

DEPARTMENT OF LANGUAGE AND LINGUISTICS

COURSES 2026-27

1ST SEMESTER

ACADEMIC DISCOURSE (63GY01)

The aim of this course is to familiarise students with the language of spoken and written academic texts in order to help them develop the skills needed for the comprehension and production of academic discourse. It focuses on the linguistic features of lectures and other types of academic talks, as well as on the language of written texts found in university textbooks and in other academic volumes and journals. In addition to the 3-hour weekly session students are involved in a number of complementary activities.

INTRODUCTION TO LINGUISTICS I (63GY02)

The primary goal of this course, as well as that of Introduction to Linguistics II, is to introduce first year students to the discipline of linguistics. Specifically, this course deals with the basic issues of contemporary linguistics (properties of the human language, language acquisition, descriptive and prescriptive linguistics) and examines those levels of linguistic analysis that concern the form of language (phonetics, phonology, morphology, syntax).

2ND SEMESTER

INTRODUCTION TO LINGUISTICS II (63GY03)

The course aims to familiarize students with a) the study of linguistic meaning, and b) the relationship of language to social and cultural parameters of use. More specifically, the course introduces basic concepts pertaining to the semantic, pragmatic and discoursal analysis of language. Moreover, issues in sociolinguistics, such as social and regional variation and language use in specific contexts, are also explained and exemplified.

The course is offered in the form of lectures and is supported by an extensive bibliography on the topics introduced in the course, study material uploaded on e-class and practised in class, and two textbooks, parts of which are generally expected to facilitate the students' study. Self-assessment tests during the semester are used to monitor students' understanding of the topics discussed in class. Students are evaluated in terms of an end-of-term written exam. The course is assessed by the students' completion of an evaluation form anonymously.

TRANSLATION: PRACTICAL APPLICATIONS (63GY04)

The course provides training in Greek-to-English and English-to-Greek translation by focusing on instances of non-equivalence between English and Greek. Non-equivalence is explored at word level, above word level, at grammatical, textual and pragmatic levels. Text fragments are selected to provide (a) evidence of aspects of the transfer process in translation and (b) practice in transferring messages from Greek to English and vice versa, with a view to broadening knowledge of English while exploiting knowledge of Greek. In addition to the 3-hour weekly session, students are involved in a number of complementary activities.

3RD SEMESTER

ENGLISH PHONETICS AND ORAL PRODUCTION (63GY05)

The course aims at familiarizing students with the distribution, production and perception of English sounds, the major phonological processes active in English oral discourse and the different patterns of suprasegmental features (rhythm, stress, intonation) that play a significant role in the process of communication.

4TH SEMESTER

GENRES IN ENGLISH (63GY06)

This course deals with various media genres, particularly newspapers and magazines, in order to familiarize students with the structure and the language of these genres. Weekly lectures deal with the compositional structure of various genres and engage in a detailed presentation of the language of magazines and newspapers, covering areas such as lexical features (naming devices, representations of individuals and groups, construction of identities), sentence grammar (transitivity, theme, modality), text grammar (cohesion, coherence and text structure), and pragmatic meaning conveyed (presuppositions, implicatures). An essential part of the course is its *Self-Study* component, which provides opportunities for additional language practice on issues covered in the course, preparing students to become independent and autonomous learners. Self-study materials are available in electronic form and include a file with language activities (with key) as well as a list of carefully selected websites, categorized according to topics covered in the course, with online interactive activities. By engaging in self-study work, students are expected to attain a C2 level of proficiency in the English language, a necessary prerequisite for dealing with assignment and exam tasks successfully.

