

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MEDITERRANEAN STUDIES in collaboration with DEPARTMENT OF PRIMARY EDUCATION: Interdepartmental Postgraduate Programme “Analysis and Teaching of First and Second/Foreign Language”		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>	Y6	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	THE MAJOR PROGRAMMES OF NATIONAL SCOPE – POLICIES AND APPLICATIONS IN TEACHING OF GREEK AS A SECOND LANGUAGE		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	2	10 ECTS	
<b>COURSE TYPE</b>	General background		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>In terms of knowledge, upon the completion of the course, post-graduate students will be able to:</p> <p><b><u>At Knowledge level</u></b></p> <ul style="list-style-type: none"> <li>• Identify principles of language policies at a general level and according to each programme</li> <li>• Evaluate the effectiveness of the implemented programmes in relation to their initial guidelines</li> <li>• Study comparatively and analyse aspects of the materials that have been developed and applied for the teaching of Greek as a second language in the context of each programme</li> </ul>

- Understand the importance of the first language in the teaching of Greek as a second language.
- Reflect on their own views on the importance of the first language in the learning of Greek as a second language

**At the skills level**

- Conduct a critical analysis of teaching materials
- Compare teaching materials
- Comment on good practices and identify their highlights
- Evaluate teaching materials based on specific criteria
- Design / create teaching materials, complementary or alternative to existing ones
- Use teaching materials
- Formulate criteria for self – evaluation of their teaching work in relation to specific objectives
- Exploit the potential of ICT for the creation and use of materials

**At the skills level**

- Become aware of the extensive linguistic and cultural diversity with which they are called upon to work in Greek Schools and/or other informal education structures
- Become aware of the differences in power relations inherent in each specific language (e.g. differences between the language of the dominant society and the language of the students)
- Be able to use any other language for the teaching and learning of Greek as a second language.

**General Competeness**

In terms of skills, post-graduate students will be able to:

- Search, analysis and synthesis of data and information , using the necessary technologies
- Adapting to new situations
- Decision – making
- Respect for diversity and multiculturalism
- Autonomous work
- Teamwork
- Project planning and management
- Exercise of criticism and self – criticism
- Promoting free creative and inductive thinking

In terms of competencies, after successful completion of the course, the postgraduate students will be able to:

- link theory with practice through active participation in planned activities
- become familiar with language learning theories and pedagogical approaches in order to be able to identify them in specific applications
- become familiar with the design and creation of teaching scenarios and e-learning

environments, using specific pedagogical approaches and language teaching methods.

### (3) SYLLABUS

The aim of this course is, initially, to familiarize students with the national programmes designed for students whose first language is not Greek. We will explore the general theoretical underpinnings of each, as well as the language policy behind them. We will relate initial Ministry specifications, general texts and guidelines of the programmes and specific texts produced within and in relation to the programmes. Finally, we will focus on the materials produced and good practices. In the course it is of central importance that students become familiar with aspects of these programmes that they could use/incorporate into their own educational practice.

Suggested topics:

The national programmes: general approaches

And objectives for the teaching of Greek as a second language

Language policy bodies

Program: Education of Muslim children

Program: Education of Roma children

The education program for migrant students

The Program: Greek – language education in the diaspora

Bilingualism, literacy and the teaching of Greek as a second language

Educational materials: Study

Educational materials: Create

### (4) TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY.</b>	distance learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT. <ul style="list-style-type: none"> <li>• in teaching</li> <li>• in laboratory education</li> <li>• in the study and creation of learning environments</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	20 hours (0,8 ECTS)
	Personal study	100 hours (4 ECTS)
	Assignments	130 hours (5.2 ECTS)
	Course total	250 hours (10 ECTS)

<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Language of Evaluation: Greek.</p> <p>Evaluation method:</p> <ul style="list-style-type: none"> <li>• Individual/group work/assignments/reports using ICT.</li> <li>• Presentation during the lesson</li> </ul>
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## (5) SUGGESTED BIBLIOGRAPHY

