

**DEPARTMENT OF LANGUAGE AND LINGUISTICS
COURSES 2022-2023**

1ST SEMESTER

INTRODUCTION TO LINGUISTICS I

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).

ACADEMIC DISCOURSE

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.

2ND SEMESTER

INTRODUCTION TO LINGUISTICS II

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

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

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

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

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.

A.

SOCIOLINGUISTICS

The course deals with topics that fall within the interdisciplinary field of sociolinguistics. The purpose of the course is to acquaint students with the multidimensional relationship between language and the social context in which it is used. Through examples of everyday written and spoken language, the parameters that influence language use are examined, such as (a) social factors (e.g. gender, age, social class, geographic/ethnic identity), (b) language shift, code-switching, (c) individual and social bilingualism, language maintenance and shift, (d) language ideologies. The teaching materials of the course consist of selected scientific articles and book chapters accessible to students through the e-class. Assessment includes optional group or individual assignments and a mandatory final exam.

B.

TRANSLATION IN SPECTACLE

The course explores the treatment of linguistic phenomena in theatre/performance translation and cinematic translation from English into Greek with a view to revealing the varying role of mediator in these translation contexts. The course focuses on the treatment of politeness phenomena in rendering Pinter's plays for the Greek stage, the treatment of puns in four Greek translations of *A Midsummer Night's Dream*, the implementation of values in two theatre versions and two film versions of *Hamlet*, the treatment of sub-cultural linguistic variety in the rendering of *My Fair Lady* for the Greek stage and screen, the treatment of

linguistic phenomena in the subtitled and dubbed version of an animation film, *The Hunchback of Nôtre Dame*.

INTERLINGUAL STUDY OF ENGLISH AND GREEK

The course aims at raising awareness of interlingual differences and parallels between English and Greek through discourse analysis of translated and/or parallel texts. It draws on theories from Linguistics and Translation Studies to demonstrate the importance of contextual, sociocultural, and ideological factors in the selection of language structures and functions. 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. The main textbook is: Hatim, B. & Mason, I, (1990), *Discourse and the Translator*, London & New York: Longman.

C.

LANGUAGE SKILLS DEVELOPMENT AND DIGITAL MEDIA

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.

6TH SEMESTER

ELT METHODS AND PRACTICES

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.

A.

ENTERPRENEURSHIP AND FOREIGN LANGUAGES

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.

THEORIES ON ENGLISH INTONATION

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.

INTRODUCTION TO INTERPRETING STUDIES

This course is an introduction to the theory and practice of interpretation. We begin with a historical overview of interpretation, from Ancient times to the period during which interpretation has entered the sphere of scientific research, namely the Nuremberg Trials, and its current status, both at the professional and the academic level. During this 3-hour course, students will become familiar with the various types of interpreting, that is, conference interpreting, interpreting as cultural mediation, legal interpreting, community interpreting, healthcare interpreting, etc., as well the various interpretation modes, namely consecutive, simultaneous, whispering, VRI, etc. Emphasis will be given on the way languages and language acquisition is viewed from the point of view of interpreting (what is an A language vs. a B or a C language; what is the difference between a native language and an interpreter's primary language; what is bi-directionality in interpreting and who is allowed to work as an interpreter bidirectionally, etc.). This will be achieved by analyzing the latest scientific discoveries in the area of interpreting studies in relation to language and neurology. The overall aim of this course is to present students with the fundamentals of interpreting as opposed to but also in relation to basic theories in translation studies. The course's objectives are to identify the special skill sets that are necessary for interpreters, both at a theoretical and a practical level, and to highlight similarities as well as differences between interpreting and translation, especially in the case of sight translation. The task of the interpreters and the skills the latter need to develop, improve, and update throughout the course of their professional life are discussed, in theoretical terms, by approaching the topic from the viewpoint of cognitive theories, neurological theories, psycho-kinetic theories, and other theoretical frameworks. Students will also learn how to take notes for interpreting purposes. They will be immersed in the note-taking technique especially designed for interpreters; the latter is the basis for consecutive interpreting, especially in the areas of community, healthcare, and legal interpreting. Students will be given a selected bibliography that comprises chapters from books and scientific articles in English as well as in Greek, including the instructor's notes and PPT presentations. Course evaluation will consist of a final exam and/or final paper and in-class presentations made by students. At the end of the semester, students will be asked to evaluate the course anonymously.

B.

ACCENTS OF ENGLISH

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.

