

COURSE MODULE OUTLINE

General information

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| SCHOOL | HUMANITIES | | |
| PROGRAM COURSE | THE TEACHING OF ENGLISH AS A FOREIGN/INTERNATIONAL LANGUAGE | | |
| LEVEL OF STUDY | POSTGRADUATE | | |
| COURSE UNIT CODE | AGG32 | YEAR | 1 st and 2 nd |
| COURSE TITLE | EARLY FOREIGN LANGUAGE EDUCATION | | |
| INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i> | WEEKLY TEACHING HOURS | CREDITS | |
| Hours per week (30 hours) x 14 weeks | 420 | 15 | |
| <i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i> | | | |
| COURSE TYPE Compulsory, Optional, Optional mandatory | ELECTIVE | | |
| PREREQUISITE COURSES: | NO | | |
| LANGUAGE OF INSTRUCTION AND EXAMS: | ENGLISH | | |
| THE COURSE IS OFFERED TO ERASMUS STUDENTS | NO | | |
| COURSE WEBSITE (URL) | https://www.eap.gr/en/teaching-english-as-a-foreign-international-language/topics/#ag32 Each module has its own space in the Learning Management System of EAP (http://courses.eap.gr), with controlled, password-protected access for students and teaching staff. | | |

(2) LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:

APPENDIX A

- Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.
- Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and

APPENDIX B

Guidelines for writing Learning Outcomes

Upon completion of this module, students will be expected to be able to:

- recognize the importance and idiosyncrasies of the different contexts in which the teaching of English to young learners takes place,
- recognize the most influential thinking and learning theories (mainly the theoretical work of Thorndike, Skinner, Piaget, Vygotsky, Bruner and Gardner), and demonstrate a working understanding of their impact on the teaching of English to young learners,
- critically relate the theory of First Language Acquisition and Second Language acquisition with their own teaching contexts,
- recognize the factors that facilitate young learners' oral development and highlight the development of appropriate skills for specific teaching and learning contexts (TPR, Multiple Intelligences, CLIL, etc),
- portray a functional understanding of the development of literacy in the first language and recognize the fundamentals of reading and writing in a second/foreign language in relation to children's learning,
- differentiate approaches among beginners and those who are at more advanced proficiency level and apply the principles of teaching reading and writing skills in the development of appropriate activities,
- identify issues relating to assessing of young learners,
- use specific criteria to evaluate language learning materials designed for the teaching of English to young learners

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

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| Search for, analysis and synthesis of data and information by the use of appropriate technologies, | Project planning and management |
| Adapting to new situations | Respect for diversity and multiculturalism |
| Decision-making | Environmental awareness |
| Individual/Independent work | Social, professional and ethical responsibility and sensitivity to gender issues |
| Group/Team work | Critical thinking |
| Working in an international environment | Development of free, creative and inductive thinking |
| Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social awareness, altruism etc.) | |
| Introduction of innovative research | |

Search for, analysis and synthesis of data and information by the use of appropriate technologies

Project planning and management
 Respect for diversity and multiculturalism
 Social, professional and ethical responsibility and sensitivity to gender issues
 Adapting to new situations
 Decision-making
 Individual/Independent work
 Critical thinking
 Development of free, creative and inductive thinking
 Working in an international environment
 Action research

(3) COURSE CONTENT

General description: The module refers to issues in young learners' teaching, learning and assessment, with reference to theories of learning and the acquisition of the first and second/foreign language

Subjects covered:

- Learning in the community and learning at school.
- English language learning and its role in primary education – theoretical approaches and good practices.
- Design, implementation and evaluation of curricula for teaching English to young learners.
- Alternative forms of assessment in the context of teaching English to young learners.
- Designing, selecting and evaluating teaching materials for teaching English to young learners using stories, songs, theatrical play, ICT, with an emphasis on differentiated teaching, intercultural understanding and the CLIL approach.

(4) TEACHING METHODS--ASSESSMENT

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| MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i> | Distance learning Frequent face-to-face meetings (synchronous contact sessions) | |
| USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i> | Communication with students via email, Webex meetups and telephone sessions | |
| COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i> | Activity/Method | Semester workload |
| | 3 Contact Sessions (synchronous) (* 4 hours each) | 12 |
| | 2 educational activities (* 4 hours each) | 8 |
| | 1 mini written assignment | 40 |

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| <p><i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i></p> | 1 main written assignment | 50 |
| | Oral presentation/examination | 10 |
| | Individual study | 300 |
| | Total module workload (hours) | 420 |
| <p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p><i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p> | <ul style="list-style-type: none"> • Two Educational Activities are submitted, the grade of which contributes to the Module’s final grade by 5%, i.e. each with 2.5%. • A Mini Assignment of between 1000 and 1500 words. Its mark contributes to 30% of the final mark of the Module. • A Main Assignment of between 3000 and 3500 words. The overall mark of the Main Assignment contributes to 45% of the total mark of the Module. • All Educational Activities and Assignments are uploaded on the HOU’s Digital Education Space (courses.eap.gr). • An oral presentation of the Main Assignment. This is possible only after the Mini and Main Assignments have been checked and marked and their content approved by the tutor through a written report. • At the end of the semester each student must present the Main Assignment orally, while a presentation of the Mini Assignment is also possible. • The oral examination refers to the presentation of the written assignments and/or two submitted activities, at the discretion of the tutor, and to the response, by the student, to a series of questions relating to subjects that are presented in the Module, the specific written assignments, and/or two submitted activities. The oral presentation contributes to 20% of the final mark of the Module. • Eligibility for submitting the Main Assignment: the Main Assignment can be submitted subject to the Mini Assignment being awarded a mark greater than or equal to five (5). <p>These criteria are derived from the HOU Study Regulations (https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf) and are posted both on the university’s website (https://www.eap.gr/education/odigos-spoudwn-eap) as</p> | |

