



COURSE OUTLINE

1. GENERAL

INSTRUCTOR			
SCHOOL	PHILOSOPHY		
SEMESTER			
DEPARTMENT	PHILOLOGY-SECTION OF LINGUISTICS		
LEVEL	UNDERGRADUATE		
COURSE CODE	GLOF 126	CYCLE OF STUDY	ALL
COURSE TITLE	BILINGUALISM, MULTILINGUALISM AND LANGUAGE HERITAGE		
AUTONOMOUS EDUCATIONAL ACTIVITIES	TEACHING HOURS PER WEEK	CREDITS/ECTS	
	IN CLASS LECTURES	3	5
COURSE TYPE <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>	BACKGROUND, SCIENTIFIC DISCIPLINE, DEVELOPMENT OF PROFICIENCIES		
PREREQUISITIES	NONE		
TEACHING AND EXAM LANGUAGE	GREEK		
AVAILABLE TO ERASMUS STUDENTS	YES (in Greek)		
WEBSITE (URL)	https://classweb.cc.uoc.gr/classes.asp		

2. LEARNING OUTCOMES

LEARNING OUTCOMES
Upon successful completion of this course, students should be able to: <ol style="list-style-type: none">1. Have acquired and be able to describe the mental representation differences in the grammar of bilinguals/multilinguals versus monolinguals.2. Have attained the methodology for studying the grammars of bi-/multi-lingual populations.3. Recognize and describe the level of proficiency in production and comprehension of bi-/multi-lingual populations with respect to the various levels of grammar.4. Recognize and describe the differences regarding the level of proficiency in production and comprehension of bi-/multi-lingual populations in oral versus written language.
BROAD KNOWLEDGE/COMPETENCIES
<ul style="list-style-type: none">• Development of independent, creative and deductive thinking• Exercising critical thinking on scientific studies• Practicing self-improvement• Working in an interdisciplinary environment with multi-cultural data

3. COURSE DESCRIPTION

<p>The course will present the different types of bilingualism and multilingualism and their characteristics. We will study the different types, the degree of bilingualism and multilingualism, the concepts of language heritage and language extinction. In doing so, we will refer to the notion of dominant language and the criteria for evaluating language development (production and comprehension) and processing by bi-/multilingual populations with respect to the distinct levels of language. Within this spirit we will also discuss the methodology of language evaluation of impaired bi-/multilingual speakers. The comparison with first language acquisition will serve to show that any language impairment is independent of low level of proficiency at one or two of the languages</p>
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spoken by multilinguals. Finally, we will explore the differences and the similarities in the acquisition of bi-dialectals.

4. TEACHING AND LEARNING METHODS-EVALUATION

MODE OF DELIVERY	In class lectures	
OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT	<ul style="list-style-type: none"> - All class material available in class-web - Communication via e-mail 	
COURSE STRUCTURE	ACTIVITY	WORKING LOAD
	Lectures	(3×13=) 39
	Final Exams	3
	Independent study	83
	Total (25 working hours per credit)	125
STUDENT ASSESSMENT	I. Writing Final Exam (100% of grade) testing: <ul style="list-style-type: none"> - the immersion of course information - the critical synthesis of the course information - application of taught solutions on novel data 	

5. SUGGESTED BIBLIOGRAPHY

SUGGESTED BIBLIOGRAPHY (in Greek):

1. Αβραμίδου, Ε., Αδάμ, Α., Φωτιάδου, Ε., Χατζηδημητρίου, Χ., Φαιτάκης, Μ., Αμπατζόγλου, Γ., «Διεπιστημονική προσέγγιση των διαταραχών ομιλίας-λόγου σε δίγλωσσο ή και πολύγλωσσο περιβάλλον». Διεθνές Συνέδριο Σχολικής Ψυχολογίας. Ρέθυμνο – Κρήτης. (2008)
2. Cummins, J., *Ταυτότητες υπό Διαπραγμάτευση. Εκπαίδευση με σκοπό την Ενδυνάμωση σε μια κοινωνία της Ετερότητας*, Αθήνα: Εκδ. Gutenberg. (1999)
3. Δενδρινού, Β., «Διγλωσσία». Στο: Χρησιτίδης, Α-Φ. (Επιμ.), *Εγκυκλοπαιδικός Οδηγός για τη γλώσσα, Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας*. (2001)
4. Τριάρχη-Herrmann, Β., *Πολύγλωσσα παιδιά: Η αγωγή τους στην οικογένεια στην οικογένεια και στο σχολείο*, Θεσσαλονίκη: Εκδόσεις Αδερφοί Κυριακίδη. (2005)
5. Χριστίδης, Α.-Φ., «Γλωσσική εκπαίδευση και γλωσσικός αποκλεισμός». Στο: Χριστίδης, Α-Φ. (Επιμ.), *Εγκυκλοπαιδικός Οδηγός για τη γλώσσα, Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας*. (2001)

SUGGESTED BIBLIOGRAPHY (in English):

1. *The Cambridge Handbook of Bilingualism* (2019), Annick De Houwer and Lourdes Ortega (eds), (Cambridge Handbooks in Language and Linguistics).
2. Grosjean, F. & Ping Li (2013), *The Psycholinguistics of Bilingualism*, Wiley-Blackwell Publishing.
3. Baker, C., *Foundations of bilingual education and bilingualism* (5th ed.). Bristol: Multilingual Matters. (2011)
4. Fabbro, F. *THE NEUROLINGUISTICS OF BILINGUALISM*. Hove: Psychology Press. (1999).
5. Paradis, J., F. Genesee & M. Crago *Dual Language Development & Disorders: A Handbook on Bilingualism & Second Language Learning* (2nd Ed.). Brookes Publishing. (2011)
6. Pavlenko, A. *Thinking and Speaking in Two Languages (Bilingual Education and Bilingualism)*, Multilingual Matters. (2011)
7. Grosjean, F. NEUROLINGUISTS, BEWARE! THE BILINGUAL IS NOT TWO MONOLINGUALS IN ONE PERSON. *Brain and Language* 36, 3-15. (1989).
8. Kambanaros, M & van Steenbrugge, W. INTERPRETERS AND LANGUAGE ASSESSMENT: CONFRONTATION NAMING AND INTERPRETING. *Advances in Speech-Language Pathology*, Vol. 6, No.4, 247-252. (2004)