HISTORY OF THE ENGLISH LANGUAGE

The course examines the processes of emergence of today's English and introduces students to the major key elements of the History of English: origins, development, changes in grammar and meaning, emergence of the different varieties of English. The course describes the development of English from its distant roots in Proto-Indo European up to the present day. In particular, it explores the main characteristics of Old and Middle English. Moreover, it discusses in detail the effects of the external history of the speech community on the language. Topics: (i) Pre-Old English; (ii) Old English; (iii) Language Contact: Viking Invasions - the Scandinavian Influence; (iv) Language Contact: Norman Conquest; (v) Middle English; (vi) Early Modern English; (vii) Late Modern English; (viii) Development of Standard English; (ix) Nineteenth Century; (x) Spread of English; (xi) Recent Developments.

Learning outcomes and competences: an ability to analyze spelling, vocabulary and structures from different centuries in order to identify and describe linguistic properties and developments in different stages of the English language; an ability to examine linguistically original passages in Old, Middle and Early Modern English and to analyze texts as evidence for historical change and variation.

The course is offered in the form of lectures but also enables practical work in class and dialogue. Teaching materials include selected book chapters and articles. All study materials are uploaded on e-class. Students are evaluated in terms of an end-of-term exam and optional assignments.

C.

LESSON PLANNING & MATERIALS DEVELOPMENT

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.

TOPICS IN PRAGMATICS

Pragmatics is a branch of linguistics that looks beyond the literal meaning of an utterance and seeks to explain what speakers mean and which processes are involved in understanding language in context. This course will focus on core issues in pragmatic research through the examination of the most prominent theories and frameworks. More specifically, we will examine deixis and the role of the situational context in recovering the meaning of words such as "I", "here" and "now", whose understanding requires knowing who speaks, where and when. We will also discuss two types of semantic relations, presupposition and entailment, which relate to the background assumptions and the logical implications of an utterance, respectively; for example, "John stopped smoking" presupposes that John used to smoke and entails that John is no longer a smoker. This will set the ground for exploring inferences that are pragmatically, rather

than logically, derived from utterances, so-called conversational implicatures, and how these are recovered through the Cooperative principle and the maxims of conversations; for instance, “Perfect day for a walk” uttered on a rainy day is an ironic utterance whose intended meaning is the opposite of its literal meaning. More recent advances will also be considered and, more specifically, the view of linguistic meaning assumed in Relevance theory, which associates verbal communication with more general cognitive abilities. Utterances can also be used in order to perform particular speech acts such as, e.g., the request the speaker wishes to make when uttering “Could you please pass me the salt?”. The notion of speech acts will be discussed also in relation to face management along the lines of Politeness theory. Finally, we will conclude with a discussion of the general theory of verbal humor and its contribution to the understanding of both verbal and multimodal humorous texts. All concepts will be discussed on the basis of authentic language use across different types of texts (e.g., newspaper articles, parliamentary speeches, TV shows, political cartoons, ads, poems). Students will be encouraged to reflect on their own behavior as language users and to recognize pragmatic phenomena in everyday communication. 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.

7TH SEMESTER

A.

APPLIED LINGUISTICS TO FOREIGN LANGUAGE TEACHING AND LEARNING

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

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.

PLANNING AND CONDUCTING RESEARCH

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.

C.

BILINGUALISM

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.

