a role (WRITER, PROTAGONIST, ANTAGONIST) and a scenario. Each group has been provided with a link to an editable Google Doc. Over the next two weeks, you must write a collaborative story on the Google document, each of you contributing a paragraph in turn, using the insights into plot mechanics and dialogue discussed over the past three weeks. The WRITER should begin the exercise by writing a paragraph that "sets the scene" for the story, and which also describes the PROTAGONIST of the story. The PROTAGONIST should then write the second paragraph, which continues in the same style but concentrates on the main character's actions, following on from and developing the ideas in the first paragraph: this paragraph should finish with a brief (1-2 sentences) introduction of the ANTAGONIST. Remember, the antagonist should be immediately and clearly opposed to the protagonist in some identifiable way. The ANTAGONIST then contributes the next paragraph, concentrating on their character but also continuing the story as set up in paragraphs 1 & 2. You will continue in this cycle for 12 days, which means each of you should write four paragraphs. Please make sure to keep in touch with your collaborators via the forum, and let me know immediately if someone misses their deadline. The final document should be downloaded, then handed in for my comments. You should highlight each paragraph in a different colour according to who wrote it, so that I can see clearly each person's contribution. The aim of this exercise is to achieve a story that has an identifiable beginning, middle, and end, with well defined characters who are in a conflict that gets resolved ("resolution" can mean anything from reconciliation to murder).

• LIT335 NATURE WRITING AND CLIMATE CHANGE.

This week's material is a lot to process. There's a great deal of factual information, but there is also much that can be quite affecting emotionally: after all, we are talking about an existential threat to humanity. We should not shy away from those feelings, but seek

to think about how to process them and incorporate them in our literary-critical work. This week, therefore, I am asking you to take part in an exercise on Padlet. This site allows you to make anonymous comments in the form of sticky notes on the screen shared with everyone else in the class. I'd like each of you to do two things on the Padlet: 1) create a padlet with the feelings that you experienced while reading through the materials on the Anthropocene; 2) create a padlet with the questions that occur to you after reading this information. Make sure to put these in the appropriate place. We will use these padlet notes to guide our discussion of art's place in a climate changed world in the forum next week.

- **LIT210 MODERN DRAMA**

Self-Assessment Exercises/Activities

Exercise 2.1

In the Discussion Forum, discuss Nora's behavior in the first half of the play. Your post should be about 250 words long and should engage with at least 2 other posts in the forum on the same topic.

- **LIT215 CRITICAL AND CULTURAL THEORY**

Self-Assessment Exercises/Activities

Exercise 4.1

Consider the following for discussion in the class Discussion Forum and make at least two posts of approximately 200 words. Your responses must engage with the responses of at least two other participants in the discussion.

"Myth is a type of speech. Of course, it is not any type: language needs special conditions in order to become myth [...] But what must be firmly established at the start is that myth is a system of communication, that it is a message. This allows one to perceive that myth cannot possibly be an object, a concept, or an idea; it is a mode of signification, a form. [...] Since myth is a type of speech, everything can be a myth provided it is conveyed by a discourse. Myth is not defined by the object of its message, but by the way in which it utters this message: there are formal limits to myth, there are no 'substantial ones.'" (Roland Barthes, *Mythologies*)

- Consider the traditional fairytales e.g. Cinderella, Snow White etc. Think of the similarities between various different fairytales. What kind of similarities are they? How can the structure of fairytales—and consequently the structure of myth—reflect the structure of language? Think of Saussure's understanding of language as a system of signs; how does the structure of myth reflect the structure of language?
- You may want to think in terms of patterns, contrasts, parallels, binary opposites in the fairytales.
- Can you see a structuralist reading at work?

- **LIN300 SOCIOLINGUISTICS**

Week 5: Exercise 1.1

Language maintenance and Shift.

Read the uploaded article on Language and Identity in Cyprus under British Rule (International Journal of the Sociology of Language, 2004).

Study the efforts that each of the Cyprus communities, namely the Greek-Cypriot community and the Turkish-Cypriot community, made during British Colonial Rule in order to maintain their language as an important symbol of their identity.

In not more than 350 words, write about the efforts of a particular community that have mostly impressed you and link them to the class discussion on language and identity maintenance and on reversing language shift. In not more than 150 words comment on a classmate's post.

- **LIT345 AFRICAN AMERICAN LITERATURE**

Week 2: Exercise 1.1

Discuss the following questions with your classmates (250 words):

There are two turning points in Douglass' narrative: learning to read and his fight with the slave driver Covey. What is the significance of Douglass's descriptions of these two experiences in light of their key role in his development from a slave to a fully-realized human being?

Respond to at least two of your classmates' posts.

- **LIT315 THE NINETEENTH CENTURY ENGLISH NOVEL**

Week 10: Exercise 1.1

Critically reflect about the following issues on the Discussion Forum (150-200 words):

To what extent do issues of gender enter into a discussion of Frankenstein? What are the implications of a mother-less birth and a creation outside the womb in the context of the novel?

Respond to at least two of your classmates' posts.

Appendix 3

PEER REVIEW ACTIVITY

ENL110 Advanced ACADEMIC Writing

Peer-reviewed Essay on Wilde

Announcement:

I wanted to update you on the tasks we have ahead of us as we move into the essay writing stage. Please note these for your diaries:

1. You now have two weeks to write a 2,000-2,500 word draft of your essay on Wilde, basing it on the research and planning that you've already done. Note that you will need to use the MLA formatting system explained in this week's folder. **Please note that the deadline for this is 18th April. Missing that deadline will impact on your classmates as well as yourself, therefore I will have to deduct grades.**
2. In the week of 19th-25th April, your job will be to read at least four essays written by your classmates, and to offer them suggestions for improving their work. I will give you more tips on how to do this in that week. This is worth 5% towards your final grade. **Deadline 25th April.**
3. Over the Easter break, you will rewrite your essays, bearing in mind the peer review comments from your classmates and following the instructions I will give you on the 21st. The rewritten essay will be worth 25% of your final grade (this is the big one!). **Deadline 10th May.**

Essay Instructions:

Write a 2,000-2,500 word, MLA-formatted, draft of your essay on this topic, and post it as a Word file to this forum. (Click the little paperclip symbol to upload).

- "In his preface to *The Picture of Dorian Gray*, Wilde states that "No artist has ethical sympathies." Yet *The Picture of Dorian Gray* is clearly in the tradition of Faust stories, in which someone suffers after making a deal with the Devil. Is this novel truly written without an ethical message?"

Post your draft essay in this forum no later than the end of 18th April 2021.

Once you have posted your essay, read at least four of your classmates' essays and offer comments on how they can improve their writing. This is a process that is meant to help all of you get the best possible marks for this assignment, so please take it seriously (see announcement of 18/04 for more details). You should comment on all the issues we have discussed in our classes: style, structure, analysis, use of quotations, etc.

Feedback tips:

In commenting on peoples' essays, please don't think of your job as offering praise or criticism. I will be the person to mark these essays: it is not helpful for your classmates to read lots of variants on "what a great essay!" or "I really enjoyed this!" What they need from you is comments that point out possible flaws and suggest solutions.

Think about each element in the essay in turn.

- ☐ How is the structure? Are there any sections that could be moved around?
- ☐ How is the style? Was the essay easy to understand at all points? Could any extra transitional phrases be added to provide "signposts" for the reader?
- ☐ Are there any weaknesses in the argument? Any claims that don't seem fully supported by the evidence?
- ☐ Does the Introduction do all the job of the HATMAT structure? Were you sure of what the author wanted to do from the first moment?
- ☐ How is the conclusion? Is there a way to make it stronger?
- ☐ How about the way that research is handled? Is there a good ratio of direct quotation to paraphrase? Are quotations properly placed within paragraphs? Are there any quotations that are too long?
- ☐ Do they seem to be using good sources (e.g. from the OpenAthens databases)? Are there any additional sources you might suggest?
- ☐ How is their understanding of the novel? Could any elements from the novel be added to support their case? Are there any elements that they have not considered which might undermine their argument (and if so, how might they handle that problem)?
- ☐ How is their understanding of the theoretical, artistic and/or philosophical arguments that they have put forward? Are there any ideas they are missing, particularly ones they could consider to make the essay more interesting?

Your comments should be 150-300 words each time: longer comments would be very welcome for your classmates. **It is your feedback, not your draft essay, that will be graded.**

Appendix 4

PEER REVIEW ACTIVITY

LIN210 The History of the English Language

Graded peer review activity (total marks: 5)

Self-Assessment Exercises/Activities: 1.1.and 1.2. (3 marks), 1.3 (2 marks)

Activity 1.1 (3 marks)

Study the article "On Anglicisation of Indian words: Phonetic, morphological, semantic aspects" and write an essay of not more than 500 words commenting on the questions below (Submit in Assignment 1.1. "Anglicisation of Indian words")

The article is available on the course Reading List that you can find if you click on: Books and Tools on the left column of the Contents, Library Reading List, See current reading list (top left).

Focus on the following questions to write the essay:

- 1) What does the author mean with "Indian borrowing in English"?
- 2) What types of borrowings are examined in the article?
- 3) What are the current and historic reasons of these borrowings?
- 4) What structural adjustments took place in these loanwords?
- 5) What parts of speech were mostly borrowed?

You will submit the text with your feedback by 7 April 2021, 23:55. Then you will receive the (anonymous) essays of two of your classmates. Please offer feedback (not more than 200 words) on them in order to help your peers improve their essay (Submit in Assignment 1.2. "Anglicisation of Indian words". For instance,

- you can refer to the adequacy of their comments to each of the questions and suggest points that may be added missing or be modified.
- you can suggest ways to improve the clarity on areas of the text you identify as vague
- you can suggest ways the use of language can be enhanced.
- you can put forward constructive suggestions that should be specific in order to help your peers revise their text.

Exercise 1.3 (2 marks)

You will receive your essay and the feedback of two of your peers and you will revise it considering their suggestions. Read carefully the suggestions and

decide which ones you find worth adopting to improve your essay and which ones you may not follow. Submit your work by the 14th of April 2021 23:55 Submit in Assignment 1.3. "Anglicisation of Indian words". This revised version of your essay can be 500-700 words long.

Appendix 5

PEER REVIEW ACTIVITY

LIT355 Creative Writing

Self-Assessment Exercises/Activities

Exercise 1.1

You and your fellow students have posted poems in the "Poetry assignment" forum. Please offer feedback on at least three of the poems. Make sure to comment on poems that have not yet received feedback – that way we can ensure everyone gets something they can use.

Your feedback should include:

- ☐ The element you thought worked best. This should be a specific element, not general and therefore meaningless words of praise.
- ☐ Two constructive suggestions. That means identifying two areas where the poem could be improved, and a real suggestion for how to improve in each area.

Post your comments in the forum, and then also hand them in here for grading. I expect your comments to be at least 250 words in total. The deadline for this exercise is half way through the week.

Exercise 1.2

Now, please rewrite the poem, trying to move it further towards being a finished work that fulfills your artistic intentions. Then, write a reflection of around 300 words (anything between 200 and 500 is acceptable) for your journal. Bear in mind that it is the reflection that will actually be graded (see journal notes in Week 1).

Notes on rewriting

You should look through the feedback you received and consider thoughtfully whether some or all of it can be of use to you in improving your work, but you do not have to feel bound to follow any or even all of the suggestions you received. Even the greatest works of art don't impress everyone - for instance, I don't enjoy *The Godfather*, which the American Film Institute rates as the second greatest film ever made. So there is a balance to strike: use whatever critiques can be useful, ignore everything else. Your poem now can be any length, any genre, and you can change the root phrases. However, you should definitely keep the same title and basic ideas as your original.

Notes on reflections

Use all of the questions given in the notes on journaling in Week 1. You might also find these useful, but don't feel you have to answer all of them:

- ☐ How did you experience the original poem-writing task?
- ☐ When it came to rewriting the poem, what decisions did you have to make about form?
- ☐ Do you think the rewritten version is a better poem?

- ☐ What themes does the poem have in both the original and the rewrite?
- ☐ Is poetry harder or easier than prose?
- ☐ What are the benefits and drawbacks of using random words as we did in this exercise?

Appendix 6

Peer-review activities

LIT450 – Women in Literature

Peer-review activity for Graded Discussion Forum Question

Post your answer in this forum no later than (insert relevant date)

Once you have posted your answer to the question, read at least two of your classmates' posts and offer feedback and comments on how they can improve their writing. Your response could also incorporate a question or questions based on your classmates' answers.

'The Yellow Wall-Paper' was written in 1892 and is often referred to as a feminist short story. Given that the woman in the story goes mad because her role in society is limited and her ability to express herself creatively is constricted, can the reader assume that the author is making a feminist statement? In effect, does the female character triumph in the end? (Graded Discussion Forum Question of 300-400 words, 2%)

First: post your answers to the above question (not more than 300 words) on the Discussion Forum.

Second: Respond briefly to two of your classmates' posts (about 50-100 words each).

When giving feedback, consider the following questions:

Do the answers define feminism or at least show an understanding of the socio-cultural context?

What do you think was the strongest argument in each answer? Why?

What do you think was the weakest argument? Why?

How would you strengthen the weakest argument?

Did you find the answer convincing? Were arguments substantiated with adequate evidence?

Were you left with any questions after reading the posts?

What would you improve to make the answers more effective?

Feel free to add feedback on any additional observations you may have made.

Feedback tips:

In commenting on your classmates' work, please do not think of your job as offering praise or criticism. Try to focus on the content and structure rather than on spelling or grammatical errors. It is not helpful for your peers to read lots of praise such as "What a

great essay!" or "I really enjoyed this!" What they need from you is comments that point out possible flaws and suggest solutions.

Remember that it is your feedback that will be graded.

APPENDIX 7

Name of Program: **English Studies**
(BACHELOR OF ARTS)

Degree: **Bachelor of Arts in English Studies**

The English Studies (B.A.) programme provides students with theoretical knowledge, critical ability and methodological tools to explore Literature, Linguistics and Language Teaching. Students have the chance to study literary texts and genres from a variety of contexts including British, American and European, assessing them in relation to some of the most urgent issues in literary theory such as ecocriticism, post-colonialism and queer theory. In parallel, students investigate the English language from several perspectives, such as its sounds, its grammar, its development over time and its dominance as a global language. They also explore the ways English functions in different social contexts and the ways it varies in different geographical areas leading to world Englishes. Moreover, students examine first and second language acquisition and are offered the required skills to implement current technology-enhanced English teaching methods. Finally, the programme prepares students for graduate studies and a variety of professional careers such as teaching, writing, journalism and public relations

General Objectives

- To develop the student's capacity to think, write, and speak effectively and creatively in the English language;
- To acquaint students with the nature, history and functions of human language and help them place language within the structured system of the discipline of Linguistics;
- To develop the student's analytical, decision making and English communication competencies;
- To analyze differing socio-cultural, moral and ethical values through the study of literary texts and cultural theory

LEARNING OUTCOMES:

Graduates of this Programme are expected to be able to:

- Teach English at all levels, including for young learners, as a second language and for specialized purposes
- Theorize the evolution and standardization of English, its development into a global language and the emergence of world Englishes
- Explicate the structure, meaning and function of human language with emphasis on English.

- Describe the link between language and society and its implications
- Analyze a wide range of literary texts using sophisticated critical tools and theories of text.
- Discuss the evolution of literature by period, with an emphasis on English language literatures.
- Appraise the intersection of cultural, social and political theory with the production of literary texts.
- Create and evaluate new texts in the fields of fiction, nonfiction, and cultural theory.

EMPLOYMENT OPPORTUNITIES:

Teaching, Publishing, Journalism, Counselling, Editing, Public relations.

DEGREE REQUIREMENTS	ECTS
All students pursuing the Bachelor of Arts degree in “English Studies” must complete the following requirements:	
General Education Requirements	24
Core Requirements	168
Major Electives	30
Free Electives	18
Total Requirements	240

GENERAL EDUCATION REQUIREMENTS		24 ECTS
English and Communication		12 ECTS
ENL103	Instruction in Expository Writing	6
COM215	Public Speaking and Human Communication	6
Humanities and Social Sciences Electives		12 ECTS
CORE REQUIREMENTS		168 ECTS
ENL110	Advanced Academic Writing	6
LIN100	Linguistics: Language and Structure	6
LIN105	Linguistics: Language and Use	6
LIT100	Introduction to Drama	6
LIT105	Introduction to Poetry	6
LIN200	English Grammar	6
LIN210	The History of the English Language	6
LIT200	Introduction to Fiction	6
LIT205	Shakespeare	6
LIT210	Modern Drama	6
LIT215	Critical and Cultural Theory	6
LIN230	Applied Linguistics	6
LIN235	Phonetics and Phonology	6
LIN300	Sociolinguistics	6
LIN305	Psycholinguistics	6
LIT300	Romanticism	6
LIT305	British Fiction	6
LIN315	Teaching Methodology in ESL	6
LIN330	Second Language Acquisition	6
LIT315	The 19 th century English Novel	6
LIT320	Post-Colonialism	6

LIT325	Contemporary Poetry	6
LIT400	American Fiction	6
LIN400	English as a Global Language	6
LIT405	Women in Literature	6
LIN405	Language and Gender	6
LIT420	Modernism and post-modernism	6
LIN420	World Englishes	6
MAJOR ELECTIVES Students select any <u>Five (5)</u> from the list of the following courses:		30 ECTS
Literature		
LIT330	Children's Literature	6
LIT335	Nature Writing and Climate Change	6
LIT-340	Queer readings	6
LIT345	African - American Literature	6
LIT350	Special Topics: Literature	6
LIT355	Creative Writing	6
Linguistics		
LIN335	Special Topics: Linguistics	6
LIN345	Discourse Analysis	6
LIN350	Semantics and Pragmatics	6
LIN355	Interculturalism in Second Language Teaching	6
LIN375	Teaching English to Young Learners	6
LIN380	Technology in Second Language Learning	6

TABLE 2: COURSE DISTRIBUTION PER SEMESTER

A / A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
1 Semester								
1.	Compulsory	Instruction in Expository Writing	ENL103	N/A	N/A	14 Weeks	N/A	6
2.	Elective	Free Elective	-----	N/A	N/A	14 Weeks	N/A	6
3.	Compulsory	Public Speaking and Human Communication	COM215	N/A	N/A	14 Weeks	N/A	6
4.	Elective	Humanities and Social Sciences Elective	-----	N/A	N/A	14 Weeks	N/A	6
5.	Elective	Free Elective	-----	N/A	N/A	14 Weeks	N/A	6
2 Semester								
6.	Compulsory	Advanced Academic Writing	ENL110	N/A	N/A	14 Weeks	N/A	6
7.	Compulsory	Linguistics: Language and Structure	LIN100	N/A	N/A	14 Weeks	N/A	6
8.	Compulsory	Linguistics: Language and Use	LIN105	N/A	N/A	14 Weeks	N/A	6

9.	Compulsory	Introduction to Drama	LIT100	N/A	N/A	14 Weeks	N/A	6
10.	Compulsory	Introduction to Poetry	LIT105	N/A	N/A	14 Weeks	N/A	6
3 Semester								
11.	Elective	Humanities and Social Sciences Elective	-----	N/A	N/A	14 Weeks	N/A	6
12.	Compulsory	English Grammar	LIN200	N/A	N/A	14 Weeks	N/A	6
13.	Compulsory	The History of the English Language	LIN210	N/A	N/A	14 Weeks	N/A	6
14.	Compulsory	Introduction to Fiction	LIT200	N/A	N/A	14 Weeks	N/A	6
15.	Compulsory	Shakespeare	LIT205	N/A	N/A	14 Weeks	N/A	6
4 Semester								
16.	Elective	Free Elective	-----	N/A	N/A	14 Weeks	N/A	6
17.	Compulsory	Modern Drama	LIT210	N/A	N/A	14 Weeks	N/A	6
18.	Compulsory	Critical and Cultural Theory	LIT215	N/A	N/A	14 Weeks	N/A	6
19.	Compulsory	Applied Linguistics	LIN230	N/A	N/A	14 Weeks	N/A	6
20.	Compulsory	Phonetics and Phonology	LIN235	N/A	N/A	14 Weeks	N/A	6

5 Semester

21.	Compulsory	Sociolinguistics	LIN300	N/A	N/A	14 Weeks	N/A	6
22.	Compulsory	Psycholinguistics	LIN305	N/A	N/A	14 Weeks	N/A	6
23.	Compulsory	Romanticism	LIT300	N/A	N/A	14 Weeks	N/A	6
24.	Compulsory	British Fiction	LIT305	N/A	N/A	14 Weeks	N/A	6
25.	Compulsory	Teaching Methodology in ESL	LIN315	N/A	N/A	14 Weeks	N/A	6

6 Semester

26.	Compulsory	Second Language Acquisition	LIN330	N/A	N/A	14 Weeks	N/A	6
27.	Compulsory	The 19 th Century English Novel	LIT315	N/A	N/A	14 Weeks	N/A	6
28.	Compulsory	Post-Colonialism	LIT320	N/A	N/A	14 Weeks	N/A	6
29.	Compulsory	Contemporary Poetry	LIT325	N/A	N/A	14 Weeks	N/A	6
30.	Elective	Major Elective*	-----	N/A	N/A	14 Weeks	N/A	6

7 Semester

31	Compulsory	American Fiction	LIT400	N/A	N/A	14 Weeks	N/A	6
----	------------	------------------	--------	-----	-----	----------	-----	---

32	Compulsory	English as a Global Language	LIN400	N/A	N/A	14 Weeks	N/A	6
33	Elective	Major Elective*	-----	N/A	N/A	14 Weeks	N/A	6
34	Elective	Major Elective*	-----	N/A	N/A	14 Weeks	N/A	6
35	Elective	Major Elective*	-----	N/A	N/A	14 Weeks	N/A	6
8 Semester								
36	Compulsory	Women in Literature	LIT405	N/A	N/A	14 Weeks	N/A	6
37	Compulsory	Language and Gender	LIN405	N/A	N/A	14 Weeks	N/A	6
38	Compulsory	Modernism and post-modernism	LIT420	N/A	N/A	14 Weeks	N/A	6
39	Compulsory	World Englishes	LIN420	N/A	N/A	14 Weeks	N/A	6
40	Elective	Major Elective*	-----	N/A	N/A	14 Weeks	N/A	6

*MAJOR ELECTIVES Students Select any <u>Five (5)</u> from the list of the following courses:		30 ECTS
Literature		
LIT330	Children's Literature	6

LIT335	Nature Writing and Climate Change	6
LIT 340	Queer readings	6
LIT345	African - American Literature	6
LIT350	Special Topics: Literature	6
LIT355	Creative Writing	6
Linguistics		
LIN335	Special Topics: Linguistics	6
LIN345	Discourse Analysis	6
LIN350	Semantics and Pragmatics	6
LIN355	Interculturalism in Second Language Teaching	6
LIN375	Teaching English to Young Learners	6
LIN380	Technology in Second Language Learning	6

Appendix 8

Course Title	Creative Writing				
Course Code	LIT355				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	3 rd Year / 6 th Semester or 4 th Year / 7 th or 8 th Semester				
Teacher's Name	James Mackay				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	This course applies a practical and hands-on approach to creative writing, building students skills in specified key areas of creative writing using a workshop methodology. By the end of the course students will be experienced in both giving and making use of feedback, and in reflecting on their own creative practice.				
Learning Outcomes	<p>By the end of this course students will be enabled :</p> <ul style="list-style-type: none"> • To discuss key elements of literary expression, including plot, narrative, point of view, dialogue, image, tone, style and technique. • To employ key elements of literary expression in their own writing in a variety of literary genres such as poetry, fiction and drama. • To explore a variety of writers' techniques through examination of literary examples. • To practice their own writing skills in a seminar/workshop setting and produce work which will become an object of peer critique as well as being assessed by the instructor. • To examine, to evaluate and to review their own work as well as the work produced by their peers. • To produce a portfolio of work to be submitted at the end of the semester. 				
Prerequisites	ENL110 Advanced Academic Writing	Co-requisites	None		

Course Content	<p>The course aim is to enhance students' creative writing skills in a seminar/workshop setting focusing on critical evaluation of individuals' original work in poetry and fiction. It develops both creative and reflective understanding of a variety of literary genres through the use of creative writing exercises and the examination of material both literary and critical. Working with the instructor and discussing each other's work, students will hone both their own vision and skills as authors and their capacity for imaginative, sympathetic analysis of writing. Whenever possible, students will attend literary meetings with established authors as well as theatre performances and film viewings.</p> <p>Students are introduced to a variety of literary genres and techniques. They learn to recognise stylistic differences through the examination of literary examples and they are asked to incorporate techniques explored in each class into their own piece of original work. Key elements such as theme, setting, character, plot, point of view, dialogue, image and tone will be explored through readings and writing exercises to guide the students toward a working knowledge of the associated techniques. Readings and writing exercises will expose students to current literary trends, and help them to develop practical critical ability and to sharpen their writing skills. The course will not only enable students to enhance and sharpen their creative writing skills but it will further emphasise how these skills can be transferred in the students' academic work as well as in the workplace. For this reason, the course will also include information on publishing creative work as well as material and exercises which will demonstrate how creative writing can enhance learning in a classroom setting.</p>					
Teaching Methodology	E-Learning					
Bibliography	<ul style="list-style-type: none">• The Cambridge Companion to Creative Writing, edited by David Morley. Cambridge, 2012.					
Assessment	<table><tr><td>Final Examination</td><td>50%</td></tr><tr><td>Assignments/On-going Evaluation</td><td>50%</td></tr></table>		Final Examination	50%	Assignments/On-going Evaluation	50%
Final Examination	50%					
Assignments/On-going Evaluation	50%					
Language	English					

Appendix 9



THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION



**European
University Cyprus**

FORM: 200.1.3

STUDY GUIDE

COURSE: Creative Writing

Course Information

Institution	European University Cyprus		
Programme of Study	English Studies		
Course	LIT355	Creative Writing	
Level	Undergraduate <input type="checkbox"/>		
Language of Instruction	English		
Course Type	Major Elective <input type="checkbox"/>		
Number of Teleconferences	Total: 6	Face to Face: 1	Teleconferences: Up to 6
Number of Assignments	10		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	6		

Study Guide drafted by:	James Mackay
Editing and Final Approval of Study Guide by:	

CONTENTS

	Page
1 st Teleconference/Group Consultation Meeting: Introduction to the Course	
Week 1 – Introduction to Creative Writing	
Week 2 – Writing Poetry	
Week 3 – Poetry – critique and discussion	
Week 4 – Writing flash fiction	
Week 5 – Flash fiction: critique and discussion	
Week 6 – Writing character	
Week 7 – Character: critique and discussion	
Week 8 – Writing dialogue	
Week 9 – Dialogue: critique and discussion	
Week 10 – Writing magical realism	
Week 11 – Magical realism: critique and discussion	
Week 12 – Using creative techniques in the classroom	
Week 13 – The business of writing	
Final Teleconference/Group Consultation Meeting	
Week 14: Final Examination	
Indicative Answers for Self-Assessment Exercises	

1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

- **Short description & objectives**

The BA English Studies (formerly called BA in English Language and Literature) is a four-year, Distance Learning undergraduate programme, taught in English. It has been offered in the Distance Learning mode since the Fall 2015, but it has been offered as a face-to-face programme since the early 2000s. The programme belongs to the Department of Humanities, School of Humanities, Social and Education Sciences.

Presentation of the Course through the Study Guide

- **Short description & objectives**

The course aim is to enhance students' creative writing skills in a seminar/workshop setting focusing on critical evaluation of individuals' original work in poetry and fiction. It develops both creative and reflective understanding of a variety of literary genres through the use of creative writing exercises and the examination of material both literary and critical. Working with the instructor and discussing each other's work, students will hone both their own vision and skills as authors and their capacity for imaginative, sympathetic analysis of writing. Whenever possible, students will attend literary meetings with established authors as well as theatre performances and film viewings.

Students are introduced to a variety of literary genres and techniques. They learn to recognise stylistic differences through the examination of literary examples and they are asked to incorporate techniques explored in each class into their own piece of original work. Key elements such as theme, setting, character, plot, point of view, dialogue, image and tone will be explored through readings and writing exercises to guide the students toward a working knowledge of the associated techniques. Readings and writing exercises will expose students to current literary trends, and help them to develop practical critical ability and to sharpen their writing skills. The course will not only enable students to enhance and sharpen their creative writing skills but it will further emphasise how these skills can be transferred in the students' academic work as well as in the workplace. For this reason, the course will also include information on publishing creative work as well as material and exercises which will demonstrate how creative writing can enhance learning in a classroom setting.

Learning objectives:

- To establish understanding of key elements of literary expression, including plot, narrative, point of view, dialogue, image, tone, style and technique.
- To employ key elements of literary expression in their own writing in a variety of literary genres such as poetry, fiction and drama.
- To explore a variety of writers' techniques through examination of literary examples.
- To practice their own writing skills in a seminar/workshop setting and produce work which will become an object of peer critique as well as being assessed by the instructor.
- To examine, to evaluate and to review their own work as well as the work produced by their peers.
- To produce a portfolio of work to be submitted at the end of the semester.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: Introduction to Creative Writing

(1st Week)

Summary

This week we think about idea generation, and what sources of inspiration are available to any neophyte writer.

Introductory Remarks

Welcome to creative writing! This week we need to start immediately to get your



imagination revved up, because the biggest danger any new writer can experience is the horrifying spectacle of the empty page. Luckily, the world is full of prompts that can help you come up with new ideas: the trick is how to make use of them.

For this week's exercise (more details of which follow below), I want you to take a look at this picture. Don't worry about looking up details of the artist or the circumstances in which it was painted, as that is not the point of the exercise. Instead, treat this as meditation exercise. Sit quietly, looking at the picture.

Set a timer for at least five minutes, and do not look away from the picture during that time – this is important. You need to lose yourself in the image. If you don't have a story idea by the end of five minutes, give it another five.

Think about the people. Who are they? What is their story? When is it happening? Where? What has just happened – and what is going to happen? Who is drawing this picture? What is "out of the frame" – just behind the tree, or off to the left or right? What could you hear if you were in the scene? What might you taste, feel, smell?

This is the core of creativity: allowing your imagination free rein. There are no right or wrong answers, no good or bad ideas. The point is not to come up with the best possible plot or the most original characters: it's to

allow your characters to emerge, to give them room to breathe, to follow them around, and to help your reader see what they are feeling.

Aims/Objectives

This week you'll focus on not holding yourself back, just letting yourself write.

Learning Outcomes

1. Create the conditions for creativity
2. Focus on expression and imagination
3. Interrogate your own creative process

Key Words

Meditation	Focus	Creativity	Discipline	Pleasure	Text
------------	-------	------------	------------	----------	------

Annotated Bibliography

- **Basic Sources/Material**

Fyodor Dostoevsky, "The Crocodile." <http://www.online-literature.com/dostoevsky/3367/>

Dostoevsky was a Russian writer of the 19th century – not the first place and time you might think of when you think about crocodiles. This surreal story shows how far you can depart from straightforward sense in plotting and still create something entirely satisfactory.

- **Supplementary Sources/Material**

"How to Overcome Writer's Block: 20 Helpful Tips" Reedsy.

<https://blog.reedsy.com/writers-block/>

Print this out and keep it handy for every moment that you find yourself struggling with any of the assignments on this course.

Self-Assessment Exercises/Activities

Exercise 1.1

Write a short story based on the exercise with the picture, explained in the introduction to this week. Length is not our primary concern here – anything between 100 and 1,000 words is acceptable, providing that it is a complete story, that it is interesting and well told, and providing that it is recognizably inspired by the picture. Being *creative* is the point here, so don't be afraid to copy Dostoevsky and go off in any direction that your imagination leads you!

Exercise 1.2

Over this semester, you will be given five rewriting exercises. The first is in Week 3, if you want to look ahead to understand more about how this will work. In Week 12, you will hand in a portfolio of creative work containing each of these rewritten poems and stories (NOT the originals), along with a journal of your creative process.

It is very important that you understand this next point: it is not your creative work that will actually be graded, though I will offer some hopefully helpful feedback on it. It is the journal that will actually be examined, and it is the journal for which you will be graded.

The idea of the reflection is for me to see you self-consciously interrogating your own artistic practice. Here are some questions you should ask yourself before writing each week's entry. Use these as prompts - please don't just send me short answers to each question, as this should come together as a mini-essay, and you certainly don't need to answer all of them.

- What inspired your creative work?
- What were the original creative decisions you had to make?
- Was there anything that surprised you in the feedback you received?
- Were there any feedback suggestions that you used in your rewrite?
- Were there specific reasons to ignore any parts of the feedback?
- When it came to rewriting the piece, what decisions did you have to make?
- Comparing the original with the rewrite, what do you feel was improved?
- Given more time, or if you decided to rewrite it again in the future, what else would you like to try doing with this piece of fiction?

I will offer you comments on your journal entries as we go along, to help you spot any potential problems early on.

You may update your journal as often as you like, and entries may be as long or short as you like, but there are some minimums:

1. You must post at least once in each of these weeks:
 - a. Week 3
 - b. Week 5
 - c. Week 7
 - d. Week 9
 - e. Week 11
2. Your posts in the weeks above must add up to at least 400 words each time.

As you will see, the aim is to push you to think hard about the craft of writing. I therefore strongly encourage you to also use this journal as a creative diary that you update daily, even if it's only with a few words of inspiration or story ideas – even just a photo of something you've seen that might inspire a story. Such entries will not form part of your final portfolio, but they will help you keep thinking in creative ways. Remember, although of course part of the purpose of this class is to pass and get a grade, that's not really the point: the point is to emerge with a better grasp of your own ability to create narratives, poems, and images, and to use language in a way that will compel readers and get them excited to read your thoughts. This is a transferable skill, whether or not

you decide to become a creative writer, and it cannot be developed last-minute or in a rush: you need to spend just a little portion of every day flexing the muscles of your imagination.

