

DEPARTMENT OF LANGUAGE AND LINGUISTICS COURSES 2025-26

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.

A.

INTRODUCTION TO THE STUDY OF LINGUISTIC VARIETY (63GE122)

How is language variation defined? Why do linguistic varieties often differ vastly? How can we study language variation from a scientific perspective? How does language variation apply to the study of

English and what are the implications for linguistic theory? Finally, who speaks dialects nowadays? This course aims to offer an introduction to the study of geographically-based language variation with a particular focus on the varieties of English that are currently spoken worldwide. Students will acquire empirical knowledge of the main linguistic features found in different varieties of English, they will be able to identify similarities and differences among them, and will engage in the description and analysis of language data that diverge from the standard language. The course will examine dialect-based variation in terms of the different levels of linguistic analysis (phonological, morphological, and syntactic) and will zoom in on diversity that is found at the level of grammar and its sub-systems (verb phrase, noun phrase, etc.). We will address, among others, issues related to the emergence of standard English and the effects it had, the historical development of the British and American varieties, language variation in relation to language change, and, finally, how and why dialects are stigmatized. The course will be offered in seminar-like lectures, including hands-on practice on the analysis of language data. Upon successful completion of the course, students are expected to identify the main linguistic features found in the different varieties of English, to describe and analyze data from various dialects, and to study these phenomena on the grounds of contemporary linguistic theory. The course is taught in English.

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 eaching/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.

B.

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.

AUDIOVISUAL TRANSLATION (63GE112)

This course presents the field of Audiovisual Translation and the most commonly used practices therein. The course will offer an introduction to interlingual subtitling, and will address issues related to accessibility, multisensory translation, as well as practices of translation and subtitling for the deaf and the hard of hearing, and acoustic description. For this purpose, we will use tools and technologies that will engage students in hands-on practice. The course is taught in English.

INTERLINGUAL STUDY OF ENGLISH AND GREEK (63GE47)

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.

TRANSLATION THEORY (63GE12)

The main aim of the course is to familiarise students with the current trends in Translation studies (mostly from a linguistic point of view) and enable them to critically assess the quality of translated texts. Different theoretical perspectives are going to be presented and students will be asked to explore the strengths and weaknesses of each one of them. The course will combine theoretical exposition with practice: this is the only way translators can enhance their skills and improve the outcome of their translating.

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.

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.

ENGLISH MORPHOLOGY (63GE117)

In the field of linguistics, Morphology is the study and analysis of the internal structure of words. Morphology deals with the processes enacted in the formation of words. It also studies the relationship of words and word-parts to other words and word-parts in the same language as well as their relationship to meanings and syntax. The class will be run as a lecture-style seminar but the course is designed to be theoretical as well as practical in nature. ***English Morphology*** is a theoretical course, as it offers valuable insights into the basic principles, terminology and methodological tools of the linguistic level of morphology as an independent domain of grammar. To these ends, this course will delve into several major phenomena noted in the context of recent morphological research and the major approaches proposed for their analysis. This interactive course has been designed to combine critically the study of significant theoretical issues of Morphology with morphological analysis exercises on language data from English in comparison to Greek and other languages. In this respect, the course is also practical, as it assists the students in developing their skills in morphological analyses on words in English. Last but not least,

students will be introduced to the application of morphology to other subfields in linguistics (e.g., phonology, psycholinguistics, corpus linguistics, TEFL) with a view to fully grasping the primary role that this branch of linguistics plays in understanding the phenomenon of Language altogether.

ENTERPRENEURSHIP AND INNOVATION (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.

