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|-------------------------------|--|-----------------|-------------------------|---------------------|-----|
| Course Title                  | Interculturalism in Second Language Teaching   |                 |                         |                     |     |
| Course Code                   | LIN355   |                 |                         |                     |     |
| Course Type                   | Major Elective   |                 |                         |                     |     |
| Level                         | Bachelor (1 <sup>st</sup> Cycle)   |                 |                         |                     |     |
| Year / Semester               | 3 <sup>rd</sup> Year / 6 <sup>th</sup> Semester or 4 <sup>th</sup> Year / 7 <sup>th</sup> or 8 <sup>th</sup> Semester  |                 |                         |                     |     |
| Teacher's Name                | TBA  |                 |                         |                     |     |
| ECTS                          | 6  | Lectures / week | Up to 6 teleconferences | Laboratories / week | N/A |
| Course Purpose and Objectives | <p>This course will explore the theoretical background and the methodology of promoting an intercultural dimension in a second language classroom. Students will be provided with the opportunity to examine the theory and application of enhancing second language students' both intercultural and linguistic competences. Particular attention is paid to the familiarization with teaching strategies and techniques utilized for raising second language students' intercultural sensitivity, intercultural awareness and empowering their intercultural communication. Last, special emphasis will be placed on introducing students to various ways of designing indicative lesson-instructions focusing on empowering L2 students' intercultural behaviour in multicultural or multiculturally-fostered environments.</p>   |                 |                         |                     |     |
| Learning Outcomes             | <p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Acquire an awareness of the importance of integrating multicultural elements in second language teaching classrooms</li> <li>• Investigate and examine intercultural communication competences of second language learners</li> <li>• Study the role of the teacher in the teaching process both in selecting and utilizing methods and techniques as well as in strategies for enhancing the interaction of students within a multicultural and multilingual context</li> <li>• Investigate potential difficulties that students face while communicating with people from different countries or cultural background, as well as ways to deal with the problems.</li> <li>• Distinguish factors that contribute to effective intercultural interaction.</li> <li>• Use intercultural materials and syllabi according to their learners' need and background</li> <li>• Apply appropriate assessment methods when evaluating the work of learners in culturally and linguistically diverse classes</li> <li>• Evaluate pedagogical and teaching process</li> </ul> |                 |                         |                     |     |

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| Prerequisites        | LIN230, LIN315 or Consent of Instructor   | Co-requisites | None |
| Course Content       | <p>Indicative content that this course will cover is:</p> <p>Students will be introduced to the European policy on the promotion of multilingualism and multiculturalism placing special emphasis on the official documents and projects of the European council about people’s co-existence in a culturally- and linguistically- diverse world.</p> <p>Thorough discussion of the definition of the terms “Interculturalism” and “Multiculturalism” will facilitate further students’ understanding of the framework of Intercultural literacy. The stages of raising intercultural sensitivity and intercultural awareness within a second language teaching context will be stressed as they constitute key-factors in the attempt to foster intercultural literate students. Towards that goal, students will acquire an awareness of the context of intercultural communication. They will investigate communication strategies employed by speakers to achieve various communicative goals and compensation communication strategies considered as conscious plans of speakers to overcome linguistic deficiencies in their interaction in the target language.</p> <p>Students will also have the opportunity to explore the concept and dynamics of intercultural portfolio, a tool of alternative assessment of students’ intercultural openness and attitudes. Moreover, special focus will be placed on the context of translanguaging from social and school perspective, focusing on the implementation of translanguaging in class.</p> |               |      |
| Teaching Methodology | E-Learning  |               |      |
| Bibliography         | <p>Barrett, M., Byram, M., Lazar, I., Mompoin-Gaillard, P. &amp; Philippou, S. 2013. <i>Developing intercultural competence through education</i>. Strasbourg: Council of Europe Publishing.</p> <p>Dai, X. &amp; Chen G.M. 2014. <i>Intercultural Communication Competence Conceptualization and its Development in Cultural Contexts and Interactions</i>. Newcastle: Cambridge Scholars Publishing.</p> <p>European Council. 2016. <i>Competencies for democratic culture: Living together as equals in culturally diverse democratic societies</i>. Strasbourg: Council of Europe Publishing</p> <p>Griva, E. &amp; Zorbas, V. 2017. <i>Multicultural and citizenship awareness through language: cross thematic practices in language pedagogy</i>. New York: Nova Science Press.</p>  |               |      |

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|---------------------------------|--|-------------------|-----|---------------------------------|-----|
|                                 | <p>Liddicoat, A. J., &amp; Scarino, A. 2013. <i>Intercultural language teaching and learning</i>. New York: Wiley and Sons.</p> <p>Wagner, M., Conlon Perugini, D., &amp; Byram, M. (Eds.). 2017. <i>Teaching intercultural competence across the age range: From theory to practice</i>. Bristol, UK: Multilingual Matters.</p> |                   |     |                                 |     |
| Assessment                      | <table border="1" data-bbox="488 478 1183 552"> <tr> <td data-bbox="488 478 1052 512">Final Examination</td> <td data-bbox="1052 478 1183 512">50%</td> </tr> <tr> <td data-bbox="488 512 1052 552">Assignments/On-going Evaluation</td> <td data-bbox="1052 512 1183 552">50%</td> </tr> </table>                               | Final Examination | 50% | Assignments/On-going Evaluation | 50% |
| Final Examination               | 50%  |                   |     |                                 |     |
| Assignments/On-going Evaluation | 50%  |                   |     |                                 |     |
| Language                        | English  |                   |     |                                 |     |