

MA IN COMPUTER ASSISTED LANGUAGE LEARNING

The Language Centre in collaboration with the Department of Multimedia and Graphic Arts, Cyprus University of Technology offers a Master's programme in Computer Assisted Language Learning (MA in CALL).

ADMISSION

MASTER INFORMATION

MA programme requirements

As in all other CUT postgraduate programmes, attendance is continuous and mandatory and can be full-time or part-time. The courses are offered online, synchronously and asynchronously aiming at facilitating working students.

To obtain the MA degree in CALL the following are required:

- Study of at least 3 semesters. The maximum study duration is 6 semesters.
- Successful completion of 90 ECTS, which includes graduate courses and a Master's thesis.

The Cyprus University of Technology programmes are based on the European Credit Transfer and Accumulation System (ECTS). An ECT represents 25 to 30 hours per semester.

A graduate student is considered full-time in a given semester if the total workload in the semester carries 27 -30 ECTS.

A graduate student is considered to be part-time in a given semester if the total workload in the semester reaches 26 ECTS.

Language of Instruction

The programme is offered in English as a common language of the international community and since it is the most commonly taught language in CALL. An excellent knowledge of English is thus required.

ADMISSIONS

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1. Entry Requirements

To be admitted to a Master's programme at CUT, students must meet general and specific entry requirements.

2. General entry requirements

(a) A Bachelor's Degree

To meet the entry requirements for Master's level studies at CUT students must be holders of a Bachelor's degree in an area related to language / language teaching, from an internationally recognised university.

3. Conditional Admission

Students who have not been awarded a Bachelor's degree but are in their final year of studies may be conditionally admitted to a Master's programme at Cyprus University of Technology. When applying, an official transcript of records and a document stating that they are likely to be awarded the degree by the start of the Master's programme must also be provided. These documents must be issued through and certified by a member of the Academic Registrar's Office, the Examinations Office, or the equivalent department at the student's institution. Certification from other staff members, such as faculty or college staff members, will not be accepted.

Students who are conditionally admitted must provide their Bachelor's degree certificate when their Master's studies commence to be registered in courses.

4. English language Proficiency

Students must demonstrate proficiency in English through an internationally recognised test such as TOEFL, IELTS or equivalent. **Required Test Scores:** IELTS score of 6.5 or more; G.C.E/ I.G.C.S.E of C or better or TOEFL of 82 or better. In case a candidate has graduated from a Bachelor's programme taught in English the English proficiency requirement will be waived.

5. Tuition Fees

By law all graduate level EU students must pay tuition fees amounting to €4100 (for the whole programme).

6. Scholarships

Cyprus University of Technology offers need based scholarships based on socio-economic criteria as described in the University policy on graduate student scholarships. For further information students may contact the student welfare office at c.anaxagorou@cut.ac.cy.

7. The application period

The application period is open from the 3rd of February until the 7th of April 2017 for the academic year 2017-2018

8. Application Process

The application process, through which all necessary documentation should be attached, has to be performed online at <http://www.cut.ac.cy/studies/masters>.

Master's Application Guide

All candidates must have a valid **email address** in order to apply and submit the following documents:

1. A copy of a valid passport or Civil ID
2. Curriculum vitae (CV)
3. Certified copies of all earned Degrees (or a confirmation stating that the candidate is expected to graduate before September 1st, 2015)
4. Certified copy of academic transcripts
5. A statement of interest (approximately 500 words) in which the candidate explains why he/she wishes to pursue a graduate programme at Cyprus University of Technology as well as indicating specific areas of academic and research interests,
6. Evidence of English proficiency (copies of certificates)
7. Any other certificates and documents, such as relevant academic or professional work (publications, articles, portfolio, etc.), in the case where they are required by the specific departments.
8. Two referees: include the names and the contact details (email and telephone number) of two people who know your academic or professional background.

Application Evaluation/ Registrations

The application evaluation process is completed by the MA Committee of the Language Centre. The evaluation process will last until the end of April 2017 and by the middle of May all applicants will be electronically notified on the outcome of their application. By the end of May 2017, all accepted applicants will have to indicate (through the University Portal) whether they accept the offer or not. In order to secure their place, students will also have to submit the tuition deposit fee of €625. If for any reason the student chooses not to attend the programme, the deposit amount is not refundable. Registration for the Fall semester 2017 will take place online a week before classes begin.

Further Information

All candidates may contact:

1. Student Information Centre
Building Corner Athenon and Nikolaou Xiouta, 3040, Limassol, CYPRUS

Contact persons: Andi Kyriacou
Email: andri.kyriacou@cut.ac.cy
Tel : +357 25 002597 Fax : +357 25 002681

2. Language Centre

For any academic or specific questions candidates may also contact the programme coordinator:
Language Centre Secretary
Evi Eliadou
Email: evi.eliadou@cut.ac.cy
Tel : +35725 002206 Fax : +35725 002634

MA Computer Assisted Language Learning (CALL) Programme Coordinator:
Dr. Salomi Papadima-sophocleous
Email : salomi.papadima@cut.ac.cy
Tel : +35725 002588

DATES

REGISTRATION & ENROLMENT

1. **Application Period for Academic Year 2017-2018:** 3rd of February until the 7th of April 2017

2. **Evaluation Process:** End of April 2017

3. **Electronic Notification on the outcome of applications ::** By Mid May 2017

4. **Offer of Acceptance:** End of May 2017

All accepted applicants will need to indicate (through the University portal) whether they accept the offer or not

5. **Securing your place:** By the end of May 2017

In order to secure their place, students will also need to submit their tuition deposit fee of €625. The deposit amount is non refundable.

6. **Registration for the Fall semester 2017:** Online, a week before Residential Classes begin (end of June)

7. **Registration for the Spring semester 2017:** Online, 11-15th January 2018

PROGRAMME DATES for Active Students (2017-2018)

Residential 1: 4-8 July 2017

Semester 1 Courses: 5th September 2017

Semester 2 Courses-Registration Dates: 11-15th January 2018

Residential 2: July 2017 (Exact date will be announced)

Semester 3 Dissertation: First week of September 2018

AIMS

The programme aims to meet the needs of the local community and language teachers worldwide. It focuses on learning theories, pedagogical methods and technological applications in language teaching. The graduate programme at Master's level in CALL aims to develop the knowledge and skills needed today for professional careers in teaching second / foreign language with the use of new technologies at all levels of education (pre-primary, primary, secondary, tertiary). The programme is consistent with contemporary theories and methods in language teaching as well as dealing with the theories and methods of application of new technologies in teaching and learning languages taught as a second (L2) or as a Foreign Language (FL). Although not limited to the teaching of English as a second / foreign language, the objectives of the proposed Master's programme are consistent with the technological standard for the teaching of English as a Second Language (Teaching English as a Second Language Technology Standards Framework, 2008). Specifically, upon completion of the programme, it is expected that students will have acquired specialised knowledge and skills in the areas of Second Language Learning and Computer Assisted Language Learning.

