

ΝΑΠ Αγγλικών Δημοτικής - το επόμενο στάδιο: 2012-13

Διήμερο Εκπαιδευτικού 2012
Ομάδα ΝΑΠ Αγγλικών Δημοτικής

Plan for the day

- 8:30 10:00 general update on progress on new curricula
- 10:00 – 10:30 break
- 10:30 – 11:10 break-out rooms - workshops (session 1)
 - Workshop 1: CLIL
 - Workshop 2: Storytelling
 - Workshop 3: Portfolio
- 11:15 – 11:55 - break out rooms/ workshops (session 2)
- 12: 00 – 12:40 - break out rooms/ workshops (session 3)
- 12:45 – 1:00 – Closing up / summing up

But first

..... Let's get to know each other!

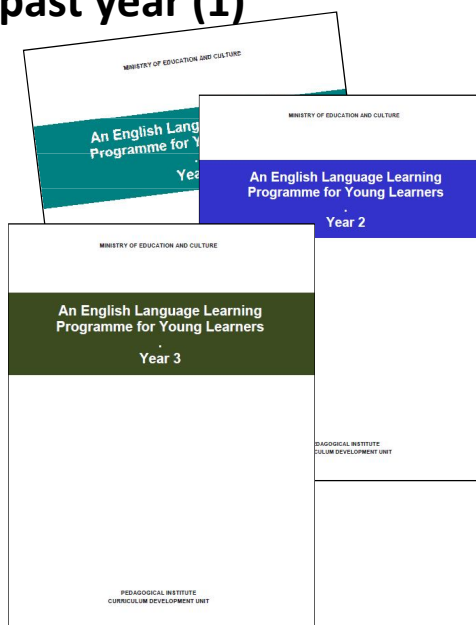
Write on a post-it note:

What is your greatest wish for the new academic year???

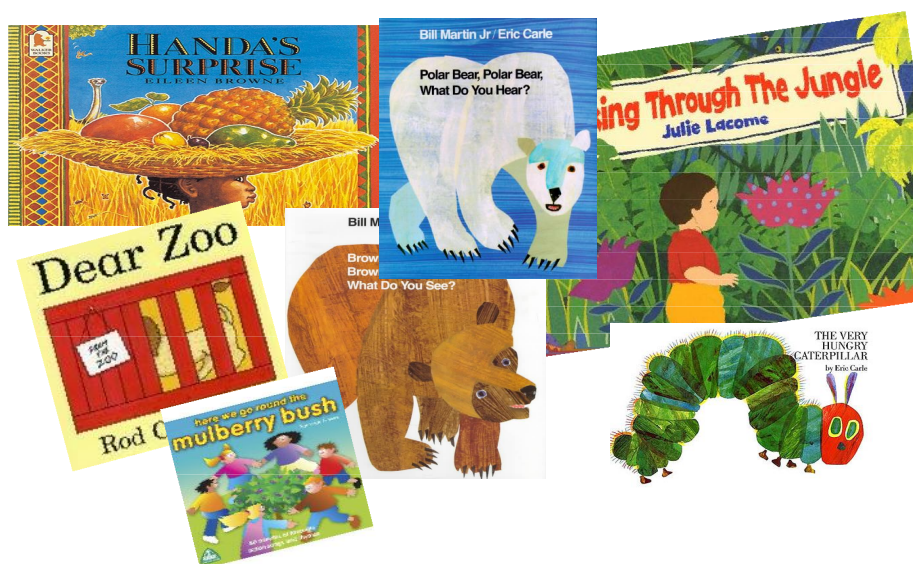


- Move about and talk to people until you find someone who has a similar wish to yours.
- If you do find your partner discuss the issue further, i.e. why is this wish so important for you?
- Also, for each person you meet – get their name and school.

