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Teachers' Health

Εγχειρίδιο Καλών Πρακτικών

Introduction

The collection of articles included in this publication is the result of work carried out by the members of the Department of Foreign Languages at Doukas School - Kindergarten, Primary, Junior and Senior High Schools up to June 2019.

This collection included original work which reflects the efforts carried out at all levels and in all three languages, English, French and German. It is based on our teachers' experience and willingness to experiment as well as their commitment to experiment and develop.

This publication also includes work that has been officially submitted and presented in conferences throughout Greece in addition to reprints of articles that appeared in Foreign Language publications both in Greece and abroad.

This manual is the result of a suggestion made by EAQUALS inspectors in 2017 for an academic guide that would list and itemize the principles and good practices adopted by Doukas FL staff.

It is our intention to revise and enrich this publication annually as a record of the work carried out in the Department. It is also our goal to present a copy of it to all teachers as a token of gratitude for the time and effort they invest in their teaching.

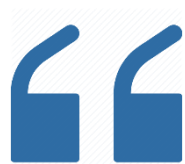
June 2019

George Drivas

Director of Studies

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Appreciation is a wonderful thing. It makes what is excellent in others belong to us as well.

– Voltaire

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Planning the School Year

Setting clear aims and goals

by Afroditi Messaritaki

Educational planning necessarily entails determining the goals or aims of a teaching program. Similarly, in language teaching, the formulation of goals is an indispensable part of any effective course design since it helps the teacher reflect on the purpose of a curriculum. Aims and goals are often used interchangeably and refer to general statements of the outcomes a teacher seeks to achieve with his or her learners. Not only will the articulation of such statements enable the teacher to have a clear focus for his instruction, but it will also provide him with a yardstick for the effectiveness and success of his course. These goals, which pertain to the content and the kind of instruction as well as the role of both the teacher and the learners, will take a more specific and concrete form when the teacher will set manageable and observable objectives or targets in his or her weekly lesson planning.

The philosophy of the curriculum is the first thing that affects the articulation of such goals. If, for example, the curriculum dictates a cross-thematic approach, cross-thematic concepts will appear in the design of tasks and materials. A second factor which comes into play when a teacher sets goals is the information he or she has about the learners. Their age, previous knowledge or learning difficulties are some of the factors that will be taken into account and influence the aims of the teaching program. The course book and the materials are yet another concern for the teacher, who will check whether and to what extent a specific course book facilitates or hinders the realization of his or her goals. Wanting his or her learners to develop communicative competency and skills that are relevant to their everyday life needs, the teacher will seek or adapt material that lends itself to rehearsal activities of authentic-like situations and role playing.

Practically:

- Begin the formulation of aims by considering what the learners are expected to be able to do or produce by the end of the course.
- Consider the length or duration of the course and compile a list of aims which are

achievable and realistic within the specific time period and length of course.

- Divide the aims into feasible and precise weekly targets which will guide the selection of topics and tasks.
- Consider the profile of the learners and what they already know in order to decide on the level of instruction. Consider how motivated they are, which themes appeal to them and how they work better.
- Consider the size of class, the availability of materials and teaching resources and the limitations of the specific teaching context in order to set achievable goals.
- Check if and how the course book will help the realization of the specific aims.
- Consider non-language outcomes like motivation, support, self-reflection and cultural understanding which will help create a friendly, conducive atmosphere for learning.
- Consider process outcomes which will help the teacher and the learners focus on the process of developing knowledge, skills and strategies rather than on the outcome of learning. Thinking skills, learning how to learn, investigation, discussion and cooperation will engage the learners in the process of learning.
- Use the list of aims as criteria against which the success of the course will be monitored and assessed at the end of the teaching period.

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World Read Aloud Day Project by Sofia Saliari

This project is directed toward a twofold aim: to raise awareness on the importance of literacy – and particularly reading- as a human right and to create a bond between secondary school and kindergarten students.

The aim of the first part of the project is to raise awareness on the issue of literacy as a human right. The aim of the second part of the project is to bring secondary school and kindergarten students together in order to promote the importance of literacy as a human right, creativity, collaboration and communication. The main resource site is <http://www.litworld.org/wrad/>. It provides all the theoretical background, useful material as well as a number of activities that could be

organized at school. The project is ideal for students who are competent users of the English language (C2 level). Apart from the LitWorld site, teachers can use a YouTube video on World Read Aloud Day (<https://www.youtube.com/watch?v=82S5PCTClvQ>) in order to initiate class discussion. The choice of the book that will be read to kindergarten students could be left to the secondary school students as long as the latter opt for something funny, short and attractive. Encourage students to use the dramatization technique as well as realia so as to make the reading more appealing to their young audience. The project could be enriched with more activities depending on the available time and class potential.

Lesson Plan

Day 1

Stage 1: Warm up	General class discussion on human rights (Why are they important? What are some of the most important human rights according to the UN?).
Stage 2: Video https://www.youtube.com/watch?v=82S5PCTClvQ	Students watch the video Class discussion on literacy as a human right (Why is it important? What is the situation like nowadays? Are there countries / places around the world in which there is a low literacy rate? What are the advantages of reading to small children? etc)
Stage 3: Preparation of material	Students are informed about the details of the project. Students are divided into groups. Each group is given photocopies of the parts of the book they are going to read to the kindergarten students. They are also given material (paper, coloured cartons, glue, scissors, colours) so that they can prepare some realia and they also decide on the realia that they can bring from home.

Day 2

Stage 1	Students' final rehearsal before the visit. Each student reads their part and incorporates the realia in their reading.
Stage 2	Secondary school students visit the kindergarten. Kindergarten teacher welcomes and introduces them to the small children. Secondary school students perform their reading and dramatization.
Stage 4	Students' feedback on the project

Effective TED ED by Petros Kritikos

1.Theory (Ted-Ed lessons)

Intriguing TED-Ed Lessons and videos help students learn about concepts with real-world relevance. Using digital media is a way to grab students' attention and using unit-related topics that students have already encountered in their coursebook is an even better way to engage them in learning. TED-Ed Lessons are among the resources that help students learn while engaging them in the subject matter.

Educators can build lessons around any TED-Ed Original, TED Talk, or YouTube video through Ted-Ed. Once they locate the video they wish to use, they use the TED-Ed Lessons editor to add questions, discussion prompts, and additional resources. Students find these lessons thought-provoking and motivational as they are designed to spark curiosity and promote further learning in and out of classrooms.

2.Practice

Step 1: In order to get the students involved, I initially write the title of the video or a theme-related key word on the board asking the pupils

to think of deriving words that instantly pop in their mind as well as visualise and describe what kind of images, shapes or situations are likely to be projected given the topic.

Step 2: Then I have one student distribute the comprehension questions leaflets (prepared in advance) and another one write several keywords (included on the leaflet) on the board.

Step 3: I ask students to spot down the chosen words and highlight or underline them. We briefly discuss and explain the meaning of these words based on the context and video topic.

Step 4: Once they have realised and understood what specific information they are expected to look for and 'grasp' while watching and listening to the video content, I then project it.

Step 5: After watching the video I ask them if it lived up to their expectations and what they thought of it. We finally move on to the comprehension questions asking students individually who have found the answer and then check them all as a group to make sure that everyone has the right answers.

“The eco-school project” by Theodore Iosifides

Learning through experience is a widely documented, but probably less widely-implemented way of language learning. Conducive to all learning styles, it actively involves students in the process of learning, having them participate in the actual conduct of the lesson to be delivered. Students undertake the responsibility to gather themselves the data required for the lesson, which enhances their role in the class context, and, at the same time, sensitizes them in crucial, present day issues, such as that of environmental protection and recycling, which lies at the heart of the lesson to be described.

Preparation

Students work in groups of 4-5

Group 1 undertakes the task of gathering information to report on the school’s recycling facilities. For example, they are to focus on the number and type of recycling bins available, the most widely recycled material, promotional material and so on.

Group 2 undertakes the task of gathering information to report on actual school premises’ cleanliness. For example, student should focus on the number of rubbish bins, the amount and or type of trash to be found in the school yard, the presence and work of cleaners and so on.

Group 3 is actually made up of students who are to gather information and report individually on the condition of their own classroom’s cleanliness. Thus, they will convey information regarding rubbish bins, condition of the floor, students’ responsibility.

Stage 1

As long as students have been made aware of their role and feel confident of what they have to do, they are given 15 minutes to go out of the class and start gathering information in their assigned areas (building, classrooms, school yard etc.). They are supposed to be using their notebooks or tablets to keep notes with regards to their respective findings, which they will use to

report to their classmates on their return to the classroom.

Stage 2

Having collected the information which corresponds to their group focus, students go back to the class and after about 5 minutes in which they organize their data, they start sharing this information with the students of the other groups. The latter are supposed to be taking down notes of what they hear, as they will need this information in order to not only form a complete picture of the school condition in terms of cleanliness but also to use it at a later stage/task. Ideally, all the students of each group should take part in the reporting, so they can practise their oral skills. This could take about another 10 minutes.

Stage 3

When all groups have shared their findings with the rest of the class and everyone becomes aware of the situation, conclusions of the existing situation can be drawn. To this end, the teacher can initiate the relevant discussion by posing general and more specific questions to promote awareness. When this is achieved, the discussion can proceed redirected towards suggestions that might improve the situation in areas where cleanliness problems appear. This should take about 15 minutes, during which the highest number of students possible should participate and respond.

HW: Finally, the teacher can assign as homework the following writing task:

“Using the information from your notes and the class discussion, write a report on the ecological profile of your school.” (150-200 words) the following headings are to be used:

- INTRODUCTION/PURPOSE
- RECYCLING FACILITIES
- SCHOOL YARD CONDITION
- CLASSROOM CONDITION
- CONCLUSION/RECOMMENDATION

« Μια φορά και έναν καιρό ήταν ένα παραμύθι που ταξίδευε »

Νατάσα Μαδεντζόγλου & Κάτια Ιωαννίδου

« Il était une fois un conte qui voyageait »

Η συγγραφή και η εικονογράφηση ενός παραμυθιού στα γαλλικά από μαθητές Δημοτικού, ακόμα και υπό την καθοδήγηση των καθηγητριών τους, δεν είναι εύκολη υπόθεση και κυρίως για μαθητές που δεν είναι επαγγελματίες συγγραφείς και που βρίσκονται στα πρώτα χρόνια εκμάθησης των γαλλικών.

Όλα ξεκίνησαν με την συμμετοχή μας στον Πανελλήνιο διαγωνισμό εικονογραφημένου παραμυθιού που διοργανώθηκε από το γαλλικό βιβλιοπωλείο « Le livre Ouvert ».

Προχωρήσαμε στην υλοποίηση ενός έργου διατμηματικού και διαθεματικού το οποίο στηρίχτηκε σε τρεις βασικούς άξονες : γνώσεις , δεξιότητες και στάσεις –αξίες.

Οι στόχοι της εκπαιδευτικής μας πρακτικής ήταν να δημιουργήσουν οι μαθητές μία ιστορία αναπτύσσοντας τις γλωσσικές τους δεξιότητες (το ήδη κατακτημένο λεξιλόγιο-συντακτικές δομές) και καλλιεργώντας τόσο τις επικοινωνιακές τους δεξιότητες (συνεργασία, επικοινωνία, ανταλλαγή ιδεών) όσο και τις διαθεματικές ικανότητες (σχεδιασμός, εικονογράφηση) .

ΒΗΜΑ 1

Ανακοίνωση του θέματος του διαγωνισμού. Καταγισμός ιδεών.

Δημιουργία ομάδων

ΒΗΜΑ 2

Κατάθεση τελικών ιδεών από ομάδες. Απόφαση για τον τίτλο και το περιεχόμενο του παραμυθιού.

« La rose sauvage et les petites fleurs » « Το αγριοτριαντάφυλλο και τα μικρά λουλούδια »

Δημιουργία λεξιλογικών πεδίων (επίθετα, χρώματα, ονόματα λουλουδιών, ρήματα)

ΒΗΜΑ 3

Σύνδεση των ιδεών του παραμυθιού με τις αξίες της φιλίας, της ανεκτικότητας και της ταπεινότητας. Συζήτηση.

ΒΗΜΑ 4

Συνεργασία μαθητών καθηγητριών για την τελική μορφή του παραμυθιού. Διορθώσεις.

ΒΗΜΑ 5

Εικονογράφηση. Γραφή παραμυθιού. Σελιδοποίηση. Κατάθεση στον Διαγωνισμό.

Αξιολόγηση έργου από τους μαθητές.

ΒΗΜΑ 6

Κατάκτηση 1^{ου} Πανελλήνιου Βραβείου. Έκδοση παραμυθιού από το Γαλλικό Βιβλιοπωλείο.

Βράβευση

Το παραμύθι συνέχισε το ταξίδι του. Δραματοποιήθηκε από τους μαθητές και παρουσιάστηκε στους μαθητές του νηπιαγωγείου και στην συνέχεια μαγνητοφωνημένο ανέβηκε στην πλατφόρμα ATHENAVOX του Γαλλικού Ινστιτούτου Αθηνών.

<https://audioblog.arteradio.com/blog/98093/podcast/131298/notre-visite-a-l-ifg>

Και το ταξίδι συνεχίζεται με εισήγηση των δύο καθηγητριών στο 3^ο Ευρωπαϊκό Συνέδριο Γαλλικής το Σεπτέμβριο 2019. Η εμπλοκή μας σε αυτό το έργο ενισχύει την άποψη ότι ο πολιτισμός μέσα από το θέατρο και την δημιουργική γραφή μπορεί να αποτελέσει μία πραγματική διδακτική γέφυρα ανάμεσα στον μαθητή και τον διδάσκοντα.

Γερμανικά και Γυμναστική:

Μαθαίνω Γερμανικά ενώ γυμνάζομαι

Αγγελική Ντόβα, Βίβιαν Γλυκή

Εισαγωγή:

Οι μικροί μαθητές της Γ' Δημοτικού μαθαίνουν Γερμανικά ευχάριστα και δημιουργικά συνδυάζοντας τη μουσική και την κίνηση με τη ξένη γλώσσα. Κίνητρο αποτελεί επίσης η χρήση οπτικοακουστικού υλικού από το διδακτικό βιβλίο της Γ' Δημοτικού, το οποίο είναι εμπλουτισμένο με διαδραστικές ασκήσεις.

Στόχος είναι η αποτελεσματική εκμάθηση κάποιων θεματικών ενοτήτων της ξένης γλώσσας μέσα από τη μουσικοκινητική.

Τέλος, εξασκούνται οι εξής δεξιότητες:

- Ακουστική κατανόηση (Hörverständnis)
- Παραγωγή προφορικού λόγου (Mündliche Produktion)
- Κατανόηση γραπτού λόγου (Leseverständnis)

Σχεδιασμός μαθήματος:

1. Επιλέγουμε τις κατάλληλες θεματικές ενότητες: Abc, χρώματα και ημέρες της εβδομάδας.
2. Κάθε τμήμα παρουσιάζει μια θεματική ενότητα από τις παραπάνω με εισαγωγή του λεξιλογίου της αντίστοιχης ενότητας, ασκήσεις εξάσκησης και εμπέδωσης στο διαδραστικό πίνακα και ένα παιχνίδι το οποίο συνδυάζεται με μουσική και κίνηση.
3. Πρόβες πριν το ανοιχτό μάθημα με την καθοδήγηση της φυσικής αγωγής για το μουσικό-κινητικό μέρος του μαθήματος.

Στάδια ανοιχτού μαθήματος:

Στάδιο 1

Έναρξη του ανοιχτού μαθήματος με ένα τραγούδι από όλους τους μαθητές.

Στάδιο 2

Παρουσίαση της θεματικής ενότητας Abc, διαδραστικές ασκήσεις στον πίνακα και παιχνίδι με στεφάνια.

Στάδιο 3

Παρουσίαση της θεματικής ενότητας, χρώματα, διαδραστικές ασκήσεις στον πίνακα και μουσικό-κινητικό τραγούδι.

Στάδιο 4

Παρουσίαση της θεματικής ενότητας, ημέρες τις εβδομάδας, διαδραστικές ασκήσεις στον πίνακα και μουσικό-κινητικό τραγούδι. (Zoumba)

Στάδιο 5

Λήξη του ανοιχτού μαθήματος με ένα τραγούδι από όλους τους μαθητές.

Ο ρόλος του εκπαιδευτικού:

Ο εκπαιδευτικός επιλέγει τις θεματικές ενότητες, τις παρουσιάζει στους μαθητές και διδάσκει το μουσικό-κινητικό μέρος.

Ο ρόλος του μαθητή:

Οι μαθητές επεξεργάζονται ομαδοσυνεργατικά τις θεματικές ενότητες, μέσω του οπτικοακουστικού και διαδραστικού υλικού που έχουν στη διάθεσή τους. Συμμετέχουν και μαθαίνουν τραγούδια, κινήσεις και παιχνίδια.

Ο κινηματογράφος στο μάθημα της Ξένης Γλώσσας.

Βασίλης Τάτσης

Ένα παράδειγμα με την ταινία των Γερμανικών «Οι ζωές των άλλων» (2006) Επίπεδο A2-B1

Μια σφαιρική εικόνα:

Ο κινηματογράφος ως μέσο εκμάθησης μιας ξένης γλώσσας προσφέρει όχι μόνο την «αναμενόμενη» ευχάριστη διάθεση των μαθητών για μάθηση ή το κίνητρο από την χρήση οπτικοακουστικού υλικού αλλά και τη δυνατότητα για

- συζήτηση (Konversation)
- γνωριμία με την συγκεκριμένη τέχνη στη γλώσσα που οι μαθητές μαθαίνουν (Zielsprache)
- εκμάθηση μιας συγκεκριμένης στιγμής στην ιστορία της χώρας (είτε στην χρονική στην οποία αναφέρεται η ταινία είτε στην χρονική στιγμή που προβάλλεται η ταινία)

Ένας άλλος στόχος είναι οι μαθητές να ερευνήσουν και να βρουν τα στοιχεία εκείνα που θα υποστηρίξουν την κατανόηση της ταινίας. Τέλος, εξασκούνται οι εξής δεξιότητες:

- Ακουστική κατανόηση (Hörverständnis)
- Παραγωγή προφορικού λόγου (Mündliche Produktion)

Βήματα:

4. Επιλέγουμε την κατάλληλη ταινία λαμβάνοντας υπόψιν την γλώσσα, την πλοκή, τα πολιτιστικά στοιχεία που αναδεικνύονται από την ταινία (Landeskunde).
5. Δημιουργούμε το κατάλληλο περιβάλλον στην αίθουσα, δηλ. διάταξη των θέσεων, εξοπλισμός προβολής (εάν δεν υπάρχει μόνιμος).
6. Εξηγούμε τον τίτλο της ταινίας, εφόσον αυτός έχει σαφές μήνυμα για το περιεχόμενο της ταινίας.

Κατευθυντήριες γραμμές πριν την ταινία:

ΒΗΜΑ 1

Αναγράφουμε τον τίτλο της ταινίας και ζητούμε από τους μαθητές να κάνουν υποθέσεις για το περιεχόμενο της ταινίας (Denkanstoß), π.χ. τι μπορεί να σημαίνει ο τίτλος «Οι ζωές των άλλων» για την πλοκή της ταινίας; (Assoziationsdiagramm).

ΒΗΜΑ 2

Προβάλλουμε και διαβάζουμε την πλοκή της ταινίας με τη βοήθεια λεξιλογίου από τον διδάσκοντα.

ΒΗΜΑ 3

Ερευνούμε και μελετάμε (ατομικά ή σε γκρουπ) με τη βοήθεια του διαδικτύου (κείμενα και σχετικά videos) την ιστορική εποχή, στην οποία αναφέρεται η πλοκή (διαίρεμένη Γερμανία), τα χαρακτηριστικά της εποχής (δικτατορικό καθεστώς της ΛΔΓ) αλλά και τα ιστορικά γεγονότα που προηγήθηκαν (Τείχος του Βερολίνου).

ΒΗΜΑ 4

Δίνεται λεξιλόγιο για την κατανόηση της ταινίας (π.χ. Staatssicherheit, Kapitalismus, Sozialismus, Berufsverbot) και χαρακτηρισμούς (προσώπων, καταστάσεων).

Κατευθυντήριες γραμμές κατά τη διάρκεια της ταινίας:

ΒΗΜΑ 1

Οι μαθητές κρατούν σημειώσεις για άγνωστες λέξεις και άγνωστες έννοιες.

ΒΗΜΑ 2

Οι μαθητές χαρακτηρίζουν τους ήρωες της ταινίας, την πλοκή και τα γεγονότα σε φυλλάδιο εργασίας (ατομικά ή σε γκρουπ)

Κατευθυντήριες γραμμές μετά την ταινία:

ΒΗΜΑ 1

Δίνονται οι απαραίτητες επεξηγήσεις

ΒΗΜΑ 2

Οι μαθητές γράφουν μία κριτική της ταινίας (50-70 λέξεις).

Λογοτεχνική μετάφραση και Ξένη Γλώσσα.

