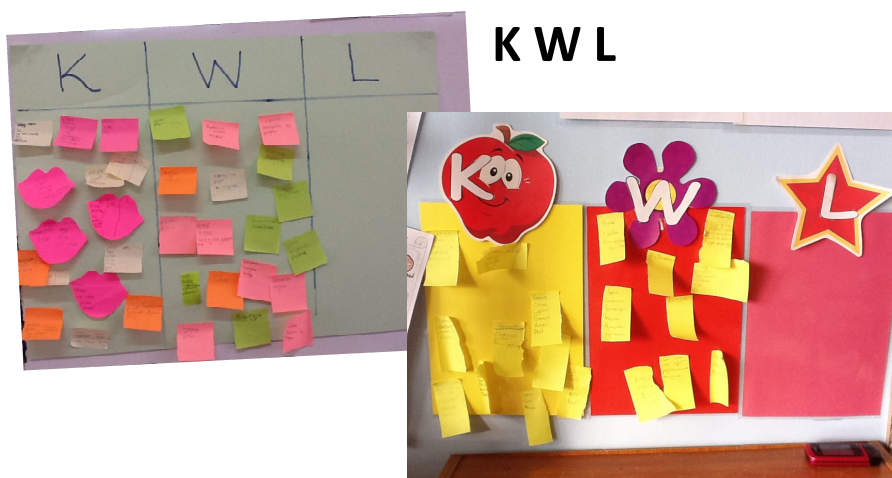


TEACHING ENGLISH IN AND BEYOND THE CLASSROOM: ENGLISH AN INTEGRAL PART OF SCHOOL LIFE

Διήμερο Εκπαιδευτικού 2015
Ομάδα ΝΑΠ Αγγλικών Δημοτικής

... discuss / reflect on
teaching English



Plan for the day

- 8:30 - 8:50 warming up...
- 8:50- 10:00 Part A: latest issues - developments
- 10:00 – 10:30 break
- 10:30 – 11:30 Part B: English in and beyond the classroom
- 11:35 – 12:35 Part C: 'Adopting' lesson plans
- 12: 40 – 1:00 Closing up / summing up

**LATEST ISSUES DEVELOPMENTS IN THE
PRIMARY ENGLISH LANGUAGE PROGRAMME**

The year ahead...

- Two periods a week for Years 1 and 2
 - Start and continue with current materials
 - New materials will gradually be uploaded and available from January onwards
- EOS schools will use Ministry textbooks
 - Additional Units and materials will be uploaded during the year
 - Guidelines will be sent out in the next week
- Audio CD for Year 5 should be soon on its way to schools as well as pending storybook, and during the year CDs with textbooks and materials

The year ahead...

Year 6

- Magic Box for Year 6 will be at the schools in two parts (part A and part B)
- Audio CD for Year 6 in progress
- Initial units uploaded so that there are no delays
- Storybooks to arrive during the year

Emphasis during the year

- Smooth transition
- Δείκτες επιτυχίας και επάρκειας



Review of 2014-15

- Classroom observations and team teachings
- Interviews / discussions / feedback from pilot group teachers
- Online survey
- Meetings with parents

Classroom observations and team teachings

- Numerous observations and team teachings
 - Teachers are very positive about the materials
 - Pupils are very positive and progressing well
 - Teachers need and benefit greatly from mentoring/in-service training/ development activities

Interviews / discussions / feedback from pilot group teachers

- 21 pilot teachers
- experienced, not so experienced, beginners
- urban and rural schools

Interviews / discussions / feedback from pilot group teachers

- All the teachers reported that pupils loved topics, activities, stories, projects and songs
- All teachers find the teacher's book very useful with a helpful variety of activities
- All teachers slightly adapted the lessons plans found in the teacher's book.
- Almost all teachers covered all the units
- Most teachers received positive feedback from parents

