

ΑΝΑΔΟΜΗΜΕΝΟ ΑΝΑΛΥΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΚΑΙ Η ΔΙΔΑΣΚΑΛΙΑ ΤΩΝ ΑΓΓΛΙΚΩΝ ΣΤΙΣ ΜΙΚΡΕΣ ΤΑΞΕΙΣ ΤΟΥ ΔΗΜΟΤΙΚΟΥ

Ομάδα Αγγλικών Δημοτικής
Διήμερο Εκπαιδευτικού – Σεπτέμβριος 2017

Plan for the day

- 8:30 – 9:00 Ice breaker and intro
- 9:00 - 10:00 Early language learning: making it work
- 10:00 – 10:30 break
- 10:30 - 12:30 Workshop
- 12:30 - 13:00 Summing up / Closing

Benefits of early language learning

Attitudinal benefits

- Development of positive attitudes towards language learning and languages
- Development of intercultural awareness and openness towards other cultures


Cognitive benefits

- Increased attention levels, metacognitive abilities and abilities to manage abstract and conflicting information

Language learning benefits

- Development of foreign language competence as well as development and support for the development of the mother tongue

What are the factors necessary to make Early Language Learning (ELL) work?

1. Teachers trained specifically to teach languages to very young children 
2. Curriculum with clear rationale and objectives
3. Adequate and quality exposure to L2
4. Methodology suitable to the learners' developmental level
5. Teaching materials
6. Continuity of language learning
7. Stakeholder support

2. Curriculum with clear rationale and objectives

- Γενικός σκοπός της διδασκαλίας των Αγγλικών είναι να αναπτύξουν οι μαθητές και μαθήτριες θετικές στάσεις απέναντι στα Αγγλικά και στις ξένες γλώσσες γενικότερα, να αποκτήσουν βασική διαπολιτισμική αντίληψη και διαπολιτισμικές δεξιότητες και να αποκτήσουν τις απαραίτητες γνώσεις και επικοινωνιακές δεξιότητες, ώστε να χρησιμοποιούν την ξένη γλώσσα με δημιουργικό τρόπο για ουσιαστική επικοινωνία σε ποικίλες καθημερινές περιστάσεις για να ανταποκριθούν αποτελεσματικά στις προκλήσεις του 21ου αιώνα.

Main areas of curriculum focus

- Listening
- Speaking
- Reading
- Writing
- Intercultural development
- Learning Strategies

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3. Adequate and quality exposure to L2 (1)

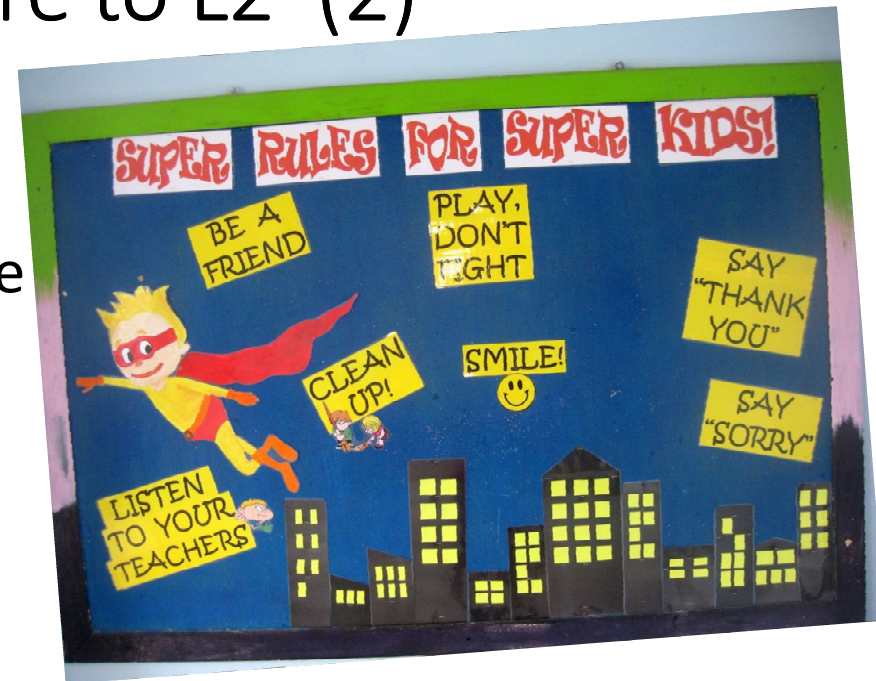
Conclusions of the First European Survey on Language Competences (2012)

“Pupils who find learning the language useful tend to achieve higher levels of foreign language proficiency and pupils who find learning the language difficult lower levels of foreign language proficiency. Also a greater use of the foreign language in lessons by both teachers and pupils shows a positive relation with language proficiency. “ (p.11)

First European Survey on Language Competences, Executive Summary (2012),

3. Adequate and quality exposure to L2 (2)

- Key role = the teacher
- Design and structure of the ELL programme
 - Curriculum time
 - English integral part of school life
 - Interdisciplinary projects
 - CLIL
- Methodology adopted by the programme
 - focus on communicative use of language
 - maximising exposure to L2 in class
 - rich opportunities for learner output