For the final examination, your assignment will be to rewrite one of your creative pieces to significantly lengthen it – around 4,000 words is encouraged. In the exam itself, you will be asked to write a further reflection in response to four specific questions, all relating to this longer rewritten piece.

The cumulative grade for the journal is 20% of your final grade

The cumulative grade for rewrite/reflection exercises is 30% of your final grade.

Recommended number of work hours for the student 50 hours

TITLE: Writing Poetry

(2nd Week)

Summary

We begin our writing journey by thinking about poetry – what it is, why people write it, what the relationship is between form and subject.

Introductory Remarks

I can feel some students groaning already. Why poetry? Poetry is “hard.” Poetry has “rules.” Why can’t we just write simple, straightforward narratives?

Another set of students might like poems, but baulk at the type of poetry that we are doing this fortnight. If you look at the poems we are reading this week, you’ll see that they are all what we call “formal” poetry. That is to say, they are written in forms that compel the writer to use language in particular ways. A sonnet, for example, has the following rules:

- The poem must be exactly 14 lines
- There need to be end-rhymes, arranged in one of a few set patterns: usually ABABCDCEFEFGG or ABBACDDCEFFEGG
- The poem should be in iambic pentameter
- Sonnets are usually concerned with romance

Why would anyone take on a form with so many rules? Or why would anyone want to write a villanelle, a sestina, a ghazal, or any of the other forms that force you to make your language fit the form rather than just saying what you want to say straight off the bat?

Actually, what you will find once you start working with formal poetry is that it forces you to really engage with the language that you are using, and to think about the relationship between words and their meanings. Language is not a transparent medium that can just convey your message, which is how it can seem when we are all used to using language to communicate, and your relationship with words needs to be more like that of a sculptor’s relationship with a block of marble. You can’t just insist that the words do what you want, but instead you have to dive into the ebbs and flows of language, considering the ways that words with completely unrelated meanings share a common sound that joins them together in a way that doesn’t quite make logical sense.

What you will find as you write your poems this week is a central paradox of writing: having a constraint is actually much more liberating for the imagination than having no constraints at all. You should bear this in mind for future weeks. Consider, the next time that you get a creative assignment, how you might choose to make it harder rather than easier by adding additional rules.

Aims/Objectives

Students will be introduced to the joys of formal poetry, and taught about the utility of constraint in inspiring creativity.

Learning Outcomes

- Write a formal poem
- Evaluate the advantages of different forms of poetry
- Emulate traditional models of writing

Key Words

Sonnet	Sestina	Pantoum	Villanelle	Ghazal	Form
--------	---------	---------	------------	--------	------

Annotated Bibliography

• Basic Sources/Material

Sonnets: Pablo Neruda, "Love Sonnet XI"; Elizabeth Barrett Browning, "How Do I Love Thee?"; ee cummings, "i carry your heart with me(i carry it in.)"

These examples show the range of what can be done with this relatively staid form.

Elizabeth Bishop, "Sestina"; A.E. Stallings, "Sestina: Like."

Please make sure to look up what the rules of the sestina are and see one of the very best examples, Bishop's poem, before seeing the astonishingly creative use Stallings makes of the form.

Diane Ackerman, "On Location in the Loire Valley."

A lot of English-language ghazals cheat by loosening the rules: Ackerman does a great job of keeping the tightness of this form, originally derived from Urdu, Persian and Arabic traditions.

• Supplementary Sources/Material

"List of 168 Poetic Forms for Poets." *Writer's Digest*

These might come in handy for the exercise this week.

Gwyneth Lewis. "Extreme Welsh Meter." *Poetry Foundation*.

Of course, you will be writing in English, not Welsh, but this is a really useful examination of just how far formal devices like meter and rhyme can be pushed, and why.

Self-Assessment Exercises/Activities

Exercise 1.1

Your challenge for this week is to write a poem that includes all of these phrases:

- Putrifying knife
- Terrifying knot
- Iridescent hurricane
- Anxious harbour
- Sky-blue rope
- Amorous rebel

The title, which should be relevant to the content, should be one of the following:

- "Blazed"
- "Polonaise"
- "Masquerade"

The poem should be no fewer than 14 lines in length, and should be identifiably a poem written in a specific form – not necessarily a sonnet, ghazal, etc, but certainly with clear and obvious formal rules throughout.

Please note that you cannot do next week's graded exercise without having written this poem, so it is (as with all exercises in this class) compulsory.

Exercise 1.2

It is not compulsory for you to write a journal entry for this week. However, I would advise you to treat your journal like a diary, and make an entry – however brief – after writing your poem, sharing your thoughts on the process. This can be as long or as short as you like. Only I will see these "diary" entries, and they will not generally be graded or responded to, though in a borderline case I may take them into account when determining your final grade.

Recommended number of work hours for the student 6 hours

TITLE: Poetry Feedback

(3rd Week)

Summary

We discuss the importance of giving feedback to others – and, more importantly, of using the feedback we receive.

Introductory Remarks

Participating in peer review is a key element of developing your creative writing. That means two things.

First, don't fall into the trap of just assessing whether it is "good" or not. Creative work doesn't function like that: there will always be disagreements over the subjective impressions you get from a particular poem. The example I often give is the film "The Godfather." It's regularly voted as being among the ten best films of all time, by both audiences and opinion polls of critics, yet I struggled to sit through it and found very little that I enjoyed. Am I "right" or "wrong"? Nobody can say, because it's a personal, subjective, opinion. I am allowed to dislike this film. However, if I were to claim that the film was made badly, that would be a different matter, because then I would be making a claim regarding the craft of the film, a claim that would require very specific justification. It's also of no use to the person whose work you are looking at. "I like it" just tells them that there is nothing to improve (which is very, very unlikely at this stage), and "I don't like it" tells them that your taste is different to theirs (which doesn't help them rewrite). It is important this week that you look for at least one thing that could definitely be improved in the pieces that you are looking at. And, please, don't comment on minor spelling and grammar issues. We are not looking at these works in the context of language lessons. Think about the poem as a poem. What works? What doesn't work?

The second part of the peer review process is even harder. Everyone can accept, intellectually, that their work can be improved. But it's a very different thing to read comments that seem to you to be missing the point, to be offering silly suggestions, or just not to be concentrating on what you wanted to do in this story. It can be even trickier when you're working on something that you've only just written, where the emotions are still fresh. One skill that you will acquire over the next few weeks is that of selecting. If a particular critique doesn't seem useful to you, it's OK not to pick it up. But do pause and think hard about each one. As you'll see in writing your own suggestions for other course members, these are carefully thought through by someone who has taken time to read and think about your work.

Aims/Objectives

Students will practice peer reviewing creative writing, offering useful feedback, and then will also rewrite their own work.

Learning Outcomes

1. Evaluate new creative writing from a craft perspective
2. Describe the creative process
3. Rewrite poems

Key Words

Poetry	Creative	Peer review	Craft	Feedback	Sharing
--------	----------	-------------	-------	----------	---------

Annotated Bibliography

- **Basic Sources/Material**

Bronwyn Lea. "Poetics and poetry." In *The Cambridge Companion to Creative Writing*, edited by David Morley. Cambridge, 2012. 67-86.

As you come to revise your poems, Lea's thoughts should help you deepen their symbolism, improve their formal craft, and create arresting images.

- **Supplementary Sources/Material**

Ginny Weidhardt. "Tips for an Effective Creative Writing Critique." *The Balance* 20 Nov 2019. <https://www.thebalancecareers.com/tips-for-an-effective-creative-writing-critique-1277065>

These tips are straightforward and will help guide you in what is and is not useful in the feedback you give your fellow students.

Self-Assessment Exercises/Activities

Exercise 1.1

You and your fellow students have posted poems in the "Poetry assignment" forum. Please offer feedback on at least three of the poems. Make sure to comment on poems that have not yet received feedback – that way we can ensure everyone gets something they can use.

Your feedback should include:

- The element you thought worked best. This should be a specific element, not general and therefore meaningless words of praise.
- Two constructive suggestions. That means identifying two areas where the poem could be improved, and a real suggestion for how to improve in each area.

Post your comments in the forum, and then also hand them in here for grading. I expect your comments to be at least 250 words in total. The deadline for this exercise is half way through the week.

Exercise 1.2

Now, please rewrite the poem, trying to move it further towards being a finished work that fulfills your artistic intentions. Then, write a reflection of around 300 words (anything between 200 and 500 is acceptable) for your journal. Bear in mind that it is the reflection that will actually be graded (see journal notes in Week 1).

Notes on rewriting

You should look through the feedback you received and consider thoughtfully whether some or all of it can be of use to you in improving your work, but you do not have to feel bound to follow any or even all of the suggestions you received. Even the greatest works of art don't impress everyone - for instance, I don't enjoy *The Godfather*, which the American Film Institute rates as the second greatest film ever made. So there is a balance to strike: use whatever critiques can be useful, ignore everything else. Your poem now can be any length, any genre, and you can change the root phrases. However, you should definitely keep the same title and basic ideas as your original.

Notes on reflections

Use all of the questions given in the notes on journaling in Week 1. You might also find these useful, but don't feel you have to answer all of them:

- How did you experience the original poem-writing task?
- When it came to rewriting the poem, what decisions did you have to make about form?
- Do you think the rewritten version is a better poem?
- What themes does the poem have in both the original and the rewrite?
- Is poetry harder or easier than prose?
- What are the benefits and drawbacks of using random words as we did in this exercise?

Recommended number of work hours for the student 10 hours

TITLE: Writing flash fiction and drabbles

(4th Week)

Summary

This week we turn to writing the most compressed forms.

Introductory Remarks

One of the shortest stories ever published, often inaccurately attributed to Ernest Hemingway, goes as follows:

For Sale. Baby Shoes. Never Worn.

This is an extreme example of the kind of compression that needs to go into writing a short story. Another more conventional example you might want to think about is a standard joke. In one or two sentences, the joke has to create a world, get the reader invested in the story it's telling, and then deliver an unexpected twist as an ending. I won't task you with coming up with an original joke

Drabbles are stories written in 100 words or fewer. Like the poems we thought about last week, that means an extremely economic use of language. Unlike a setup-punchline joke, a drabble has the space to create characters, make them interact, and make the reader feel a set of emotions more complex than just "happy" or "sad." The best drabbles, like MinYoung Lee's example that you'll read this week, suggest more than they show, implying worlds beyond themselves. Think of them as reflective moments, or as excerpts from longer stories in which the shadowy outline of that story can be seen.

Flash fiction is generally defined as a form of story that uses less than 1,000 words. Most of the stories you will write for this class will be flash fictions, because that's roughly appropriate for the length of time you have to write them and the requirement to read and comment on each others' stories.

Most short stories you read, for literature classes or for pleasure, will be longer than this, often 5,000-10,000 words. You'll do something like that for the final project. But for this assignment, you need to think about the additional requirements the flash fiction form places on you. Like any constraint, as we have already discussed, these requirements, once understood, can be generative for the creative imagination. You need to make every word count, build characters with a few brushstrokes, and almost certainly limit yourself to having only 2-3 characters and 1-3 scenes (places/times).

Aims/Objectives

Students will experiment with the flash fiction format.

Learning Outcomes

- Understand the key differences between short story, flash fiction and drabble (beyond simple word count!)
- Write a flash fiction
- Evaluate the effects of extreme compression

Key Words

Flash fiction	Drabble	Short-short story	Short story	Compression	Plot
---------------	---------	-------------------	-------------	-------------	------

Annotated Bibliography

• Basic Sources/Material

Drabbles – a selection from The Drabble (thedrabble.wordpress.com). The Envy of the Village by J.E. Kennedy; Disappearing is Harder Than You'd Think by Anonymous; Grief by J. Hardy Carroll; Pack Your Bags by Hombrehompson; The Very Short Poem by John Malone; Table for One by rlmcooper; A Love Letter by Minyoung Lee; Inspiration by D.A. Donaldson; On a Gravestone in Ireland by Sandra Arnold. Plus "Give it up!" by Franz Kafka.

These stories are all under 100 words, so this isn't quite as tough a reading list as it might seem. Do read them all, as they represent a good cross-section of what can be done with the form.

Flash fictions – Tara Campbell, "Angels and Blueberries"; Yu Hua, "As the North Wind Howled"; Sejal Shah, "Curriculum"; Peter Orner, "My Dead."

I wanted to pick examples that were as different from each other as possible. Notice the ways that messing around with form can achieve results, just as with the poems you wrote previously. Try some experiments of this type yourself!

• Supplementary Sources/Material

David Gaffney, "Stories in your pocket." The Guardian 14 May 2012.

<https://www.theguardian.com/books/2012/may/14/how-to-write-flash-fiction>

There are a lot of listicle style articles out there on how to write a flash fiction, and a lot of them are actually pretty useful for the new writer. This is the best I've seen, probably because Gaffney is a specialist in the form himself. Take note of these tips before writing your own piece this week.

Self-Assessment Exercises/Activities

Exercise 1.1

For this first exercise in flash fiction, you are going to split the difference between the drabble and the longer flash: your story should be as close to 500 words as you can manage.

I am going to give you a 'prompt,' which is to say an element that should be include. Your prompt for this week is:

101110110001

Your job is to create a story that uses this in the most creative way possible. Having your main character be a computer programmer, or having them have a strange phone number, would be examples of not terribly creative uses of this element. Go further than that – let your imagination be wild. The number must be integral to the story. You can write in any genre.

Exercise 1.2

It is not compulsory for you to write a journal entry for this week. However, I would advise you to treat your journal like a diary, and make an entry – however brief – after writing your poem, sharing your thoughts on the process. This can be as long or as short as you like. Only I will see these “diary” entries, and they will not generally be graded or responded to, though in a borderline case I may take them into account when determining your final grade.

Recommended number of work hours for the student 6 hours

TITLE: Revising the flash

(5th Week)

Summary

We go further into our adventures in critiquing and revising, concentrating this time on the issue of parallel action.

Introductory Remarks

Last time, you were just looking at the poem in general – its style, its form, its use of the creative constraint. This time, you are looking at short stories, at least three of the ones that your classmates have written, and all of those elements are still useful areas to focus on for your critique. You will also add, in most cases, the element of plot, and I have given you some materials on Freytag's Pyramid as a way of evaluating this. (Though do remember that a very short story like these may not contain every element of Freytag, or may imply those elements rather than include them within the tale).

But it's now time to introduce a truism that has, I'm afraid, become something of a cliché in the creative writing classroom. It's become a cliché because, frankly, it's probably the most useful bit of writing advice you will ever receive. Here it is:

"Show, don't tell."

What does that mean, exactly? Take these two contrasting extracts as an example:

FIRST EXTRACT:

"It's not your baby," Yasmin said with anger and contempt. "The father's your so-called best friend, Paul!" She stood up furiously and stormed out of the room.

Jim felt extreme shock and surprise. The question kept running through his head – how could Paul betray him like that? And with Jane, the woman that Paul knew he loved with all his heart? The betrayal tore into the very core of his self-conception. He no longer knew who he was.

SECOND EXTRACT

"It's not your baby!" Her words came so quickly that little bubbles of spit formed on her lips. "The father's your so-called best friend, Paul!" As she left the room, she slammed the door, hard enough to make a picture fall from the wall.

Jim sat in silence. His eyes flicked to the picture that had fallen. It had been taken the day that the three of them had gone out on the boat to see the wreck. Paul, standing unsteadily on the deck, forever framed in the act of opening the champagne. Jim, looking at Yasmin, his fingers entwined with hers. But now he saw a detail he'd never noticed before – her other hand, holding a champagne glass, beckoning to Paul.

Notice how in the first version we are told how each character is feeling all the time? This is weak writing, because it does not place you inside the scene. By contrast, the second version has found an “objective correlative” – objects and movements that let the reader deduce what the character is feeling. This second form of writing is usually more satisfying to read, because it corresponds to the way that we experience the world. We don’t know precisely what emotions other people are feeling, and in fact we are often not entirely sure what emotions we ourselves are feeling.

Aims/Objectives

We will think through “show don’t tell” in real examples of short stories.

Learning Outcomes

- Evaluate the balance between explication and implication in flash fiction
- Exemplify methods of using objective description to convey interior truths
- Write clear, useable feedback for creative writers.

Key Words

Show	Tell	Objective correlative	Flash fiction	Emotion	Physical description
------	------	-----------------------	---------------	---------	----------------------

Annotated Bibliography

• Basic Sources/Material

Sean Glatch. “The Five Elements of Dramatic Structure: Understanding Freytag’s Pyramid. 12 May 2020. <https://writers.com/freytags-pyramid>

A nice clear explanation of the different elements of a story’s plot, as identified by 19th century critic Gustav Freytag. This isn’t the only model of plotting: you might want to look at Joseph Campbell’s monomyth or Northrop Frye’s idea of the (non)inverted U. But it’s simple enough to use as a basic analytic tool.

• Supplementary Sources/Material

Sonya Huber. “The Three Words That Almost Ruined Me As a Writer: ‘Show, Don’t Tell’ LitHub 27 Sept 2019. <https://lithub.com/the-three-words-that-almost-ruined-me-as-a-writer-show-dont-tell/>

For what we are doing in this class, “show, don’t tell” is generally a useful maxim. However, some of you may choose to go on to write more intimately confessional work, and in that context there are nuances. Huber thinks through some of the issues in the context of her own writing practice.

Self-Assessment Exercises/Activities

Exercise 1.1

You and your fellow students have posted short stories in the "Flash fictions" forum. Please offer feedback on at least three of the flash fictions, and preferably more. Make sure to comment on stories that have not yet received feedback – that way we can ensure everyone gets something they can use.

Your feedback should include:

- The element you thought worked best. This should be a specific element, not general and therefore meaningless words of praise.
- Two constructive suggestions. That means identifying two areas where the story could be improved, and a real suggestion for how to improve in each area.
 - In particular, for this week, I want you to see if you can find several examples of telling rather than showing, and for each one I want you to offer suggestions for ways of rewriting that would include objective correlatives.

Post your comments in the forum, and then also hand them in here for grading. I expect your comments to be at least 300 words in total. The deadline for this exercise is half way through the week.

Exercise 1.2

Now, please rewrite your own flash fiction, trying to move it further towards being a finished work that fulfills your artistic intentions. Note that your rewrite is no longer bound by a strict word limit, though please keep it below 1,000 words at the most. It is also permitted to get rid of or alter the "101110110001" element if you have decided that it no longer works.

Then, write a reflection of around 350 words (anything between 300 and 500 is acceptable) for your journal. Bear in mind that it is the reflection that will actually be graded (see journal notes in Week 1).

Notes on rewriting

You should look through the feedback you received and consider thoughtfully whether some or all of it can be of use to you in improving your work, but you do not have to feel bound to follow any or even all of the suggestions you received.

Notes on reflections

Use all of the questions given in the notes on journaling in Week 1. You might also find these useful, but don't feel you have to answer all of them:

- What are your feelings about the uses and limitations of "show don't tell" as a maxim?
- What do you think nobody who gave you feedback really appreciated about the story? Why do you think that was the case?
- Would this story be better as a poem? As a screenplay?

Recommended number of work hours for the student 10 hours

TITLE: Character

(6th Week)

Summary

We concentrate this week on building interesting characters.

Introductory Remarks

Character really isn't at the heart of every successful short story, and there are even examples of short stories with no characters at all. But in fiction that is attempting any sort of verisimilitude, that is to say "truth to life," good character work goes a long way to get your reader invested in the stories you are telling. That doesn't mean the awful word "relatable." Your characters can be repellent or evil, they can be pathetic and boring, or they might even be alien species who don't work to human logic (there's a great novel, Sue Burke's *Symbiosis*, which is partly told from the perspective of a sentient bamboo plant).

The point is, you need to know your characters, and you need to know more about them than can possibly be fitted onto the page. It's no good just relying on the telenovela (or commedia dell'arte) trick of sketching out a broad stereotype of a person with predictable and familiar characteristics – the Latin lover, the greedy gold-digger, the nagging mother in law. You need characters who work more like people we know all around us: complex, capable of acts of generosity and harm, capable of change.

There are some tricks, or methods, that can help you achieve this. One is simple observation. All writers steal, and you have material all around you. Family. Friends. People you see on TV. People you encountered once in a shop but who left a memorable impression. Take your impression of that person – which is unlikely to be the whole truth about them, even if it's someone you know as well as a sibling – and use that in your mind to create a character.

But you don't just want to recreate characters from your own community – you want to be able to think your way into a wide range of characters, inhabiting their lives from the inside. A Russian orchestra conductor. A Malawian website designer. A goblin king. As you'll read in the main materials this week, there are techniques that allow you to put flesh on the bones of such characters. Write a background folder on them – where they went to school, who their family members are, what their job is. Write a physical description, including the clothes they prefer to wear and their natural smell. If you're good at drawing, sketch your character (include that in this week's journal, if you like). Imagine them at a dinner party with three famous people – how do they interact? Write a diary entry by them in the first person, telling about their happiest day – or their most traumatic one. Use this tips to inhabit one or two characters fully, and you'll find your story will almost write itself.

Aims/Objectives

This week we are aiming to think about the psychology of character, and how to convey this in language.

Learning Outcomes

- Create a character profile
- Evaluate what makes certain details about a character particularly telling
- Write a flash fiction containing one or two highly developed characters.

Key Words

Character	Psychology	Background	Telling detail	Realism	(Ab)normal
-----------	------------	------------	----------------	---------	------------

Annotated Bibliography

• Basic Sources/Material

Masterclass, “9 Character Development Exercises for Writing Complex Characters”
Masterclass, 8 Nov 2020. <https://www.masterclass.com/articles/character-development-exercises-for-writing-complex-characters>

I apologise for the appalling formatting on this page, which at times makes it annoying to read, but they do explain the character development exercises very well. Don't just look at this page: you should also follow the links to other character development pages on the site.

Short stories centred on character: Roald Dahl, “The Hitchhiker”; Frigyes Karinthy, “The Circus.”

Notice the way that the characters are revealed through interaction with others or their environment. People don't actually know themselves very well, so it's no good relying on your character's self-knowledge. Only when they do things (and usually when other characters observe them doing things) is character truly revealed. That goes just as much for a “strange” story like Karinthy's as it does for a seemingly naturalistic one like Dahl's

• Supplementary Sources/Material

More character-centred short stories: Katherine Mansfield, “Miss Brill”; Kritika Pandey, “The Great Indian Tee and Snakes”; Jonathan Tel, “The Human Phonograph.”

These are a bit longer and more complex, so if you are running out of time don't worry about reading them. Tel in particular is excellent at finding ways to build up the impression (in the husband) of a consistently mysterious character.

Self-Assessment Exercises/Activities

Exercise 1.1

Once again, you are going to be writing an original flash fiction of under 1,000 words.

Please begin by imagining a character. I have given you some pictures to work with as sparks for your imagination, some of faces and some of places, which you can utilize as we did in week 1. Carry out some of the character building exercises discussed in the reading to really develop this person.

Now tell a story with the character interacting with a single other person. I want to emphasize that this should be a story, not just a description. It should include a plot of some type. My challenge to you is to avoid all dialogue. Your characters cannot speak to each other, yet by the end of the story we should be very sure of their personalities and what it would be like to be in a room with either of them. The space where they can interact could be anything from a white featureless cube to an ordinary kitchen to a palace to a space ship: let your imagination fill this in!

Exercise 1.2

It is not compulsory for you to write a journal entry for this week. However, I would advise you to treat your journal like a diary, and make an entry – however brief – after writing your poem, sharing your thoughts on the process. This can be as long or as short as you like. Only I will see these “diary” entries, and they will not generally be graded or responded to, though in a borderline case I may take them into account when determining your final grade.

Recommended number of work hours for the student 6 hours

TITLE: Action and character

(7th Week)

Summary

We look at methods of revealing character through action.

Introductory Remarks

F. Scott Fitzgerald was one of the greatest writers of character of his generation. One habit he got into – which I’m asking you to reproduce in your journaling for this class – was writing notes to himself. Some of these were workmanlike, detailing the story elements he had planned to include in future chapters, facts about the characters’ pasts he had invented, and so forth. But some were general reminders to do with the craft of writing, and it is to one of these that we turn this week. In his notes to *The Last Tycoon*, his final novel, Fitzgerald wrote in all caps: “ACTION IS CHARACTER.”

What does this mean? Firstly, it carries an implication about perspective. You probably remember from ENG203 that there are different types of narrator in a story. You can choose to be a heterodiegetic narrator who is completely outside the story, knows everything, and views all of the characters like a camera (very typical of 19th century novels), or you can be a limited 3rd person narrator who only describes what can be seen by your main character (think *Harry Potter*). You can choose to be an autodiegetic narrator, telling the story from the point of view of the main character (e.g. *Mersault* in *The Outsider*), or a homodiegetic narrator who is not the main character but is another character in the story (the last is what Fitzgerald does in *The Great Gatsby*: *Gatsby* is the main character but we see him only through Nick Carraway’s eyes). In describing character, two of these modes seem simplest. Either you can choose to speak from the perspective of a particular character using first-person “I” voice: after all, they already know themselves. Or you can choose to write in the omniscient 3rd person and just tell us, authoritatively, what the character is like.

Fitzgerald’s maxim, on the other hand, upends this. It suggests that people are not revealed through their thoughts, their moods, their stated ethics, their self-perception, or the perceptions of others. Rather, the only way to do justice to the complex reality of human psychology is via observation of the person’s deeds. This, interestingly, might be confirmed by recent studies of the neuroscience of free will, which suggest that our unconscious brain may make decisions about our actions long before our conscious brain gets involved (look up Benjamin Libet’s experiments if you’re interested in that idea!). Even if those experiments are incorrect, we still know from psychology that unconscious factors are huge determinants of behaviour, and that people often (usually?) don’t understand their own subconscious. So, this week, as we get into commenting and rewriting, let’s see how we can reveal these deeper strata of character through action.

Aims/Objectives

Students will practice peer review and rewriting with an eye to revealing character via actions rather than explication.

Learning Outcomes

- Evaluate the rationale for different narrative devices used in flash fictions
- Exemplify methods of using character action to convey character psychology
- Write clear, useable feedback for creative writers.

Key Words

F. Scott Fitzgerald	Character	Action	Heterodiegetic	Homodiegetic	Autodiegetic
---------------------	-----------	--------	----------------	--------------	--------------

Annotated Bibliography

• Basic Sources/Material

David Morley. "Serious Play: Creative Writing and Science" In *The Cambridge Companion to Creative Writing*, edited by David Morley. Cambridge, 2012. 151-170.

Morley trained as a biologist before becoming one of Britain's leading poets and teachers of creative writing. Building on the discussion of neuroscience in the remarks this week, I thought it would be interesting to look at the ways that creative writing can both draw from and refresh the hard sciences.

Think Story. "Want vs Need" Youtube. <https://www.youtube.com/watch?v=Zci-54NbeMo>

This is a great way to conceptualise the different drives that chape your characters' actions. The focus is on screenwriting, but the insights are universal.

Self-Assessment Exercises/Activities

Exercise 1.1

You and your fellow students have posted short stories in the "Character" forum. Please offer feedback on at least four of the flash fictions, and preferably more. Make sure to comment on stories that have not yet received feedback – that way we can ensure everyone gets something they can use.

Your feedback should include:

- The element you thought worked best. This should be a specific element, not general and therefore meaningless words of praise. For this week, I am particularly interested in places where you can identify character conveyed through action.
- Two constructive suggestions. That means identifying two areas where the story could be improved, and a real suggestion for how to improve in each area.
 - In particular, for this week, I want you to see if you can find several examples of the writer explaining a character's feelings, wants, needs or impulses rather than showing them through action. In each case, please suggest a way of fixing this.

Post your comments in the forum, and then also hand them in here for grading. I expect your comments to be at least 400 words in total. The deadline for this exercise is half way through the week.

Exercise 1.2

Now, please rewrite your own flash fiction, trying to move it further towards being a finished work that fulfills your artistic intentions. Note that your rewrite is no longer bound by a strict word limit, though please keep it below 1,000 words at the most. It is also permitted to include dialogue, or to have your character(s) move out of the original space, if you have determined that these are needed.

Then, write a reflection of around 350 words (anything between 300 and 500 is acceptable) for your journal. Bear in mind that it is the reflection that will actually be graded (see journal notes in Week 1).

Notes on rewriting

You should look through the feedback you received and consider thoughtfully whether some or all of it can be of use to you in improving your work, but you do not have to feel bound to follow any or even all of the suggestions you received.

Notes on reflections

Use all of the questions given in the notes on journaling in Week 1. You might also find these useful, but don't feel you have to answer all of them:

- What are your feelings about the uses and limitations of "action is character" as a maxim?
- What do you think nobody who gave you feedback really appreciated about the story? Why do you think that was the case?
- Would this story be better as a poem? As a screenplay?

Recommended number of work hours for the student 10 hours

TITLE: Dialogue

(8th Week)

Summary

Let's talk! Or, rather, let's have our characters talk with each other.

Introductory Remarks

What is dialogue? Dictionary definition first: "a written composition in which two or more characters are represented as conversing." Straightforward enough, right? Well, no. The passive-tense phrase "are represented" is doing a lot of heavy lifting in that definition.

Here's an exercise for you to do this week. Record yourself having a real conversation with another person. It can be anyone: a sibling, a phone conversation with the bank, an old friend. Take a snippet of the conversation and transcribe it as literally as possible (you don't necessarily have to laboriously type it out: there are some good automated transcription tools out there – see <https://www.ai-media.tv/the-best-free-transcription-software/>).

This is what you will find: the way that people actually speak to each other is nothing like the way that people talk in books or on television. We repeat ourselves. We stumble over words. We leave gaps where the other listener can understand what we mean by inference. We rely on things that can't be easily included on the page – body language, shared histories, vocal intonations – to convey our meaning. Oh, and we interrupt each other, talk over each other, fail to hear each other, all the time. Compare your transcript to the following two dialogues:

DIALOGUE 1:

"The beer's nice and cool," the man said.

"It's lovely," the girl said.

"It's really an awfully simple operation, Jig," the man said. "It's not really an operation at all."

The girl looked at the ground the table legs rested on.

"I know you wouldn't mind it, Jig. It's really not anything. It's just to let the air in."

The girl did not say anything.

"I'll go with you and I'll stay with you all the time. They just let the air in and then it's all perfectly natural."

"Then what will we do afterward?"

"We'll be fine afterward. Just like we were before."

"What makes you think so?"

"That's the only thing that bothers us. It's the only thing that's made us unhappy."

DIALOGUE 2:

"How delighted Miss Darcy will be to receive such a letter!"

He made no answer.

"You write uncommonly fast."

"You are mistaken. I write rather slowly."

"How many letters you must have occasion to write in the course of a year! Letters of business, too! How odious I should think them!"

"It is fortunate, then, that they fall to my lot instead of yours."

"Pray tell your sister that I long to see her."

"I have already told her so once, by your desire."

"I am afraid you do not like your pen. Let me mend it for you. I mend pens remarkably well."

"Thank you—but I always mend my own."

"How can you contrive to write so even?"

He was silent.

These examples from two of the greats of dialogue writing (Ernest Hemingway and Jane Austen, respectively), show the difficult path we have to tread when it comes to dialogue. The aims are contradictory: first, you want to convince your reader that these are real conversations, but, second, you want to strip out all the pointless repetitions, all the dull moments, and heighten the dialogue to be far funnier, sadder, wittier, or even duller than normal dialogue could possibly be.

The best way to think of dialogue in a story is as a war. Each person in the dialogue has both stated and unstated motivations – they are both trying to get their way. In the first example, above, the man is trying to convince the girl that the abortion will solve all their problems, while she is trying to communicate to him, mostly through silence, that she is deeply unhappy, all under the pretence of small talk. In the second example, Miss Bingley (the first speaker) is trying to seduce Mr Darcy, while he is trying to get her to leave him alone, all while they appear to be talking about letters. The power of the dialogue rests in the fact that these motivations are in conflict – only one speaker can get what they want.

Notice that "giving another person information" can never be one of these unstated motivations. That's what makes the dullest dialogue, as in this example:

Richard saw Judy walking through the park.

"Hello," said Richard.

"Hello," Judy replied. "What are you up to?"

"I am just walking around. It's important to get exercise, especially since my doctor told me that I was in danger of developing diabetes."

"Yes, that's true. I hear that a lot of people our age get diabetes. It's because of bad diet."

"I agree. That's why I'm working on my diet as well. I have cut down on red meat and sugar, and am eating more green leafy vegetables. It is working, as well – I have lost several kilos," he added.

"Oh, well done you!" she said, brightly. "And are you monitoring your blood pressure?"

"Oh yes," he answered. "I'm going to the pharmacist to get it measured twice a week at the moment."

"Well, you certainly seem to be taking this all very seriously."

"Yes, I am."

"OK. I have to go now. Please give my love to your daughter."

"I will. Bye!"

"Bye!"

The information here would be better conveyed in description, because that would allow for emotion to be conveyed:

Judy ran into her fat slob of a neighbor, Richard, as he puffed his way red-facedly around the local park. He noticeably picked up the pace when he saw her, though, thrusting his chest out and trying to suck his gut in. It made him look rather like a constipated pigeon, she thought. He had clearly been given a scare by his doctor, since his conversation was full of talk about eating more healthily, but she couldn't help notice what seemed to be a chocolate smear on his brand new white running shirt. Fighting the urge to vomit from the bodily odour that threatened to overwhelm her senses, she quickly got rid of him and moved on. Divorced men in their fifties were the worst.