TOPICS IN PRAGMATICS (63GE22)

This course aims to familiarize students with basic theoretical knowledge in pragmatics. Pragmatics is the branch of linguistics that studies meaning in context, i.e. meaning that is intended by a speaker and thus has to be pragmatically inferred by the listener (so-called “utterance, or speaker meaning”). During this course we will present and discuss in detail key concepts in pragmatics, such as context, deixis and deictic projection, entailment and Gricean implicature, the Cooperative principle and the maxims of conversation, speech acts and felicity conditions, the logic of indirect speech, the notion of face and politeness, as well as impoliteness. In so doing, we will situate the discussion of these concepts within contemporary

pragmatic theory and will show how the study of pragmatics has gradually shifted from philosophically-oriented theorizing to the more recent cognitively-informed accounts of verbal communication.

Upon successful completion of the course, students are expected to acquire an understanding of such key concepts in pragmatics, and associate them with different theoretical frameworks (Gricean pragmatics, Speech act theory, Politeness theory, etc.). They will also engage in applying such concepts and theories to the analysis of language data from TV series and films. Ultimately, students are expected to develop an integral understanding of verbal communication as a multilayered linguistic, cognitive, and social phenomenon.

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 weekly formative assignments. Students' performance will be assessed on the basis of a final exam. Finally, the course is evaluated anonymously through a questionnaire at the end of the semester.

PSYCHOLINGUISTICS (63GE44)

This course presents theories and models that explain the processes that are involved in normal language function (speech production, listening and reading comprehension) and how language is represented and processed by individuals with learning difficulties (e.g. dyslexia) or developmental (e.g. autism) and acquired (e.g. aphasia) language deficits. We will examine issues that are related to similarities and differences between the human language and the language used by other primates, language acquisition in typical populations and in individuals with visual or hearing impairment, second language learning, as well as the relationship between language and other aspects of human cognition and behaviour. We will also discuss a variety of methods used in the field of psycholinguistics to investigate language processing in infants, children and adults, while students will have the opportunity to participate in real psycholinguistic experiments. Course content will be delivered through lectures complemented with **demonstrations** of a range of experimental techniques. Course assessment will be based on oral group presentations and the final exam. Anonymous student feedback will be solicited midway through the course.

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.

TRANSLATION AND SUBTITLING (63GE120)

This course examines interlingual translation (English-Greek) in the context of subtitling. It aims to showcase the multidimensional character of this particular type of interlingual communication and the challenges posed to translators due to the linguistic and cross-cultural differences, conventions, and other

constraints that apply to the translation of multi-media content. More specifically, we will present the basic principles and theories of subtitling, and will discuss how we can identify and resolve challenges in the translation process; how subtitling practices may differ depending on the specific genre (e.g., drama, comedy, sitcom, etc.); how to address spatio-temporal constraints that apply to subtitling; how to translate humorous text and talk; and, finally, how to handle the presence of cultural markers during interlingual translation. For the needs of this course students will be taught how to use software tools designed specifically for subtitling. The course is taught in English.

TRANSLATION: SPECIAL TEXTS (63GE25)

This course is aimed to provide students with the necessary theoretical and methodological apparatus that will enable them to study and practice translation. To this end, the course will set the following goals: (a) to familiarize students with the main contemporary trends in translation theory (functional approach, descriptive translation, etc.); and (b) to link theory to practice by examining specific parameters related to translation, such as the type of the translated text and the purpose of the translation. Specifically, we will examine texts of various types (e.g., technical, financial, etc.), which will require the search for parallel texts through web resources. The students will be taught how to identify terminology and check its accuracy and validity, how to compile glossaries, how to share translated content, how to cooperate and edit their translations, and, finally, how to suggest new terms. The course is taught in English.

7TH SEMESTER

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.

ASSESSMENT IN FOREIGN LANGUAGE LEARNING (63GE96)

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.

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.

