

INCORPORATION OF LANGUAGE VARIETIES AND IDIOMATIC MATERIAL INTO TEACHING AND THE SCHOOL CURRICULUM FOR THE SUBJECT OF HISTORY: CULTURALLY MEDIATED TEACHING & CULTURALLY APPROPRIATE CONTEXTS OF LEARNING

Avgeri Sofia

Department of Greek Philology Democritus University of Thrace, **GREECE**
sofiavgeri@yahoo.gr

ABSTRACT

The present article focuses on the importance and role of language variation and idiomatic material in teaching as part of the History syllabus, in secondary education, in light of a multi-cultural perspective and the pedagogics of multiliteracy. It also showcases the use of employing the particular material in conjunction with the objectives of culturally mediated teaching, as well as its contribution to the modern Greek school. Finally, the paper also illustrates the term ‘culturally responsive curriculum’ and its interconnection to the introduction of dialects into schooling.

Keywords: History curriculum, dialects, History teaching.