

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES & SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	PHL_Γ607	<b>SEMESTER</b>	6 <sup>th</sup> -8 <sup>th</sup> (spring)
<b>COURSE TITLE</b>	LANGUAGE CONTACT		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		2 (13 weeks)	1,04
Lab exercises		1 (13 weeks)	0,52
Preparation for the written exams		6,6 (13 weeks)	3,44
<b>TOTAL</b>		9,6 (13 weeks)	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (Through the assignment of a relevant essay in English)		
<b>COURSE WEBSITE (URL)</b>	<a href="http://philology.upatras.gr/courses/glossiki-epafi/">http://philology.upatras.gr/courses/glossiki-epafi/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Upon successful completion of this course the students will acquire new knowledge and will be able to show:</p> <ol style="list-style-type: none"> <li>1. Understanding of the spread and variation of the language contact phenomenon</li> <li>2. Knowledge of the basic sociolinguistic features of multilingual societies</li> <li>3. Knowledge of the basic mechanisms of language contact in the individual and the social level</li> <li>4. Knowledge of the basic issues concerning pidgin and creoles</li> <li>5. Understanding of the phenomenon of “language death”</li> </ol> <p>The student will have obtained the following skills:</p> <ol style="list-style-type: none"> <li>1. Ability to realize the influence of language contact / multilingualism in linguistic data</li> </ol>

from various languages

2. Ability to isolate specific language contact phenomena in linguistic data (synchronic and diachronic)

3. Ability to co-relate sociolinguistic environments with language contact phenomena

4. Ability to develop a critical attitude towards common prejudices against language contact

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical responsibility and*

*sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*.....*

*Others...*

*.....*

- Ability to look for, analyse and combine data and information by using all the necessary IT resources
- Ability to work independently
- Ability to think creatively and independently
- Respect to multiculturalism and individual differences
- Adaptability

### (3) SYLLABUS

1. Language Contact as a linguistic universal
2. Relationship between language contact and multilingualism
3. Sociolinguistic setting and language contact / Attitudes towards language contact
4. Mechanisms of language contact
5. Language contact results: I. Lexical and structural borrowing  
II. Mixed languages / pidgin and creoles  
III. "Language death"

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	<p>In classroom (face-to-face)</p>	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Teaching support through the E-class electronic platform</p>	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	<p>Lectures</p>	<p>26</p>
	<p>Lab exercises</p>	<p>13</p>
	<p>Preparation for the written exams</p>	<p>86</p>
	<p><b>TOTAL</b></p>	<p><b>125</b></p>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written final examination (100%) which includes:</p> <ol style="list-style-type: none"> <li>a. Questions with short answers</li> <li>b. Essay-type questions</li> <li>c. Problem solving</li> </ol>	

#### (5) ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> <li>1. Baker, C. 2001. <i>Εισαγωγή στη διγλωσσία και τη δίγλωσση εκπαίδευση</i>. Αθήνα: Gutenberg.</li> <li>2. Thomason, S. G. 2001. <i>Language Contact: An Introduction</i>. Edinburgh: Edinburgh University Press.</li> <li>3. Hickey, R. (ed.). 2010. <i>The Handbook of Language Contact</i>. Oxford: Wiley-Blackwell.</li> <li>4. Matras, Y. 2009. <i>Language Contact</i>. Cambridge: Cambridge University Press.</li> </ol> <p>Journal of Language Contact</p>
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