



# UNIVERSITY OF NICOSIA ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia, Cyprus

<b>Course Code</b> EDUE 226	<b>Course Title</b> Literacy Education	<b>ECTS Credits</b> 4
<b>Department</b> Pedagogical Studies	<b>Semester</b> Fall/Spring	<b>Prerequisites</b> None
<b>Type of Course</b> Obligatory	<b>Field</b> Language	<b>Language of Instruction</b> Greek
<b>Level of Course</b> 1 <sup>st</sup> Cycle	<b>Year of Study</b> 2 <sup>nd</sup>	<b>Lecturer(s)</b> Dr Petros Panaou
<b>Mode of Delivery</b> face-to-face	<b>Work Placement</b> N/A	<b>Co-requisites</b> None
<b>Recommended Optional Programme Components:</b> N/A		

## Objectives of the course:

This course deals with the methodology of language teaching during a child's first year in the primary school. Students are expected to:

- Examine the importance and central functions of reading, writing, listening, and speaking
- Explore the targeted language attitudes, skills, and knowledge during a child's first year in the primary school
- Plan effective language lessons for young pupils

## Learning outcomes:

With the completion of the course, students will be able to:

- Manage their pupils' smooth transition from kindergarten to elementary school
- Appraise children's language skills and needs
- Create a learning space that promotes literacy education and produces a positive learning atmosphere
- Design effective literacy education teaching and learning
- Organize their teaching of literacy in a manner that combines harmoniously educational goals, content, and teaching methods and approaches
- Plan and adjust their literacy teaching in accordance to contemporary scientific findings and based on the specificities of their students
- Evaluate their pupils communicative skills and design steps for further improvement
- Appraise reading or other language-related difficulties faced by their pupils and recommend possible solutions

**Course content:**

1. Characteristics of beginning readers
2. The transition from kindergarten to elementary school
3. Linguistic, Pedagogical and Psychological approaches to Literacy
4. Basic language skills
5. Pre-primary and Primary Literacy Education
6. Language learning stages and processes
7. The role of adults in literacy learning
8. Language curriculum and textbooks for the first grade in the elementary school
9. Evaluation of language learning
10. Overcoming language learning difficulties

**Learning activities and teaching methods:**

Lecture, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations

**Assessment methods:**

Formative assessment, feedback, individual research, collaborative work, presentations, discussions

**Required textbooks/reading:**

<b>Authors</b>	<b>Title</b>	<b>Publisher</b>	<b>Year</b>	<b>ISBN</b>
Χατζηλουκά-Μαυρή, Ε., Χατζηγιάννη-Γιάγκου, Ε. & Παπαδόπουλος, Τ.Κ.	Ανάγνωση και Γραφή στην Πρώτη Δημοτικού: Θεωρία και Πράξη	Παιδαγωγικό Ινστιτούτο	2003	9963-0-1239-6