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ΥΠΕΥΘΥΝΗ ΕΚΔΟΣΗΣ:
 ΚΩΝΣΤΑΝΤΙΝΑ ΚΩΤΣΗ

ΑΞΙΟΛΟΓΗΣΗ ΕΠΙΣΤΗΜΟΝΙΚΩΝ ΚΕΙΜΕΝΩΝ:

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Το Δ.Σ. της ΠΕΚΑΔΕ

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Editorial

“The merry year is born like the bright berry from the naked thorn.”

David Hartley Coleridge

(English poet, biographer, essayist, and teacher 1796 – 1849)



Dear Colleagues,

We are heading towards the end of the year through quite stressful conditions. Yet, PEKADE has tried to promote and support our profession via different events during the last term as reported by the chair. On October 8th, PEKADE organized a successful one- day event entitled “Empowering Language Teaching and Learning” at the Titania Hotel which was attended by a great number of colleagues. On November 26th two PEKADE members were invited by RCEL to Volos where they presented their theses.

This issue starts with an article by **Professor Sophia Papaefthymiou - Lytra** where the teacher’s perspective concerning both creativity and conformity in language teaching is discussed. **Mr Achilles Kostoulas** presents a framework of principles which facilitate teacher critical reflection, combining theory and practice. On the other hand, **Dr Mary Malitsa**, School Advisor for Lesvos, reports the study visit she experienced in Blackpool, England, UK, on how schools in the area of Blackpool use ICT to enhance learning and teaching creatively. Moreover, **Dr Nina Haritou** focuses on teaching literature to young children through pleasant and purposeful activities. In addition, **Ms Dimitra Ploumbi**, suggests practical ideas that enhance the formation of groups as well as the promotion of cooperation in the EFL class.

I wish you **“Happy New Year”**, peaceful and relaxing holidays with your beloved ones.

Konstantina Kotsi
Secretary General

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Αγαπητοί/ές συνάδελφοι,



Κοσμάς Βλάχος

Σας καλωσορίζουμε στο τεύχος 32 του περιοδικού μας. Στη διάρκεια του φθινοπώρου 2011 η ΠΕΚΑΔΕ προχώρησε σε μια σειρά δράσεων που είχαν ως στόχο την ενίσχυση των εκπαιδευτικών Αγγλικής γλώσσας και τη βελτίωση της διδασκαλίας και εκμάθησης της Αγγλικής στο δημόσιο σχολείο. Καταρχάς οργάνωσε και διεξήγαγε με επιτυχία στην Αθήνα την ημερίδα με τίτλο “Empowering Language Teaching and Learning”. Στη συνέχεια συμμετείχε σε επιμορφωτική εκδήλωση για εκπαιδευτικούς ξένων γλωσσών με τίτλο “Η ξένη γλώσσα στην υποχρεωτική εκπαίδευση: Το ΠΕΑΠ & το ΕΠΣ-ΞΓ” που πραγματοποιήθηκε στο Βόλο από το Πανεπιστήμιο Αθηνών. Τέλος πήρε μέρος σε συναντήσεις που διοργάνωσε το Κέντρο Μελετών και Τεκμηρίωσης (ΚΕΜΕΤΕ) της ΟΛΜΕ με τις Ενώσεις εκπαιδευτικών ξένων γλωσσών σε μια προσπάθεια διαμόρφωσης προτάσεων προς το Υπουργείο Παιδείας Δ.Β.Μ.Θ. με σκοπό την αναβάθμιση της δημόσιας ξενόγλωσσας εκπαίδευσης.