But could you give the same sense of an interior life in dialogue? Of course you could – but the dialogue would need to be antagonistic:

Richard's thighs burned as he made his unsteady way up the park slope, but he couldn't stop moving. Not with Judy sitting at the top of the hill, her yoga gear showing off her figure.

"Hey, neighbour!" He exploded sweatily into her view.

"Oh, um, hi. Richard, wasn't it?"

"That's me. Just out here doing a bit of jogging."

"Good for you! Don't let me keep-"

"I mean, you've got to, haven't you? Our age. Well, my age, anyway. I mean, you're probably younger than... Anyway, I just went to my doctor. Just a checkup, you know. Nothing wrong with me. Nothing that a few less beers and chocs wouldn't sort out, anyway. Sound as a pound. But he did say I might be in danger. Of

diabetes. They probably say that to most patients. Government advice. Getting us all to do our bit."

Her sunglasses hid her eyes.

"So, anyway. I'm fixing myself. No red meat. I'm not turning vegan or anything – not that there's anything wrong with that," he added hastily. "But for the planet. More green things. Beans. Good for the heart, good for the old waist line. Moving on. Getting in shape."

Sweat dripped steadily down his nose.

"And you? You're..?"

"Well, I was doing my meditation."

"Oh yes. Yes. Of course. Good for the soul. Calming. Never tried it myself. So what do you...?"

"It's more of a solo thing, actually. I like it when it's just me, and the grass, and the world. Just fifteen minutes when I don't have to think about other people's wants or needs, and can really concentrate on finding myself."

"Right." He paused, but she said nothing further. Reflected in her sunglasses, a flock of geese flew in a perfect V, high up and alone.

"Well. Better leave you to it, I suppose. Unless. I mean. Sometimes it can be nice. Sitting with someone. Just silent. Being alone together. Might even help. With the meditation."

"That's not really how it works. I'm sorry."

Now, please don't think I'm making any great claims for this dialogue – it's very much a first draft. But it does have a couple of features that make it work better than the previous two examples. First, the actual speech is stylized. Richard speaks in staccato sentences, frequently missing out main verbs. This might be an effect of his being out of breath, but as the dialogue goes on it becomes clear that it's a deliberate choice. Judy speaks with a different rhythm, which just emphasizes the gap between them. Secondly, there is now a clear war being waged. He is attracted to her, as shown by his noticing her figure, and he would like to get her to be romantically interested in him. She, on the other hand, just wants to be left in peace. On the surface, this is a conversation about health, just as in the first example. Below the surface, there is something animalistic: the male showing off to the female, trying to get her to like him; the female carefully blocking every attempt he makes to control her behaviour.

Aims/Objectives

Students will be introduced to the complex and contradictory process of dialogue writing.

Learning Outcomes

- Identify irrelevant and boring moments in dialogue
- Write dialogue according to the “war” model
- Write a flash fiction that emphasizes dialogue.

Key Words

Dialogue	Conflict	Characterization	Conversation	Stylization	Communication
----------	----------	------------------	--------------	-------------	---------------

Annotated Bibliography

• Basic Sources/Material

Dialogue-heavy short stories: Gerald Vizenor, “Ice Trickster”; Grace Ogot, “The Green Leaves”; Ernest Hemingway, “Hills Like White Elephants”; Jane Austen, *Pride and Prejudice* (excerpted chapter)

These are all example of stories that use dialogue in different ways. Notice how the way people talk is part of the style of the overall story – it’s not attempting to be “naturalistic,” just to have a quality of verisimilitude. Try to work out what each person wants from the conversation, and how these desires are in conflict.

Self-Assessment Exercises/Activities

Exercise 1.1

Once again, you are going to be writing an original flash fiction of under 1,000 words.

This time, I want you to concentrate on dialogue elements. Remember what I said in the introductory remarks, though: this is not a script. Dialogue should be integrated with other forms of description, and no word of reported dialogue should appear that is not trying to further the underlying goals of the scene.

As a prompt, I would like you to give your story the title “Long Lost.” Do with that what you will, but try to be original and to surprise the reader with how you have interpreted that title.

This one is worth editing before submission. Be ruthless with yourself and edit to eliminate as much unnecessary dialogue as possible – in other words, make sure there is a story reason for all dialogue you include.

Exercise 1.2

It is not compulsory for you to write a journal entry for this week. However, I would advise you to treat your journal like a diary, and make an entry – however brief – after

writing your poem, sharing your thoughts on the process. This can be as long or as short as you like. Only I will see these “diary” entries, and they will not generally be graded or responded to, though in a borderline case I may take their frequency into account when determining your final grade.

Recommended number of work hours for the student 6 hours

TITLE: Pruning Dialogue

(9th Week)

Summary

In our fourth round of peer reviewing, we work specifically on identifying weaknesses in dialogue.

Introductory Remarks

Dialogue in short stories is not the same thing as dialogue in films or play scripts. In those forms, dialogue is spoken by actors, who can add all sorts of emphasis with their voices and movements, and it is supplemented by cinematography, set design, sound, lighting, makeup, and all sorts of other physical elements that interpret the scene for the audience. In a short story, dialogue is “just” words on a page. For that reason, it should only be included when necessary.

I’ve titled this session “pruning” because almost certainly in most cases what you will need to do is identify elements that can be cut down. Just like a gardener looking to encourage fruit trees to prosper, this sort of cutting can initially seem quite brutal, but long term it helps us all.

Cutting dialogue is a hell of a job for the writer to do. When we write dialogue, we inhabit the character. We see through their eyes and we feel their feelings. So naturally nothing seems wasted, because we have been thinking of the conversation as a real conversation, and in real conversations no word is wasted.

But this week’s exercise is not a real conversation, and your character’s feelings won’t be hurt if you tell them that 90% of what comes out of their mouths is dull and does not advance the story, because your character does not actually exist.

Luckily, you have your classmates to help you identify those dull, dragging, monotonous moments that are driven by the need to inform the reader rather than the need to propel the story along. And you have to do the same for them. So, as you look at your classmates’ dialogues, ask yourself the following questions about every single word, every single sentence, every single exchange:

- Does this advance the plot of the story, and does the dialogue form help? How? Would the plot be better put forward here via description?
- Does this advance the reader’s understanding of the character? How? Could that understanding be just as well advanced via indirect reporting and physical description?
- Does this change the dynamics between the characters? How?
- Is the character attempting to achieve an unstated goal in the conversation? What is it? Is dialogue the most effective way to do it?

If the dialogue doesn’t serve any of these purposes, it’s probably unnecessary.

Aims/Objectives

Students will concentrate on pruning dialogue to create a heightened and concentrated effect.

Learning Outcomes

- Evaluate dialogue scenes for unnecessary words
- Edit other students' writing
- Rewrite dialogue scenes in light of feedback received.

Key Words

Dialogue	Feedback	Pruning	Character dynamics	Action	Verisimilitude
----------	----------	---------	--------------------	--------	----------------

Annotated Bibliography

• Basic Sources/Material

Arlene F Marks. "5 Tips for Editing Dialogue." Writer's Digest. 9 Jun 2016.

Read this carefully (it's very short), as Marks's tips on dialogue editing are exactly what I want you to do in your feedback session this week.

• Supplementary Sources/Material

Kim Wilkins, "Genre and Speculative Fiction." In The Cambridge Companion to Creative Writing, edited by David Morley. Cambridge, 2012. 37-51

As some of you will have noted, I've written these notes largely with an eye to producing "literary" stories, largely grounded in a realistic mode. We'll change that next week, and this chapter will hopefully inspire those of you looking at more fantastical modes.

Self-Assessment Exercises/Activities

Exercise 1.1

You and your fellow students have posted short stories in the "Dialogue" forum. Please offer feedback on at least four of the flash fictions, and preferably more, applying the 5 tips from Marks' article plus my own comments above. Make sure to comment on stories that have not yet received feedback – that way we can ensure everyone gets something they can use.

Post your comments in the forum, and then also hand them in here for grading. I expect your comments to be at least 450 words in total. The deadline for this exercise is half way through the week.

Exercise 1.2

Now, please rewrite your own flash fiction, trying to move it further towards being a finished work that fulfills your artistic intentions. Note that your rewrite is no longer bound by a strict word limit, though please keep it below 1,000 words at the most.

Then, write a reflection of around 400 words (anything between 300 and 500 is acceptable) for your journal. Bear in mind that it is the reflection that will actually be graded (see journal notes in Week 1).

Notes on rewriting

You should look through the feedback you received and consider thoughtfully whether some or all of it can be of use to you in improving your work, but you do not have to feel bound to follow any or even all of the suggestions you received.

Notes on reflections

Use all of the questions given in the notes on journaling in Week 1. You might also find these useful, but don't feel you have to answer all of them:

- How hard did you find it writing dialogue the second time around, compared with the first?
- What tricks would you use in future to avoid wooden dialogue?
- Do you think your story could have been told with no dialogue at all? What would that change?

Recommended number of work hours for the student 10 hours

TITLE: Beyond realism

(10th Week)

Summary

In the final section devoted to new writing techniques, we look at ways of incorporating magic and the uncanny in fiction.

Introductory Remarks

In weeks 2-3, we thought about the idea of “form” in writing, and how paying attention to form can affect our use of language. Over the past six weeks, however, we have concentrated on techniques that are particularly suited to realistic narratives:

- objective correlatives for internal states (e.g. anger) and abstract attributes (e.g. “being depressed”);
- character reveals via action and interaction rather than authorial explanation
- traditional plotting with inciting incidents, rising action and climax
- dialogue as heightened speech, requiring verisimilitude rather than realism

There is one more element of storying to look at, which is rather harder to define than these others: the potential for stories to tap into a magical, unreal, or uncanny universe.

I want to be clear firstly about what is not being discussed here. We are not talking about fantasy narratives like Lord of the Rings, Game of Thrones, or the novels of NK Jemisin. There is nothing wrong with that kind of fiction at all, but it actually follows some very conventional rules and genre conventions. Everything that happens in those self-contained world is according to the understandings and expectations of the people living in that world.

No, what we are thinking about this week is a little... weirder.

Although Sigmund Freud’s ideas about human psychology were not always accurate, his idea of the Unheimlich is really useful for fiction writers. This is an element of creepiness, strangeness, uncanniness, which is best produced by rooting the majority of the story firmly in the real world. Think about Edgar Allen Poe’s poem “[The Raven](#).” The speaker is in a normal study, doing normal things, grieving for his lost love. Then a raven walks in, sits motionless on a statue, and repeats just one word (“Nevermore!”). The everyday world continues, but has to account for this one inexplicable element.

There are two responses that should not be used in a story containing this element. The first is humour. The unheimlich can be used for comedy (for examples, look at Chris Morris’s old TV series [Jam](#), or at the cartoon [Monkey Dust](#), both available on YouTube), but it requires some careful handling that keeps its spooky quality rather than deflating tension by simply laughing at the strangeness. The second response to avoid is over-explaining the meaning of the strange object. For instance, if your main character finds themselves haunted by the vision of a pale child who appears everywhere they go, then

having the story turn out to be an elaborate plot by a business rival to drive them mad would reduce the effectiveness of the uncanny element.

Think of the monster in the film *Alien* (1979). There were many alien movies made before this, but there are a couple of elements that make it more than just another scary monster. It invades and repurposes human bodies, in a way that makes no sense. It grows far more rapidly than other creatures. Its life cycle is unknown and unexplained. We don't even know what it eats – or if it eats at all. It has no visible eyes. This makes it very different to, say, the shark in *Jaws*, which is ultimately explicable. The alien is inexplicable, and thus far more terrifying.

Aims/Objectives

Students will practice with the concept of the unheimlich/uncanny.

Learning Outcomes

- Acquire familiarity with psychoanalytic ideas of horror and creepiness
- Evaluate the uncanny elements of classic short stories
- Write a short story that employs the idea of the uncanny

Key Words

Uncanny	Weird	Freudian	Kafkaesque	Unheimlich	Horror
---------	-------	----------	------------	------------	--------

Annotated Bibliography

• Basic Sources/Material

Marjorie Sandor, "Uncanny: a Brief History of a Disturbed Word". *Weird Fiction Review* 25 Feb 2015. <https://weirdfictionreview.com/2015/02/uncanny-brief-history-disturbed-word/>

Sandor is a brilliant writer of off-kilter stories, and also the editor of *The Uncanny Reader*. Here she goes into the concept in more detail.

Stories with an uncanny element: Stephen King, "Harvey's Dream"; Emily Carroll, "His Face All Red"; Poppy Z Brite, "His Mouth will Taste of Wormwood"; ETA Hoffman, "The Sandman"

Think about tone when you read these, and the ways that they avoid over-explanation. Read them with the lights on, and have some good junk television on hand to cancel out their effect if they become too intense...

Supplementary Sources/Material

HP Lovecraft. "Notes on Writing Weird Fiction".

<https://www.hplovecraft.com/writings/texts/essays/nwwf.aspx>

Lovecraft, despite his huge flaws as a human being, as undoubtedly the master of creating eldritch fantasy fictions. This is a very readable introduction to his method.

Self-Assessment Exercises/Activities

Exercise 1.1

Here are some examples of uncanny plot elements, drawn from this week's reading:

- The return of the primitive in an apparently modern and secular context.
- Uncertainty as to whether something that appears to be alive is, in fact, dead, or something that appears to be dead, is, in fact, alive.
- Uncertainty as to whether one is speaking to a human or an automaton.
- Something familiar occurring in an unfamiliar context.
- Something strange occurring in a familiar context.
- The experience of unintended repetition, which makes us think of our own mortality.
- The experience of a foreign body inside our own, or ourselves as a foreign body.
- The fear of being buried alive.
- The experience of seeing one's double

For this week's writing exercise, I want you to create a story that centres on at least one of these ideas. Please understand, however, that just using the plot element is not enough. For instance, I can imagine a perfectly fun science fiction story about trying to tell whether you are speaking to a human or an automaton (Isaac Asimov's "Evidence" in fact is a good example of just that). That's not what we're trying to write this week, and nor are we trying to create gore-filled horror. I want my blood chilled. I want evidence that the borders between worlds are breaking down. I want inexplicable psychologies, psychoanalytic nightmares from the edge of sleep. I want to be looking over my shoulder when I put your story down, uncertain what might be lurking in the shadows at the back of the room.

Exercise 1.2

It is not compulsory for you to write a journal entry for this week. However, I would advise you to treat your journal like a diary, and make an entry – however brief – after writing your poem, sharing your thoughts on the process. This can be as long or as short as you like. Only I will see these "diary" entries, and they will not generally be graded or responded to, though in a borderline case I may take their frequency into account when determining your final grade.

Recommended number of work hours for the student 6 hours

TITLE: Editing the uncanny

(11th Week)

Summary

In our final peer review exercise, we extend our editing practice.

Introductory Remarks

I'm going to assume at the start that you will bring everything that we have talked about in previous weeks to the peer review task this time round. That's to say, you will

- look for places where the author is telling rather than showing
- look for ways to suggest character by observing (inter)actions
- look for dull/wooden dialogue
- look for ways to make the language sharper and more interesting

This week I want you to go a little bit further, by thinking about more comprehensive rewriting of the material and more creative suggestions for wholesale rewrites. This is, let's acknowledge it, uncomfortable territory for most people. We don't like to tell someone else how to do something that we ourselves might struggle to do – that is to say, to plan, structure and write a story. However, it is a crucial skill to work on.

So, apart from the usual critiques listed above, I also want you this week to think about whether you can find any changes to the foundations of the stories you review. What do I mean by foundations? Try the following:

- The narrative perspective. I went through the possible perspectives in the notes for week 7, but, to remind you, these include: limited or omniscient perspectives; first/second/third person narrative voices; stories that focus on or are told from the point of view of the main character / a side character / an observer. You'll find more about that [here](#). Would the story you are reviewing work better with a different perspective?
- The time frame. Stories don't have to be told in a linear fashion, even very short stories like the ones we are writing. Is the time frame the writer has chosen suitable? Could certain events be memories or flashbacks, rather than being described in detail? Would the story work better if it began with events that are chronologically near the end? Could some time frames be compressed? Or stretched?
- Is the style a bit too flat and workmanlike to convey the emotion? Is there something the writer might like to experiment with – very short staccato sentences, fewer adjectives, less emphasis on emotional words, changes to paragraph lengths...?

- Comprehension questions. Does the story make sense? Does it need to, or is it more about mood? Are there edits that could be made to sharpen the story and/or to deepen the mystery of the story?
- Consistency. Is the style consistent all the way through, and if not are there good reasons for it to change? Are the characters consistent or do they act in a way that contradicts their initial descriptions? Does it matter?

Aims/Objectives

Students will practice editing for style

Learning Outcomes

- Edit stories in light of feedback received
- Assess others' writing for style
- Discuss the impact of stylistic changes on the impact of a literary work

Key Words

Style	Substance	Editing	Timeframe	Narrator	Narrative perspective
-------	-----------	---------	-----------	----------	-----------------------

Annotated Bibliography

• Basic Sources/Material

Jewell Rhodes, "Imaginative crossings: trans-global and trans-cultural narratives." In *The Cambridge Companion to Creative Writing*, edited by David Morley. CUP, 2021, 196-200.

Although we have been using mainly British and American examples for our primary texts, many of you come from cultural contexts that are entirely different. This chapter will help you think through this element of your creative identity.

• Supplementary Sources/Material

Self-Assessment Exercises/Activities

Exercise 1.1

You and your fellow students have posted short stories in the "Uncanny" forum. Please offer feedback on at least four of the flash fictions, and preferably more, applying my own comments above as well as all the tips from previous feedback sessions. Make sure to comment on stories that have not yet received feedback – that way we can ensure everyone gets something they can use.

Post your comments in the forum, and then also hand them in here for grading. I expect your comments to be at least 450 words in total. The deadline for this exercise is half way through the week.

Exercise 1.2

Now, please rewrite your own uncanny flash fiction, trying to move it further towards being a finished work that fulfills your artistic intentions. Note that your rewrite is no longer bound by a strict word limit, though please keep it below 1,000 words at the most.

Then, write a reflection of around 400 words (anything between 300 and 500 is acceptable) for your journal. Bear in mind that it is the reflection that will actually be graded (see journal notes in Week 1).

Notes on rewriting

You should look through the feedback you received and consider thoughtfully whether some or all of it can be of use to you in improving your work, but you do not have to feel bound to follow any or even all of the suggestions you received.

Notes on reflections

Use all of the questions given in the notes on journaling in Week 1. You might also find these useful, but don't feel you have to answer all of them:

- How difficult was it to access and understand the idea of the uncanny?
- Did you ever scare or surprise yourself in writing this story?
- What style techniques did you find yourself experimenting with that you hadn't used in previous weeks?

Recommended number of work hours for the student 10 hours

TITLE: Using Creative Writing in the Classroom

(12th Week)

Summary

Let's try to apply the skills that we've been learning over this semester to a very practical stage: the classroom.

Introductory Remarks

When I say "classroom" in this week's title, you should understand that these skills in creating and assessing new writing are highly transferable: "classroom," in other words, can include training seminars for other jobs as well. I once used similar ideas to create a training program for advertising sales, back before I worked in academia..

As I hope you've seen over the past few months, creative writing can be liberating for students. Children particularly find the sorts of exercises that we've been doing to be stimulating, and they can often re-engage a child who is bored by the standard lesson. In the case of English as a subject discipline, using creative writing exercises can be a huge help in forcing pupils away from thinking of writers as a strange and distant breed to thinking of the writers they read as just people like themselves, who have been faced with the same choices that they have had to make, but who have just worked harder at their craft. (Something that can be useful for this reconceptualization of the job of the writer can be showing interviews with writers from YouTube at the start of a class).

I hope that you've also seen the necessity of feedback. This needs to be handed much more carefully in the classroom, of course, where emotions can be hurt very easily. I would suggest using the "praise sandwich" approach, asking each participant to come up with a positive comment followed by a recommendation/criticism followed by another positive comment. You might also want to think about and research ideas of creative writing as a collaborative tool, looking at ways that pupils can work together in creative tasks rather than separately. One fun instance is to use the "exquisite corpse" exercise, also known as "Consequences," a game in which people write down words and phrases on a sheet of paper that is folded and passed around, so nobody can see what the other people have written. Using this as the basis for creating a story can be an excellent exercise and can produce some very surreal outcomes!

Another thing you might use to facilitate collaboration is Google Docs, where every student is enabled to offer comments on other students' stories. There are lots of online tools available to work with – use a search engine to see what you can come up with.

Finally, you might want to think specifically about the use of creative writing in the TEFL / ESL classroom, where pupils are working in their second language. What strategies and structures could you implement to help them write creatively when their language skills are still quite limited?

Aims/Objectives

Students will engage with the learned skill of creative writing and its potential uses in various workplaces including the classroom.

Learning Outcomes

- Evaluate learning strategies that employ creative writing
- Identify methods that work in the context of students with limited language skills
- Combine methodologies to produce a lesson plan

Key Words

Lesson plan	Research	Classroom	Creative writing	Education	Collaboration
-------------	----------	-----------	------------------	-----------	---------------

Annotated Bibliography

• Basic Sources/Material

A Kennedy. "Does that make sense?" In *The Cambridge Companion to Creative Writing*, edited by David Morley. Cambridge, 2012. 201-214.

I actually had the privilege of attending a class with AL Kennedy once, and can attest to her brilliance at the art of instant feedback. If any of you are looking to become teachers (or are already teachers), you will find much of use in this chapter, which also talks about the role of peer review.

Sheryl Lyn Bundy. "Playing by (and with) the Rules: Revision as Role-Playing Game in the Introductory Creative Writing Classroom." *Teaching English in the Two Year College*, Vol. 45, Iss. 2, (Dec 2017): 207-224.

This is a detailed example of the kinds of strategies that might encourage students, especially weaker students, to engage with processes of revision.

• Supplementary Sources/Material

"How to Write a Lesson Plan." GoGuardian 21 August 2019.

<https://www.goguardian.com/blog/learning/how-to-write-a-lesson-plan-a-teachers-guide/>

If you haven't previously prepared a lesson plan, this is a short guide that will take you through each step.

Self-Assessment Exercises/Activities

Exercise 1.1

Create a lesson plan for a class or workshop in which you want your pupils to create a story for a particular purpose. It is up to you to decide what the purpose of the exercise might be, but it should include some element of collaboration and / or peer review.

Share your exercise in the forum, and comment on the plans submitted by your fellow students.

Recommended number of work hours for the student 5 hours

TITLE: The business of writing

(13th Week)

Summary

We finish the course by looking ahead at ways to market your skill as a creative writer.

Introductory Remarks

I have never taught this course and NOT ended up marveling at the diverse and imaginative stories that some students have created from my little prompts and suggestions. Some students have gone on to publish their poems, short stories, or to use the techniques we have studied to write and publish nonfiction. One student even ended up writing an entire manuscript on migrant experiences and successfully got a book contract for it. The point being – it's not necessarily hard to get yourself published, at least in small presses and online journals. However, writing creative as a career is undoubtedly a long, hard, frustrating struggle, and not one that carries a guarantee of success.

The 18th century polymath Samuel Johnson once stated that “No man but a blockhead ever wrote, except for money.” Unfortunately, that is not the economy in which we live. These days pretty much anyone can get published, and what many people find is that building up a creative CV is useful: particularly if you want to follow some of the advance from last week and explore the ways that creative writing can become a skill that can then be monetized, whether in the form of teaching or in terms of copywriting, proof reading, punching up copy for brands' social media presence, etc. This is a long way from the Romantic image of the writer starving in an attic, striving to produce the perfect piece of literary fiction. (Then again, that really was always a myth: most starving artists had access to family money or support from friends.) Where Johnson's statement is useful, though, is in keeping you focused on the idea that if you decide to go down the publication route, you should evaluate each opportunity you find in terms of its potential benefit to your career and development as a writer.

What that means is, particularly when publishing without receiving a fee, is thinking clearly about the benefits to be gained from any particular publication. Is there a competition that you might be able to submit for that would enhance your cv? Is the journal or magazine edited by people who would be able to give you feedback on your writing? Is it a journal in which other up and coming or established writers are already publishing?

You also need to think, as your career develops, about more long term options. In particular, if you are thinking of writing a book-length manuscript, you will definitely want to try to get a literary agent interested in representing you (more about this in this week's reading).

I would strongly suggest picking up a copy of the current Writers' and Artists' Yearbook, a publication which lists nearly every title that accepts submissions in English, in any genre, as well as giving you the contact details for literary agencies.

Aims/Objectives

Students will learn strategies for improving their writer's cvs and think about opportunities for publication.

Learning Outcomes

- Create a writing cv
- Evaluate publishing opportunities
- Write a cover letter for submitting work

Key Words

Career	Publication	Agent	Submissions	CV	Blockhead
--------	-------------	-------	-------------	----	-----------

Annotated Bibliography

• Basic Sources/Material

Brandi Reissenweber. "What to write in a cover letter." WritingClasses.com. n.d.
<https://www.writingclasses.com/toolbox/ask-writer/when-sending-out-submissions-what-do-i-write-in-a-cover-letter>

This will explain what you need to do for the task this week. Please also check out the question regarding author biographies.

The Scottish Book Trust. "Getting Published: The Writer's CV."
<https://www.scottishbooktrust.com/writing-and-authors/getting-published/the-writers-cv>

Please look around this site more generally: there are some great opportunities for online workshops listed at <https://www.scottishbooktrust.com/writing-and-authors/online-writing-workshops>, for example.

• Supplementary Sources/Material

Lindsay Ellis. "How To Get A Book Deal in Ten Years or Less. Youtube.
<https://www.youtube.com/watch?v=tuRE55YH8yE>

This is one of the more honest assessments I've seen of the sheer slog of getting a book into print. Useful particularly for those of you interested in creating genre fiction (sci fi, romance, fantasy, horror).

Self-Assessment Exercises/Activities

Exercise 1.1

Use a search engine to identify writing competitions currently accepting entries for short stories or poems. The Write Life keeps a list here, but it will be out of date by now so do look around (<https://thewritelife.com/writing-contests/>). Here is my challenge to you: I

want you to enter one of these competitions (there should be several without entry fees). Don't feel too much pressure about this: pretty much all writing competitions receive hundreds of entries for a single prize, so the chances of your winning are very low indeed. You may use one of the stories or poems you have already written for this class. What I want you to do, however, is to put together a submission letter using the guidelines in Reissenweber's article, and to post that in the forum for this week along with any responses received from the editor. This should not be a terribly lengthy exercise: I just want you to get the feel of entering your work for public scrutiny.

Recommended number of work hours for the student 5 hours

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:
FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 15 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Short story exercises – Appendix A

For creative exercises, it is not really possible to give an indicative answer, since every short story should be different. The following example is given so that you can see the formatting elements that I would expect (consistent paragraphs, use of quotation marks, etc). This is only part of the story “The Husband Stitch” by Carmen Maria Machado:

In the beginning, I know I want him before he does. This isn’t how things are done, but this is how I am going to do them. I am at a neighbour’s party with my parents, and I am seventeen. Though my father didn’t notice, I drank half a glass of white wine in the kitchen a few minutes ago, with the neighbour’s teenage daughter. Everything is soft, like a fresh oil painting.

The boy is not facing me. I see the muscles of his neck and upper back, how he fairly strains out of his button-down shirts. I run slick. It isn’t that I don’t have choices. I am beautiful. I have a pretty mouth. I have a breast that heaves out of my dresses in a way that seems innocent and perverse all at the same time. I am a good girl, from a good family. But he is a little craggy, in that way that men sometimes are, and I want.

I once heard a story about a girl who requested something so vile from her paramour that he told her family and they had her hauled off to a sanitarium. I don’t know what deviant pleasure she asked for, though I desperately wish I did. What magical thing could you want so badly that they take you away from the known world for wanting it?

The boy notices me. He seems sweet, flustered. He says, hello. He asks my name.

I have always wanted to choose my moment, and this is the moment I choose.

On the deck, I kiss him. He kisses me back, gently at first, but then harder, and even pushes open my mouth a little with his tongue. When he pulls away, he seems startled. His eyes dart around for a moment, and then settles on my throat.

“What’s that?” he asks.

“Oh, this?” I touch my ribbon at the back of my neck. It’s just my ribbon. I run my fingers halfway around its green and glossy length, and bring them to rest on the tight bow that sits in the front. He reaches out his hand, and I seize it and push it away.

“You shouldn’t touch it,” I say. “You can’t touch it.”

Reflection exercises – Appendix B

Here is an example of a student reflection:

When I wrote the first draft of this story, my decisions were to make a story that would preferably be one that would be set in an everyday and ordinary village in South Africa that would contain an element of magic in it. I wanted to make use of a birth fire that would give birth to the village's children. I also wanted to incorporate a bus in as much a creative way as possible. However, since my intentions were not very effective in the first round, during the rewrite I had to rethink the setting of the story, elaborate more the use of the fire and the appearance of the bus into something more concrete, and I had to completely change the second half of the story as to make it a story that would be one of magical realism from the start to the end.

In order to do this, I also introduced Lupi – the child of Maluma and Peppe that was not given a character in the first draft. Since I wanted to keep the element of the 15 years gap so that the actions of the boy would be clearer I had to change the initial story of Lupi's juvenile delinquency into someone who utilizes the powers of the song to his and the other people's and animal's advantage and break the story into two sections more effectively. By doing this, I had the boy engaging into actions to save the animals and his village utilizing the song's powers and so the story's genre would hopefully remain the same. In the process of my rewriting, I tried to utilize as much feedback as possible and make a more improved story compared to the first one mainly through its more developed descriptions of the characters and of the genre that remains the same throughout the whole story. What I perhaps did not manage to do is to say what happens without too much explanation which is something that given more time for revision I would try to improve. Moreover, I did not make the element of the bus more relevant to the tradition of the place in the story but I tried to give more information around it as to justify its presence and relation to the story in a different way. A second thing that I might change if I will be given a second chance to improve this story is the element of magic. That is, from the point of the powers given to the boy that even though I tried to make them as creative as possible it still seems a bit as a children's animation.

However, I think that the second draft of the story is an improved version of it and that is also achieved through the change of the setting from a village in South Africa to a village near Amazon forest. Moreover, the two moments where the people and animals sing the song of Lupi in my opinion, are elements that upgrade the feeling of the story. To conclude, in my opinion, the element of the forest which combines in the story human life together with animals creates a magical element and leaves room for more fantastical descriptions compared to a rural setting where everything is fixed and people do not usually expect something magical to happen in it so worked very nicely in the story.

Journal exercises – Appendix C

Here is an example of a student writing journal:

I was quite challenged when I started reading the materials on dialogue. The first thing I thought is that all my previous dialogues have been really poor! I can see now that there were serious errors in my conception of what a dialogue is for – I thought it was about information, but actually dialogue is really there to give information about character. So with all that in mind, I have started thinking about my characters for this week's exercise. I want to have some characters who are a long way apart and who are not able to understand each others' viewpoints. This makes me think of a divorcing couple – they know each other, but now they are in a battle to destroy each other. The more I think about them, the more I have a picture in my head – she is a lawyer, sharp, clever... he is maybe a laborer, more direct, but very determined. I need to let them form a bit more in my head before I start the dialogue.

Appendix 10

Course Title	The History of the English Language				
Course Code	LIN210				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2 nd Year / 3 rd Semester				
Teacher's Name	Dimitra Karoulla-Vrikki				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The aim of the course is to provide the student with a broad understanding of the evolution, the development, and standardisation of the English language. It contains a study of the different stages of development of the English language, starting from the time of its emergence from its Germanic and Indo-European background and ending in its present stage as a world language. The course also includes an analysis of the historical and sociolinguistic factors that led to language change until the standardisation of English. In addition, it considers the social and political implications involved in this language change.</p>				
Learning Outcomes	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Assess processes involved in language change in English • Analyse the stages the English language has gone through from evolution to standardisation. • Examine internal changes and external trends in the evolution of the English language • Identify and analyze a wide range of linguistic data relating to the current use of English • Distinguish English spelling, speech sounds and grammatical features that reveal the historical background of the English language • Trace key linguistic concepts in the development of the English language 				

Prerequisites	LIN200, LIN205 or consent of the instructor	Co-requisites	
Course Content	<p>The Indo-European family of languages Languages in contact and foreign linguistic influences.</p> <p>Old English</p> <ul style="list-style-type: none"> • The languages in England before English • The Romans in Britain; the Roman conquest; Romanization of the island; the Latin language in Britain. • The Germanic conquest; Anglo-Saxon civilization; the origin and position of English; the periods in the History of English; the dialects of Old English; some characteristics of Old English; Old English Literature; the Celtic influence; Celtic place names and other loanwords; Latin influences on Old English. Latin influence of placenames <p>The Germanic invasion</p> <ul style="list-style-type: none"> • The Anglo-Saxons against the Celts; the Celtic language displaced; English developing from the Germanic language of the invaders; the Christianizing of Britain; the earlier influence of Christianity on the vocabulary; Anglo-Saxon influence on placenames. <p>The Scandinavian influence</p> <ul style="list-style-type: none"> • The Viking age; the Scandinavian invasions of England; the settlement of the Danes in England; the amalgamation of the two peoples; the relation of the two languages; Scandinavian place-names; Scandinavian loanwords; <p>The Norman Conquest and the Subjection of English, 1066-1200</p> <ul style="list-style-type: none"> • The Norman conquest; the year 1066; the Norman settlement; the use of French by the Upper class; the attitude toward English; the diffusion of French and English; knowledge of English among the Upper class; knowledge of French among the Middle class. French influence on placenames in Britain. <p>The Re-establishment of English, 1200-1500</p> <ul style="list-style-type: none"> • The growth of national feeling; English and French in the thirteenth century and the decline of French; general adoption of English in the fourteenth century; English in the law courts; English in the schools; French as a language of culture and fashion; the use of English in writing. 		