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| | well as on the Digital Education Space (https://courses.eap.gr) of the Thematic Unit. |
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(5) SUGGESTED BIBLIOGRAPHY:

- Alexiou, T. (2009). Young learners' cognitive skills and their role in foreign language vocabulary learning. In M. Nikolov (Ed.) *Second Language Acquisition: Early learning of Modern Foreign Languages. Processes and Outcomes* (pp. 46-61). Bristol: Multilingual Matters.
- Alexiou, T. (2015). Vocabulary uptake from Peppa pig: a case study of preschool EFL learners in Greece. In C. Gitsaki, & T. Alexiou (Eds.) *Current Issues in Second/foreign Language Teaching and Teacher Development: Research and Practice* (pp. 285-301). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
- Alexiou, T. (2020). Introducing EFL in preschools: Facts and Fictions. In W. Zoghbor, & T. Alexiou, (Eds.). *Advancing English Language Education*. Dubai, p.61-74. UAE: Zayed University Publications.
- Alexiou, T. & Mattheoudakis, M. (2013). Introducing a foreign language at primary level: Benefits or lost opportunities? The case of Greece. In *RPLTL 4* (1), pp.99-119, <https://rpltl.eap.gr/images/2013/RPLTL-04-01-fulltext.pdf>
- Alexiou, T. & Mattheoudakis, M. (2015). A paradigm shift in EFL material development for young learners: Instilling pedagogy in teaching practice. In C. Giannikas, L. McLaughlin, N. Deutsch & G. Fanning (Eds.) *Children learning English: From research to practice* (pp.77-96). IATEFL YLT SIG book. Reading, UK: Garnet publishers Ltd.
- Alexiou, T. & Milton, J. (2020). 'Pic-Lex: A new tool of measuring receptive vocabulary for very young learners'. In W. Zoghbor & T. Alexiou *Advancing ELT Education*. Dubai, UAE: Zayed University publications.
- Anastasiadou, A. & Iliopoulou, K. (2017). Reconceptualising schooling: Implementing CLIL to cater for all types of Multiple Intelligences. In *Research Papers in Language Teaching and Learning*. Vol. 8/1, 74- 87.H.O.U.: Patras, ISSN 1792-1244.
- Brewster, J., Ellis, G. & Girard, D. (1992). *The Primary English Teacher's Guide*. Harmondsworth: Penguin.
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- Donaldson, M. (1978). *Children's Minds*. London: Fontana.
- Edelenbos, P., Johnstoke, R., & Kubanek, A. (2006) *The main pedagogical principles underlying the teaching of languages to very young learners*. European Commission: Education and Culture Culture and Communication Multilingualism Policy.

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- Fanning, G. & Deutsch Muller, N. (Eds.) (2015). Children Learning English: from research to practice. Reading, UK: Garnet Publishing Ltd pp. 77-96.
- Gardner, H. (2006). Multiple Intelligences- New Horizons. New York: Basic Books.
- Giannakopoulou, A. (2016). Making sense of new words and worlds: Early routes to L2 multiliteracies in the Greek context. In N. Tsantila, J. Mandalios and M. Ilkos (Eds.), ELF: Pedagogical and interdisciplinary perspectives (pp. 283-292). Athens: Deree – The American College of Greece.
- Konstantakis, N. & Alexiou, T. (2012). Vocabulary in Greek young learners' English as a foreign language coursebooks. In The Language Learning Journal, 40(1), 35-45.
- Mattheoudakis, M., Alexiou, T., & Laskaridou, C. (2014). To CLIL or not to CLIL? The case of the 3rd Experimental Primary School in Evosmos. In N. Lavidas, T. Alexiou, & A. Sougari (Eds.), Selected papers from the 20th International Symposium of Theoretical and Applied Linguistics (pp. 215-234). Versita Publications.
- Mehisto, P., Marsh, D., & Frigols, M. (2008). Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education. Oxford: Macmillan.
- Nikolov, M. (2009a). Early learning of modern foreign languages: Processes and outcomes. Bristol: Multilingual Matters
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- Psaltou-Joycey, A. (Ed.) (2015). Foreign Language Learning Strategy Instruction: A Teacher's Guide. Kavala (pp.52-115.) Saita Publications. Available on line at: <http://www.saitabooks.eu/2015/05/ebook.162.html>
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- Tomlinson, B. (1998). Materials Development in Language Teaching. Cambridge: Cambridge University Press.
- Wood, D. (1991). How Children Think and Learn. Oxford: Blackwell.

- *Related scientific journals*

Journal of Second Language Writing (Science Direct)
 Journal of Response to Writing (Brigham Young University)
 Reading in a Foreign Language (University of Hawaii)
 Scientific Studies of Reading (Taylor and Francis)
 Reading Research Quarterly (Wiley Online Library)
 Journal of Literacy Research (Literacy Research Association)
 International Journal of English Language Teaching (European Centre for Research Training and Development, UK)
 Studies in Second Language Acquisition (Cambridge University Press)
 English Language Teaching Journal (Oxford Academic)
 Language Learning (Wiley Online Library)
 Research Papers in Language Teaching and Learning (HOU)