5TH SEMESTER

APPLIED LINGUISTICS TO FOREIGN LANGUAGE TEACHING AND LEARNING (63GY07)

Many participants in this core course, which forms a basic component in a pre-service teacher education programme, hope to become EFL teachers. As such, the purpose of the course is to acquaint them with the ways in which various theories of language and language learning have informed approaches to foreign language didactics, having shaped the dominant discourse of ELT. While familiarizing them with the most common types of language curricula, methods / techniques of teaching and assessment, as well as with strategies of language learning, the lectures and seminars offered hope to introduce them to alternative thinking with regard to the teaching of English as a global language, to the development of multiple competences and intercultural awareness through foreign language learning. The work in class moves from theory to practice and from practice to theory. Students enrolled in the course can find useful course material for support and self-access learning through our e-class, accessed with a special password.

ELECTIVE COURSE GROUPS

A.

HINDO-EUROPEAN LINGUISTICS: FROM A COMPARATIVE METHOD TO PHYLOGENETIC LINGUISTICS (63GE131)

The course examines the theory and methodology of historico-comparative linguistics within the context of the Indo-European language family, from the classical principles of proto-language reconstruction all the way up to modern computational phylogenetic approaches.

INTRODUCTION TO COMPUTATIONAL LINGUISTICS (63GE133)

The course examines the principles, methods and tools of automated natural-language processing, covering all relevant fields of linguistic analysis

B.

TEACHING ENGLISH PRONUNCIATION: THEORY AND INCLUSIVE, TECHNOLOGY-ENHANCED PRACTICE (63GE126)

This course prepares students, as prospective teachers of English, to teach pronunciation in an evidence-based and inclusive way. It revisits the English sound system from a teaching perspective, with emphasis on the difficulties of Greek-speaking learners, and examines the phonetics and phonology of second language acquisition: current theories of L2 speech acquisition (SLM-r, PAM-L2, L2LP), the critical period hypothesis and brain plasticity, L1 influence, and the factors affecting degree of foreign accent. Students then explore the constructs of intelligibility, comprehensibility, and accentedness in the light of English as a Lingua Franca, the research evidence on the effectiveness of pronunciation instruction, lesson design, and assessment of learners' pronunciation. Particular emphasis is placed on technology: computer-assisted pronunciation training, automatic speech recognition, and state-of-the-art AI-powered apps, which students learn to evaluate critically. Finally, the course addresses inclusive pronunciation teaching for learners with diverse needs (e.g., dyslexia, hearing impairment, autism), drawing on Universal Design for Learning.

The course is offered as lectures complemented by in-class practical tasks; assessment is based on a final written examination, with optional assignments or project work. It is advisable that students have passed *English Phonetics and Oral Production* (63GY05) or an introductory Phonetics/Phonology course.

TEACHING ENGLISH TO YOUNG LEARNERS (63GE99)

The goal of this course is to equip students with the knowledge and skills necessary for teaching English to young learners (5-14 years old). It covers various aspects of learning and teaching, including how children think and develop; how this affects their learning; how first and second languages are learned; and how this shapes suitable learning environments. Students taking this course will acquire an understanding of the theories of learning and will be involved in evaluating and designing materials appropriate for teaching different age groups. Furthermore, as a result of taking this course, students will be able to critically evaluate and apply a range of approaches to children's learning; appraise various teaching resources and activities, and take advantage of technology to plan and design their own material. They will also be able to employ a range of techniques for students' assessment and self-evaluation, and use differentiated instruction to cater for the needs of various target groups of young learners. The general context of the course is characterized by the requirements of the current language learning policies in Europe and Greece. Participants in the course will have opportunities for being acquainted with modern practices and methodologies being employed in young learners' classes in the broader European context and worldwide.

C.