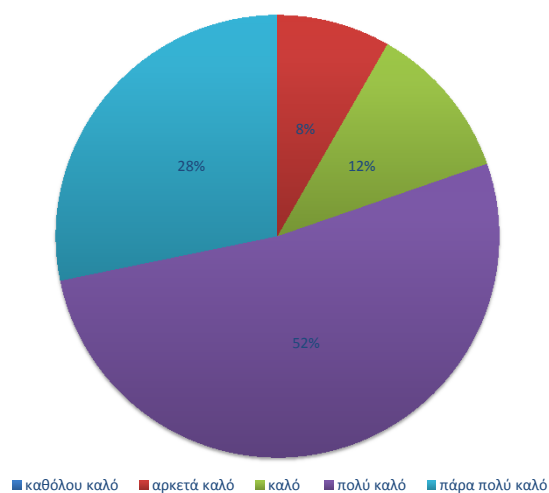
Meetings with parents

- 50 meeting during the last year
(in all districts with parents of pupils of years 1, 2 and 3)
- Parents happy with the work going on in primary schools:
 - Pleased with methodology used
 - Pleased with use of foreign language during lessons
 - Pleased with the learning outcomes and positive attitudes observed in their children
- Parents would like to:
 - Be more frequently informed about pupils' progress
 - Be involved in helping their children learn
 - See an increase in the school time devoted to the teaching of English

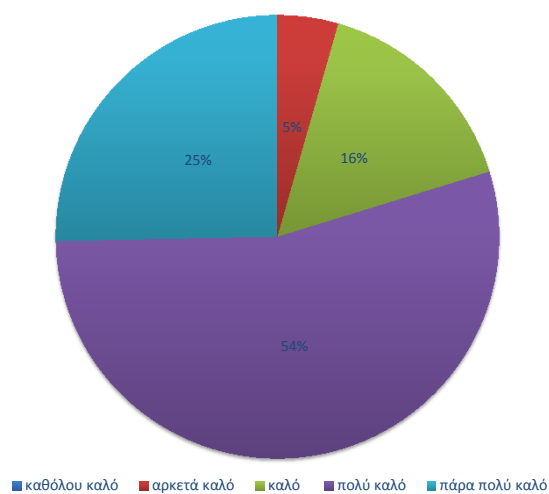
Online survey

- 164 teachers took the survey

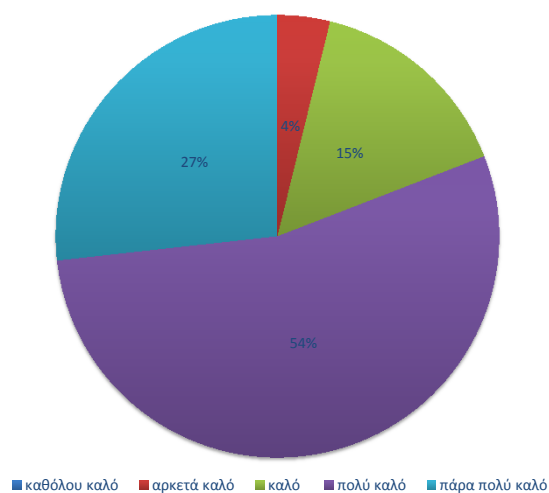
Γενική εικόνα του εκπαιδευτικού υλικού της Ε' τάξης



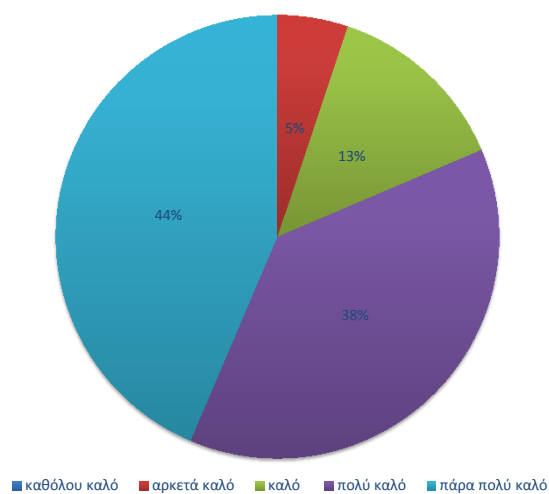
Πώς αξιολογείτε το Magic Box – Pupil's Book, Year 5;