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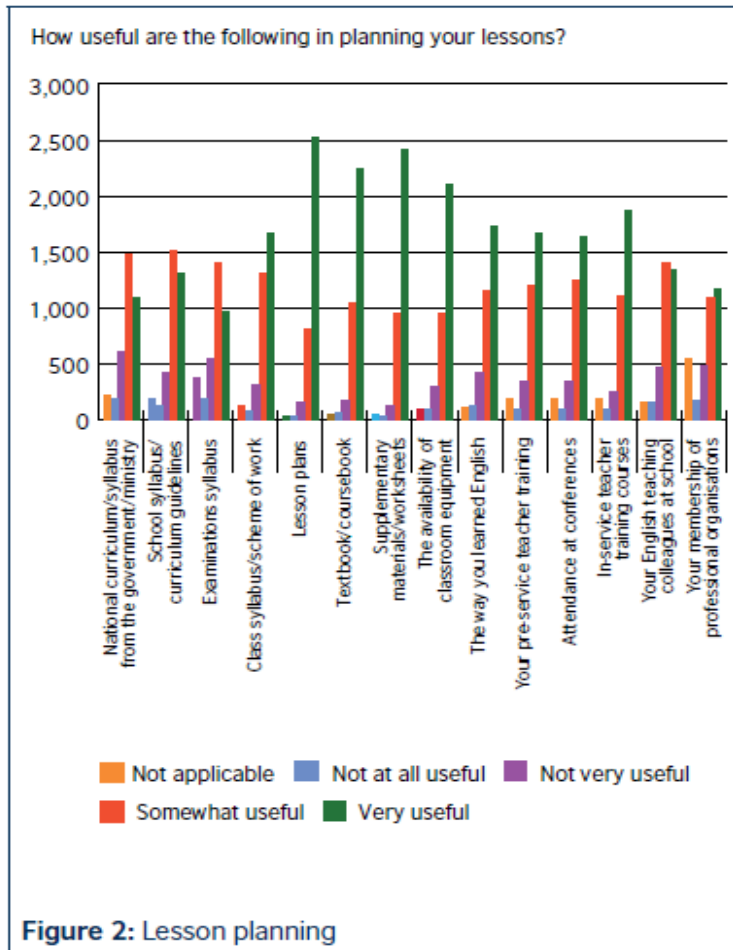
4. Methodology suitable to the learners' developmental level

- A methodology that focuses on:
 - developing positive attitudes towards English and foreign language learning
 - developing motivation and interest
 - communicative use of language
 - that uses techniques and tools such as:
 - Storytelling
 - Games
 - Songs
 - Projects
 - Arts and crafts
 - Technology

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5. Teaching Materials



- Lesson plan
- Supplementary materials/worksheets
- Coursebooks

Garton, Copland and Burns, 2011

Ministry of Education and Culture

Stepping Ahead 1



Pedagogical Institute
Curriculum Development Unit

Ministry of Education and Culture

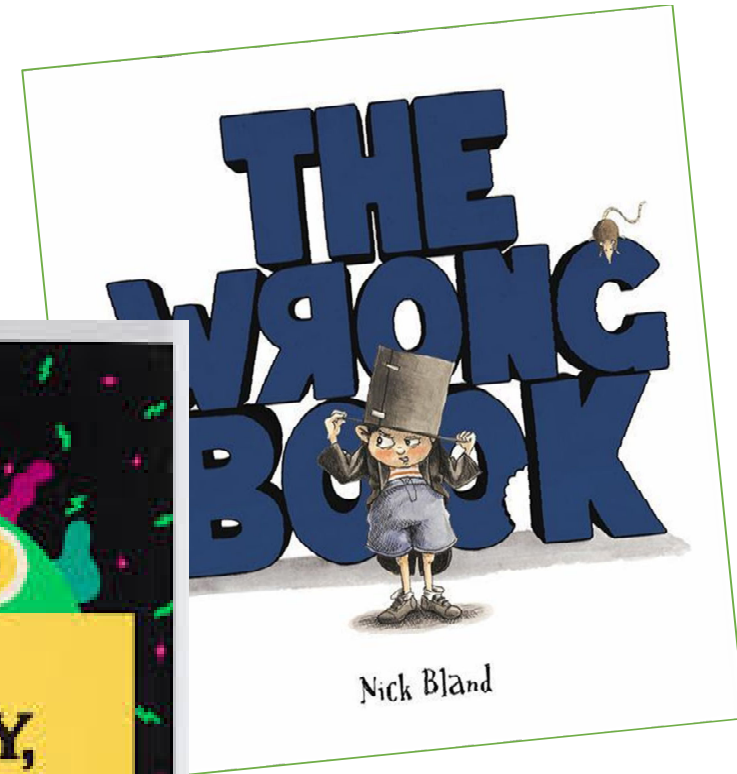
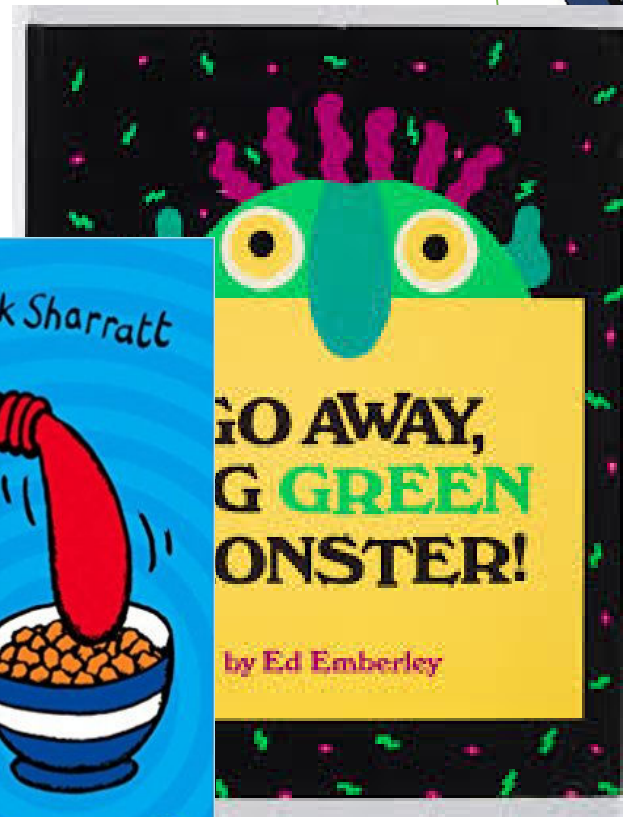
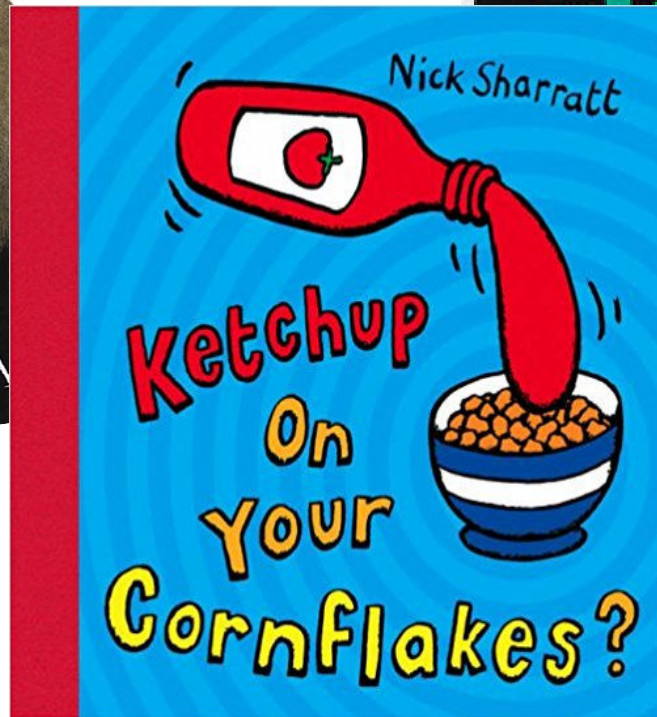
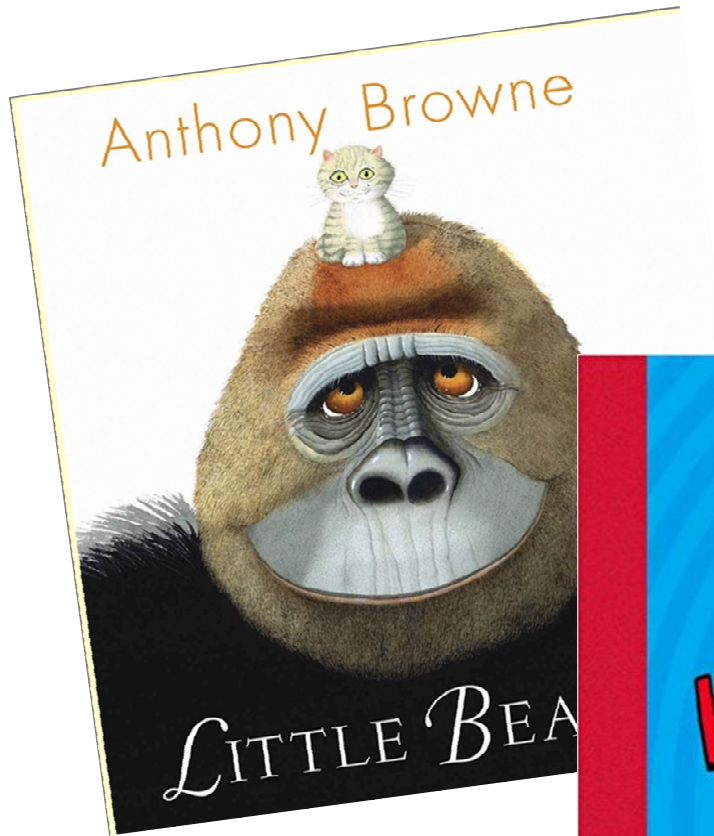
Stepping Ahead 2