Βασίλης Τάτσης

Ένα παράδειγμα μετάφρασης του ποιήματος του Γ. Σεφέρη «Επί ασπαλάθων» στα Γερμανικά. Επίπεδο B1

Μια σφαιρική εικόνα:

Η μετάφραση ως μέσο εκμάθησης μιας ξένης γλώσσας προσφέρει όχι μόνο την «αναμενόμενη» ευχάριστη διάθεση των μαθητών για δημιουργία αλλά και τη περιέργεια, πως μπορεί η ξένη γλώσσα να αποτυπώσει έννοιες, εκφράσεις και συναισθήματα της μητρικής γλώσσας.

Ασκούνται επίσης οι δεξιότητες

- Γραπτής κατανόησης (schriftliche Rezeption)
- Παραγωγής γραπτού λόγου (schriftliche Produktion)
- Δεξιότητες γραμματικής και συντακτικού

Επίσης οι μαθητές μαθαίνουν να **συνεργάζονται** και να **ανταλλάσσουν απόψεις**.

Βήματα:

1. Επιλέγουμε το κατάλληλο ποίημα που προσφέρει δυνατότητες για προβληματισμούς στη μετάφραση λέξεων και εννοιών. Μελετούμε τις συνθήκες που οδήγησαν τον ποιητή να το γράψει (ιστορικό υπόβαθρο) καθώς και σύντομη βιογραφία του ποιητή.
2. Επιλέγουμε βοηθητικά μέσα π.χ. λεξικά, ιστοσελίδες μετάφρασης.
3. Επεξηγούμε τον τίτλο του ποιήματος και αποφασίζουμε για το ύφος της μετάφρασης (λέξη προς λέξη,

μετάφραση και απόδοση του νοήματος αγνοώντας την πιστή απόδοση της λέξης;)

Κατευθυντήριες γραμμές:

ΒΗΜΑ 1

Δίνεται το ποίημα με τις απαραίτητες επεξηγήσεις και οι μαθητές το διαβάζουν μαζί με τον διδάσκοντα.

ΒΗΜΑ 2

Οι μαθητές εργάζονται σε ομάδες και όλες οι ομάδες μεταφράζουν το ίδιο κείμενο.

ΒΗΜΑ3

Η κάθε ομάδα παρουσιάζει τη μετάφραση δίνοντας τις απαραίτητες διευκρινήσεις.

ΒΗΜΑ 4

Επιλέγονται για κάθε σειρά και στροφή του ποιήματος η καταλληλότερη μετάφραση.

ΒΗΜΑ 5

Επιλέγεται η μορφή που θα έχει το μεταφρασμένο ποίημα (θα έχει παραπομπές π.χ. Fußnoten, θα χρησιμοποιηθούν τα ίδια σημεία στίξης;).

ΒΗΜΑ 6

Το μεταφρασμένο ποίημα παρουσιάζεται από τους μαθητές σε μορφή ppt και σε έντυπη μορφή.

Planning a lesson

LA GALETTE DES ROIS!

ΕΛΒΙΚΑ ΒΛΟΝΤΑΡΤΖΙΚ

Με αφορμή την ενότητα του βιβλίου «Vive le roi!», που παρουσιάζει τους ήρωες να αναβιώνουν το έθιμο της κοπής της «galette des rois» οι μαθητές του τμήματος Fr 145 οργάνωσαν την κοπή της δίκης τους «galette des roi». Με αυτό τον τρόπο δόθηκε η ευκαιρία στους μαθητές να γνωρίσουν ένα γαλλικό έθιμο. Έθιμο που κατά την παράδοση κάθε χρόνο την ημέρα των Θεοφανίων, σε κάθε σπίτι στην Γαλλία κόβεται η βασιλόπιτα και οποίος βρει την «fève» στέφεται βασιλιάς της ημέρας.

Ο στόχος είναι εκτός από τα αμιγώς γλωσσικά στοιχεία οι μαθητές να διδαχτούν και τα πολιτιστικά στοιχεία που αφορούν την διδασκομένη γλώσσα όπως συνήθειες, παραδόσεις και έθιμα.

1° βήμα

Διδασκαλίας της ενότητας, του σχετικού λεξιλογίου και αναφορά στο έθιμο.

Παρακολούθηση σχετικής προβολής (ιστορία του εθίμου, συνταγή και προετοιμασία της galette, κοπή της πίτας...)

2° βήμα

Οι μαθητές βρίσκουν πληροφορίες για το έθιμο και φτιάχνουν μια παρουσίαση στο Keynote.

3° βήμα

Προβολή των παρουσιάσεων. Αξιολόγηση των παρουσιάσεων από τους μαθητές και επιλογή της παρουσίασης που θα προβληθεί την ημέρα της γιορτής.

4° βήμα

Οδηγίες για το πως να φτιάξουν μια πρόσκληση (τι πρέπει να αναφέρουν στην πρόσκληση πχ ημέρα, ώρα, χώρος...).

Συζήτηση για την οργάνωσης της γιορτής. (υλικά, καταμερισμός ρόλων). Οι μαθητές μοιράζουν τις προσκλήσεις σε υπευθύνους, δάσκαλους.

5° βήμα

Ημέρα της γιορτής. Προβολή της παρουσίασης με την συμμετοχή άλλων μαθητών. Οι μαθητές του τμήματος τους εξηγούν το έθιμο. Κοπή της πίτας και στέψη του βασιλιά. Γευστική δοκιμή

Αττικό Ζωολογικό Πάρκο: Αξιοποιώντας στοιχεία της γερμανικής γλώσσας μέσα και έξω από τις αίθουσες διδασκαλίας.

Αρχελική Ντόβα, Βίβιαν Γλυκή

Η εργασία αυτή αποτελεί μια διαθεματική εκπαιδευτική παρέμβαση, η οποία συνδυάζει τα οφέλη της διερευνητικής μάθησης, της ομαδοσυνεργατικής μεθόδου διδασκαλίας και της βιωματικής προσέγγισης εκπαιδευτικών αντικειμένων. Οι μαθητές συμμετείχαν ενεργά σε δραστηριότητες εντός και εκτός αίθουσας διδασκαλίας αξιοποιώντας το Μαθητικό Υπολογιστή, είχαν συνεπώς τη δυνατότητα, να αναπτύξουν τις ικανότητες του 21^{ου} αιώνα μέσα από Γνώσεις, Δεξιότητες και Αξίες. Οι μαθητές της Ε΄ Δημοτικού γνώρισαν τα ζώα, και επικοινωνήσαν σε μια ξένη γλώσσα (γερμανικά), μέσα από την εμπλοκή τους σε δραστηριότητες όπως αναζήτηση, κριτική προσέγγιση πηγών, συλλογή και παρουσίαση πληροφοριών, παρατήρηση.

Βασικοί στόχοι της εκπαιδευτικής παρέμβασης της διαθεματικής αυτής προσέγγισης είναι:

- Να καλλιεργήσουν οι μαθητές την συνεργατική και διαθεματική προσέγγιση της γνώσης.
- Να εμπλακούν στη συλλογική προσπάθεια μέσα από τη βιωματική δράση.
- Να αναπτύξουν κριτική σκέψη μέσα από την προσέγγιση πηγών και την κατανόηση αιτίων και αποτελεσμάτων.
- Να γνωρίσουν τα ζώα και τον τρόπο διαβίωσής τους από κοντά.

- Να εντοπίσουν στον χάρτη περιοχές που ζουν και αναπτύσσονται.
- Να γνωρίσουν λεξιλόγιο της ξένης γλώσσας, παράγοντας προφορικό και γραπτό λόγο.
- Να κατανοήσουν φράσεις, λεξιλογικές ομάδες και κείμενα.
- Να εξασκηθούν στο σωστό τονισμό και προφορά στην ξένη γλώσσα.
- Να εξασκηθούν στην γραπτή και προφορική έκφραση.
- Να εξασκηθούν στην ακουστική κατανόηση.
- Να εξασκηθούν στον αφηγηματικό λόγο.
- Να συνεργαστούν και να ερευνήσουν.
- Να αναπτύξουν δεξιότητες παρουσίασης.

Στάδια μαθήματος

1. Σχεδιασμός μαθήματος

A) Προετοιμασία πριν την επίσκεψη στο Αττικό πάρκο.

B) Επίσκεψη στο Αττικό πάρκο.

Γ) Εργασίες μέσα στην τάξη μετά την επίσκεψη στο Αττικό πάρκο.

Δ) Αξιολόγηση του έργου από τους μαθητές.

2. Συλλογική Διεξαγωγή Έργου

Δραστηριότητα	Ρόλος Μαθητή/Ομάδας	Ρόλος Εκπαιδευτικού	Εκπαιδευτικοί Πόροι
Αναζήτηση Συλλογή Πληροφοριών	Συλλογή στοιχείων	Καθοδήγηση των μαθητών στην πλοήγηση στο χάρτη	Μαθητικός Υπολογιστής Διαδίκτυο
Καταγραφή Πληροφοριών	Καταγραφή πληροφοριών για κάθε ένα από τα ζώα	Καθοδήγηση των μαθητών	Μαθητικός Υπολογιστής Διαδραστικό Λογισμικό Χάρτης
Αναζήτηση στοιχείων στο χάρτη και συλλογή πληροφοριών		Καθοδήγηση των μαθητών για τη συλλογή των στοιχείων	Μαθητικός Υπολογιστής Διαδραστικό Λογισμικό Διαδίκτυο Χάρτης
Οργάνωση και Δημιουργία Παρουσίασης	Οι ομάδες των μαθητών ανάλογα με την ομάδα στην οποία ανήκουν, προετοιμάζουν την παρουσίαση του ζώου που έχουν αναλάβει	Εισήγηση για την αρχειοθέτηση –οργάνωση των αρχείων στον Μ.Υ. και τη συνένωση διαφανειών σε μία παρουσίαση	Μαθητικός Υπολογιστής Λογισμικό Παρουσιάσεων Διαδραστικό λογισμικό Διαδίκτυο

3. Βελτίωση του Έργου

Πριν την επίσκεψη στο Αττικό πάρκο θα ήταν χρήσιμο οι μαθητές να συναντηθούν με ένα κτηνίατρο, ώστε να ενημερωθούν για το σωστό τρόπο συμπεριφοράς τους απέναντι στα ζώα

κατά την επίσκεψή μας , καθώς και για τα ίδια τα ζώα.

Σε αυτό το διαθεματικό μάθημα θα μπορούσαν να εμπλακούν κι άλλα μαθήματα, όπως τα εικαστικά και η μελέτη περιβάλλοντος.

Learning new vocabulary

by Natasha Bablademou

Learning new vocabulary, being able to paraphrase for writing and speaking purposes as well as identifying synonyms is a challenge for all students whatever the level. After students have been introduced to new vocabulary they are usually required to use it in exercises and study it at home, revise for a test, ultimately to be able to use it on their own. Lots of different exercises are available, companions giving synonyms in English or translations in the students' language are often used, online dictionaries are at our fingertips ... but the effort required to memorize the words and their meaning, preferably in English, is disliked by most students. Vocabulary homework is dreaded, quizzes have to be given often and cause anxiety and parent interference not to mention preparation, correction and grading by the teacher. I have found a great tool to help with all that in Quizlet www.quizlet.com. It is a platform where you can find or create sets of flashcards for vocabulary items. I use the free version. Here is how it works in a timeline but you can adapt it to your needs:

Stage 1. You create an account. You create as many classes as you wish.

Stage 2. Your students join the class you asked them. Do this in real time!!! Quizlet has short guides for students and parents available in case you need them.

Stage 3. Once everyone is comfortable using the platform you can search for a set of flashcards with the vocabulary you would like your students to practice or create one and assign it to your class. The first few times it is a good idea to do that live in the classroom so you can monitor, help, explain and so on.

Stage 4. Time to check yourself with Test mode. Quizlet allows you to check yourself in different ways. In real time tinker with your students to make sure they know how to take a test. As the platform grades the test this is instant feedback for the learners!

Stage 5. Homework time! A set or sets can be assigned for homework practice. Believe me it is one of the most welcome forms of homework you can give. Learners are happy to use their devices instead of books or dictionaries. They can take the tests at home as many times as they wish, in any form they wish. The scores are just for them, so no anxiety or control.

Stage 6. Test time! The teacher can print a quizlet test and give it in real time after a set or sets have been assigned as homework. This means that real administrative needs for grading purposes can also be met.

Stage 7. Quizlet Live! The best feature of Quizlet is Live: The teacher selects a set to play with. After you choose the live option a code appears that learners need to join the game. It is a team game where teams are random. The first team to get all the correct answers wins but one mistake gets you back to square one, so it is more important to be careful and discuss your answers than being quick! Learners love Quizlet Live and you can use it as a class reward even!

The Fishbowl Activity by Maria Limniati

The 'fishbowl' activity constitutes part of a differentiated instruction. It is a 'discussion activity' which, apart from EFL, can be used with almost any subject of the curriculum i.e. Maths, Literature, History, Biology etc. It is a useful tool that can help students understand what a good discussion looks like, as it encourages them to use accountable talk and critical thinking skills.

The fishbowl technique can be used in the production stage of a lesson and it is an interesting way to recycle, revise or combine what students have learned. All students are involved in it and everybody has to contribute in the discussion. It requires a sitting re-arrangement as well, which helps everybody get away from the classroom routine and sounds quite inviting to the more kinesthetic types.

The procedure is as follows :

- The students are divided in two groups 'the participants' and 'the listeners'.
- Both the 'participants' and the 'listeners' have to follow specific simple rules which become known to them before the activity and which can help the discussion going. For example, one rule for the 'participants' should be 'take turns to speak' and for the 'listeners' 'show respect and remain silent'.
- The students form two circles. An inner circle (with chairs) and an outer circle.
- In the inner circle, the fishbowl, the 'participants' take part in a discussion where a topic or problem is discussed or analysed from different angles or perspectives.

- In the outer circle (with or without chairs) the 'listeners' listen attentively and take notes about what went well, if everyone participated, what could be improved etc.
- The teacher sets a time limit for the discussion (6-10 minutes will do).
- Then students switch roles, preferably, with a different task to be discussed.
- At the end there is a debriefing stage which can be done as a class discussion or as a writing task or both. In this stage students reflect upon their performance, how they felt being 'participants' and 'listeners', the quality of the discussion etc.

For more information or details concerning the fishbowl technique, or different versions of it the following two sites can help, although one can find a lot more on the internet.

[https://en.wikipedia.org/wiki/Fishbowl_\(conversation\)](https://en.wikipedia.org/wiki/Fishbowl_(conversation))

<https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl>

Speech Giving in Elementary School

by B. Bageris

The art of giving a speech is one that is much needed in today's business world. Therefore, it is a good idea to start young. After having taught English for many years, I have reached the conclusion that the first introduction with speeches should start in Grade 4. At this time, the speech should be short in length and the subject something that the students are familiar with, such as: wild animals, pets, family.

In Grade 5, the students should progress to giving a longer speech, maybe from a minute to a minute and a half. Of course, the level of the students plays a role in this. Finally, in Grade 6, students may be asked to give up to a two-minute speech. All this seems very easy on paper and in theory, however, it is extremely difficult for two reasons. Firstly, students have to have a relatively good grasp of English, which is foreign to them in itself, and secondly, they have to deal with the stress of speaking to their peers and being judged.

As previously stated, after many years of teaching, I have found that just giving any speech, a speech for the sake of doing so, doesn't really do the trick. One method that has proven to be extremely helpful in the understanding of what a good speech is, is to

engage the entire class. This is achieved by having the students that are listening give an evaluation and grade to the speaker. By doing this, the listeners are required to pay attention to details. They are then given the task of being specific about their comments in such areas as: length of speech, voice projection, enunciation, body stance, eye contact as well as how interesting the speech is. Not surprisingly, the students can be brutally honest, but they also acknowledge the merits of the speaker and the speech.

Steps to giving a speech

- Choose a topic you are interested in
- Find information and write your speech
- Write important information on notecards in case you lose you place
- If you use a PowerPoint as a visual aid, make sure you do not use a lot of words
- Use only a title or up to 3 bullet points per slide
- Learn your speech by heart, something that happens after repeated recitations
- Stand facing the audience
- Have eye contact as you scan the audience. Do not focus on the teacher
- Project your voice
- Have good enunciation
- Make sure you are within the time limit

wikiHow: "How to make a good speech for school"

Lesson Planning: Getting Ready by Sandy Kladakis

A good lesson plan helps us as teachers to conduct a lesson that is meaningful and flows smoothly. Of course, no matter how well prepared we are and how confident we feel that it will be a perfect lesson, there are those little unexpected surprises that often crop up. That is why we try to anticipate what could arise in the classroom and plan ahead. We need to be flexible as teachers and have backup plans. Because a lesson can be subject to change, it is important to be spontaneous and move on always bearing in mind our goal. This can be achieved as long as we are well organized.

For our lesson to be effective we need:

1. To have a clear aim/objective, what we actually want to teach the students. We need to know what we want our students to have accomplished by the end of the lesson, what the learning outcome will be. Here we must know our students well, what their interests are and what they can achieve according to their age level. The objective must also be made clear to our students.
2. To ask ourselves how we are going to teach; we need to have planned a variety of activities to cater for the needs of our students and their different learning styles. Therefore, material has to be chosen wisely to aid us as teachers, e.g., flashcards, songs, games, hands-on activities, use of technology (smart board, etc.), handouts and so forth.

3. To ask ourselves how to organize our lesson. One way of doing this is making sure the sequence of activities make the lesson flow smoothly, gradually leading to our goal. Timing of activities is essential. Of course, activities can be altered according to how well the children are responding. Be flexible. Have back-up plans.

Useful steps when planning a lesson:

- Warm up – get students' attention to something new; it's good to include prior knowledge so that they can relate to it.
- Presentation – e.g., demonstrate new vocabulary in an interesting way e.g., visual aids (i.e., flashcards, realia), songs, videos, etc.
- Practice – controlled practice. We encourage students to use new language e.g., choral drilling. We ask questions so as to see if they learnt new material, we play games, do short pair/group activities, etc.
- Production – teacher limited involvement. Students' time to use language taught in a more communicative, personalized way (role-play, pair/group work)
- Wrap up – what they have learnt should be clear to them. Assign homework.
- Reflection- after the lesson, the teacher should think about what went well and what didn't, to help us in future planning.

Philosophical Chairs by Tryfonoula Korbi

Overview

'Philosophical Chairs' is a versatile way to get students speaking and listening to one another. It's a student-centered strategy that can be used in any content area around a multitude of topics. It's set up like a debate—and one explicit objective is for students to be open to changing their minds. The other objectives are for students to practice respectful dialogue, provide evidence for claims using prior knowledge, organize their thinking and logical reasoning, and avoid disputable statements. The activity also provides a venue to challenge students' assumptions. (Edutopia, 2019)

SET UP

1. Set up your classroom for the "Philosophical Chairs" discussion. Have one designated area for students who agree with the topic. Directly across from the 'agree' area should be a 'disagree' area. In between the two should be a section for students who are 'neutral/undecided' on the issue.
2. Print an article relevant to the topic that will be under discussion.
3. Write the topic on the whiteboard.
4. Make a class set of the Philosophical Chairs Reflection Sheet printable.

LESSON DIRECTIONS

Step 1: Inform students that they will discuss a topic with an activity called Philosophical Chairs. The topic should elicit a mixed response. Some people agree whole-heartedly while others vehemently disagree with the premise for many reasons. Still others will reserve judgment until or unless they hear something to persuade them one way or the other

Step 2: Reveal the topic to students: **Should students grade their teachers?**

Step 3: Inform students that they will have a chance to argue the merits of the topic and will be seated according to their views:

- Sitting on one side of two rows of facing chairs indicates one's total support of the topic.
- Sitting at the other side signals a student's total disagreement.
- Students who have undecided views or have questions to ask sit behind or at the end of the two rows.

Step 4: Provide each student with the article that you have printed and a Post-it Note or small piece of paper and instruct them to write down their name followed by their stance on the issue. They should write 'agree', 'disagree', or 'undecided' and the basic reason why they have adopted the particular stance.

Step 5: Provide 15 minutes so that students can read the article and decide on their stance.

Step 6: Position students in their chosen areas (agree, disagree, or undecided).

Step 7: Select one student to start the discussion by stating why they chose their particular stance on the issue.

Step 8: Continue with a detailed debate with students explaining why they have taken one of the three positions. Students are able to move around the room during the discussion, similar to a game of musical chairs. Participants can symbolize their willingness to adopt a different point of view – even if temporarily – by moving in the direction of that view and assuming a new location.