LANGUAGE SKILLS DEVELOPMENT AND DIGITAL MEDIA (63GE88)

The purpose of the course is to help students, as prospective teachers of English, to be able to identify and use appropriate electronic teaching material so that they can design teaching/learning activities aimed at developing the skills of comprehending and producing oral discourse and written language. Specifically, the course is organized into thematic units, which include methodologies and tools designed to develop vocabulary, grammar, reading and listening skills, writing, speaking, and pronunciation. Furthermore, the course deals with digital tools and different media, that can be employed for the development of learning activities and projects, aiming at the integration of the four language skills as well as with the development of critical thinking, collaborative skills, learning how to learn and in general with the 21st-century skills. The general context of the course consists of the characteristics and requirements of the modern educational system and the social and cultural environment in which the teachers of the English language are trained in our country. The course offers opportunities for interaction and dialogic reflection.

This course has a 40-person register cap.

TRANSLATION AND TOURISM (63GE79)

This course aims to analyse the ways in which the message is constructed in tourism advertising discourse through the study of linguistic and cultural shifts in the translation of tourism texts. Particular emphasis is placed on the analysis of Greek–English text pairs, as well as on the comparison of local and international tourism promotional texts.

Students examine how translation contributes to the construction of the tourist experience, destination image and cultural identity. The course highlights different strategies for the promotion of places, experiences and values, and the ways in which tourism discourse is adapted for different linguistic and cultural audiences. Its aim is to develop students' critical ability to analyse translated tourism texts and to understand the role of translation in the construction of destination identity.

LINGUISTIC APPROACHES TO LITERATURE (63GE105)

This course aims to familiarize students with the most prominent linguistic approaches to literature. In so doing, it will showcase the relevance of linguistics for the study of literary texts and, in particular, how different linguistic theories can explain the meaning making processes involved in literary reading.

More specifically, the course will cover three major frameworks for the linguistic study of literature and the core concepts that relate to each framework: (a) Formalist stylistics, which first introduced the concepts of the poetic function of language, defamiliarization, and foregrounding; (b) Literary pragmatics, which examines literary texts through the lens of pragmatic phenomena (i.e., conversational implicatures, speech acts and politeness theory, and poetic effects); and (c) Cognitive poetics, which draws on concepts from cognitive linguistics and cognitive psychology (such as schema theory, prototype theory, figure and ground, text worlds, and conceptual metaphors) and applies them to the understanding of literature. Through the variety of the approaches discussed the focus will shift from literary meaning as deviation to a novel understanding of literariness as part of human cognition. Students will be shown how literary meaning rests upon more general linguistic, pragmatic, and conceptual resources and therefore should be viewed as forming a continuum with non-literary meaning. All concepts and methods will be presented in class together with their application to the analysis of particular literary texts, including poetry, fiction, and drama. The course is offered in the form of lectures, but students will be encouraged to actively participate through in-class discussions and take-home assignments. All teaching materials (lecture slides, readings, and assignments) will be uploaded on e-class. Students will be assessed on the basis of a final exam. Finally, the course will be evaluated through an anonymous questionnaire at the end of the semester.

6TH SEMESTER

ELT METHODS AND PRACTICES (63GY08)

This core course, like the Applied Linguistics course which is its prerequisite, is an important component of the pre-service teacher training programme that the Faculty runs also. It offers future EFL teachers theoretically-based, practical ideas for the teaching of languages and specifically for the teaching of English as an additional language in Greece. Taking into account research on language learning, needs analysis results and various contextual factors, seminar work offers trainees the opportunity to put theory into practice and develop a critical awareness of ELT methodology. Students are encouraged to do reading and practical work on their own, guided project work, and to undertake peer-teaching sessions. Students enrolled in the course can find useful course material for support and self-access learning through our e-class, accessed with a special password.

ELECTIVE COURSE GROUPS

A.

THEORIES ON ENGLISH INTONATION (63GE68)

The importance of intonation - the different pitch contours of falls and rises of human voice - has long been understood; 'I don't mind what you said, but the *way* you said it' we often say in everyday speech.

This course targets at enabling students acquire comprehensive knowledge about the prosodic and suprasegmental units of the Intonation of Standard English. The course includes a systematic description and an in-depth illustration of the various functions of English intonation in spoken language. In this way, students will fully comprehend the interrelationship between intonation and syntax/grammar, pragmatics, attitude and non-verbal communication. Students' exposure to different intonational theories will broaden their understanding on the crucial role played by intonation in interpreting the meaning of spoken discourse.

