

COURSE MODULE OUTLINE

(1) General Information

SCHOOL	Human Sciences		
PROGRAM COURSE	Current trends in Linguistics for teachers (ADE)		
LEVEL OF STUDY	M.A.		
COURSE UNIT CODE	ADE52	Semester	1st
COURSE TITLE	The relationship between Ancient and Modern Greek and language education at school		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		Workload for students	CREDITS
Workload for students		280	10 ECTS
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
COURSE TYPE Compulsory, Optional, Optional mandatory	Compulsory		
PREREQUISITE COURSES:	No prerequisite courses		
LANGUAGE OF INSTRUCTION AND EXAMS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://www.eap.gr/en/current-trends-in-linguistics-for-teachers/topics/#a52 Each module has its own space in the Learning Management System of EAP (https://courses.eap.gr/login/index.php), with controlled access (use of code) for students and teaching staff.		

(2) LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:

APPENDIX A

- *Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.*
- *Descriptive indicators 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 ADE52, students are expected to:

- Possess up-to-date linguistic knowledge, based on the recent developments in linguistics
- Know the concept of the term “continuity of the Greek language”,
- Be able to discuss the linguistic myths, contrasting them with the scholarly positions regarding the synchrony and diachrony of the Greek language,
- Understand the differences and particularities of Modern and Ancient Greek,
- Recognize the need to preserve the separate teaching of Modern and Ancient Greek,
- Be able to utilize their knowledge of the history of the Greek language when teaching Modern Greek,
- Understand the mechanisms through which the lexical stock of a living language is renewed, primarily through loans (e.g., the formation of learned vocabulary)

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

<i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>
<i>Decision-making</i>	<i>Environmental awareness</i>
<i>Individual/Independent work</i>	<i>Social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Group/Team work</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Development of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social</i>	<i>.....</i>
<i>Introduction of innovative research</i>	<i>awareness, altruism etc.)</i>

- *Analytical thinking*
- *Adapting to new situations*
- *Critical thinking*
- *Individual/Independent work*
- *Group/Team work*
- *Respect for diversity and multiculturalism*
- *Development of free, creative and inductive thinking*

(3) COURSE CONTENT

- The notion of the ‘history of a language’
- The notion of the ‘continuity of a language’
- The universal character of language change / Attitudes towards language change
- How does language change? Phenomena, causes and mechanisms
- The notion of linguistic ‘mistakes’
- Basic elements from the history of Greek, from the beginnings to the early Modern period
- The “myths” of the history of Greek
- Ancient Greek as a contributor to the teaching of Modern Greek
- Teaching of Ancient Greek

(4) TEACHING METHODS--ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Distance learning, complemented by: • 3 Group Feedback Meetings • Personal communication and feedback, when asked for by students.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	Remote meetings tools (webex) and presentation software (e.g., PowerPoint). Additionally, students use office automation tools, web browsers, and e-readers for digital books.	
COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i> <i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i>	Activity/Method	Semester workload
	Personal Study (12 hours x 13 educational weeks)	156
	3 weekly activities (3 x 18 hours)	54
	3 Group Feedback Meetings (3 x 4 hours)	12
	1 semester essay	54
	Written exams	4
	Total	280

STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Detailed description of the evaluation procedures:</i> <i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i> <i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i>	• Three (3) practice essays, with a weighting factor to the class unit's final grade 20% (6%, 6% and 8% respectively). • One (1) Written Assignment (Semester Essay) with a weighting factor to the class unit's final grade 20%. • Written Examinations with a weighting factor to the class unit's final grade 60%. All criteria are posted in each module's webpage, as well as in the programme's general page: https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf
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(5) SUGGESTED BIBLIOGRAPHY:

• Aitchison, J. (2012). <i>Language Change. Progress or Decay?</i> 4th edition. Cambridge: Cambridge University Press. • Bauer, L. & Trudgill, P. (1998). <i>Language myths</i>. London: Penguin Books. • Browning, R. (1995). <i>Η ελληνική γλώσσα, Μεσαιωνική και Νέα</i>. Αθήνα: Παπαδήμας. • Horrocks, G. (2014). <i>Greek: A history of the language and its speakers. 2nd edition</i>. Oxford: Wiley-Blackwell. • Janda, R. & Joseph B. (eds.) (2004). <i>The Handbook of Historical Linguistics</i>. Oxford: Wiley-Blackwell. • Keller, R. (1994). <i>On Language change: The invisible hand in language</i>. London: Routledge. • McMahon, A. (2005). <i>Ιστορική Γλωσσολογία: Η θεωρία της γλωσσικής μεταβολής</i>. Αθήνα: Μεταίχμιο. • Tonnet, H. (1995). <i>Ιστορία της νέας ελληνικής γλώσσας</i>. Αθήνα: Παπαδήμας. • Trask, L. (1996). <i>Historical Linguistics</i>. London: Arnold. • Trask, R. L. (2010). <i>Why do languages change?</i>. Cambridge: Cambridge University Press. • Καραντζόλα, Ε. & Φλιάτουρας, Α. (2004). <i>Γλωσσική αλλαγή</i>. Αθήνα: Νήσος. • Κοξαράκη, Μ. (2000). <i>Η αποτελεσματικότητα της διδασκαλίας της ελληνικής γλώσσας μέσα από αρχαία, βυζαντινά και λόγια κείμενα</i>. Αθήνα: Γρηγόρης.

- Μπαμπινιώτης, Γ. (2002). *Συνοπτική ιστορία της ελληνικής γλώσσας*. Αθήνα: ΑΘΗΝΑ.
- Παναγιωτίδης, Φ. (2013). *Μίλα μου για γλώσσα: Μικρή εισαγωγή στη γλωσσολογία*. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.
- Χάρης, Γ. (επιμ.) (2001). *Δέκα μύθοι για την ελληνική γλώσσα*. Αθήνα: Πατάκης.
- Χριστίδης, Α.-Φ. (2010). *Ιστορία της Αρχαίας Ελληνικής γλώσσας*. Θεσσαλονίκη: ΙΝΣ.