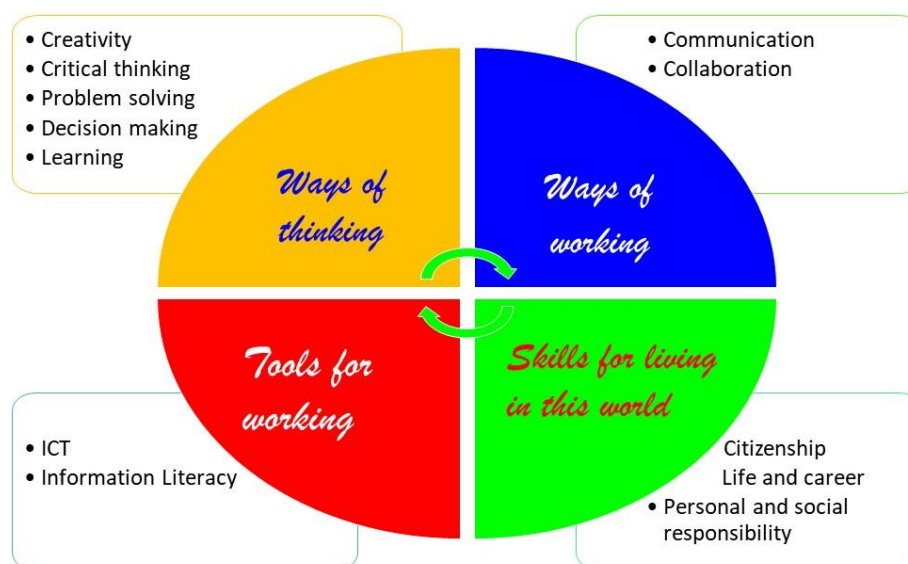
To ensure that movement takes place, students can receive 'credit' for participation or taking multiple viewpoints.

Step 9: At the conclusion of the discussion, have students complete the Philosophical Chairs Reflection Sheet printable.

Integrating 21st Century Skills into the EFL syllabus by Dimitris Primalis

The need to prepare students for the challenges they are about to face in a global working environment, has urged educators to integrate a range of skills- known as 21st Century skills – into the syllabus. Roughly categorized in 4 pillars

(see diagram below), these skills are not new in the field of education. However, the growth of ICT technology has supported and facilitated the development of skills such as communication, collaboration and creativity.



Adapted from www.p21.org

Even though they are not directly associated with the “traditional” foreign language skills, most of them are an integral part of EFL exams. For instance, candidates often have to work in pairs or in groups in order to reach a decision and they have to use their analytical skills to find the main points of a text. The greatest challenge, however, for the educators who want to help their students develop these skills are how they can be integrated seamlessly into the syllabus without adding further strain in terms of time and work.

This can be achieved through

1. Modifying existing activities
2. Adding extra activities
3. Project work

Practical ideas

1. Modify an existing mechanistic task i.e. transform sentences from the simple

present to the simple past, by personalizing the task or by introducing an inanimate object to narrate its story.

2. Add extra activities related to the topic or structure taught in class. These activities may be 5-10 minutes long but should focus on student engagement. For instance, students can create positive fake news about their classmates using the personal passive structure (see <http://differentefl.blogspot.com/2018/05/creative-efl-activities-for-demotivated.html>) or decide whether a piece of news is real or fake.
3. Modify traditional projects such as “Find information about your favourite painting and present it in class” into personalized tasks that require critical and creative thinking skills by changing the wording in the task. For instance, the above-mentioned project could be assigned with

the following task: "Find information about your favourite painting and then reimagine it. What would it look like? Draw or create a digital version of how you reimagined it and present it in class. Explain why you made these changes. "This can be the lead in to project work that will stimulate discussions on the factors that affect an artist and students can express their views on whether it is a good idea to reimagine famous works of art.

(<https://differentefl.blogspot.com/2017/08/reimagining-famous-paintings.html>)

References

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Skype Vibe by Chryssanthi Sotiriou

Doukas Junior High School students (Grade 9), following the learning process based on project-based learning, were asked to create the best possible city in Space. Students were to follow a certain pattern of research¹ in order to produce their final product either in digital form or as an oral presentation. Teams were formed and relevant information was goggled in class using students' personal tablet PCs. (1:1). Each group posted both their initial work and final proposal in LMS². Comments, feedback and useful links were sent to the students by the teacher. Questions raised by the students were answered by a Space expert via Skype.

The project promoted an integrated approach to cloud-based educational process since it focused on collaborative learning. The Skype connection led the students to conduct a more scientifically

documented study of the subject they were asked to investigate. .

The educational value of the project is distinct from the recording of the objectives as well as the lesson plan because it reveals the presence of educational elements that contribute to achieving higher expectations within each lesson while focusing on the needs and interests of the students of the corresponding age and knowledge group. The fact that each lesson is based on an educational scenario with specific structure helps in a better understanding of the subject/area discussed, and facilitates the process of 'learning how to learn'.

Lesson	Description-Steps	Aims
Lesson 1	Students got background information on space based cities (BIOSPHERE 2). https://www.youtube.com/watch?v=oUJGR6qNVzA	<ul style="list-style-type: none"> • Lead in • Brainstorming
	Students used background information to write a brief paragraph about space city parameters and conditions necessary for people living there. (posted in LMS)	<ul style="list-style-type: none"> • Focusing on the task of developing vocabulary • Helping students to see what information is required before producing a written piece of work
	Group work. The class was divided in teams-research was conducted; fruitful discussion helped to clarify ambiguous points.	<ul style="list-style-type: none"> • Providing topic vocabulary
Lesson 2	There was a Reading comprehension activity. Questions prepared by the teacher were posted in LMS.	<ul style="list-style-type: none"> • Letting students think about the value of predicting information

¹ <https://www.edutopia.org/project-based-learning>

² <https://economu.wordpress.com/l-m-s/>

	<p>Source: Wikipedia</p> <p>http://en.wikipedia.org/wiki/Colonization_of_the_Moon</p> <p>https://en.wikipedia.org/wiki/Colonization_of_Mars</p>	<ul style="list-style-type: none"> • Giving them practice in using reading skills
	<p>PBL</p> <p>Students were asked to create the best possible space city. Questions were asked and answered (in written form)</p>	<ul style="list-style-type: none"> • Helping students to organize their ideas when writing
Lesson 3	<p>The classroom was split in half and the students were assigned into two different groups. Each group prepared questions relevant to the project chose to submit. Students were taught the basics of Skype (for those who were unaware of how to use it). The students talked to the expert on an assigned time and date and used the information they gain as a guideline for their project. They Shared it with classmates and teacher in Edmodo platform.</p>	<ul style="list-style-type: none"> • Developing communication strategies • Promoting student's initiative

The role of the Teacher

The Multi-faceted Teacher by Mary Fortis

Inspired from William Shakespeare's, "As You Like It."

All the world has classrooms,
And all the teachers merely players,
They have their exits and their entrances;
And one teacher in his time plays many parts,
His roles being eight; depending on what the students are doing.

At first the **Controller**,
Dictating and standing in front of the class.
Being the focus and having complete charge of the class; good for grammar explanations, accurate reproduction and drilling.

And then the **Prompter**,
Encouraging and helping students to achieve more, providing some information and language when necessary, pushing them to move on.
Appropriate when students are involved in a project, or when students are working together in groups cooperatively. The prompter then interacts with the students and is not the centre of attention.

And at other times, the **Assessor**,
Providing feedback and correction, telling students how well they have performed and by evaluating their performance, giving them grades.

Teachers have to be flexible, acting out these different roles and more at different times in their

teaching, promoting care and ease. These roles work differently and have different aims.

Whichever role we choose to perform, we have to foster a positive, supportive, yet challenging classroom environment. We have to inspire our students and, more importantly, encourage them to think independently.

As **Controller**:

- Introduce target language by reading a text or watching a video
- Give explanations
- Assign appropriate tasks
- Conclude by using drilling techniques

As **Prompter**:

- Help students to proceed productively if are at a loss of words (oral presentation)
- Encourage to think creatively rather than spoon-feed.
- Offer a clue (word or phrase) so student can say something

As **Assessor**:

- Offer feedback (if students understand the target language)
- Offer correction
- Grade students on pronunciation, grammar, accuracy, etc.

1. <https://etoninstitute.com>

2. Jeremy Harmer (<https://jeremyharmer.wordpress.com/articles/>)

The role of the educator by Lilian Borboudaki

Born into a family of language teachers, my initial drive to follow a career in education was based on the feeling that I was about to walk on a familiar and safe path. Honoring Helen Keller's words that "language is more important to the mind than light to the eye," I chose this educational field because I aspired to provide my learners with all the linguistic knowledge necessary to communicate in a foreign language.

However, as the years passed by and the number of my students increased, I realized that my choice to become an educator was not just something that ran in the family. I became aware of the fact that it was a very conscious choice grounded upon my belief that the teacher does not only deliver lessons, but touches souls and transforms lives. Motivated by this, my goal is to always cultivate in my students ideas and values represented by characters in human history that manage to overcome difficulties, make extraordinary accomplishments and possess the bravery necessary to face life's challenges. My hope is that the lasting legacy of influential people and memorable events that emphasize the importance of following your dreams and working hard for your achievements, despite

various challenging odds, will have a positive impact on my learners. I envision a classroom environment where timeless and inspirational lessons are taught: lessons of courage, perseverance and triumph of the human spirit, lessons of empathy, understanding and acceptance.

Here are some practical tips, which can enable the educator to achieve the goals mentioned above:

- Read biographies of people that prove the triumph of the underdog.
- Watch films (preferably true stories), in which students can identify with characters that fight hard for their dreams no matter how unattainable they might seem.
- Ask students to work in groups and look for characters whose life illustrates the importance of hard work, integrity and perseverance.
- Ask students to present their findings in class (create posters, give speeches).
- Set the example yourself. Always encourage, motivate, and inspire!

The role of the Student

In children we trust by Annette Morley

Speaking from 25 years of personal experience in teaching 6-8 year olds, let me begin by quoting John Holt (*How Children Learn*, 1995, Merloyd Lawrence):

“Trust children. Nothing could be more simple, or more difficult. Difficult because to trust children we must first learn to trust ourselves, and most of us were taught as children that we could not be trusted.”

Then, the expression ‘Give them an inch and they’ll take a mile,’ also springs to mind, possibly creating a contradiction in terms.

In our classroom (note I do not call it ‘my’ classroom), trust is dished out freely and no advantage is taken. It is my conviction that if a child is treated as an equal, he/she will act accordingly. If children are shown consideration and respect, they will mimic such behaviour. Rules and responsibilities, once defined and agreed upon, are invaluable tools and provide a sense of security for all concerned.

As the class teacher I prefer to facilitate learning by gently guiding the pupils. In order to accomplish this style of teaching, it is necessary that certain roles are assigned to a number of children each week. First and foremost, the class has a ‘Helping Hand’ – the child who will deal with class discipline and orderliness. Thereafter, the class is divided into teams and each team has a ‘Leader’ – the child who will assure that their whole team is participating and also answer any

queries team members may pose. If we all work together, class harmony is achieved.

In designing the role of the pupil in class, the following factors might be given consideration:

- Treat the classroom as a small community (children assume roles, plants are grown, book and game corners are established)
- Provide a stimulating environment (display interesting objects and keep the classroom colourful)
- Create a positive atmosphere (have an award scheme-commend good behaviour as well as academic effort)
- Expect the unexpected (Be prepared at all times for any eventualities, be flexible, go with the flow)
- Engage and involve everyone (each child will become ‘Helping Hand’/‘Leader’ during the year)
- Respect and appreciate one another (greet one another, thank and praise one another, leave classroom as you would want to find it)
- Inform parents of classroom rules (once the classroom rules have been decided and agreed upon, have a class letter, signed by everyone, sent to parents)

Continuous Personal Development

How article-writing helped my personal growth as an EFL teacher by Nancy Tasiopoulou

It was not a long time ago when the Director of Studies of our school, Mr. George Drivas, asked the EFL kindergarten teachers, to contribute to the upcoming issues of the “ELT News” magazine, the most distinguished ELT magazine in Greece in the last thirty years. We welcomed the idea as a challenge to discuss and reflect on relevant ELT issues with the rest of the community.

I personally chose the topic “Teaching young learners”, which got me into thinking how I could possibly put in ink everything that I do with my little ones every day. Writing the article made me realize the steps that I take every day in the classroom. This procedure also required some small-scale research on my behalf, as I had to provide appropriate literature that would back up my choice of activities. However, what really startled me was that by writing this article, I came to realize what works in the classroom with the little ones and what doesn't, to what extent the theory can diverge from practice or not, and how significant it is for teachers to have the chance to put their ideas and their best practices out there and share them with the community. Moreover, I realized that observing oneself carefully, reflecting on techniques and critiquing as objectively as possible, is not an easy task. Writing the article made me wonder if I inspire and motivate my students enough and what changes I could make in the future so that they become more involved in the lesson in a fun, exciting way.

Article writing helps a teacher develop professionally in many respects. First, it encourages teachers to enhance their knowledge and skills by reading professional magazines, journals and books. (www.britishcouncil.in). In this way, they can stay relevant and up to date, so they can make a meaningful contribution to their team and community (Kloosterman, 2014).

Second, they become more connected to their students, as it is students' needs they primarily have in mind. (www.edutopia.org , 2016). Therefore, teachers can develop a sense of kindness, empathy and positivity toward their students. Last but not least, writing an article helps teachers observe and criticize themselves as professionals, their lacks and strengths, giving them, thus, the opportunity to evolve and become more effective in their workplace.

Steps toward successful article writing

- Write about what you are really interested in and what is within your area of expertise
- Browse through relevant literature in the form of books, journals, websites, magazines
- Think carefully based on your personal experience
- Discuss the topic with colleagues, if necessary, so that you get another perspective
- Focus your mind on the message you want to convey to the readers and how sharing your ideas would benefit the community

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How being a member of a tech-teaching community helped me develop my teaching skills by Nancy Tasiopoulou

It is within the range of a teacher's agenda to broaden their professional horizons. As integrating technology in the classroom has been the latest trend in pedagogy, many technological institutions, like Microsoft, have created teaching communities where teachers and educators can learn about new tech tools and share their good practices. Becoming a member of such a community helped me expand my knowledge as to what tech tools I can use and how I can use them in my classroom.

Teaching English as a foreign language requires a lot of thinking about how a teacher can motivate and engage students in their learning in an interesting, fun, yet effective way. A tech-teaching community can aid teachers toward that direction by sharing and promoting effective tech tools that encourage student-centered, project-based learning. (www.edutopia.org, 2007) When students use technology in the classroom, not only do they become engaged, but also they take control over their learning, thereby changing the classroom dynamics. They get a deeper understanding of the content, enabling the teacher to become a supporter in the classroom, instead of being solely the authoritative figure. However, in order to achieve immersive teaching, teachers need guidance as to which tools to use in their classroom. Browsing the community's website, they can look for best practices from colleagues worldwide or they can even share their own story of what really worked well in their classroom. This gives a sense of achievement and a drive to experiment more with the newest tech tools. Personally, I used the OneNote tool on a Grade 5 project on museums. Not only did

the community assist me in learning how to use this amazing tool through web tutorials, but they also offered the opportunity to share our project and ideas.

Steps towards becoming a member of a tech-teaching community and making the most of it:

- Browse the Web and look for major technological institutions (like Microsoft) or even continental (like eTwinning) that may support the teaching profession
- Discuss the idea with the Director of Studies of the school, supervisors and colleagues to get approval/more information/feedback
- After signing up, browse the community filtering the subject you teach or relevant areas of interest
- Look for ideas or best practices that have worked with other colleagues internationally and think how you can apply them in your classroom
- Contact other colleagues in the community with whom you can build partnerships
- Share ideas and practices that have worked with your students in the community

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How a positive attitude helps me to develop professionally in teaching in pre-school, by Valia Georgilaki

According to Social Cognitive Career Theory, one of the key elements that determine our professional performance is self-efficacy. Self-efficacy, which is about the ability to successfully complete a given task, is mainly developed through social interactions, personal practice and positive feelings. Strengthening this ability helps us, in turn, to set realistic goals, minimize barriers and improve our outcomes. Focusing on the psychological and affective reactions of people, their level of affective states and actions, it is accepted that their actions are based more on how efficacious they believe they are rather than what others believe about them. As Anna Freud said, "...strength and confidence... comes from within. It is there all the time." So, cultivating a positive psychology and attitude can greatly affect our professional advancement. First of all, it makes you a pleasurable person to work with since colleagues, students and parents are likely to respond more favorably to you. In addition, because of this, limiting beliefs that may hold you back from taking steps and actions can be eliminated. Thinking that you cannot do something minimizes the chances to achieve goals, but adopting a positive attitude, feeling that you can do things and take on new challenges, it is more likely to succeed since you become proactive, set attainable goals and create opportunities for yourself. Taking into account that I am teaching in pre-Kindergarten, this attitude has greatly helped me in my workplace where we need to maintain the high-quality standards of our School and overcome not only foreseeable but also unexpected challenges daily.

Steps towards a positive psychology:

- **Step 1:** Think positively.

Keeping track of my thoughts throughout the day has helped me a lot in moving forward. Thoughts like, "I'll never be good enough to discipline my class" or "I'm not as creative in my lesson as I would like to be" need to be analyzed so as to turn them from being negative into being positive by using affirmative language. Thinking that "Once I've gained another year of work experience, I'll be better prepared to create opportunities and take more initiative in

class," will communicate the message that you are capable of making achievements.

- **Step 2:** Remind yourself of your achievements. Another way to feel more empowered and encouraged to think more positively about my abilities has been to regularly remind myself of my achievements and successes in the workplace, as well as the challenges I've overcome. These include, settling down a group of 4-year-old children, training them to comply with classroom rules and routines as well as creating a positive environment to engage them in activities and learning.
- **Step 3:** Have the right body stance and a smile on your face.

Having an affirmative body stance. This means to avoid slouching and to smile and laugh. This stance helps us feel optimistic and capable. Smiling is, as they say, contagious, so this will create a nice working atmosphere that, in turn, facilitates working with pleasure, collaborating with the teacher and being productive.

- **Step 4:** Be kind.

A personal attribute that is always proven to help is to be polite and grateful to people at work. Kindness creates the feeling of cordiality and willingness to be a good team player to collaborate with.

- **Step 5:** Control your anxiety.

Stress can have dire impact on our health and affect our attitude and productivity negatively, so what I usually do is to find ways to make situations less stressful or reduce their impact on me. For example, to avoid the workload pressure of preparing fun activities for my little ones, I organize my time properly and plan my lessons to include worksheets and crafts, songs and games.

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Reprints



5+1 valuable tips to consider before choosing a course book



By Valia Georgilaki and Afrodite-Kalliopi Messaritaki

Born in Athens, in 1990, Valia has always held aspirations for becoming an English teacher. Her love for children and her desire to help them learn ignited her inner motivation to head towards teaching. She graduated with a BA degree in English Language and Literature from the National and Kapodistrian University of Athens, Greece in 2012 and in 2016 completed her Master's Degree in TESOL (Teaching English to Speakers of Other Languages) from University of Exeter, UK. She has been teaching English since 2010, working with learners of all ages and levels. Her interests are in the fields of teaching English to young learners, psychology in EFL and the use of New Technologies in EFL classroom.

Picking the right course book isn't always an easy task. What you think may be the best choice, can prove to be a costly mistake for your class. However, no textbook can perfectly fit in each and every teaching situation and satisfy the needs of every group of learners or meet the requirements of every curriculum, or even suit every teacher. As Cunningsworth maintains: "...books are good servants but poor masters" (Cunningsworth, 1984, p.1). An evaluation process helps us as teachers assume control over our teaching, enabling us to judge the strengths and weaknesses of our 'servant' and decide if or how we could make the material more effective and appropriate for our students. This necessarily needs time commitment and considering several factors before you make up your mind and go for the right course material.

The course book should suit your teaching style.

1

It's not always about our students' tastes; we must also cater for what motivates us and help us deliver our lesson. There are so many books and publications to look around, so it's natural to choose the materials that you already know about because there may not be much time to experiment or research. However, other teachers' feedback may prove helpful. Make sure the coursebook matches your or your school's philosophy. The content pages present the structure of the units/modules; take a look inside the book and ask yourself "Does the organization of each unit make sense to me? Does it appeal to my teaching preferences?" There are books that divide the unit into sub-lessons clearly stating on top the purpose of each one, be it reading, speaking, listening, writing, learning about other cultures, CLIL, vocabulary or grammar etc. To what extent do these reflect your approach and methodology to teaching? Are you satisfied with the way these are presented?

Appearance does count!

2

The appearance of the coursebook may influence your choice too. If it looks cheap, botched or dull, you won't respond positively to it. Easy on the eyes books are always more stimulating to both teachers and learners. What appeals to us visually, may help in many ways the teaching and learning process. By experience, no few were the students who were helped by colorfully illustrated graphs and pages to retain the vocabulary

items or grammar boxes in long-term memory. However, overwhelming and packed layout of units, bad distribution of sections, too bright or too pale colors and texture of pages are also factors that should be weighed carefully. Personally, I have had students commenting on how the glossy plastic pages make writing and erasing hard, or others saying that the regular black and white paper gives them goosebumps! So, I have rejected books because of the texture of paper or the appearance. But you may find yourself in a dilemma: "I don't like this coursebook but the students like it. What should I do?" Well, in this case ask them to tell you more specifically what they like about that book, so that you can find another one sharing the same qualities they like but having the structure and order that fits your teaching goals.