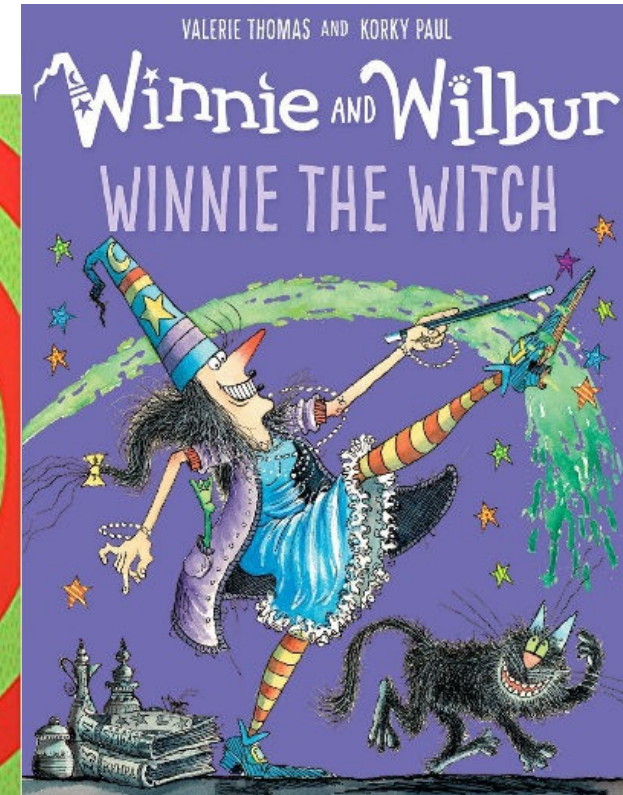
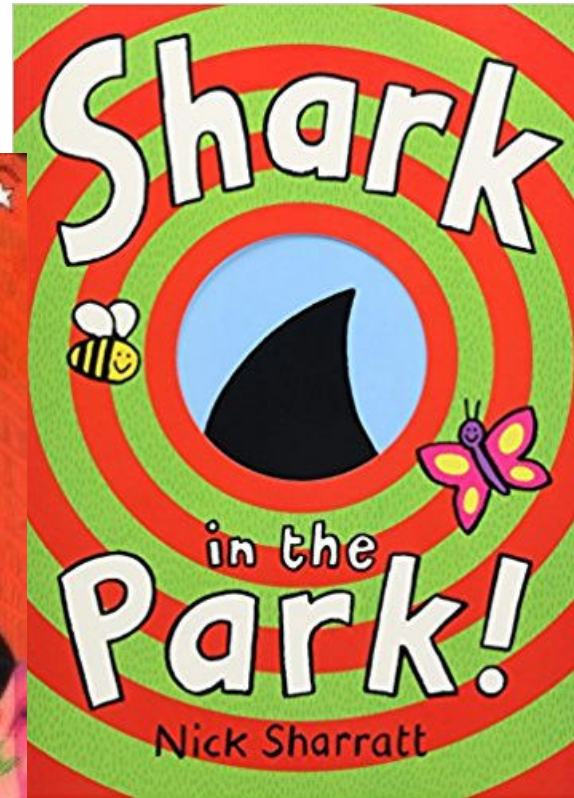
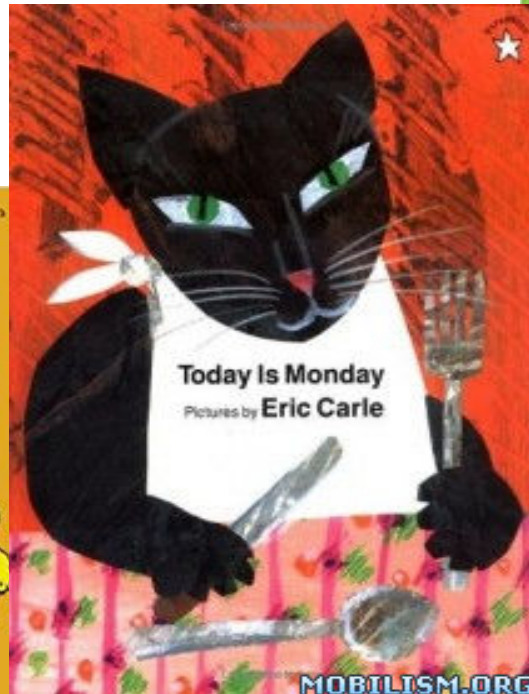
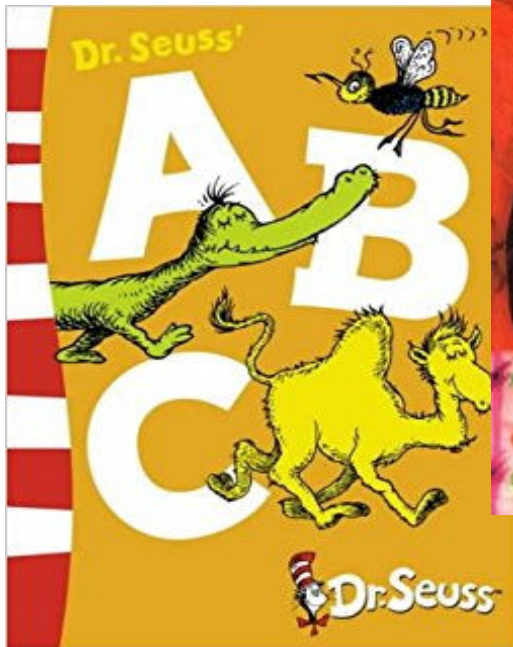
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More stories

