

PROJECT UNIT – HOW DO YOU LEARN ENGLISH

OBJECTIVES	
<i>Language:</i>	<ul style="list-style-type: none"> • Pupils should be able to ask for help so that they can resolve a communication problem.
<i>Intercultural aspect:</i>	Pupils should become aware of the value of: <ul style="list-style-type: none"> - interacting with people from other cultures - interacting with songs, movies, TV and books in other languages
<i>Learning strategies:</i>	Pupils should: <ul style="list-style-type: none"> • become aware that they can help themselves become better language learners through a variety of learning strategies • be able to set reasonable and achievable goals for themselves
NEW LANGUAGE	
<i>Production</i>	Can you repeat it, please? What does mean? Can I go to the toilet, please?
<i>Comprehension</i>	
RECYCLED LANGUAGE	How do you say ... in English? Can you help me, please? I'm sorry, I don't understand. How do you spell...?
MATERIALS	Small pieces of paper or card A3 cards and scissors (for speech balloons) or class library books (depending on the project to be chosen during the lesson)
TIME	1 x 40 minutes

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing 'Apples and Bananas' or another song of their choice.
INTRODUCTION	<ul style="list-style-type: none"> • The teacher shows/projects the charts of the portfolio for A1 pages (see photocopiable materials). These show the language targets corresponding to the A1 level of the Common European Framework for Languages. The teacher goes through a few of the circles (can-do statements) for each skill. Each time s/he asks pupils 'Can we do this?'. The pupils should have covered all the A1 targets by now and the aim is to make them realize how much they have learnt.

- The teacher praises pupils for having achieved so much. S/he tells them that if there is something they think they can't do so well, they can aim to improve it now. S/he also says that they will be learning many new things this year.
- S/he gives each pupil a small piece of paper or card and asks pupils to write down what they would like to learn in the coming year.

S/he writes on the board:

This year I would like to improve my

This year I would like to learn

S/he explains that the first target is for improving something they feel they are still not very good at (e.g. spelling, listening, or specifically focusing on one of the previous targets, e.g. to write a paragraph, to write the numbers, etc.)

The second target is for something they haven't learnt yet and they would like to do so in the coming year (e.g. to read longer stories, to be able to write a letter, to learn the numbers up to 1000) etc.

The teacher explains that they can write in Greek if they need to but they have to be realistic with their targets so that they can achieve their goals. S/he gives them time to think and write their goals down. S/he monitors the activity and helps out whenever needed.

Note: the pupils should write their names on their papers. This makes them more responsible but also allows the teacher to keep track on progress, i.e. to check what each pupil needed help with and to help each pupil accordingly.

- The teacher collects the targets to read them carefully later. S/he says the targets will be returned to each pupil who will need to keep them in the back of their exercise books so as to check progress during the year.

Tip 1: *When you look at the pupils' targets, try to comment on them with useful tips. This is especially important for the aims/targets they think they need help with ('I would like to improve..'). You can give specific suggestions as to how they can do that.*

e.g. This year I would like to improve my spelling.

That's great Petro! You can play more word games

and spelling games. They can help you with your spelling. Also:

a) Try looking at a page in your picture dictionary, then closing it and writing down what you remember. Then check if you got the words right.

b) Try spelling games from learningenglishkids.britishcouncil.org

Let's check how you are doing in a month!

Such detailed notes to children could also be written in Greek or the easier part could be written in English and the more detailed part in Greek.

Tip 2: *When you return their targets, have them stick them in an area in the back of their exercise book (or in their portfolios, if they have the full portfolio version). During the year the pupils should revisit their targets, see if they achieved them and decide how to proceed or add new targets on the way.*

Tip 3: *As regards their aim for the coming year, have a look and take these into consideration. If they don't fall within the aims of the year, you may like to find particular times to include some (if this is easy to do). If they are not easy to include for the whole class, you may consider finding opportunities to include these aims for the specific child e.g. during extension activities. If, however, the aim is too unrealistic or falls within the targets of Year 6, you can tell them that and give them a chance to revise their target.*

**BECOMING A
BETTER
LANGUAGE
LEARNER**

- After you collect their papers, signal the pupils for a 'Time out'. If the pupils are not aware of the meaning of the signal in the English classroom, explain that the signal means that there is a need for the class to stop using English and switch to Greek for a little while

Tip: *You can use various signals for this switch but a 'Time out' is easy to use and familiar to most pupils from its use in sports. It can be useful during the year when you need to have a discussion in Greek but do not overuse it. A 'Time out' helps the pupils realise that the English class is an English environment but you are making an exception because there is an important reason.*

- In Greek, explain the value of setting targets and working towards a target and how this will help them become better

learners. Ask pupils to think in pairs or groups and write down at least two other ideas which they think can help someone become a better language learner.