TYPE AND NUMBER OF STUDENTS

The MA in CALL programme aims to attract language teachers from around the world (from government and private schools as well as tertiary education in Cyprus and Europe, Middle East, Africa, Asia, North America and Australia), seeking to attend a graduate programme in this subject and with this particular mode. The maximum number of students admitted is 15-20, following a competitive process, in order to maintain the high level of quality.

COURSE DETAILS

COURSE DESCRIPTION

The MA in CALL course is a 3-semester course of 90 ECTS credit. The course covers areas such as Second Language Acquisition, Language Teaching Methodologies, Second Language (L2) Instructional Technology, L2 Assessment & Testing, Research Methodologies, L2 Curriculum Development and Evaluation, Mobile Assisted Language Learning (MALL), CALL from the student perspective and research in the area of CALL. It consists of 2 onsite 5-day residentials of 2-ECTS credit each, eight modules of 7-ECTS credit each, and a 30 ECTS credit module on research in CALL.

COURSE COMPONENTS

Residentials and Modules

For successful completion of the MA in CALL course, students must complete all components of the programme of a total of 90 ECTS (ECTS). The course consists of Residential 1, credited with pass or fail, 8 modules, credited with 7 ECTS each, Residential 2, credited with 2 ECTS, and a thesis credited with 30 ECTS.

Programme Pathway

The programme of studies, both full-time and part-time, is presented in Tables 1 & 2.

TABLE 1: COURSES FOR FULL TIME PROGRAMME

Code	Course Title	Duration	Credits	Grade
LCE 500	Pre-course Summer Residential 1: Orientation	5 days 4 hrs per day	2	Pass/Fail
LCE 510	Module 1: Second Language Acquisition	3-6 hours per week	7	10
LCE 511	Module 2: Language Teaching Methodologies	3-6 hours per week	7	10
LCE 512	Module 3: Second Language Instructional Technology (SLiT)	3-6 hours per week	7	10

LCE 513	Module 4: Assessment & Testing	3-6 hours per week	7	10
	Total		30	
Code	Course Title	Duration	Credits	Grade
LCE 514	Module 5: Research Methodologies	3-6 hours per week	7	10
LCE 515	Module 6: Second Language Curriculum Development and Evaluation	3-6 hours per week	7	10
LCE 516	Module 7: Mobile Assisted Language Learning (MALL)	3-6 hours per week	7	10
LCE 517	Module 8: CALL from the student perspective	3-6 hours per week	7	10
LCE 501	Summer Residential 2: preparation for thesis	5 days 4 hrs per day	2	10
	Total		30	
Code	Course Title		Credits	Grade
LCE 580	MA Dissertation		30	10
	Total		30	
	General Total		90	

TABLE 2: COURSES FOR PART-TIME PROGRAMME

COURSES FOR PART-TIME PROGRAMME –SEMESTER 1				
CODE	COURSE TITLE	DURATION	CREDITS	GRADE

LCE 500	PRE-COURSE SUMMER RESIDENTIAL 1: ORIENTATION	5 DAYS	2	PASS/FAIL
LCE 510	MODULE 1: SECOND LANGUAGE ACQUISITION	3-6 HOURS PER WEEK	7	10
LCE 511	MODULE 2: LANGUAGE TEACHING METHODOLOGIES	3-6 HOURS PER WEEK	7	10
	TOTAL		16	
COURSES FOR PART-TIME PROGRAMME –SEMESTER 2				
CODE	COURSE TITLE	DURATION	CREDITS	GRADE
LCE 512	MODULE 3: SECOND LANGUAGE INSTRUCTIONAL TECHNOLOGY (SLIT)	3-6 HOURS PER WEEK	7	10
LCE 513	MODULE 4: ASSESSMENT & TESTING	3-6 HOURS PER WEEK	7	10
	TOTAL		14	
COURSES FOR PART-TIME PROGRAMME –SEMESTER 3				
CODE	COURSE TITLE	DURATION	CREDITS	GRADE
LCE 514	MODULE 5: RESEARCH METHODOLOGIES	3-6 HOURS PER WEEK	7	10
LCE 515	MODULE 6: SECOND LANGUAGE CURRICULUM DEVELOPMENT AND EVALUATION	3-6 HOURS PER WEEK	7	10

	TOTAL		14	
COURSES FOR PART-TIME PROGRAMME –SEMESTER 4				
CODE	COURSE TITLE	DURATION	CREDITS	GRADE
LCE 516	MODULE 7: MOBILE ASSISTED LANGUAGE LEARNING (MALL)	3-6 HOURS PER WEEK	7	10
LCE 517	MODULE 8: CALL FROM THE STUDENT PERSPECTIVE	3-6 HOURS PER WEEK	7	10
	TOTAL		14	
COURSES FOR PART-TIME PROGRAMME –SEMESTER 5				
CODE	COURSE TITLE	DURATION	CREDITS	GRADE
LCE 501	SUMMER RESIDENTIAL 2: PREPARATION FOR THESIS	5 DAYS	2	10
LCE 580	MA DISSERTATION		30	10
	TOTAL		30	
	GENERAL TOTAL		90	

Course Component's Description

- LCE 500 Pre-course Summer Residential 1: Orientation (2 ECTS)**

LCE 500 Residential 1 - Orientation Expected Outcomes

1. Establish what students want to learn; what knowledge, skills and experiences they bring in their CALL luggage

Establish what knowledge, skills and experiences they have in:

(a) Learning (on campus / blended / online)

(b) in CALL areas: SLA; L2 Teaching Methodologies; SLiT; Language Assessment and Testing; Curriculum Development; MALL; Research Methodologies; CALL application and implementation; CALL research

2. What does studying at MA level entails?

- (a) Continuous involvement in learning activities
- (b) Autonomous, independent, collaborative and lifelong learning
- (c) Awareness of academic work: library skills; copyright issues; plagiarism; academic style communication and expression; research

3. Establish students' expectations from the MA in CALL programme

Aim:

- Develop autonomous, collaborative and lifelong learning skills in the area of Computer Assisted Language Learning
- Collaboratively compare current knowledge, skills and experiences with current theories and practices in CALL
- Construct new knowledge, skills, experiences and practices through constructing, trialing and evaluating

- **LCE Module 1 510: Second Language Acquisition (7 ECTS)**

MLE 510 module will encompass a combination of lecture, seminars, discussions, and group work. The online seminars and lectures will be composed of teacher input as well as student-led discussions and hands-on constructivist, individual and collaborative tasks. While there will be some short introductions to the theories in different types of online lecture format, most time will be spent on interactive group discussions considering key concepts, issues and problems. These issues will be considered in the contexts of students' experience, home teaching/learning environments and published research. Students will be expected to come to online sessions prepared, carry out the set tasks (individually or in groups), answer focus questions and take an active part in the module activities. Learning is based on constructivism learning theory; therefore activities, techniques, sources and tools will be used to facilitate student's construction of their own learning and development of their knowledge, skills and experiences.