for Year 1:




More stories
for Year 2:




Games




Songs

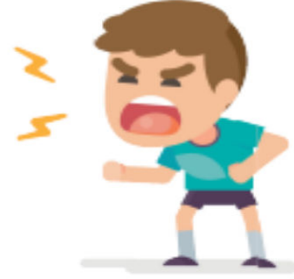



UNIT 4

 1. Let's sing!



If you're happy and you know it, clap your hands
If you're happy and you know it, clap your hands
If you're happy and you know it, then your face
will surely show it
If you're happy and you know it, clap your hands!



3. Let's sing!



Hokey Cokey

You put your left arm in, your left arm out
In, out, in, out, you shake it all about
You do the Hokey Cokey and you turn around
That's what it's all about!



4. Complete.

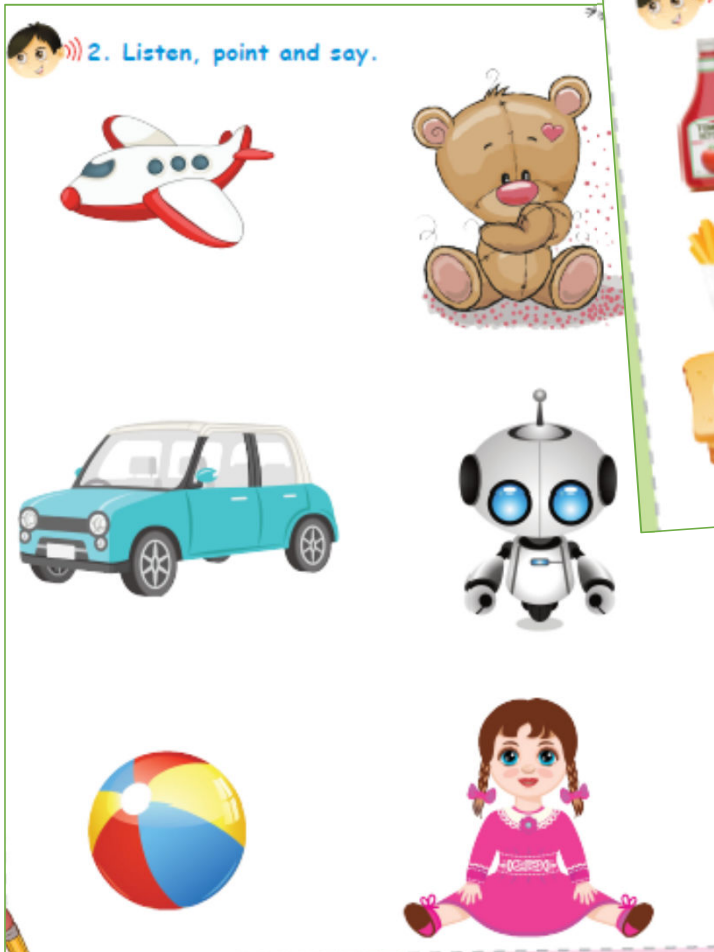
You _____ your right arm _____, your left arm _____,
out, in, _____, you shake it all about
You do the Hokey Cokey and _____ turn around
That's what it's all about!



Stepping Ahead changes to Year 1

New language and consolidation of language taught in Part A

2. Listen, point and say.



1. Listen, point and say.



UNIT 5

1. Listen, point and say.



2. Let's play BINGO!

1	2	3
4	5	6
7	8	9

16



Stepping Ahead changes to Year 2

Consolidation of Alphabet

3. Match.

milk

soup

MILK

ICE-CREAM

chips

TOMATO

tomato

SOUP

FISH

chicken

CHIPS

fish

ice-cream

CHICKEN

2. Write the words in small letters.

PEN _____

NOSE _____

DUCK _____

GIRL _____

EGG _____

TREE _____

3. Circle the right word

Reviewing letters Ii - Pp

1a. Complete.

P _ M _ O _ _ I J _ N _ K _ _ I

1b. Write the letters in the right order.

