

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	CULTURAL TECHNOLOGY AND COMMUNICATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	XGL001	SEMESTER	1 <sup>st</sup>
COURSE TITLE	ENGLISH I or ESP (: English for Specific Purposes)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, in-class activities, Computer Labs-when required, seminars in the Library of the University on how to use bilingual/multilingual specialist dictionaries and research methodology		3	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Optional / special background (how to handle terminology of specialized texts written in English), English language skills development		
PREREQUISITE COURSES:	NONE – PLACEMENT TEST to find out the students' level of English.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English; Greek, when required		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES, WHEN IT IS REQUIRED		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>Through a variety of teaching materials, in-class activities and pair/group works, this course seeks to help the students of the Department of Cultural Technology and Communication:</p> <ul style="list-style-type: none"> <li>• Develop reading and writing skills in general and specialized English;</li> <li>• Learn how to understand and handle <i>short, long and difficult</i> passages on Cultural Technology and Communication written in English;</li> <li>• Carry out research on Cultural Technology and Communication in English in printed and electronic form (in the Library and the Internet respectively);</li> <li>• Find and use general and specialist monolingual, bilingual and multilingual specialized dictionaries in printed and electronic form;</li> <li>• Construct and maintain a personal bilingual Terminological Data Bank (TDB) and, thus, learn how to handle difficult terminology;</li> <li>• Enhance their research and IT skills;</li> </ul>

<ul style="list-style-type: none"> <li>• Give briefings on the research they carry out (short oral presentations) in English on given (by the instructor) or pre-selected (by the student[s]) texts;</li> <li>• Summarize in English and in Modern Greek <i>short and long specialized texts with relative ease</i>; and</li> <li>• Enhance their abilities to render relatively <i>long relatively difficult specialized</i> English passages into Modern Greek, since they need to transfer the information and knowledge they acquire to their respective subject classes (other Courses) which are conducted in Modern Greek.</li> </ul>																			
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td><td>Project planning and management</td></tr> <tr> <td>Adapting to new situations</td><td>Respect for difference and multiculturalism</td></tr> <tr> <td>Decision-making</td><td>Respect for the natural environment</td></tr> <tr> <td>Working independently</td><td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td></tr> <tr> <td>Team work</td><td>Criticism and self-criticism</td></tr> <tr> <td>Working in an international environment</td><td>Production of free, creative and inductive thinking</td></tr> <tr> <td>Working in an interdisciplinary environment</td><td>.....</td></tr> <tr> <td>Production of new research ideas</td><td>Others...</td></tr> <tr> <td></td><td>.....</td></tr> </table>		Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism	Decision-making	Respect for the natural environment	Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues	Team work	Criticism and self-criticism	Working in an international environment	Production of free, creative and inductive thinking	Working in an interdisciplinary environment	.....	Production of new research ideas	Others...		.....
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<ul style="list-style-type: none"> <li>• Search, analysis and synthesis of data and information (i.e. scientific terms) - through (printed or electronic) specialized scientific texts, using conventional media (e.g. Library) and the necessary technologies (e.g. Internet, electronic monolingual, bilingual and multilingual general and specialized dictionaries);</li> <li>• Development of research skills in both English and Greek;</li> <li>• Writing autonomous work (as summaries of English texts in both English and Greek) in the classroom; and</li> <li>• Writing group work (as summaries of English texts in both English and Greek) in the classroom.</li> </ul> <p><b>The ultimate goal of ENGLISH I or ESP (: English of Specific Purposes)</b> is to enable students to move <i>between (at least) two different linguistic, cultural and scientific systems with ease and comfort</i> – i.e. English to Greek and vice versa, when required (e.g. in Erasmus +, Erasmus Placement and International Conferences).</p>																			

### (3) SYLLABUS

Through a variety of teaching materials, in-class activities and group work, the students of the Department of Cultural Technology and Communication:

- (1) Learn how to understand (printed or electronic) short and long specialized scientific texts written in English;
- (2) Get familiarized with **writing summaries of** difficult English specialized texts in **English** and **Greek**;
- (3) Learn to share the knowledge they have gained with the rest of their fellow students **orally in English**;
- (4) Are taught how to conduct research in their specialization in English in printed and electronic form; and
- (5) Learn how to use the knowledge they have acquired in their lives and in their professional career (Knowledge Management), by constructing and using the electronic bilingual (English: Greek) Terminological Data Bank (TDB).