TEACHING ENGLISH AS A FOREIGN LANGUAGE TO STUDENTS WITH DYSLEXIA

This course is an initiation to dyslexia, in general, and teaching English as a Foreign Language (herein EFL) to Greek dyslexic students, in particular. Its primary goal is to familiarize students with a broader theoretical framework pertaining to dyslexia as part of a bigger spectrum of learning disorders. Our goal is to provide future EFL instructors with all the necessary knowledge, as well as pedagogical and didactic tools appropriate to addressing this particular category of students. During this course, future EFL teachers/instructors will learn how to use the said tools in order to adjust their teaching to specific audiences, such as the ones made of dyslexic students. In the course of this semester, we will briefly touch upon the greater category of "learning disabilities or disorders", the evolution of definitions as a result of relevant studies and scientific developments in the field, the classification of the said disorders, etc. Our main focus will be on dyslexia, its typical characteristics as a reading disorder (congenital dyslexia *vs.* acquired or evolutionary dyslexia). In order to better understand what dyslexia really is we will review its basic epidemiological traits while discussing diagnosis and/or treatment possibilities. Most importantly, we will consider dyslexia from the point of view of two different yet co-existing/competing language systems, namely Greek (i.e. the system that is considered to be the students' mother tongue or primary language) and English (a different system introduced to students in the context of foreign language acquisition). The format of this course is that of 3-hour seminar lectures. Most lectures are divided into two parts: during the first half, students become familiar with theoretical issues, as the ones described above; during the second half, students benefit from a hands-on practical experience, in a controlled environment such as the classroom, by dealing with practical issues such as teaching challenges when dealing with dyslexic students, the phonological lack of transparency of the English language as opposed to the Greek language, the grapheme-phoneme inconsistency of English vowels, etc. As described earlier, both language systems will be examined comparatively to establish a set of deviations and/or similarities, which, for dyslexic students, can either hinder their learning process by creating confusion or adding to the latter, or create common references for contrasting and comparing the two systems, thus helping them access English as a Foreign Language. Finally, we discuss teaching methods for dyslexic students and their application to Hellenophone (Greek-speaking) students in order to improve learning outcomes for learners with dyslexia (Orton-Gillingham method, multisensory teaching, etc.). Our corpus is based on a selected bibliography consisting of one course book, scientific articles and/or chapters of books, in English as well as in Greek, along with the instructor's course notes (handouts). As far as multisensory teaching is concerned, this course will make use of available technology and tools readily accessible online to expand the students' depth and breadth of knowledge with regards to sensory and cognitive stimulation of dyslexic learners. Evaluation comprises optional assignments proposed by the instructor and submitted via e-class at specific dates, in-class presentations, as well as a final exam. At the end of this course, students will be asked to evaluate, anonymously, the course by filling out a questionnaire specially designed to that effect.

TEACHING ENGLISH TO YOUNG LEARNERS

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.

ASSESSMENT IN FOREIGN LANGUAGE LEARNING

The overall aim of this course is to help students develop an awareness of the fundamental principles and practicalities involved in the area of foreign language testing and assessment. To be more specific, through problem-based tasks, the course aims to equip students with the theoretical and practical knowledge needed for choosing assessment methods appropriate for instructional decisions, designing a variety of activities to test EFL learners' productive and receptive skills and interpreting the results of both externally produced and teacher-produced assessment methods. To this end, students are first introduced to the theoretical underpinnings of language testing and familiarize themselves with the different concepts related to testing and assessment within the context of foreign language education (e.g. reliability, validity, fairness, test taker's characteristics, holistic versus analytical assessment, washback and washforward effect, etc.). Following that, students gain hands-on experience with the design and evaluation of activities for assessment purposes (e.g. multiple-choice, transformation, matching, gap filling, sentence completion, integrated tasks, etc.). Finally, students are exposed to online testing resources and are given the opportunity to not only explore ways of designing an interactive testing environment but also evaluate usefulness of automated interventions for different learner needs and in different language assessment contexts.

The course consists of a series of lectures in a lively workshop format, supplemented by practical work on testing reading, writing, listening and speaking skills. The teaching material consists of selected book chapters, journal papers, videos and worksheets. Lecture notes and assigned bibliography will be made available through the e-class platform of the university. Students are expected to get actively involved with various types of group activities and quizzes done in class in connection with the course. Course grading is based on a final exam but students are offered the opportunity to undertake optional, extra credit project work. The course is assessed by the students' anonymously filling-in of relevant evaluation forms.

8TH SEMESTER

A.

TEACHING TEFL II: IN-CLASS PRACTICE

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

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.

C.

LINGUISTIC MEANING: APPLICATIONS

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.

DISCOURSE ANALYSIS

The aim of this course is to familiarise students with issues concerning the study of language as it is used in daily interactions. These include principles governing the production and interpretation of both spoken and written language, and contextual features like participants and setting. The class investigates the internal organisation of sentences in terms of both theme and rheme and given and new information as well as the cohesion and coherence of texts. The last issue explored is that of the organisation of conversation within the framework of conversation analysis. Students are encouraged to collect and analyse their own data

D.

DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE EDUCATION

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.

THE DISCOURSE of ADVERTISING

This course approaches the discourse of advertising from a critical standpoint and combines theoretical discussions of language choices in advertising with practical analysis of advertising texts. Strategies of persuasion and shaping the message as well as the construction of authentic destination identity are analyzed. The course further examines the language tools of communication that are most often used, through the principles of critical discourse analysis and pragmatics. At the end of the course, students are expected to be familiar with the special characteristics of this category of texts, to recognize and evaluate the techniques of speech production in the context of promotional actions and to critically examine the strategies of identity formation. Students are also expected to be able to apply theories of communication and sociolinguistics to improve speech production skills for specific purposes.