The course is taught through a series of lectures and practical, in-class tasks on English intonation during which it is hoped that students will engage in critical dialogue. In addition, students may do optional written assignments and engage in class presentations. The teaching materials include selected articles and book chapters based on a series of printed and electronic, multi-media sources. The students are evaluated on the basis of a final, written examination. Extra credit will be given to students who will have completed optional, written assignments and class presentations. At the end of the semester, the course will be evaluated through a questionnaire administered in class and/or electronically.

INCLUSIVE EFL PEDAGOGY: TEACHING ENGLISH TO LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (63GE127)

The course is designed to introduce students to the principles and practices of Inclusive EFL Pedagogy and to equip future English language teachers with the theoretical knowledge and practical skills necessary for teaching learners with Special Educational Needs (SEN) in inclusive educational settings. Through problem-based tasks and practical classroom applications, students become familiar with evidence-based approaches that promote accessibility, equitable participation and meaningful language learning opportunities for all learners.

First, students are introduced to the theoretical foundations of inclusive education and examine the characteristics of learners with a range of Special Educational Needs, exploring how these characteristics influence English language learning and examines common challenges encountered in EFL classrooms. Following that, students explore contemporary principles of Inclusive EFL Pedagogy,

differentiated instruction and Universal Design for Learning (UDL), together with multisensory teaching approaches, classroom accommodations and inclusive assessment practices that support learner engagement, autonomy and successful language development. Finally, students are introduced to assistive technologies and digital resources that facilitate accessible language learning and support the design of inclusive EFL instruction. Through practical workshops, they gain hands-on experience in adapting teaching materials, designing differentiated classroom activities and lesson plans, and critically evaluating instructional approaches for diverse educational contexts. By the end of the course, students are expected to make informed pedagogical decisions based on learners' individual strengths and needs while adopting reflective, evidence-informed and inclusive approaches to English language teaching.

The course consists of a series of lectures in a lively workshop format, supplemented by practical work on designing differentiated lesson plans and adapting instructional materials for inclusive EFL classrooms. The teaching material consists of selected book chapters, journal papers, videos, case studies and worksheets. Lecture notes and assigned bibliography will be made available through the university e-class platform. Students are expected to participate actively in collaborative activities, case discussions and classroom workshops throughout the semester. Course grading is based on a final examination, while students are also offered the opportunity to undertake optional project work involving the design of inclusive EFL teaching materials. Finally, the course is evaluated through the anonymous completion of student evaluation questionnaires.

ENTREPRENEURSHIP AND INNOVATION IN FL TEACHING (63GE65)

Upon completion of their studies, Department of English graduates usually obtain jobs in FL teaching, in (foreign) book publishing, translation and editing, and—increasingly—in the informatics and digital education sector. The course aims to guide students in examining those professional options and contemplating how they can best maximize their acquired knowledge and skills in the work place, perhaps by setting up their own business or by participating in innovative projects. Students will be introduced to basic business concepts, to the elements of successful management of human and material resources, to the principles of business viability and growth, and to other such issues concerning the running of an innovative business. Classes will be held in English and Greek, via lectures by invited experts in the above fields.

B.