Πώς αξιολογείτε το Magic Box – Activity Book, Year 5



Πώς αξιολογείτε το Magic Box – Teacher's Book, Year 5



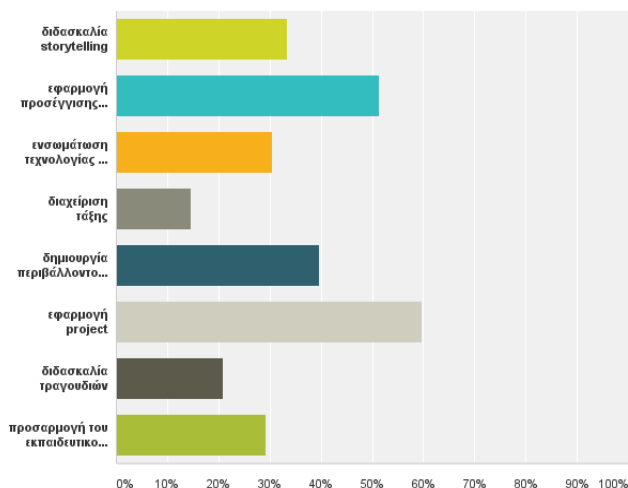
Προβλήματα που αντιμετώπισαν κάποιοι εκπαιδευτικοί

- 'πολλή' ύλη - 7 εκπαιδευτικοί
- Μεγάλος αριθμός δραστηριοτήτων – 7 εκπαιδευτικοί
- 'ψηλό' επίπεδο υλικού – 7 εκπαιδευτικοί

Προβλήματα που παρουσιάστηκαν μέσα από την έρευνα

- 14% από τους εκπαιδευτικούς δεν είχαν καθόλου προηγούμενη εμπειρία στη διδασκαλία των Αγγλικών
- Μόνο 60% είχαν εμπειρίες σε πιο μικρές τάξεις
- 19% δεν είχαν καθόλου επιμόρφωση στα Νέα Αναλυτικά Προγράμματα των Αγγλικών
- 34% δεν παρακολούθησαν την επιμόρφωση για την Ε' τάξη

Σε ποιους τομείς χρειάζεστε επιμόρφωση;



1. Εφαρμογή πρότζεκτ
2. Εφαρμογή προσέγγισης CLIL
3. Δημιουργία περιβάλλοντος ξένης γλώσσας

Break?



Photo Courtesy: <http://inumconnect.org/>

Part B: English in and beyond the classroom

- **English in the classroom:**
 - Maximise exposure and use of the foreign language
 - Stimulate and motivate
 - Offer a learning resource
- **English beyond the classroom:**
 - Maximise opportunities for using the language
 - Increase pupil motivation
 - Increase relevance and appreciation of English
 - Develop a language-friendly environment

Part B: English in and beyond the classroom

- **English in the classroom –**
- **How can we maximise this?**

A. Using the target language in the classroom

- Teacher
- Pupils
- Classroom environment

- **Techniques to support little ones**

- Exaggerated intonation / facial expressions / gestures
- Visual aids
- Initially activities that focus on comprehension (rather than production)
- Chorus activities
- Teaching key phrases / expressions for classroom communication
- Establishing a safe atmosphere where they can use L1 if they need to
- Carefully preparing the instructions you use in class
- Establishing routines

- **Techniques to engage older ones**

- All the above
- Notice boards with useful phrases/ expressions/words
- Discussions / projects on the value of using the language
- Techniques such as 'time out'
- Reflection on learning strategies

HOW DO YOU LEARN ENGLISH?

Answer the questions!