2. Write each letter under the right picture.

i j k l m n o p

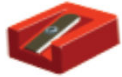


Working more with Phonics

6. Circle the words that have 'sh'.

shoe sharpener snake
sheep shark
fish ship desk

7. Complete.



___ arpener



fi ___

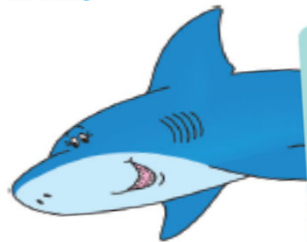


___ eep



___ ark

8. Say the chant!



Sh, sh, shark in the park!
Sh, sh, the shark is black.
Sh, sh, shark in the park!
Sh, sh Run! Run!

5. Circle the words that have 'ey'.

hokey mummy fish red
doll donkey monkey

6. Circle the words that have 'ou'.

shout mouth cat tree out
around mother egg book cloud

Progressing with word recognition

2. Match.

red

orange

blue

green

yellow



3. Circle the right word.



tree
aeroplane
bicycle



soup
milk
chips

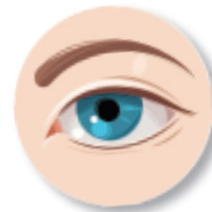


milk ice
cream
egg



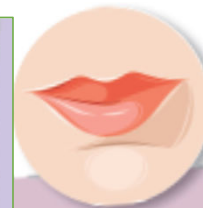
car
teddy bear
train

7. Circle.



eye arm leg nose mouth

eye arm leg nose mouth



eye arm leg nose mouth

Working with simple sentences

4. Make a sentence.

a

car.

It's

They

cats.

are

5. Complete.



I like runner beans.



fish.



soup.



chicken.



ice cream.



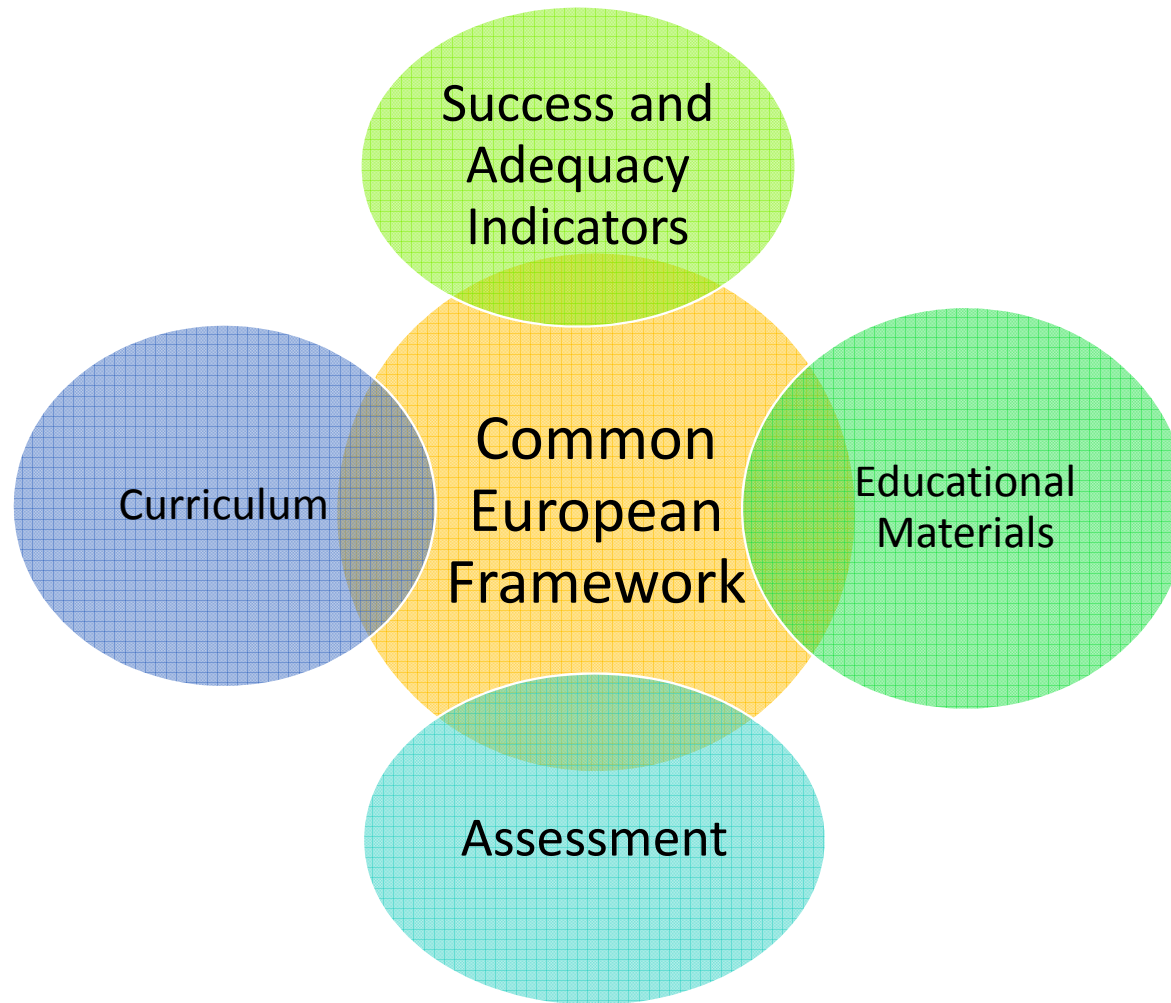
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6. Continuity of language learning

Proficient User	C2 Mastery	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1 Effective Operational Efficiency	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2 Vantage	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1 Threshold	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2 Waystage	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1 Breakthrough	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.





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7. Stakeholder Support

Include and engage stakeholders through:

- Presentations to parents
- Events which include English activities and achievements
- Open classes / open days
- School websites
- etc.