A brief review of the past year (1)



A brief review of the past year (2)



A brief review of the past year (3)

- Results:

	Materials suitable to time allocated	Materials of good to very good quality	Pupils' response to materials good to very good
Year 1	74% (6% too little)	88% (12% quite good)	95%
Year 2	54% (6% too little)	75% (25% quite good)	95%
Year 3	57% (3% too little)	83% (16% quite good)	92%

Results (cont.)

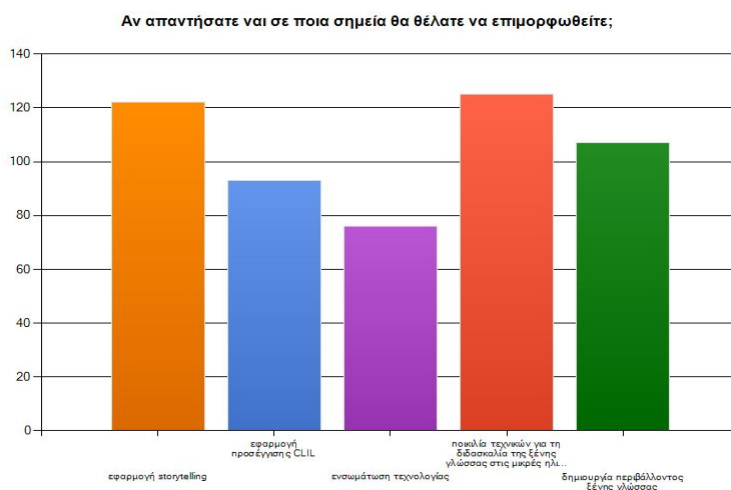
- ['I want my dinner!'](#)
- ['Polar Bear, Polar Bear'](#)
- Jazz chants
 - [I can ...](#)
 - [Classroom language](#)

Points for improvement ...

- Provide flashcards
- Provide booklet for pupils' work
- Some teachers did not work to spread English around the school day

Points for improvement ...

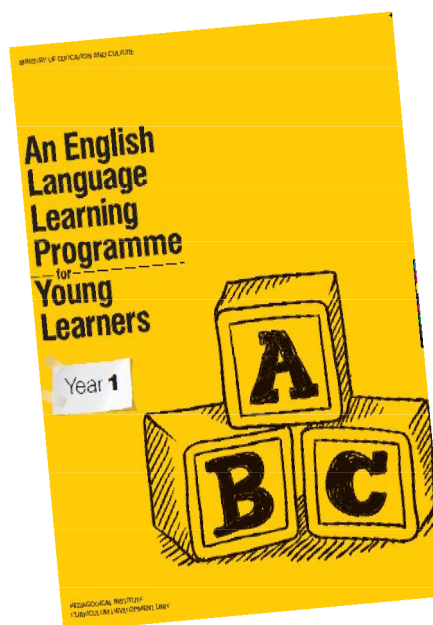
Need for training noted by 75% of teachers



**MOVING ON TO THE NEXT STAGE:
2012 - 2013**

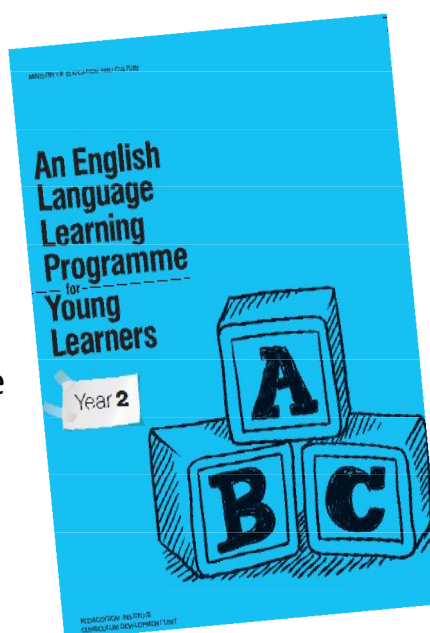
Year 1:

- Some revisions in materials based on the results/feedback from last year
- Printed copy of the revised edition of the book now at the schools as well as electronic version online



Year 2:

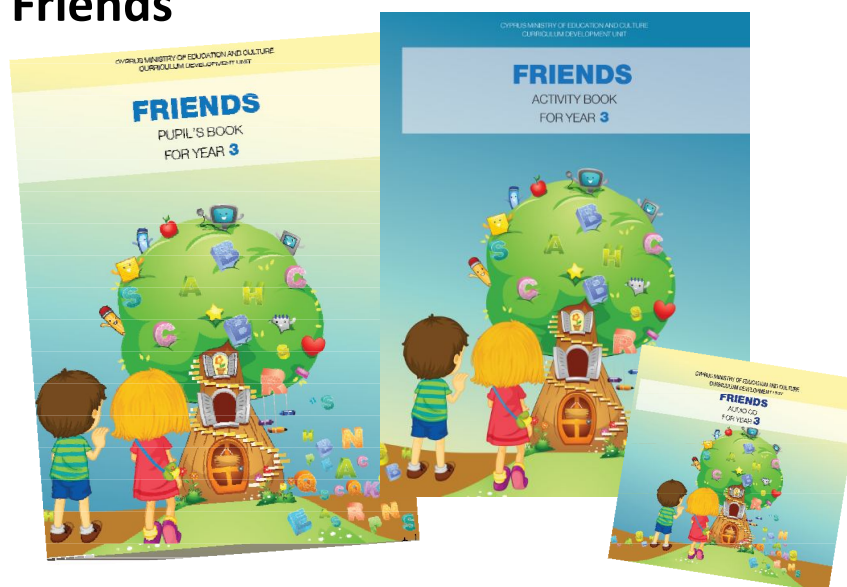
- Similar revisions in materials based on the results/feedback from last year
- Printed copy of the revised edition of the book now at the schools as well as electronic version online



How our materials are prepared

- Based on the new curriculum
- 1st draft
- Corrections
- 2nd draft
- External evaluation by foreign expert
- Corrections – 3rd draft
- Piloting in schools
- Corrections – 4th draft
- Final polishing – final version

Year 3: New coursebook series 'Friends'



Year 3: New coursebook series 'Friends'

- continues in the philosophy/ methodology of the new curricula for English in Primary
 - Games
 - Songs
 - Stories

Year 3: New coursebook series 'Friends'


- Games



Year 3: New coursebook series 'Friends'

Songs

2. Listen and complete



Five little monkeys swinging from a tree,
teasing Mr. Alligator "..... catch me".
Along came Mr. Alligator quiet as be
and snatched a monkey right out of the tree.

5a. Read and say

I can run run run.
I can jump jump jump.
I can walk walk walk.
and I can play basketball!

5b. Now make your chant

I can
I can
I can
and I can

Year 3: New coursebook series 'Friends'

• Stories



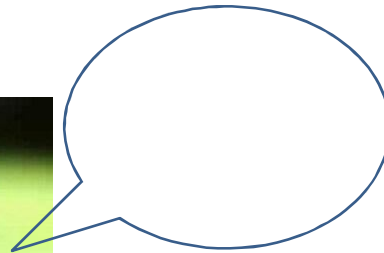
So what's new in Year 3?

Here are some changes/developments:

- Emphasis on all 4 skills from the beginning
- Introducing some longer stories
- Further development of learner strategies
- Pupils are assisted to become focused on their learning targets
- Prominence of portfolio assessment
- Time set aside for project work