Pairs/groups report their ideas which are recorded on the board by the teacher. The ideas shared can be discussed with the rest of the class. Pupils can say if they agree or disagree and/or they can share examples of people they know (or themselves) who used this technique when they were learning a language.

The teacher can also join in the discussion reporting perhaps on his/her personal strategies. It should be made clear, however, that the learning strategies can be personal, i.e. some strategies might not work for some people. We all need to find what works for us.

- Pupils open their Pupil's book and study the questionnaire. The teacher tells them that the questionnaire has a variety of learning techniques and they should reflect and think whether they use them or not. If necessary the teacher can read and explain each statement while giving pupils' time to reflect on it individually and silently tick the right column for each statement.
- Once the questionnaire is completed, the teacher asks pupils to go over their replies and see if they have discovered a technique which they haven't been using but they would like to try. Pupils share their thoughts with the class.

Note: Make sure that during the discussion all the techniques are expanded on. If this doesn't happen, make sure you bring into the discussion the techniques not mentioned (e.g. why do you think watching TV in English is useful?, etc.). Some information for each technique is given below:

I read English books – useful for expanding vocabulary, for improving reading and spelling skills (the more they read the better they become) – research shows benefits of reading in all areas of linguistic development

I listen to English songs – exposure to more input, authentic language, variety of accents, aspects of culture - benefits in acquiring vocabulary and expressions / colloquial language – benefits in understanding meaning from context

I watch TV in English – as with songs (above)

I have an English picture dictionary – personalising knowledge, organizing/categorizing language, making it easy to review and study language learnt, allowing them to add the extra vocabulary they might like to learn

I visit English websites: for games for information - offers practice in interacting with a variety of input (as games have text, visuals and audio), practice in developing a variety of reading techniques (scanning, skimming) and in developing reading strategies (e.g. using visuals/context to make meaning) All the above will help develop a more effective reader

I practice speaking English:

on my own / with my friends / with e-pals / with people I meet

Speaking requires practice in order to develop fluency and automaticity. Actively seeking and making the most of opportunities which arise is a very useful technique. Creating opportunities is also very useful (e.g. having e-pals) but practicing on their own is also important (repeating after a speaker, singing along, trying out tongue twisters). Some people report talking to themselves in the mirror and how it helped them improve their intonation, accent, fluency and overall confidence in speaking.

I try to think in English – this helps pupils stop translating from Greek to English. It is important because it makes them more fluent and their language is more natural.

I try to understand English: / I use pictures / I use gestures – pupils can also add other strategies which help them understand (e.g. using facial expressions / intonation / contextual clues, etc. – using a variety of strategies to help understand allows a learner to be a more effective communicator as there is no need to keep interrupting with questions or use of tools such as dictionaries. These should be resorted to only when all else fails and the information being missed seems crucial.

Tip: *It will become more meaningful to pupils, if you can share examples or stories of yourself or others who have used these techniques. The techniques can be used in any language and so your examples can come from your (or others') experiences with any language.*

- Pupils decide on trying one or two techniques that they haven't used until now. They can write their decision as a target at the end of the questionnaire, e.g. I will try watching