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WORK IN PROGRESS

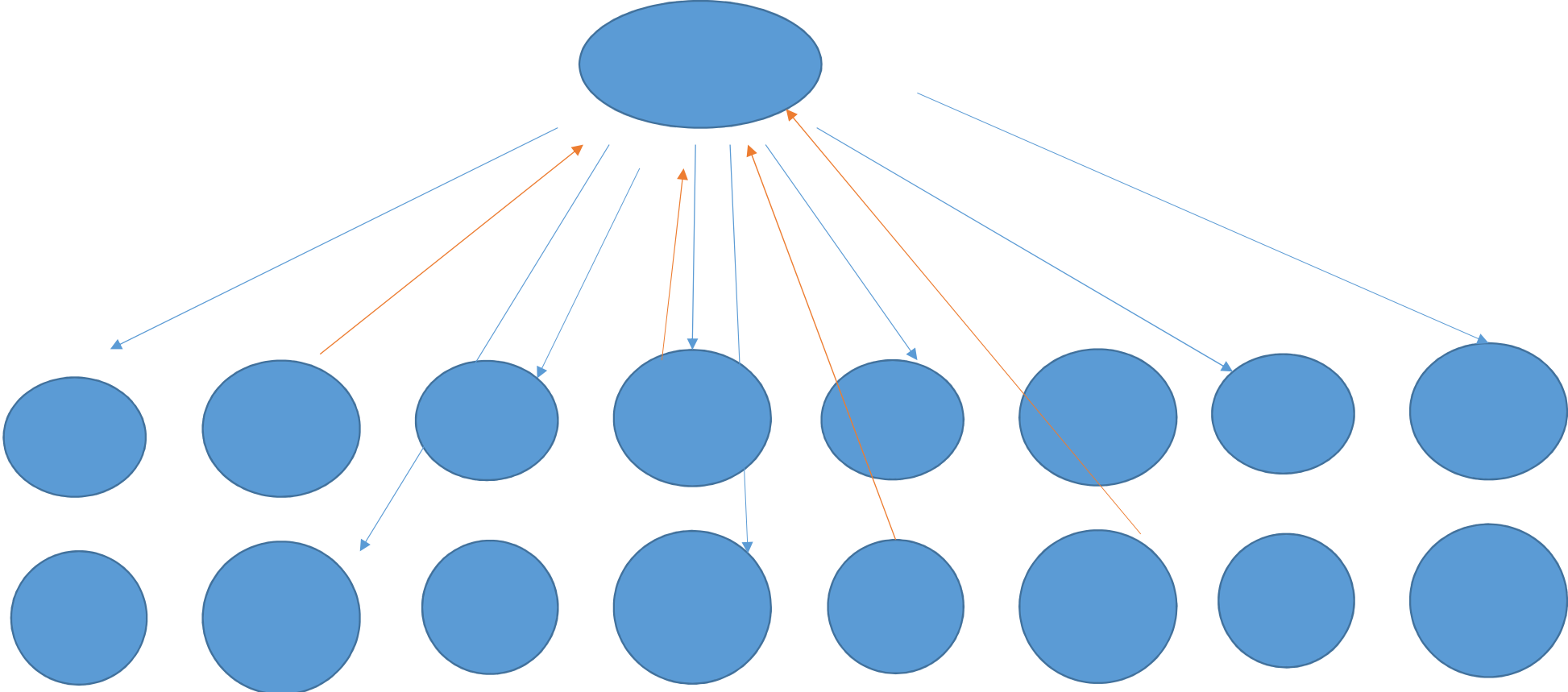
New skills required for teachers???

- Maximising amount and variety of interaction
- More emphasis on early reading

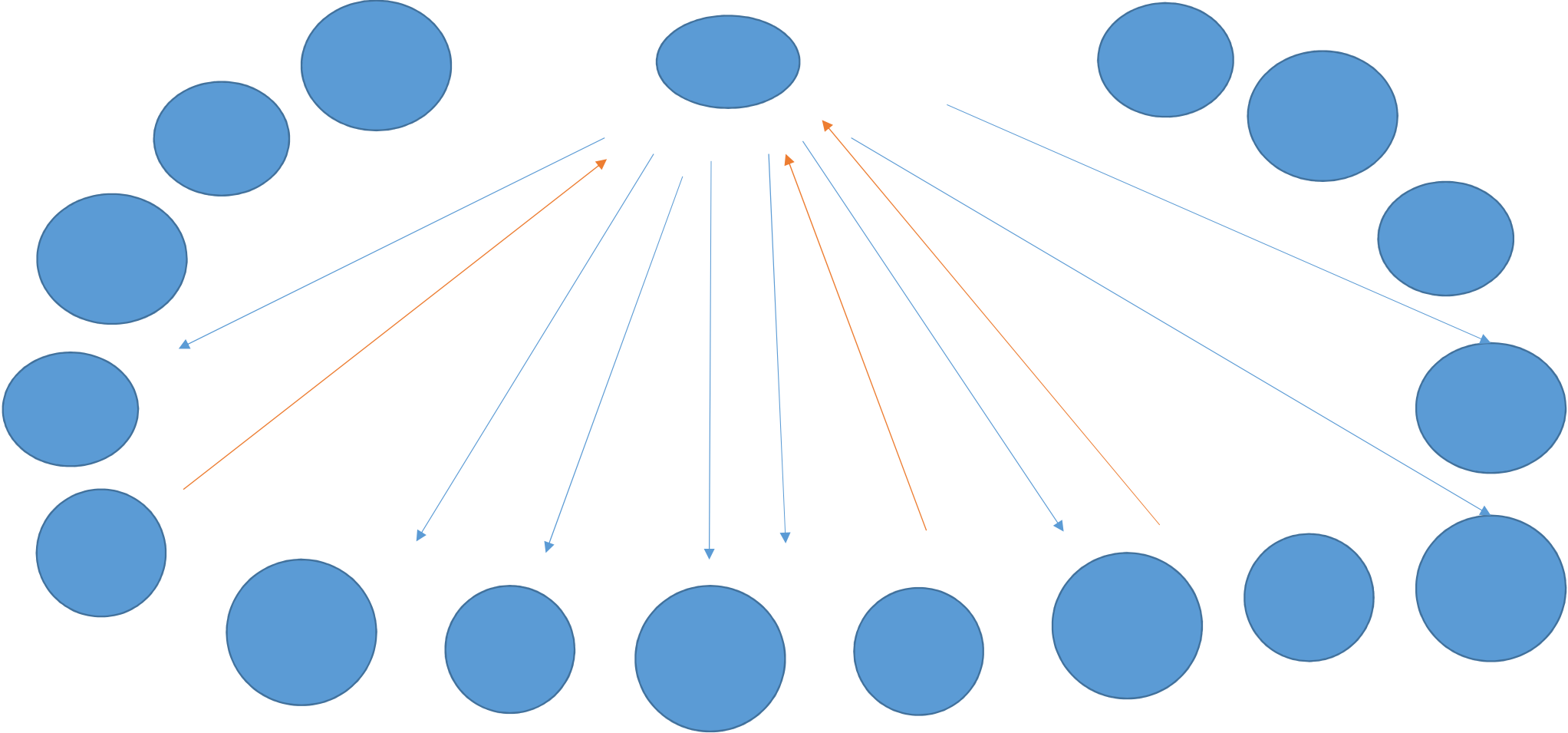
Maximising amount and variety of interaction