ACCENTS OF ENGLISH (63GE87)

What makes ‘mood’ rhyme with ‘food’ and why ‘foot’ contains the same vowel as the one that appears in the word ‘strut’ in some native English speech? Why Chaucer’s English sounds so different to the English produced in the Shakespearean period, how British English differs from American English and what sound changes are currently in progress in the English native speech? This course seeks to provide answers to the above questions by investigating the way English, as a native tongue, is produced by different people in various geographical areas. More analytically, the students are firstly provided with a comprehensive introduction on why and how accents differ, not only geographically but also in terms of socio-educational background, gender, formality and age. Next, an in-depth examination is offered on the various native English accents spoken in England, Wales, Scotland, Ireland, the USA, Canada, Australia, West Indies, India, and Africa. The detailed description of the above accents will hopefully enable the students realise the wealth and breadth of the English accents as well as better comprehend the various phonological phenomena. The course is offered through a series of lectures, seminars and ear training sessions in which the students are exposed to authentic English speech of various spoken genres so that they can better

comprehend variation in pronunciation. The teaching materials include printed (books, articles) and electronic sources. The students will be evaluated through a final written examination and an optional written paper which can be produced individually or as team project. The course is evaluated by the students through an electronic evaluation at the end of the academic semester. Key words: accents, pronunciation types, variation, gender, socio-economic background, age.

PHONOLOGICAL DEVELOPMENT AND DISORDERS (63GE128)

This course introduces how children acquire the sound system of their language and what happens when that acquisition follows an atypical course. Its first part covers typical phonological development in the first years of life: infant speech perception and its attunement to the ambient language, vocal production from babbling to first words, the emergence of an organised phonological system, and the theoretical models that explain them. Its second part covers speech sound disorders in children: their definition and classification, their assessment through case history, speech sampling, transcription and phonological analysis, and their treatment with current evidence-based approaches. Findings from infant research are linked to later production and to disordered patterns, and real clinical stories illustrate the categories. Teaching combines lectures with in-class practical tasks; complementary written or project work may also be offered. Assessment is by final written examination. Prior completion of the compulsory course English Phonetics and Oral Production (63GY05) or of an introductory Phonetics/Phonology course is recommended.

C.

LESSON PLANNING & MATERIALS DEVELOPMENT (63GE94)

This course, offered in the 7th semester, is aimed at the development of skills and knowledge on how to prepare effective lesson plans and teaching activities that can help students become effective EFL teachers. The course focuses on the techniques and methods for the design of learning activities and complete lessons. It provides practice in different teaching frameworks in EFL, such as using project work and task-based learning as well as modern practices, such as Content and Language Integrated Learning (CLIL). The students, who select the course, are engaged in lesson plan design that is premised on the different teaching frameworks but also in the design of tasks and activities that they will later be able to use in their classes. The course can be considered an additional preparation course for the Teaching Practice of the following semester, where students are assigned to schools and carry out their Practicum in real classroom conditions.

7TH SEMESTER

ELECTIVE COURSE GROUPS

A.

APPLIED LINGUISTICS TO FOREIGN LANGUAGE TEACHING AND LEARNING (63GE28)

Many participants in this core course, which forms a basic component in a pre-service teacher education programme, hope to become English as a Foreign Language (EFL) teachers. As such, the purpose of the course is to acquaint them with the ways in which various theories of language and language learning have informed approaches to foreign language didactics, having shaped the dominant discourse of English Language Teaching (ELT).

B.

TEACHING ENGLISH FOR SPECIFIC PURPOSES (63GE106)

The aim of the Course is to present the principles of Teaching English for Specific Purposes (or TESP), with reference to different teaching contexts (e.g., English for general and specific academic purposes, English for general and specific occupational, vocational, or business purposes, etc.), as well as the close ties between TESP and the disciplines of adult education and differentiated instruction and learning. Particular emphasis is placed on raising a practical awareness of different teaching contexts, as well as of the various types of needs analysis conducted. In the Course we will also present ways of analyzing language (register analysis, discourse analysis and, preeminently, genre analysis) and incorporating them in our teaching methodology. We will also refer to the field of teaching English as an international lingua franca, which constitutes a strong emerging area of TESP, as well as syllabus designing and assessing language learning in different TESP environments.