- **LCE 511 Module 2: Language Teaching Methodologies (7 ECTS)**

The course aims at introducing an historical overview in language teaching methodologies and their theoretical principles, focusing on recent development and especially on the use of technology for teaching and learning purposes (CALL). It provides an account and online demonstrations of a variety of methodologies, including online, hybrid and flipped class learning, taking a critical stance. Moreover, participants are provided with the opportunity on reflecting on their own current language teaching practices and on adapting these according to recent developments. Emphasis is placed on the study of approaches to teaching the four skills, i.e. listening, speaking, reading and writing, using a communicative approach. The course also covers issues such as lesson planning, classroom organization materials and course evaluation and design (link with Course 6: LCE515 and Course 8: LCE517), providing participants with the opportunity of putting these into practice through online task-based activities, projects, demonstrations and e-portfolios. On completion of this course, participants should be able to demonstrate an understanding of the recent developments in language teaching methods. They should also be able to apply this knowledge, as well as the development of electronic materials in their current practices (link with Course 6: LCE515 and Course 8: LCE517).

- **LCE 512 Module 3: Second Language Instructional Technology (7 ECTS)**

The aim of this course is to set students on track to becoming autonomous lifelong learners in the field of foreign language instructional technology (SLIT). To achieve this goal, students will be provided with a broad perspective of SLIT: where it has come from, where it is now, and its likely future directions. Student will get practical experience using multimedia-editing tools (text, audio,

graphics, and video) in the preparation of their assignments. Using Internet search engines, they will discover what the primary professional resources of the field are and how to access them. They will explore and evaluate different types of computer-assisted language learning activity types: tutorials, tools, simulations, games, and communication. In so doing, they will get hands-on experience using applications designed to foster specific language skill areas, cultural knowledge and communicative competence. As part of the collaborative assignments upon which the course is based, students will develop their practical competence in the use of social networking sites and computer-mediated-communication applications: discussion forums, chats, wikis, and blogs. They will likewise learn to use various computer-based storytelling tools as language teaching applications. At the end of the course, through the e-portfolios that they produce, students will possess an extensive summary of what they have learned and created in the course for their future reference in the MA in CALL programme and ongoing professional development.

- **LCE 513 Module 4: Language Assessment & Testing (7 ECTS)**

This course draws from the Second Language Acquisition, Language Teaching Methodologies and CALL courses, and develops students' awareness of the links between language curriculum and assessment. It provides an overview of language assessment and its principles and practices. It then focuses on the use of new technologies in L2 assessment.

The course explores the following domains:

L2 competence assessment and testing

Self / Peer Assessment

Formative & Summative assessment

Traditional & Alternative assessment

Language Competence description and measurement tools; (Common European Framework of Reference: CEFR, Association of Language Testers in Europe: ALTE, etc.)

Computer Assisted Language Assessment (CALA) & Computer Assisted Language Testing (CALT)

Resource Evaluation (link with courses 6)

Students will be given the opportunity to reflect on their current L2 assessment practices and on ways to update them according to current theories. Finally, students will have hands-on experience in evaluating and designing language assessment tasks and tests

- **LCE 514 Module 5: Research Methodologies / Design (7 ECTS)**

This course aims at introducing students to the basic tools necessary for designing and implementing research in the field of applied linguistics. To achieve this goal, students will be provided with a broad perspective of scientific method focusing on the philosophical assumptions concerning knowledge and inquiry; the ethical considerations in carrying out research; research strategies and data collection and analysis techniques. The course will focus on two major sections. The first section mainly focuses on the process of research design, including epistemological, ontological and quality considerations on research strategies and data collection using different methods. The second section aims at initiating and facilitating students' research project by getting them to define the nature of their research and the methods that they will be using.

- LCE 515 Module 6: Second Language Curriculum Development and Evaluation (7 ECTS)**
 This course aims to provide students with background knowledge in curriculum and syllabus design, development and evaluation, in order to be able to autonomously design, develop and evaluate their curricula and also conduct research in this field. The course considers a number of current approaches to language syllabus design in second and foreign language teaching contexts. These include functional-notional, communicative, content-based, task-based, genre-based, and competency based syllabi. The course draws from SLA, Language Teaching Methodologies, CALL and L2 Assessment and Evaluation. It gives the opportunity to students to put everything they have learned in the earlier courses into curriculum development. They will plan, design and develop a thematic unit drawn from their current practice context. This will include learning and assessment tasks in all language skills. This will entail the use of CALL. Students will trial and evaluate their unit and draw conclusions. This course also links with course 8, which deals with personal teaching experience in ESL at tertiary level and online teaching and learning.
- LCE 516 Module 7: Mobile-Assisted Language Learning (MALL) (7 ECTS)**
 The aim of this course is to provide students with the background knowledge of Mobile-Assisted Language Learning (MALL) required to allow them to independently pursue research in the field and undertake the application of mobile technologies in their own language teaching. In so doing, students discover where MALL has come from, where it is now, and its likely future directions. The course presupposes a broad knowledge of Computer-Assisted Language Learning, its historical development and applications, which serves as a reference point for the evaluation of MALL. Working together in small groups, students exploit Internet resources (search engines, websites) and communication technologies (discussion forums, chats, wikis, and blogs) to explore the foundations of MALL. From a technological perspective, MALL is studied in relation to the various mobile devices that have been used to assist language learning, with particular attention focused on their affordances and constraints. Pedagogically, MALL applications are examined relative to the skill areas that have been targeted and the underlying methodological approaches that have been followed. Using their own mobile devices (smartphones, tablet computers, digital cameras, and audio recorders), students gain first-hand experience in creating and using MALL applications within a BYOD (Bring Your Own Device) environment based upon learner-centered, constructivist, pedagogical principles. At the end of the course, through the e-portfolios that they produce, students will possess an extensive summary of what they have learned and created in the course for their future reference in the MA in CALL programme and ongoing professional development.
- LCE 517 Module 8: L2 CALL from the student perspective (7 ECTS)**
 The course is designed to develop and build on what has been discussed and practiced in other courses in the specific online MA programme. Its aim is to put the current language teaching methodologies into practice by giving the participants the opportunity to attend role model English language course at an academic level online. The course will be divided into two parts. In the first part, the participants will act as students in an English language course, in which they will be provided with activities that are designed based on recent developments in language teaching, focusing on the usage of technology (link with courses 3 & 7). In the second part, participants themselves will have the opportunity to design lessons, which they will have to carry out online to their peers (link with course 6). These lessons will be critically reflected upon, based on the recent developments in language teaching methodologies. Critical reflection is an integral part of this course and will result to an assessed E-Portfolio. Participants are expected to use technology, as part of their peer-teaching practice. Assessment will be based on the e-portfolio, which will include a theoretical assessment of their lesson design and their peer-teaching experience. On completion of this course, participants should be able to develop electronic materials (link with course 6), use technology tools (link with courses 3 & 7), incorporate these in their lesson plans (link with courses 2

& 6), as well as apply them into peer-teaching practices. They will also be able to practice in reflective learning, self and peer assessment (link with course 4).

