# COURSE OUTLINE

## (1) GENERAL

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| SCHOOL | of Humanities | | |
| ACADEMIC UNIT | Mediterranean Studies | | |
| LEVEL OF STUDIES | Undergraduate | | |
| COURSE CODE | ΓΥ-43 | SEMESTER | 8 |
| COURSE TITLE | Topics in Bilingualism and Multilingualism | | |

| INDEPENDENT TEACHING ACTIVITIES *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* | WEEKLY TEACHING HOURS | CREDITS |
|---|---|---|
| Lectures | 3 | 5 |
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| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* | | |

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| COURSE TYPE *general background, special background, specialised general knowledge, skills development* | *special background* |
| PREREQUISITE COURSES: | - |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Greek |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | Yes (in English) |
| COURSE WEBSITE (URL) | https://eclass.aegean.gr/courses/TMS353/ |

## (2) LEARNING OUTCOMES

> **Learning outcomes**
> *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.*
>
> *Consult Appendix A*
> - *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
> - *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
> - *Guidelines for writing Learning Outcomes*

Upon successful completion of this course, the students will be able to:
- describe the notions of bilingualism and multilingualism
- explain the terminology used to describe bilingualism and related terms, such as first and second language, native speaker
- report the characteristics that make up the bilingual/multilingual speaker
- report and describe the parameters that should be taken into account in order to design experiments focused on bilingual/multilingual speakers, such as clarification of the term "bilingual/multilingual speaker", the adopted theoretical model and the tasks that will be selected for study
- recognize the characteristics of the bilingual/multilingual speech, such as interference, borrowing and code mixing and switching
- report the characteristics of the various teaching methodologies developed with reference to second language teaching

- discuss the various factors, such as individual, psychological and social that are expected to exert an influence on second language learning
- discuss the process of second language acquisition during childhood
- describe the various models developed so as to study the structure and organization of the bilingual/multilingual brain
- describe the various models developed so as to study the structure and organization of the bilingual/multilingual mental lexicon
- describe the various bilingual education models that are in force in countries where bilingual/multilingual education is implemented
- discuss the multilingual character of the Greek society with a special reference to "minority" languages spoken apart from dominant Modern Greek

**General Competences**

*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?*

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| *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...* |
| | *.......* |

*Adapting to new situations*
*Decision-making*
*Working independently*
*Team work*
*Working in an international environment*
*Working in an interdisciplinary environment*
*Production of new research ideas*

(3) SYLLABUS

The subject aims at presenting the most representative aspects of the concepts of bilingualism and multilingualism, namely the acquisition and use of two or more linguistic codes. In this framework the terms bilingualism and multilingualism as well as diglossia will be defined. Clarifications will be offered in the ambiguities surrounding the definition of a bilingual/ multilingual, the particular features constituting bilingual/ multilingual discourse and the different learning and teaching methods of a second language. Furthermore,

individual characteristics (eg. mother tongue, gender, age, motivation, attitude, L2 learning environment) expected to influence the teaching process will be mentioned. Moreover, acquisition of a second language during childhood will be examined, as well as the structure of a bilingual mind and a bilingual mental lexicon. Finally, issues of bilingual/multilingual education will be presented as well as bilingual/ multilingual issues emerging in Greece.

## (4)  TEACHING and LEARNING METHODS - EVALUATION

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| **DELIVERY**<br>*Face-to-face, Distance learning, etc.* | *Face-to-face* |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**<br>*Use of ICT in teaching, laboratory education, communication with students* | *Use of eclass platform to support teaching process* |

| **TEACHING METHODS**<br>*The manner and methods of teaching are described in detail.*<br>*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.*<br><br>*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* | Activity | Semester workload |
|---|---|---|
| | Lectures | 39 hours (1.56 ECTS) |
| | Personal study | 83 hours (3.32 ECTS) |
| | Final exam | 3 hours (0.12 ECTS) |
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| | Course total | ***125 hours (5 ECTS)*** |

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| **STUDENT PERFORMANCE EVALUATION**<br>*Description of the evaluation procedure*<br><br>*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*<br><br>*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | written exam<br><br>Greek |

## (5)  ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Baker, C. (2001). Εισαγωγή στη Διγλωσσία και τη Δίγλωσση Εκπαίδευση (Α. Αλεξανδροπούλου, μετάφραση). Αθήνα: Gutenberg.

Γαλαντόμος, Ι. (2012). Μαθήματα Διγλωσσίας. Θεσσαλονίκη: Επίκεντρο.

Τριάρχη-Herrmann, Β. (2000). Η Διγλωσσία στην Παιδική. Μια ψυχογλωσσολογική Προσέγγιση. Αθήνα: Gutenberg.


- Related academic journals:

https://www.greek-language.gr/greekLang/studies/guide/contents.html