TEACHING SPEAKING IN ENGLISH: FROM THEORY TO PRACTICE (63GE81)

The historical and biological priority of speech over writing is indisputable; indeed, being a *fluent speaker* in a language often equates to *knowing* this language. Thus, given its importance, teaching the spoken language should occupy a central role in language teaching. In reference to foreign language teaching, the difficulties that foreign learners inevitably face when communicating orally, justify the need for special attention to be paid to the speaking skill.

The purpose of this course is to help the students develop an awareness of what is involved in learning to speak a second/foreign language and enable them to design speaking tasks and materials for learners. More analytically, the students familiarize themselves with the speaking processes and the main mechanisms involved in the production of speech and speaking in L1 and L2/foreign language. Then, focus is laid on issues related to teaching speaking in English as a second/foreign language (critical evaluation of teaching frameworks, criteria for the teaching of speaking in EFL and evaluation, adaptation and design of speaking tasks).

The course is taught through a series of lectures and practical in-class workshops during which critical dialogue is achieved with the students. The teaching materials include selected articles and book chapters based on a series of printed and electronic sources. The students are evaluated on the basis of brief written assessments and a final, written examination. The course evaluation is realized in class through an online questionnaire at the end of the semester.

HISTORICAL LINGUISTICS OF ENGLISH: LANGUAGE CHANGE AND DIGITAL CORPORA (63GE132)

The course examines the development of the English language through the ages and its mechanisms of linguistic change, using digital corpora of historic texts as tools of proof and analysis.

C.

COGNITIVE SEMANTICS: THEORY AND APPLICATIONS (63GE107)

The aim of this course is to introduce students to a view of meaning as grounded in embodied experience along the lines of cognitive linguistics, and to familiarize them with key concepts and analytic tools in the area of cognitive semantics. The topics that will be discussed include semantic frames; image schemas; prototypes; categorization; polysemy; conceptual metaphors; idioms and constructions; and conceptual blending. All concepts will be presented together with the analysis of authentic linguistic data. The course

will also address possible applications of cognitive semantics to various domains, including lexicography, L2 learning and teaching, translation, the study of literature, performance arts, etc.

Upon successful completion of the course, the students will acquire basic theoretical and methodological knowledge in the area of cognitive semantics, and will be able to apply such knowledge to the analysis of linguistic data. In this way students will reach a deeper understanding of linguistic meaning, and more generally of grammar, as an intersection of language and cognition and will embrace a cross-disciplinary perspective that combines linguistics, psychology, and cognitive science.

The course is offered in the form of lectures and is based on the students' active participation in the form of in-class discussions and formative assignments. Students' performance will be assessed on the basis of a final project and an oral presentation. Finally, the course is evaluated anonymously through a questionnaire at the end of the semester.

This course has a 40-person register cap.

PLANNING AND CONDUCTING RESEARCH (63GE20)

The course aims at familiarizing students with the research process and methodologies as well as composition of the final draft of the research paper. Students are required to apply research techniques (bibliography search, original data collection, data analysis) and structure the project accordingly (literature review/theoretical background, results (description and interpretation), source documentation. Original data, detailed description/ analysis and interpretation of data, relevant conclusions drawn as well as successful use of academic English are main requirements for completing the course.

Assessment: 50% Assignments_Tutorials – 50% Research Paper. Attendance: mandatory. No final exam.

BILINGUALISM (63GE52)

This course will address a number of issues relating to language representation and processing in speakers of two languages. It will present theories and models of early and late bilingualism and explain the biological basis of learning a second language and whether there is a critical period for that. It will further discuss language organisation in the bilingual mind, mechanisms of language access and language control, as well as code-switching. It will also explore the relationship between language and thought and what bilinguals' speech errors can tell us about language interaction. Finally, we will review evidence on the consequences of bilingualism for cognitive development. Course content is delivered through lectures and discussions with the students, and course assessment is based on the final exam and complementary oral or written assignments. Anonymous student feedback is solicited midway through the course.

D.