	<p>Middle English</p> <ul style="list-style-type: none"> • Middle English as period of great change; Latin borrowings in Middle English; dialectal diversity of Middle English; <p>The rise of standard English</p> <ul style="list-style-type: none"> • The importance of London English; the spread of the London standard; complete uniformity still unattained. <p>The Renaissance, 1500-1650</p> <ul style="list-style-type: none"> • Changing conditions in the modern period; words from the Romance languages; the “Great Vowel Shift”. <p>The Appeal to Authority, 1650-1800</p> <ul style="list-style-type: none"> • The desire to “Fix” the language; the Eighteenth century grammarians and their aims; the beginnings of Prescriptive Grammar; weakness of the early grammarians; attempts to reform the vocabulary; objection to foreign borrowings; <p>English in the nineteenth and twentieth century</p> <ul style="list-style-type: none"> • The expansion of the British Empire and effects on English; sources of the new words: borrowings; compounds formed from Greek and Latin elements; coinages; common words from proper names; old words with new meanings; changes of meaning; the standard speech; British English dialects/varieties; spelling reform; purist efforts; <p>Standardisation and writing</p> <ul style="list-style-type: none"> • The nature of the writing system. The scribal tradition. Chaucer, Caxton, Shakespeare. Selection of the standard variety. Codification and social class; letters and punctuation <p>English overseas</p> <ul style="list-style-type: none"> • Colonial settlement; the rise of new standards; the emergence of World Englishes. The English language in America: the settlement of America; early changes in the vocabulary; national consciousness; present differentiation of vocabulary; American words in general English; Pidgins and Creoles <p>Recent developments and contemporary issues pertaining to the subject-matter of the course.</p>
Teaching Methodology	Distance Learning
Bibliography	

	<p>Baugh, C. Albert & Cable, Thomas (2013). <i>A History of the English Language</i> (6th ed.). London: Routledge.</p> <p>Burnley, David. (2014). <i>The History of the English Language: A Sourcebook</i>. London: Taylor and Francis.</p> <p>Crystal, David. (2003/2012). <i>English as a Global Language</i>. Canto Classics Edition.</p> <p>Culpeper, Johnathan. (2015). <i>History of English</i> (3rd ed.). Routledge</p> <p>Fisher H. John (2015). <i>The Emergence of Standard English</i>. Lexington: The University Press of Kentucky.</p> <p>Gramley Stephan. (2019). <i>The History of English</i> (2nd ed.). Routledge.</p>				
Assessment	<table border="1"> <tr> <td>Final Examination</td><td>50%</td></tr> <tr> <td>Assignments/On-going Evaluation</td><td>50%</td></tr> </table>	Final Examination	50%	Assignments/On-going Evaluation	50%
Final Examination	50%				
Assignments/On-going Evaluation	50%				
Language	English				

Appendix 11

Course Title	Applied Linguistics				
Course Code	LIN230				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2 nd Year / 4 th Semester				
Teacher's Name	Dimitra Karoulla-Vrikki				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The course aims at presenting Applied Linguistics as an interdisciplinary discipline with a broad scope. It examines the role of Applied Linguistics in making decisions and in solving practical problems of language and communication. It investigates the contribution of Applied Linguistics in education, language learning and language teaching. It also places emphasis on language variation, the growth of English into a global lingua franca and the formation of varieties of English as well as on their impact upon the definition of the native speaker and the speaker of English as an additional language. Finally, it explores other perspectives of Applied Linguistics involving language policy/ planning, discourse analysis, translation, forensic linguistics and speech pathology.</p>				
Learning Outcomes	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Investigate the discipline of Applied Linguistics and its varied scope involving fields such as language learning and teaching, language variation, language policy and planning, and language and education • Discuss forensic linguistics, discourse analysis, speech pathology and translation as Applied Linguistics sub-disciplines. • Distinguish traditional methods of teaching English as well as current methods and approaches in both first and additional language education. • Examine the role of language in education in relation to literacy, bilingualism and multilingualism. • Assess language policy and language planning in conflict resolution and in societies under the influence of globalisation. 				

	<ul style="list-style-type: none"> • Locate the difficulties of defining the native speaker of English as compared to the speaker of English as an additional (second or foreign) language within the context of world Englishes. 		
Prerequisites	LIN100, LIN105 or consent of the instructor	Co-requisites	
Course Content	<p>The scope of Applied Linguistics.</p> <p>Language variation</p> <ul style="list-style-type: none"> • Language variation and social judgment • Standardization and unstandardized varieties • Non-native varieties and Global Englishes • Linguistic insecurity and language loss • Key populations • Issues in the naming of and categorizing populations <p>Language Policy and Language Planning</p> <ul style="list-style-type: none"> • Corpus, status and acquisition planning • Protecting local languages and identities- Keeping languages alive • Language policy and planning in globalizing times-Defining of a native speaker and the native speaker problem • Language planning as conflict resolution • Linguistic landscape • The European Union Language Policy • Common European Framework for Languages • Language use in the European Union institutions: Multilingualism and Plurilingualism. <p>Language Learning</p> <ul style="list-style-type: none"> • Literacy • Writing systems and culture • Child and adult Literacies <p>Language and Education</p> <ul style="list-style-type: none"> • The language of home, community and school • Language as a medium in school • Language as an object in school • Language testing and assessment • Education for linguistic minorities • Bi/Multilingual education 		

English Language Teaching (ELT) - Additional language education

- Context of additional language education
- The problem of method
- Appropriate methods in different contexts
- Teaching methods (Grammar-translation method, Direct method, Natural language learning method, the communicative approach; Teaching English as a Second Language (ESL) and as a Foreign Language (EFL); English for Young Learners (EYL); English as a Lingua Franca (ELF); Content Language Integrated Learning (CLIL).
- Individual Learner differences
- Assessment of additional languages
- Economic, Cultural and Political aspects of additional language education

Discourse Analysis

- The pervasive relevance of discourse analysis
- Linguistic and social approaches to discourse analysis

Lexicography

- Words in the mind and in society
- Uses and types of dictionaries

Forensic Linguistics

- Language as legal medium.
- Language and criminal investigation
- Discourse and different languages in the courtroom

Translation

- Translatability and translation equivalence
- The translation process
- Types of translation
- Interpreting and audiovisual translation
- Technology in translation

Language Pathology

- Biological and social foundations of language
- Types of language pathology

Future directions of Applied Linguistics.

- The impact of new technologies
- The dissolution of borders
- The exercise of the profession of an applied linguist

	Recent developments and contemporary issues pertaining to the subject-matter of the course.				
Teaching Methodology	E-Learning				
Bibliography	<p>Cook, Guy & Sarah North (2010). <i>Applied Linguistics In Action. A Reader</i>. Routledge</p> <p>Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). <i>Mapping Applied Linguistics. A Guide For Students And Practitioners</i>. Routledge (2nd ed.) Routledge.</p> <p>Kaplan B. Robert. (2012). <i>The Oxford Handbook of Applied Linguistics</i>. Oxford University Press.</p> <p>Simpson, James (Ed.) (2011). <i>The Routledge Handbook of Applied Linguistics</i>. Routledge.</p> <p>Schmitt Schmitt. (2010). <i>An Introduction to Applied Linguistics</i> (2nd ed) Routledge.</p> <p>Wei, Lee (Ed). (2014). <i>Applied Linguistics</i>. Wiley Blackwell.</p>				
Assessment	<table border="1"> <tr> <td>Final Examination</td><td>50%</td></tr> <tr> <td>Assignments/On-going Evaluation</td><td>50%</td></tr> </table>	Final Examination	50%	Assignments/On-going Evaluation	50%
Final Examination	50%				
Assignments/On-going Evaluation	50%				
Language	English				

Appendix 12



THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION



**European
University Cyprus**

FORM: 200.1.3

STUDY GUIDE

COURSE: LIN230 Applied Linguistics

Course Information

Institution	European University Cyprus		
Programme of Study	BA in English Studies		
Course	LIN230	Applied Linguistics	
Level	Undergraduate <input checked="" type="checkbox"/>	Postgraduate (Master) <input type="checkbox"/>	
Language of Instruction	English		
Course Type	Compulsory <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Teleconferences: Up to 6
Number of Assignments	10% Self-Assessment Activities - 8 graded exercises 40% Assignments – 2 assignments		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	6		

Study Guide drafted by:	Dr Dimitra Karoulla-Vrikki
Editing and Final Approval of Study Guide by:	Dr Dimitra Karoulla-Vrikki Dr Stavros Stavrou Karayanni

CONTENTS

	Page
1st Teleconference/Group Consultation Meeting: Introduction to the Course	4
Week 1: The Scope of Applied Linguistics	6
Week 2: Language Variation	9
Week 3: Language Policy and Language Planning	12
Week 4: Language Learning (Literacy)	16
Week 5: Language and Education	20
Week 6: Bi/Multilingual Education	23
Week 7: Additional language education & Teaching Methods	26
Week 8: Discourse Analysis	30
Week 9: Forensic Linguistics	33
Week 10: Translation	36
Week 11: Lexicography	39
Week 12: Language Pathology	42
Week 13: Future Directions & Research Perspectives on Applied Linguistics	45
Final Teleconference/Group Consultation Meeting	48
Week 14: Final Examination	49
Indicative Answers for Self-Assessment Exercises	50

1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

○ Short description & objectives

The BA in English Studies programme provides students with theoretical knowledge, critical ability and methodological tools to explore Literature, Linguistics and Language Teaching. Students have the chance to study literary texts and genres from a variety of contexts including British, American and European, assessing them in relation to some of the most urgent issues in literary theory such as ecocriticism, postcolonialism and queer theory. In parallel, students investigate the English language from several perspectives, such as its sounds, its grammar, its development over time and its dominance as a global language. They also explore the ways English functions in different social contexts and the ways it varies in different geographical areas leading to world Englishes. Moreover, students examine first and second language acquisition and are offered the required skills to implement current technology-enhanced English teaching methods. Finally, the programme prepares students for graduate studies and a variety of professional careers such as teaching, writing, journalism and public relations.

The General Objectives of the programme are the following:

- To develop the student's capacity to think, write, and speak effectively and creatively in the English language;
- To acquaint students with the nature, history and functions of human language and help them place language within the structured system of the discipline of Linguistics;
- To develop the student's analytical, decision making and English communication competencies;
- To analyze differing socio-cultural, moral and ethical values through the study of literary texts and cultural theory

Specific Objectives

- To give the student the opportunity to examine how language is acquired and how social and cultural developments affect the ways in which English is spoken, written and used in society.
- To give the student every facility to acquire the skills and knowledge needed to analyze and appreciate texts in linguistic and literary terms;

- To study the chronological, geographical and structural developments in English language
- To critically engage in contemporary popular and scientific debates about linguistic, language and literary issues.
- To foster awareness of contemporary developments in writing, in English-speaking countries as well as in a global context;
- To develop an ability to engage confidently in an imaginative, critical and open-minded understanding of a wide range of works and literature.

Presentation of the Course through the Study Guide

○ Short description & objectives

The course aims at presenting Applied Linguistics as an interdisciplinary discipline with a broad scope. It examines the role of Applied Linguistics in making decisions and in solving practical problems of language and communication. It investigates the contribution of Applied Linguistics in education, language learning and language teaching. It also places emphasis on language variation, the growth of English into a global lingua franca and the formation of varieties of English as well as on their impact upon the definition of the native speaker and the speaker of English as an additional language. Finally, it explores other perspectives of Applied Linguistics involving language policy/ planning, discourse analysis, translation, forensic linguistics and speech pathology.

This Study Guide mainly draws on chapters in the textbook Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics: A Guide For Students And Practitioners, Routledge (2nd edition) Routledge. Other sources such as, Davies, A. (2007). An Introduction to Applied Linguistics. Edinburgh: Edinburgh; Matthew J. Gordon. (2019). Language Variation and Change in Rural Communities. J Annual Review of Linguistics. Vol. 5, Issue 1, pp. 435-453; Derin, T., & Hamuddin, B. (2019). Exploring the Past, Present, and Future of Forensic Linguistics Study: A Brief Overview are also used.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: The scope of Applied Linguistics

(1st Week)

Summary

During the 1st week, students study the different sub-disciplines of applied linguistics. They will have the chance to discuss folk understandings of language as perceived by people. They will distinguish between language as viewed by the expert and language as lived experience by people.

Introductory Remarks

During this class, students will be introduced to the discipline of applied linguistics. They will examine the large number of sub-disciplines of Applied Linguistics, such as literacy, first, second and foreign language teaching, language policy and language planning, language and education, forensic linguistics, language pathology, discourse analysis, and translation.

There will be an examination of the definition of Applied Linguistics. According to Schmitt and Celce-Murcia (2002:1), “applied linguistics is using what we know about (a) language, (b) how it is learned, and (c) how it is used, in order to achieve some purpose or solve some problem in the real world.”

There will also be an examination of the aim of applied linguistics “to resolve language-based problems that people encounter in the real world, whether they be learners, teachers, supervisors, academics, lawyers, service providers, those who need social services, test takers, policy developers, dictionary makers, translators, or a whole range of business clients.” (Grabe, 2002, p. 9).

Furthermore, this class will include a discussion of misguided ideas, which will refer to popular beliefs about language as compared to the experts’ beliefs. Such ideas involve debates on why people use different languages, whether the written language is superior to spoken language, whether there is ‘proper’ use of language, whether people can speak a language without an accent, and whether languages become contaminated by influence from other languages.

Aims/Objectives

This week's aim is to introduce students to the context of applied linguistics and the broad perspective of the sub-disciplines it involves. Another aim is to distinguish between popular beliefs and experts' beliefs about language.

Learning Outcomes

By the end of the week students will be able to:

- Describe the role of the Applied Linguist in language debates
- Acquire an awareness of the broad perspective of Applied Linguistics
- Discuss myths about language
- Examine the difference between language as viewed by the expert and language as a lived experience by people

Key Words

Applied Linguistics	Expert's view	Language Myths	Perspective of Applied Linguistics
---------------------	---------------	----------------	------------------------------------

Annotated Bibliography

Basic Sources/Material

- Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge. – Chapter 1

This chapter introduces the readers to the concept, the scope and the aims of applied linguistics.

Supplementary Sources/Material

- Davies, A. (2007). An introduction to applied linguistics. Edinburgh: Edinburgh Textbooks in Applied Linguistics. Chapter 1

The above chapter offers a smooth introduction to the definitions and aspects of applied linguistics.

Self-Assessment Exercises/Activities

Exercise 1.1 – What is it eventually? (Ungraded)

Discussion Forum Participation

According to Guy Cook (2006), 'Applied Linguistics means many things to many people'. You are invited to write a short perspective of yours and more specifically what applied linguistics means to you using the Discussion Forum. Write a maximum of 140 words.

Exercise 1.2. What about your fellow students?

Following the previous activity, let your fellow students express their views on what applied linguistics means to them and comment on one of these views.

Recommended number of work hours for the student – 10-15 hours approximately

TITLE: Language variation

(2nd Week)

Summary

During the 2nd week, students will discuss issues related to language variation. They will focus on social judgement, certain kinds of variation and the distinction between standard and non-standard varieties. Moreover, they will examine the topic of global Englishes, linguistic insecurity and linguistic diversity.

Introductory Remarks

Examining language in the contemporary world, students will first study the 'monolithic myth' (Pennycook, 2009; Hall, 2013), a dominant folk belief that there should be one standard 'correct' language from which departure is wrong. The monolithic English myth sees 'the English language as a monolithic social entity, which is characterised by the standard variety spoken by educated native speakers. As a result, social judgment requires that English learners and English teachers teach 'the proper' English language. Labov's work (1972) on variable rule is worth noting because it has extended the theory on variation beyond the analytical ideal of homogeneity in the language community and has influenced profoundly the development of applied linguistics.

Students will have the opportunity to delve into various kinds of language variation. Possibly the most important kind of variation in language is its principal external modality either speech or sign. This relates to the time humans are firstly exposed to a language and its speech sounds without an understanding or perceiving of vocabulary, grammar or semantics. Accent is a distinctive type of variation. Another field of variation is the register, which refers to the way of using the language in certain contexts and situations, often varying according to formality of expressions, choice of vocabulary and degree of explicitness.

Furthermore, the class will proceed to the discussion of standard varieties and non-standard varieties and the arbitrary distinction between them. Students will study how people come into contact with the "proposed standard" as a result of its use in literacy, school or the mass media and believe that this variety is more accessible or easier to understand. There will be a discussion of codification processes, writing systems and sound-based communication technologies, which contribute to the process of language standardisation.

Finally, the growth of English into a global language will be examined along with the consequent debates about this growth. The topics of discussion will include non-native

varieties and global Englishes, ideologies, identity and linguistic insecurity among language users, language loss, and convergence/ divergence among languages.

Aims/Objectives

The aim of this week's class is to discuss issues related to language variation. There will be an examination of language variation and social judgement, the distinction between standard and non-standard varieties, and popular and academic views of language correctness. A final aim is to examine global English, the emergence of global Englishes and their consequences.

Learning Outcomes

By the end of the week students will be able to:

- Distinguish the between “standard” and “non-standard” variety.
- Describe and locate the attitudes of the native speakers towards second language speakers of English.
- Debate authority in language
- Analyze the relation between social variation and the speaker's identity. .
- Discuss the factors that led to the growth of English as a global language and the emergence of Englishes.
- Examine linguistic insecurity resulting from the growth of English into a global language.

Key Words

Monolithic myth	Language variation	Standard language	Non-standard varieties	Language judgements	Global Englishes
-----------------	--------------------	-------------------	------------------------	---------------------	------------------

Annotated Bibliography

Basic Sources/Material

- Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge. – Chapter 2

This chapter discusses the identification of language variation with the social construction, and emphasizes the fundamental fact that all languages in use are in a dynamic state of change.

Supplementary Sources/Material

- Matthew J. Gordon. (2019). Language Variation and Change in Rural Communities. *J Annual Review of Linguistics*. Vol. 5, Issue 1, pp. 435-453

This article reviews research on rural speech communities. It examines the linguistic dimensions of the urban/rural divide as well as social dynamics driving language variation and change in rural areas. One theme emerging from this literature is the role of dialect contact and how its effects are shaped by material as well as attitudinal factors.

Self-Assessment Exercises/Activities

Exercise 1.1 – Is there any monolithic myth in the current era? (Ungraded)

Discussion Forum Participation

Describe the “myth of monolithic English” and the views that are involved in the related debate (Maximum 250 words).

Exercise 1.2. “Challenge” a fellow student of yours by arguing against his/her views (maximum 75 words).

Recommended number of work hours for the student: 10-15 hours approximately

TITLE: Language Policy and Language Planning

(3rd Week)

Summary

This week's topic is related to language policy and language planning. Students will focus on decisions on language, in parallel with issues in relation to the corpus, status and acquisition of planning. They will also have the opportunity to delve into the European Union language policy and the Common European Framework of Reference for Languages promoting multilingualism and linguistic diversity.

Introductory Remarks

During the 3rd week, students will discuss issues related to language policy and planning and will place emphasis on the European Union Language policy and its contribution to the linguistic landscape in Europe.

At first, the students will examine language policy and language planning as “deliberate attempts to influence the behaviour of others with respect to the acquisition, structure, or functional allocation of their language ‘code’” (Cooper, 1989:45). These efforts involve social movements in relation to a language or language variety that is used or should be used, in public and or official contexts such as legislative texts, government, administration, courts, education, media, and religious ceremonies.

The class will stress that although scholars and researchers, especially in applied linguistics, are involved in making decisions about language use, it is non-specialists who make most of the language-related decisions. These non-specialists may range from immigrant/refugee parents who decide which language to use with their children at home to national authorities advocating for refugee language education.

Furthermore, the degree of institutionalization and legitimization of a language may reflect the status and prestige of this language in society. Various language conflicts can occur due to misunderstandings on the position of languages in society. Language policy and planning search solutions related to such conflicts.

Within this context of language variation with cultural and linguistic diversity, the discussion will move to the European Union Language Policy which aims at promoting multilingualism and maintaining or/and empowering the linguistic diversity and variety.

In sum, students will examine language decisions and the role of language decision-makers e.g. who decides what, for whom and whose interests. They will also investigate corpus planning, status planning and acquisition planning. Moreover, they will look at

efforts of language maintenance and language revival and the importance of the selection of the language to be used in education, the law, the workplace etc. Finally, students will study key aspects of globalisation and Global English such as language and poverty, language and migration, linguistic landscape and language planning as a form of conflict resolution.

Aims/Objectives

The aim of this week's class is to study theoretical and research issues related to language policy and language planning. There will also be an examination of the priorities of the European Union language policy. The final goal is the examination of globalisation and Global English and related topics such as language and poverty, language and migration, linguistic landscape, and language planning as a form of conflict resolution.

Learning Outcomes

By the end of the week students will be able to

- Examine language policy and language planning goals.
- Study the role, the goals and identity of policy.
- Discuss the contribution of language policy and planning to conflict resolution.
- Acquire an awareness of the European Union Language Policy on the promotion of multilingualism and linguistic variation.
- Explore and examine the key-competencies and the rubrics of the Common European Framework of Reference for Languages
- Discuss corpus planning, status planning and acquisition planning
- Evaluate language maintenance efforts.

Key Words

Language policy/planning	Status planning	Corpus Planning	Language planning and language conflicts	European Language Policy	Acquisition planning
--------------------------	-----------------	-----------------	--	--------------------------	----------------------

Annotated Bibliography

Basic Sources/Material

- Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge. – Chapter 5.

This chapter provides the students with a thorough description of language policy and language planning. Moreover, it places emphasis on the contribution of language policy/planning to the resolution of the conflicts in society.

Supplementary Sources/Material

- Council of Europe (2018). Common European Framework of Reference for Languages, Learning, Teaching, Assessment. Companion Volume with new descriptors. Education Policy, Education Department.

This particular volume introduces readers to the common language competence levels that European citizens should use as frame of reference.

- Council of Europe (2015). Language teaching and learning in multilingual classrooms. Luxembourg: Publications Office of the European Union

This report of the European council focuses on educational aspects in relation to multilingualism, multiculturalism and language teaching.

Self-Assessment Exercises/Activities

Exercise 1.1 – Language Policy and Planning (graded 1 mark)

Discussion Forum Participation

Write a short paragraph (not more than 200 words) providing a descriptive account of situations in which language policy decisions on language use are made on people's everyday life. Moreover, consider what makes people decide on the language they wish to use. .

Exercise 1.2. – Which one do you use? Why? (graded, 1 mark)

Discussion Forum Participation.

Form pairs and take the role of the interviewer or the interviewee. You will carry out an interview on language use. You will ask about the language variety spoken by the interviewee and the reasons, factors and situations that make them use one language over another. Your questions should not be more than five

Then comment on one of your classmates' views.

Present your interview questions and answers using the Discussion Forum.

Exercise 1.3. Peer-reviewed exercise: English as a Medium of Instruction in Higher Education. (Graded: 3 marks)

There is currently a global tendency to use English as a Medium of Instruction in universities established in countries where English is not a national or official language e.g. Denmark, Japan, China, Cyprus. In not more than 300 words, express your views about the benefits and drawbacks of this development regarding the students, the teachers, the culture of the country and other possible aspects. Submit your text in the Assignments setting created by your instructor.

Then you will receive a classmate's anonymous text on which you are expected to provide feedback on the ways the author can improve their text. (2 marks). For instance,

- you can refer to the adequacy of their arguments about the benefits and drawbacks of EMI in higher education.
 - You may suggest new points or modifications on the existing points.
- you can suggest ways to improve the clarity on areas of the text you identify as vague
- you can suggest ways the use of language can be enhanced.
- you can put forward constructive suggestions that should be specific in order to help your peers revise their text.

You will finally receive your text with the suggestions for revisions. Decide which ones you adopt and revise your text (1 mark). Submit your revised text in the Assignments setting created by your instructor.

Exercise 1.4. - European Union Language Policy

Write which are the four most important priorities that the Council of Europe has posed in relation to linguistic diversity. Justify your answers through describing personal experiences. (not more than 300 words)

Comment on one of your classmates' views (not more than 50 words).

Recommended number of work hours for the student 10 – 15 hours approximately

TITLE: Language Learning (Literacy)

(4th Week)

Summary

During the 4th week, the students will discuss issues related to literacy – the written forms of language and associated practices developed by readers and writers. They will also examine how the scope of literacy has expanded in recent years and the role that written language has played in the historical development of human societies. This examination will focus on the children and adults' literacy development. Last, they will discuss the association of literacy and academic achievement, including assessment issues and the role of applied linguists.

Introductory Remarks

Written language has been placed in the center of the research attention of linguistics over the last decades. It has grown in scope because of the recognition that literacy development and attainment is stratified along the lines of gender, ethnicity, class and home language background among others. Students will become aware of various cross-linguistic aspects of literacy and will realise that even people from the same country may define literacy in different ways.

In 1984, Brian Street proposed a binary distinction between two views of literacy, which has prevailed since then. The first is an early and dominant view, termed as autonomous model of literacy. The autonomous model of literacy is a set of skills for encoding and decoding language in the written modality, thus reading and writing are conceived of and taught as a set of specific skills. The second view, is proposed as the ideological mode and sees reading and writing as communicative practices that are developed in particular social contexts.

Moreover, the students will be delving into the development of reading and writing before and after puberty. Young children observe adults using literacy code and they go through a sort of transformation becoming readers. Children develop literacy as they do oracy, by interacting with others through language. In parallel, learning to write is a complex psychological task. This involves an emergent/early literacy, a process in which children encounter three fundamental problems such as, the difference between the drawing/pictures and writing, the association of writing and oral language, and the conventions required to communicate in different genres and contexts.

Concerning the topic of literacy with adults, we will focus on the information that proficient readers use as they read, and on the teaching of literacy to adults. According to

Rosenblatt (2005) adults have more life experience (semantic information), including previous experience with different formats and genres, and usually greater memory to recall, than young children. The adult readers have more fully formed grammars (syntactic information) and a larger lexicon, thus they can be more efficient at processing information in written form.

Finally, there will be an examination of the academic achievement and the measurement of literacy. Literacy will be examined as closely associated with the practices and forms learned at school. In parallel, it will be shown that school practices have not always been especially effective. Therefore, the ways academic achievement and school literacies are attained and assessed will be discussed.

Aims/Objectives

The aim of this week's class is to help students acquire an awareness of literacy and examine the expanding scope of literacy in recent years. Moreover, there will be an exploration of the association of literacy and academic achievement.

Learning Outcomes

By the end of the week students will be able to

- Define literacy and explore views and models related to literacy
- Acquire an awareness of the developmental identification of literacy
- Discuss the literacy development with children and adults focusing on their profile and its importance
- Examine and criticize the context of academic achievement and literacy assessment.
- Distinguish models of literacy, such as the autonomous and the ideological models of literacy.

Key Words

Literacy	Autonomous model	Ideological model	Early/emergent literacy	Academic achievement	Literacy attainment/assessment
----------	------------------	-------------------	-------------------------	----------------------	--------------------------------

Annotated Bibliography

Basic Sources/Material

- Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge. – Chapter 6

This chapter introduces students to the context of literacy identification focusing on the literacy development with children and adults. It stresses the school context in developing literacy and in academic achievement.

Supplementary Sources/Material

- Oliveira, C., Lopes, J. and Spear-Swerling, L. 2019. Teachers' academic training for literacy instruction. European Journal of Teacher Education. Vol. 42, Issue 3, pp. 315-334

The article introduces students to the education and the readiness of the teachers to develop learners' literacy. Through this study, the students will acquire an awareness of the problems related to their education and the strengths of it.

Self-Assessment Exercises/Activities

Exercise 1.1 – Which model? (Graded 1 mark)

Discussion Forum Participation

Write two paragraphs (200-300 words) describing the Autonomous Model and the Ideological Model of literacy. Explain which of the two models is preferable, according to your personal opinion. Justify your answer. Then comment on the text of a classmate who has not chosen the model of literacy you prefer. Provide the reasons you do not prefer your classmate's model (not more than 100 words).

Recommended number of work hours for the student 15 – 20 hours approximately

TITLE: Language and Education

(5th Week)

Summary

During the 5th week, the students will discuss various aspects of language use with emphasis on the language of home, community and school in parallel with language as a medium of instruction and as a subject. Special focus will be placed on language testing and assessment. Finally, students will examine bilingual and multilingual education, and the language education of minorities.

Introductory Remarks

Before entering school, students make use of the language spoken and used within the home and family environment. They communicate at various levels and communicative contexts in this language. There may be cases in which teachers prevent students from using the language of home, encouraging and often, forcing them to use the school language variety. As a result, students may feel reluctant to express themselves freely.

Moreover, language may constitute a school subject or a medium. Among the school subjects of each country's curriculum, there is always the one of the standard language of the country. In this way, the learners acquire the linguistic features of the standard language. Teachers may encourage students to use it outside the school environment through individual or collaborative projects that are carried out with their classmates. Moreover, a language can serve as a medium for instruction and a common language in classrooms of cultural and linguistic diversity.

Students will be introduced to aspects of bi/multi-lingual education and teaching practices. A language may bridge the languages of home, community and school. There will be a discussion of educating linguistic minorities such as children of migrants, refugees and asylum seekers for whom the languages used at home, in the community and in education may be different. Inclusion and exclusion approaches will also be examined.

Aims/Objectives

The aim of this week's class is to describe the central role of language in education and the ways languages in the school, home and community are bridged.

Learning Outcomes

By the end of the week, the students will be able to:

- Acquire an awareness of the role of home, the school and the community in developing a child's language.
- Examine ways of bridging the language of home, community and school.
- Discuss teachers' practices towards making use of/neglecting language use variation within the school context.
- Discuss aspects of bi-/multilingual education and the variables contributing to certain identifications of typologies
- Explore ways of use of language diversity and variation within the school context
- Discuss the normative role of school in children's language development.

Key Words

Language of home	Language of school	Language as a medium of instruction	Bilingualism/multilingualism	Bilingual education	Teaching practices
------------------	--------------------	-------------------------------------	------------------------------	---------------------	--------------------

Annotated Bibliography

Basic Sources/Material

- Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge. – Chapter 7

This chapter provides students the chance to learn about different contexts of language use placing emphasis on the language of home, the language of society and the language of school. In parallel, it covers issues of teachers' actions towards the promotion and/or neglect of language variation.

Supplementary Sources/Material

- Nag, S., Vagh, S. B., Dulay, K. and Snowling, M. J. (2019). Home language, school language and children's literacy attainments: A systematic review of evidence from low- and middle-income countries. Review of Education Vol. 7, No. 1. pp. 91–150

This paper provides the students with information about the home and school language and students' literacy attainment.

Self-Assessment Exercises/Activities

Discussion Forum Participation.

Exercise 1.1 – Whose language to use? Whose language to neglect? (ungraded)

Given that there are several occasions in which teachers prevent students from using the language of home at school, write a short text (not more than 300 words), explaining why or why not the students should use the language of home at school.

Then comment on one of your classmates' text (not more than 50 words).

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Bilingual and Multilingual Education

(6th Week)

Summary

During the 6th week, the students will discuss aspects of language education in linguistically diverse classrooms.

Introductory Remarks

Bilingual and multilingual education have different connotations in different context. What makes a program bilingual or multilingual in a particular context is the language background of the learners or even the languages that students are taught. The purpose of bilingual and multilingual education programs ranges from developing a level of proficiency and academic achievement to the promotion of academic skills in a dominant language but not in the students' language. In fact, the definition of bilingual and multilingual education is not stable. It means different things in different places.

In this week, three frameworks for understanding the multiple-language education are analysed. The language-based frame, the content-based frame and the context-based frame.

In the language-based frame, the focus lies on how the languages are used in schools. Two or more languages may be used frequently and systematically for academic purposes, including reading and writing in subject areas such as maths, science and history.

In the content-based frame, attention is placed on the content that languages are used to teach. The languages of instruction become vehicles for content learning. It is in this frame that the most common forms of bilingual and multilingual schooling such as submersion, transitional bilingual education, maintenance bilingual education and immersion education are examined.

The third frame of bilingual and multilingual education is the "context-based frame". In this framework, national and social conditions are the key factors. There will be a discussion of macro- and micro- level contexts in bilingual education and the characteristics of effective programs. This frame is further divided into macro-level contexts referring to national level programming and micro-level contexts referring to more local situations and cases.

Finally, class will examine conceptual areas that are changing the ways bilingual and multilingual education is approached. In particular, there will be an investigation of modality, mobility and mixing languages e.g. translanguaging.

Aims/Objectives

The students are expected to delve into bilingual and multilingual education. In particular, they will acquire an awareness of the features of a bilingual or multilingual program and will examine the different forms of bilingual/multilingual education.

Learning Outcomes

By the end of the week, students will be able to:

- Acquire an awareness of the changing bilingual and multilingual education.
- Distinguish bilingual and multilingual contexts
- Discuss modality, mobility and language mixing as changing the concept of current education.
- Discuss how education in multiple languages is organized on the basis of language-based frames
- Discuss how education in multiple languages is organized on the basis of context-based frames
- Discuss how education in multiple languages is organized on the basis of content-based frames

Key Words

Bilingual education	Multilingual education	Content-based bilingual education	Language-based bilingual education	Context-based bilingual education
---------------------	------------------------	-----------------------------------	------------------------------------	-----------------------------------

Annotated Bibliography

Basic Sources/Material

- Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge. – Chapter 8

This chapter provides the students with useful information on bilingual and multilingual education.