Be tuned into your students' needs

3

Making the selection task less daunting and intuitive, we need to analyze our teaching environment first by addressing our students' needs and wants, taking into account their age, level, learning styles and difficulties, purpose for studying, to name just a few. The right course book ought to be suitable for the age and the average maturity level of our students, include interesting topics, have attractive illustrations, meaningful tasks and authentic language. Effective course material is also pitched at the right level of difficulty, graded and sequenced appropriately so that our students can work their way around the book easily performing manageable tasks which will boost their self-confidence, motivate and engage them further. A needs and attitudes analysis will also reveal learning styles, difficulties and immediate or long term purposes and goals in learning the language. Whether our students feel intimidated by writing and speaking tasks or whether they prefer to interact with their classmates in group and pair work instead of listening to the teacher are important pieces of information and play a pivotal role in the selection of the right course book. In the same vein, an informed choice of course material should take into account whether our students are learning the language in order to acquire a certificate, enhance a job search or communicate with English speaking people and travel abroad.

4 Choose a coursebook that realizes the goals of the official syllabus

Choosing a course book entails the investigation of the official syllabus and of the goals and objectives found therein. Therefore, we also need to check whether the course material which is to be adopted for a specific teaching context reflects the aims of the official syllabus and curriculum. A standard syllabus, for instance, will more often than not dictate the use of a book which covers all four skills, namely reading, writing, listening and speaking while an exam-based course requires material which trains and prepares the students to sit for a specific exam. The philosophy and the bias underlying the design and the content of a course book is another aspect which comes into play and influences our final selection. Most language courses try to strike a balance between the communicative use of the language and the correct usage of it, thus requiring course material which helps the students build up both their fluency and accuracy. The role of the teacher and the students is another element which can be detected while flicking through a course book and will help us decide between a learner-centred and a teacher-centred classroom reality.

Time restrictions

5 No teacher wants to be overwhelmed with activities and material when there isn't enough time within one teaching hour or academic year to complete. So, when planning the syllabus of the year, it's advisable to pick a coursebook that its modules/units are feasible to be finished by the end of it based on the course and learners' objectives. Rushing and being stressed to cover everything, will not only affect your mood, but also your students'. Having a negative impact on their psychology, teachers' agitation may create a high affective filter which will block their positive disposition towards learning. The worst scenario that we don't wish for is a teacher going at the pace of strong students, leaving the weaker ones behind.

6 Choose a coursebook that can bear flexibility and adaptation

Time isn't always on our side in other ways too. Many of us have found ourselves speeding to finish an exercise, explain homework, answer questions students may have and more. And all these, because no matter how well-planned our lesson is, something might come up and rock the boat. So, you'd better have a "boat" that can stand the rough waters! Choose a coursebook that can be adapted to your syllabus and daily plan. This may mean that you may want to skip parts because of lack of time or because you are keen to teach them alternatively. You may need to omit parts of the unit, add supplementary material, or use the internet to extend the possibilities in your class.

With all these coursebook out there, the ideal textbook may be difficult to find but at least you can experiment for a while and select the one which seems better for your class and remedy while using it. We should all have in mind that "great teachers can create great lessons with mediocre coursebooks but poor teachers are unlikely to give great lessons even when they are using great coursebooks" (Gates, 2016). •

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Teacher Development - Adult Training



Nancy Tasiopoulou, M.A. in Education, California State University, Monterey Bay, Teacher of English Doukas Primary School

My experience in teaching English Language and Literature University Students through the Workshop "Integrating technology into the EFL syllabus".

Getting Started

It was four years ago when I was asked to co-present with Mr. George Drivas, Director Of Foreign Language Studies at Doukas School, and colleagues Mr. Dimitris Primalis and Mrs. Chryssanthe Sotiriou, the workshop "Integrating Technology into the EFL syllabus" to the Athens English Language and Literature University students. My first reaction was positive, as the memories of interesting subjects, either in Linguistics or Literature, and inspiring professors are still there for me. However, when I came to think of it more closely, I realized that the age group of the students I had been teaching before was completely different. How would I pass on knowledge to students in their twenties, when the only students I had been working with for so many years were children? Having presented four workshops since then, I realize that it has been a real challenge for me and I have learned so much, especially as far as teacher development and adult learning are concerned.

The day has arrived!

The workshops have been held in the authentic setting of our school (Doukas School in Athens). Classrooms and the school's Innovatorium were used, so that the students could get a feel of where the real action takes place. The laptops, software, projector and cables were checked and after the students were seated and got their mobile technologies started, looking at me with the expectation that they would learn everything about technology and teaching that day, I started the workshop feeling optimistic.

Developing Teachers

Various topics were discussed, such as the notion of flipped classroom, Bloom's Taxonomy, the use of specific Web 2.0 tools, followed by activities that would get the students to work together. Also, a real lesson was demonstrated using the software of the book series that we use in our school, including mostly reading and listening skills.

What surprised me was that enthusiasm started to build in quite a short time and the students were asking us questions one after the other. They were interested in useful tips and activities that would engage and motivate their prospective students. Being computer literate themselves, they started thinking how they would use mobile technologies to the benefit of their teaching. They realized that it is a challenge to bring together theories in Pedagogy and EFL learning to their students' experiences or actual needs.

Furthermore, there have always been discussions during

these workshops concerning what teaching is really about. It is not only transmitting knowledge to willing to learn –or not- students or testing their IQ. Teaching is also about touching the students' soul by inspiring, encouraging and assisting them. Teaching is not "a one size fits all" situation, as everyone is a unique personality. Each of the University students shared their experience from the Greek educational system, its weaknesses and strengths. They also realized that critical thinking is key since the teacher always needs to find ways to customize the lesson according to the students' needs.


Moreover, special student needs and behavior problems have been extensively discussed during these workshops. Teachers nowadays are asked to tackle several learning difficulties in their classroom. They need to have the appropriate training as well as the positive attitude to help their students feel comfortable in the lesson and get them to meet their goals. Behavior problems always hide something deeper, so teachers need to have developed their Emotional Intelligence, that is, they need to read between the lines so as to understand the underlying meaning of the disruptive behavior.

W. Goethe once said that unless people move forward, they are doomed to stay behind, and this is the case with the teaching profession. Technologies change, students change, societal norms change. Teachers need to include 21st century skills in their lessons, such as collaboration, communication and ICT literacy among others. Beliefs and stereotypes should always be challenged and all voices should be heard in a classroom. Cultures and diversity should be celebrated, as our world has turned into a global village.

A never ending quest for more knowledge

These University students have made me have faith in the teaching profession, as, in an ever changing, demanding world they aspire to transform themselves, develop their critical thinking, learn more about Pedagogy and are eager to apply everything that really works in their future classroom.

These workshops have provided intellectual growth to both the University students and I. We have discussed and reflected a lot about the use of technology in the classroom, as well as various teaching pedagogies. I personally feel lucky to have worked with such a group, as their maturity and different perspectives have contributed immensely to the development of our workshop. Lifelong learning is a never ending process that helps people grow both spiritually and professionally, especially concerning the teachers who wish to exercise their profession with their heart and soul. •



What Can A Teacher Do Besides Teaching?

It might seem like a no-brainer that if you earn a teaching degree, you'll work as a teacher.

But after a while, you might be wondering if there are alternative jobs for teachers, outside the classroom. The good news is that teachers have many transferable skills that are valued across many industries. Holding a teaching degree may qualify you for jobs in business, non-profit organizations, publishing and more. So, if you're a teacher who is considering a second career, know there are many companies that are eager to hire you, the ex-teacher.

Put Your Teaching Degree to Work

If you have ever wondered "What can I do with an education degree?" you are not alone. Many of the skills necessary to become an effective teacher are often sought-after qualities in other careers too. As a person with a teaching degree, you surely have the following skills and qualities:

- You are thoughtful, highly organized and efficient.
- You understand the concept of constant improvement.
- You work well alone, and collaborate well with others.
- You have great management abilities and leadership skills.
- You have an excellent understanding of human behaviour and a lot of experience interacting with people with different personalities.
- You are a great writer and effective communicator.
- You are flexible and willing to change.
- You have a strong work ethic.
- You are a lifelong learner, and that's not going to stop now that you're on the job market.

In a traditional teaching job, you would use all these skills

to maintain an orderly classroom, lead discussions and work with students on a group and individual basis. In other career paths, you'd employ these skills in a slightly different manner.

So, if you're a former teacher who is considering a second career, see what other fields you could work in with an education degree. Some additional training may be needed.

Education Jobs Outside of the Classroom

Consider these options:

- **School Counsellors:** School counsellors, also referred to as guidance counsellors, help students in many ways, and they too aren't in the day-to-day classroom. You'll need additional training, but if you want to remain in education and help students in other ways, school counselling is an option.
- **Curriculum Design:** Schools need experienced educators to improve the quality of education for their students. There are curriculum development experts, school effectiveness specialists and learning coaches who lead teacher training, observe teachers and make recommendations to improve their teaching.
- **Substitute Teacher:** Like a traveling nurse, a substitute teacher can decide where and when to work. You don't have all the administrative and preparatory responsibilities of full-time teachers who manage their own classrooms.

The Business World and Your Teaching Degree

The world of business and teaching may seem like opposite ends of the spectrum; however teachers who have an education degree have many skills that are crucial to succeeding in business. Former teachers can transition into several fields:

- **Marketing:** Use your business savvy and understanding of human needs and desires to help companies market their products. Remember: traditional marketing is only part of the picture. In today's Internet-focused economy, there are many good jobs for ex-teachers in online marketing: search engine marketing, search engine optimization (you strategically write online articles so that when people Google a term, your website will come up high on the page), email marketing, and more. Teachers are a natural at any number of traditional or online marketing jobs.
- **Technical writer:** While you may need to take a course in tech writing, this is a much-needed skill, one where not everyone excels. Use your writing skills to draft user guides, manuals and white papers for companies large and small.
- **Human resources:** Companies usually provide employee education or training, which can be led by a person with a teaching degree. Another option in HR is working as a recruiter. Your ability to understand the needs of people from different backgrounds can make you an asset in a company looking to hire HR people.
- **Management:** Teachers are born managers. While you might need additional school or training, some former teachers are able to find jobs in the business world.
- **Entrepreneurship:** If you've had ideas about products or services that you'd like to pursue, and you think that you can put together a team to pull it off, now might be the time to try.

Non-profit Organizations

Non-profit organizations also have many roles to fill. For example, teachers are obviously good at public speaking, so they're a great fit for organizations that make presentations or speak to groups. Other options include:

- **Grant writer:** Non-profit groups typically rely on grants and fundraising to cover their costs. If you have the skills needed to be a teacher, you may be qualified to write grant proposals. Your communication and writing skills will be needed to draft a persuasive argument on why an organization needs funding.

- **After-school programmes and youth organizations:** Typically run by non-profit organizations, youth-based groups often look for people with a teaching degree. Some teachers might find work at summer camps or at daycare centers rather than within the school system.

Publishing

If you're an English teacher, consider a position in publishing.

Writer or editor: The publishing industry is vast. Your writing and editing skills could help land you a job in books, magazines, newspapers, online publications, blogs or newsletters.

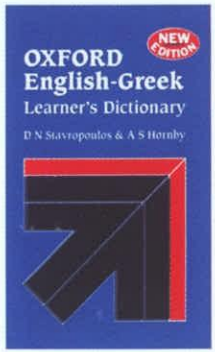
Or, consider authoring or overseeing the publication of student textbooks. Not only can you use your writing and editing skills, you can remain in the education field and leave the classroom.

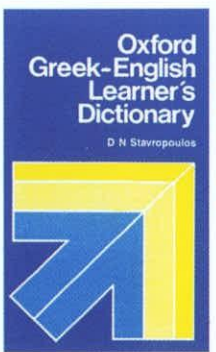
Interpreters and translators

This career path is specific to foreign-language teachers. You could work as an interpreter or translator.

If you're ready for a change, use your transferable skills in any number of these fields, and other niches that you find yourself. The skills you acquired during your time in the classroom most certainly qualify you for many jobs outside the classroom too.●

Think of a word....
(English or Greek)
Think of Oxford.





It's all there!
In the
Oxford / Stavropoulos
learners' dictionaries

Το καλύτερο δώρο!
Ζητήστε το στα βιβλιοπωλεία
KENTΡΙΚΗ ΔΙΑΘΕΣΗ Τηλ: 6722357

Teaching Young Learners

The age of Innocence



By Nancy Tasiopoulou, English Teacher,
Doukas Primary School

Teaching young learners is a unique experience, as it brings together the use of art, music, games, storytelling and technology. Not one day in the kindergarten is the same with another, as the children's spontaneous and inquisitive nature can lead the lesson to new paths of acquiring knowledge. Young children get bored easily and

the teacher needs to continuously search for engaging material that appeal to their interests and imagination.

Setting up routines

One of the most important aspects in teaching young learners is to set up specific routines. The lesson, for example, can start with the students sitting on the carpet in a circle, on a specific spot, singing the "Hello" song, followed by any other songs they have learned so far. This helps them to settle down, get organised and make them feel comfortable that they start with something they already know. Then, the lesson can continue with the introduction of the new language in the form of flash cards, songs, or literature. The teacher can sometimes dedicate the lesson to the consolidation of already acquired knowledge with the use of games, technology or artwork. The lesson should always end in a specific way, like singing the "Goodbye" song, indicating that the lesson has come to an end and providing a smooth transition to the next one.

It is important that the teacher also establishes routines as far as tackling behavior issues. The children should know what to expect in case they do not follow class rules and this has to be made clear to them from day one. The teacher needs to be consistent with classroom management and treat all children equally and fairly.

Read out loud!

Reading children's literature in the classroom has multiple effects in language learning. Sloan (2003) states that not only can stories cause belly laughs in the young, but can also engage their emotions and imaginative energy. By listening to a story and looking at the book's pictures, children experience literature in a way that ignites their imagination and stirs their emotions. The teacher should vary the pitch, the volume or the tempo of the voice when necessary in order to animate the story and get the students immersed in the language. The teacher can then ask questions about how the students feel about the characters or the plot of the story. This helps them create their own voice in the classroom and pose their own questions developing, thus, their thinking skills. Reading literature in the young

learner's classroom can also help them become fluent in the target language. Children's literature is full of repetitive patterns and refrains that facilitate the comprehension and production of the language. Young learners love to play with words and rhymes. Rhythm, alliteration and assonance appeal to their senses, especially the kinesthetic one, as they delight in moving to rhythmic chants and stories. The teacher should bring quantities of story books in the classroom so as to promote the notion that reading is a fun and interesting activity.

Sing songs!

Music is a vital part in teaching young learners. Not only does it create a safe environment in the classroom where all voices are heard, but it also introduces and consolidates language learning. Children love to sing and, from what we hear from parents, it is the first thing they take home with them after school. Singing songs in the foreign language gives them a sense of comprehension as well as a sense of achievement. Music soothes their soul, especially to those young learners who cannot separate from their parents early in the morning. I cannot help but remember the case of a little girl coming into class sobbing and almost being unable to attend the lesson, only to find out that we were singing her favorite song and making room for her to join us. She

soon overcame her difficulty and was happily singing along. Music brings children together and appeals to their naturally optimistic nature.

Play games!

Playing games with young learners is a fun activity for both parts. Freeman and Freeman (2001) state that language learning is primarily a social process, meaning that students learn continuously from one another and bring their own past and present experiences in the lesson.

Games is an effective as well as fun way to have students work in teams, interact with one another, comply to classroom rules and regulate themselves in the sense of peer teaching. Students can also consolidate language through games by recalling and repeating relevant vocabulary.



Games is an effective as well as fun way to have students work in teams, interact with one another, comply to classroom rules and regulate themselves in the sense of peer teaching.

The teacher is the facilitator who can sometimes take part in the game, too! Technology can take the notion of gaming to another level. For example, the use of iPads in our school has helped the students play memory games, matching games or putting pictures of a story book in the right order. It is engaging, it promotes the students' social skills, as they always work in teams, and it urges them to recall language.

Have fun with art!

There is no place to have fun with art like in a young learners' classroom! Children love to color, play around with paint, playdough, sticks, paper and any kind of material the teacher gives them. Art work is the culmination of the lesson where the students activate their motor, thinking, as well as creative skills. They can work alone or in teams, in projects inspired by famous artists, authors or even the season they are currently in. The topics for artwork are endless and the students enjoy expressing themselves in any way they can. There is no right or wrong in art, so all voices are heard and each artwork is celebrated equally in the classroom. Exploring the language, exploring the world, exploring oneself through art is a one of a kind experience for each student, bringing learning to a whole. Goldberg (2001) believes that art gives students a sense of confidence and builds their self-esteem.

Teaching young learners

Teaching young learners can be quite an experience for a teacher, as their affectionate, spontaneous nature keeps adults on their toes. They are thirsty for knowledge and absorb everything their teacher says. However, as a final thought concerning children, I cannot help but quote Fyodor Dostoevsky who wrote in his book "The Brothers Karamazov", " Love children especially, for they too are sinless like angels; they live to soften and purify our hearts and, as it were, to guide us."

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The **TIMELESS** lust of photocopies and handouts in class

By Dimitris Primalis

Admit it!

It is the time of the year that your hands are itching and discussions in the staff room are monopolized by one item: photocopies. You've already used the coursebook and any other book that you selected a few months ago and you feel that you need to supplement it so that you can help your class work on their weaknesses. No doubt about the good intentions, but are you sure you are not overdoing it?

Every academic year, students are showered with photocopies that aim to supplement the course. Originating from times when access to books and material was difficult, this practice has been established and become an integral part of the educational system. To such an extent that for the majority of the Greek parent community, a teacher's efficiency is often measured by the sheer volume of photocopies that they hand out over the year.

Yet, despite the projected image, are handouts really as effective as we think? Most of the times they are photocopies which are hastily made from books on the market which is illegal. The first implication is that we convey a message to our students that a writer's intellectual property is not worth being respected. In terms of educational content, they are usually a patchwork of grammar exercises that bear little relevance to the context presented by the coursebook. Therefore, students often find it hard to do them and are often baffled by exceptions they have never been taught. It may also backfire as the more photocopies one gives, the more times it takes in class to go over them. Finally, it is also worth bearing in mind that students who are not very well organized tend to misplace them and by the time they attempt to retrieve them for revision, most of them have ended up in the waste paper basket.

Wiping them out does not seem feasible but below you can read some tips that may make them more effective.



“It is the time of the year that your hands are itching and discussions in the staff room are monopolized by one item: photocopies.”



George Drivas talks about ELT its past, present and future

George Drivas is a well-known figure in the ELT community, having spent 36 years in the field. He is a teacher, teacher trainer, author, and presenter, both at local and international levels. He has presented and published work aiming at the use of technology in education based on pedagogy and current teaching method; his latest paper has been published in Handbook of Research on Educational Design and Cloud Computing in Modern Classroom.

George Drivas is also the creator of AllThingsPresentations.com website and Facebook page which are frequently visited by people interested in presentation and communication skills. He has been the Director of Studies at Doukas School Department of Foreign Languages since 1994.

**ANASTASIA
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On the occasion of ELT NEWS's 30th anniversary we are happy to publish a series of interviews from ELT personalities who have left their trace in the Greek and international ELT scene.

George Drivas is no stranger to Foreign Language education, having spent 36 years as a teacher, teacher trainer, author and presenter both at a local and international levels.

Passionate about learning, education and training, he is keen on studying, developing and implementing innovative ideas in terms of pedagogical framework as well as content development.

He has presented and published work aiming at the use of technology in education based on pedagogy and current teaching method; his latest paper has been published in Handbook of Research on Educational Design and Cloud Computing in Modern Classroom

Settings by IGI Global, US.

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with Lilika Couri and Pror. Bessie Dendrinis

Did you always want to become a teacher?

I always felt comfortable in a school environment. My Greek language teacher of 4 years in High School was my role model. He was inspiring, disciplined, methodical, demanding, and respectful. He encouraged all students in class and the feelings were mutual. It was first a choice of area of study and then a teaching job followed naturally. I still feel indebted to my university linguistics professor for his mind opening lectures on linguistics and the teacher trainer at a major language institute in Athens for the practical applications of theory that largely shaped my thinking.

What was the situation in ELT when you started teaching?

It was the time of major changes. The communicative approach was dominating the scene, with grammar teaching being pushed in the background and ostracized into oblivion. Progressive coursebooks, like STRATEGIES,

Change requires two elements. A wish and a direction. Nothing will change unless you want to challenge yourself. You need to question your effectiveness and efficiency on a daily basis.

were dominating the publishers' and authors' minds and new projects were commissioned. It was the time that saw the rise of Greek publishers from sideline companion producers into mainstream international players. It was a venturesome and adventurous time. Despite what appeared to be total confusion there was a spirit and will to move forward.

Is teaching a discourse in which everyone waits their turn to speak and no one truly listens? Is it a discourse of memorization in which ready-made phrases, ideas, formulas and patterns are reiterated over and over again?