Αναστασιάδη-Συμεωνίδη, Α., Παπαδοπούλου, Δ., Τζεβελέκου, Μ., Βαρλοκώστα, Σ., Ιακώβου, Μ., Κάντζου, Β., Λύτρα, Β., Σιούπη, Α., Σταμούλη, Σ., Τερζή, Α., & Χονδρογιάννη, Β. (2011). *Ας μιλήσουμε Ελληνικά*, I, II, III, Θεσσαλονίκη: Μονοχρωμία

Ανδρούσου, Α. (2005). «Πώς σε λένε;» *Διεργασίες μιας επιμορφωτικής παρέμβασης στη μειονοτική εκπαίδευση*, Αθήνα: Gutenberg.

Βρατσάλη, Ν. (2013). Γλωσσικές δράσεις ενδυνάμωσης και γλωσσικής συνειδητοποίησης μαθητών Ρομά: παραγωγή μικρού ελληνο-τσιγγάνικου λεξικού με εικόνες και ήχους. Στο Γ. Φλουρής, Λ. Γιώτη, Χρ. Παρθένης & Ε. Μηλίγκου (Επιμ.), *Διά βίου εκπαίδευση και επιμόρφωση των εκπαιδευτικών υπό το πρίσμα της διαπολιτισμικής οπτικής: το πρόγραμμα «Εκπαίδευση των παιδιών Ρομά» ως αφετηρία νέων θεωρητικών και πρακτικών* (σσ. 303-308). Αθήνα: Πανεπιστήμιο Αθηνών / Κέντρο Διαπολιτισμικής Αγωγής.

Chumak-Horbatsch, R. (2018). *Γλωσσικά Καταλληλή Πρακτική – Οδηγός για την Παιδαγωγική Στήριξη Παιδιών με Μεταναστευτικό Υπόβαθρο*, Επιμλ.: Β. Κούρτη-Καζούλλη, Θεσσαλονίκη: Δίσιγμα Εκδόσεις.

Παρθένης, Χρ. (επιμ). (2020). *Πολιτική και Πρακτική της Διαπολιτισμικής Εκπαίδευσης – Η Αναγκαιότητα Νέων Παιδαγωγικών και Θεσμικών Προσεγγίσεων στις Σύγχρονες Πολυπολιτισμικές Κοινωνίες*. Αθήνα: Gutenberg

Σκούρτου, Ε. (2015). Οι Μαθητές Ρομά στο Σχολείο και το Σχολείο στους Μαθητές Ρομά. *Επιστήμες Αγωγής*, Θεματικό Τεύχος «Κοινωνιογλωσσικές και Διαπολιτισμικές Προσεγγίσεις στην Πολιτισμική Ετερότητα στο Σχολείο, 2015, (182-205)[file:///C:/Users/skourtou/Downloads/EPISTHMES\\_AGOGIS\\_Thematiko\\_teuhos\\_2015%20\(6\).pdf](file:///C:/Users/skourtou/Downloads/EPISTHMES_AGOGIS_Thematiko_teuhos_2015%20(6).pdf)

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Στεργίου, Λ. & Σιμόπουλος, Γ. (2019): *Μετά το Κοντέϊνερ – Διαπολιτισμική Ματιά στην Εκπαίδευση Προσφύγων*. Αθήνα: Gutenberg

Υλικά από τη σειρά «Κλειδιά και Αντικλειδιά» του προγράμματος «Εκπαίδευση Μουσουλμανοπαίδων

Υλικά από το πρόγραμμα «Εκπαίδευση αλλοδαπών και παλιννοστούντων μαθητών

Υλικά από το πρόγραμμα «Εκπαίδευση παιδιών Ρομά»

Υλικά από το πρόγραμμα «Ελληνόγλωσση εκπαίδευση στη διασπορά»