FUNCTIONAL GRAMMAR AND ENGLISH LANGUAGE (63GE50)

This course aims at introducing students to the principles of the functional approach to language and grammar (as elaborated by M.A.K. Halliday and his colleagues). In particular, it offers an introduction to basic concepts of Systemic Functional Grammar, such as the functions of language, information and thematic structure, text and texture, as well as to the structure of the nominal group, embedded clauses and clause complexes. The course combines theoretical considerations with practical application and provides the students with a set of techniques which are applied to the grammatical analysis of authentic examples from a variety of English texts. Finally, it explores the applications of functional analysis to the teaching of English as a foreign language and locates M.A.K.Halliday and his school within the history of linguistics.

Assessment is based on the final written exam and on the participation in the learning process. At the end of the semester, students evaluate the course anonymously.

ARTIFICIAL INTELLIGENCE AND LARGE LANGUAGE MODELS (63GE134)

The course examines artificial intelligence methods for the automatic processing of natural language, placing particular emphasis on the structure, the training and the linguistic applications of large language models.

8TH SEMESTER

ELECTIVE COURSE GROUPS

A.

PRACTICE TEACHING IN TEFL (63GE41)

A component of the Faculty's Pre-service EFL teacher-training programme, this is one more course that builds on the knowledge and skills that students developed by having successfully completed, in previous semesters, two relevant core courses (Applied Linguistics to Foreign Language Teaching and Learning; ELT Methods and Practices). Its purpose is threefold. Firstly, it aims at providing trainees with the opportunity to take the position of an informed observer in an EFL classroom in a Greek school and to systematically follow and reflect on the processes of teaching and learning therein. Secondly, it aims at familiarizing them with classroom conditions and the discursive practices of participants in the teaching/learning process from the position of a teaching assistant. Thirdly, it aims at providing them with an opportunity to carry out supervised teaching for a short period of time. The trainees are evaluated by the EFL class teacher that they assist, but also by the course instructor who assesses trainees' experience recorded by them in written form and evaluated in seminars. The final exam on required reading counts towards the overall course grade.

B.

CULTURAL IDENTITY AND TEACHING ENGLISH PRONUNCIATION (63GE76)

This course aims at familiarizing the students with the modern theoretical and methodological approaches relating to the teaching of English pronunciation which have emerged over the last years given the unprecedented spread of English as a contact and transactional language (Lingua Franca) in the globalized world. Firstly, key concepts such as 'nation', 'civilization' and 'cultural identity' are examined in reference to the English and Greek language context. Next, the theory of 'attitudes' towards language as well as other socio-psychological and extra linguistic factors are presented since these have been regarded to play a salient role in achieving high proficiency standards in English pronunciation among native and non-native learners. The systematic research and study of the above issues targets at helping the students develop their critical thinking so that they may adopt their own stance on the role that cultural identity plays when English learners select the type of pronunciation, native-like/standard or not, that they wish to adopt when learning English. The course is taught by the instructor through a series of lectures and seminars during which critical dialogue is achieved with the students. In addition, written assignments and class presentations - supervised by the instructor - are implemented. The teaching materials include selected articles and book chapters based on a series of printed and electronic sources. The students are evaluated on the basis of written assignments and class presentations, which will take place in class, and a final, written examination. The course evaluation is realized in class through a written questionnaire

distributed to the students at the end of the semester. Keywords: native-like, standard vs non-standard English pronunciation, cultural, ethnic identity, language/pronunciation attitudes, English as a contact language, Lingua Franca, globalization.

Note: It is advisable that the students have passed the compulsory *English Phonetics* course.

LINGUISTIC MEANING: APPLICATIONS (63GE27)

The course will deal with a variety of non-truth-conditional types of meaning which words and other linguistic expressions can encode. Drawing on varieties of non-truth-conditional meaning – such as sentence adverbials, parentheticals, particles, mood indicators – different approaches to non-truth-conditional meaning are examined with emphasis on problems with such accounts and arguments for developing alternative ones. The course involves attending lectures and back-up classes. The course material is examined in two parts, via a mid-term exam and a final exam. Essays on related topics are offered after consultation with the instructor.

