COURSE OUTLINE

1. GENERAL

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES
SECTION	DEPARTMENT OF PRIMARY EDUCATION
LEVEL OF STUDY	UNDERGRADUATE

COURSE TITLE			
Sociolinguistics			
COURSE CODE	ΓΛ1202	**SEMESTER**	5, 7
HOURS per WEEK	2	**ECTS**	4
COURSE CATEGORY	Elective	**COURSE TYPE**	Scientific area Skills development
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	**PREREQUISITES**	-
OFFERED TO ERASMUS	NO	**ECLASS PAGE**	https://eclass.uth.gr/courses/PRE_U_196/

2. LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the unit, students are expected to: understand and critically approach basic sociolinguistic terms and concepts recognise the different approaches to sociolinguistic research (from theories of diversity to theories of interaction) understand the usefulness of sociolinguistic principles for teaching practice and the analysis of socio-political phenomena and apply them to the design of language teaching use sociolinguistic concepts and principles to interpret the sociolinguistic reality of different cultural contexts cultivate and/or apply academic writing and reading skills recognise the usefulness of collaborative learning and benefit from interaction with peers in conventional or digital learning environments become familiar with research practices used in the discipline of sociolinguistics and experience research-centred learning experiences activate their creativity and critical thinking to propose ways of reading sociolinguistic reality raise awareness of issues of linguistic justice and social change.
General Competencies
Data and information search, analysis and synthesis, using IT as needed Adaptability to new situations Decision-making Autonomous work Teamwork Respect for difference and multiculturality Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical and self-critical thinking Advancement of free, creative and inductive thinking

3. CONTENT

The content of the course aims to develop students' awareness of the concepts and approaches to the study of language and society. Within the course, students negotiate, discuss and reflect on the relationships between language use, extra-linguistic factors and social identities, as well as the dimensions of bilingualism, multilingualism and superdiversity/translanguaging in today's rapidly changing globalised sociolinguistic landscape. The issues addressed in the Sociolinguistics course could be summarised/grouped under the following themes: The field of sociolinguistics: scope and approaches

Linguistic diversity: geographical, social (with emphasis on youth idioms) and functional varieties

Linguistic error and language change

Bilingualism, multilingualism and superdiversity / translanguaging

Language, identity and power

Ideology and attitudes towards language

Language policy, language planning and language justice

Research methods and ethical and moral principles in sociolinguistics

Technologically mediated communication and sociolinguistics of writing

Research methods and principles of ethics and ethics in sociolinguistics

Sociolinguistics and school: language inequality, deficiency, discontinuity

Teaching applications of sociolinguistic research.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person
USE OF ICT	Teaching and learning: Slide show Communication: Webmail / eClass / MSteams
COMPULSORY ATTENDANCE	NO MAXIMUM NUMBER OF ABSENCES:

TEACHING ORGANIZATION	*Activity*	*Semester Workload (hours)*
	Lectures	26
	Essay writing	27
	Study	35
	Examination	2
	Course total	*90*

EVALUATION	*Type*	*Format*	*Weighting*
	Final written exam	Open-Ended Questions	80%
	Intermediate written examination (progress)	Open-Ended Questions	20%

Description of other evaluation method / Evaluation criteria:

Student assessment is carried out in Modern Greek

Assessment methods:
  a) Participation in two group written assignments (20%)
  b) Written examination (80%)
  c) Optional assignment (+2 to 80%)

Assessment Criteria:
  Students are informed about these in the first lesson. Additional instructions are sent in writing (email and eClass) prior to assignmetns
  Separate instructions are given for group writing tasks (on a printed sheet of paper and in e-class) on the requirements and criteria for successful completion.

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the Eudoxus service)

Ανδρουλάκης, Γ. (2008). Οι γλώσσες και το σχολείο. Στάσεις και κίνητρα των μαθητών σε δύο ελληνικές ζώνες, στο πλαίσιο μιας ευρωπαϊκής κοινωνιογλωσσικής έρευνας. Αθήνα: Gutenberg.

Αρχάκης, Α., & Κονδύλη, Μ. (2002). Εισαγωγή σε ζητήματα κοινωνιογλωσσολογίας. Αθήνα: Νήσος.

Holmes, J. (2016). Εισαγωγή στην Κοινωνιογλωσσολογία. Μετ. Στ. Λαμπροπούλου. Αθήνα: Πατάκης.

Other Books & Notes

Ανδρουλάκης, Γ. (2019). Κοινωνιογλωσσολογία. Εκδόσεις Πανεπιστημίου Θεσσαλίας.

Baker, C. (2001). Εισαγωγή στη δίγλωσση εκπαίδευση και τη διγλωσσία. Αθήνα: Gutenberg (μτφ. Α. Αλεξανδροπούλου).

Bernstein, B. (1991). Παιδαγωγικοί κώδικες και κοινωνικός έλεγχος. Αθήνα: Αλεξάνδρεια'

Κωστούλα-Μακράκη, Ν. (2001). Γλώσσα και κοινωνία: βασικές έννοιες. Αθήνα: Μεταίχμιο.

Σελλά-Μάζη, Ε. (2001). Διγλωσσία και κοινωνία. Η κοινωνιογλωσσολογική πλευρά της διγλωσσίας. Θεωρία και πράξη. Η ελληνική πραγματικότητα. Αθήνα: Προσκήνιο – Άγγελος Σιδεράτος.

Scientific journals

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Scientific Articles
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Other
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