Ημερίδα ΠΕΚΑΔΕ, Σάββατο 8 Οκτωβρίου 2011

Ξεκινώντας με την ημερίδα μας, θα θέλαμε να σας ευχαριστήσουμε για τη συμμετοχή και το ενεργό σας ενδιαφέρον. Η ημερίδα πραγματοποιήθηκε στις φιλόξενες εγκαταστάσεις του Ξενοδοχείου Τιτάνια στο κέντρο της Αθήνας και το ‘παρόν’ έδωσαν συνάδελφοι από όλη τη χώρα παρά τις οικονομικές δυσκολίες που αντιμετωπίζουν οι εκπαιδευτικοί στις μέρες μας. Το πρόγραμμα περιελάμβανε εισηγήσεις που εστίασαν την προσοχή του κοινού στις σύγχρονες τάσεις και πρακτικές εκμάθησης των γλωσσών. Στην πρόσκληση του ΔΣ της Ένωσης για συμμετοχή με παρουσιάσεις-εισηγήσεις ανταποκρίθηκαν με ενθουσιασμό ακαδημαϊκοί, ερευνητές και συνάδελφοι που παρουσίασαν καινοτόμες πρακτικές επιστημονικά τεκμηριωμένες. Ιδιαίτερα σε αυτήν την ημερίδα μας απασχόλησε το Ενιαίο Πρόγραμμα Σπουδών των Ξένων Γλωσσών (ΕΠΣ-ΞΓ) που μας έκαναν την τιμή να παρουσιάσουν η Καθηγήτρια του ΕΣΠΑ κ. **Βασιλική Δενδρινού** και οι συνεργάτες της η κ. **Ευδοκία Καραβά**, Επίκουρος Καθηγήτρια του ΕΣΠΑ και η κ. **Θωμάϊς Αλεξίου**, Λέκτορας του ΑΠΘ.

Η ημερίδα ξεκίνησε στις 9:45 ταυτόχρονα στις αίθουσες ‘Σωκράτης’ και ‘Πλάτων’ του ξενοδοχείου Τιτάνια με χαιρετισμούς του Προέδρου και της Αντιπροέδρου της Ένωσης. Στην αίθουσα ‘Σωκράτης’ πρώτη παρουσίασε την εισήγηση της η κ. **Νίνα Χαριτάτου**, Εκπαιδευτικός Αγγλικών, με θέμα “Teaching Literature in the Primary School: How to choose a literary text for the 5th and 6th grade”, στην οποία μελέτησε τα κριτήρια επιλογής λογοτεχνικών κειμένων και τρόπους με τους οποίους μπορούν αυτά τα κείμενα να αξιοποι-

ηθούν στην τάξη. Από την εισήγηση αναδείχτηκε το συμπέρασμα ότι η κατάλληλη χρήση του λογοτεχνικού κειμένου βοηθά τους μαθητές να αναπτύξουν κριτική ικανότητα και προσφέρει ευκαιρίες για επικοινωνία και πρόσφορη χρήση της γλώσσας στόχου.

Στη συνέχεια η κ. **Μαρία Ποτηροπούλου**, Εκπαιδευτικός Αγγλικών, παρουσίασε το project με τίτλο “Don’t read my diary” που είχε ως στόχο την εξοικείωση των μαθητών με την έννοια των ανθρωπίνων δικαιωμάτων. Η εισήγηση εμβάθυνε στις διαστάσεις της ανθρωπιστικής εκπαίδευσης και κατέστησε σαφές ότι τα ανθρώπινα δικαιώματα αφορούν την καθημερινή πραγματικότητα των μαθητών. Στην ίδια αίθουσα ακολούθησε η εισήγηση της κ. **Καίτης Ζουγανέλη**, Επιμορφώτριας, με θέμα “Διαφοροποιημένη διδασκαλία και αξιολόγηση: Η περίπτωση του portfolio”. Η κ. Ζουγανέλη έδωσε έμφαση στην ανάγκη της εξατομικευμένης εκπαίδευσης στα πλαίσια της σύγχρονης τάξης και των αναγκών της εποχής, τεκμηρίωσε τις δυνατότητες που προσφέρει η εναλλακτική αξιολόγηση και εξήγησε τους τρόπους με τους οποίους μπορεί η αξιολόγηση μέσω φακέλου να προάγει τη διαφοροποιημένη διδασκαλία.

Στην αίθουσα ‘Πλάτων’ πρώτη παρουσίασε η κ. **Μαρία Μαλίτσα**, Σχολική Σύμβουλος, η οποία αναφέρθηκε στην καταλληλότητα της εικονογράφησης ως ένα από τα κριτήρια αξιολόγησης των υλικών διδασκαλίας και μάθησης. Η εισήγηση μελέτησε τις λειτουργίες της εικονογράφησης και τα βασικά αξιολογικά κριτήρια των εικόνων που περιέχονται στα μαθησιακά υλικά. Επιπλέον, έγινε αναφορά στη ‘Γραμματική του οπτικού κειμένου’, η οποία μπορεί να χρησιμεύσει, όπως εξήγησε η εισηγήτρια, για την ανάλυση και την

αξιολόγηση των εικόνων σε σχέση με τα νοήματα που παράγουν και τα μηνύματα που μεταδίδουν.