Self-Assessment Exercises/Activities

Exercise 1.1 – Which Type? Graded (2 marks)

Discussion Forum Participation

Having studied the weekly material, you are now asked to write a text (not more than 350 words) on a framework of bilingual education, explaining the advantages and disadvantages of it.

Comment on two of your classmates' posts (not more than 50 words each).

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Additional language education & Teaching Methods

(7th Week)

Summary

During the 7th week, students will discuss additional language education. They will examine problems involving the selection of the right teaching method, of individual learner differences, of assessment and the economic, cultural and political aspects of additional language education.

Introductory Remarks

During this week, the students will first study the wide range of circumstances that affect additional language education. One of the most important factors is the place, since it has been supported that experience of learning a language is partially conditioned by cultural geography. Age is another important factor. There will be a discussion on a biologically determined critical age for language learning, as well as on the difference between “language acquisition” and “language learning.” The third factor is the manner, which has to do with the way additional languages have been learned and taught in different places and different times. Last, the purpose is another important factor, as the purpose of language education can vary, depending on the policy, the institution or even the teacher of the language.

The session will proceed with the examination of the development of second and foreign language teaching methods. The issue of which method in what context is appropriate will be discussed considering individual learner differences, motivation, and learning strategies. The session will also explore the Grammar-translation method, the Direct-method, the Natural language learning method and the Communicative approach. Last, students will explore more focused English language teaching methods, such as English for Young Learners, English as a lingua franca, Content and language integrated learning (CLIL).

Finally, students will examine testing and assessment models as well as the economic, cultural and political aspects of additional language education.

Aims/Objectives

The aim of this class is to examine the context of additional language education, the problem of selecting the right method of teaching, and the ways language can be

assessed. In parallel, the class will investigate the economic, cultural and political aspects of additional language education.

Learning Outcomes

By the end of the week, students will be able to:

- Acquire an awareness of the additional language education context
- Discuss the conditions in which additional language education takes place
- Explore and discuss teaching methods for language education
- Examine individual learner differences and aspects of motivation in relation to English language teaching and learning
- Explore formal and alternative forms of language assessment
- Investigate the development of methods of teaching a second / foreign language

Key Words

Teaching methods language teaching	Additional language education	Individual learning differences	Assessment of additional language	English as a second language	English as a foreign language
English for Young Learners	English as a lingua franca				

Annotated Bibliography

Basic Sources/Material

- Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge. – Chapter 9

This chapter introduces students to the additional language education context. The factors affecting additional language education and the teaching methods implemented are thoroughly discussed.

Supplementary Sources/Material

- Dewaele, Jean-Marc. 2014. Second and additional language acquisition, in Wei Li Applied Linguistics, Wiley Blackwell pp.46-87.

This chapter describes the characteristics of a good language learner, the age effects and the Critical Period Hypothesis.

Self-Assessment Exercises/Activities

Exercise 1.1 – Which method?

Write a text (200-300 words) explaining the advantages and disadvantages of each of the following methods of teaching. You can also refer to your personal experience of learning a foreign language and of using fully or partly these methods.

- Grammar-translation method,
- Direct method
- Natural language learning method
- Communicative approach.

Assignment 1 Graded (20 marks) Due submission date: Friday Week 10 (12:00am).

Write a research paper of about 2000 words on the topic: Teaching English as a Lingua Franca (ELF)

Follow the documentation system and format suggestions in the “Indicative Answers For Self-Assessment Exercises” part further down.

Recommended number of work hours for the student - 25 hours approximately

TITLE: Discourse Analysis

(8th Week)

Summary

During the 8th week, students will be introduced to the context of discourse analysis and its importance in everyday language use. They will explore the pervasive relevance of discourse analysis while special focus will be placed on linguistic and social approaches to discourse analysis. Last, they will examine themes in contemporary discourse analysis.

Introductory Remarks

During this week, students will be introduced to the notions of discourse and discourse analysis. In particular, discourse refers to the “spoken, written and signed modes of language, and images that are used to communicate particular meanings” (Hall et al. 2017: 76). Students will examine a selection of approaches to discourse analysis that represent “linguistic/cognitive and social orientations” (p.77).

Analysts see discourse analysis from different perspectives. A group of analysts places discourse analysis at the center of the linguistic and psychological context, focusing on how language provides the components of discourse, while the mind is regarded as the ultimate “bank” of language. However, another group of analysts emphasize the sociolinguistic perspective of employing discourse. These linguists focus on creating and constructing meaning through discourse, that is, understanding is created in relation to what it means to be a person, and a member of a group or culture.

The examination of Discourse Analysis as an Applied Linguistics sub discipline will focus on aspects such as the following: the centrality of discourse on social processes, approaches to discourse analysis, namely corpus linguistics and systemic functional linguistics, and social approaches to discourse analysis, namely ethnography of communication, conversation analysis and critical discourse analysis. Finally, the discussion will involve themes in contemporary discourse analysis such as multimodal texts, multivoiced texts, and intercultural communication.

In conclusion, students will become aware that people and culture are the ultimate product of discourse and that discourse analysis, just like all other kinds of analysis, is not neutral or objective in the language description.

Aims/Objectives

The aim of this week's class is to help students acquire an awareness of the notion of discourse analysis and to examine the various approaches to and themes of discourse analysis.

Learning Outcomes

By the end of the week, students will be able to

- Define discourse analysis from different perspectives.
- Acquire an awareness of approaches, methods and techniques of discourse analysis.
- Examine discourse analysis in the discipline of Applied Linguistics.
- Evaluate the centrality of discourse on social processes.
- Discuss the differences between the two approaches to discourse analysis, namely corpus linguistics and systemic functional linguistics.
- Distinguish the difference among the three social approaches to discourse analysis, namely ethnography of communication, conversation analysis and critical discourse analysis.

Key Words

Discourse Analysis	Corpus Linguistics	Themes of discourse analysis	Approaches to discourse analysis	Systemic functional linguistics	Critical Discourse Analysis
--------------------	--------------------	------------------------------	----------------------------------	---------------------------------	-----------------------------

Annotated Bibliography

Basic Sources/Material

- Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge. – Chapter 4

This chapter provides the readers with a theoretical review on discourse analysis. It offers information on the approaches, the methods and techniques employed when implementing discourse analysis as well as the role of discourse in social processes.

Supplementary Sources/Material

- Fairclough, N. (2012, July). Discourse Analysis. *International Advances in Engineering and Technology. International Scientific Researchers* (7), 454-487.

This paper discusses the importance of critical discourse analysis. It explains that methodologically, this approach entails working in a “transdisciplinary” way through dialogue with other disciplines and theories which are addressing contemporary processes of social change.

Self-Assessment Exercises/Activities

Exercise 1.1 – Which discourse? Which analysis? Ungraded

Navigate through this week’s study material, focus on the definitions of the term “discourse” and compare them. Post your views on the Discussion Forum (200 words maximum) and comment on one of your classmates’ posts.

Exercise 1.2 – Discourse analysis

Discussion Forum Participation (graded 1 mark)

Write a text (not more than 300 words) on the different themes of contemporary discourse analysis and provide an example of a text that you have noticed in your everyday life e.g. a public sign, a product label. Post a comment (not more than 50 words) on one of your classmates’ post.

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Forensic Linguistics

(9th Week)

Summary

During the 9th week, the students will be introduced to forensic linguistics and its implementation. More specifically, they will examine language as a legal medium and language in crime investigation and judicial procedure.

Introductory Remarks

The term “forensic” is broadly used to refer not only to criminal investigation, but also to any activity or process that is related to law enforcement and the justice system. Forensic linguistics studies or interprets language use in the legal process (Goodwin & Goodwin, 1997). In particular, forensic linguistics has its roots in the 1960s and its development has led to being taught as a course or offered as a programme in various universities. Forensic linguistics centres on a dual focus and objective. It focuses on language as a medium for the law, in cases such as statutes, arrest warrants, and the reading of rights. Despite a traditional view that forensic linguistics focuses only on such cases, language is now seen in forensic linguistics as the actual subject matter of cases, like brand name disputes and plagiarism.

The forensic analysis of text has its roots and origins in studies of disputed literary authorship. Over the past decades, a scientific approach has been developed, named forensic stylistics/stylometry. This approach makes use of quantitative techniques and statistical measures from discourse analysis. Moreover, employing a forensic stylistics approach means measuring the linguistic style through the analysis of frequency with which given linguistic variables occur in a sample of texts, mainly in dispute cases.

Courtroom discourse is also the subject of much work in forensic linguistics. Jury instructions, cross-examination by lawyers and plea-taking by the judge are interesting examples for forensic linguists and discourse analysts. However, applied linguists, who wish to contribute to this field, face various difficulties and challenges as the linguistic elements are not yet accorded the same status in the courtrooms.

Aims/Objectives

The aim of this week’s class is to examine forensic linguistics and its uses. The class will enable students to evaluate the role of language as a legal medium, and the importance of forensic linguistics in criminal investigations.

Learning Outcomes

By the end of the week, students will be able to:

- Define forensic linguistics and its various aspects and implementations.
- Examine language as a legal medium.
- Acquire an awareness of the role of language in criminal investigation.
- Discuss the aspect of language as the medium of law and as the subject matter of law.
- Explore the use of forensic linguistics in courtroom discourses.
- Examine the role of applied linguists in providing expert witness testimony.

Key Words

Forensic linguistics	Language and criminal investigation	Language as legal medium o	Language as subject matter	Courtroom discourse
----------------------	-------------------------------------	----------------------------	----------------------------	---------------------

Annotated Bibliography

Basic Sources/Material

- Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge. – Chapter 12

This chapter provides a review on forensic linguistics following a chronological/historical development approach. Moreover, it examines different aspects of forensic linguistics and presents the challenges of forensic linguists.

Supplementary Sources/Material

- Derin, T., & Hamuddin, B. (2019). Exploring the Past, Present, and Future of Forensic Linguistics Study: A Brief Overview. <https://doi.org/10.31227/osf.io/7pajs>

This paper reviews a collection of 88 articles related to Forensic Linguistics (FL).

Self-Assessment Exercises/Activities

Exercise 1.1 – Forensic and Forensic Linguistics Ungraded

Write a paragraph (150-200 words) on Forensic Linguistics. You may offer a definition for the term and proceed to the basic aspects of this field of applied linguistics.

Exercise 1.2 – Forensic Linguistics and Discourse Analysis Ungraded

As we have dealt with discourse analysis in the previous week, you are now asked to write a short text (not more than 300 words) explaining the relationship between the discourse analysis and forensic linguistics. Do not hesitate to include personal points of view and experience.

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Translation

(10th Week)

Summary

During the 10th week, the students will be focusing on translation as a field of applied linguistics. In particular, they will discuss issues of translation as well as the translation process. Moreover, they will explore certain types of translation and examine the interpreting and audiovisual translation. Last, they will examine the importance of technology in translation.

Introductory Remarks

Translation studies is an academic field that deals with the systematic study of the theory and application of translation and interpreting, having its own birth as an autonomous discipline in the second half of the 20th century.

In order to facilitate students' understanding, a clarification should be made in relation to the notions of translation and Translation Studies. Translation studies are related to the study of translation while translation is "a skill, a savoir-faire, that consists in going through the translating process, and being capable of solving the translation problems that arise in each case" (Hurtado, 2001: 25).

There is a great variety of definitions concerning translation, which can be justified considering its being a multifaceted term. Translation has to do with a) the general subject field, b) the product which is the text that has been translated or, c) the process, which is the act of actually carrying out a translation (Munday 2001: 4-5).

Students will examine the translation process, the translators' required linguistic knowledge and the types of translation. They will also discuss interpreting and audiovisual translation and the differences among community interpreting, simultaneous/whispered interpretation and consecutive interpretation. Finally, they will examine the role of technology in translation such as automatic translation commonly found in tools like Google Translate.

Aims/Objectives

The aim of this week's class is to examine translation and its fundamental concepts. Students are expected to acquire an awareness of the contexts of translation, translatability and translation equivalence, and the translation process. A final aim is to examine translation types and the use of technology in translating procedures.

Learning Outcomes

By the end of the week, students will be able to:

- Investigate the translation process.
- Explore the translation types underlining the sub-types of translation included in each of the main types.
- Discuss aspects of interpreting and audiovisual translation.
- Examine the role/use of technology in translation procedures.
- Acquire an awareness of translatability and translation equivalence.

Key Words

Translation	translatability	Interpreting	Source language	Target language	Translation types
-------------	-----------------	--------------	-----------------	-----------------	-------------------

Annotated Bibliography

Basic Sources/Material

- Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge. Chapter 12

This chapter discusses the translation as a discipline of Applied Linguistics and sheds light upon the translation processes and the translation types.

Supplementary Sources/Material

- Garcia De Toro, C. (2007). Translation Studies: an Overview. En Cadernos de Tradução, xx. Pp. 9-42. ISSN: 1411-526X

This particular paper provides an extensive analysis of the translation studies. It presents important periods of its development and key-priorities/characteristics of each phase of development.

Self-Assessment Exercises/Activities

Exercise 1.1 – Which translation type? (Ungraded)

Discussion Forum Participation.

Choose the translation type that you find most interesting and explain why. Write a paragraph (100-150 word) as persuasively as possible about the benefits of your preferred type of translation. Choose one of your classmates and challenge him/her (not more than 50 words) so that he/she will change his/her mind and choose your own preferred translation type.

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Lexicography

(11th Week)

Summary

During the 11th week, the students will be introduced to the field of lexicography. More specifically, they will explore the uses and types of dictionaries and consider the use of dictionaries as tools for learning. Moreover, they will deal with aspects of corpora, computers and the internet and they will place emphasis on the role of the applied linguist in the field of lexicography.

Introductory Remarks

Lexicography is the science and practice of dictionary-making. It is a field of rapid growth because of the spectacular advances in technology over the last few decades. The role of the lexicographer has always been to define the meaning of the lexicon of a natural language as accurately as possible.

Students will examine different types of dictionaries. The type of dictionaries depends on several criteria, such as the number of languages. A dictionary may be monolingual providing the meaning of the words in the same language. It can also be a translating dictionary, explaining words by giving their equivalents in another language. Moreover, based on the object of description, a dictionary may be linguistic which describes the word as a language unit focusing on the meaning, the grammar as well as the orthographic, orthoepic and stylistic peculiarities. Within this context, there are also the encyclopaedic dictionaries, which include information on all fields of knowledge, as they do not deal with words but with facts and concepts.

Students will also investigate words as mental networks and will discuss terms such as lexical phrases, collocations, homonyms, polysemy and lexical gaps. Moreover, they will examine dictionary compilation process such as planning, collection, selection, construction and arrangement of entries.

Furthermore, there will be a discussion of dictionaries as having a central role in language learning. Traditionally, lexicographical works were lists of words in two different languages. These dictionaries served an educational role as they helped users read texts in another language. This pedagogical role of dictionaries continues to lead much lexicographical work today.

Finally, technology has a central role in the lexicographic process. "Lexicography has been transformed by technology" (Hall et al. 2017: 271). There is now software that has transformed access routes, and has provided multimedia resources. Most important, it has facilitated the processes of collection, selection, construction and arrangement of corpora.

Aims/Objectives

The aim of this week's class is to enable students to examine the field of lexicography. Students will discuss the various uses and types of dictionaries underlining the role of the lexicographer and the benefits/weaknesses of the readers. Moreover, they will delve into aspects of corpora, computers and the internet and appreciate the roles of applied linguists in the field of lexicography.

Learning Outcomes

By the end of the week, students will be able to

- Acquire an awareness of the importance of the field of lexicography.
- Discuss different types of dictionaries and explore the uses of each one.
- Examine the role of technology in using and compiling dictionaries.
- Explore the use of corpora in the field of lexicography.
- Investigate the process of dictionary compilation.

Key Words

Lexicography	Dictionary	Dictionary compilation	Corpora	Lexicon	Word-meaning
--------------	------------	------------------------	---------	---------	--------------

Annotated Bibliography

Basic Sources/Material

- Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge. – Chapter 11

This chapter provides important information on lexicography. It stresses the uses and types of dictionaries and examines the role of the lexicographer as well as that of technology in developing dictionaries.

Supplementary Sources/Material

Bergenholtz, H. and Gouws, R. (2012). What is lexicography?. Lexikos, Vol. 22, pp. 31-42

This paper provides useful information about the field of lexicography approaching it through an extensive description and reflection on various definitions and examples.

Self-Assessment Exercises/Activities

Exercise 1.1 To Lexico- or Not to Lexico Graded (1 mark)

Once you have studied the educational material of the week, collaborate with another fellow-student and create a presentation of 5-6 slides on the features of a good lexicographer.

Exercise 1.2. What do the others say? Does it matter? Ungraded

Based on the above activity, you are now encouraged to post this document using the blackboard platform and let your other fellow-students express their views on your perspectives. Do not hesitate to write additional comments and views when and where necessary.

Assignment 2. Graded (20 marks) Due submission date: Friday Week 13 (12:00am).

Write a 2000 word report on the following topic:

An additional language teacher asks you whether her learners should be allowed to use dictionaries in class. What do you say about the benefits, and the possible drawbacks, of different types of dictionaries? Are there certain instances or tasks in which you would especially recommend or discourage the use of dictionaries in class?

(Activity 4, chapter 11 in Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge)

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Language Pathology

(12th Week)

Summary

During the 12th week, students will examine language pathology. More specifically, they will discuss the biological and social foundations of language and the types of language pathology. They will also delve into the assessment of language problems and the treatment methods while special focus will be placed on the role of applied linguistics in language pathology.

Introductory Remarks

Language pathology has been a broad term that is commonly used to refer to the context of professional and scientific activity towards language disorders. There is a great variety of names that are related to this area of applied linguistics with “clinical linguistics” proposed by David Crystal (1981) to be a key-term.

The session will examine neurological underpinnings of the capacity for language and move to types of language pathology. There will be an examination of Aphasia, as an impairment or loss of linguistic knowledge or ability. There will also be an examination of dysarthria, namely a speech articulation disorder caused by a damage to the nerves that control muscles in the vocal tract and lungs. There are also disorders that are related to reception and production such as Wernicke’s aphasia, which impairs the reception of linguistic messages or Broca’s aphasia, which has a stronger impact on language production. Students will also explore developmental dyslexia, which develops in the foetus, and acquired dyslexia, which is usually caused by an injury in the left hemisphere.

Moreover, the session will examine non-linguistic disorders that affect language, such as a pathological condition that limits a person’s ability to make sense of the physical and social world and may well lead to language problems.

Finally, students will be encouraged to discuss language pathology treatments and informally assess linguistic disorders.

Aims/Objectives

The aim of this week’s class is to enable students to examine the field of language pathology. Students will have the chance to explore different types of language disorders and examine ways of assessment and methods of treatment. The final aim of this class is to shed light upon the role of applied linguistics in language pathology development.

Learning Outcomes

By the end of the week, students will be able to:

- Examine the field of language pathology.
- Describe the types of language disorders and their impact on language development and use.
- Examine different ways of assessing the language disorders based on their nature.
- Discuss methods of treatment of language disorders.
- Analyse the biological and social foundations of language.
- Explore non-linguistic disorders that affect language.

Key Words

Language pathology	Language disorders	Assessment of language disability	Broca's aphasia	Biological foundations of language	Social foundations of language
--------------------	--------------------	-----------------------------------	-----------------	------------------------------------	--------------------------------

Annotated Bibliography

Basic Sources/Material

- Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge. – Chapter 13

Through this chapter, the students will focus on language pathology and learn about different types and treatments of language disorders.

Supplementary Sources/Material

- Gallagher, A., Murphy, C.A., Conway, P. & Perry, A. (2019). Consequential differences in perspectives and practices concerning children with developmental language disorders: an integrative review. International Journal of Language and Communication Disorders. Vol. 54, Issue 4, pp. 529-552

This paper provides information on language disorders. It is the first study to compare and contrast the literature across SLT and education in order to examine the extent to which a shared understanding exists among children with developmental language disorders.

Self-Assessment Exercises/Activities

Exercise 1.1: Which disorder? Which assessment? Which treatment? Ungraded

Discussion Forum Participation

You need to choose a language disorder and write a text (not more than 200 words) about the assessment that needs to be done and the potential treatment towards that. Comment on a text written by one of your classmates (not more than 50 words).

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Future directions and Research Perspectives in Applied Linguistics

(13th Week)

Summary

During the 13th week, the students will focus on the future directions and research perspectives in applied linguistics. In particular, special emphasis will be placed on exploring various aspects of applied linguistics and certain branches that need to be developed. Students will discuss issues related to applied linguistics and the development of these sub-fields in parallel with a constructive revision of the previous weekly material.

Introductory Remarks

During this week, the students will examine the future directions of applied linguistics.

There will be a discussion of key issues whose impact will affect the future of Applied Linguistics. These issues may be the impact of new technologies, the dissolution of borders worldwide, and the discipline-external factors shaping the exercise of the applied linguist's profession.

Students will also study research data on current and future directions. Indicatively, they will examine second/foreign language teaching focusing on studies concerned with oracy and literacy skills development as well as the teachers' strategies for cultivating receptive and productive language skills.

Furthermore, special emphasis will be placed on encouraging students to study research publications on bilingualism and multilingualism, from social and teaching perspectives, as well as on language planning and language policy.

Finally, students will be encouraged to seek for further dimensions and directions of research on Applied Linguistics. .

Aims/Objectives

The students are expected to acquire an awareness of the multidimensional character of Applied Linguistics, as it is composed by challenging sub-fields. Another aim of the session is to explore topics for further research in Applied Linguistics.

Learning Outcomes

By the end of the week, the students will be able to:

- Acquire an awareness of certain fields of applied linguistics that are about to develop.
- Discuss the challenges with regard to the research related to Applied Linguistics and explore potential paths for further research.
- Explore the multidimensional role of the applied linguist.

Key Words

Applied linguistics	Future directions	Further research	Research development	Challenging applied linguistics topics
---------------------	-------------------	------------------	----------------------	--

Annotated Bibliography

Basic Sources/Material

- Prospects and Perspectives in Hall Christopher, Smith Patrick & Wicaksono, Rachel. (2017). Mapping Applied Linguistics. A Guide For Students And Practitioners. Routledge (2nd edition) Routledge. Chapter 14
- Gitsaki, C., & Baldauf, R. B. Jr. (2012). The future of applied linguistics: Local and global perspectives. Cambridge Scholars. – Introductory Chapter

The above chapters reflect the diversity of specialisations of applied linguistics and discuss shared research agenda that marks out the future of the discipline.

Supplementary Sources/Material

- Darwin R. & Norton B. (2015), “Identity and a model of investment in applied linguistics”, Annual Review of Applied Linguistics 35, p. 36-56.

This article locates Norton’s foundational work on identity and investment within the social turn of applied linguistics. It discusses its historical impetus and theoretical anchors, and it illustrates how these ideas have been taken up in recent scholarship.

Self-Assessment Exercises/Activities

Exercise 1.1 – The future of applied linguistics. Ungraded

Discussion Forum Participation

Discuss challenging issues or topics of applied linguistics that need to be developed. Refer to three issues and justify your answers with reference to the current literature. Your text should be of 150-200 words.

Recommended number of work hours for the student - 10-15 hours approximately

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:
FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: The scope of Applied Linguistics (1st Week)

Exercise 1.1 – What is it eventually?

In order to complete this task, the students need to read the first introductory chapter on applied linguistics as well as Guy Cook's chapter that the instructor will provide and reflect on the different aspects applied linguistics are related to. Then they need to think what aspect or sub-discipline of applied linguistics they distinguish and write on how this appeals to them. This can be, for instance, teaching a foreign language or forensic linguistics or code switching or speaking with an accent.

Exercise 1.2. What about your fellow students?

Read the views of your fellow-students and comment on one of them stating whether you agree. Opinions will vary.

Title: Languages in the contemporary world – Language variation (2nd Week)

Self-Assessment Exercises/Activities

Exercise 1.1 – Is there any monolithic myth in the current era?

The 'monolithic myth' (Pennycook, 2009; Hall, 2013) dominates folk belief that there should be one standard language from which the departure of others is wrong. The monolithic English myth sees 'the' English language as a monolithic social entity, which is characterised by the standard variety spoken by educated native speakers. In parallel, it is proposed that English learners learn and English teachers teach 'the' English language, in accordance with the 'proper' table manners that are taught and prescribed.

Exercise 1.2 – The activity of persuasion

The students need to write a reply to one of their fellow-students and invite him/her to discuss the monolithic myth. They need to express their arguments on this myth and try to persuade one another.

Exercise 1.3 - Exploratory “Table”

Title: Language Policy and Language Planning (3rd Week)

Exercise 1.1 – Language Policy and Planning

Before you refer to examples of language policy and language planning that may affect daily language practices of ordinary people, consider the definition of language policy and language planning. Consider that language policy and language planning refer to principles and practices in relation to the language variety to be used, especially in public and official domains such as legislative texts, government, administration, courts, education, media, and religious ceremonies. Consider also their implementation in a wide range of domains ranging from immigrant/refugee parents who decide which language to use with their children at home to national authorities advocating for refugee language education.

Exercise 1.2. – Which one do you use? Why?

In order to complete this task, the students need to follow some of these useful steps:

1. Find a classmate to form a pair
2. Each student needs to decide whether he/she will be the interviewer or the interviewee.
3. Post the questions to your pair and invite him/her to answer
Attention! The questions need to be related to the language spoken by the interviewee and the reasons, factors and situations that make them use one language or another.

Exercise 1.3 Peer-reviewed exercise: English as a Medium of Instruction in Higher Education

To do this assignment, you need to consider the expansion of EMI in higher education, study particular examples and form views on the debate involving the benefits and drawbacks of such policies. You will also have the chance to critically see the views of your anonymous classmate whose text you will receive. Consider the points you can refer to in your feedback in order to help your classmate improve their text. Remember both your feedback and your revised text will be graded.

,

- **Exercise 1.4. - European Union Language Policy**

To do this exercise, you need to consider the Council of Europe policies aimed at the promotion of multilingualism and multiculturalism in the school and social context, the protection of heritage languages, the development of bi/multilingual programs of education for young and adult students.

Title: Language Learning – Learning English
(4th Week)

Self-Assessment Exercises/Activities

Exercise 1.1 – Which model to use to follow?

Study carefully the recommended material for this week and consider the differences between the 'autonomous' model of literacy and the ideological model of literacy. . Then comment on your classmate's view.

Title: Language and Education
(5th Week)

Exercise 1.1 – Whose language to use? Whose language to neglect?

For this activity, the students need to focus on the following steps:

1. Firstly, they need to reflect on the reasons that the teachers' tendencies to prevent students from using the language of home at school
2. Explain why the students should or should not use their language of home at school
3. Suggest briefly some possible ways to use the language of home at school

Exercise 1.2. Bilingualism

Mackey (1972) formulated, one of the most detailed typologies of bilingual education taking into account four different dimensions (home languages, syllabus, environment and language validity) and intersecting the first three dimensions with various factors he

formulated 90 different types of bilingual education. Skutnabb-Kangas (1981: 125-135) in his typology distinguishes 7 types according to the language of instruction and linguistic purposes he serves in relation to the social goals of each type, while Cummins (1999: 149) based on population groups to which bilingual education models are addressed has formulated a typology consisting of four broader types. Baker (2001: 274-309) distinguishes ten types of bilingual education in relation to their linguistic objectives and whether they are designed to promote bilingual skills among students. Thus, with regard to the achievement or not of bilingualism, Baker distinguishes bilingual education programs as "weak" and "powerful", with the latter only aimed at bilingualism and the former with monolingualism as the dominant language.

Exercise 1.3 – Your thoughts on students

The students need to suggest some ways that could encourage the use of the language of the country the students come from. For example, the students could be asked by the teacher to bring some lyrics or songs from their country so that they can read them aloud to the other students etc.

The students need to think about such examples and describe them.

Title: Bil/Multilingual Education (6th Week)

Exercise 1.1 – Which Type?

Do to this exercise, study carefully the recommended material. Locate the features, the advantages and disadvantages of the bilingual education types.

Title: Additional language education & Teaching Methods (7th Week)

Exercise 1.1 – Which method?

To do this exercise, study carefully the recommended material and focus on the features, the advantages and disadvantages of each of the following methods of teaching. Try to remember whether any of your teachers of English has used fully or partly any of the methods below and in which cases. Describe your reaction to this method.

- Grammar-translation method,
- Direct-method
- Natural language learning method
- Communicative approach.

Assignment 1:

For this paper, carefully read the recommended basic and supplementary material on teaching methods and teaching an additional language.

You need to search for additional sources on the topic.

You can concentrate on some of these aspects of the topic. You can certainly add aspects not included in this list.

- Definition
- Origins
- Implementation
- Strengths and weaknesses
- Future scenarios

You will be assessed on the following criteria:

- Content
- Good use of the English language
- Documentation of sources according to the directions below
- Organization of text:
 - Introduction (including a Thesis statements and a plan of development/ supporting points)
 - Body (including well-structured paragraphs that start with a topic sentence)
 - Conclusion (including a sentence or sentences that revise the thesis statement and plan of development)

➤ Cohesion

Here are the recommended format and documentation system with examples for writing the paper.

1. Documentation of sources is absolutely necessary.
2. At least 5 sources
3. Follow the documentation system suggested below:
 - a. In-text citations. Remember to cite your sources in your text with either quotations or paraphrases. For example:
 - As Crystal (2003:59) states, the English language.....[paraphrase]
 - According to Karoulla-Vrikki (2009:191) "...holders of British law degrees were reluctant to replace English by Greek". [quotation]
 - Quotations: "double inverted commas" for all quotations
 - Quotations within quotations: 'single inverted commas'
 - Italics: for words from other languages or special terms.
 - Page numbers: in parentheses and without spaces: (p.12), (pp.12-21).
 - In-text citation should be in brackets
 - One author: (Author's surname, year: page) e.g. (Johnson 1996:31-64).
 - Two authors: (Johnson & Black 1996: 51).
 - Multiple citations: Separate items by semi-colon: (Jonson & Black 1996; Wilson 2010; Anderson 2014).
 - b. Endnotes or footnotes: To supply additional information, which may of course also include citations.
 - c. Works Cited (Last page)

All sources cited should be included in the Works Cited page at the end of your research paper. List sources in alphabetical order on the basis of the author's surname. If the same author is used for more than one sources, repeat the surname starting with the most recent publication.

- Examples /categories

Articles

- Karoulla-Vrikki, D. 2004. Language and ethnicity in Cyprus under the British: A linkage of heightened salience. *The International Journal of the Sociology of Language* 168: 19-36.

Book chapters

- Seidlhofer, Barbara. 2010. Lingua franca English. In Andy Kirkpatrick, ed. The Routledge Handbook of World Englishes. New York: Routledge. 355-371.

Books

- Schneider, Edgar. 2011. English around the world. Cambridge: Cambridge University Press.

Conference papers

- Karoulla-Vrikki, Dimitra. 2013. Shifting to lingua franca English: Colonialism, Independence and European Union in Cyprus. Paper presented at ELF6 (English as a Lingua Franca) International Conference, Intercultural Communication: New Perspectives from ELT, University of Roma Tre, 4-7 Sep 2013, Rome, Italy.

Title: Discourse Analysis (8th Week)

Self-Assessment Exercises/Activities

Exercise 1.1 – Which discourse? Which analysis?

Students may mention various answers. Indicatively:

Discourse is the way in which language is used socially to convey broad historical meanings. It is language identified by the social conditions of its use, by who is using it and under what conditions. Language can never be 'neutral' because it bridges our personal and social worlds" (Frances & Tator, 2002). Discourse can also be used to refer to particular contexts of language use, and in this sense it becomes similar to concepts like genre or text type (Baker & Ellece, 2011).

Exercise 1.2 – Discourse analysis

To do this exercise, you need to study carefully the section 4.4 on the themes in contemporary discourse analysis. Then study the examples provided and try to find your own examples from your everyday life.

Title: Forensic Linguistics
(9th Week)

Exercise 1.1 – Forensic and Forensic Linguistics

Forensic linguistics is a field of linguistics which studies or interprets language use in the legal process (Goodwin & Goodwin, 1997). It centres on a dual focus and objective. In fact, this field of applied linguistics focuses on language as a medium for the law in cases such as statutes, arrest warrant, the reading of rights etc.

Exercise 1.2 – Forensic Linguistics and Discourse Analysis

To do this exercise, you need to study carefully the chapters on Discourse Analysis and Forensic Linguistics. Then try to find the ways discourse analysis and forensic linguistics are related. Reflect, for instance, on how discourse analysis can contribute to the analysis of forensic discourse.

Title: Translation
(10th Week)

Exercise 1.1 – Which translation type?

For this activity, you need to study carefully the types of translation. Then try to describe the distinctive features of this type. You should not only include theoretical information on this type, but also elements that can persuade other students to choose it as the most useful.

Title: Lexicography
(11th Week)

Exercise 1.1 To Lexico- or Not to Lexico

To do this exercise you need to study carefully the recommended material and consider various qualities lexicographers should have. Consider, for instance, the time, the kind of research, the inclusion of new words, location of new words, precise meaning of words etc.

Exercise 1.2 – What do the others say? Does it matter?

Based on the above activity, you are now encouraged to post this document using the blackboard platform forum and let other fellow-students express their views on it.

Assignment 2:

To prepare this report, you need to study carefully the recommended basic and supplementary material in both this chapter and the chapter on additional language learning. Consider when, why and how a dictionary can be used in additional language learning. Consider the cases you would not recommend it.

Title: Language Pathology (12th Week)

Exercise 1.1 – Which disorder? Which assessment? Which treatment?