Yes Sometimes No

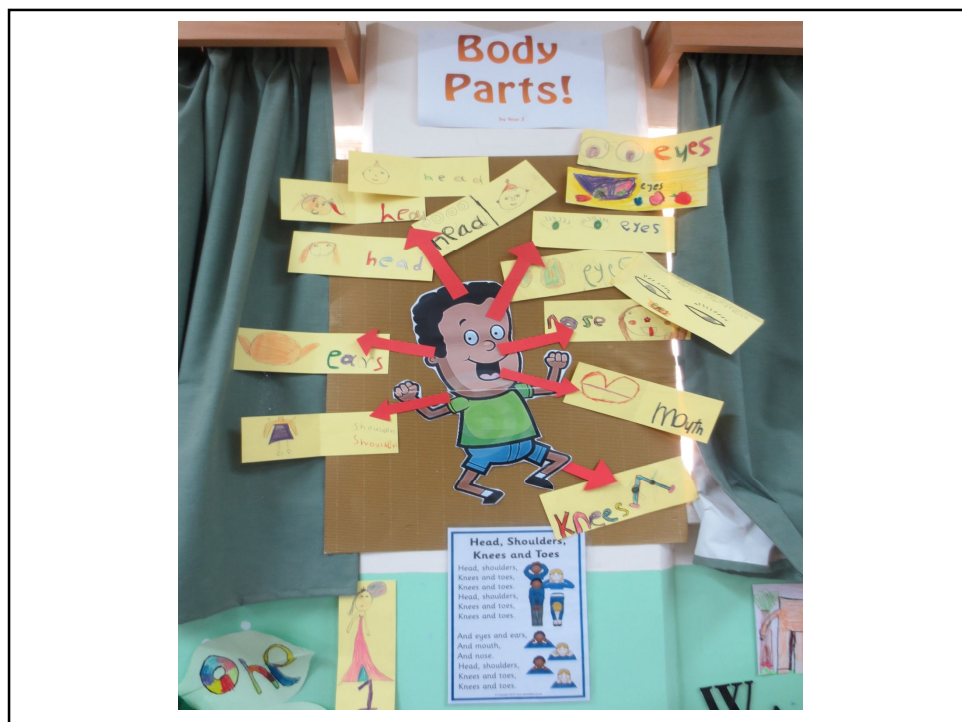
1. I read English books.			
2. I listen to English songs.			
3. I watch TV in English.			
4. I have an English picture dictionary.			
5. I visit English websites:			
for games			
for information			
6. I practise speaking English:			
on my own			
with my friends			
with e-pals			
with people I meet			
7. I try to think in English			
8. I try to understand English:			
by using pictures			
by using gestures			