Στη συνέχεια παρουσίασε ο κ. **Αχιλλέας Κωστούλας**, Διδάσκων ΠΔ 407 στο ΤΕΙ Ηπείρου. Στην εισήγησή του με τίτλο "From applying theory to theorizing practice: building small-t theories in Greek ELT" ο κ. Κωστούλας στοιχειοθέτησε ένα πλαίσιο αρχών που προάγουν τον κριτικό αναστοχασμό και συσχετίζουν τη θεωρητική κατάρτιση του εκπαιδευτικού ξένων γλωσσών με τη διδασκαλία και τη μεθοδολογία που ακολουθεί στην τάξη. Στην ίδια αίθουσα αργότερα ο κ. **Νίκος Σηφάκης**, Επίκουρος Καθηγητής του ΕΑΠ, εξέτασε ενδελεχώς την έννοια της διαφοροποιημένης διδασκαλίας στην εισήγησή του με τίτλο "Differentiated instruction: Unpacking the concept" και ανέπτυξε τις δυνατότητες και τα πλεονεκτήματά της, παρουσιάζοντας κατάλληλο οπτικοακουστικό υλικό και προσκαλώντας τους παρευρισκόμενους εκπαιδευτικούς να συμμετέχουν ενεργά στην εποικοδομητική συζήτηση που ακολούθησε.

Στις 12:00 όλοι οι συνάδελφοι συγκεντρώθηκαν στην αίθουσα 'Σωκράτης' όπου είχαν την ευκαιρία να παρακολουθήσουν ένα τρίπτυχο εισηγήσεων που, όπως προαναφέρθηκε, αφορούσαν στο Ενιαίο Πρόγραμμα Σπουδών των Ξένων Γλωσσών (ΕΠΣ-ΞΓ). Στο πάνελ των ομιλητών συμμετείχαν η κ. **Δενδρινού**, η κ. **Καραβά** και η κ. **Αλεξίου**. Η κ. Δενδρινού ανέπτυξε τη φιλοσοφία του προγράμματος, τις αρχές στις οποίες στηρίζεται αλλά και τους επιμέρους άξονες που το στοιχειοθετούν. Οι συνάδελφοι πληροφορήθηκαν σχετικά με τις καινοτόμες δράσεις που θα κληθούν να αναλάβουν στην τάξη. Η κ. Καραβά παρουσίασε τον Οδηγό του Εκπαιδευτικού, ένα έργο το οποίο περιλαμβάνει το μεθοδολογικό πλαίσιο στο οποίο θα στηρίζεται από δω και στο εξής η διδασκαλία των ξένων γλωσσών και αποσαφηνίζει τις διδακτικές προσεγγίσεις που υιοθετεί το ΕΣΠ-ΞΓ. Κατόπιν, η κ. Αλεξίου παρουσίασε το διδακτικό-μαθησιακό υλικό που δημιουργήθηκε για τους μαθητές της Γ' Δημοτικού και εξήγησε με σαφήνεια, παραδείγματα και οπτικοακουστικό υλικό με ποιο τρόπο μαθαίνουν ξένες γλώσσες τα παιδιά των πρώτων τάξεων του Δημοτικού Σχολείου. Τέλος ακολούθησε διεξοδική συζήτηση και εποικοδομητικός διάλογος ανάμεσα στο κοινό και στις τρεις εισηγήτριες, απαντήθηκαν ερωτήματα και λύθηκαν απορίες που είχαν δημιουργηθεί στους συναδέλφους εκπαιδευτικούς.

Στις 14:00 και λίγο πριν τη λήξη της ημερίδας οι συνάδελφοι και τα μέλη του ΔΣ της Ένωσης συγκεντρώθηκαν ξανά στην αίθουσα Σωκράτης, όπου ακολούθησε συζήτηση στρογγυλής τραπέζης. Τα μέλη του ΔΣ ενημέρωσαν δια-