- **LCE 501 Summer Residential 2: preparation for dissertation (2 ECTS)**

Dissertation preparation

1. Finalization and approval of proposal

After the completion of the taught part of the course, students will need to select their dissertation supervisor and have their topic approved. One week prior to the second in-residence summer seminar they will submit a draft of their dissertation proposal (2-3 pages) to their supervisor. This text will include the rationale and aims of the proposed study, specific research questions, as well as a short bibliography.

2. Meetings with assigned supervisor

Students will meet individually with their dissertation supervisor to discuss and improve their proposal, e.g., to ensure that their research topic is original, that it is manageable in the time allotted, that the work previously done in their chosen area is accessible, that the data can be easily collected, etc.

3. Dissertation workshop

Students will be given information and advice to support the preparation and writing up of their dissertation. They will learn how to set an outline for the dissertation, respecting the practice in applied linguistics, typically with the following steps: aims of the research undertaken, research questions to be answered, literature review (i.e., relevant readings and research applying to the topic), methodology (qualitative, quantitative, case study, etc.; site of the study, informants/learners involved; the data and the way of collecting them), data presentation and results, analysis and discussion of data, findings and implications of the study. The technical aspects of the dissertation presentation will also be dealt with: title page, acknowledgements, chapters and paragraphs within chapters, footnotes, referencing, bibliography and sitography (presentation and size), etc.

4. On-site assignment

Based on the guidelines provided in the dissertation workshop, students will expand their dissertation proposal into a 5-6 page outline and begin to fill out their reference bibliography. This will be submitted to their supervisor and discussed in a final meeting. Students will be required to set action plans with specific timelines for submissions and resubmissions of drafts and of the final version of the dissertation.

- **LCE 580 MA Dissertation (30 ECTS)**

Students must have completed all the requirements of the teaching component of the programme and successfully passed their comprehensive examination before moving on to dissertation writing.

Students will be required to complete an original piece of research, derived from field or theoretical enquiry, resulting in a dissertation of 15,000-20,000 words. The dissertation should identify a topic worthy of consideration, offer a critical review of the current thinking on the subject, utilise appropriate research methods and tools, and offer original perspectives on the subject under discussion. The dissertation will be written under the supervision of two faculty members who most closely specialize in the student's field of research.

Students are expected to follow specific guidelines:

- Preparation & submission of proposal
- Dissertation writing and submission
- Dissertation presentation to the academic committee.

TEXTS AND MATERIALS

1. *Required Texts and Materials*

In most cases, there are no prescribed textbooks.

2. *Recommended Texts and Readings*

All material will be provided mainly in and through Moodle and MA in CALL dedicated Google Drive, the virtual or online learning environment used for the delivery of the course.

Students will be provided guidance toward the use of texts and materials by their lecturers.

There are going to be two types of references:

- (a) General for the whole course; reference to it will be made in all course components
- (b) Specific, for each course component

E-books, e-journal articles and online materials are typically used in combination with online lectures, assignments, and supplementary course materials.

Every effort is made for them to be accessible within Moodle or online (search CUT library, CUT LC CALL thematic portal, journals, Internet, etc.)

Materials are also developed and tailored specifically for the course.

PROGRAMME DELIVERY MODE & CLASS FORMAT

The MA in CALL course is offered through the following system:

- Two intensive Residentials / workshops (LCE 500 & LCE 501) either ONLINE or ONCAMPUS

(before the first and third semester for full time students and before the first semester and at the end of the fourth semester for part-time students).

Residential 1: July 2017 (exact dates will be announced)

Residential 2: July 2017 (exact dates will be announced)

- Eight online modules (LCE 510-517) ONLINE

All modules last thirteen weeks and follow the same general format, which consists of online lectures, workshops and work in small groups or individually. Students complete each module individually on a

weekly basis. The modules include online conversations in small groups (small group multimedia online chat sessions) for completing group projects, following the principles of cooperative learning (online collaborative task-based assignments).

Semester 1: September 2015 (exact date will be announced)

Module LCE 580 - Dissertation ONLINE

The MA in CALL dissertation module is carried out as independent study under the online supervision of a consultant.

Mostly anytime anywhere

Apart from the two Residentials, and some 'live' classes held during each semester for the modules, students can come to class mostly whenever it's convenient for them by choosing when and where they participate in it.

The course is conducted **according to a weekly schedule**. Apart from the 'live' classes, all other activities such as asynchronous lectures, coursework, and discussions all take place at student convenience. The student chooses the place - at home, at school - wherever they have access to a computer, and Internet access.

They get the **same high-quality instruction and course content** as any other on campus course, however without the day-to-day obstacles that prevent so many of us from pursuing other goals. With online learning, commuting to campus and paying for childcare are things of the past.

Learning mode

In this online course, students use a computer to connect to the MA in CALL course site on the World Wide Web.

Online lectures may be entirely text-based or consist of some combination of text, graphics, sound and video or are live.

Courses break the content up into smaller units, consisting of synchronous and asynchronous activities such as group discussion and others types of learning activities.

Communication

Students communicate with their lecturers and other students via live teleconferencing sessions, online forums, chat rooms, text messages, e-mail and electronic submissions.

The course is designed so that students receive course assignments, complete them on your own time (but with a scheduled due date), and then return them as electronic documents. Their assignments would blend current theories and practices with their teaching needs and would aim to improve their teaching.

Threaded discussion forums will be used, as an integral part of all modules. These will give the opportunity to students to share information, collaborate, and interact with other fellow students.