The students need to study critically the weekly material and choose a language disorder that they wish or they find more interesting e.g. aphasia, dysarthria, agnosia. They need to describe its characteristics and then focus on the assessment that needs to be done as well as the necessary treatment.

Title: Future Directions and Research Perspectives in Applied Linguistics (13th Week)

Exercise 1.1 – The future of applied linguistics

You need to study carefully the topics discussed this week and locate three issues that need to be further researched e.g. use of language variety at school, effective methods of teaching or effective methods of translation.

Appendix 13

Course Title	Interculturalism in Second Language Teaching				
Course Code	LIN355				
Course Type	Major Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	3 rd Year / 6 th Semester or 4 th Year / 7 th or 8 th Semester				
Teacher's Name	Dr Isaak Papadopoulos				
ECTS	6	Lectures / week	Up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>This course will explore the theoretical background and the methodology of promoting an intercultural dimension in a second language classroom. Students will be provided with the opportunity to examine the theory and application of enhancing second language students' both intercultural and linguistic competences. Particular attention is paid to the familiarization with teaching strategies and techniques utilized for raising second language students' intercultural sensitivity, intercultural awareness and empowering their intercultural communication. Last, special emphasis will be placed on introducing students to various ways of designing indicative lesson-instructions focusing on empowering L2 students' intercultural behaviour in multicultural or multiculturally-fostered environments.</p>				
Learning Outcomes	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Acquire an awareness of the importance of integrating multicultural elements in second language teaching classrooms • Investigate and examine intercultural communication competences of second language learners • Study the role of the teacher in the teaching process both in selecting and utilizing methods and techniques as well as in strategies for enhancing the interaction of students within a multicultural and multilingual context • Investigate potential difficulties that students face while communicating with people from different countries or cultural background, as well as ways to deal with the problems. 				

	<ul style="list-style-type: none"> • Distinguish factors that contribute to effective intercultural interaction. • Use intercultural materials and syllabi according to their learners' need and background • Apply appropriate assessment methods when evaluating the work of learners in culturally and linguistically diverse classes • Evaluate pedagogical and teaching process 		
Prerequisites	LIN230, LIN315 or Consent of Instructor	Co-requisites	
Course Content	<p>Indicative content that this course will cover is:</p> <p>Students will be introduced to the European policy on the promotion of multilingualism and multiculturalism placing special emphasis on the official documents and projects of the European council about people's co-existence in a culturally- and linguistically- diverse world.</p> <p>Thorough discussion of the definition of the terms "Interculturalism" and "Multiculturalism" will facilitate further students' understanding of the framework of Intercultural literacy. The stages of raising intercultural sensitivity and intercultural awareness within a second language teaching context will be stressed as they constitute key-factors in the attempt to foster interculturally literate students. Towards that goal, students will acquire an awareness of the context of intercultural communication. They will investigate communication strategies employed by speakers to achieve various communicative goals and compensation communication strategies considered as conscious plans of speakers to overcome linguistic deficiencies in their interaction in the target language.</p> <p>Students will also have the opportunity to explore the concept and dynamics of intercultural portfolio, a tool of alternative assessment of students' intercultural openness and attitudes. Moreover, special focus will be placed on the context of translanguaging from social and school perspective, focusing on the implementation of translanguaging in class.</p>		
Teaching Methodology	Distance Learning		
Bibliography	Barrett, M., Byram, M., Lazar, I., Mompoin-Gaillard, P. & Philippou, S. 2013. <i>Developing intercultural competence through education</i> . Strasbourg: Council of Europe Publishing.		

	<p>Dai, X. & Chen G.M. 2014. <i>Intercultural Communication Competence Conceptualization and its Development in Cultural Contexts and Interactions</i>. Newcastle: Cambridge Scholars Publishing.</p> <p>European Council. 2016. <i>Competencies for democratic culture: Living together as equals in culturally diverse democratic societies</i>. Strasbourg: Council of Europe Publishing</p> <p>Griva, E. & Zorbas, V. 2017. <i>Multicultural and citizenship awareness through language: cross thematic practices in language pedagogy</i>. New York: Nova Science Press.</p> <p>Liddicoat, A. J., & Scarino, A. 2013. <i>Intercultural language teaching and learning</i>. New York: Wiley and Sons.</p> <p>Wagner, M., Conlon Perugini, D., & Byram, M. (Eds.). 2017. <i>Teaching intercultural competence across the age range: From theory to practice</i>. Bristol, UK: Multilingual Matters.</p>				
Assessment	<table border="1"> <tr> <td>Final Examination</td><td>50%</td></tr> <tr> <td>Assignments/On-going Evaluation</td><td>50%</td></tr> </table>	Final Examination	50%	Assignments/On-going Evaluation	50%
Final Examination	50%				
Assignments/On-going Evaluation	50%				
Language	English				

Appendix 14



THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION



**European
University Cyprus**

FORM: 200.1.3

STUDY GUIDE

**COURSE: LIN355 Interculturalism in Second Language
Teaching**

Course Information

Institution	European University Cyprus		
Programme of Study	English Studies BA		
Course	LIN355	Interculturalism in Second Language Teaching	
Level	Undergraduate <input checked="" type="checkbox"/>	Postgraduate (Master) <input type="checkbox"/>	
Language of Instruction	English		
Course Type	Compulsory <input type="checkbox"/>	Elective <input checked="" type="checkbox"/>	
Number of Teleconferences	Total: Up to 6	Face to Face: -	Teleconferences: Up to 6
Number of Assignments	10% Self-Assessment Activities – 8 exercises 40% Assignments – 2 assignments		
Assessment	Assignments	Final Examination	
	50 %	50 %	
Number of ECTS Credits	6		

Study Guide drafted by:	Isaak Papadopoulos
Editing and Final Approval of Study Guide by:	Dimitra Karoulla-Vrikki Stavros Stavrou Karayanni

CONTENTS

	Page
1st Teleconference/Group Consultation Meeting: Introduction to the Course	5
Week 1 – European Policy on Multilingualism and Multiculturalism	6
Week 2 – Culture, Language and Identity	9
Week 3 – Intercultural Literacy: Sensitivity and Awareness	12
Week 4 – Intercultural Literacy: Communication and Cooperation	15
Week 5 – Communication challenges in Intercultural Interaction	18
Week 6 – Cultural Diversity and Second Language Teaching	21
Week 7 – Differentiated Instruction in Culturally Diverse Classrooms	24
Week 8 – Translanguaging: An introduction to the pedagogy	27
Week 9 – Translanguaging: Delving into the school context	30
Week 10 – Translanguaging: Delving into the challenges	33
Week 11 – Choosing, adapting and using material in culturally diverse classrooms	36
Week 12 – Intercultural Language Assessment	39
Week 13 – Research Perspectives on Interculturalism	43
Final Teleconference/Group Consultation Meeting	46
Week 14 – Final Examination	47
Indicative Answers for Self-Assessment Exercises	48

1ST TELECONFERENCE/GROUP CONSULTATION MEETING: INTRODUCTION

Programme Presentation

○ Short description & objectives

The BA in English Studies programme provides students with theoretical knowledge, critical ability and methodological tools to explore Literature, Linguistics and Language Teaching. Students have the chance to study literary texts and genres from a variety of contexts including British, American and European, assessing them in relation to some of the most urgent issues in literary theory such as ecocriticism, postcolonialism and queer theory. In parallel, students investigate the English language from several perspectives, such as its sounds, its grammar, its development over time and its dominance as a global language. They also explore the ways English functions in different social contexts and the ways it varies in different geographical areas leading to world Englishes. Moreover, students examine first and second language acquisition and are offered the required skills to implement current technology-enhanced English teaching methods. Finally, the programme prepares students for graduate studies and a variety of professional careers such as teaching, writing, journalism and public relations.

The General Objectives of the programme are the following:

- To develop the student's capacity to think, write, and speak effectively and creatively in the English language;
- To acquaint students with the nature, history and functions of human language and help them place language within the structured system of the discipline of Linguistics;
- To develop the student's analytical, decision making and English communication competencies;
- To analyse differing socio-cultural, moral and ethical values through the study of literary texts and cultural theory

Specific Objectives

- To give the student the opportunity to examine how language is acquired and how social and cultural developments affect the ways in which English is spoken, written and used in society.
- To give the student every facility to acquire the skills and knowledge needed to analyse and appreciate texts in linguistic and literary terms;

- To study the chronological, geographical and structural developments in English language
- To critically engage in contemporary popular and scientific debates about linguistic, language and literary issues.
- To foster awareness of contemporary developments in writing, in English-speaking countries as well as in a global context;
- To develop an ability to engage confidently in an imaginative, critical and open-minded understanding of a wide range of works and literature.

Presentation of the Course through the Study Guide

○ Short description & objectives

This course will explore the theoretical background and the methodology of promoting an intercultural dimension in a second language classroom. Students will be provided with the opportunity to examine the theory and application of enhancing second language students' both intercultural and linguistic competences. Particular attention is paid to the familiarization with teaching strategies and techniques utilized for raising second language students' intercultural sensitivity, intercultural awareness and empowering their intercultural communication. Last, special emphasis will be placed on introducing students to various ways of designing indicative lesson-instructions focusing on empowering L2 students' intercultural behaviour in multicultural or multiculturally-fostered environments.

Recommended student work time

Approximately 5 hours (including the study of the Guide)

TITLE: European Policy on Multilingualism and Multiculturalism

(1st Week)

Summary

During the 1st week, the students will acquire an awareness of the European policy on multilingualism and multiculturalism. According to this policy, the linguistic diversity should be in the centre of the policy makers' and teachers' attention in an attempt to achieve a harmonious co-existence of many languages and cultures in Europe.

Introductory Remarks

During this first week, the students will delve into the priorities of the European Commission on the promotion of multilingualism and multiculturalism through their contact and studying of official reports and papers of the European Commission.

More specifically, the peaceful and harmonious co-existence of many languages in Europe constitutes a key-priority and element in the attempt of Europe to be united, accommodating diversity. The students will realise that languages can on the one hand, define personal identities, but on the other hand, they constitute a part of a shared inheritance. They can bridge the gap among people, languages and cultures, promoting mutual understanding.

The upper aim of Europe is to strengthen life opportunities of citizens. Through appreciating and valuing linguistic and cultural diversity, employability may be increased. This can facilitate access to services and rights and empower or enhance principles of solidarity through enhanced intercultural dialogue and social cohesion. In such a globalised environment, this type of diversity can encourage people to look into their social interaction tendencies, the sources of knowledge, the importance of sharing knowledge with "other" people, all for the sake of the personal and social benefit.

According to the 2005 Commission Report, a new framework strategy for the promotion of multilingualism is proposed. In particular, it reaffirms the value of linguistic diversity and reveals the need for a broader policy to appreciate cultural and linguistic diversity.

The students will also have the opportunity to study the Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education (2016), which constitutes an operationalization and further development of CEFR Chapter 8 on language diversification, and the curriculum as well as CEFR Companion Volume which includes new descriptors for intercultural competences. Another important field of study is the report and volume of Competences for Democratic Culture: living together as equals in culturally diverse democratic societies (2016), which includes proposals and suggestions as well as detailed descriptions on the new descriptors for mediation included in this volume. Last, the students will be engaged in investigatory and exploratory

procedures in relation to the most recently revised descriptors on intercultural competences and multiculturalism in education.

Based on the above, the students will have the chance to achieve an introduction to the European policy on multilingualism and multiculturalism and how this policy affects education and the school context.

Aims/Objectives

This week aims at introducing students to principles and priorities of the European Council in relation to multilingualism and multiculturalism. In particular, they will acquire an awareness of the Reports and Volumes proposed by the EC and discuss their differentiations on the basis of the key-elements/features to be promoted. They will discuss the importance of the priorities of the European council while they will explore how these policies have affected the educational context in various countries.

Learning Outcomes

By the end of the week students will be able to

- Discuss various policies of the European Commission in relation to multilingualism and multiculturalism.
- Acquire an awareness of the priorities that the European countries should take into consideration in attempt to achieve a harmonious and peaceful co-existence of citizens.
- Explore the application of these proposals in practice within the educational contexts of the countries.

Key Words

European Policy	Multilingualism	Multiculturalism	Official reports	Second Language Teaching
-----------------	-----------------	------------------	------------------	--------------------------

Annotated Bibliography

- **Basic Sources/Material**

Council of Europe (2018). Common European Framework of Reference for Languages, Learning, Teaching, Assessment. Companion Volume with new descriptors. Education Policy, Education Department.

This particular volume introduces readers to terms and definitions in relation to multilingualism, multiculturalism interculturalism. It also provides readers with useful information regarding the features that European citizens have to develop within a multicultural and multilingual environment.

- **Supplementary Sources/Material**

Council of Europe (2015). Language teaching and learning in multilingual classrooms. Luxembourg: Publications Office of the European Union

This report of the European council focuses on educational aspects in relation to multilingualism and multiculturalism. With reference to the European policy for the promotion of multiculturalism and multilingualism, readers will have the opportunity to acquire an awareness and explore ways of this policy and its contribution to language teaching context.

Self-Assessment Exercises/Activities

Exercise 1.1 – Europe is my country - Ungraded

You are invited to study the Report Volume of the Council of Europe (2018). Write a text of maximum 250 words. Refer to four of the most important abilities that the European Citizens need to have in order to be able to work and cooperate efficiently in a globalized environment.

Recommended number of work hours for the student – 10-15 hours approximately

TITLE: Culture, Language and Identity

(2nd Week)

Summary

During the 2nd week, students will discuss issues related to culture, language and identity. They will be introduced to their notion and they will be exploring the interrelation of these three variables.

Introductory Remarks

Throughout this week, the course will provide students with opportunities to study and examine, define and identify the terms “culture”, “language” and “identity”.

The study of culture for many years has been connected with the historical approach, while its connection with language was totally absent. In recent years, culture has been linked to how people perceive their everyday life in the light of productive practices organized in a variety of ways adapted to that culture (Pennycook, 2010: 66).

In recent years, with the rapid increase in migration and population migration, culture is also defined in relation to "interculturalism and intercultural identity", i.e. the ability to penetrate other cultures and to communicate effectively, to build relationships and to engage with people of these cultures. As a result, the modern educational framework, formed through the encounter of languages and cultures, brings together people with linguistic varieties and different cultural background. In the case of Greece, many students have already developed a language other than the majority language before their entry into Greek education. Although for decades the development of language skills has been the core of language learning (Standards for Foreign Language Learning, 2006: 3), today it is not (must not be) the sole objective of language teaching and learning. The need for an intercultural orientation in language education arises because we consider that familiarization with another culture is the fifth skill the people should develop apart from the four skills of the four language skills (writing, reading, listening and speaking).

As language is not only a means of communication but it builds the way in which every cultural group approaches everyday life language and culture are interrelated and interdependent concepts. Besides, each person's language is a basic component of his identity and is the most visible expression of culture, where culture refers to socially transmitted patterns and patterns of behaviour and interaction (see Kowitzelli, 2014). The language used by members of a social group for intra-group or extra-group communication influences social and cultural representations (in relation to values, rules, traditions, etc.). In other words, our identity, our perceptions of our social processes, our values and beliefs, as well as our knowledge and ideas (Georgogiannis, 2009) are

shaped, to a great extent, through language. In the same vein, it is argued that language is an element of culture, as does the culture of language. These two parts are inextricably interwoven, so if one tries to separate them, either language or culture will lose its importance (Brown 1994). But Mitchell and Myles (2004: 235) argue that "language and culture cannot be separated, instead they are acquired together by supporting one component of the development of the other."

These weekly topics will provide many opportunities for engagement and familiarization with aspects of language, culture, identity and their associations.

Aims/Objectives

Throughout this week, students are expected to discuss issues related to culture, language and identity of individuals and groups. Moreover, they will explore how language builds the way that every cultural group approaches habits and mentalities. They are also expected to delve into the notion of identity within this context of the interrelated variables of culture and language.

Learning Outcomes

By the end of the week students will be able to:

- Examine the interrelation between culture and language focusing on identity-shaping through language
- Discuss how culture is defined in relation to interculturalism and intercultural identity.
- Discuss the necessity of teachers' role as the education framework is formed through the encounter of languages and cultures.

Key Words

Language	Culture	Identity	Norms	Intercultural identity
----------	---------	----------	-------	------------------------

Annotated Bibliography

• Basic Sources/Material

Liddicoat, A. J., & Scarino, A. 2013. Intercultural language teaching and learning. New York: Wiley and Sons. – Chapter 2.

This chapter will provide readers with important information on language, culture and identity. More specifically, it focuses on issues of understanding language placing emphasis on the structural system, the communicative system and the language as a social practice. It also focuses on issues related to culture stressing the national attributes, the societal norms, the symbolic systems and the language teaching context.

- **Supplementary Sources/Material**

Farr, J., Blenkiron, L., Harris, R., & Smith, J. A. (2018). "It's My Language, My Culture, and it's Personal!" Migrant Mothers' Experience of Language Use and Identity Change in Their Relationship With Their Children: An Interpretative Phenomenological Analysis. *Journal of Family Issues*, 39(11), 3029–3054.

This paper presents the way language use affects bilingual students' ethnic identity. Through the study, an effort will be made by the instructor to facilitate understanding of how this relationship manifests or is negotiated in interethnic families emphasizing education implications.

Self-Assessment Exercises/Activities

Exercise 1.1 – Exploratory Table – Graded (1 mark)

You are invited to participate in the activity of the exploratory table. Answer the following questions presented to you on index cards:

How could you define "culture" and "language"?

How can we explain the interrelation between these two terms?

Which is the importance/position of identity in a multicultural classroom?

Exercise 1.2 What about education? – Ungraded

Considering the material of the week you have already studied, suggest ways according to which teachers may lead students of a multicultural/multilingual classroom to acquire an awareness of language and cultural features/elements of other cultures from students of the same classroom.

Recommended number of work hours for the student: 10-15 hours approximately

TITLE: Intercultural Literacy: Sensitivity and Awareness

(3rd Week)

Summary

This weekly topic is related to intercultural literacy and the way it can be fostered and developed within a culturally and linguistically diverse classroom. Special emphasis will be placed on intercultural sensitivity and awareness, which constitute the basis for helping learners to develop intercultural literacy.

Introductory Remarks

During the 3rd week, students will focus on the theoretical framework of intercultural literacy stressing on the sensitivity and awareness of learners about the “others”.

Intercultural literacy can be defined as “the understandings, competencies, attitudes, language proficiencies, participation and identities which enable effective participation in a cross-cultural setting”. Specifically, the interculturally literate person is equipped with the understandings, competencies attitudes and identities, which are necessary for effectively living and acting in a cross-cultural or pluralist setting. To clarify it more, this person has the appropriate background to effectively ‘read’ a “second culture”, to interpret its symbols and negotiate its meanings in a practical day-to-day context.

Raising learners’ intercultural sensitivity and awareness constitutes a very important step towards developing intercultural literacy. In particular, focusing on intercultural sensitivity, it is worth mentioning that it is used within the context of interaction and communication between members of diverse groups and it involves these skills or competences that are required for a smooth cross-cultural contact (Bennett, 2010; Griva & Zorbas, 2017). Intercultural sensitivity is considered to be a major variable in allowing people to live and work with people with different cultural backgrounds (Landis & Bhagat, 1996). It is an important aspect of cultural differences and of the viewpoints of people from different cultural background (Bhawuk & Brislin, 1992).

In parallel, intercultural awareness constitutes another important factor of acting efficiently within a culturally diverse context. Intercultural awareness is regarded as the minimum condition for interculturally competent individuals in the global village while research has shown that it is this “tool” that can develop one’s communication skills while lessening the likelihood of misunderstandings in intercultural interactions (Seidel, 1981). According to Chen and Starosta (2000), intercultural awareness is the cognitive aspect of intercultural communication competence, which refers to the understanding of cultural conventions that influence the way people think and behave. In fact, this is the field that emphasized the changing of personal thinking about the environment, through understanding distinct characteristics of one other cultures (Triandis, 1977). Therefore, people should

understand the cultural variability so that they can modify the communication patterns to be congruent with the cues of unfamiliar interactants.

Taking all into consideration, the students will be equipped with theoretical and methodological aspects of fostering intercultural sensitivity and awareness within a second-language teaching context, which will facilitate and empower their teaching behavior and practices.

Aims/Objectives

Through this weekly topic, the students are expected to study theoretical and methodological issues related to intercultural literacy. They are also expected to delve into intercultural sensitivity and awareness and discuss how they can be used or developed in a classroom. Last, they are supposed to discuss variables that can contribute to the effective development of intercultural literacy and the features/components that need serious consideration.

Learning Outcomes

By the end of the week students will be able to

- Define the terms “intercultural literacy”, “intercultural awareness” and “intercultural sensitivity”.
- Investigate the ways raising intercultural awareness and sensitivity affects the development of intercultural literacy within a classroom
- Discuss challenges in fostering intercultural literacy in a culturally and linguistically diverse classroom
- Explore potential ways of developing intercultural literacy, sensitivity and awareness within a second language classroom

Key Words

Intercultural literacy	Intercultural sensitivity	Intercultural awareness	Competencies	Multicultural classroom
------------------------	---------------------------	-------------------------	--------------	-------------------------

Annotated Bibliography

• Basic Sources/Material

Griva, E. & Zorbas, V. 2017. Multicultural and citizenship awareness through language: Cross thematic practices in language pedagogy. New York: Nova Science Press – Chapter 7

This paper demonstrates how teachers can act based on the cultural and linguistic diversity of their classroom and attempt to develop their intercultural sensitivity and awareness with an upper goal to foster intercultural literacy.

- **Supplementary Sources/Material**

Griva, E. & Zorbas, V. 2017. Multicultural and citizenship awareness through language: cross thematic practices in language pedagogy. New York: Nova Science Press – Chapter 13.

This chapter describes an educational project that aimed at developing foreign language learners' intercultural awareness through various educational materials and by making use of cultural elements of various countries.

Self-Assessment Exercises/Activities

Exercise 1.1 – Towards an understanding of intercultural literacy - Ungraded

Having studied the weekly material on intercultural literacy, present in writing a descriptive account of the competencies that learners have to develop in an attempt to become interculturally literate humans. Collaborate with one of your fellow students so that you can present examples based on your personal experiences. Use the forum discussion to present your views and let your other fellow students express their views.

Exercise 1.2. – Intercultural Sensitivity and Awareness – Graded (1 mark)

Create a table of two columns posing the differences and the similarities of intercultural sensitivity and intercultural awareness. Use examples to justify your answers both from the literature and your experience.

Recommended number of work hours for the student 10 – 15 hours approximately

TITLE: Intercultural Literacy: Communication and Cooperation

(4th Week)

Summary

During the 4th week, the students will acquire an awareness of the context of intercultural literacy and second language education. More specifically, they will focus on intercultural communication and the intercultural cooperation, which constitute very important aspects that need to be developed to foster interculturally literate individuals.

Introductory Remarks

This weekly topic is related to the framework of developing intercultural communication and cooperation skills and abilities.

Promoting the development of cooperation and communication within culturally-diverse classrooms means promoting learners' ability to develop, maintain and appropriately modify interdependent relationships with others to succeed in achieving goals (Kreijns, 2004). It is clear that there are numerous actions that can be taken by teachers to promote the intercultural competence of young student. Teaching should focus on training learners to interact appropriately and effectively in multicultural contexts, to develop intercultural competence and intercultural communication skills, including: i) communication as a tool for the construction of the social/cultural identity through the negotiation of the message, ii) communication as a 'transmitter/transfer' of social/cultural relations (Chen, 2014; Griva & Papadopoulos, 2019; Ward, et al., 2011).

Within this framework, the development of positive attitudes towards other group members is enhanced which entails strong social relationships and group cohesion. To put it in another way, it is what Johnson and Johnson (1989) supported underlining the importance of cooperative activities that through interaction and cooperation positive interdependence is promoted which means that every member of a group is linked with the others in such a way that he/she cannot succeed unless they do (and vice versa).

Nevertheless, in culturally-diverse classrooms, there is a possibility that language difficulties restrict the effectiveness of interaction which affects directly the development of relevant interpersonal and small group skills (Baker & Clark, 2010). Besides, every student brings in the classroom different ways and practices of reasoning and working and different perspectives which may cause various challenges that need to be taken into consideration. Conflicts among learners might emerge due to differences in each student's background. Indeed, people have the tendency to form working groups with those with whom they share similar backgrounds and interests (see Teilmann et al., 2012).

Given the aforementioned, promoting the formation of groups consisting of people with different cultural background could facilitate the gradual development of a sense of identity and purpose, which further enhances the interaction of learners and the reduction of stereotypical visions about other group members (Coelho, 1998).

Therefore, through gradual contact and familiarization of the students with the aspects of intercultural communication and cooperation, they will empower their teaching behaviour and their scientific knowledge.

Aims/Objectives

The primary aim of the week is to examine intercultural communication and intercultural cooperation". Students will also associate communication and cooperation with intercultural literacy and finally they will acquire an awareness of the important pedagogical role of the teacher towards developing interculturally literate students.

Learning Outcomes

By the end of the week students will be able to

- Distinguish "intercultural communication" and "intercultural cooperation" placing these competencies within the context of intercultural literacy.
- Discuss challenges related to the development of intercultural communication and cooperation competencies
- Explore educational means/tools that are used towards developing interculturally literate individuals

Key Words

Intercultural literacy	Intercultural communication	Intercultural cooperation	Competencies	Second language education
------------------------	-----------------------------	---------------------------	--------------	---------------------------

Annotated Bibliography

• Basic Sources/Material

Griva, E. & Papadopoulos, I. (2019). Teachers Sketch the Student Profile in a Multicultural/Multilingual Classroom. In R. Nata (Ed), Progress in Education (59), pp. 79-102. NY: Nova Press Publ.

This chapter presents the profile of the students in a multicultural and multilingual classroom and focuses on the competencies of communication and cooperation they have or they aim to develop.

- **Supplementary Sources/Material**

Griva, E. & Zorbas, V. 2017. Multicultural and citizenship awareness through language: cross thematic practices in language pedagogy. New York: Nova Science Press – Chapter 7

This chapter discusses the ways teachers can rely on the cultural and linguistic diversity of their classroom to develop students' intercultural communication skills and strategies within a cooperative teaching and learning environment.

Self-Assessment Exercises/Activities

Exercise 1.1 – Intercultural Communication - Ungraded

Write a short essay (180-200 words) explaining why it is important to develop learners' intercultural communication competencies. How can it be achieved and what challenges you may face?

Exercise 1.2. What do the others say? – Graded (2 marks)

Following the previous exercise, challenge one of your fellow students so that you can have a debate on why and why not second language learners should develop their intercultural communication competencies. Write your arguments using the forum discussion.

Recommended number of work hours for the student 15 – 20 hours approximately

TITLE: Communication challenges in Intercultural Interaction

(5th Week)

Summary

During the 5th week, the students will be introduced to the context of Intercultural Interaction. They will focus on the challenges that both interlocutors need to deal with. They will also examine what teachers need to take into consideration to find ways to help their second language learners.

Introductory Remarks

This weekly topic is related to challenges related to intercultural interaction within a second language classroom and outside the school environment.

Communicating with others includes a linguistic dimension, a paralinguistic and non-verbal dimension, a sociolinguistic dimension, as well as the strategic component. This means and requires the employment of communication strategies (CSs), which involve any attempt to enhance the effectiveness of communication (Canale, 1983). Communication strategies have also been regarded as conscious plans for solving what an individual presents it as a problem/challenge in reaching a particular communicative goal" (Faerch & Kasper, 1983, p.36).

The students will study the main criteria that the researchers focus on, in their attempt to define the CSs. More specifically, there two variables related to communication and more specifically, communication challenges: a) "problem" and b) the "consciousness".

To start with the "problem" factor, linguists underline three types of problems during a discourse event, a) own-performance problems, b) other-performance problems and c) processing time pressure. Nevertheless, there is no reference in the "problems" that are related to the speaker/writer's attempt to achieve a communicative goal (e.g. to persuade someone). Therefore, with reference to linguists' and researchers' works on "problems" and "problem-solving" language activities and skills at national (Griva & Semoglou, 2015) and international (Richards, 2006; Doghonadze & Gorgiladze, 2008; Berkenkotter, Flower & Hayes, 1977) level, a fourth type of problems has been proposed titled "Communicative Goal Achievement Problems" (see Papadopoulos, 2016), which involves the strategies that are employed by people to achieve a communicative goal such as the ones that are employed by speakers/writers to 'damage' the addressee's negative face.

Focusing on the "consciousness" factor, Schmidt (1994) states that it has so many connotations that one would best avoid it altogether. Dornyei and Scott (1995a, 1995b) support three aspects of consciousness that are related to CSs: a) consciousness as

awareness of the problem, b) consciousness as awareness of strategic language use and c) consciousness as intentionality which is the aspect of consciousness that the learners will be focusing more and it is in accordance with the above-proposed type of “problems” as the person intentionally use certain strategies to achieve a communicative goal. Learners must not only know how to interact effectively and with other people and environment, but also know how to fulfil their own communication goals (see Chen & Starosta, 1998, pp. 241–2).

Therefore, through gradual contact and familiarization of the students with the challenges that speakers face when communicating with people from other countries, they will be able to design educational programs that address their needs.

Aims/Objectives

The students are expected to acquire an awareness of the context of intercultural interaction. They will discuss communication strategies, as a means of helping speakers to deal with challenges of communication. They will also focus on criteria of communication strategies and explore their importance in selecting certain means of communication in intercultural interaction and contact.

Learning Outcomes

By the end of the week, the students will be able to

- Distinguish “intercultural communication” and “intercultural interaction” seeking for similarities and differentiations.
- Define “communication strategies” as tools that are employed in intercultural interaction and contact.
- Discuss the criteria of communication strategies and discuss their importance in selecting certain strategies
- Set teaching goals which can be achieved in relation to fostering smooth and peaceful intercultural interaction

Key Words

Intercultural interaction	Intercultural communication	Problems	Consciousness	L2 speakers	Teaching practices
---------------------------	-----------------------------	----------	---------------	-------------	--------------------

Annotated Bibliography

- **Basic Sources/Material**

European Council. (2016). Competencies for democratic culture: Living together as equals in culturally diverse democratic societies. Strasbourg: Council of Europe Publishing.

This report volume provides students with material on the competencies that speakers/people/citizens need to develop in their attempt to deal with challenges that might appear within an intercultural interaction context.

- **Supplementary Sources/Material**

Barrett, M. (2018). How schools can promote the intercultural competence of young people. *European Psychologist*, 23(1), 93-104.

Through this paper, the students will study how teachers can take advantage of their students' backgrounds, needs and the challenges they face, in their attempt to promote their intercultural interaction and their peaceful coexistence at schools and outside.

Self-Assessment Exercises/Activities

Exercise 1.1 – The “P” Factor in Interaction - Ungraded

Write a short essay (100-150 words) explaining how the “Problem” criterion contributes to the way the speakers communicate with people from other countries within the context of intercultural interaction.

Exercise 1.2. Do your fellow students have “problems” of communication? – Graded (1 mark)

Following the previous exercise, conduct an interview with one of your fellow students. You have to investigate whether he/she has any communication problems while studying in an English studies program where communication among the students and the professors is in English. Moreover, you have to investigate what techniques or strategies does he/she follow to overcome these difficulties.

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Cultural Diversity and Second Language Teaching

(6th Week)

Summary

During the 6th week, the students will focus on the teaching context of second language education when the target language is taught within a classroom with cultural and linguistic diversity. Emphasis will be placed on the role of the teachers and the teaching strategies he/she will make use of to accommodate the students' needs and develop students' skills and abilities.

Introductory Remarks

Throughout this week, the students will have the opportunity to discuss aspects of teaching a second language within a multicultural classroom focusing on the role of the teacher and his actions.

At first, the students will discuss the modern multicultural and multilingual panorama in education, which intensifies the need to foster interculturalism in a second language education context and efforts should be encouraged to develop understanding even from the youngest age. Since 'language and culture are wired in together' (Agar, 1991), in such a way that Risager (2006, 2007), develops the concept of 'languaculture' to describe this close interrelation, the educational system should aim at developing second language students' intercultural awareness and communicative competence, as well as their critical cultural awareness skills necessary to communicate successfully (Hülmbauer et al., 2008; Seidlhofer, 2003).

As a result, aspects of cultural competence and goals for cultural and intercultural learning are a basic part of modern second language education programs at all levels with the purpose to make learners comprehend diverse cultural viewpoints and different patterns of communication and interaction. When teaching a language in a multicultural classroom, learners should be aware of the relation between the 'world of origin' and the 'world of the target community' (Council of Europe, 2001) and begin to evaluate other perspectives in comparison to their own ones (Yassine, 2006); thus, they are aware of his/her own identity in light of cross-cultural understanding.

Developing intercultural speakers in a second language classroom means enhancing students' both intercultural and linguistic competence and preparing them for interaction with their classmates from different cultures. In such an educational context, the learners should acquire knowledge of 'self' and 'other', knowledge of everyday life in different cultural context, as well as develop the ability to evaluate others' points of view, and the

ability to consciously use culture learning skills and to read the cultural context (see e.g. Sen Gupta, 2002).

Moreover, students will analyze the current second language teaching framework in which language learners need to function fully in a situation where at least two languages and two cultures interplay (Kramsch, 1993, pp. 233–259). In this situation language learners must become intercultural speakers with certain complex and interrelated skills, such as: a) comparing and contrasting cultures, b) dealing with or tolerating ambiguity, c) accepting difference, d) defending one's own point of view while acknowledging the legitimacy of others, e) willingness to engage with the foreign culture, self-awareness (Rose, 2004, cited in Yassine 2006).