ζώντας τους συν-αδέλφους για τις δράσεις της Ένωσης, τις συναντήσεις που είχαμε με εκπροσώπους του Υπουργείου Παιδείας Δ.Β.Μ.Θ. και της ΟΛΜΕ στη διάρκεια του καλοκαιριού σχετικά με τα θέματα της επιλογής στελεχών εκπαιδευσης, της διδασκαλίας της Αγγλικής στο Λύκειο και της διδασκαλίας των δευτέρων ξένων γλωσσών. Επιπροσθέτως η συζήτηση επικεντρώθηκε σε ζητήματα που απασχολούν τους συναδέλφους, όπως το ωράριο, η έλλειψη βιβλίων, η διάθεση εκπαιδευτικών από τη Δευτεροβάθμια Εκπαίδευση στην Πρωτοβάθμια, η δεύτερη ανάθεση μαθημάτων, η διδασκαλία στο Ολοήμερο Σχολείο της Πρωτοβάθμιας Εκπαίδευσης κλπ. Τα μέλη του ΔΣ απάντησαν σε ερωτήματα και συγκέντρωσαν τα ζητήματα-αιτήματα των συναδέλφων, προκειμένου να τα συμπεριλάβουν σε μελλοντικά Υπομνήματα που θα κατατεθούν στο Υπουργείο. Εκπαιδευτικοί, εισηγητές και μέλη του ΔΣ της Ένωσης έφυγαν από το Τιτάνα εκφράζοντας την ευχαρίστησή τους για την επιτυχία μιας ακόμη ημερίδας της ΠΕΚΑΔΕ και την αισιοδοξία για μια νέα καλή σχολική χρονιά.

Συμμετοχή στην επιμορφωτική εκδήλωση "Η ξένη γλώσσα στην υποχρεωτική εκπαίδευση: Το ΠΕΑΠ & το ΕΠΣ-ΞΓ"

Το ΔΣ της Ένωσής μας δέχτηκε με χαρά την πρόσκληση της κ. **Βασιλικής Δενδρινού** και του Ερευνητικού Κέντρου για την Αγγλική Γλώσσα (**Research Centre for English Language-RCEL**) του ΕΣΠΑ να συμμετάσχει στην επιμορφωτική εκδήλωση που διοργανώθηκε το Σάββατο 26 Νοεμβρίου 2011 στο ξενοδοχείο Volos Palace στο Βόλο. Ο κεντρικός άξονας γύρω από τον οποίο κινήθηκε η εκδήλωση ήταν η εκμάθηση και διδασκαλία της Αγγλικής στο Δημοτικό Σχολείο και ειδικότερα στις τρεις πρώτες τάξεις. Στην εκδήλωση παρευρέθησαν εκπαιδευτικοί Αγγλικής του νομού Μαγνησίας και των όμορων νομών, επιμορφωτές από το RCEL και φυσικά η ΠΕΚΑΔΕ. Τα μέλη του ΔΣ της Ένωσής μας παρουσίασαν στο κοινό τις δράσεις της ΠΕΚΑΔΕ, εξήγησαν τη φιλοσοφία και το σκεπτικό που στηρίζουν τις δραστηριότητές μας και φυσικά συζήτησαν με τους συναδέλφους-εκπαιδευτικούς Αγγλικής ζητήματα που τους απασχολούν.

Συμμετοχή στις συναντήσεις που διοργάνωσε το ΚΕΜΕΤΕ της ΟΛΜΕ με τις Ενώσεις εκπαιδευτικών ξένων γλωσσών

Στις 22/11/2011 και στις 6/12/2011 μέλη του ΔΣ της ΠΕΚΑΔΕ συναντήθηκαν με εκπροσώπους του ΚΕΜΕΤΕ, της ΟΛΜΕ και των Ενώσεων ξένων γλωσσών της δημόσι-

ας εκπαίδευσης στα πλαίσια μιας προσπάθειας να προαχθεί η ξενόγλωσση εκπαίδευση και η πολυγλωσσία στο σχολείο. Οι εκπρόσωποι των Ενώσεων παρουσίασαν τα προβλήματα που απασχολούν τον κάθε κλάδο και διατύπωσαν τις προτάσεις τους. Η ΠΕΚΑΔΕ κατέθεσε Υπομνήματα με προτάσεις που αποσκοπούν όχι μόνο στην αναβάθμιση της εκμάθησης της Αγγλικής σε όλες τις βαθμίδες της εκπαίδευσης αλλά και στην ενίσχυση των άλλων γλωσσών. Άλλωστε πάγια θέση μας είναι ότι το σχολείο θα πρέπει να δίνει στο μαθητή τη δυνατότητα να αναπτύσσει επικοινωνιακή ικανότητα σε τουλάχιστον δύο ξένες γλώσσες, ώστε να μπορεί να συναλλάσσεται και να επικοινωνεί με επάρκεια στο γραπτό και προφορικό λόγο με φορείς άλλων πολιτισμών αλλά και να μελετά κείμενα που έχουν συνταχθεί σε αυτές τις γλώσσες. Επιπλέον η ΠΕΚΑΔΕ συνεργάστηκε και θα συνεχίσει να συνεργάζεται με τις άλλες Ενώσεις στην προσπάθεια συγκρότησης ενός κοινού πλαισίου προτάσεων που θα προάγει την πολυγλωσσία και θα εκφράζει τους εκπαιδευτικούς όλων των ξένων γλωσσών που εμπλέκονται στη δημόσια εκπαίδευση.