Delivery Mode

Asynchronous

1. Regular communication is expected between student and lecturer, student and student(s) via email, FB, Moodle, Forum, OpenMeeting, etc. Students are expected to check their email, Moodle and FB on a regular daily basis.
2. Students are expected to engage in activities and tasks of about 4 to 6 hours per module weekly. It is important for weekly tasks to be completed in and on time and before the due date is reached, where the particular task will no longer be available.
3. Students are expected to read or listen to the course material, respond in different forms (forum participation, FB, Google Doc collaboration, OpenMeeting, etc.)
4. Each lecturer will have regular communication with student(s) in ways such as:
 - 4.1 She will communicate with students via email; she will check her email at least twice a day: in the morning and in the afternoon. Students are expected to set up email forwarding to their preferred accounts. As best practice, faculty and student should keep all course-related communications within Moodle, the Online Learning Environment space for the purpose of maintaining confidentiality of student education record information.
 - 4.1 She will hold virtual office hours, using OpenMeeting, during which students can ask questions
 - 4.2 She will use Announcements weekly to communicate messages to her students
 - 4.3 She will also have Discussion posts for students to respond toStudents need to bare in mind that she cannot be available 24 hours
5. The course delivery will consist of the following:
 - 5.1 Audio Narrations with PPT which can be viewed by students asynchronously, at any time and place convenient to them
 - 5.2 Recorded lectures followed by asynchronous Discussion in Forum

Asynchronous

5.3 Live Online Sessions or virtual classrooms using OpenMeeting. These will be **synchronous**. They are e-learning events where the lecturer teaches remotely and in real time a group of learners using a combination of materials (e.g. PPT slides, audio or video materials, etc.). This method requires appropriate technology for both the learners (e.g. software for the virtual classroom and good connectivity) and providers and scheduled meetings times will be organised. All participants need to be present at a given time (audio / video conferencing)

5.4 Chat conversation is Synchronous
All participants need to be present at a given time

6. Students are expected to access course material on Moodle, Google Drive and Facebook.

9. Guidelines for Online Communication

Staying in touch

The online course format offers a number of ways to stay in touch.

Here is a quick summary:

<u>Medium</u>	<u>Type of Message</u>
CUT website & Student Affair webpage	General administrative MA programmes information
CUT MA in CALL website	General MA in CALL information
Moodle	The Online Learning Environment where students can have access to the Course content and material
Moodle Discussion Forum	Share, exchange ideas
Moodle Quiz	Monitor learning progress
Lecturer's Office Chat Room	Scheduled lecturer's office hours
Student Lounge Chat Room	Option for live chats among class members (students can set up times to chat whenever)
Course FB special group	Continuous communication for social and learning purposeS

ATTENDANCE POLICY

Students are expected to indicate a systematic weekly online presence by doing the following:

1. Check email at least twice per day
2. Check FB at least once a day
3. Visit the Moodle areas, where the modules they registered are hosted.
4. Engage in the weekly activities of each Module:
 - 4.1 Weekly Readings
 - 4.2 Weekly Tasks
 - 4.3 Weekly Discussion Forum Participation
 - 4.4 Some weekly synchronous lectures, etc.

Students are expected to spend around 6 hours per week for each module for Moodle presence and homework.

Students should expect to spend as much time for study, or perhaps more as a classroom course, since they are managing their own learning using the online information and materials.

This requires self-discipline, motivation and some skills in using a computer and a web browser.

Guidelines for Students' Participation

For example:

In calculating each student's participation points, the lecturers take into consideration the following:

- Total number of hours logged
- Total numbers of log-ins
- E-mail activity (number of emails initiated, number of emails replied to)
- Total number of discussion forum posts
- Peer evaluation results
- Other, specified for each module

At the end of the course, students will be ranked from first to last for each category (i.e. worst to best). The number of participation points allocated will then be based on each student's overall relative ranking score.

GRADING POLICY

The grading system is numerical, on a scale of 0-10, at 0.5 (1/2) of the unit. The minimum passing grade is 5.

The awarded grade depends exclusively on the instructor. Changing a grade is possible only in exceptional cases and only with the written approval of the Chair of the Department and the Dean of the Faculty. Objections for final course grades are accepted only for “non-academic reasons.”

Letter Grade	NUMERICAL SYSTEM	
	EUROPEAN	AMERICAN
A	10	4
A-	9	3.7
B+	8	3.3
B	7	3
B-	6	2.7
C	5	2
F	0	0

TEACHING, FEEDBACK & ASSESSMENT METHODS

It is important to know the types of teaching methods, feedback and assessment techniques used so you can exactly know how to work, what to do and what to expect.

Teaching Methods

The programme includes a variety of methods of teaching and learning, the ultimate goal of which is to make students able to experience and apply specific methods in their own practices.

Methodological approaches include online lectures and seminars, synchronous and asynchronous sessions, and presentations, individual and group folders work (e-portfolio) and studies, and presentations by speakers.

All students will be guided by a supervisor throughout the programme.

Particular attention is given to student-centred approach based on collaborative activities that require the full participation of all students.

These methods combine the theoretical background with practical applications in an environment of teaching and learning that fully utilise Information and Communication Technologies (ICTs), the Internet and multimedia. Therefore, students gain practical experience and thus develop skills using technology tools related to the object of their teaching. Through the use of technology during the programme, students also develop digital literacy skills and information management.

Research consultant and Academic Advisor

An Academic Advisor is assigned for each newcomer postgraduate student. The AA supervises the

student's academic activity and provides the necessary guidance.

A Research Supervisor is assigned for each newcomer postgraduate student. The RS supervises the student's research activity and provides the necessary guidance for the preparation of the thesis.

The office of graduate studies maintains a record of the name of the Research Consultant and the Academic Advisor for each student and refers the student to them in case the student needs guidance on matters relating to the above aspects of their studies.

Feedback Methods

A variety of feedback methods are going to be employed in an effort to keep students continuously informed about their learning progress.

More information is given to students in Moodle.

Assessment Methods

Assessment serves multiple purposes:

- (a) It provides an opportunity to monitor student progress and performance throughout the term
- (b) It provides an indicator of progress for students, which enables them to take on greater responsibility for their own learning

Based on the course design, students will take no tests or exams for each of the 8 modules. Instead, they will take a comprehensive examination on site during Residential 2.

Students can find out about each module assessment in each module outline which will be given to them at the beginning of each module.

In general, students will have around 4 assessment tasks per module.

Criteria and rubrics will be used for all assessments and discussions so that students know how they are assessed.

Students will receive feedback for every task.

The content of each course determines the students' assessment. All courses follow a common framework based on:

- Individual studies
- Group studies
- Final evaluation of each module
- Thesis
- Final evaluation of the programme

The evaluation of students will be based on the regulations of graduate studies of the Technological University of Cyprus.

Assessment tasks may include:

- quizzes
- Research papers
- Case studies
- Student-created digital material
- Student discussion participation
- Collaborative projects
- Reflective Journaling
- Electronic Portfolios (e-portfolios)

Collaborative projects include work undertaken by small groups of students (2-3).

In group studies asked students to provide information, investigate the existing knowledge on the field under investigation through the identification of relevant sources. This cooperation may take the form of discussion forums, wikis, blogs, electronic batch files work (e-portfolio), audiovisual material individual tasks which are usually derived from group projects and pursue in-depth study of a topic. The studies, either collective or individual, aim to develop the theoretical and practical aspects of the course.