	<p>TV in English. I will try watching movies in English. I will try to read more books in English.</p>
<p>CLASS TARGETS</p>	<ul style="list-style-type: none"> • The teacher can share with the children that they will – as a class – try working with three strategies for the coming year: <ul style="list-style-type: none"> a) Speaking only English in class b) Reading books in English c) Having e-pals to communicate with <p><u>Note:</u> If the class hasn't got a portfolio, this can also be included as a target (e.g. Using a portfolio for assessment and goal-setting)</p> <ul style="list-style-type: none"> • Pupils discuss each goal and share ideas how it can be achieved. During the discussion the teacher should introduce the following: <ul style="list-style-type: none"> a) for this goal it should be made clear that they shouldn't be afraid to ask for help or say they don't understand. For this reason they have a variety of key phrases to help them (I'm sorry/Excuse me, I don't understand. Can you say that again, please? Can you help me, please? How do you spell.....? How do you say in English?, etc). These should already be displayed somewhere prominent in the classroom. If not, this is the time to ask volunteer pupils to write them on card so you can have them on display. This is a good time to add a few more useful phrases to the pupils' repertoire (e.g. Can you repeat it, please? What does mean? Can I go to the toilet? Can I say this in Greek, please?, etc.) b) for this goal introduce the idea that for this year there will be a lending library with English books. <p><u>Note:</u> it is important for the school to have a lending library in English for pupils to use. It is best if such a library is available in every class. If your school hasn't got one for every class, you can have one and divide the school year between the classes (e.g. E1 for 4 weeks, E2 for 4 weeks, etc.). If you don't have a library, discuss with the school headteacher how you can build a library for your school. For more on a class library, see the introduction.</p> <ul style="list-style-type: none"> c) For this goal, you can tell the pupils that they will have e-pals from another country and they will communicate

	<p>with them <i>as a class</i> (i.e. exchange emails as a class and not as individuals). They should have also prepared their introductory videos in the following Unit, which can serve as the first exchange. If not, they can use the paragraph about themselves as a first introduction (Unit 1 – Activity book, activity 8b). Study the introduction for more ideas as to how you can set up an e-pal project with your class..</p> <p>Pupils who would like to have their own personal e-pals or pen pals on their own time outside class, can be directed to various sources. They will, however, need to continue with permission from their parents.</p> <p>d) Whether pupils are working already with their portfolio or whether this is their first year with a portfolio, they should be reminded of how it can be a beneficial learning tool which can help them reflect on their progress and set goals for future achievements.</p>
IMPLEMENTATION	<ul style="list-style-type: none"> • Pupils can begin working on whichever of the targets the class has available materials for, e.g.: <ul style="list-style-type: none"> - they can work on understanding how they will work with their e-pals and prepare their first message. This can be: <ul style="list-style-type: none"> in the form of a letter or postcard and can be sent by post or by email which the teacher can send to her/his partner teacher for this email project in the form of a video from the whole class to be sent to the partner class by email or uploaded on a secure area -they can prepare different expressions in speech balloons made of card to be displayed in a prominent place in their classroom - the teacher can explain how the lending library will work and the pupils can choose their first book - pupils can review and update their portfolios
EVALUATION	<ul style="list-style-type: none"> • The teacher can have individual learning chats with pupils discussing progress they've made until now and setting goals for future improvement.

A1: Listening Γλώσσα (language): _____

Χρωμάτισε τα μπαλόνια καθώς προοδεύεις στην εκμάθηση γλωσσών.

Μπορώ να κατανοήσω όταν κάποιος μου εξηγά πώς γράφεται μια λέξη.

Μπορώ να κατανοήσω μια απλή συνομιλία που ακούω.

Μπορώ να κατανοήσω απλές περιγραφές.

Μπορώ να κατανοήσω τις οδηγίες του δασκάλου μου.

Μπορώ να κατανοήσω ένα απλό τραγούδι που έμαθα.

Μπορώ να κατανοήσω μια μικρή και απλή ιστορία.

Μπορώ να κατανοήσω όταν κάποιος λέει τι μπορεί ή τι δε μπορεί να κάνει.

Μπορώ να κατανοήσω αριθμούς.

Μπορώ να κατανοήσω χρώματα.

Listening

Άλλα: _____

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A1: Reading

Γλώσσα (language): _____

Χρωμάτισε τα μπαλόνια καθώς προοδεύεις στην εκμάθηση γλωσσών.

Μπορώ να αναγνωρίσω τα γράμματα του αλφαβήτου.

Μπορώ να διαβάσω κάποια ρυθμικά ποιήματα.

Μπορώ να διαβάσω μια απλή ιστορία.

Μπορώ να διαβάσω χαιρετισμούς σε κάρτες, ηλεκτρονικά μηνύματα και καρτ ποστάλ.