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures, individual and group in-class activities).	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use: of Computer Lab, the Internet, monolingual, bilingual and multilingual specialized electronic dictionaries, audiovisual media.	
<b>TEACHING METHODS</b>  <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures, individual and group in-class activities	13 X 3 = 39 hrs
	Studying the lectures and doing homeworks	13 X 5 = 65 hrs
	Study and analysis of bibliographical references	13 X 1 = 13 hrs
	Educational visits (to the University Library)	1 X 3 = 3 hrs
	Writing and oral presentation of the final assignment	30 hrs
	Course total	147 hrs
<b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Students are given the opportunity to pass this English Course: <u>either</u> by participating in the in-class activities, pair/group works, oral presentations and the final assignment <u>or</u> by taking the final examinations <u>or</u> both (if students have not got enough points to pass the class or if they wish to improve their final grade).	

#### (5) ATTACHED BIBLIOGRAPHY

##### - Suggested bibliography:

1. Nikolarea, E., "'Inter-scientificity' in interdisciplinary fields, such as Geography: A case study of ESP at a Greek University." *ESP Across Cultures* 3 (2006): 66-77. [University of Foggia, Italy].
2. Nikolarea, E., "The journey of an ESP/EAP teacher." *Proceedings of the 5<sup>th</sup> International Conference on Language Learning for Specific and Academic Purposes*. Thessaloniki, Greece: University of Macedonia – CD-Rom (2006).
3. Nikolarea, E., "Uses of the Internet in teaching English in a globalised world." *The 3<sup>rd</sup> International Conference on Education and Information Systems: Technologies and Applications. EISTA '05. Proceedings*. Eds. F. Malpica, F. Welsch and A. Tremande. Vol. II. Florida, USA: EISTA, 2005. 329-34.
4. Nikolarea, E., "EAP in a globalised world." *TESOL Greece Newsletter* 86 (April-June 2005): 6-7.

5. Nikolarea, E., "Translation Methods and Methodologies in ELT for Social Sciences Students." *Choice and Difference in Translation - The Specifics of Transfer*. Eds. M. Sidiropoulou and A. Papaconstantinou. Athens, Greece: The National and Kapodistrian University of Athens, 2004. 221-38.
6. Nikolarea, E., "ELT for Social Sciences students at non-English Universities." Conference Proceedings ICL (Integrating Content and Language) *Meeting the challenge of multilingual higher education*. Ed. Robert Wilkinson. Maastricht, the Netherlands, 2004. 251-63.
7. Nikolarea, E., "English vis-à-vis Modern Greek: New Methodological Approaches to EFL/ESP/EAP Teaching at Greek Universities." The 2<sup>nd</sup> Symposium of TESOL Greece *New Directions in ESP and EAP*; it can be viewed at <http://www.tesolgreece.com/nikolarea.pdf> (2004).
8. Nikolarea, E., "Research Methodologies and ELT at Greek Universities." *The Role of Research in Teacher Education*. Eds. Briony Beaven and Simon Borg. 2003 Nottingham Conference Proceedings. Whistable, UK: Oyster Press for IATEFL, 2003. 71-75.
9. Nikolarea, E. "Creating a Bilingual Glossary for Translators." *Translatum Journal* (a Greek electronic Journal) (January 2003); viewed at [www.translatum.gr/journal](http://www.translatum.gr/journal) or [www.translatum.gr/journal/3/translator-glossary-en.htm](http://www.translatum.gr/journal/3/translator-glossary-en.htm) (in English).
10. Nikolarea, E. «Δημιουργία Δίγλωσσου Γλωσσαρίου για Μεταφραστές». *Translatum Journal* (a Greek electronic Journal) (January 2003); viewed at [www.translatum.gr/journal](http://www.translatum.gr/journal) or [www.translatum.gr/journal/3/translator-glossary.htm](http://www.translatum.gr/journal/3/translator-glossary.htm) [Μετάφραση / Απόδοση στα ελληνικά της δημοσίευσης αριθμού 9].