

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>	EAY215	<b>ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ</b>	B (2 <sup>nd</sup> )
<b>COURSE TITLE</b>	BILINGUALISM, IMMIGRATION AND LANGUAGE LEARNING METHODS IN GREEK AS A FOREIGN LANGUAGE		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	10
<b>COURSE TYPE</b>	General background - Specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			
<b>TEACHING STAFF</b>	KAPSALIS GEORGIOS GALANI ALEXANDRA		
<b>CONTACT DETAILS (tel., e-mail)</b>	26510-05690, <a href="mailto:gkapsali@uoi.gr">gkapsali@uoi.gr</a> 26510-05871, <a href="mailto:algalani@uoi.gr">algalani@uoi.gr</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
Students are expected to be able to: 1. Refer to the typology of bilingualism and to theoretical approaches of language development. 2. Recognise and use various principles, models and methods when teaching a foreign/second language 3. Immigration – education – refugees – teaching material.
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Working in an interdisciplinary environment</li> <li>• Respect for difference and multiculturalism</li> <li>• Criticism and self-criticism</li> <li>• Participation and creativity</li> </ul>

### (3) SYLLABUS

<ul style="list-style-type: none"> <li>• Mother tongue – foreign/second language – Bilingualism – language variety – dialect – idiom</li> <li>• Teaching Greek as a foreign language: principles, theoretical approaches, Characteristics, teaching methods – Intercultural education</li> <li>• Immigration – education – refugees – teaching material</li> </ul>
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#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, discussion, experiential activities	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"><li>• PowerPoint presentations.</li><li>• Use of the internet for studying additional teaching material.</li><li>• E-mail communication with students.</li></ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures/Seminars	39
	Study and analysis of bibliography – Assignment writing	211
	Course total	250
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"><li>• Written assignment</li><li>• Oral examination (presentation of the assignment to the class)</li></ul>	

#### (5) ATTACHED BIBLIOGRAPHY

- Αντωνοπούλου, Ν., Βογιατζίδου, Σ. και Τσαγγαλίδης, Α. (2013). Πιστοποίηση επάρκειας της ελληνομάθειας: Νέο αναλυτικό εξεταστικό πρόγραμμα. Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας.
- Βαρλοκώστα, Σ. και Τριανταφυλλίδου, Λ. (2003). *Επίπεδα γλωσσομάθειας στην ελληνική ως δεύτερη γλώσσα*. Αθήνα: Πανεπιστήμιο Αθηνών.
- Καψάλης, Γ. Δ. (1996). *Η εκπαίδευση της ελληνικής μειονότητας της Αλβανίας: Σχολικά εγχειρίδια – γλωσσική επιμόρφωση – προοπτική*. Αθήνα: Εκδόσεις Gutenberg.
- Σακελλαρίου, Α. (2000). *Διδακτική της Ελληνικής ως δεύτερης/ξένης γλώσσας*. Αθήνα: Εκδόσεις Γρηγόρη.
- Σκούρτου, Ε., Κούρτη-Καζούλλη, Β., Σελλά-Μάζη, Ε., Χατζηδάκη, Α. Α., Ανδρούσου, Α. Ρεβυθιάδου, Α. και Τσοκαλίδου, Π. (2016). *Διγλωσσία και διδασκαλία της ελληνικής ως δεύτερης γλώσσας*. Αθήνα: ΣΕΑΒ, ΚΑΛΛΙΠΟΣ.