Overall, the students will realize and appreciate their own teaching importance and the competencies that students need to focus on within a second language classroom.

Aims/Objectives

The students are expected to delve into second language teaching within multicultural classrooms. They will also discuss the notion of “languaculture” and explore principles that teachers need to take into serious consideration when teaching multilingual and multicultural classrooms.

Learning Outcomes

By the end of the week, students will be able to:

- Acquire an awareness of the features of a multicultural and multilingual classroom
- Discuss the goals and objectives the teachers need to set to accommodate cultural diversity in a second language classroom
- Explore potential difficulties that teaching multicultural classes may arise
- Discuss potential activities/strategies to be used with the purpose to overcome problems and challenges

Key Words

Cultural diversity	Linguistic diversity	Language teaching	Classroom management	Teaching practice
--------------------	----------------------	-------------------	----------------------	-------------------

Annotated Bibliography

• Basic Sources/Material

Liddicoat, A. J., & Scarino, A. 2013. Intercultural language teaching and learning. New York: Wiley and Sons - Chapter 4.

This chapter discusses language learning and teaching within a culturally diverse environment, focusing on the learner as a learner, as a language user and as a person. Moreover, special emphasis is placed on principles for teaching and learning from an intercultural perspective while the students will be studying practices for intercultural learning.

- **Supplementary Sources/Material**

Rappel, Linda. 2011. An analysis and Interpretation of Intercultural Approaches to English Language Teaching. *Journal of Integrated Studies* 1:1-7.

This paper provides a reflective analysis and attempts an interpretation in relation to the context of teaching English following an intercultural approach. The students will have the opportunity to discuss aspects of teaching and learning behavior and practices, styles of communication between the teacher and the students and among students and acquire an awareness of the way the practices were designed.

Self-Assessment Exercises/Activities

Exercise 1.1 – From traditional to modern texts - Ungraded

Having studied the weekly material, form a group of 3 students and compose a short essay (120-130 words) explaining the concept of “languaculture” which was developed by Risager (2006, 2007).

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Differentiated Instruction in Culturally Diverse Classrooms

(7th Week)

Summary

During the 7th week, the students will focus on the context and principles of differentiated instruction in relation to culturally diverse classrooms. More specifically, they will have the opportunity to study the fields of differentiation, the importance of this practice and the potential difficulties of such a practice in the modern school.

Introductory Remarks

It is true that there is not a single and generally accepted definition nor a single theory of differentiated teaching. Several scientists and researchers at national and international level have attempted to illustrate differentiated teaching by providing a variety of alternatives.

According to Tomlinson (2000), differentiated teaching, at its basic level, refers to "teachers' efforts to respond to the diversity of their pupils in the classroom." Moreover, Corley (2005: 13) adds that it is "the teacher's response to the diverse learning needs of his or her learners." Also, Heacox (2002: 1) emphasizes that differentiated teaching is a way of thinking about teaching and learning and is a collection of strategies to help the teacher to cope with and manage the diverse learning needs of the classroom.

Although, as mentioned above, many definitions have been given by the researchers, it is a common assumption that each student has different interests, a different learning profile or even a different type of intelligence, according to Gardner's multiple intelligence theory. Differentiated teaching beyond Gardner's theory has embraced Vygotsky's constructive principles and Implicit Development Zone. In particular, constructivism places special emphasis to the fact that learning is an active constructive process, and it commands learning to create meaning from experiences (Zogopoulos & Golonis, 2014: 33).

Additionally, according to Vygotsky "at any given point of development there are specific problems that the child is at the limit to be able to solve. The child simply needs some structure, some suggestions and reminders that will encourage him to continue his efforts. The Development Zone is the child's development phase in which the child cannot solve the problem alone but can successfully solve it by either be guided by an adult or working with a more capable child" (Woolfolk, 2007).

Regarding the fields of differentiation, teaching can be differentiated by the teacher in terms of

- a) The content, the teacher teaches the same concepts to all the student population, but, differentiates the degree of complexity;
- b) The processes that take place during the course, as it is necessary to give learners more time either to understand or to deepen in a field / topic of focus through scalable activities where learners will receive the appropriate levels of support and help from the teacher (Tomlinson, 1999);
- c) The presentation of the work, because the teacher can offer learners the choice of alternatives. It can be oral, someone else's writing or even a group of learners or individually (Landrum & Mc Duffie, 2010, Tomlinson, 1999);
- d) The learning environment (Gardner & Whittaker, 2006: 13) through the careful and deliberate selection and provision of material to learners responding to different cultural environments, clear instructions for individual work to suit the individual needs of each student.

In conclusion, the kind of differentiation that will be used depends on what suits the learners, their needs and their strengths.

Aims/Objectives

Through the study of the material of this week, the students are expected to acquire an awareness of the principles followed for a differentiated teaching and learning environment. They will also explore the fields of differentiation appreciating their importance and the challenges they have.

Learning Outcomes

By the end of the week, students will be able to

- Define differentiated teaching for culturally diverse classrooms.
- Discuss the principles followed for a differentiated teaching environment
- Explore the fields of differentiation focusing on their importance for the students' needs and development

Key Words

Differentiated instruction	Content	Work presentation	Learning environment	Teaching practice	Teacher's role
----------------------------	---------	-------------------	----------------------	-------------------	----------------

Annotated Bibliography

- **Basic Sources/Material**

Liddicoat, A. J., & Scarino, A. 2013. Intercultural language teaching and learning. New York: Wiley and Sons. – Chapter 5

This chapter presents a theoretical and methodological review on designing language teaching instruction for multicultural classrooms. It focuses on the importance of interaction among students and introduces the readers to the dimensions of effective language teaching depending on the students' needs and background.

- **Supplementary Sources/Material**

Valiandes, S., Koutselini, M., & Kyriakides, L. (2011). Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: its impact on the Quality and Equity Dimensions of Education Effectiveness. Paper published in the proceedings of the International Congress for School Effectiveness and Improvement

This paper presents the results of a study concerning the application of differentiated instruction in mixed ability classes, in which 24 elementary classes of 479 Cypriot pupils participated. The study provides evidence about the effect that systematic differentiated instruction in mixed ability classes has on students' achievement.

Self-Assessment Exercises/Activities

Exercise 1.1 – What is it? - Graded (1 mark)

You are encouraged to navigate through the study material of this week and focus on the definitions proposed for the “differentiated instruction”. Compare them and try to express your own definition.

Exercise 1.2. What to differentiate? – Ungraded

Collaborate with another fellow-student and explore the fields that teachers have to focus on, in their attempt to differentiate their teaching instruction. Which one is the most important to you?

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Translanguaging: An introduction to Pedagogy

(8th Week)

Summary

During the 8th week, the students will acquire an awareness of the Translanguaging educational framework where students are allowed to make use of their entire language repertoire in their languages spoken.

Introductory Remarks

Throughout this week, emphasis will be placed on introducing the students to the context of translanguaging pedagogy offering both theoretical and practical knowledge.

The term "translanguaging," was created by Williams, a teacher from Wales, in 1980 in his effort to explain the planned and systematic use of two languages both for teaching as well as for learning purposes, in the same lesson (Baker, 2001). His original translation from Welsh was "translinguifying" but then renamed "translanguaging," following a debate between Williams and Baker (Garcia, 2013 Tsokalidou, 2014).

According to Li Wei (2013), the practices of translanguaging create a social context for the bilingual user by gathering different dimensions of his personal history, experience and environment, belief and the ideology in practice through language. It also stresses that translanguaging has a transformative power as it is always in progress while, at the same time, it combines and generates new identities for the individual through new practices. Thus, the creativity embedded in translanguaging is also evident, following or otherwise rejecting the rules of linguistic use and critical thinking using those appropriate elements to examine or express some views of the speaker. Moreover, translanguaging is a source of creativity and critical thinking, as it involves tension, conflict competition, difference and change in different ways, according to Garcia (2013). Translanguaging, therefore, makes it possible to use the practices of the language spoken at home, which may be different from the one at school, to practice the language of the school and in this way to finally use the appropriate form of language (Garcia, 2011).

Overall, translanguaging pedagogy aims at the creation of a psychologically safe "third space "for the bilingual students (García & Li Wei 2014). Moreover, the mother tongues and varieties are treated as informal tools that help language acquisition and literacy development while mother tongues and varieties are treated as indexicals which refer to alternative linguistic and cultural identities, communities and practices (Tsiplakou, 2016).

Aims/Objectives

Through this weekly topic, the students are expected to delve into the pedagogy of translanguaging. They will study the historical and theoretical backdrop of translanguaging while they will discuss practices of translanguaging focusing on the challenges and the benefits to second language learners.

Learning Outcomes

By the end of the week, students will be able to

- Acquire an awareness of translanguaging pedagogy focusing on the historical and developmental aspects of it.
- Discuss the principles of translanguaging when being implemented in school contexts and second language classrooms.
- Explore the challenges and the strengths of making use of translanguaging in practice

Key Words

Translanguaging	Code-switching	Bilingualism	Teaching practice	Language output
-----------------	----------------	--------------	-------------------	-----------------

Annotated Bibliography

• Basic Sources/Material

Lewis, G., Jones, B., and Baker, C. 2012. Translanguaging: developing its conceptualisation and contextualization. *Educational Research and Evaluation*, 18(7), 655-670.

This paper provides the readers with a theoretical review on the concept of translanguaging and its contextualization. The readers will have the opportunity to read useful information in relation to the development of translanguaging and its application.

• Supplementary Sources/Material

Otheguy, R., García, O., and Reid, W. 2018. "A Translanguaging View of the Linguistic System of Bilinguals." *Applied Linguistics Review*.

This paper provides the readers with a reflective presentation on translanguaging and how it is defined, applied and used in classes with cultural and linguistic diversity.

Self-Assessment Exercises/Activities

Exercise 1.1 Translanguaging or Code-Switching? – Ungraded

Examine critically the Translanguaging pedagogy and Code-switching. Which are the differences and similarities? Write a short essay (120 words approximately) along with a fellow student presenting your views based on the current literature.

Exercise 1.2. A song for languages – Graded (2 marks)

According to Joan Shin (2019), international songs can be an effective tool for empowering translanguaging within a culturally and linguistically diverse classroom. Collaborate with other 2 fellow-students and prepare a short presentation of about 6-7 slides. You may refer how songs encourage translanguaging and how they can be used for empowering translanguaging practices.

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Translanguaging: Delving into the school context

(9th Week)

Summary

During the 9th week, the students will focus on translanguaging as a pedagogical practice in school and as an effective framework for developing dynamic bilinguals. The students will study the philosophy behind it, the principles and indicative thematic strands it centers around.

Introductory Remarks

The weekly topic is related to the Translanguaging and its implementation in the school context.

Using translanguaging in the classroom has been shown to improve both the teaching and the learning processes (Creese & Blackledge, 2010). Students have the opportunity to demonstrate what they know (Garcia & Li, 2014) while at the same time they can develop and activate ways of cultivating literacy (Garcia & Sylvan, 2011).

By promoting the use of students' languages in the classroom, the student "presents" different dimensions of his personal biography, experiences and elements of his environment, his attitude, his faith and ideology, his cognitive and physical capacities through a coordinated and meaning-making performance (Hua et al., 2015, p.1223). After all, in such a polyphonic context, students should show a willingness to understand the relationships and perceptions between them, promoting a greater openness to tendencies to negotiate meaning (Flores & Rosa , 2015).

Although the positive effect of translanguaging from an educational point of view has been emphasized, the limitations associated with the implementation of such a pedagogy should also be stressed. In particular, Arthur & Martin (2006) have argued that such approaches "cannot be applied in a general way" (p. 113) since such ways of working, teaching and learning are not accepted in all contexts of education. For example, in many curricula, this flexibility is not given nor is such a trend promoted. Research activity that has been carried out to date (Creese & Blackledge, 2010) mainly concerns supplementary or extracurricular programs, in which there is flexibility of methodological approaches, time, and space.

Aims/Objectives

The students are expected to acquire an awareness of translanguageing pedagogical practices and strategies and the philosophy behind it. They will discuss the thematic strands that it centers around and the role of the teacher and the educational activities in each thematic strand.

Learning Outcomes

By the end of the week, students will be able to:

- Discuss the principles of Translanguageing and its implementation in a culturally diverse classroom.
- Explore the different thematic strands this programme centers around.
- Discuss the role of the teacher and the contribution of educational activities to the effective development of intercultural competence of learners.
- Experiment, design and develop lesson plans based on the principles of translanguageing.

Key Words

Translanguageing	Language contact	Cultural contact	Second language skills	Multilingual Awareness	Multilingual Sensitivity
------------------	------------------	------------------	------------------------	------------------------	--------------------------

Annotated Bibliography

• Basic Sources/Material

Papadopoulos, I. (2020). From translanguageing pedagogy to classroom pedagogy. Thessaloniki: Disigma Publications (Chapter 2)

This chapter outlines the challenges related to translanguageing implementation in the classroom. Students will be provided with important theoretical and practical information about the implementation of the pedagogy and they will be exposed to practices and educational strategies that will facilitate their work in class..

• Supplementary Sources/Material

Songul, D., & Akbarov, A. 2016. How Teachers Facilitate Intercultural Communicative Competence in Multicultural Settings. Education, 6, 48-57.

This paper focuses on the ways that teachers can facilitate intercultural communicative competence in multicultural classrooms. In particular, the students will study the research presented and realize that for teachers in a multicultural setting having substantial knowledge without bias of each and every student's cultural affiliations, religions, identities, customs, beliefs and thoughts is challenging.

Self-Assessment Exercises/Activities

Exercise 1.1 – Translanguaging Numbers - Ungraded

Given that Translanguaging is promoted as an effective framework for developing intercultural communicative speakers/students too, you are encouraged to choose one thematic strand of the framework and explain the basic components and goals of it.

Exercise 1.2 – What games to use? - Ungraded

You are now invited to describe two game-based activities that can be implemented in your possible attempt to use Translanguaging in your multicultural classroom. Describe the activity in detail and explain the reason you chose it.

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Translanguaging: Delving into the challenges

(10th Week)

Summary

During the 10th week, the students will be introduced to the pedagogy of translanguaging which concerns bilingual / multilingual environments and environments with linguistic diversity. They will acquire an awareness of the challenges of translanguaging pedagogy from the part of the teachers, the students and the general education system.

Introductory Remarks

Throughout this week, emphasis will be placed on the challenges related to translanguaging pedagogy.

Despite the great importance and beneficial effects of translanguaging on students, there is a strong interest in the problems / challenges that arise in relation to its implementation. The use of translanguaging is obvious in the social context. However, in the educational environment, this choice is dependable.

In the context of education, what should be particularly emphasized is whether translanguaging can be used not only in the teaching process but also in the evaluation of the students. Thus, it was deemed appropriate to examine the challenges related to the connection of translanguaging to teaching as well as to the techniques / methods and tools of assessment of students from different language backgrounds in the classroom.

Considering that each class is characterized by its own rhythms, its unique students and its distinct styles and profiles, an important question arises regarding the context and the way to use translanguaging (Blommaert & Van Avermaet, 2008; García & Kleyn, 2016; Lundberg, 2019).

In addition, another challenge of translanguaging is student assessment –especially when it is carried out in a single language (i.e., the language of the school). As Garcia & Wei (2014) point out, assessment should include questions, which should be asked in many languages from which students are free to choose to answer by whatever multilingual and multimodal means they have and could demonstrate their knowledge. Alternative assessment methods (e.g., portfolios, teacher and student diary, etc.) could also contribute to the wider assessment of students in multilingual classes.

Aims/Objectives

Through this weekly topic, the students are expected to delve into the challenges related to the pedagogy of translanguaging. They will study challenges related to the teachers', the students' and the education systems' part.

Learning Outcomes

By the end of the week, students will be able to

- Acquire an awareness of basic challenges related to translanguageing pedagogy.
- Discuss potential ways/techniques to alleviate problems and challenges in class.
- Explore ways to prevent problems and difficulties in translanguageing classes.

Key Words

Translanguageing	Translanguageing challenges	Language contact	Teaching practice	Language output
------------------	-----------------------------	------------------	-------------------	-----------------

Annotated Bibliography

- **Basic Sources/Material**

- **Basic Sources/Material**

Papadopoulos, I. (2020). From translanguageing pedagogy to classroom pedagogy. Thessaloniki: Disigma Publications (Chapter 3)

This chapter outlines the challenges related to translanguageing implementation in the classroom. Students will be provided with important theoretical and practical information about the implementation of the pedagogy and they will be exposed to practices and educational strategies that will facilitate their work in class.

- **Supplementary Sources/Material**

Otheguy, R., García, O., and Reid, W. 2018. "A Translanguageing View of the Linguistic System of Bilinguals." Applied Linguistics Review.

This paper provides the readers with a reflective presentation on translanguageing and how it is defined, applied and used in classes with cultural and linguistic diversity.

Self-Assessment Exercises/Activities

Exercise 1.1 Translanguageing Challenges or Teaching Challenges? – Ungraded

Examine critically the relationship between a translanguageing classroom and a typical second language classroom in terms of the challenges that the teachers need to deal with and the problems emerged. Is there any association? Write a short essay (120 words approximately) along with a fellow student presenting your views based on the current literature.

Exercise 1.2. A song for languages – Graded (2 marks)

According to Papadopoulou Smaragda (2018), students in multicultural and multilingual classrooms should express themselves in the way they prefer, and their voices should be considered carefully when designing the courses. Collaborate with other 2 fellow-students and prepare a short presentation of about 6-7 slides. You may refer how teachers can welcome the voices of the students and how this can create any difficulties in managing the classroom.

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Choosing, adapting and using material in culturally diverse classrooms

(11th Week)

Summary

During the 11th week, the students will focus on principles of materials use within language classrooms with cultural and linguistic diversity while emphasis will be placed on criteria of evaluating materials and techniques of materials adaptation to meet the needs of the multicultural environment.

Introductory Remarks

Throughout this week, the students will have the opportunity to explore educational materials for culturally diverse classrooms which will accommodate both the linguistic needs and the culture-oriented objectives.

In particular, they will discuss the importance of attracting learners' attention through using appropriate educational materials. More specifically, they will examine how they can attract learners' curiosity, interest and attention especially in relation to other cultures, norms and lifestyles. In this way, the teachers will have the opportunity to support both the literacy development of their learners but at the same time to raise their multicultural awareness by making use of materials coming from different countries.

Moreover, the students will realise that materials should help learners to feel at ease as culturally different materials are to be used. In particular, the material that the teachers will use should place learners' attention to cultural features but at the same time, communication and interaction among students in the target language should be encouraged. The teachers may make use of pictures depicting monuments, sights, traditional costumes, festivals in an attempt to familiarize the learners with certain cultural elements. Moreover, creative activities of comparison and contradictions are also welcome through materials that can provide the learners with items of the same category (e.g. a traditional food from Cyprus and from Albania). Furthermore, folk-stories may be used but in a simplified version, as they bring cultural load and they include various idiomatic words, phrases and sayings that are related to the country of origin. Moreover, the teachers may use videos and new technologies to show traditional dances, or the way a meal is completed. In this way, the learners will have the opportunity to come into contact with multimodal material which can accommodate the cultural and learning needs.

Hence, the students will be equipped with important knowledge and skills that will allow them to use appropriate materials for their teaching career and multicultural classrooms.

Aims/Objectives

Through engagement with the material of this week, students are expected to discuss the importance of using authentic material when teaching in multicultural classrooms. They are going to examine the role of the teachers in selecting, adapting and using material for their students. The final aim is for students to explore materials that can be used in multicultural classrooms.

Learning Outcomes

By the end of the week, students will be able to:

- Discuss the functions of the material to be used within multicultural classrooms
- Examine the role of the teacher in choosing, adapting and using materials for multicultural classrooms
- Explore ways that they can use authentic material to foster interculturally literate students
- Experiment in creating or adapting material that can be used in a culturally diverse classroom

Key Words

Materials	Curiosity	Learners' needs	Teachers' role
-----------	-----------	-----------------	----------------

Annotated Bibliography

• Basic Sources/Material

Liddicoat, A. J., & Scarino, A. 2013. Intercultural language teaching and learning. New York: Wiley and Sons. – Chapter 6

Through this paper, the students will focus on the use of appropriate material in a multicultural classroom. It includes information about the use of textbooks as resources for intercultural learning. It presents the importance of authenticity of the educational resources and the evaluation procedures of the resources to be used.

• Supplementary Sources/Material

Tomlinson, B. (2011). Material development in Language Teaching (2nd Ed.). Cambridge: Cambridge University Press. – Parts C, D & E.

These chapters present language teaching materials at macro-level and micro-level evaluations. They also cover topics of developing language-learning materials through using digital modes and offer a descriptive account of re-design and re-adapt the materials throughout the teaching period.

Self-Assessment Exercises/Activities

Exercise 1.1 Which one to use? - Ungraded

Find a folk-story coming from another country and propose at least two educational activities which will aim at raising intercultural awareness and sensitivity and developing a target language.

Exercise 1.2 What to do? - Ungraded

You are invited to find a picture depicting a traditional costume of another country and one from your own country. Propose at least two activities that you can implement to help students seek for similarities and differentiations in a second language classroom.

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Intercultural Language Assessment

(12th Week)

Summary

During the 12th week, the students will focus on forms of assessment that can be utilized in culturally diverse classrooms. They will be discuss alternative forms of assessment focusing on Intercultural Portfolio, the teachers' views and perspectives and they will also have the opportunity to see intercultural assessment tools in practice.

Introductory Remarks

Throughout this week, the students will have the opportunity to explore the context of assessment in culturally diverse classrooms.

In order to assess the learners' progress in an intercultural classroom, students will examine alternative tools for assessing not only their linguistic skills and strategies, but mainly their intercultural communication skills. These tools may also be used as a means of motivating students, both indigenous and immigrant/minority ones, to think about cultural diversity and reflect on their multicultural experiences (Griva & Kofou, 2019).

One of the most important tools that the students will focus on is intercultural portfolio which can be a tool for (a) emphasizing the role of multilingualism/multiculturalism; (b) motivating learners to ask themselves about what they would like to learn in a language or culture; (c) helping learners enhance their intercultural awareness and intercultural communication skills. According to a number of researchers (see Byon, 2007; Griva & Kofou, 2019; Lee 1997 in Su, Ya-Chen 2011) inter/cultural portfolio could be used as an effective educational tool for integrating cultural learning with interpersonal/intercultural processes and assessing what and how learners learn about the target language and the target culture. (Griva & Kofou, 2019; in press). The portfolio should motivate learners to become aware of cultural difference and reflect on their multi/intercultural experiences. It also contributes to promoting intercultural dialogue and encourages learners to reflect on their experience with learners from different countries or from diverse cultural background (see Griva & Kofou, 2019).

Given the above, the students will be encouraged to design an intercultural portfolio to assess language learners' linguistic competence, intercultural skills and intercultural communication skills. Intercultural Portfolio can be a folder that presents evidence of mastering intercultural skills, covering all the components of intercultural competence (knowledge, skills, views, qualities, cultural awareness, metacognitive strategies)

(Mažeikien & Virgilait-Meckauskait 2007, p. 81). The students will both report on intercultural experiences and reflect on their experience working in multicultural groups focusing at the same time, on the linguistic field as well.

Hence, the students will have the opportunity to be introduced to alternative assessment for multicultural classrooms see the application of assessment in practice.

Aims/Objectives

The students are expected to acquire an awareness of the challenging context of assessment in culturally diverse classrooms. They will examine the Intercultural Portfolio tool that has long been acknowledged as one of the most important assessment tools for mixed classrooms. Last, they will discuss the important pedagogical role of the teacher and the engagement of the students.

Learning Outcomes

By the end of the week, the students will be able to:

- Define and identify intercultural assessment and assessment tools that are used in culturally diverse classrooms.
- Use Intercultural Portfolio as a tool that assesses the linguistic and intercultural competence of the learners
- Discuss the challenges and the benefits of employing alternative forms of assessment in mixed classrooms
- Discuss the pedagogical role of the teachers and the motivation to learners' engagement.

Key Words

Intercultural assessment	Language assessment	Intercultural portfolio	Alternative assessment	Teachers' role	Learners' motivation
-----------------------------	------------------------	----------------------------	---------------------------	-------------------	-------------------------

Annotated Bibliography

• Basic Sources/Material

Liddicoat, A. J., & Scarino, A. 2013. Intercultural language teaching and learning. New York: Wiley and Sons. – Chapter 8

This chapter discusses assessment procedures in a culturally diverse classroom. More specifically, it focuses on the tension between traditional and alternative assessment paradigms as well as on the institutional character of assessment.

- **Supplementary Sources/Material**

Griva, E., & Kofou, I. (2019). Language portfolio serving as a tool for developing/assessing multilingual skills and inter/multicultural competence. In N. Bakic, M. Loncar & M. Jakovljević (Eds), *Current Topics in Language and Literature – An International Perspective* (pp. 67-93). Cambridge Scholars Publishing.

This chapter provides information on language portfolio in culturally and linguistically diverse classrooms. More specifically, it provides students with useful information about the teachers' role, the implementation procedures and the challenges related to portfolio keeping.

Self-Assessment Exercises/Activities

Exercise 1.1 – Assessment I - Ungraded

Study critically the main competencies that Intercultural Portfolio focuses on when it is used by teachers in culturally diverse classrooms. Write your answer in an essay of no more than 250 words.

Exercise 1.2 – Assessment II - Ungraded

Write a short paragraph (70-80 words) explaining why it is important for teachers to utilize tools of alternative assessment in culturally diverse classrooms.

Exercise 1.3 Assessment of your fellow students – Graded (1 mark)

Having studied about Intercultural Portfolio, you are now encouraged to assess the intercultural competence of one of your fellow students. You are invited to use of the thematic strands of the Intercultural Portfolio on a fellow-student of yours and submit your assessment to him/her and to the instructor.

Recommended number of work hours for the student - 10-15 hours approximately

TITLE: Research Perspectives on Interculturalism and Second Language Teaching

(13th Week)

Summary

During the 13th week, the students will focus on research procedures and practices that are related to intercultural approaches to second language teaching. More specifically, they will discuss topics of research that can be conducted on second language learners and they will be offered guidelines on research principles and ethics as regards interculturally-oriented teaching practices and strategies.

Introductory Remarks

During the last week, the students will examine and discuss various aspects of research design and implementation.

More specifically, the students will acquire an awareness of the basic steps that need to be taken when designing and wishing to implement research related to interculturalism in second language teaching. They will also have the opportunity to navigate through the ethics policies related to the conduction of research to students below 18 years old, underlining the factors that teachers should take into consideration during the design phase.

Moreover, the students will examine various research tools such as the observation protocols, the interviews and the questionnaire. In this way, they will be engaged in discussions on their use, their strengths and their weaknesses focusing on the importance of a combined use of research tools.

Aims/Objectives

The students are expected to acquire an awareness of research that has been applied to second language learners attending a multicultural classroom. Another goal for students is to examine critically worth-researching topics related to intercultural approaches to language teaching. Finally, students will acquire an awareness of basic principles of research procedures underlining the ethics variable in the research.

Learning Outcomes

By the end of the week, students will be able to:

- Discuss research that has already been applied to second language learners attending multicultural classrooms
- Examine worth-researching topics related to the contribution of culture-oriented issues in the second language teaching context
- Design research that addresses second language learners focusing on issues of interculturalism.

Key Words

Research	Research instruments	Interculturalism	Second language learners	Teacher as a researcher	Teacher as an educator
----------	----------------------	------------------	--------------------------	-------------------------	------------------------

Annotated Bibliography

• Basic Sources/Material

Liddicoat, A. J., & Scarino, A. 2013. Intercultural language teaching and learning. New York: Wiley and Sons. – Chapter 10

This chapter presents research and programs applied to second language learners attending a classroom with cultural diversity.

• Supplementary Sources/Material

Smith, R. & Rebolledo, P. 2018. A handbook for exploratory action research. British Council Publications

This is a handbook that shows the students how they can engage in practitioner research for continuing professional development and for the benefit of their students. This book is unique in the literature on teacher-research in ELT in being particularly targeted at primary school teachers.

Self-Assessment Exercises/Activities

Exercise 1.1 – Sketching the learners' profile- Ungraded

Imagine that you are going to teach English in a multicultural classroom. Think about the information you would like/would have to know about your learners and present it

explaining the reason you believe that this piece of information could be of help to you. Write an essay of 200-250 words.

Exercise 1.2 – Sketching the teachers' profile – Graded (1 mark)

After thinking about the information, you need for your learners, now, think about your personal competencies that may facilitate your work to teaching English a multicultural classroom (experience, training, attitudes etc.).

Recommended number of work hours for the student - 10-15 hours approximately

FINAL TELECONFERENCE/GROUP CONSULTATION MEETING

During this final teleconference, students are informed about the format of the final exam (e.g. multiple-choice questions, short or long answers, case studies, etc.) and if the exam will be open-book or not.

TITLE:
FINAL EXAM

(14th week)

Recommended number of work hours for the student

Approximately 30 hours.

INDICATIVE ANSWERS FOR SELF-ASSESSMENT EXERCISES

Title: European Policy on Multilingualism and Multiculturalism (1st Week)

Exercise 1.1 – Europe is my country - Ungraded

Students may select abilities and competencies from the Report Volume (2018) based on your preferences. However, indicatively, we mention: interpreting, mediating, collaborative interaction. Each student is encouraged to justify his/her answer according to his/her experiences and perspectives.

Title: Culture, Language and Identity (2nd Week)

Exercise 1.1 – Exploratory Table - Graded [1 mark]

The students need to study critically the study material and answer questions related to the definition of “culture” and “language” while they should place special emphasis on the interrelation between these two “terms”. Last, a very important point that they need to consider is related to the importance of “identity” in a multicultural classroom and to what extent a multicultural identity should be fostered.

Exercise 1.2 What about education? - Ungraded

There are various ways that teachers may lead students of a multicultural/multilingual classroom to acquire an awareness of language and cultural features/elements of other cultures. From authentic materials from television shows, internet, to folk-stories, books or encyclopaedias.

Title: Intercultural Literacy: Sensitivity and Awareness (3rd Week)

Exercise 1.1 – Towards an understanding of intercultural literacy - Ungraded

Intercultural literacy can be defined as “the understandings, competencies, attitudes, language proficiencies, participation and identities which enable effective participation in a cross-cultural setting”.

Exercise 1.2. – Intercultural Sensitivity and Awareness - Graded [1 mark]

Intercultural sensitivity and awareness are two interrelated terms. The students need to think of and reflect on their differences and their similarities in their attempt to understand better their contexts.

Title: Intercultural Literacy: Communication and Cooperation
(4th Week)

Exercise 1.1 – Intercultural Communication - Ungraded

It is very important to develop learners' intercultural communication competencies for various reasons that need to be taken into consideration. More specifically, this means promoting students' ability to develop, maintain and appropriately modify interdependent relationships with others to succeed in achieving goals (Kreijns, 2004). Teaching should focus on training students to interact appropriately and effectively in multicultural contexts by seeing i) communication as a tool for the construction of the social/cultural identity through the negotiation of the message, ii) communication as a 'transmitter/transfer' of social/cultural relations. As regards to the challenges, indicatively, we can mention the differences in the body language, the different patterns of greetings, the learners' linguistic deficiencies.

Exercise 1.2. What do the others say? – Graded [2 marks]

Intercultural communication is an important field of focus in second language education. The students need to reflect on the importance of cultivating intercultural communication competencies within the second language teaching context and how these competencies will facilitate the second language learners' language and communication development.

Title: Communication challenges in Intercultural Interaction
(5th Week)

Exercise 1.1 – The “P” Factor in Interaction - Ungraded

The variable “Problem” is very important when talking about intercultural communication. We may have a) own-performance problems which refer to the linguistic problems of the sender of the message; b) other-performance problems which refer to the problems of the addressee that may have linguistic deficiencies; c) processing time pressure problems

which refer to the limited period of time that speakers have when interacting, to think about their answer and last, d) Communicative Goal Achievement Problems which stress the importance of using language as a means of communication.

Exercise 1.2. Do your fellow students have “problems” of communication? – Graded [1 mark]

In order to carry out this task, the students need to design and conduct an interview with one of their fellow students. They have to investigate whether he/she has any communication problems while studying in an English studies program where communication among the students and the professors is in English. Moreover, students have to investigate what techniques or strategies does he/she follow to overcome these difficulties.

**Title: Cultural Diversity and Second Language Teaching
(6th Week)**

Exercise 1.1 – From traditional to modern texts - Ungraded

Risager (2006, 2007), develops the concept of ‘languaculture’ to describe this close interrelation, the educational system should aim at developing students’ intercultural awareness and communicative competence, as well as their critical cultural awareness skills necessary to communicate successfully (Hülmbauer et al., 2008; Seidlhofer, 2003).

**Title: Differentiated Instruction in Culturally Diverse Classrooms
(7th Week)**

Exercise 1.1 – What is it? Graded [1 mark]

Differentiated instruction is regarded as an effective “tool” for multicultural and multilingual classrooms. In this sense, the students need to study critically and define the term “differentiated instruction” placing special emphasis on its multidimensional context of implementation.

Exercise 1.2. What to differentiate? - Ungraded

With regard to the fields of differentiation, teaching can be differentiated by the teacher in terms of a) the content, b) the processes that take place during the course, c) the presentation of the work and d) the learning environment (Gardner & Whittaker, 2006: 13). Each student is encouraged to explain which one of them is the most important according to his/her perspectives.

Title: Translanguaging: An introduction to pedagogy
(8th Week)

Exercise 1.1 Translanguaging or Code-Switching? - Ungraded

Examine critically the Translanguaging pedagogy and Code-switching. Which are the differences and similarities? Write a short essay (150 words) along with a fellow student presenting your views based on the current literature.