The theoretical aspects include frameworks / standards and information from the analysis and evaluation of the relevant literature.

The practical aspects include the design and development of educational applications of technology.

In order to undertake postgraduate thesis, students must successfully complete the comprehensive covering the contents of the eight courses of the programme.

DURATION

The programme is available both on a full time (three semesters) and part time basis (Four up to six semesters). In both cases (full and part-time) the preparation of a dissertation is required after the successful completion of the didactic portion of the programme (2 residentials and 8 courses).

Completion of the programme requires successful completion of 90 European Credits (NRP).

Full-time

The full-time studies last three semesters (see Table 1).

The programme begins with an intensive seminar at CUT at the beginning of the first semester (duration 5 working days).

Then follow eight core courses (4 for the first and 4 for the second semester).

At the beginning of the third semester, students attend the second intensive workshop at CUT.

Finally, following the third semester in the course of which the writing of the dissertation thesis. Each course will correspond to three teaching periods per week for 13 weeks.

Part-time

Studying part time is 5 semesters (see Table 2).

In this case, students will be able to attend two courses per semester (up to 18 ECTS) until completed 8 courses required.

The programme begins with an intensive seminar at CUT at the beginning of the first semester (duration 5 working days).

Then follow four core courses, 2 in the first, 2 in the second, 2 the third and two in the fourth semester.

At the beginning of the fifth semester students attend the second intensive workshop at CUT.

Finally, follows the sixth semester, which focuses on writing the dissertation thesis.

Each course will correspond to three teaching periods per week for 13 weeks.

For successful completion of the course, students must complete all components of the programme of a total of 90 ECTS (ECTS). The programme consists of two residentials, credited with 2 ECTS each, 8 courses, credited with 7 ECTS each, and a thesis credited with 30 ECTS.

The programme will begin in September 2015 and will admit up to 20 students

ACADEMIC HONESTY

Integrity of scholarship is essential for an academic community. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorised aid of any kind.

PROSPECTS

The programme is aimed at English language teachers, although teachers of other languages could also attend if they (a) comply with the conditions, (b) are qualified to attend the programme in English and (c) can be supervised in the specific work and the masters dissertation of the staff in other languages (e.g. Greek, French, German, Spanish, Italian, Russian).

It aims to serve the growing needs in CALL training, both locally and internationally, a topic which interests

(a) language practicing teachers,
(b) educational software designers, and
(c) policy makers.

The programme is innovative, both locally and internationally.

It is for people who are interested in learning how to use new technologies through their own learning and training at MA level

Upon graduation, it is expected that the MA in CALL degree holders will have acquired specialised knowledge, skills and experiences to understand in depth the following topics and be able to apply them successfully.

- Theories of Language Learning and their applications in real life
- Methods and techniques of language teaching
- Curriculum and material development
- Theories and practices in language evaluation
- Language assessment and testing and language curricula evaluation
- Planning Computer Assisted Language Learning

MA in CALL Graduates will acquire the necessary skills that will enable them to

- Use new technologies effective for language teaching and learning purposes
- Design interactive multimedia technologies for language teaching and learning
- Participate creatively in the design and implementation of research and application, thus contributing to knowledge and innovation.

STAFF

FACULTY



DR. SALOMI PAPADIMA-SOPHOCLEOUS, LANGUAGE CENTRE DIRECTOR AT CYPRUS UNIVERSITY OF TECHNOLOGY (CUT) MASTERS IN CALL COORDINATOR

Dr. Salomi Papadima-Sophocleous is a Language Centre Director, at Assistant Professor level.

Her qualifications include:

- BA in French and Greek Philology (National and Kapodestrian University of Athens, Greece, 1978).
- Postgraduate studies: Postgraduate Diploma in Education, **French and Greek Teaching Methodology** (La Trobe University, Melbourne, Australia, 1981);
- Postgraduate Certificate in **TESOL** (La Trobe, 1999);
- Master in Language Curriculum Development and Evaluation – Greek as a second language (L2) (La Trobe, 1999);
- Postgraduate Diploma in **Computer Assisted Language Learning (CALL)** (Melbourne University, 1999);
- Master in French Literature (University of New England, 2001);
- Doctorate in Applied Linguistics, in a specific area of **CALL**: Development, implementation, and Evaluation of an Online English Placement Test at College Level: A case study (Middlesex University, 2005).

She taught languages (French, Greek and Italian) in various government secondary schools in Melbourne Australia.

She was examiner and chief examiner for Greek (Victorian Certificate of Education), committee member for the accreditation and review of language Common Standards Frameworks and language curricula in Melbourne.

She taught **Languages Teaching Methodology** at La Trobe University and **Language Teaching Methodology (Greek, French)** and **Computer Assisted Language Learning** at RMIT university, **both on campus and online** (Melbourne) (1981-2001).

She taught French, English for Academic Purposes and for Secretarial Studies, Greek, **Teaching English as a Foreign Language (TEFL)** and **CALL** at Intercollege, **TEFL, CALL**, Academic English, and French for Culinary Arts at the University of Nicosia in Cyprus, and English for Communication & Internet Studies (CIS) and Nursing at CUT.

She coordinated the common Dprof Programme of University of Nicosia and Middlesex University (2001-2010) and acted as advisor for Dprof students (2013).

She has been the CUT Language Centre director since January 2010.

She is a member of the following committees: 1. Republic of Cyprus Ministry of Education and Culture: a. Language Curricula Review; b. Examination Council; c. Greek as a second language government school programme review. 2. CERCLES committee for the development of Quality

Control Guidelines for European University Language Centres. She is the teacher trainer for teachers of English and French for the implementation of the Republic of Cyprus Ministry of Education and Culture school New Language Curricula.

She is the representative of **EuroCALL** in Cyprus.

She is the organiser of the [EuroCALL Teacher Education Special Interest Group \(SIG\) Workshop](#) in Limassol, in May 2015 and the organiser of the EuroCALL conference in Limassol in August 2016.