Learning Strategies

SUPPORTIVE CLASSROOM ENVIRONMENT

A SUPPORTIVE LEARNING ENVIRONMENT / SUPPORTIVE NOTICE BOARDS



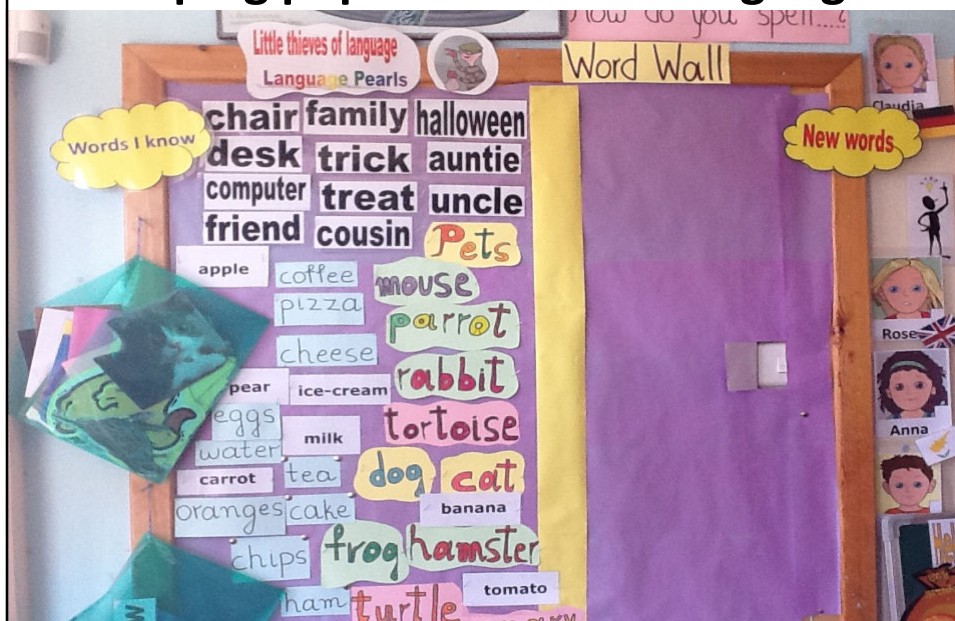


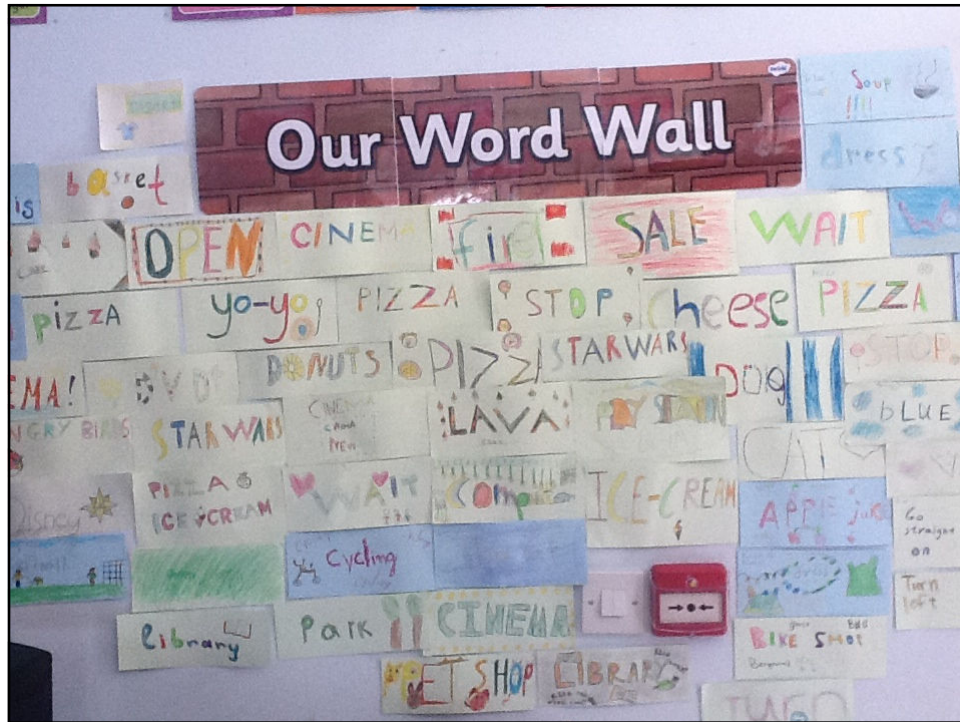






Helping pupils remember language





Part B: English in and beyond the classroom

- **Question: English in the classroom – How can we maximise this?**

B. Bringing authentic language resources in the classroom:

- Songs
- Videos
- Stories
- Guests (f2f or online)

Part B: English in and beyond the classroom

- **English beyond the classroom – How can we achieve this?**
- Have a notice board in central area with games and activities for pupils
- Display pupils' work:
 - notice boards
 - school websites and magazines
 - school assemblies
 - school events
- Collaborate with other teachers using English in other subjects
- Implement CLIL
- Assign 'creative' homework:
 - Reading a book
 - Learning a tongue twister/ song
 - Working on optional competitions and projects

School Events



Displays in central areas in school



English used for signs



School Plays





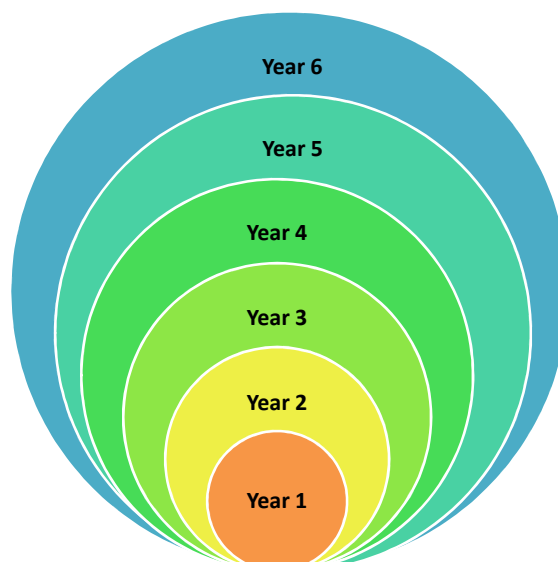
Part C: 'Adopting' a lesson plan

Understanding the materials:

Getting to know the materials will:

- give you flexibility to work with them within your own context
- own them and personalise them

1. Systematic recycling and expanding of language



Example: Sample progression of vocabulary (colours)

Year 1	<ul style="list-style-type: none"> • Unit 3 (production – new language) • Unit 6 • Unit 9 • Unit 12 • Unit 15 	Unit 4 Unit 7 Unit 10 Unit 14 Unit 16
Year 2	<ul style="list-style-type: none"> • Unit 5 • Unit 7 • Unit 13 	Unit 6 Unit 11
Year 3	<ul style="list-style-type: none"> • Unit 3 • Unit 18 	unit 10
Year 4	<ul style="list-style-type: none"> • Unit 1 • Unit 4 • Unit 17 	unit 3 unit 15

2. Difference between comprehension and production

e.g. Year 1 – Unit 1

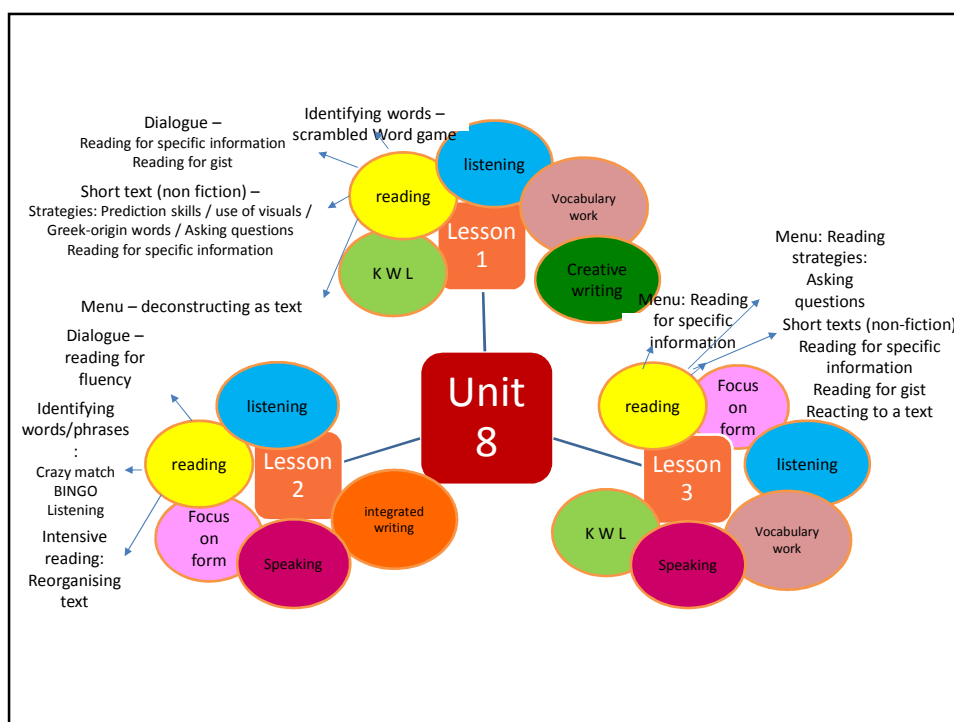
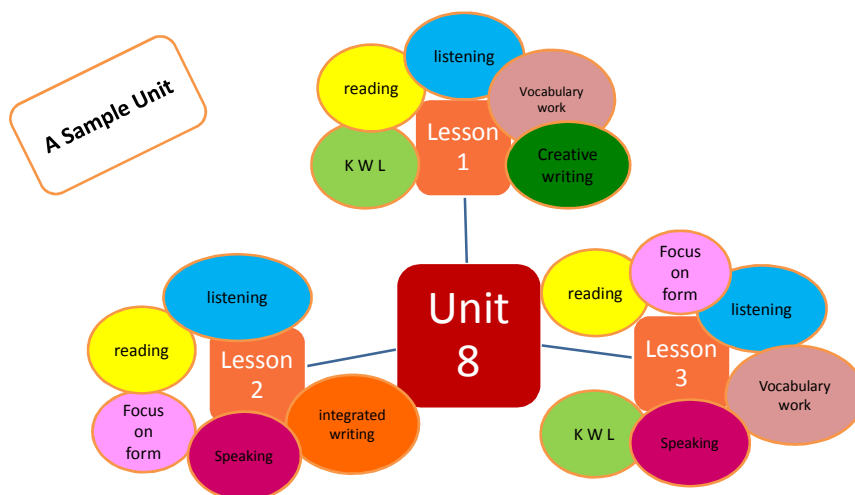
Comprehension	Production
<i>How are you?</i> <i>My name is</i> <i>What's your name?</i>	<i>Good morning!</i> <i>Hello! Fine thanks.</i> <i>I'm + name.</i>