Input Vs Output

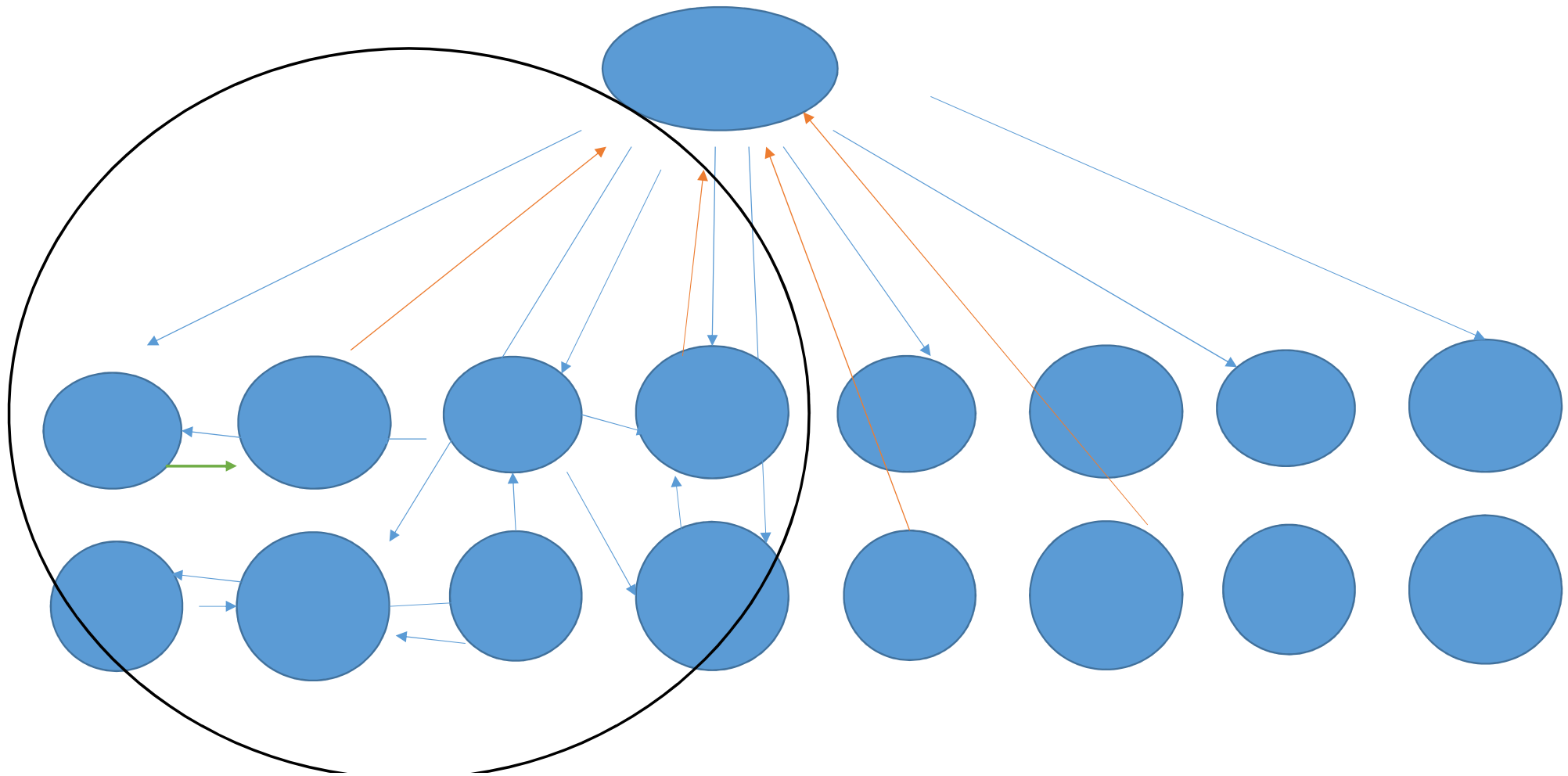
Typical interaction flow in a classroom



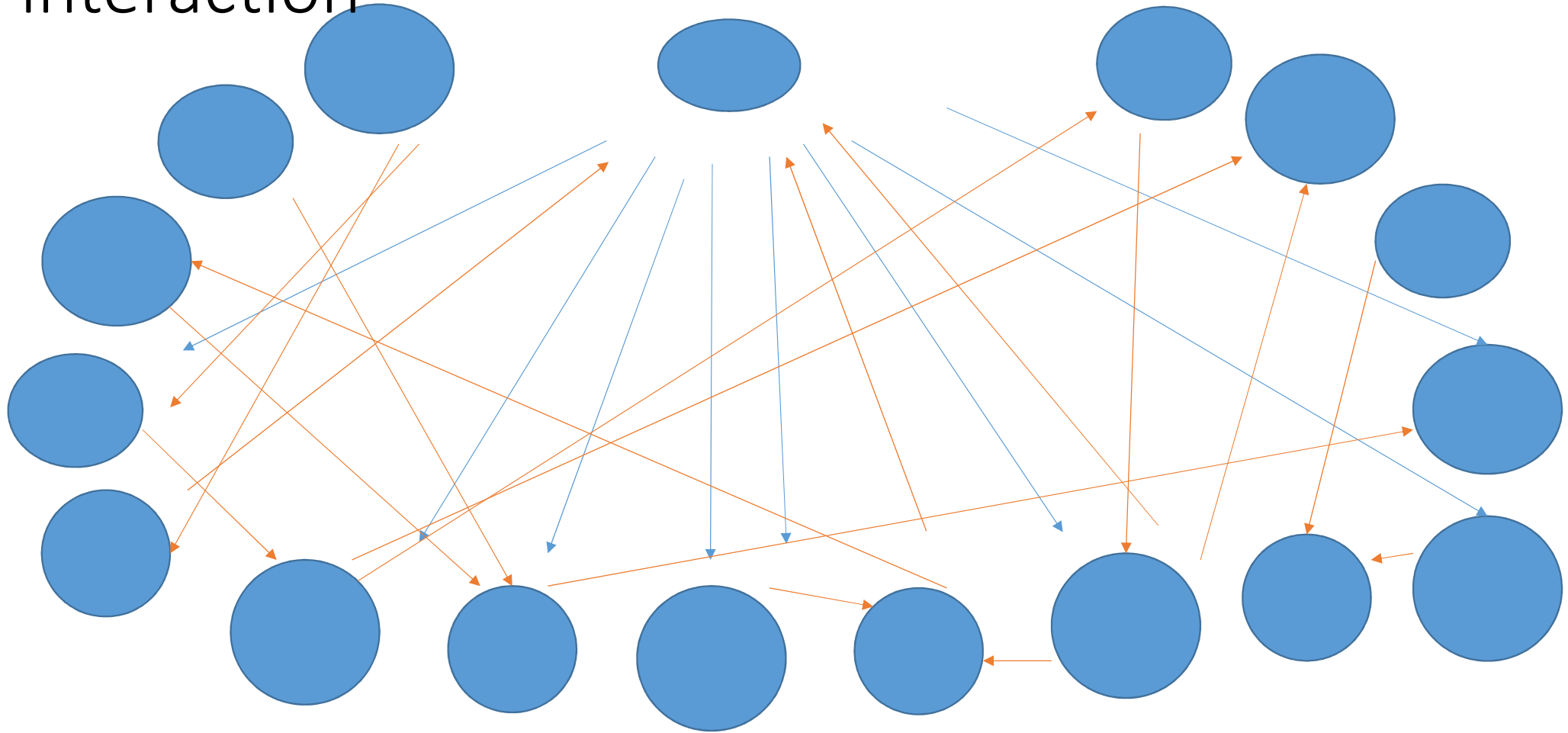
Typical interaction flow in a classroom



More student-centred / student initiated interaction



More student-centred / student initiated interaction



Discuss the amount and type of interaction



Maximising variety of interaction

- Typical classroom interaction
 - I initiation
 - R response
 - F feedback

Maximising variety of interaction

- Typical classroom interaction
- I initiation What's this?
- R response It's a cat.
- F feedback Very good.

Maximising variety of interaction

- Typical classroom interaction
- I initiation Do you like cats?
- R response Yes, I do.
- F feedback Good.

More emphasis on early reading (1)

- Necessary factors for development of reading in EFL
 - Positive attitudes towards reading (and English in general)
 - Development of listening and speaking skills
 - Development of vocabulary
 - Teaching of phonics
 - A broad and language-rich curriculum