Emphasis on all 4 skills from the beginning

- Writing
- Reading
- Listening
- Speaking



**Is it Monday
already???**

Introducing some longer stories

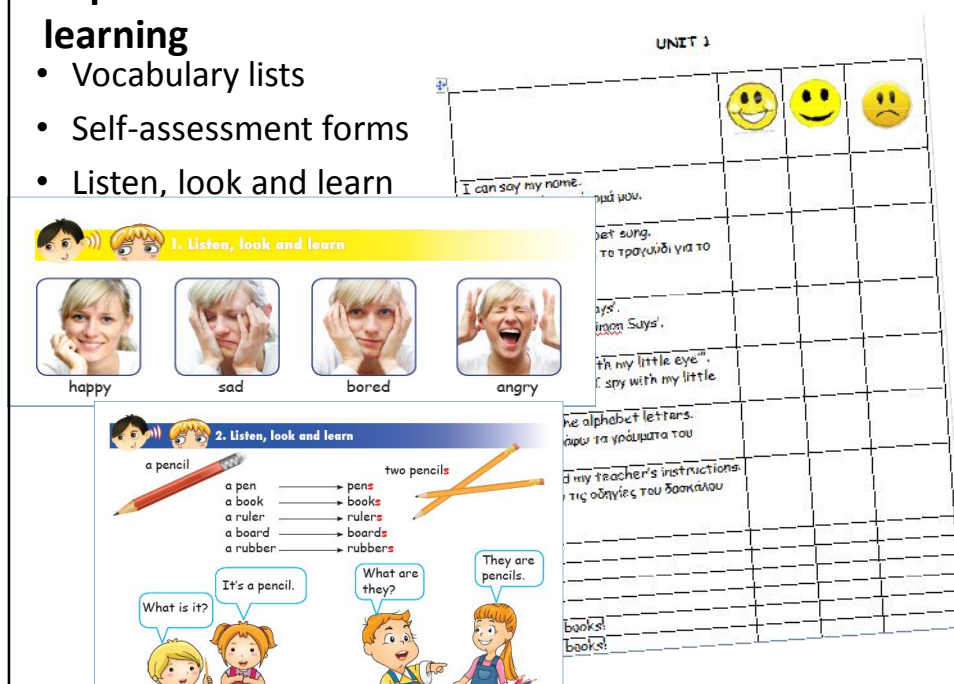
Further development of learner strategies

e.g.:

- Learning how to ask for help:
“How do you spell..... ?”
“How do you say ... in English?”
- Learning how to work better together
‘Your turn’
- Learning how to retain vocabulary better through song
- Learning how to create a picture dictionary
- Learning how to self-reflect and self-assess

Pupils are assisted to become focused on their learning

- Vocabulary lists
- Self-assessment forms
- Listen, look and learn



Prominence of portfolio assessment



Do you know any other number rhymes?
You can add them to your Portfolio.

Time set aside for project work



Time set aside for project work

Time set aside for project work

The worksheet is titled "ANIMALS CAN SPEAK FOREIGN LANGUAGES!!!" and has four columns: "Animal", "Greek", "English", and "Other?". Below the title, there are several rows for students to write. At the bottom, there are two cartoon animals: a ginger cat sitting and saying "Meow!" with a speech bubble, and a black and white dog standing and saying "Woof!" with a speech bubble. Next to the cat is a small illustration of the Union Jack flag, and next to the dog is a small illustration of the Greek flag.

Example for option B:

Germany

Girls	Boys
Antje (Anna)	Leopold (bold leader)
Angelika (Angelic)	Johann (god's gift)
Bernadette (Bold as a bear)	Norbert (blond hero)
Gretchen (little pearl)	Roderick (famous one)

Armenia:

Girls	Boys
Altoon (gold)	Emin (faithful)
Anahidn (pure)	Armen (from Armenia)
Arpi (sun)	Ishkan (prince)
Anoush (sweet)	Bedros (a rock)

Option C: Pupils choose one or two names from their L1 and find which countries have equivalent names. The pupils can use their own knowledge as well as resources such as their teacher, classmates, the Internet, etc.

Example for option C:

Τιαννης	
Irish English Italian Spanish French Latvian Russian Arabic	Sean John Giovanni Juan Jean Jami Ivan Yahya

AND YEAR 4 ??

Year 4: New curriculum implemented through project units and storytelling units



Other developments to happen during this academic year

- Centrally organised teacher training
- Support for the schools: on-site
- Observation of lessons and discussions at regional level
- Extensive pilot of the European Language Portfolio
- Extending CLIL implementation

Thank you!