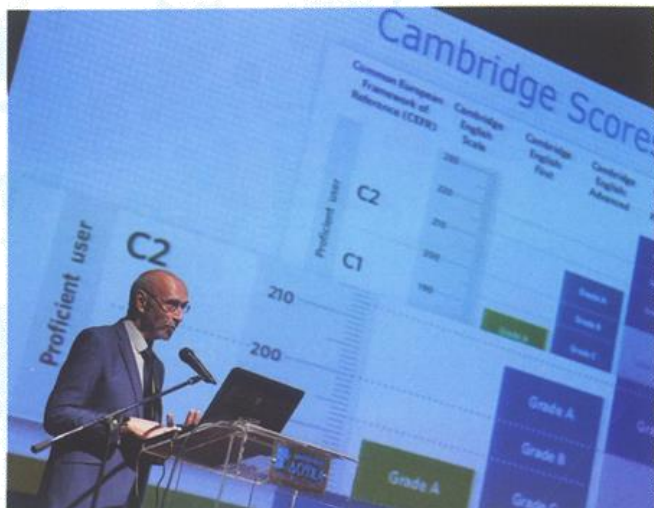
A little book that comes to memory was called "For and Against" by L. G. Alexander. It listed a number of topics, current at the time, like Women's Liberation, The Generation Gap, The Space Race, and the like. It had a number of one line arguments, you guessed it, in favour or against the topic. It was a great resource for ideas that could be used to enrich an oral or written presentation. It was not a model. It was more of a guide. There were no recipes there. There were suggestions to assist in the communication of content. That was the pattern of teaching at the time despite the memorization that had to take place, especially in terms of vocabulary. My feeling is that teaching was geared towards the learners and not towards a specific exam.

Has teaching changed or we still teach the way we were taught?

Teaching has changed dramatically while remaining unaffected by realities. We have progressed in terms of technological developments, yet we have remained dependent on published materials and public exams. The processes of learning and teaching have become "easier". There is abundant assistance available. As a result there is less discovery. Teachers do not stop learning when they graduate. Learners do not stop developing once they pass their certificate exams. Once they both reach what we used to refer to as their "learning plateau", the feeling of lack of progress leads to regression to safe practices: the way we learned.

How difficult is it to change?

Change requires two elements. A wish and a direction. Nothing will change unless you want to challenge yourself. You need to question your effectiveness and efficiency on a daily basis. Not at the detriment of your sanity but for the benefit of constructive criticism. However, we need a clear sense of direction. Change what into what? In the past, we had a case of black and white: Grammar vs. Communication. A question of either or. Today we live at a time of shades of gray. A time of insecurity,



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Human relations are changing faster that I would care to mention. I still wear a tie to work every day out of respect to my position and to those I come in contact with in my present role.

doubt and uncertainty, aggravated by economic discomfort. Is there room for experimentation? Is there room for vision? Is there room for romantics, or are we simply crushed by realists?

If you could go back what would you change in your teaching?

When I meet former students, especially those of ten or twenty years ago, I am surprised by the aspects of my teaching that they still remember. They may not be those that I consider my most significant qualities, but they

definitely are those that impacted them more significantly: e.g., my sense of humor. Personally I have changed over the years: more confident, more experienced, more demanding, more open-minded. If I chose to change any of these would I be doing them or me a favour?

The bedrock of more effective and efficient instruction is setting and maintaining meaningful relationships with students. Do teachers know how to do it?

Human relations are changing faster that I would care to mention. I still wear a tie to work every day out of respect to my position and to those I come in contact with in my present role. However, I am friendly with the students I come in contact with. I am not their friend, we are not buddies. Yet I take them seriously and they realise that. They know when it is time to let our hair down and when it is time to be strict and austere. An old saying goes: "Trust your students and they will let you down. Do not trust your students and they will put you down".

Have you ever felt embarrassed or insecure in the classroom?

Every single time. Am I making the most of their time? What is the answer to the question they just asked? Am I the right role model for them? Why are they not paying attention to me? Is it my fault? Am I boring? Audience rejection is still one of my worst nightmares. I have this urgent need to feel accepted because I am trying!

Does routine teaching make teachers 'lazy'?

What is routine teaching, I ask you. I have been active in the field for 36 years now. I consider every year an ordinary series of extraordinary events. Even when you have the same students in name they are a year older. That makes a huge difference. The book may be the same but the faces of your students are not. Their life experiences are giving them shape and depth. Watching the changes is both intriguing and fascinating. You ever try to find yourself in them.

How do you see ELT in say...10 years from now?

Learners becoming more independent and taking ownership of their learning. Learners rationalizing early on why they want to invest in a learning programme. Learners willing to take risks.

o Learning environments becoming more welcoming and appealing. Learning environments open to socializing, discussions and debates, less structured but more productive and more connected; the latter two both in the technical and the metaphorical sense of the terms.

o In my experience, I have seen students who wish to stay in class when we tell them to get out! Conversely, I have seen students who wish to stay out when we ask them to come in.

o I still remember the words of John Dewey: "Education is not preparation for life; education is life itself." ●

By Dimitris Primalis

VIEWS & CLUES COLUMN

Selective or biased?

"I have adopted a selective approach", "I adapt the coursebook to accommodate the learners' needs". Statements like these have always given me the impression that a teacher is developing, from being dogmatic to reaching maturity. One who makes the most of any available resources to help learners achieve their learning goals without following blindly the book syllabus. Yet, this may not always be the case.

Teaching for 25 years, I have seen teachers who were not qualified enough to teach and felt secure following blindly what the coursebook recommends without taking into consideration their classes' profile and needs. I have also felt parents breathing down my neck, monitoring closely what is being done in class, in an attempt to ensure that the book is covered from cover to cover as if it was the Holly Book. Clearly, I'm against all these.

However, in the name of a selective approach, some educators adapt the teaching material in such a way that accommodates not their learners' needs but their own personal teaching style and preferences. Communicative exercises aimed at developing soft skills are turned into mechanistic drills; parts of the syllabus are ignored while others are covered so extensively that students are given the impression that the mastery of a sole structure e.g. passive voice, makes them proficient in English; 21st century skills activities reduced to mere lectures by the teacher; C.L.I.L. (Content and Language Integrated Learning) material being taught exclusively through the good old grammar- translation method; certain topics are completely banished while others are exhaustively covered. The list is endless and more often than not, learners find language learning a daunting task.

As the new academic year has just started, there are some simple steps to minimize problems:

Select carefully

The latest trend or the extra benefits offered by the publisher may be a good reason to adopt the book, but there are other factors one should take into consideration. How many hours is the course designed for? Can the stakeholders (teachers, students) work well with the underpinning methodology? Are we acquainted with it? Does it meet the goals we have set for specific classes?

Prioritize aims and objectives

What is the long term aim you want to achieve with your class? How can the material help you with few modifications? What are the lesson objectives? Which parts of the material you have accommodates them?

Modify prudently

If you have to modify parts of it, then ensure that your changes are integrated into the syllabus. Make the most of the context provided by the coursebook as this will help learners “tune in” more easily and will save you valuable classroom time rather than introducing a completely new context. Handouts can supplement the lesson and cater for the needs of individuals but creating too many of them means that you spend too much energy and effort on material that will end up in the waste paper basket by most teenage learners.

Use the feedback you receive

Make the most of the feedback that you receive from students, parents and peers. Monitor whether modifications you have made are well received and have the desirable effect. Be flexible and reconsider changes or set new goals that reflect the needs of your class.

Closing thoughts

The dilemmas and issues that arise when planning are numerous and they are shaped by a number of factors. It takes effort, self-awareness and courage to overcome personal bias in order to make the most of the available material to the learners’ benefit. However, all these sacrifices are instantly rewarded with a class who is highly motivated and achieves learning goals.

With my warmest wishes for a Successful Academic Year!

bio



DIMITRIS PRIMALIS is an EFL teacher, author and oral examiner. He has been teaching for more than 20 years and applies his knowledge and experience to introducing innovation and change into the daily teaching practice. He believes that motivation, creativity, critical thinking, collaboration and communication can be the driving forces in TEFL. His views and work are shared in his columns in the ELT News, the BELTA Bulletin and his blog, «A different side of EFL». He has presented his work in many conferences in Greece and abroad. Dimitris was awarded the 2013 IATEFL Learning Technologies SIG scholarship and was selected twice as Expert Innovative Educator and this year as Fellow by Microsoft in Education. He also served as assistant editor for the IATEFL Learning Technologies SIG e-bulletin (2015-16). He is working at Doukas, a private primary school in Athens, Greece.

Crisis Leadership and the Need for Personal Narratives

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Chryssanthe Sotiriou, English Language Coordinator, Doukas High School

Πανελλήνιο συνέδριο με διεθνή συμμετοχή, ΠΑΙΔΑΓΩΓΙΚΟ ΤΜΗΜΑ ΔΗΜΟΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ, ΕΚΠΑ, 2013

Leadership is defined as the ability to help peers achieve certainty in unstable situations, providing them with guidance, advice and a clear perspective (Ganz, 2009). He goes on to argue that in times of certainty and stability, when people know what is expected of them and how to act, they don't require guidance. This is one of many definitions of leadership that exist. What they all have in common is the assumption of a context within which people function, a framework that defines them professionally, politically, socially, even morally. Leadership is defined within a social reality; it is defined as a social construct.

There are many forms of social constructionism as claimed by Gergen & Gergen, 2003. What is considered as fact may well be the result of contending accounts of reality as defined by different social entities using different elements to construct their meanings. That implies that 'reality' is constructed through language and, in turn, since language is a social phenomenon, the account of reality which prevails is often both a temporary and a collective phenomenon (Grint, 2005). Leadership is not a scientific fact. It may elude us in terms of an accurate description; however, we all recognize it when we encounter it. Similarly, it is open to many interpretations depending on our standpoint. According to Jackson and Penrose, (1994): Social construction theory is concerned with the ways we think about and use categories to structure our experience and analysis of the world. The elements used, i.e., the social constructs vary from gender to the ideal of health. Since they are not constant, i.e. natural elements whose existence can be reaffirmed through research, these constructs must be constantly maintained through social acceptance or rejection. Lack of maintenance almost certainly results in the replacement of specific elements by others, which have achieved saliency in the domain of social reality.

In practical terms, leadership can be recognized at a micro level, a meso level and a macro level of social and professional structure. Someone's nuclear family or the school sports team belong to the first group. A

government organization or a political party belong to the second group. An national or international corporation, a member state of the United Nations, the United Nations Organization itself belong to the third group. Consequently there are different roles and duties that a leader at each level is asked to perform. However, the core elements that define, and distinguish a leader remain the same.

Leadership should not be confused with management. Successful organizations, cultural or volunteer entities, and social groups need both leaders and managers. However, there are essential and fundamental differences between a manager and a leader: Whereas leaders influence, inspire people to share values and attitudes, and drive people to a common goal, the role of a manager is to maintain the smooth running of daily operations, coordinate activities, control and organize staff (ORACLE, 2012).

Our perceptions of leadership also determine how we first define our expectations of a leader and then assess a person's leadership skills. These skills are identified and recognized through the experiences that leaders share with us as evidence of their knowledge, attitudes and values (Gentry et al, 2012), through the stories that leaders share with us about themselves. A leadership story is first a story of self. Leaders embark on telling stories, i.e. interpreting themselves for our benefit. Others are less willing to do so. Both courses of action generate meaning in our minds. It is safer for the leader to provide an interpretation of reasons, motivation and choices rather than let others embark on this interpretation. According to Ganz, (2009): Leaders have to claim authorship of their story and learn to tell it to others. This way their audience can understand the values that motivate them to act. This way, leaders provide a role model and motivate their audiences to act in similar ways.

In short, through their personal narrative, leaders provide us with the means to help us interpret their reactions to critical situations involving unexpected and significant changes in our social, political or personal lives, i.e. in times of crisis (American Heritage Dictionary, 2009).

There are different styles of leadership. Each one derives from a different underlying kind of emotional intelligence and is more suitable to diverse organizational structures, i.e. corporate, social, informal, etc. These styles tell a different story about

each leader, the knowledge, skills and values that are involved and what relations may exist between the various members of a team.

As an example one could mention the following styles: Coercive, Authoritative, Affiliative, Democratic, Pacesetter, Coaching (Goleman, 2000). This list is not exhaustive. It is rather an indication of the choices made by each leader concerning their temperament and personality (emotional intelligence as well as knowledge, skills and values) and the particular situation (the problem that needs to be addressed and the people involved).

Emotional Intelligence is paramount in the selection of leadership style and is defined as the ability to manage ourselves and our relationships effectively. It consists of four fundamental skills: Self-Awareness, Self-Management, Social Awareness and Social Skill, (Goleman, 2000).

Knowledge can be categorized into 4 different types: Logical, Semantic, Systemic and Empirical. It is specific to the leader's ethnic and social origin, cultural and educational background as well as the line of work or expertise. It is the foundation required for skills and values to flourish. Specific areas may include literacy, topics, content, concepts, etc., all relevant and pertinent to the area under consideration.

Skills may also be specific to the leader line of work or expertise. However, a generic list could include the following: People Skills, Communication, Team Work, Time Management, Flexibility, Patience, Empathy, Common Sense (Weller, 2001).

Values form the more general category and the one which is least subject to constraints by the leader line of work or expertise. These values may form the fabric of the social group which has groomed the leader in question. The following values could be mentioned: Commitment, Courage, Generosity, Passion, Positive Attitude, Responsibility, Self-Discipline, Vision (Maxwell, 2000)

Two of the social constructs that define leadership are authenticity and crisis. They are significant because they impact leader behavior and leader expectations.

Authenticity is defined (Merriam-Webster, 2014) as being true to one's own personality, spirit, or character. Likewise, it is defined as worthy of the acceptance or the belief of being based on fact. The term carries the connotations of the original definition of Aristotle: someone who sees or perceives what is good or fine or right to do in any given situation (Slote, 1997a). In particular, it emphasizes the importance of excellence of character as the key to ethical decision

making and sound moral judgment, both of which promote sustainability and prosperity.

Authenticity is important in this discussion because of the review of Avolio and Gardner, (2005). They advocate the need for research on the relationship between authentic leadership and the levels of self-awareness of leaders and followers. For instance, they wonder whether authentic leaders can activate and contribute to the enhancement of the characteristics of an authentic leader (e.g. self-awareness, hope, resiliency, directness, etc.) in themselves as well as in their followers. Furthermore, they claim that research is required to evaluate and assess the direct effect of the leader's positive psychological capital (e.g., hope, resiliency, and optimism) on followers and the leaders' mediating effects on sustained performance.

Rogers and Maslow (cited in Avolio and Gardner, 2005) focused attention on the development of fully functioning or self actualized persons, i.e., individuals who are in tune with their basic nature and clearly and accurately see themselves and their lives. In particular, they argue that because fully functioning persons are unencumbered by others' expectations for them, they can make more sound personal choices. George (2004) challenged a new generation to lead authentically. Authentic leaders demonstrate a passion for their purpose, practice their values consistently, and lead with their hearts as well as their heads. They establish long-term, meaningful relationships and have the self-discipline to get results. They know who they are.

George *et al*, (2007) argue that the journey to authentic leadership begins with understanding the story of a leader's own life. In particular, most authentic leaders report that their stories involve overcoming difficult experiences and using these events to give meaning to their lives.

Crisis is the second social construct that defines leadership. In a phrase attributed to Harold Macmillan crisis is defined as: 'Events, dear boy, events'. There are two implications of this definition. On the one hand, an unexpected happening can have unforeseen consequences, detrimental even for the most meticulously laid plans. On the other, a specific happening can be understood or promoted as critical regardless of the actual consequences it may have on specific groups. A point in case would be extreme weather phenomena which affect or disrupt the daily routines of thousand of commuters in a specific geographical area without posing danger to human life. This event can be classified as critical depending on the leaders' agenda.

Although no two crises are ever the same, they share some common traits. For example, a crisis is not usually

expected or planned for. It generally comes as a bombshell that frightens and stuns those on whom it falls. There may have been signs and indications of impending difficulties, but in the flow of daily operations they were ignored, placed on the back burner, or wished away. The element of shock and even terror can be sharp and devastating if the crisis has an element of physical danger, if the crisis causes a death or serious injury, or if the crisis results in the destruction of property (for example, one's office or place of work). For these reasons a crisis can exert a high impact on human needs, emotions, and behaviors.

Grint (2005) argues that a crisis may not be a 'war of all against all'. More specifically, less time and effort should be spent on trying to analyse the decision-making processes of formal decision makers on the basis of an objective or scientific understanding of a specific situation. In contrast, time and effort should be dedicated to examining the influential mechanisms that decision makers use to render situations more agreeable to and accommodating for their own preferred leadership style.

According to Kotter, (2008), during a crisis, a leader should consider these events as potential opportunities, and not only as shocking problems. In addition, a leader's plans and actions should always focus on the followers' hearts as well as or more than on their minds. Leaders operating at a specific level should identify open-minded and approachable persons at the next level to work with.

Kotter uses the term True Urgency to define a critical event not exclusively associated with a natural disaster or social unrest. He contrasts it with complacency, the feeling that is associated with resistance or reluctance to change.

Consequently the three main characteristics of an authentic leader identified by Klann, (2013): communication, clarity of vision and values, and caring relationships, which are undoubtedly important to leaders in normal operations, become increasingly more significant during a crisis. Authentic Leadership characteristics are antecedents of Crisis Leadership in order for the latter to be efficient and effective. The lack of authenticity in a leader at a time of crisis may lead to unexpected and unpleasant results or actions.

Crisis Leadership emerges as the ability to respond and manage reactions to a crisis, either individually or collectively (Klann, 2013).

The anxiety, insecurity, and confusion that a crisis generates are huge challenges for civilian leaders. They must be prepared to provide leadership not only to those in their organization, but also to those in the

greater orbit of their influence: clients and customers, the surrounding community, stakeholders, suppliers, vendors, local government, concerned organizations, activist groups, and the media. And, of course, leaders must also lead themselves. They must deal with their own emotions and needs a crisis generates. For some leaders, this may be the biggest challenge of all. An effective tool to achieve that goal is Personal Narratives.

A Personal Narrative is a practice of leadership (Bailey, 2014). It is the construction of a story that interprets how we make choices, how we deal with adversity and ambiguity, how we manage feelings, thoughts and facts.

In particular, Personal Narratives enable leaders to share their lives with others, acting as a substitute experience of the things that happen around us. Personal Narratives put the listener in the middle of the action enabling him to live through someone else's experience. They help reveal the main character's strengths and weaknesses, emotional and rational profile and makeup, for both the narrator and the audience (Klann, 2013). They help identify successful actions and ineffective approaches. They help leaders learn from their mistakes and adopt effective strategies. They help leaders understand and discuss the values that motivate them, the values that might move and inspire their followers to act as well (Ganz, 2009).

Personal narratives are instructional but they are also inspiring. They appeal to our emotions, i.e. hopes, worries, frustrations, cares, to provide us with the courage and motivation to act. In other words, they exhibit the fundamental qualities of storytelling. As such, Personal Narratives define a skill that can be taught and practiced.

Although teaching storytelling may easily be confused with a course in communication skills, or, in this digital time and age, as part of a course in presentation skills training, there is more to it that meets the eye. Especially, if you combine it with leadership development programme (Shamir and Eilam, 2005). They offer a life-story approach to the development of authentic leaders based on the concept of self awareness. More specifically, they list self-knowledge, self-concept clarity, self-concordance, and person-role merger. The basic premise is that leadership rests greatly on the meaning that the leader attributes to own life experiences and how these meanings are narrated and interpreted. At the same time they also argue that these life stories offer an invaluable source of information to followers with which to provide

feedback and judgments about their leaders' authenticity.

Similarly, Albert and Vadla (2009) list the following requirements for an Authentic Leadership Development programme. The design and the content of the course need to mirror the sincere interest and experience of the tutor. Like authentic leadership, the course must be an account of what the teacher knows, believes, and lives. In addition it must be clear that the teacher is in charge of the teaching environment. However, the course must offer from the outset opportunities for trainees to examine their own leadership knowledge, skills and values in the form of a personal narrative. While storytelling has been around in various forms since the beginning of human existence, the use of personal narratives and digital storytelling as an instrument for authentic leaders development is evidently in its early stages.

The approach recommended is first to identify the qualities and attributes of a leader and then to help learners increase their self-awareness through the construction of stories, their personal life stories. The goal of this exercise is for learners to discuss, analyse and rethink personal experiences in order to individually appreciate the value system through which they understand, interpret and construct reality, their role and their actions in it. (Albert & Valda, 2009).

Leaders reveal the following attributes according to Avolio and Gardner (2005):

- *Self-awareness*: the ability to identify and describe emotions, intentions, beliefs, values and skills through our experiences
- *Unbiased processing*: the ability to provide a balanced understanding of events bearing in mind all aspects and sides of a given issue
- *Relational authenticity*: the ability to sustain open and truthful relationships with a variety of people.
- *Authentic behavior/action*: the ability to act and behave according to your core beliefs.

In short, what we need to focus on is (a) self-awareness, (b) a sense of identity and (c) consistency between actions and beliefs.

First, in order increase self-awareness we need a qualities paradigm. Specific Qualities to look for and develop as a leader are according to Prive (2012) the following: Honesty, Ability to Delegate, Communication, Sense of Humour, Confidence, Commitment, Positive Attitude, Creativity, Intuition and Ability to Inspire.

Second, we need to focus on stories and their origin. Stories that come from a place of deep insight; that tease us into examining our own feelings and beliefs; that guide us on our own path (Lambert, 2010). Stories created by trainee leaders should, according to Orr and Sack (2009), focus on developing important but undervalued attributes like Untapped Strengths and Hidden Differentiators as well as important and valued attributes like Leveraged Strengths and Known Differentiators. These attributes may be elements of knowledge, skills and values that require the attention of the course designer and the future leader so that they are specific, detailed and comprehensive.