2. Difference between comprehension and production

e.g. Year 5 – Unit 6

Comprehension	Production
too + adjective Expression: 'That's enough!' fair (funfair), roller coaster, gloomy, busy	Comparatives ending in -er / -ier Superlatives (the ...-est) Adjectives: greedy, lonely, high, strong, heavy Expressions: 'just the way you are'

3. Lesson plans within Units are flexible



**Materials are prepared with the aim
to support the teacher so that we
offer pupils the best learning
experience possible**

- Use them as a guide
- Use them for support
- Use them for ideas

Let's review a lesson plan:

- Choose between working with younger pupils (Year 2) and older pupils (Year 5)
- Find two or three more people to form a group.
- Study the lesson plan for the Unit you have
- What are the main objectives of the Unit?

Discussion points:

YEAR 2:

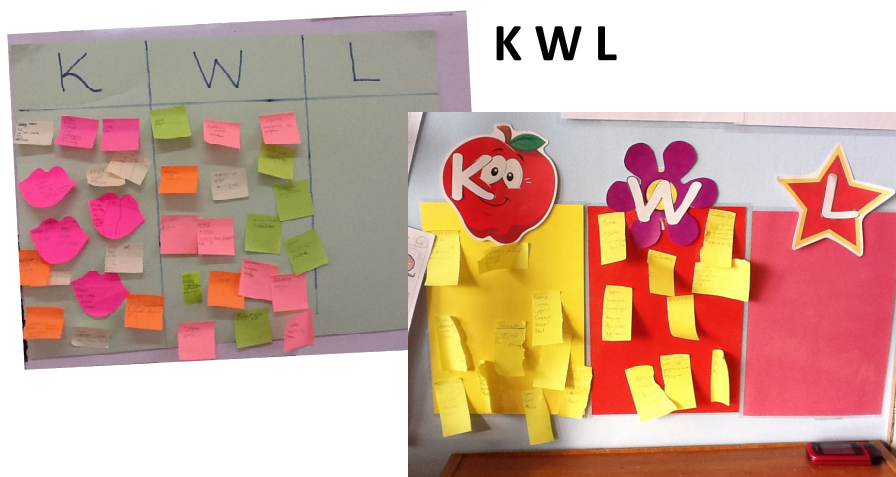
- Time management
- Alphabet Book
- Storytelling
- Evaluation
- Cross-curricular Links
- English beyond the classroom
- Portfolio

YEAR 5:

- Time management
- How do we practice reading?
- Use of mini whiteboards
- Storytelling
- Reading comprehension activities
- Picture Dictionary
- Word Wall
- Portfolio
- Self -evaluation forms
- Homework
- Videos
- Projects
- English beyond the classroom
- Cross-Curricular Links

- What would you do if:
 - you felt you didn't have enough time
 - you had more time to spare
 - some pupils finished early
 - You had a common problem you usually face - not included in the above :)

Reflection time



Thank you!