Research Interests

She has developed printed and digital learning material for Greek ([Ελληνικά γιατί όχι; βιβλίο μαθητή](#) & [Ελληνικά γιατί όχι; τετράδιο δραστηριοτήτων](#)) and French ([Voila](#) & [Ca Alors](#)). She has also developed [NEPTON](#) (New English Placement Test Online). She has established the Centre of Language Interactive and Cooperative Learning (CLILC) at CUT LC; She participated in local, European and International programmes for the evaluation of language programmes, the development of language learning material, **the development of language teacher-training programmes, Computer Assisted Language Learning programmes**, and European programmes for [Teacher Training in CALL](#), [LUCIDE](#): Language in Urban Communities - Integration and Diversity for Europe and the [ALCUIN](#) European project (encourage teenagers to read literature). She also supervised the creation of language teaching material with the use of new technologies ([Μιλάς ελληνικά; - Do you speak Greek?](#)). Her current interests include:

1. **CALL / blended learning as an integral part of Languages for Academic Purposes (AP) and Languages for Specific Academic Purposes (SAP);**
2. Formative and summative assessment and testing with the use of new technologies and based on CEFR framework, as an integral part of Languages for (AP) and Languages for (SAP);
3. **E-language learning; E-language teacher education; E-language teacher education in CALL**



DR. ANDROULLA ATHANASIOU, SPECIAL TEACHING STAFF, LANGUAGE CENTRE

Androulla Athanasiou has been a member of the Language Centre teaching English since September 2009. She has obtained her PhD degree in ELT (English Language Teaching), her MA in ELSM (English Language Studies and Methods), at Warwick University and her BA in English Literature and Classical Studies, at Keele University. She has recently acquired a second MA in

Educational Leadership, focusing on issues of Quality Assurance in Higher Education. Androulla also holds a TESOL Certificate (Teaching English to Speakers of Other Languages) awarded by Trinity College. She has a wide range of teaching experience, having taught EAP (English for Academic Purposes) courses both in the UK and Cyprus, General English courses, ESAP (English for Specific Academic Purposes) courses, **teacher training courses on a BA in English Language programme in Cyprus. She also prepares and carries out teacher training courses as part of the Language Centre's activities.** She has been active in the **use of CALL / blended learning** in all her classes.

She is the co-organiser of the [EuroCALL Teacher Education Special Interest Group \(SIG\) Workshop](#) in Limassol, in May 2015 and a member of the organising committee of the EuroCALL conference in Limassol in August 2016.

Androulla's research interests lie in the areas of Course and Curriculum Development, the use of **New Technologies in Language Teaching and Learning**, the promotion of Learner Autonomy and Collaborative Learning, as well as Quality Assurance in Higher Education.



DR. CHRISTINA NICOLE GIANNIKAS, SPECIAL SCIENTIST- MA IN CALL INSTRUCTOR

EAP instructor, Teacher Trainer, ELT Materials writer/editor and Linguist
Dr. Christina N. Giannikas' qualifications include the following:

- BA in English Literature and Linguistics
- MA in Teaching English as a Foreign Language (TEFL)
- CELTA (Certificate in English Language Teaching to Adults)
- COLT (Certificate in Online Tutoring)
- Certificate in Creative Writing
- Ph.D in Applied Linguistics (Early Language Learning and Teaching Approaches)

Dr. Giannikas is a computer literate English Language professional with extensive experience in Applied Linguistics, specifically in the areas of early language learning, teaching practices and Computer Assisted Language Learning (CALL), within monolingual and multilingual contexts. She has taught English as a Foreign Language in Greece, Cyprus and the UK to young and adult language learners and done language exam preparation in IELTS, TOEIC, TOEFL, CAE, CPE, FCE, ECCE and ECPE. She has also taught Applied Linguistics and CALL to University students at a BA and MA level at London Metropolitan University, the University of Cyprus and the Cyprus University of Technology.

Her research interests are based in the field of Applied Linguistics, specializing in the areas of early language learning, CALL, policies in language education, and professional development in English Language Teaching (ELT). She has taken part in a number of research projects and has initiated projects of her own with her most recent one being on the use of Interactive Whiteboards with young learners.

Dr. Giannikas is also Social Media Coordinator of the IATEFL YLT Special Interest Group.



ELENA PAPA, COMPUTER INSTRUCTOR

Elena Papa has been a member of the Language Centre since January 2015. She has obtained her Master degree in Information Technology Management at Leicester University with specialisation in e-Learning. She graduated in Computer Studies from Higher Technical Institute of Cyprus. Elena is in charge of the LC IT Support. She is involved in the CUT Moodle administration; as an e-Learning specialist, she has also been involved in the preparation of CUT LC MA in Computer Assisted Language

Learning (CALL) programme and is the on-line Master programme tutor. Elena's research interests lie in the areas of E-learning and the use of **New Technologies in Language Teaching and Learning** in Higher Education.



MICHAEL KTORIS, SUBJECT LIBRARIAN AT CYPRUS UNIVERSITY OF TECHNOLOGY

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ADVISORY COMMITTEE

The MA in CALL programme is supervised by a three-member Advisory committee, chaired by the Graduate Programme Coordinator.

The Department of Multimedia and Graphic Arts participates in the Advisory Committee of the postgraduate programme, consisting of Dr. Panagiotis Zafiris , Dr. Nicos Souleles and Dr. Andri Ioannou. The role of the Committee is advisory to organise and implement the programme.



**Dr. Panayiotis Zaphiris,
Professor, Dean of School
of Fine and Applied Arts**

Panayiotis Zaphiris is an Associate Professor in the Department of Multimedia and Graphic Arts. Panayiotis has a PhD in Human-Computer Interaction from Wayne State University, USA. He also has an MSc in Systems Engineering and a BSc in Electrical Engineering both from University of Maryland, College Park, USA. He has worked for a number of years at the Centre for HCI Design of City University London where he reached the rank of Reader in HCI. His research interests are in the area of Human Computer Interaction, Social Computing and Inclusive



**Dr. Nicos Souleles,
Assistant Professor,
School of Fine and Applied
Arts**

Nicos Souleles is an Assistant Professor in the Department of Multimedia and Graphic Arts. He has a PhD in **Instructional Technology** with the focus on Art and Design, from the University of Lancaster (England). In addition, he has a Graduate certificate in Tertiary Education (Teaching qualification for Higher Education) from KvB Institute of Technology (Sydney, Australia), a Master of Design from the University of Western Sydney (Australia), and a Bachelor of Arts (Honours), combined Political Science and History,



**Dr. Andri Ioannou,
Assistant Professor,
School of Fine and Applied
Arts**

Andri Ioannou is a Lecturer in the Department of Multimedia and Graphic Arts. She has a PhD in **Educational Technology** from the University of Connecticut (USA) and a BSc in Computer Science from the University of Cyprus. Her research interests include the design and evaluation of computer-supported collaborative learning environments, use of technology to support student collaboration, decision making, and knowledge creation in both distant and collocated settings, and integration of

Design with an emphasis on the design of interactive systems for people with disabilities and **CALL**.

University of New South Wales (Sydney, Australia). His research interests can be encompassed in the following words and terms: interactivity, multimedia, e-learning, mainly in Art and Design and constructivist learning.

technology in all levels of education.

GENERAL INFORMATION

CYPRUS

ABOUT CYPRUS

Location

Situated in the Easter Basin of the Mediterranean Sea.

Area

9,251 km²

Coastline

681 km

Population

1,120,489 (July 2013 est.)