 - Multisensory instruction
 - Focus on development of word recognition (sight vocabulary) and comprehension

(The Rose Report, 2006)

More emphasis on early reading (1)

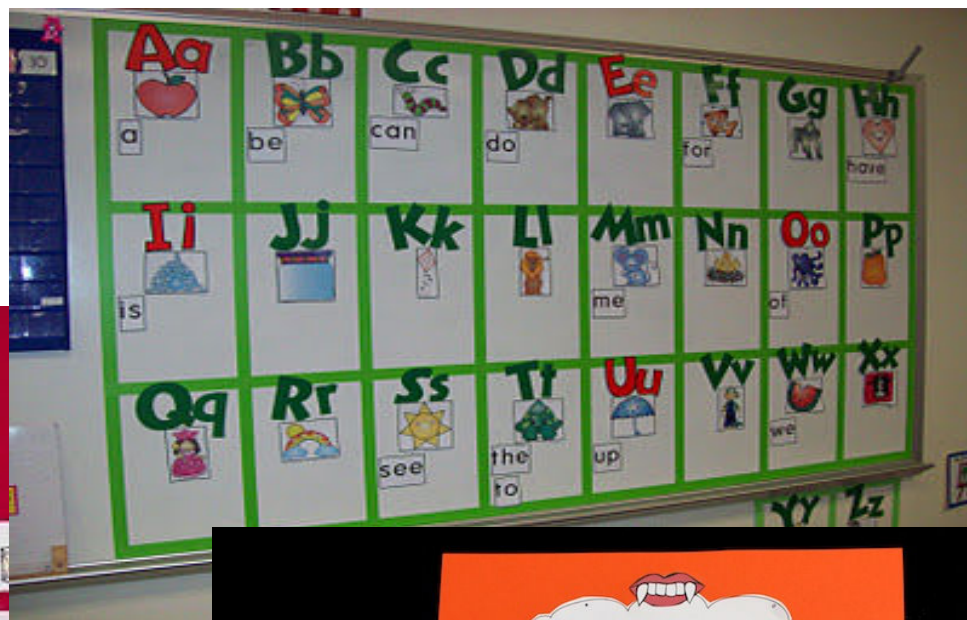
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(The Rose Report, 2006)

More emphasis on early reading (2)

- Need to work a bit more on:
 - consolidation of alphabetic principle
 - sight words
 - shared reading
 - more advanced phonics work
 - Segmenting
 - Blending
 - Decoding

Using Word Walls



Word Wall

Parts of the body

head	eye
hand	ear
finger	nose
shoulder	mouth
knee	teeth

Aa

Ant
Apple
Animal

Bb

Ball
Baby
Bear

Cc

Cat
Cow
Colour

My favourite word

elephant hero pet

holiday

Shared reading activities

You put your right arm in
your right arm out

In, out, in, out,

You shake it all about.

You do the Hokey Cokey and you turn around

That's what it's all about...

More advanced phonics work (1)

ee

ay

ou

oo

ow

ch

sh

oa

ay

More advanced phonics work (2)

- Blending activities
- Decoding activities