Τέλος εξηγήσαμε ότι στην προσπάθεια του ΚΕΜΕΤΕ και της ΟΛΜΕ με τις ξενόγλωσσες Ενώσεις θα πρέπει να συμμετέχει ενεργά και το Ινστιτούτο Παιδαγωγικών Μελετών και Ερευνών (ΙΠΕΜ) της ΔΟΕ, αφενός επειδή ένα μεγάλο μέρος των

εκπαιδευτικών ξένων γλωσσών υπηρετεί στην Πρωτοβάθμια Εκπαίδευση και αφετέρου, διότι οι προτάσεις των Ενώσεων δε μπορούν να αναφέρονται αποσπασματικά στη Δευτεροβάθμια Εκπαίδευση. Οι προτάσεις αυτές οφείλουν να περιλαμβάνουν και την Πρωτοβάθμια, δεδομένου ότι αφενός, θα πρέπει να υπάρχει κοινή προσέγγιση στον τρόπο που διδάσκονται οι γλώσσες σε όλες τις βαθμίδες και αφετέρου, οι συνάδελφοι να εργάζονται παντού με το ίδιο εργασιακό καθεστώς αλλά και κάτω από ικανοποιητικές και ανθρωπίνες συνθήκες.

Κλείνοντας την παρούσα στήλη, αγαπητοί/ές συνάδελφοι θα θέλαμε να σας ευχαριστήσουμε για άλλη μία φορά για το ενδιαφέρον και τη συμμετοχή σας στις δράσεις της ΠΕΚΑΔΕ και να σας προσκαλέσουμε στην κοπή της πίτας της Ένωσής μας που θα πραγματοποιηθεί στις 5 Φεβρουαρίου 2012.

Τέλος θα θέλαμε να ευχηθούμε σε όλους σας

***Καλά Χριστούγεννα, Χαρούμενο και
Δημιουργικό το Νέο Έτος 2012.***

Εκ μέρους του ΔΣ

Κοσμάς Βλάχος

Πρόεδρος της ΠΕΚΑΔΕ





PANHELLENIC ASSOCIATION OF STATE SCHOOL
TEACHERS OF ENGLISH (PEKADE)

ΠΡΟΣΚΛΗΣΗ ΓΙΑ ΚΟΠΗ ΠΙΤΑΣ

Ο Πρόεδρος και τα μέλη του Διοικητικού Συμβουλίου της ΠΕΚΑΔΕ
σας εύχονται ολόψυχα υγεία, χαρά και δημιουργικότητα
για το νέο έτος και σας προσκαλούν στην εκδήλωση
για την κοπή της πρωτοχρονιάτικης πίτας,
που θα γίνει στο 9ο ΓΕΛ Αθηνών (Τρώων 2, Θησείο),
την Κυριακή 5 Φεβρουαρίου 2012 και ώρα 11:00 π.μ.

Θα ακολουθήσουν δημιουργικές δραστηριότητες
από την ομάδα **English Theatre Club**.

Η παρουσία σας και η ενεργός συμμετοχή σας
στην εκδήλωση θα μας δώσει ιδιαίτερη χαρά,
αισιοδοξία και δύναμη για την επίτευξη των στόχων της Ένωσής μας.