LANGUAGE CONTACT (63GE123)

Where does one language end and where does another start? Can we “fence”, so to speak, a linguistic system and isolate it from others? Although we typically associate specific languages to countries or regions, linguistic and national borders rarely overlap. Languages are not restrained; instead, they travel, mingle, and interact with one another while crossing permeable boundaries. This course delves into the linguistic varieties and practices that emerge as a result of language contact. The aim of this course is to examine the mechanisms of language contact, as well as its effects, by zooming in on the study of English but extending to examples from other languages too, from the far past till nowadays. Drawing on diachronic, as well as synchronic perspectives, the course will address issues related to language contact, such as borrowing, diglossia, code switching, language death, and the emergence of entirely new linguistic systems. In particular, we will discuss (a) whether specific levels of linguistic analysis are more susceptible to contact-induced language change; (b) to what extent the effects of language contact are universal and inevitable; and (c) whether each and every case of language contact should be viewed as a unique and at once complex amalgam of interacting factors at the social, cultural, linguistic and historical levels. Special emphasis will be given to the results of language contact at all linguistic sub-systems. The course is offered in the form of seminar-like lectures, including hands-on practice. More specifically, students will learn and implement methodologies commonly used in language contact studies and thus engage in the description and analysis of language data in order to identify specific structural features in linguistic systems that have been subject to language contact. Upon successful completion of the course students are expected to master basic concepts in language contact studies; to benchmark patterns and contact-induced cases of language variation and change; to identify, describe and explain mechanisms of language contact and change; and, finally, to assess the theoretical and methodological tools offered in the field. The course is taught in English.

C.

TRANSLATION IN SPECTACLE (63GE32)

This course examines how specific linguistic phenomena are translated (English-Greek) when they appear in spectacles of various sorts. We will examine translations and adjustments of plays for the Greek audience; linguistic interventions with respect to specific cultural markers in theatrical plays and cinema scripts; the role of sociolects and how these are handled in translation; adjustments needed to enable the audience's understanding of specific genres (e.g., cartoons); and, finally, the translation of humorous text and talk, as well as of obscene language, depending on the target audience and the specific cultural and social context of reception. Ultimately, we will showcase the central role that the translator assumes in the context of theater, cinema, and the arts, and will highlight how these genres contribute to the shaping and transformation of our linguistic identity. The course is taught in English.

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.

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.

D.

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.

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.

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 as 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 they 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, psychokinetic 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.

8TH SEMESTER

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.

UNIVERSAL GRAMMAR (63GE17)

The course is an introduction to Chomsky's theory of Universal Grammar (UG). It aims at giving an integrated account of Chomsky's ideas about language based chiefly on the current version of his Government/Binding (GB) theory. A brief outline of the subtheories of GB and their relationship is presented focusing on topics such as the x-bar theory of syntax and syntactic movement. Students are presented with the fundamental concept of UG as a property of the human mind consisting of universal principles of language and parameters that vary within limits across languages.

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.

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.

MORPHOLOGY AND LINGUISTIC TYPOLOGY (63GE118)

Morphological typology is a way of classifying the languages of the world on the basis of their common morphological structures. This course introduces students to the structural typing of languages with regard

to morphology. English will serve as the reference language and the central focus, yet English morphology will be contrasted to that of other languages and language types. Students will be introduced to the application of morphological research to the English language with the aim of describing its morphological structure and dissecting the generic explanations drawn in comparison to other languages. The class is designed to cover general concepts of morphological systems within the English language and across language typologies. In addition to examining the synchronic features of the language, we will explore diachronic aspects, such as the way language change emanates and language contact. Upon completion of the course, students will not only gain some familiarity with the descriptive tools to characterize morphological structure(s) but also with general linguistic theory, historical linguistics, language variation and change, and sociolinguistics, among others. The class will be run as a lecture-style seminar with practical application, in that the presentation of up-to-date work on the language-internal and interlingual examination of several morphological topics will be combined critically with in-class and out-of-class data analysis exercises. This course is primarily designed (i) to enable students to gain insight into Morphology, Typology and language-typological research, (ii) to provide students with basic research tools, including language-typological generalizations, techniques of constructing language samples and detecting sources for the retrieval of language data, and (iii) to offer them a general framework in order to acknowledge the primary role that Morphology plays in language design and usage.