In terms of Personal Narrative outcomes we need a different paradigm. In particular, stories can be defined either as **springboard stories** – concise, positive, action-oriented narratives aimed at communicating complex ideas and inspiring action in listeners - or as **identity stories** – authentic, revealing narratives laced with humor aimed at conveying the leader's identity to followers.

In more practical terms, stories can be classified as follows (Lasica, 2006): A story about someone important, i.e. a character that had a great impact on you. A story about an event in your life, i.e., a life changing experience or a turning point in your life. A story about a place in your life, i.e., a personal description of work, hobbies, or social commitments. A recovery story, i.e. how you overcame a challenge or personal difficulty. A discovery story, i.e., a retelling of the revelation of an uncovered truth. (Lasica, 2006, Signes, 2008)

There are a number of educational implications we need to consider about how these stories are to be crafted, in particular in terms of process, in terms of storytelling and digital technology literacy as well as in terms of 21st century skills development.

In terms of process, you may want to consider the seven practical steps outlined by Lambert (2010). While creating or developing stories trainees will need to consider: 1. Owning their insights, 2. Owning their emotions, 3. Finding the moment, 4. Seeing their story, 5. Hearing their story, 6. Assembling their story. 7. Sharing their story.

In more practical terms trainees may want to consider the following narrative strategies and artifacts (Jakes and Brennan, 2005): Writing and revising, Visualizing and creating, Taking risks and Communicating in new ways, Collaborating, Learning new technology skills and becoming more visually literate, Managing and prioritizing, Using real world tools and, above all, Producing meaningful, personal products of value .

In terms of a digital storytelling point of view and digital literacy, the use of technology extends the learning experience. For instance, digital storytelling addresses the development of the interpretation of digital media and the application of that interpretation to a personal message or story. In addition, it widens the boundaries of who students can communicate with and increases the depth and power of that communication. It enhances creativity. It enables students to visualize writing through an authentic learning experience. Finally, it enhances technology and information literacy. (Jakes and Brennan, 2005).


From a 21st skills development perspective, personal narrative development and digital storytelling training provide real life, authentic practice in digital communication, the opportunity to create multisensory experiences for your audience. Furthermore, it enhances the understanding of a topic and enables the author to add personal meaning to it. It develops means of communicating a message beyond the written word while allowing trainees to use their preferred method of thinking and learning. It allows for cooperation and teamwork while providing for real life conditions of working towards a deadline. (Tolisano, 2010)


In conclusion, times of crises require effective leadership. It is the duty of educators if not to train, at least to help our learners discover and develop their leadership skills and potential. There is a powerful tool available in the form of Personal Narratives. They can acquire the structure of digital storytelling projects providing our learners with the framework and opportunities needed to develop themselves in order to enable others to work together to achieve a common purpose in the face of uncertainty (Ganz, 2009).


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QR Code Activity Examples

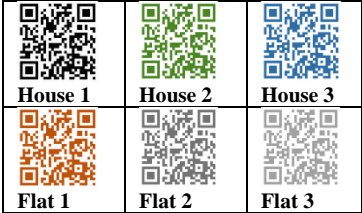
EXAMPLE 1	
Code	QR-Applications
Activity Title	Which one is the best?
Language Level	B2-C2
Interaction	Groups, Plenary
Language Aim	Comparing and Contrasting Characteristics
Language Focus	Descriptive Language, Comparative Adjectives
Technology Requirements	QR Reader, Spreadsheet or Word Processing Table
Before the Lesson: Preparation 	<ul style="list-style-type: none"> Decide what applications to work on, e.g. games, productivity, etc. Select a number of applications suitable for the age and level of learners. Use the QR Creator software to generate QR Codes for each application. Insert each QR Code onto a separate Spreadsheet or Word Processing Table. Give each column of the table a heading: Name, Aim, Action, Fun <p><i>N.B. You may need colour photocopies in case of the latter.</i></p>
During the Lesson: Procedure	<ul style="list-style-type: none"> Hand each student a different table or spreadsheet. Ask students to scan the QR Code on their handout using their own device. Ask them to use the information that appears on the screen of their device to complete the table. Use a sample application to model the procedure of recording information. Assign students a time limit. Ask students to form groups with every application represented. Ask students to present their application to other members of the group. Ask members of each group to discuss advantages and disadvantages. <p><i>N.B. They can express personal opinions or views.</i></p>
During the Lesson: Variation	<ul style="list-style-type: none"> Ask students to form groups focusing on the same application. Ask them to decide which application characteristics to present. Ask them to decide what possible questions to ask about other applications. Ask each group to present their application to the rest of the class. Ask different groups to interview the presenters.
After the Lesson: Follow up	<ul style="list-style-type: none"> Ask students to design a poster advertising their application.

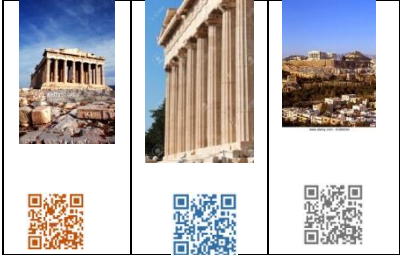
EXAMPLE 2	
Code	QR-Email
Activity Title	Offering Advice
Language Level	A2-C2
Interaction	Groups, Plenary
Language Aim	Writing an email
Language Focus	Informal language
Technology Requirements	QR Reader, PowerPoint/Keynote
<p>Before the Lesson: Preparation</p> 	<ul style="list-style-type: none"> Select a task suitable for the age and level of learners, e.g. <i>Your English friend, Steve, is thinking of visiting you next month. Write an email.</i> Insert this friend's email onto a slide or handout. Prepare different replies to the original mail, e.g. three. Address all emails to you inserting a different subject for each reply. Use the QR Creator to generate QR Codes for each reply to the email. Give each QR Code a different colour. Insert the QR Codes onto a presentation slide or a hardcopy page. Write a short description below each QR Code. <p><i>N.B. You may need colour photocopies in case of the latter. You may need more than one text depending on the time you want to work on this activity.</i></p>
During the Lesson: Procedure	<ul style="list-style-type: none"> Ask students to read the original email. Ask them to choose a reply from the list. Ask students to scan the QR Code corresponding to their preferred response. Ask them to read the email and make any changes they consider necessary. Ask students to consider grammar, style, vocabulary, etc. Ask them to send their final responses. <p><i>N.B. Students can refer to any suitable resources during their work.</i></p>
During the Lesson: Variation	<ul style="list-style-type: none"> Ask students to send the email to another student. Ask the recipient to read the email and respond accordingly. Ask them to CC you in their emails.
After the Lesson: Follow up	<ul style="list-style-type: none"> Ask students to compose an original email to a friend requesting a favour.


EXAMPLE 3	
Code	QR-Social Media
Activity Title	Call to Action
Language Level	A2-C2
Interaction	Groups, Plenary
Language Aim	Prioritizing
Language Focus	Cause and Effect
Technology Requirements	QR Reader, PowerPoint/Keynote, Spreadsheet or Word Processing Table
Before the Lesson: Preparation 	<ul style="list-style-type: none"> • Select a number of social media pages, FACEBOOK, LINKEDIN, etc. • Select links that are respectable and reputable, e.g. ACTIONAID, GREENPEACE. • Select links that are suitable for the age and level of learners. • Decide how many links you would like students to work with. • Use the QR Creator software to generate QR Codes for each social media page. • Give each QR Code a different colour. • Insert the QR Codes onto a presentation slide or a hardcopy page. • Design a table listing questions about the organization page. • Questions may include: Mission, Activity, Recent post, Location, etc. <p><i>N.B. You may need colour photocopies if you are using handouts.</i></p>
During the Lesson: Procedure	<ul style="list-style-type: none"> • Ask the students to work in groups. • Ask students to appoint a secretary in each group. • Hand the secretary a copy of the table with questions. • Assign each group a different colour. • Ask students to scan the QR Code corresponding to their group using their own device. • Ask the secretary to read the questions to the group. • Ask the secretary to appoint students responsible for each question. • Ask students to scan the page and find information that answers their question. • Ask students to help the secretary to complete the table.. <p><i>N.B. Students can read the information aloud or summarise it. They should not let other students in the group read their section.</i></p>
During the Lesson: Variation	<ul style="list-style-type: none"> • Ask students to work with social media pages about the same organisation. • They can find pages in FACEBOOK, LINKEDIN, INSTARAM, etc. • They can discuss the information they find regarding each question in the table. • The secretary compiles an answer that has the agreement of the group.
After the Lesson: Follow up	<ul style="list-style-type: none"> • Ask students to create a presentation about their organization. • Ask students to use the questions in the table to structure their presentation.


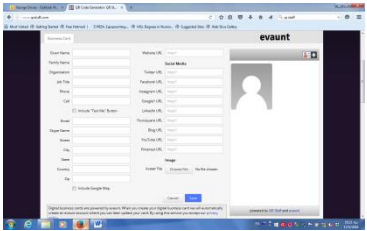
EXAMPLE 4	
Code	QR-Images
Activity Title	Jumbled Pictures
Language Level	A2-C2
Interaction	Groups, Plenary
Language Aim	Compare and Contrast
Language Focus	Descriptive Words
Technology Requirements	QR Reader, PowerPoint/Keynote
Before the Lesson: Preparation 	<ul style="list-style-type: none"> • Select a number of pictures suitable for the age and level of learners. • Decide how many pictures you need: Fewer images = Easier Task. • Select images that share a theme, e.g. holidays, monuments. • Use the QR Creator software to generate QR Codes for each image. • Give each QR Code a different colour. • Insert the QR Codes onto a presentation slide or a hardcopy page. <p><i>N.B. You may need colour photocopies in case of the latter.</i></p>
During the Lesson: Procedure	<ul style="list-style-type: none"> • Assign each student a different colour. • Ask students to form groups with every colour represented. • Ask students to scan the QR Code corresponding to their assigned colour using their own device. • Ask them to study the image that appears on the screen of their device. • Ask students to switch off their devices. • Ask students to describe the images to the other members of the group. . • They can discuss similarities and differences. • Ask each group to decide on five similarities and five differences they can focus on. <p><i>N.B. They can summarise their points orally or in writing. They should not let other students in the group look at their own picture..</i></p>
During the Lesson: Variation	<ul style="list-style-type: none"> • Ask students to sit in pairs or groups of three. • They must sit with their backs turned to each other. • One student describes the picture while the other(s) draw the picture. • Then they compare the drawing to the actual picture.
After the Lesson: Follow up	<ul style="list-style-type: none"> • Ask students to insert the original images and their drawings in a presentation. • Ask each group to discuss their presentation with other students.


EXAMPLE 5	
Code	QR-MP3
Activity Title	Listen to the Song!
Language Level	A2-C2
Interaction	Individual, Plenary
Language Aim	Filling in Blanks
Language Focus	Verbs, Adjectives, etc.
Technology Requirements	QR Reader, Portable Device
Before the Lesson: Preparation 	<ul style="list-style-type: none"> • Select a song or songs suitable for the age and level of learners. • Create a worksheet with the song lyrics. • Decide how many blanks there are going to be. • Decide whether the blanks are going to be random, e.g. every 5th word, or whether they are going to be targeted, e.g. nouns, adjectives, conjunctions, etc. • Use the QR Creator software to generate QR Codes for each song MP3 file. • Place the QR Code on the relevant worksheet. • Prepare hardcopies of the worksheets for your students <p><i>N.B.</i> You may need more than one song depending on the time available.</p>
During the Lesson: Procedure	<ul style="list-style-type: none"> • Hand out one worksheet to each student. • Ask students to read the lyrics in their worksheet and guess what words are missing. • Ask students to scan the QR Code on their worksheet using their own device. • Ask them to listen to the song and fill in the blanks using their own device. • Ask students to use their earphones while listening. • Allow students time to listen to the MP3 file at least twice. • Ask students to check their answers in pairs or in groups. • Check answers in plenary at the end of the exercise. <p><i>N.B.</i> Students should work individually while listening.</p>
During the Lesson: Variation	<ul style="list-style-type: none"> • Ask students to listen to the song (and read the lyrics if necessary). • Ask students to list the main character(s) or the main event(s) in the song. • Ask them to write a short paragraph about the main character(s) or event(s). • Ask them to read their paragraph to other members of their group. • Ask students to decide on their favourite paragraph/narrative.
After the Lesson: Follow up	<ul style="list-style-type: none"> • Ask students to prepare a poster with factual information about the song.


EXAMPLE 6	
Code	QR-pdf
Activity Title	House Search
Language Level	A2-C2
Interaction	Pairs, Plenary
Language Aim	Parts of house
Language Focus	House Search Information
Technology Requirements	QR Reader, PDF Reader, Powerpoint/Keynote
Before the Lesson: Preparation 	<ul style="list-style-type: none"> • Select house advertisements in pdf format suitable for the age and level of learners. • Prepare cue cards for students searching for a house to rent. • Cues could include: Location, Bedrooms, Bathrooms, Budget, Distance from Sights, etc. • Decide how many house options each group will consider, e.g. three. • Use the QR Creator software to generate QR Codes for each option. • Give each QR Code a different colour. • Insert the QR Codes onto a presentation slide or a hardcopy page. <p><i>N.B. You may need colour photocopies in case of the latter. You will need more than one set of advertisements depending on the time you want to work on this activity.</i></p>
During the Lesson: Procedure	<ul style="list-style-type: none"> • Assign students to different groups. • Ask students to study the cue cards and decide on their wish list, e.g. how many bedrooms? • Ask students to scan the QR Codes using their own device and study the information provided for each house. • Ask them to discuss the information in each advertisement. • Ask students to decide which house they would choose. • Ask students to prepare a presentation of the house of their choice. • Ask students to list the reasons for their choice in order to present them to other members of the class. <p><i>N.B. Students should appoint a presenter for their group. They should decide on the length and details of their presentation.</i></p>
During the Lesson: Variation	<ul style="list-style-type: none"> • Ask students to decide on the best summer trip or on the ideal birthday gift. • Ask students to create their own cue cards with questions they would like the advertisements to answer.
After the Lesson: Follow up	<ul style="list-style-type: none"> • Ask students to create their own advertisements for a product they are selling or a property they are renting.


EXAMPLE 7	
Code	QR-SMS
Activity Title	Picture Competition
Language Level	A2-C2
Interaction	Groups, Plenary
Language Aim	Expressing opinion
Language Focus	Adjectives, colours, feelings
Technology Requirements	QR Reader, PowerPoint/Keynote
Before the Lesson: Preparation 	<ul style="list-style-type: none"> • Select pictures suitable for the age and level of learners, e.g. a famous sight. • Decide how many pictures you want to use, e.g. five. • Use the QR Creator software to generate QR Codes for each picture. • Each QR Code will send an SMS to a specific phone number. • Print each picture with the relevant QR Code on a different colour poster. • Prepare cue cards for each picture, e.g. impressions, colours, feelings, etc. • Include both positive and negative points, e.g. three each. • Decide which and how many mobile phone numbers you are going to use. <p><i>N.B. You may need mobile phones for students to receive messages.</i></p>
During the Lesson: Procedure	<ul style="list-style-type: none"> • Ask students in groups to discuss points about each picture. • Assign one student responsible for each poster and hand them a mobile phone. • Ask students to move about the exhibition and decide which picture they want to comment on. • Ask them to scan the QR Code of their favourite picture. • Ask them to complete the SMS with their own comments. • Ask students send the SMS. • Ask students collecting the messages to group comments. • Ask students collecting the comments to present them to the rest of the class. <p><i>N.B. They can read the read the comments aloud or summarise them.</i></p>
During the Lesson: Variation	<ul style="list-style-type: none"> • Ask students to bring their own pictures or art work. • Stick a QR Code to each picture. • Do not reveal the name of each artist until all the comments have been discussed.
After the Lesson: Follow up	<ul style="list-style-type: none"> • Ask students to prepare a review for the exhibition for the school newspaper.

EXAMPLE 8	
Code	QR-Text
Activity Title	Jumbled Text
Language Level	A2-C2
Interaction	Groups, Plenary
Language Aim	Text Cohesion
Language Focus	Linking Words
Technology Requirements	QR Reader, PowerPoint/Keynote
Before the Lesson: Preparation 	<ul style="list-style-type: none"> • Select a text suitable for the age and level of learners. • Decide how many sections the text can possibly have. • Use the QR Creator software to generate QR Codes for each section of the text. • Give each QR Code a different colour. • Insert the QR Codes onto a presentation slide or a hardcopy page. <p><i>N.B. You may need colour photocopies in case of the latter. You may need more than one text depending on the time you want to work on this activity.</i></p>
During the Lesson: Procedure	<ul style="list-style-type: none"> • Assign each student a different colour. • Ask students to form groups with every colour represented. • Ask students to scan the QR Code corresponding to their assigned colour using their own device. • Ask them to share the information in the text that appears on the screen of their device. • Ask students to decide on the order of the different sections. • They can sit in sequence to facilitate reading the text in order to other members of the class. • The class decides on the final order of the different sections. <p><i>N.B. They can read the text aloud or summarise it. They should not let other students in the group read their section.</i></p>
During the Lesson: Variation	<ul style="list-style-type: none"> • Ask students to memorise the text and then switch off their devices. • Then they share their section with other members in the group. • They cannot go back to their devices once they have switched them off. • Students write the text down once they have finalized the order of the different sections.
After the Lesson: Follow up	<ul style="list-style-type: none"> • Ask students to record the information in the text in a different format, e.g. fill in a timetable or a diary page.

EXAMPLE 9	
Code	QR-vCard
Activity Title	Business Interviews
Language Level	A2-C2
Interaction	Pairs, Plenary
Language Aim	Personal Information
Language Focus	Qualifications
Technology Requirements	QR Reader, Internet Access
Before the Lesson: Preparation 	<ul style="list-style-type: none"> • Select a QR Creator suitable for the age and level of learners. • Decide what information is required or needed. • Decide how many sections students will need to fill in. • Decide how accurately you would like students to fill in their vCards. • Familiarise yourself with the programme. • Prepare seeking job cue cards for different jobs/ qualifications, etc. • Preparing hiring cue cards, at least one for each seeking cue card. <p><i>N.B. You will need to pair seeking to hiring cue cards .</i></p>
During the Lesson: Procedure 	<ul style="list-style-type: none"> • Give each student one seeking job cue card. • Ask them to think of the information they want to use. • Ask log on to the QR Creator programme to create their own vCard. • Ask them to download the QR Code to their device. • Give each student or groups of students a hiring cue card. • Ask students to discuss how they will start a conversation with job candidates. • Ask students to mingle and find a candidate matching the requirements in their cue card. • Ask each student to scan the QR Code of the suitable candidate. • Ask each student to present the candidate of their choice.
During the Lesson: Variation	<ul style="list-style-type: none"> • Ask students to memorise the information and then switch off their devices. • Then they share the information of their candidate with other members in class. • Ask candidates to present the position they are seeking. • Students present the advantages or disadvantages of such a job position.
After the Lesson: Follow up	<ul style="list-style-type: none"> • Ask students to create a social media page for the job position they are offering.

EXAMPLE 10	
Code	QR-Website
Activity Title	Information Quest
Language Level	A2-C2
Interaction	Groups, Plenary
Language Aim	Text Cohesion
Language Focus	Linking Words
Technology Requirements	QR Reader, PowerPoint/Keynote
Before the Lesson: Preparation 	<ul style="list-style-type: none"> • Select a site suitable for the age and level of learners. • Decide which sections of the site students will work on. • Prepare a handout for each section of the site. • List the question that you would like students to focus on. • Include both factual and opinion questions: <ol style="list-style-type: none"> a. Which sports activities are listed? b. Which is the most interesting? • Use the QR Creator software to generate a QR Code for the site. • Insert the QR Codes onto the handout. <p><i>N.B. You may need more than one site depending on the time you want to spend on this activity.</i></p>
During the Lesson: Procedure	<ul style="list-style-type: none"> • Divide the students in groups. • Hand each group the handout they will work on. • Ask students to scan the QR Code using their own device. • Ask them to read and find information relevant to the question in their handout. • Ask students to discuss which points to include. • Ask them to complete the section of the handout. • The class decides on the final order of the different sections of the final brochure. <p><i>N.B. Students can read the information aloud in group: one student reads, others take notes.</i></p>
During the Lesson: Variation	<ul style="list-style-type: none"> • Ask students to memorise the text and then switch off their devices. • Then they share the information with other members in the group. • They go back to the devices once they have finished completing their brochure section. • They can discuss differences of misunderstandings.
After the Lesson: Follow up	<ul style="list-style-type: none"> • Ask students to give their work to another group. • The students check for copy and paste problems.