Climate

Average of 340 days sunshine per year

Capital

Lefkosia (Nicosia)

Languages

Greek Turkish

Lingua Franca: English

- The third largest Island in the Mediterranean Sea
- Ruled over the centuries by: Assyrians, Phoenicians, Persians, Greeks, Egyptians, Romans and Byzantines from the ancient world. The middle ages saw the Crusaders, Lusignans, the Genoese and the Venetians in charge, while in more recent times, it was the turn of the Ottomans and the British. Even today, while theoretically independent, the Greeks, Turks, Europe and the USA all try to extend their influence over the island.
- Traces of settlement go back to over 8000 BC:
 - Early History (-325BC) Hellenistic Period (325BC-58BC)

Roman Period (58BC-330AD) Byzantine Period 330-1191

Lusignan Dynasty (1192-1489) Venetian (1489-1571)

Ottoman Period (1571-1878) British Period (1878-1960)

Republic – Independent Cyprus (1960-1974) Turkish Intervention & TRNC (1974-)

The Republic of Cyprus become an EU member (2004)

- Official languages of Republic of CY: Greek & Turkish; lingua franca: English

LIMASSOL

A FEW THINGS ABOUT LEMESOS

1. The district of Lemesos (Limassol) covers the south part of Cyprus
2. Graves were found here date back to 2.000 B.C. and others date back to the 8th and 4th century B.C.
3. Boundaries of Lemesos Municipality is 34.870.000 square meters or 34.87 square kilometres.
4. Mediterranean climate
5. Tourism, industry, commerce, agriculture, handicraft, shipping, wine
6. Population:
 - (a) district: 230.000
 - (b) town: 130.000

A FEW THINGS ABOUT CUT

1. Seven universities in the Republic of Cyprus; 3 state and 4 private universities; CUT is a state university
2. Established in 2004; started September 2007
3. Six Schools; Twelve departments; CII, LC
4. Community of about 2800 students & 600 staff

[The Cyprus Project - Cyprus University of Technology](#)





A FEW THINGS ABOUT CUT LC



The beginning

- September 2007, first language courses for the university community and the community in general

Identity

- Academic Body, Autonomous Entity

Courses characteristics

- Tailor-made language courses
- New Technologies – integral part
- For students, university and broader community, professional bodies

CUT LC Staff members

- Director, Assistant Professor
- 1 Assistant Professor (entagmeni)
- 1 Senior Lecturer (entagmeni)
- 1 Educator (entagmeni)
- 7 Special Teaching Staff (STS), permanent positions, full-time
- 10 Special Scientists (SS), part- time*
- 3 Research Fellows, without pay
- 1 Administration Officer
- 1 trainee English Teacher

CUT LC Specialisations:

LSP (Greek, English, German, French, Italian, Russian, Spanish)

CALL

Teacher Education

Research

Undergraduate programmes

Compulsory language courses

English for 2 semesters for all students from all departments

Greek for Academic Purposes for students from the Department of Communication & Internet Studies

Electives language courses

English as a second language

Greek as a second language, Foundation course

Greek for Erasmus incoming students

French, German, Italian, Russian and Spanish

Postgraduate programmes

Master in CALL

PhD in CALL, L2 Curriculum Development, L2 Teacher Education, Language for Specific Purposes, Teaching second language through blended learning, E-learning in second language instruction

Research

- The Language Centre research is carried out in the following research areas:
- Foreign and second language teaching and learning
- Second Language (L2) Curriculum and teaching materials (printed & Digital) development
- Computer Assisted Language Learning (CALL)
- Mobile Assisted Language Learning (MALL)
- L2 Assessment and Testing / Computer Assisted Language Testing (CALA) •Multicultural / Intercultural Education

For an overview of the CUT LC, visit its [website](http://www.cut.ac.cy/languagecentre) :

<http://www.cut.ac.cy/languagecentre>





The academic year is divided into the Autumn Semester, the Spring Semester, and the Autumn Session. Important dates for the 2015-16 and 2016-17 academic years are presented below:

ACADEMIC CALENDAR 2015-16 and 2016-17	
1st YEAR (2015-16)	
Fall Semester	
September 7 – Monday	Fall Session Classes Begin
October 1 – Thursday	Public Holiday – “Cyprus Independence Day”
October 28 – Wednesday	Public Holiday – “Greek National Day”
December 18 – Friday	Fall Semester Ends
December 19 (Monday) – January 10 (Sunday)	Christmas & New Year’s Holidays
Spring Semester	
January 11 – Monday	Spring Session Classes Begin
March 14 – Monday	Public Holiday – “Green Monday”
March 25 – Friday	Public Holiday – “Greek Independence Day”
April 1 – Friday	Public Holiday – “Cypriot National Day”
April 22 – Friday	Spring Semester Ends
April 25 (Monday) – May 3 (Tuesday)	Public Holidays – “Greek Orthodox Easter Week”
Summer Session	
May 4 – Wednesday	Summer Session Classes Begin
June 20 – Monday	Public Holiday – “Orthodox Pentecost Monday”
June 24 – Friday	Summer Session Ends
2nd YEAR (2016-17)	
Fall Semester	
September 5 – Monday	Fall Semester Begins
October 28 – Friday	Public Holiday – “Greek National Day”
December 16 – Friday	Fall Semester Ends

Academic Year 2017-18

Fall Semester 2017 (7 September through 18 December)

Spring Semester 2017 (11 January to 22 April)

Summer Session 2017 (4 May to 24 June)

Fall Semester 2018 (5 September through 16 December)

RESIDENTIAL INFORMATION

The Start of the First Online MA Programme in Computer-Assisted Language Learning

The first online MA course of the Cyprus University of Technology in Computer Assisted Language Learning (CALL) has successfully started. The course welcomed its students during orientation week (06/10/2015-10/06/2015) where the students, coming from different districts of Cyprus and countries from Europe and Africa had the opportunity to become familiar with learning theories, pedagogical methodologies, and technological applications in language teaching. The online course commences in September 2015.

The course is offered by the Language Centre in association with the Department of Multimedia and Graphic Arts, and it aims to meet the needs of the local community as well as those of language teachers from around the globe. At present, there are just a few face-to-face and online courses offered in the specific field. In most cases, the use of new technologies is part of a broader programme on language teaching or language teachers take general courses on the use of new technologies and education. In the case of the MA in CALL programme, there is special focus on language teaching and learning and local and international pedagogical needs. Therefore, a course on Computer Assisted Language Learning gives teachers the opportunity to acquire theoretical and practical knowledge to effectively apply new technologies in language teaching.





CONTACT

CONTACT WITH US

More information about MA programmes offered at Cyprus University of Technology can be found in the annual Guide of Postgraduate Studies and on the University's website at <http://www.cut.ac.cy>.

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For information relating to more specific questions related to the MA in CALL programme, interested candidates may also contact the coordinator of the postgraduate programme
Dr. Salomi Papadima-Sophocleous

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Tel : +35725 002588