C.

DISCOURSE ANALYSIS (63GE34)

This course is concerned with the analysis of discourse, that is the analysis of oral and written texts which are longer than an utterance/sentence. Discourse has been studied through various theories and models of analysis such as Conversation Analysis, Critical Discourse Analysis and Multimodality. The aim of the course is to familiarise students with issues like the construction and interpretation of meaning created discursively in linguistic and extralinguistic contexts, the structural organisation of discourse, the organisation of conversation in adjacency pairs or sequences, and the role of im/politeness in the construction of relationships and identities in interaction. Students are assessed on the basis of term assignments and a final written exam.

LABORATORY PHONOLOGY: FROM SPEECH ANALYSIS TO GRAMMAR (63GE129)

This course takes an experimental approach to the study of phonology: claims about the sound system of a language -its inventory of contrasts, alternations, phonotactic restrictions and prosodic structure, are treated as hypotheses to be tested against evidence from speech production, acoustics and perception. The course combines a theoretical component with laboratory training in speech analysis, and the two are systematically linked: theoretical questions (Why are vowel inventories shaped the way they are? What is the phonetic basis of phonological contrast? How does coarticulation give rise to sound change? How abstract are phonological representations?) are explored through a series of guided laboratory exercises and in-class experiments using acoustic analysis in Praat, with Greek and English as the main test languages. Topics include the acoustics of vowels and consonants, perceptual cues to contrast, coarticulation and sound change, the productivity and learnability of phonological patterns, and intonational phonology. Students are also introduced to the basics of experimental design and statistical reasoning, and complete a small-scale experimental study which they present in written and oral form. The course prepares students to evaluate empirical evidence in phonological research and to take their first steps in producing it. Given the laboratory character of the course, attendance is compulsory; at the same time, regular attendance and active participation are rewarded, counting positively towards the final grade. Assessment is based on this coursework/laboratory work and the final experimental study, presented in written and oral form, and not on a written final examination. It is advisable that students have passed **English Phonetics and Oral Production (63GY05)** or an introductory Phonetics/Phonology course.

This course has a 40-person register cap.

TRANSLATION AND GLOBALISATION (63GE130)

This course examines translation as a central practice of communication and mediation in a globalised context. It draws on contemporary approaches from translation studies, sociology and cultural studies, and encourages students to explore the role of translation in shaping global flows of information, knowledge, ideology and culture.

The course addresses issues such as multilingualism, institutional and digital communication, as well as the role of translation within the framework of contemporary global challenges such as migration, human rights and the climate crisis. Its aim is to develop a critical understanding of translation as a social, political and cultural practice in the contemporary globalised world.

D.

DIGITAL APPLICATIONS AND ARTIFICIAL INTELLIGENCE IN LANGUAGE TEACHING AND LEARNING (63GE110)

This course deals with different pedagogies that can be used in order to successfully integrate digital technologies in the foreign language classroom. It stresses the importance of pedagogical design and it guides students to critically explore available digital environments and materials, including the ones which were recently developed in Greece (such as the Digital School Project, the AESOP platform for digital scenarios, etc). It discusses issues related to digital educational content for language teaching, e-learning platforms (e.g. e-me, Edmodo, etc) and the design of digital educational scenarios. The course also discusses the role of multimodal and multimedia texts (such as digital stories and web 2.0 text types), and the effects they bring in the foreign language classroom. The European Framework for the Digital Competence of Educators is also presented with specific reference to the digital skills and competences future language teachers will need to develop. In addition to its pedagogical aims, the course has a practical aspect and students who select it are strongly advised to regularly attend it. No prior specialized ICT knowledge is required in order to attend this course. Student assessment is conducted through project work and/or a final exam.