

Course Title	Teaching English to Young Learners				
Course Code	LIN375				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	3 rd Year / 6 th Semester or 4 th Year / 7 th or 8 th 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 examine the methodology of Teaching English to Young Learners (EYL), drawing mainly on the communicative approach. The course explores the theoretical background of EYL and the approaches and methodological issues that apply to EYL. Particular attention is paid to factors that play a crucial part in educational situations, such as individual needs, motivation, teacher roles and environment. Students will be provided with the opportunity to examine the theory and application of teaching each skill, i.e. listening, speaking, reading and writing, to young learners. . Moreover, they will be examining issues like the evaluation, development and adaptation of courses, syllabi and materials. Finally, students will be introduced to various ways of assessing young learners.</p>				
Learning Outcomes	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Adopt a variety of approaches to teaching English to young learners. • Assess individual learner differences and use them constructively when motivating learners in their English lesson. • Distinguish between various teacher roles. • Apply advanced and sophisticated methodologies in the teaching of listening, speaking, reading, writing, grammar and vocabulary. • Evaluate courses and their materials. • Develop materials and syllabi according to their learners' needs. • Apply appropriate assessment methods when evaluating the work of young learners in English language classes. 				
Prerequisites	LIN230, LIN315 or Consent of Instructor	Co-requisites	None		
Course Content	<p>Indicative content that the course will cover:</p> <p>The students will be introduced to theoretical and practical issues related to early language learning e.g. characteristics, individual needs and difference, placing special emphasis on the principles followed when teaching young language learners.</p> <p>They will also acquire an awareness of the Content and Language Integrated Learning – CLIL approach. They will focus on the various models of CLIL, the</p>				

	<p>principles, the linguistic and content benefits as well as on the challenges of its practice with young language learners.</p> <p>The course will also cover topics related to Game-based learning and Story-based learning. These contexts tend to reduce the sentimental filter of language students whose anxiety and fear levels are high, preventing in this way the smooth development of language skills of the learners.</p> <p>Students will also discuss issues of teaching the four language skills of young students – receptive and productive language skills, in parallel with the development of strategies of language learning and communication. These strategies facilitate both language acquisition and further use of the target language in situations of obvious and necessary interaction for achieving certain communicative goals. Towards those goals, in this course special attention is paid to the material that are addressed to young learners and the teachers’ role in selecting, assessing and adapting these materials before their use.</p> <p>The last part of the course is related to language assessment of young learners in which an examination and discussion on typical and alternative forms of language assessment (e.g. journal, portfolio, project etc.) will be attempted. In this way, students will acquire an awareness of the various assessment tools they can utilize when teaching within the context of young learners.</p>				
Teaching Methodology	E-Learning				
Bibliography	<p>Bland, J. (ed.) 2015. <i>Teaching English to Young Learner: Critical Issues in Language Teaching with 3-12 years old</i>. London: Bloomsbury</p> <p>Enever, J. 2011. <i>ELLiE: Early language learning in Europe</i>. London: British Council</p> <p>Murphy, V.A. 2014. <i>Second Language Learning in the Early School Years Trends and Contexts</i>. Oxford University Press, USA</p> <p>Murphy, V.A., Evangelou, M. 2016. <i>Early Childhood Education in English for Speakers of Other Languages</i>. London: British Council.</p> <p>Pinter, A. 2017. <i>Teaching Young Language Learners</i> (2nd ed.). Oxford: Oxford University Press.</p> <p>Zein, S. & Garton, S. 2019. <i>Early Language Learning and Teacher Education: International Research and Practice</i>. Bristol: Multilingual Matters.</p>				
Assessment	<table border="1" data-bbox="487 1470 1185 1575"> <tr> <td data-bbox="487 1470 1052 1522">Final Examination</td> <td data-bbox="1052 1470 1185 1522">50%</td> </tr> <tr> <td data-bbox="487 1522 1052 1575">Assignments/On-going Evaluation</td> <td data-bbox="1052 1522 1185 1575">50%</td> </tr> </table>	Final Examination	50%	Assignments/On-going Evaluation	50%
Final Examination	50%				
Assignments/On-going Evaluation	50%				
Language	English				