EXAMPLE 11	
Code	QR-Multi URL
Activity Title	Film Review
Language Level	A2-C2
Interaction	Groups, Plenary
Language Aim	Opinion
Language Focus	Linking Words, adjectives, feelings
Technology Requirements	QR Reader, PowerPoint/Keynote
Before the Lesson: Preparation 	<ul style="list-style-type: none"> • Select a film suitable for the age and level of learners. • Decide which reviews of this film you would like your students to work on. • Use the QR Creator software to generate QR Codes for different sites posting reviews. • Insert the QR Codes onto a presentation slide or a hardcopy page. • Prepare a handout reflecting the standard structure of a film review: e.g., introduction, plot summary, description, analysis, and conclusion/evaluation. <p><i>N.B. You may need more than one film title depending on the time you want to work on this activity.</i></p>
During the Lesson: Procedure	<ul style="list-style-type: none"> • Ask students to form groups with as many members as the sites you have selected. • You may need to divide them into groups who have / have not seen the film. • Ask students to scan the QR Code corresponding to their assigned colour using their own device. • Ask them to read the film review and complete the handout with relevant information. • Ask students to compare notes from different sites. • Ask each group to decide which review they agree or disagree with. • <p><i>N.B. They can read the review aloud or summarise it for other students. They should not let other students in the group read their review.</i></p>
During the Lesson: Variation	<ul style="list-style-type: none"> • Ask students to memorise the text and then switch off their devices. • Then they share the information with other members in the group. • They cannot go back to their devices once they have switched them off. • Students complete the handout after they have listened to all the reviews.
After the Lesson: Follow up	<ul style="list-style-type: none"> • Ask students to write their own review about a film they like.

EXAMPLE 12	
Code	QR-Mixed Content
Activity Title	Story Scavenger Hunt
Language Level	A2-C2
Interaction	Groups, Plenary
Language Aim	Creative Writing
Language Focus	Linking Words, Descriptive Adjectives
Technology Requirements	QR Reader, PowerPoint/Keynote, Word Processing Programme
Before the Lesson: Preparation 	<ul style="list-style-type: none"> • Select a number of text, audio, video and image files suitable for the age and level of learners. • Decide how many files the story can realistically include. • Use the QR Creator software to generate QR Codes for each separate file. • Give each QR Code a different colour and title. • Insert the QR Codes onto a presentation slide or a hardcopy page. <p><i>N.B. You may need colour photocopies in case of the latter. You may need more than one text depending on the time you want to work on this activity.</i></p>
During the Lesson: Procedure	<ul style="list-style-type: none"> • Assign each student a different colour. • Ask students to form groups with every colour represented. • Ask students to create a story. • Ask students to scan the QR Code corresponding to their assigned colour using their own device. • Ask them to share the information in the file that appears on their device. • Ask students to decide on the order of the different sections. • Ask them to incorporate as many items in their story. • Ask students to decide on a title for their story. • Ask them to present their story to the rest of the class using a slideware programme. <p><i>N.B. They can read their story aloud or they can dramatise it.</i></p>
During the Lesson: Variation	<ul style="list-style-type: none"> • Provide students with three image files and three short text files that are not related. • Ask them to write a description for each image focusing on what happened before and after the snapshot was taken. • Ask them to find an image that matches the text they were given. • Ask students to develop a story by filling in the missing links with additional text and pictures. • Ask them to present their story to the rest of the class using a slideware programme.
After the Lesson: Follow up	<ul style="list-style-type: none"> • Ask students to write their story in one continuous text incorporating all the images, e.g., creating a booklet.

Developing a Syllabus for Presentation Skills

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Abstract

As early as 2000, European Union officials recognized the need to respond to globalization and to move towards a knowledge-based society. In order to achieve this, the need was identified for the development of a framework of key competences: communication, digital competence, mathematical competence and basic competences in science and technology, cultural awareness and expression.

The broader spectrum of communication involves presenting information clearly and effectively to get a message or opinion across. It involves 'Presentation skills'. Presentation skills can be taught, practiced and developed; therefore, a syllabus is required which will define and describe content and will be used for, goal setting as well as assessment purposes.

Keywords: key competences, communication, presentation skills

Introduction

The transition from a closed, teacher-centred, pen and paper based educational environment to an open, learner-centred, technology enriched instructional setting is both a necessity as well as inevitability. The three fundamental domains, namely Knowledge, Skills and Attitudes (Bloom, 1956), under which educators and learners operate, remain the same in principle. However, their description, content and influence are radically redefined.

Traditionally, there has always been an abundance of syllabi and materials available for the first domain, Knowledge, and an equally substantial body of materials and research available for the third domain,

Attitudes. Knowledge, especially in the form of information and data acquisition, has been the main objective of education for the most part of 20th century. Attitudes, especially in the form of accepted or prescribed behaviours, followed suit in an effort to support the roles individuals could play socially or professionally.

The second domain, Skills, in the original taxonomy, was viewed as specific to psychomotor-manual or physical skills and has been largely neglected. This domain is increasingly gathering attention with the advent of Information Technology. Projects like the 21st Century Skills initiative (P21, 2007) or more explicitly, the research and analysis of frameworks for digital competences (Ferrari, 2012) are two examples that prove the point.

The identification, development and growth of skills are areas that reflect the needs and orientation of society at a local or global level, in a variety of activities manifested personally, socially and professionally at any given time. They are influenced by and reflect developments in the other two domains of Bloom's taxonomy. As Knowledge and Attitudes advance, so do Skills. As a result, it becomes the responsibility of educators and educational policy-makers to recognise, define and prioritise which skills training and teaching need to be introduced in the educational system at any given point in time.

'Skill' has been defined as "goal-directed, well-organised behaviour that is acquired through practice and performed with economy of effort" (Winterton et al., 2006). In the meantime, another term has established itself in the field and is used interchangeably with Skill and that is, Competence.

There is no single definition of competence available since the definitions that do exist are the result of disparate epistemological approaches and cultural traditions. The distinction between skill and competence should not be viewed simply as a theoretical exercise.

A clear understanding of these terms is of paramount importance in any attempt to define and design a teaching and training programme.

What are the differences between Skill and Competence?

The terms Skill and Competence are used interchangeably. However, a quick search into their differences reveals diverse layers of scrutiny and focus (Sturges, 2012).

A Skill is an ability or dexterity learned in order to be able to perform different functions. In other words, a skill can be taught, it can be developed over time and with practice, it covers the full range of human endeavours from simple to complex, it is adaptable and flexible.

A Competence is a set of knowledge, skills and behaviours that enables a person to execute complex functions at an advanced level effectively. In other words, Competence is multidimensional combining principles, values and information. It includes the ability to perform complex tasks in a variety of contexts. It mobilises the 'how' as opposed to the 'what' for successful performance. It is far-reaching and all-encompassing as far as achievement is concerned.

The relationships of the three domains in the original Bloom taxonomy and the differences between Skill and Competence are exemplified in Table 1 below.



Table 1: Competence in relation to Knowledge, Skill and Attitude

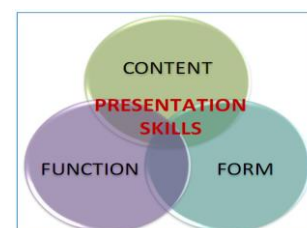


Table 2: Defining Aspects of Presentation Skills

Data analysis, copywriting and foreign languages are examples of (hard or measurable) skills whereas patience, time-management and creativity are examples of (soft or special) skills. They both involve knowledge and/or attitudes.

Communication, problem-solving, decision-making and leadership are examples of competence since they involve knowledge, skills and attitudes. For instance, Oral Communication is classified as competence since it involves Knowledge – clear organization of ideas and the use of appropriate grammar; Skill – speaking clearly and in a loud enough voice, expressing ideas concisely; Attitude – maintaining eye contact with the audience, adapting content to the interest and experience of the audience.

What is Digital Competence?

Digital Competence (DigiComp) is defined as “the confident and critical use of Information Society Technology (IST) for work, leisure, learning and communication” (Ferrari, 2012). Further study identified **Digital competence** as a **transversal** key competence. As such, it enables us to acquire other key competences (e.g., language, mathematics, learning to learn, cultural awareness). It is related to many of the 21st Century skills which should be acquired by all citizens, to ensure their active participation in society and the economy" (Ferrari, 2013).

This particular distinguishing feature of key competences, in that they are **transferable** or **transversal** competences (Higgins, 2009), suggests that they are "independent of subjects" and are based on **cross-curricular objectives**.

Digital Competence is considered as a human right (Ferrari, 2012). More specifically, "Digital Competence is both a requirement and a right of citizens, if they are to be functional in today's society. However, it has been shown that citizens are not necessarily keeping up with the evolving needs derived from rapid technological change and uptake". In other words, despite the obligation and need to exercise this right, citizens, regardless of their age and professional development, seem content with the level of development of the digital competence they have reached. Moreover, technological development progresses faster than the social, professional or educational environment of the learner responds in terms of requirements for the advance of digital competence. Therefore, the gap between "what I know or can do" and "what I need to know or I am able to do" widens disproportionately.

Finally, Digital Competence involves Knowledge, Skills and Attitudes.

1. In terms of **knowledge** (EU Digicomp, 2014), Digital Competence requires and involves an understanding of the nature, role and opportunities of ICT in all contexts. In particular, this understanding refers to the use of key computer applications such as word processing, spreadsheets, databases, data storage and management, as well as the opportunities and risks offered by the Internet and electronic communication.

2. In terms of **skills** (EU Digicomp, 2014), Digital Competence includes the ability to search, collect, process and use information and data in a critical and systematic way. In particular, this ability refers to the use of digital tools to produce, present and understand complex information as well as to access, search and use Internet-based services.

3. In terms of **attitudes** (EU Digicomp, 2014), Digital Competence requires a critical and reflective attitude towards available information and a responsible use of the interactive media. An interest in engaging in communities and networks for cultural, social and/or professional purposes also supports this competence.

Embedded in this report was "the creation of content and electronic presentations using the relevant software including video, images, sound charts, etc." which amount to Presentation Skills.

What are Presentation Skills?

Although there are a wide range of definitions and descriptions available depending on the author's point of view, most seem to agree on the following:

1. **Presentation Skills** are a set of techniques used in human communication when providing information, developing an argument or explaining the content of a topic.

2. **Presentation Skills** involve a speaker or speakers and an audience, of varying sizes and backgrounds.

3. **Presentation Skills** usually involve some forms of visual aids generated with the use of specialist software incorporating a wide range of digital information from images to graphs, from audio to video.

4. The first subset of these techniques is based on the age old technique of **Storytelling** and, in particular, on its development, **Digital Storytelling**.

5. The second subset considers the basic aspects of a presentation such as **Content**, **Design** and **Structure** that help the presenter create an appealing and captivating narrative.

6. The third subset considers **Speaker Attributes** and **Speaker Attitudes**, as well as additional presenter qualities that enhance a presentation.

7. The fourth subset examines different types of **Software** and what possibilities the presenter can incorporate and use in the presentation to benefit himself and his audience.

8. **Presentation Skills** techniques can be taught, practiced and developed.

This "ability" falls under the broader spectrum of communication and involves presenting information clearly and effectively to get a message or opinion across. "Presentation Skills" defined as a competence include: i) cognitive competence involving the use of theory and concepts, as well as informal tacit knowledge gained experientially; ii) functional competence (skills or know-how), those things that a person should be able to do when they are functioning in a given area of work, learning or social activity; iii) personal competence involving knowing how to conduct oneself in a specific situation; and iv) ethical competence involving the possession of certain personal and professional values (TRACE, 2005).

How important are Presentation Skills?

Presentation Skills are best described as a competence, i.e., 'a complex combination of knowledge, skills, understanding, values, attitudes and desires which lead to effective, embodied human action in the world, in a particular domain' (Deakin

Crick, 2008a). As a Competence, 'Presentations Skills are therefore distinguished from skill and they are defined as the ability to perform complex acts with ease, precision and adaptability' (Deakin Crick, 2008b).

Although the terminology may lead to misunderstanding, it is important to remember that there are three areas concerning and affecting Presentation Skills (Donovan, 2013):

a) **Content**, which deals primarily with the act of continually identifying, selecting, manipulating and sharing the best and most relevant (online) content and other (online) resources on a specific subject to match the needs of a specific audience. It affects and is affected by Knowledge, especially if we consider Larry Sanger's (2008) observation that the Internet means that people can find information more easily than ever before, but access to information is not equivalent to knowledge. In order to create knowledge, he argues that a person must know how to sift through the vast available information and judge the value of, organize, and connect that information.

b) **Delivery**, which is often considered as synonymous to public speaking, consists of setting the tone of the presentation, the language choice and use, the style of the presentation, the delivery method - impromptu, extemporaneous, or manuscript delivery - and the time limit. It influences and is influenced by what is considered appropriate or inappropriate, suitable or unsuitable, relevant or irrelevant, satisfactory or unsatisfactory within a given context and for a particular audience and occasion.

c) **Design**, which refers to the look, the feel, the impact and the effectiveness of the visual material that accompanies the presentation act. The ultimate decisions depend on the specific circumstance and the audience. There is no simple or single answer since there are various factors to consider. It affects and is affected by experience and familiarity with software and hardware, how they can support, enhance, enrich and adapt both delivery and content.

Dale (2015) concludes, 'Content curation can be used as a personal competency to help us develop our understanding of this information-rich, time-poor world we live in'.

What are the characteristics of an effective syllabus?

Presentation Skills can be taught, practiced and developed. In order to achieve these goals any trainer and any trainee would require a syllabus, i.e., a document, usually in academic language that details

course information and outlines expectations and responsibilities for all involved, learners and teachers.

It is descriptive, in the sense that it may summarise broad areas of interest or study, allowing participants to decide on the specific details depending on their needs, experience background and age.

The main characteristics of an effective syllabus according to Woolcock (2006) are the following:

- a) A list of specific aims and objectives, clearly detailed and exemplified
- b) A precise and transparent course of action
- c) A list of course objectives, course content as well as their anticipated sequencing
- d) An explanation of teaching effectiveness and student assessment
- e) A reliable and valid assessment schedule.

The validity and efficacy of any syllabus depends largely on the involvement of the learners at different stages of its creation and implementation. Designing a Learner-centered Syllabus according to Grunert O' Brian (2008) should be determined "by your students' needs, the type of course you are offering and the rationale underlying that course".

The objectives of such a syllabus - and its design - should include student roles and responsibilities, teacher roles and responsibilities (to students), a very specific list of learning outcomes, standards and procedures for evaluation, milestones for review and revision and patterns of communication.

The involvement of learners in the syllabus design process can be the key to success. According to Brewer et al. (2007), 'The use of (the learning contracts) in this course has proved effective in raising student awareness of the learning outcomes and what is required in their planning to achieve these outcomes.' Engaging students in the design and planning stages of a syllabus is met with resistance and, occasionally, suspicion by both teachers and students. They feel that the educational value of the course is diminished, especially if the assessment involves themselves and their peers. However, as their awareness of the different course parameters increases, so does their appreciation of the opportunity this approach offers.

What is the best way to describe syllabus content?

Can-Do Statements of the kind developed by ALTE (2002) and the CEFR are simple self-assessment

statements for learners to determine not what they *know* but what they *can do* (VanPatten et al., 2015). They were initially developed to describe levels of different language independently of the structural features of particular languages, in order to facilitate labour mobility across member states in the Council of Europe with 'transportable and interpretable credentials' (McNamara, 2011: 502).

The impact of this approach is shown by the fact that it has been adopted by other instructional councils like the American Council on the Teaching of Foreign Languages - ACTFL. The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they "can do" with language in the Interpersonal, Interpretive, and Presentational modes of communication.

The ALTE 'Can-Do' statements in their original conception are user-orientated. They assist communication between stakeholders in the testing process, and in particular, the interpretation of test results by non-specialists. The undeniable benefit of using Can-Do statements to describe learning goals, performance and achievement is that a common language is used by all involved. Can-Do Statements are stripped of the specifics of instructional tasks and focus on the actual (intended) result of the instruction.

There are two desirable advantages to this approach:

a) The "branching" or "concertina" effect (North, 2014) allows for the development of more levels and descriptors as may be required by stakeholders and contexts. In addition to global scales, local sub-scales can be developed to make the content precise and detailed without upsetting the overall framework.

b) According to North (2014), 'profiling, not levelling' is a key feature of the CEFR's intended practical uses of planning learning programmes, assessment certification and self-directed learning. In other words, the use of the range of illustrative scales means that learners are not assumed to progress up all the descriptor scales simultaneously, and this is intended to allow the development of learner profiles that acknowledge the 'inevitable' differences between mastery of productive and receptive language activities (Goodier, 2015).

In contrast, there are two perceivable disadvantages:

a) The scales and the descriptors in a body of Can-Do Statements are never exhaustive.

b) Every teaching context is unique.

These two weaknesses can be partly overcome by the addition of new elements in the framework. However, the resulting framework should not be random and arbitrary. The global scales and the illustrative descriptors must be empirically validated before they act as the blueprint for teaching and assessment curricula. They should also allow for the possibility to compare teaching and learning contexts as well as aims and objectives in terms of behavior and performance (using the CEFR, 2011).

What are the basic components of a Presentation Skills Syllabus?

Based on the discussion so far, a Presentation Skills syllabus should consider the three constituent aspects of a competence. In particular, it should consider how each one translates into this particular context: a) Content, b) Function and c) Form (Drivas and Sotiriou, 2014).

The first, Content, refers to what and how much information is to be included, ways to visualise it to enhance understanding, tone of voice and pace to increase effectiveness, degrees of personalisation and display of emotions to support a particular point of view, etc. It covers all areas of knowledge that the speaker/presenter should possess or aim for to include in an effective presentation.

The second, Function, refers to the basic computer skills required to create an electronic presentation using particular software, i.e., opening and saving a file, creating different slides, inserting and editing a variety of media, working with text and fonts, creating templates, importing text and tables from other types of software, etc. It covers all aspects, technical and practical, that the speaker/presenter should be skillful at in order to construct an effective presentation.

The third, Form, refers to the nature of the presentation in relation to the intended audience and how the two can be matched most efficiently, the structure of the presentation, i.e., the number of main points and examples or supporting details that are required, body language and presenter etiquette, the selection of suitable visual effects, i.e., images, transitions, etc. It covers all aspects of behavior and interpersonal and social values that a speaker/presenter should serve to deliver an effective presentation.

There is a lot of discussion as to whether a particular area of interest, i.e., body language, belongs to function or form or even content. Regardless of the academic interest such a debate may include, it is important to assign it to one specific aspect of Presentation Skills and analyse it within that particular characteristic. Once it is understood and agreed upon by all, then it is possible to scrutinise the specific details, reflect on their impact and consider relevant practice activities.

The initial framework can be planned reflecting the current trends in the subject matter area and the anticipated needs and desires of the course participants. The areas in the example below (Table 3) are listed alphabetically. There is no intrinsic sequencing that needs to be adhered to other than ensuring that participants and instructors understand what each area requires and presupposes and may take for granted.

SYLLABUS OUTLINE	
Audience:	Characteristics and Expectations
Content:	Adaptation, Design and Organisation
Digital Storytelling:	Narrative, Visuals, Data
Presentation Software:	Functions and Commands
Presenter:	Role and Attributes
Slides:	Purpose Design and Structure
Storytelling:	Creating a Narrative
Visualizing Information:	Images, Charts, Graphs

Table 3: Initial Syllabus Framework

The design and development of a syllabus is a dynamic process in the sense that it defines the needs and profile of a specific group of learners, the steps required to outline the syllabus characteristics and explain what each one aims to achieve. The 11 steps listed in Table 4 below are indicative of the areas that need to be targeted. They follow the three basic notions of Planning, Execution and Feedback.

STEPS	SYLLABUS CHARACTERISTICS	PURPOSE
1	Detailed information and learning expectations	Match content to learner experience and background
2	A list of specific aims and objectives	Define and describe content
3	A list of aim details and examples	Content analysis and benchmarking
4	An explanation of initial self-assessment	Learner needs analysis
5	Anticipated sequencing of aims and objectives	Chart own path and assume responsibility
6	A precise and transparent course of action	Manage time, amount of work and learning goals
7	Principles and procedures of work portfolio	Record and reflect on learning experience and work
8	An explanation of initial and final student assessment	Receive feedback on goal setting and performance
9	Reliable and valid assessment rubrics	Describe performance and achievement
10	An explanation of interim and final self-assessment	Reflect on and evaluate own work
11	An explanation of peer-assessment	Reflect on and evaluate peer work

Table 4: List of steps leading to a Presentation Skills Syllabus

Step 1 and Step 4 refer to a basic needs analysis which can be conducted alongside the initial syllabus in the form of Can-Do Statements. These statements can be broad or detailed depending on the depth of

analysis desired and/or required. This depth will reflect the extent and scope of the syllabus and the necessary activities that will be included.

Step 2 details the content of the syllabus in the form of can-do statements. Once the needs analysis has been completed, the resulting syllabus may look like the example below in Table 5.