Exercise 1.2. A song for languages – Graded [2 marks]

According to Joan Shin (2019), international songs can be an effective tool for empowering translanguaging within a culturally and linguistically diverse classroom. The students need to collaborate with other 2 fellow-students and prepare a short presentation of about 6-7 slides in which they will be presenting the ways songs encourage translanguaging and potential ways that songs can be used for empowering translanguaging practices.

Title: Translanguaging: Delving into the school context
(9th Week)

Exercise 1.1 – Translanguaging Numbers - Ungraded

The students are encouraged to focus on one of the following thematic strands. Historical/Cultural Heritage; Global Geography; Literature/Arts; Cinema/Theater; Lifestyle/Customs and Habits; Communication/Interactions. Based on their perspectives and views, they are encouraged to write in detail about the strand they prefer.

Exercise 1.2 – What games to use? - Ungraded

The students may listen to/read and comprehend biographies of famous people from the fields of art and literature such as “Socrates”, “Euripides” and more modern poets like “Cavafy”, “Palamas” who have long been regarded as some of the most well-known people from the context of arts. Furthermore, the students will get in touch with literary and art works and events all over the world. They may deal with multimodal material like photos, pictures and videos that will facilitate the exchange of ideas about pieces of art work. Within the same context, they may be encouraged to show their preference to a piece of art work expressing their arguments, while they are motivated to design an art work in groups using various materials and communicating in the target language. Hence, the students will be provided with multiple opportunities of collaboration and interaction with their classmates, which is among the main goals of this particular thematic strand.

Title: Translanguaging: Delving into challenges
(10th Week)

Self-Assessment Exercises/Activities

Exercise 1.1 Translanguaging Challenges or Teaching Challenges? – Ungraded

Examine critically the relationship between a translanguaging classroom and a typical second language classroom in terms of the challenges that the teachers need to deal with and the problems emerged. Is there any association? Write a short essay (120 words approximately) along with a fellow student presenting your views based on the current literature.

Exercise 1.2. A song for languages – Graded (2 marks)

According to Papadopoulou Smaragda (2018), students in multicultural and multilingual classrooms should express themselves in the way they prefer, and their voices should be considered carefully when designing the courses. Collaborate with other 2 fellow-students and prepare a short presentation of about 6-7 slides. You may refer how teachers can welcome the voices of the students and how this can create any difficulties in managing the classroom.

Title: Choosing, adapting and using material in culturally diverse classrooms
(11th Week)

Exercise 1.1 Which one to use? - Ungraded

Folk-story from Albania: Why do the mosquito say Zzzz

Activity 1. The students may look for the national monuments that the folk-story mentions and find information about them.

Activity 2. The students may have some role-play games identifying with the roles of the heroes of the story and imitate that they are in the sights mentioned.

Exercise 1.2 What to do? - Ungraded

Albanian and Greek traditional costumes

1. The students will be encouraged to look for vocabulary-oriented similarities e.g. skirt, scarf etc.
2. The students will be encouraged to look for era-oriented similarities and differences.

Title: Intercultural Language Assessment

(12th Week)

Exercise 1.1 – Assessment I - Ungraded

The students will be encouraged to mention components of intercultural competence such as: knowledge, skills, views, qualities, cultural awareness and metacognitive strategies with justifications.

Exercise 1.2 – Assessment II - Ungraded

Alternative assessment offers a number of opportunities for students to develop their own skills by making evaluations about their own performances (Race et al, 2005). This form of assessment is differentiated from the formal assessment in which the teacher is the one and only evaluator and the student is mainly interested in providing correct answers and prohibiting wrong ones in order to get some reward or error correction (Griva, 2016). Especially in multicultural classrooms where teaching and learning challenges are more, alternative assessment should be used towards facilitating both the teachers' and the students' reflection on every variable of the teaching practice.

Exercise 1.3 Assessment of your fellow students – Graded [1 mark]

The students need to study about Intercultural Portfolio and employ it with the purpose to assess the intercultural competence of one of their fellow students. In particular, they need to invite one of their fellow-students and based on the thematic strands of the Intercultural Portfolio, they need to sketch their intercultural profile and submit it to the instructor through an email and to the student as well.

Title: Research Perspectives on Interculturalism and Second Language Teaching (13th Week)

Exercise 1.1 – Sketching the learners' profile - Ungraded

Imagine that you are going to teach English in a multicultural classroom. Think about the information you would like/would have to know about your learners and present it explaining the reason you believe that this piece of information could be of help to you. Write an essay of 200-250 words.

Exercise 1.2 – Sketching the teachers' profile- Graded [1 mark]

Addressing culturally diverse classrooms, teachers need to be open to difference and show interest in learning about the other and curiosity for the new and unknown. Moreover, flexibility and empathy are among the most important features of an interculturally dynamic teacher. The students may also mention other features.

Appendix 15

No.	Faculty Development Seminar Topic (F2020 Series)	Date	Offered by
1	EUC LMS Platforms: Creating and managing Moodle Courses	22.9.2020	Militades Hadjioannou, MIS
	EUC LMS Platforms: Creating and managing Blackboard Courses	23.9.20	Militades Hadjioannou, MIS
2	Welcome All New Academic Staff Meetings	25.9.2020	Professor Loizos Symeou, Vice Rector of Academic Affairs
3	Preparing for your Courses and your Course Outline	25.9.2020	Professor Loizos Symeou, Vice Rector of Academic Affairs
4	Pedagogical Approaches to Online Teaching and Learning	25.9.2020	Dr. Loucas Louca, Department of Education Sciences
5	Designing an online course: Tools and practices	20.10.2020	Professor Maria Meletiou, Dr. Maria Papazachariou, Dr. Philippe Jogleux, Dr. Lycourgos Hadjiphanis, Dr. Andreas Avgerinos, EUC academic staff
6	Inclusive Education in the Context of Higher Education and supporting services	27.11.2020	Dr Katerina Mavrou and Dr. Maria Tsakiri, Department of Education Sciences/ Dr. Panagiotis Parpottas & staff of CSSEN Ms Yianna

			Christofi and Ms Ioanna Ioannou
7	Assessment in online teaching	16.12.2020	Professor Loizos Symeou, Professor Marios Vryonides and Dr. Eleni Theodorou, Department of Education Sciences
8	Framework of implementation exams in online teaching (F2020)	29.10.2020	Dr. Loucas Louca, Department of Education Sciences & Mitiades Hadjioannou, MIS
9	The implementation of the HyFlex Course Model delivery: The Docking Station	14-25.9.2020	Mitiades Hadjioannou, MIS
10	The EUC Distance Learning Fundamental Principles, Pedagogical Model and Infrastructure	28.9.2020	Dr Paraskevi Chatzipanagiotou, Director of DEU
11	Design and delivery of a distance learning course, the educational material and the digital transformation of the educational material, e-assessment and feedback in distance learning	29.10.2020	Dr. Ioanna Vekyri, Scientific Collaborator, Department of Education Sciences

Appendix 16

No.	Faculty Development Seminar Topic (S2021 Series)	Date	Offered by
1	Interactive activities in online and distance education teaching and learning	3.2.2021	Distance Education Unit
2	Research Ethics	17.3.21	Professor Constantinos Phellas, Chairman of the Cyprus National Bioethics Committee & Professor A. Efstathiou Vice Rector of External Affairs and Research,
3	Personal data management in Research	12.4.21	Mr. Alexandros Schizas, University Data Protection Officer
4	Internationalization in Higher Education	12.5.21	Professor A. Efstathiou, Vice Rector of Research and External Affairs & Ms Efi Michael, Erasmus Advisor
5	Introduction to Open Science: Fundamental concepts, Importance, Incentives, and Barriers to the Open Science Movement	9.6.2021	Discussant: Professor Maria Meletiou Mavrotheris & Dr. Christos Dimopoulos, EUC Facilitator: Professor Andreas Efstathiou, Vice Rector of Research and External Affairs.

Appendix 17

Professional Development Seminars for newly hired full-time and part-time academic staff Preliminary Program F2021			
Topics	Date	Mode of Delivery	Speaker
1. Orientation (2 hours) a. Course Outlines	September 2021	Online Live Recorded	Loizos Symeou (Vice Rector of Academic Affairs)
b. BB Familiarization and MIS Support Structures	September 2021	Online Live Recorded	Miltiades Hadjiannou
2. Distance Learning (6 hours)	20-30 September 2021	Online Live Recorded	TBA & Paraskevi Chatzipanagiotou (Distance Education Committee)
3. Presentation of EU co-funded project Becom (Between interaction and innovation: creating communication space in the digital world)	Early September 2021	Online Live Recorded	TBA & Marina Appios
4. Assigning and evaluating group work in higher education	October 2021	Online Live Recorded	TBA
5. New BB tools	October or November 2021	Online Live Recorded	
Existing Resources: <ul style="list-style-type: none">• Turnitin (Constandina Charalambous)• Welcome (Loizos Symeou)• Online Teaching and Learning• Research Policy			

- Research Ethics
- Personal Data in Research
- Ενιαία εκπαίδευση, διαφοροποίηση και δομές υποστήριξης
 - Φιλοσοφία και πρακτική της ενιαίας εκπαίδευσης
 - Βασικές αρχές διαφοροποίησης
 - Δομές υποστήριξης (ΕΦΕΕΑ)

Appendix 18



INTERNAL REGULATION ON

SABBATICAL LEAVE

73rd Senate Decision: 22 May 2020

Policy on Sabbatical Leave

1. Purpose

The objective of a Sabbatical Leave is to increase a faculty's value to the University and thereby improve and enrich its programs. Such leave is not regarded as a reward for service or as a vacation or rest period occurring automatically at stated intervals. Sabbatical leaves are granted for planned travel study, formal education, research, writing of papers, monographs and books or other experience of academic value.

A Sabbatical Leave, as distinguished from a terminal leave, a leave without compensation, or a leave for reasons of health, is defined at EUC as a leave for encouraging faculty members to engage in scholarly research and international networking that will increase their scholarly achievement or their capacity for service to the University internationalization policy. A Sabbatical Leave is not granted for taking regular academic or other employment with a financial advantage elsewhere.

2. Terms

A Sabbatical Leave is granted to a faculty member, beginning September 1, for the usual teaching terms (i.e., September to June complete) of one academic year (two semesters). However, as an alternative, a faculty member who has qualified for a full year of Sabbatical Leave may apply for such sabbatical to be divided into two terms falling within a six-year period, each such term representing one semester.

The cost of replacing a faculty member during Sabbatical Leave is to be kept as low as possible by arrangements such as rotating courses, employing part-time academic staff, and making internal adjustments in the academic Departments concerned. In all cases, the relevant School must give the final approval for the implementation of the Sabbatical Leave in a particular

semester so that the smooth operation of the academic programs offered by the School is not affected by severe staff shortage.

3. Procedure for Granting a Sabbatical Leave

Application for a Sabbatical Leave should be made by the faculty member and submitted to the Department Chairperson no later than December 1, preceding the academic year in which the leave will be carried out. The faculty member should submit the completed application form which will include a plan of activities during the Sabbatical Leave. Letters of acceptance from the institutions which will host the faculty member during his/her leave should also be attached.

The Department Chairperson must forward the application with an accompanying recommendation to the appropriate Dean by the following December 15. The recommendation shall include a statement of the proposed method of handling the normal duties of the faculty member while on leave.

The Dean must forward each application and the accompanying recommendation of the Department Chairperson, together with the Dean's own recommendation, to the Office of the Rector by January 15.

The Office of the Rector will forward all applications to the Chair of the Ad-hoc Committee which will evaluate the proposals. The Ad-hoc Committee will consist of the Vice-Rector of Research & External Affairs (chair), the Vice-Rector of Academic Affairs and the Director of Human Resources. The evaluation procedure for the awards is described in the following section.

4. Evaluation Procedure for the Sabbatical Awards

The Committee will decide each year the number of new sabbatical awards which will be made to the whole University. This will not be less than 3% of EUC faculty in the current academic year.

The Committee will determine the number of new sabbatical awards which will be made to each School in the current academic year. To do this, the Committee will consider the proportion of sabbatical leave awards which have been made to faculty members of each School of the University in the last three years including the current academic year. The Committee will ensure that with the new awards this proportion for each School does not deviate by more than 20% from its proportion of faculty members. Deviations exceeding 20% from these proportions may be allowed in the first three years of the implementation of the policy (starting academic year: 2020-21).

Once the number of new sabbatical awards to each School is determined, the Committee will select the applicant(s) from each School who have the highest number of points as calculated with the scheme described in Appendix A (below).

Applicants will be notified about the outcome of their application by March 15.

5. Sabbatical Leave and Sponsored Research

A faculty member is entitled to supplement the salary provided by the University during the period of leave with funding provided by an institutional, national or international source for academic activities.

6. Eligibility

Eligibility for a Sabbatical Leave is limited to full-time faculty members who have achieved tenure rights and who have completed six years of full-time service as faculty at European University Cyprus. In general, at least six years must elapse between consecutive sabbaticals.

At the end of a sabbatical leave, the faculty member should forward to the Department Chairperson and the Dean copies of a report on activities undertaken during the period of the leave.

Chairs of Departments, Deans of Schools, Vice-Rectors and the Rector are not eligible for a sabbatical leave award during their term of office.

Appendix A

Point calculation system for Sabbatical Awards

This Appendix describes the point calculation system which will be used for selecting the candidates in each School which will be awarded a Sabbatical Leave (see section 4).

The point calculation system awards points by considering the research activity of faculty in the past 5 years.

- Scopus document in the past 5 years: 30 points
- Scopus citations to documents published in the past 5 years: 2 points per citation
- Successful research proposals–National:

Principal investigator (PI) of the whole proposal	Local Coordinator of the proposal	Participant in the proposal
50 points	20 points	10 points

- Successful research proposals–European Union

Principal investigator (PI) of the whole proposal	Local Coordinator of the proposal	Participant in the proposal
100 points	40 points	20 points

Example: A faculty member published 3 Scopus papers in the past 5 years which have 10, 1, 3 Scopus citations respectively. He/she submitted one national proposal as a PI. What are his/her total points?

The total points are calculated as follows:

Papers: $3 \times 30 = 90\text{pts}$

Citations: $(10 + 1 + 3) \times 2 = 28\text{pts}$

Proposals: $50 = 50\text{pts}$

Total points $90 + 28 + 50 = 168\text{pts}$

Appendix 19

Practicum activity for LIN315 Teaching Methodology in ESL

TEACHING PRACTICE SESSION DELIVERED ONLINE

This activity will take place towards the end of the course (Weeks 11 and 12).

Instructions

Based on what we have learned so far in this course about the different approaches to teaching a foreign/second language and taking into consideration the material studied for Weeks 8 and 9 on how to teach grammar and lexis, design a 45-minute lesson on a grammatical phenomenon or a group of lexis. You will be assigned the language point that you shall prepare a lesson plan for by your instructor.

Then you will deliver a part of that lesson (20 minutes), via Blackboard Collaborate, with your classmates acting as your students. Your Teaching Practice Session (TPS) will be recorded for (peer) review purposes. You will receive feedback from your instructor as well as two of your classmates. Feedback from your classmates will be anonymous.

After receiving your feedback, you will write a report explaining what you would change in your lesson if you were given the chance to design and deliver it again. You will be assessed both on your TPS and the report you will produce.

The feedback you will each give to two of your classmates will be assessed by the instructor. In your feedback you have to highlight the strengths of your classmate's TPS as well as areas they need to work on.

These are the criteria/questions you have to take into consideration when assessing your classmate:

Classroom language

1. Has the teacher taken measures to increase STT and reduce TTT?
2. Has the teacher kept explanations to the minimum?

Interaction patterns

3. Have the learners been given opportunities to work in pairs/groups?

Setting up & managing activities:

4. Have instructions been given clearly and at the appropriate time?
5. Have instructions been checked?

Time management:

6. Has the teacher spent more or less the time indicated on the lesson plan for the part of the lesson delivered?

Resources:

7. Has the teacher used a variety of resources for this lesson?

8. Was the material used interesting and engaging for the learners?
9. Were the (digital) material prepared clearly written and professional-looking?
10. If material designed by other people were used, has credit been given to the authors?

Assessment

The practicum activity as described above accounts for 30% of your overall grade as follows:

1. 15% for your lesson plan and Teaching Practice Session.
2. 10% for the feedback you will give to two of their classmates.
3. 5% for the report you will produce after taking into consideration the feedback provided to you by your classmates and the instructor of this course.

Important Information

Please note that attending your classmates' TPS is **obligatory**. In order to ensure that these TPSs are productive and engaging sessions that simulate as much as possible a real (online) teaching session both the 'teacher' and the 'students' are obliged to have their cameras on.

Appendix 20

Practicum activity for LIN355 Interculturalism in Second Language Teaching

TEACHING PRACTICE SESSION DELIVERED ONLINE

This activity will take place towards the completion of the week 8, 9 and 10 as they are related to translanguaging pedagogy.

Instructions

In order to prepare you to undertake the role of teachers in linguistically and culturally diverse classrooms, this practicum activity requires that you design and adapt educational materials and assessment practices in such context. Emphasis is placed on the importance of translanguaging use in the classroom.

Materials

You need to choose the unit of an ELT textbook and attempt to adapt it to meet the needs of the principles of translanguaging pedagogy. You should aim at facilitating students' use of their entire linguistic and paralinguistic resources. Given that translanguaging can be promoted by teachers through employing certain teaching strategies, then you need to describe in detail the

- Teachers' necessary actions towards adapting the material to be more translanguaging-oriented.
- Teachers' educational goals to promote translanguaging use in the classroom.

Thus, you need to hand in a detailed folder with adapted materials, a report with activities along with their educational goals and the folder will be forwarded to the fellow-students for peer-review and exchanging of views and reflective comments.

Assessment

Apart from the educational materials, you will need to implement appropriate assessment strategies that will promote a translanguaging assessment context. This involves allowing students to make use of their heritage languages.

Thus, you need to develop two assessment tools/practice which will be in line with the unit and the educational material developed/adapted by them.

The folder will be forwarded to the fellow-students for peer-review and exchanging of views and reflective comments.

These are the two criteria you have to take into consideration when assessing your classmate during the peer-review phase.

- a. The extent to which the material has been adapted to meet the needs of translanguaging context allowing for
 - a. Free language use
 - b. Free language contact
 - c. Free cultural contact
- b. The extent to which the goals of the teacher promote translanguaging in classroom.

Assessment

The practicum activity as described above accounts for 30% of your overall grade as follows:

1. 15% for the adaptation of the unit to be more translanguaging-oriented (everything should be included in the folder)
2. 10% for the feedback you will give to two of their classmates.
3. 5% for the report you will produce after taking into consideration the feedback provided to you by your classmates and the instructor of this course.

Appendix 21

Practicum activity for LIN375 Teaching English to Young Learners

TEACHING PRACTICE SESSION DELIVERED ONLINE

This activity will take place towards the completion of the weeks 3 and 4, which are related to the game-based and story-based teaching approaches.

Instructions

Based on what you have learned about this teaching approach, you are required to deliver a language instruction following the principles of the game-based language teaching approach.

You can either get an approval for a practicum teaching at a school/private language center in your country and implement this lesson plan in practice with young learners; (in this case, you need to have the consent for videotaping the instruction) or deliver a part of that lesson (20 minutes), via Blackboard Collaborate, with your classmates acting as your students. Your Teaching Practice Session (TPS) will be recorded for (peer) review purposes. You will receive feedback from your instructor as well as two of your classmates. Feedback from your classmates will be anonymous.

The feedback you will each give to two of your classmates will be assessed by the instructor. In your feedback you have to highlight the strengths of your classmate's TPS as well as areas they need to work on.

Particular Guidelines

In particular, you need to

- choose an ELT textbook and a particular unit from the book, and you need to prepare a lesson plan combining both the syllabus of the unit and the way the game-based teaching approach is implemented.
- create your own supplementary or supporting material which will be used while teaching this particular unit.
- develop your assessment sheets/tools which will be used for estimating the efficacy of their language instruction.

Upon the completion of the instruction, you need to provide the tutor of the course a reflective report in which a descriptive and critical presentation of the whole process will be made. You need to focus on the following fields, based on the Questions for Teaching of Richards and Rodgers

1. Why did I use this particular approach/method?
2. What goals did I have?

3. Which of them did I manage to fulfill?
4. How was the material of the book developed?
5. Why and how did I select/adapt/choose the supplementary/supporting materials for this language instruction?
6. How was the students' participation in the activities I implemented (pre-, while- and post- activity implementation)
7. What kind of communication and interaction was this instruction promoted?
8. Is there anything that I would like to change? What? Why?
9. What type(s) of assessment did I use?

These are also the criteria/questions you have to take into consideration when assessing your classmate during the peer-review phase.

Assessment

The practicum activity as described above accounts for 30% of your overall grade as follows:

1. 15% for your lesson plan and Teaching Practice Session.
2. 10% for the feedback you will give to two of their classmates.
3. 5% for the report you will produce after taking into consideration the feedback provided to you by your classmates and the instructor of this course.

Appendix 22

Practicum activity for LIN380 Technology in Second Language Learning

TEACHING PRACTICE SESSION DELIVERED ONLINE

This activity will take place towards the completion of the course (Weeks 11-12).

Instructions

You need to prepare a short micro-teaching webinar for the fellow-students focusing on the use of two technological tools. In particular, upon the completion of the lectures, you need to choose a unit from an ELT textbook, adapt the activities and the texts to be digitally presented and develop supplementary activities digitally for students.

Upon the completion of the above-mentioned tasks, each you need to prepare an online presentation for your fellow-students. During this presentation, you have to provide your fellow-students with a) Introductory information about the tools that have been used for the unit of the ELT book, b) Photos and detailed steps for facilitating the fellow-students' familiarization with these tools, c) Description of the activities adapted/developed through using the technological tools and d) Two easy-to-do activities for the fellow-students as a practice for them after the attendance of the presentation.

You will receive feedback from your instructor as well as two of your classmates. Feedback from your classmates will be anonymous.

The feedback you will each give to two of your classmates will be assessed by the instructor. In your feedback you have to highlight the strengths of your classmate's materials as well as areas they need to work on.

These are the criteria/questions you have to take into consideration when assessing your classmate:

- Do the materials seem to promote digital literacy skills of the students?
- Do the materials seem to promote interaction
 - o Between the student and the teacher?
 - o Between the student and the classmates?
 - o Between the student and the materials?
- What could change in the materials adapted?

Assessment

The practicum activity as described above accounts for 30% of your overall grade as follows:

1. 15% for the adaptation of the unit to be more digitally-oriented.
2. 10% for the feedback you will give to two of their classmates.
3. 5% for the report you will produce after taking into consideration the feedback provided to you by your classmates and the instructor of this course.

Appendix 23

ENL110 Advanced Academic Writing

TITLE: Research and effective use of quotations

(5th Week)

Summary

This week is devoted to discussing the use of supplementary materials in research essays, particularly using paraphrase from other critics.

Introductory Remarks

If there is one thing guaranteed to drive anyone marking your work up the wall, it is a failure to cite your sources. Indeed, in some cases that can be considered plagiarism and hence lead to your failing the course outright. It is essential that you get to grips with the concept of plagiarism, therefore, as any attempt to pass off someone else's word as your own will lead to an automatic fail on this course, with no excuse accepted. Remember, this is a course about writing skills: I'm not actually assessing your understanding of the texts in question or your research, except insofar as these demonstrate those writing skills.

You might at this point be tempted to avoid researching altogether. After all, no research means no plagiarism and no failing grades. Unfortunately, research is a necessity and, once you have the hang of it, it's actually the most fun part of the whole process. For that reason, I want you to spend some time this week getting to grips with the research process and playing with the research databases the university makes available to you. Not only will these vastly inform your future essays, they also represent a significant element of the fees this university charges you, so you might as well make use of them!

One concept some students seem to have trouble wrapping their heads around is the need to research AROUND the topic. You can divide your sources up this way:

PRIMARY: The text itself, and other texts by the same author(s)

SECONDARY: Criticism and/or discussion of the text and/or its author. For instance, an academic article on Flannery O'Connor's short story, or a newspaper article about O'Connor, or a filmed lecture on the film adaptation of the short story: all these are secondary sources

TERTIARY: These are sources which do not discuss the text you are examining, or the author. However, they are still relevant. So, for instance, a history article about door-to-door Bible selling tactics in the 1950's would not be *about* O'Connor, but it would be *relevant* to O'Connor and hence could be useful for your essay.

Aims/Objectives

Students should finish this week with a clear understanding of the differences between plagiarism and correct use of quoted or paraphrased material.

Learning Outcomes

1. Identify plagiarism in your own work
2. Research peer-reviewed academic papers for relevant materials for your own essay.
3. Cite literary critics in essays.

Key Words

Quotation	Plagiarism	Contextual evidence	Extratextual evidence	Analysis	Paraphrase
-----------	------------	---------------------	-----------------------	----------	------------

Annotated Bibliography

- **Basic Sources/Material**

“The Common Types of Plagiarism” Available at <https://www.bowdoin.edu/dean-of-students/judicial-board/academic-honesty-and-plagiarism/common-types-of-plagiarism.html>.

Every student knows that copy/pasting a webpage and handing it in as though it was your own work is wrong (well, apart from the young lady, one of my first students, who once literally printed out a Wikipedia page and gave it to me as her essay – I don’t think she understands why she got a zero on that assignment to this day!) But did you know that there is more than one kind of plagiarism? Read this resource to find out about self-plagiarism, mosaic plagiarism and more.

Neil Bowen and Michael Meally, *The Art of Writing Literature Essays*, chapter 18, “Using Critics Effectively” and chapter 4, “Effective Use of Textual Evidence.”

These chapters will show you, using examples, just how quotations and paraphrased articles can be used to support your own argument, both in the case of quotations from the text under study and also in the case of evidence from critics. It also takes you through the concepts of contextual and extratextual evidence.

- **Supplementary Sources/Material**

OpenAthens via EUC (<http://openathens.euc.ac.cy/>)

Your standard password for EUC should give you access to the research databases via this portal. You should familiarise yourself with the following databases, which are particularly useful for literary topics: ProQuest Central; Taylor & Francis Online; Oxford Academic; Cambridge Core ; Humanities International Complete (EBSCO); SAGE Journals. I have listed these in the order that I usually try them (i.e. ProQuest nearly always has something useful, SAGE only occasionally). On the homepage

(<https://my.openathens.net/my/home>) you can click on Resources and choose these databases to be available to you in future via a special drop-down menu.

Self-Assessment Exercises/Activities

Exercise 1.1

Below you will find seven examples of possible plagiarism. In each case, the student is attempting to use this passage from a 2018 textbook by Joanna Burkhardt:

Library literature offers wide-spectrum coverage on planning and moving libraries. Authors offer visions of what might be, practical implementation suggestions, or explicit instructions for specific situations. Every move is different and offers its own set of challenges. Planning and moving into a new library can be a nightmare with long-range challenges, or a sweet dream of perfect coordination and timing.

For each example, you should decide whether it constitutes plagiarism or not, and click the appropriate button.

Examples:

- 1) Library literature offers wide-spectrum coverage on planning and moving libraries. Authors offer visions of what might be, practical implementation suggestions, or explicit instructions for specific situations. Every move is different and offers its own set of challenges. Planning and moving into a new library can be a nightmare with long-range challenges, or a sweet dream of perfect coordination and timing.
- 2) Library literature offers wide-spectrum coverage on planning and moving libraries. Authors offer visions of what might be, practical implementation suggestions, or explicit instructions for specific situations. Every move is different and offers its own set of challenges. Planning and moving into a new library can be a nightmare with long-range challenges, or a sweet dream of perfect coordination and timing. (Burkhardt, 2018)
- 3) "Library literature offers wide-spectrum coverage on planning and moving libraries. Authors offer visions of what might be, practical implementation suggestions, or explicit instructions for specific situations. Every move is different and offers its own set of challenges. Planning and moving into a new library can be a nightmare with long-range challenges, or a sweet dream of perfect coordination and timing." (Burkhardt, 2018)
- 4) Library literature offers much information on planning and moving libraries. Authors offer their thoughts on what might be, practical implementation suggestions, or explicit instructions for specific situations. Every move is different and offers its own set of challenges. Planning and moving into a new

library can be a nightmare or a sweet dream of perfect coordination and timing. (Burkhardt, 2018)

- 5) "Library literature offers much information on planning and moving libraries. Authors offer their thoughts on what might be, practical implementation suggestions, or explicit instructions for specific situations. Every move is different and offers its own set of challenges. Planning and moving into a new library can be a nightmare or a sweet dream of perfect coordination and timing." (Burkhardt, 2018).
- 6) In the literature about libraries there are plenty of articles on planning and moving libraries. Writers of these articles offer futuristic, practical, or explicit instructions for moving libraries. Planning and moving a library can be a nightmare or a good dream. (Burkhardt, 2018)
- 7) Moving into a new library takes much planning and forethought. The literature is full of articles of practical and theoretical advice regarding this topic. Each situation is different and must be handled according to the specifics of the location. Creating a new library may be very easy or very hard. (Burkhardt, 2018).

Exercise 1.2

This week you have been given a set of questions for an essay assignment on "Good Country People." Please put together an article folder (there is an example of one of these on the platform) of eight good sources that you might consult in writing an essay on one of these topics. Your sources should be divided into secondary sources (ones related directly to the story or the writer), and tertiary sources (sources that don't specifically discuss O'Connor, but are relevant to your discussion of her work). The primary source is, of course, the story itself. Post your research folder as an uploaded Word document in the relevant discussion forum. Remember to look at other students' research folders, as they may have sources that you want to make use of yourself!

This exercise is worth 2% of your final grade.

Recommended number of work hours for the student 10 hours

Appendix 24

LIN300X SOCIOLOGICAL LINGUISTICS **Spring 2021**

Assignment II

Assessment weight: 20%.

Date due: By Wednesday 12 May 2021. Time: 23:50

Submission: TurnItIn

Write a research paper on one of the following varieties of Standard English

- American Standard English
- Australian Standard English
- Canadian Standard English
- Irish Standard English
- Indian Standard English
- Singapore Standard English

Develop your paper by focusing on some of the following possible areas:

1. Description of the historical events that have led to the emergence of this variety
 2. Description of the distinctive pronunciation / accent features of this variety.
 3. Description of the distinctive grammar features of this variety.
 4. Description of the distinctive vocabulary features of this variety.
 5. Discussion of the attitudes of the people towards the variety.
 6. Predictions about the future of this variety.
-

Format

Length: about 1500-2.000 words

Fonts: Times New Roman, Size 12

Line spacing: Double

Works Cited: At least five (5) sources

Paper structure

Introduction: Start your introduction with comments that will attract the attention of the reader e.g. a quotation, questions. Then clearly include a thesis statement (statement presenting the main idea of the paper) and the supporting ideas (the 3-5 points/aspects/ ideas that provide evidence/ support the main idea).

Body of paper: The body should have sections and sub-sections that will develop the 3-5 supporting ideas in the order these ideas are stated in the introduction. Each paragraph in each section should start with a topic sentence- a sentence that states the main idea of the paragraph. The body should not include ideas that are not included in the thesis statement and plan of development of the introduction.

Conclusion: The conclusion should include a review of the thesis statement (main idea) and the plan of development (supporting ideas). It should end with a comment that will make the reader remember your essay.

Documentation of sources is absolutely necessary.

To write the paper, you can base your research on the class discussion but you need to search for material and enrich your paper with data that has not been discussed in class.

You can also use sources (journal articles) included in the Reading List of the course.

Please follow the documentation system suggested below:

In-text citations

In-text citation should be in brackets

One author: (Author's surname, year: page) e.g. (Johnson 1996:31-64).

Two authors: (Johnson & Black 1996: 51).

Multiple citations: Separate items by semi-colon: (Jonson & Black 1996; Wilson 2010; Anderson 2014).

Quotations: “double inverted commas” for all quotations

Quotations within quotations: ‘single inverted commas’

Italics: for words from other languages or special terms.

Page numbers: in parentheses and without spaces: (p.12), (pp.12-21).

Endnotes or footnotes: To supply additional information, which may of course also include citations.

Works Cited (Last page)

All sources cited should be included in the Works Cited page at the end of your research paper. List sources in alphabetical order on the basis of the author's surname. If the same author is used for more than one sources, repeat the surname starting with the most recent publication.

Examples /categories (these are samples in case you include such categories in your paper)

Articles

Karoulla-Vrikki, D. 2004. Language and ethnicity in Cyprus under the British: A linkage of heightened salience. *The International Journal of the Sociology of Language* 168: 19-36.

Book chapters

Seidlhofer, Barbara. 2010. Lingua franca English. In Andy Kirkpatrick, ed. *The Routledge Handbook of World Englishes*. New York: Routledge. 355-371.

Books

Schneider, Edgar. 2011. English around the world. Cambridge: Cambridge University Press. Bologna: Zanichelli.

Conference papers

Karoulla-Vrikki, Dimitra. 2013. Shifting to lingua franca English: Colonialism, Independence and European Union in Cyprus. Paper presented at *ELF6 (English as a Lingua Franca) International Conference, Intercultural Communication: New Perspectives from ELT*, University of Roma Tre, 4-7 Sep 2013, Rome, Italy.

Websites

Crawford, James. At war with diversity: U.S Language policy in an age of anxiety. at <http://www.languagepolicy.net/> (retrieved 10 March 2017).
[if no date: n.d.]

Dissertations

Monard, Kathia. 2002. *Nurturing Senses of Care, Justice and Reciprocity through International Service-Learning*. Ph.D. dissertation, University of Pittsburgh. Pittsburgh.