Μπορώ να διαβάσω ένα μικρό διάλογο.

Μπορώ να διαβάσω κάποιες πινακίδες και αφίσες.

Μπορώ να διαβάσω κομμάτια τραγουδιών που έμαθα.

Μπορώ να διαβάσω τα ονόματα αντικειμένων που έμαθα.

Μπορώ να διαβάσω μια μικρή παράγραφο.

Reading

Άλλα: _____



A1: Speaking

Γλώσσα (language): _____

Χρωμάτισε τα μπαλόνια καθώς προοδεύεις στην εκμάθηση γλωσσών.

Μπορώ να τραγουδήσω ένα απλό τραγούδι ή ρυθμικό ποίημα.

Μπορώ να πω λίγα πράγματα για τον εαυτό μου.

Μπορώ να ονομάσω τα μέρη του προσώπου και του σώματος.

Μπορώ να ονομάσω αντικείμενα της τάξης μου

Μπορώ να μετρήσω μέχρι ...

Μπορώ να συστήσω μέλη της οικογένειάς μου και φίλους.

Μπορώ να συστήσω τον εαυτό μου.

Μπορώ να ονομάσω κάποια ζώα.

Μπορώ να αφηγηθώ μέρος μιας ιστορίας.

Μπορώ να μιλήσω ευγενικά.

Μπορώ να πω τι ώρα είναι.

Speaking

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Άλλα: _____



A1: Talking to other people

Γλώσσα (language): _____

Χρωμάτισε τα μπαλόνια καθώς προοδεύεις στην εκμάθηση γλωσσών.

Μπορώ να ρωτήσω κάποιον πώς λέγεται, πού ζει και πόσο χρονών είναι.

Μπορώ να ρωτήσω τους άλλους για τα αγαπημένα τους πράγματα και να τους πω για τα δικά μου.

Μπορώ να κατανοήσω όταν κάποιος με ρωτά ποιος είμαι, πού ζω, πόσο χρονών είμαι και να του απαντήσω.

Μπορώ να ζητήσω κάτι ευγενικά και μετά να πω ευχαριστώ.

Μπορώ να χαιρετώ ανθρώπους.

Μπορώ να πω σε κάποιον τι έχω ή τι δεν έχω.

Μπορώ να πω τι μπορώ ή τι δε μπορώ να κάνω όταν με ρωτά κάποιος.

Μπορώ να λέω τι μου αρέσει και τι δε μου αρέσει και να ρωτώ τους άλλους τι τους αρέσει.

Μπορώ να ρωτήσω τι ώρα είναι.

Talking to other people

Άλλα: _____



A1: Writing

Γλώσσα (language): _____

Χρωμάτισε τα μπαλόνια καθώς προοδεύεις στην εκμάθηση γλωσσών.

Μπορώ να γράψω τα γράμματα του αλφαβήτου.

Μπορώ να γράψω κάποια πράγματα για τον εαυτό μου.

Μπορώ να γράψω απλές προτάσεις για κάποιον που ξέρω.

Μπορώ να γράψω τα ονόματα αντικειμένων που έμαθα.

Μπορώ συμπληρώσω μια φόρμα.

Μπορώ να γράψω μια ευχπτήρια κάρτα.

Μπορώ να γράψω μια λίστα.

Μπορώ να γράψω μια μικρή παράγραφο.

Μπορώ να αντιγράψω λέξεις σωστά.

Μπορώ να κάνω μια αφίσα.

Writing

Άλλα: _____



Χρωμάτισε τα μπαλόνια καθώς προοδεύεις στην εκμάθηση γλωσσών.

Μπορώ να ονομάσω πολλές διαφορετικές γλώσσες.

Μπορώ να ονομάσω ζώα και φρούτα από άλλες χώρες.

Μπορώ να αναγνωρίσω ονόματα ανθρώπων από άλλες χώρες.

Έχω ακούσει ιστορίες από άλλες χώρες.

Μπορώ να τραγουδώ τραγούδια από άλλες χώρες.

Μπορώ να παίζω παιχνίδια από άλλες χώρες.

Μπορώ να αναγνωρίζω σημαίες άλλων χωρών.

Έχω μάθει για παραδοσιακούς εορτασμούς άλλων χωρών.