SYLLABUS AREA		MY GOALS	
	FUNCTION	I CAN	I WISH
1	I CAN WORK WITH DIFFERENT PRESENTATION SOFTWARE	12	12
	a) I CAN WORK WITH POWERPOINT	05	05
	b) I CAN WORK WITH KEYNOTE	05	05
	c) I CAN WORK WITH PREZI	05	05
	d) I CAN NAVIGATE BETWEEN MODES	05	05
	e) I CAN GO FROM EDIT MODE TO PRESENTATION	05	05
	f) I CAN USE PRESENTER NOTES DURING A PRESENTATION	05	05
	g) I CAN BLANK OUT THE PROJECTOR SCREEN	05	05
	h) I CAN HIDE, JUMP TO & UNHIDE A SLIDE IN A PRESENTATION	05	05
	i) I CAN CONNECT MY PC TO A PROJECTOR	05	05
2	I CAN DISCUSS BASIC PRESENTATION PRINCIPLES	12	12
	a) I CAN OPEN, CREATE AND SAVE A PRESENTATION	05	05
	b) I CAN COPY, RENAME AND SHARE A PRESENTATION	05	05
	c) I CAN CREATE A FOLDER FOR THE TEXT AND IMAGES OF A PRESENTATION	05	05
	d) I CAN PRINT HANDOUTS FOR A PRESENTATION	05	05

Table 5: Syllabus in the form of Can-Do Statements

Each of the broad statements is described in detail with a list of possible more specific statements. Each learner individually or a specific number of learners as a group can identify what they already know (or think they know) and what they would like to learn from the possibilities listed. In the example in Table 6 below, no can-do statement has been excluded, although an omission could be considered a possibility.

SYLLABUS AREA	PRIORITISING
FORM	WEEKLY SCHEDULE
I CAN PLAN A PRESENTATION USING A STORYBOARD	
I CAN IDENTIFY THE MAIN IDEA	1
I CAN LIST MAIN POINTS TO SUPPORT THE MAIN IDEA	3
I CAN LIST MAIN POINTS TO EXPLAIN THE MAIN IDEA	4
I CAN USE TABLES TO ILLUSTRATE MAIN POINTS	9
I CAN USE TEXT TO ILLUSTRATE MAIN POINTS	5
I CAN USE IMAGES TO ILLUSTRATE MAIN POINTS	8
I CAN USE CHARTS TO ILLUSTRATE MAIN POINTS	10
I CAN USE AUDIO TO ILLUSTRATE MAIN POINTS	6
I CAN USE VIDEO TO ILLUSTRATE MAIN POINTS	7
I CAN IDENTIFY THE CONCLUSION	2

Table 6: Prioritising Can-Do Statements

Step 3 and Step 5 allow instructors and learners to detail the activities they are going to be engaged in depending on resources and time available. They also allow different groups to set alternative priorities depending on these factors as indicated in Table 6 above.

Step 6 enables all stakeholders to map a course of action. This step will be assisted by Steps 7 and 8, which will provide concrete evidence of work alongside learner and instructor assessment shown in Table 7 below. Assessment will provide evidence and guidance about the success of the instruction effectiveness and student performance.

SYLLABUS AREA		ASSESSMENT	
FORM		INITIAL	FINAL
1	I CAN IDENTIFY MY OBJECTIVE a) I CAN IDENTIFY MY INTENTIONS b) I CAN IDENTIFY THE AUDIENCE EXPECTATIONS	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	I CAN DESIGN A PRESENTATION TO MATCH MY INTENTIONS	<input type="checkbox"/>	<input type="checkbox"/>
3	I CAN DEFINE THE STRUCTURE OF A PRESENTATION a) I CAN CREATE AN INTRODUCTION b) I CAN CREATE A LIST OF MAIN POINTS c) I CAN CREATE TRANSITIONS d) I CAN GIVE EXAMPLES/EXPLANATIONS FOR THE MAIN POINTS e) I CAN SUMMARISE MY MAIN POINTS f) I CAN CREATE A CONCLUSION	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Table 7: Example of Initial and Final Assessment

In order for assessment to be effective and valid, a specific set of criteria is required like the ones shown in Table 8 below. These can be as specific as required.

PRESENTATION SOFTWARE: FUNCTIONS AND COMMANDS	
The learner should be able to:	Assessment Criteria
1.1 Understand basic functions	Be able to open, create and save files
1.2 Create and organise slides	Be able to add, delete and order slides
1.3 Order and progress presentation	Be able to move from slide to slide, use animation and transition effects
1.4 Design and include personalisation	Be able to insert and edit text, images and graphs
1.5 Use a range of print and share features	Be able to use print features, handouts, to email and to post a presentation

Table 8: Assessment Criteria

Step 11 involves learners in the assessment of the work and performance of their peers, which entails further understanding of the aspects, criteria and activities involved. In addition, self- and peer-assessment draws a user-friendly picture of progression and understanding for both learners and instructors.

SYLLABUS AREA		PEER & SELF ASSESSMENT	
CONTENT		MYSELF	MY COLLEAGUE
1	I CAN RESEARCH A TOPIC a) I CAN CHOOSE A SMART GOAL b) I CAN SIMPLIFY ASPECTS OF THE CONTENT c) I CAN FOCUS ON ASPECTS OF THE CONTENT d) I CAN BE CONCISE e) I CAN COMMUNICATE THE MESSAGE CLEARLY	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	I CAN SELECT RELEVANT INFORMATION	<input type="checkbox"/>	<input type="checkbox"/>
3	I CAN DESIGN A PRESENTATION TO MATCH MY INTENTIONS a) I CAN DECIDE ON MY MAIN GOAL b) I CAN DECIDE ON MY EXAMPLES c) I CAN DECIDE ON MY TRANSITIONS d) I CAN DECIDE ON MY CONCLUSION	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Table 9: Example of Self- and Peer-Assessment

The criteria used in this process do not need to be different from others used in formative and summative assessment.

Conclusions

The involvement of learners in the syllabus design process can be the key to success. By making the course content relevant and flexible, learners take ownership of their learning. The syllabus becomes a learning tool, which details to the students what, when and why they need to be exposed to each element. It enables them to appreciate priorities and how they can match them to their expectations. It clarifies their tasks as well as the tasks of their instructors and makes both learners and instructors accountable. It makes

management of time and resources possible within the given work framework.

The more learners are engaged in their own learning process, the more intrinsically motivated they become. The ability of language learners to set goals is linked to increased student motivation, language achievement, and growth in proficiency.

The creation of a Presentation Skills syllabus further enhances the aspects of learner engagement and involvement discussed so far. In fact, Goodier (2015) reports that “Teachers have reported the positive effect on learner motivation achieved through the use of ELP Can-do checklists”, an idea which is clearly demonstrated in this article.

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Peer Assessment using school Learning Management Systems



Dimitris Primalis*
Teacher, Teacher Trainer,
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Many educational organizations invest considerable amounts of money into “building” Learning Management Systems (L.M.S.) or similar platforms to facilitate learning and engage learners. Yet, their full potential is often unexplored or underexploited by teachers. The following post suggests two ways in which such systems can be used to support peer feedback; engage learners in process writing; help strengthen bonds in class and share common goals.

Students often present their projects in the form of Powerpoint

presentations. However, due to time constraints, they receive feedback only by the teacher while the audience has no say in that. Therefore, it comes as no surprise that quite a few students pay no attention or find the whole process boring. This year, I thought I had to do something about it so I created a discussion forum and asked students to provide feedback at the end of each presentation. I explained that the basic idea behind this activity is to make the presenters aware of their strengths and weaknesses so that they can improve their presentation skills before they have to do it in front of professionals at their

work. I stressed the fact that this is a classroom and we all share a common goal: to ensure that the level of English of all the students meets the standards and criteria of local and international companies in Greece and abroad.

Even though, the learners are primary school pupils (4th and 5th graders), they seemed to grasp the rationale and one of them told me that her sister who is an adult has to do presentations in English very often at her job. I made clear that I will not tolerate any foul language and that we can all become better as a class if we use peer feedback.

At the end of the first presentation, I gave the audience a few minutes to post their comments which needed to cover strong areas and areas to work on. I saw a marked difference in the learner engagement. They all paid attention and enjoyed the fact that their opinion was deemed useful and appreciated by the presenter. The only point I had not predicted was that most of them responded with emoticons.

At the end of the session, I was happy that all the students had participated but was a bit puzzled about how to make their feedback more constructive. It occurred to me that it is only natural for young people to react with emojis because this is what they do in their -outside the classroom - life. So the next day, I thanked them for their participation but in a discreet way I expressed my concern about emoticons: "Smiles and thumbs up are a nice way to show the presenters that you liked their work but, unfortunately, they can't know what it was exactly that you liked. For instance, was it the photos, the text, or the way they organized it?"

Contrary to my worries, my comment went down well and the next time, they tried to be more specific despite the linguistic limitations they have at this level (A1-A2 C.E.F.R.). What struck me most, was a student who would otherwise scarcely engage in classroom activities. She had read carefully all the comments on her presentation and asked me: "Why does X student say that he loved the font I used while Y students says that I need to change it?" The explanation was easy. The specific font looks great if you sit near at the front but at the back of the room it is hard to read. The fact that she had read carefully the comments which were written in English and she was actively involved in the whole process was an unexpected reward for me.

Then I felt that I could try the same with paragraph writing. After teaching the basic structure of a paragraph, I asked my pupils to write a paragraph giving their opinion on a topic we had discussed in class, on the L.M.S. I created a discussion forum and asked them to write it there. Early the next day I read them and gave them feedback on the same discussion

What struck me most, was a student who would otherwise scarcely engage in classroom activities. She had read carefully all the comments on her presentation and asked me: "Why does X student say that he loved the font I used while Y students says that I need to change it?"

forum which is visible only by the class members.

The majority of my students were thrilled. We read some of the paragraphs in class and analyzed briefly why some were very good and how others could be improved.

Some pupils asked me if they could read the paragraphs written by their peers and write comments. The answer was positive on condition that they would not use emoticons and that the comments would help writers.

Closing thoughts

Some students continued using emoticons but they did it to emphasize the comments they had made using lexical items. The whole process was received with enthusiasm both from pupils and parents who saw their children engaging into learning.

I felt that the feedback pupils had from their peers acted as acknowledgement and motivated them to be actively involved in the process.

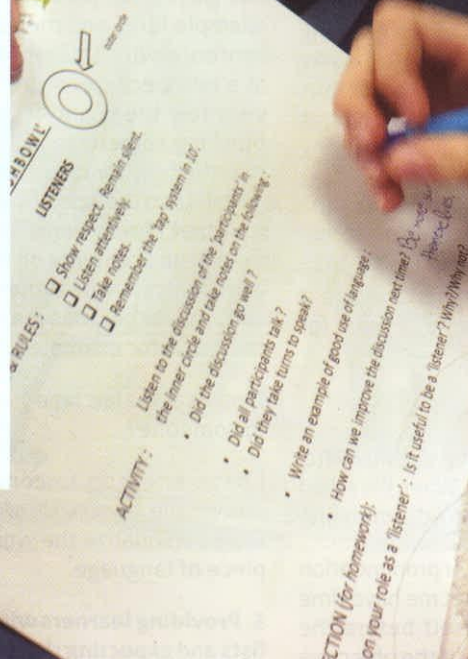
Some students whose paragraphs were not up to standard, gradually improved their writing thanks to the discussions in class which raised their awareness and to the exposure to different forms of writing styles.

A positive atmosphere that created a secure environment - only constructive feedback was welcome - and the shared vision of achieving the learning goal as a class contributed to learner motivation and engagement and helped peers to build stronger bonds as a group. ●

READING - 'COMICS' & 'FISH- BOWL'

Implementing Differentiated Instruction

By Maria Limniati, MA in Language Studies,
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Everything started with four short reading passages in a B2 level Student's book which I am working on this year.

The topic of the short texts was 'Globalisation' and my 13-year-old students in their first year of junior high school, did not really know what the term 'Globalisation' means and some mistaken views of it were heard in class.

So, I realized that in order to make sure all my students would be able to accomplish the Reading tasks of that particular unit in a way that it would make sense with them, **I had to 1) adjust the content, 2) adjust the process and 3) adjust the end-product of the teaching process.**

It became clear then to me that I had to re-establish substantial learning goals. The first thing I wanted my students to grasp was the meaning of the term 'Globalisation' which would help the transition to the second learning goal that of helping each individual student read and comprehend, make the necessary connections and understand better the advantages and disadvantages of 'Globalisation' as presented in those short passages, that would, in turn, lead to a 3rd learning goal which was giving support to each student to produce work using newly acquired knowledge.

Putting my thoughts and ideas together having those clear goals in mind, I started planning and organizing my

differentiated instruction. So, the more I thought about my teaching, the more I realized that although the content I had to teach was 'Reading', I would have to involve all 4 skills, listening, speaking, reading and writing, so as to maintain motivation and improve student outcomes.

As I see it, the implementation of differentiated instruction, integrating the 4 skills is a 'different' way to give students input in a receptive skill (listening/reading) and expect them to produce output in a productive skill. (speaking/writing)

Therefore, I am now going to present briefly what I did with the 'Globalisation' passages and give a few ideas for differentiated instruction :

Adjusting the content :

1 Students watched a 4-minute video (<https://youtu.be/2IRREGn>)

introducing the concept of 'globalisation' and presenting its pros and cons. At this stage new vocabulary was given and listening and speaking skills were involved as the students after watching the video twice they had to reproduce and recycle the information they had heard.

2 The subsequent Reading task (the 4 short passages) based on the same topic were now facilitated by the previous activity which was used as support to performance in this 2nd stage.

Adjusting the end-product using productive skills (Writing and Speaking):

1 (www.pixton.com) Students were presented with a 'new' to them Web.02 tool, the pixton comics educational platform. The activity at production stage is for students to create their own comic strip or storyboard depicting some advantages and/or disadvantages of globalization. Some end-products of this activity are presented here.

Apart from being a fun, creative and interesting task for the students it can show pretty well how they have mastered what they have been taught already.

2 The 'Fishbowl' activity. I left my favourite for the end!

Actually, 'fishbowl' was the last thing I decided to do with the students so as to sum up all previous activities and tasks. The activity requires a sitting re-arrangement, which sounds rather interesting for the kinesthetic types. Two circles are formed, an inner circle (with chairs) and an outer circle. In the inner circle, the fishbowl, the 'par-

ticipants' had to discuss 'globalisation' through multiple perspectives representing viewpoints of different social categories (e.g. young, old, factory worker, industrialist).

In the outer circle the 'listeners' listened attentively and took notes about what went well, what had to be improved etc. The activity lasted 10 minutes and the students switched roles and had another 10-minute session followed by a subsequent 'Debriefing' part where the students reflected, both in a class discussion and in writing, about their performance, the quality of the discussion, what could be improved, what they liked and how they felt being 'participants' and 'listeners', and it seems that the particular activity worked equally well for all students.

Summing up, through this differentiated instruction the students maximized their possibilities for success which was obvious in the creation of comics but I feel it was more during the 'fishbowl' activity where the students had a rigorous discussion where they produced topic-related language, expressed views and ideas, recycled and revised what they had learnt and showed accountability for their own learning.

As for us, teachers, with all our big and small successes and failures, feeling the vibes of a differentiated classroom as opposed to a traditional one, is something that we owe ourselves and it is surely something that can keep us going through this demanding and 'rewarding' profession. ●



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Who says Literature is boring?

By Konstantina Gkotsi,
MA, Teacher of English,
Doukas Primary School

It is more common lately Literature classes to be integrated in the EFL curriculum. However, any student that would be told to read a pile of books in classroom, especially hardcore English literature would think: "Why should I do it?" "What's the usefulness of such a course in my daily schedule?" This reaction is not absurd since students nowadays are full-time, hard-working children who struggle to find some enjoyment in what they are doing. The burden of what we ask from them is quite heavy so Literature can provide them with the pleasure they are seeking for.

Five activities to stimulate students' interest

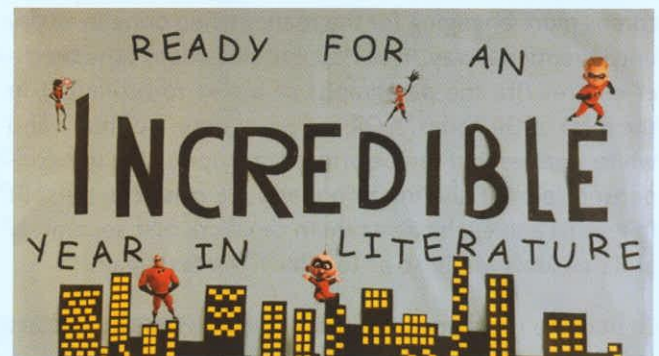
1.

Board Game

When we think of a mystery book, what comes to our mind is a story full of suspense. Why not direct this anticipation towards the creation of a hand-made game? Children usually love to build their own board games, especially those who have an artistic inclination. This activity involves 5 steps and requires time both in class and at home.



An interactive story, in which students can choose what part of the story to read next by following the numbers at the end of each section, can serve as the basis for this creation. For example, a detective story is broken down into around 40 paragraphs. At the end of each one of them, there are two to three choices which can send the reader to another three different paragraphs. However, students should be careful because there is only one way to solve the mystery. These books offer readers more freedom of choice and are extremely engaging since they keep their interest unabated. Such a story can serve as the best starting point for the creation of a board game. Students



Steps

1. *Pick a game style*
2. *Sketch it out*
3. *Build the board*
4. *Make your pieces and dices*
5. *Create your playing cards, if needed*

can choose between game styles such as trivial pursuit, cluedo, snakes and ladders and can even build a three dimensional approach of the game. By designing their own rules and cards they revise vocabulary they have been exposed to. •

2.

Escape room and QR codes

This project is tedious and involves a lot of preparation from the part of the teacher but is highly rewarding since students become little detectives and have so much fun. A literary text can be read traditionally but the task becomes more engaging for the reader when done in a very unconventional way. In an "escape classroom", the teacher can rewrite the paragraphs of a text to be taught in the form of QR codes. A QR code is a pattern of black and white squares that can be printed on paper. With this condensed form of sharing information, a class can be split in groups and each one of them can work first separately and then as a whole so as to reform the text again.

To become more specific, in the four corners of the class the teacher can stick on the wall one QR code which compresses four pages from a chapter of the book. The sentences of these pages can be scrambled. First, each team needs to read the code and unscramble the sentences. After this, the four teams cooperate so as to put the four pages in the correct order. In this way, students can read both intensively i.e. to read for specific information and how this is interrelated and also extensively that is, for pleasure. •

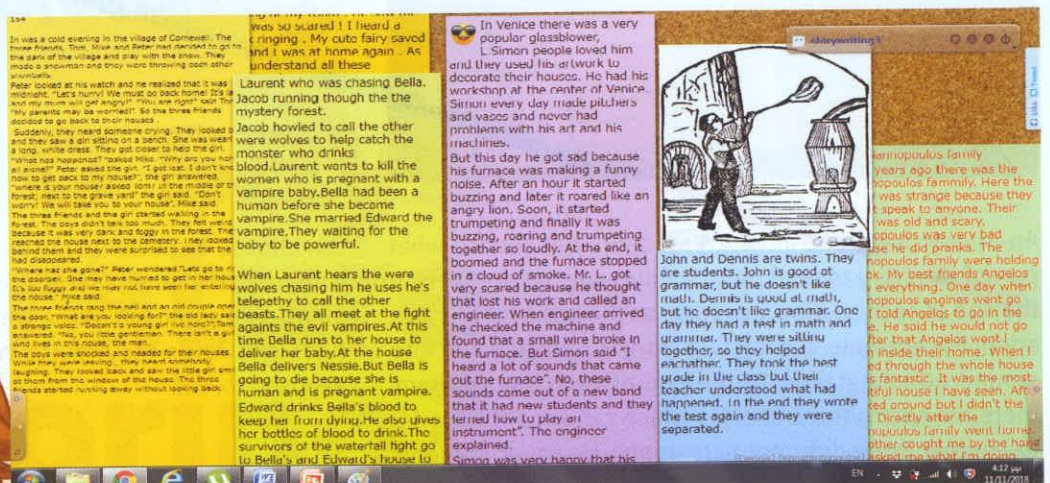
3.

Book Creator & Linoit

The importance of integration of learning technologies cannot be disregarded. For the past two years I have been using a well-known application, "Book Creator", as much as possible and the feedback I got from my students was very encouraging.

Having read a story, some can transform parts of it such as the end, and give their own perspective to the literary text they have read. Others prefer to change the characters or attribute them alternative qualities or characteristics. In this respect, reading for joy can be extended in other activities, thus involving the development of writing skills.

An alternative to the previous activity would be for students to write their own versions by merging two or more different stories we have read throughout the year. The application Linoit serves as a canvas on which students can upload their own pieces of writing but can also read others' texts. The picture that precedes is indicative of the imaginative ideas of 5th graders in primary school. •



4.

Act it out.

Many are the books that serve as act outs and many more are the benefits for readers from this procedure. The effectiveness of this activity lies merely on the fact that the process of enactment "commits the text to memory" (Paul, 2014). Thus students can assimilate new vocabulary and ideas through a hands-on process. Additionally, it promotes reading comprehension since they can make text-to-self connections.

A slight different activity would be children to change the genre of the text and to transform prose to plays or even poetry. This way, they can more easily personalize comprehension because they read the text in a deeper level. •

5.

Students' Quiz

Non-fiction readers are equally appealing to young English learners and are an integral part of a Literature course. However, how can we ensure that our students have understood and can produce the language they have been exposed to?

It is very important to make them feel that they play a central role in the process of creating the means to test the acquired knowledge. So there is no better way than students writing a list of things they learned while reading the book. Based on the list, their task is to create a quiz for the class using the application Kahoot which makes learning awesome! Each student can work individually and write his own question or groups can provide questions on specific aspects of the book according to the teacher's suggestions and specifications. •

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