Με εκτίμηση,

Για το Δ.Σ. της ΠΕΚΑΔΕ

Ο Πρόεδρος
Κοσμάς Βλάχος

Η Γενική Γραμματέας
Κωνσταντίνα Κώτσιου



Creativity and Conformity in Language Teaching: The teacher's perspective

Professor Sophia Papaefthymiou-Lytra

In this paper, I will briefly explore some key issues that teachers should bear in mind in making choices for learning/teaching purposes. These issues relate to foreign language learning and the learner, such as learners' knowledge and experience for learning and communicating purposes, learner awareness of language in use and learner motivation. In particular, I propose to reconsider them in the light of the principles of creativity and conformity as foreign language learning will be introduced from the 1st grade in primary school. My aim is to uncover those factors that can encourage school age learners in particular to respond positively to FL learning and help them build a constructive relationship with FL learning for life. Finally, I will revisit the role of the teacher in the light of these two principles.

1. Key issues: An appraisal

The first important issue for teachers to consider in our changing times is the resources and constraints FL learners bring into the classroom:

- *Since FL instruction will soon start from the 1st grade of primary school nationwide, how can language teachers critically examine what learners bring into the classroom as resources and constraints for FL learning?*

First and foremost, L2 learners bring into the foreign language classroom the 'knowledge and experience' they have acquired in thinking, learning, and communicating in the L1. The development of this ability is closely related to learners' age, perceptual, cognitive, social and emotional development, linguistic proficiency in L1, knowledge of the world at large, needs and interests, attitude, motivation and purpose for language learning. Notwithstanding, learners may bring competences in the L2 resulting from formal instruction inside and outside the mainstream school language classroom as well as informal learning contexts, such as interactions with siblings and peers and via the media and new technologies at home. Learners, therefore, bring with them in the act of FL learning their 'knowledge and experience' about what they can do with language, albeit in their L1, in order to communicate and learn: they already know what the functions of language are and how language users can make use of them to attain their goals (cf. Papaefthymiou-Lytra 1987a). I have called this ability they have developed *strategic competence*. It refers to their cognitive development as thinkers and users of their L1. (cf. Papaefthymiou-Lytra 1987b: 83, 1997).

On this issue, Halliday (1973 cited in Papaefthymiou-Lytra, 2009:28) argues that 'the child knows what language is because he/she knows what language does'. In his later work, Halliday (1975 cited in Papaefthymiou-Lytra, 2009:28) discusses L1 acquisition as the child's ability to master certain basic functions of language, namely the instrumental, regulatory, interactional, personal, heuristic, imaginative and informative functions, adding that each function has a 'meaning potential' As children grow older, they expand their repertoire and



are able to function well in the adult-like functions of language, subsumed under the ideational, interpersonal and textual 'metafunctions'. Moreover, Halliday (1975) maintains that children learn to express 'meaning potential' in infancy and use it to serve them in "functions which exist independently of language as features of human life in all cultures". Learners come to recognize that the functions of language they have mastered can serve them adequately regardless of the language they are using. According to Halliday (1973), therefore, the problem with L2 learning/use is not a matter of linguistic failure, meaning that L2 learners do not possess the linguistic means to learn/use the L2, but the fact that FL learning/use is dissociated from what learners know about language and its function, what I have referred to elsewhere as the 'knowledge and experience' they have acquired through L1 learning/use (cf. Papaefthymiou-Lytra 1987b).

The second key issue for teachers to consider relates to learners' abilities and their characteristics:

■ *What are some features of the ability for thinking, learning and communicating that learners bring to the classroom? Are learners aware of this ability?*

In exploring FL learning, it is important to consider the cognitive, linguistic, social and emotional development of our learners. This development is closely related to learners' age and maturity. Language learners' age may vary. They may be young learners of primary school age, but also adolescents or even young adults attending upper secondary education. I will briefly provide you with some features of this developing ability of learners in general and young learners, in particular.

In his discussion of young learners and FL learning, Vanderplank (2008 cited in Papaefthymiou-Lytra, 2009:28) refers to certain developing characteristics of young learners, such as 'inner voice' (that is the ability to read silently, similar to Vygotsky's (1978, 1986) 'inner speech'), 'mind's eye' (that is beginning to learn through language and visualization) and adult-like de-contextualized memory (the fact that language users are equipped with reliable means of recall and memory development). Language users, he argues, develop the aforementioned abilities and skills during schooling – between the ages of five and nine. Therefore, our young learners will develop and mature cognitively as they grow in age.

Similar views from the perspective of a language user's

cognitive development have been put forth by other researchers. Vega Moreno (2007: 35-36), for instance, states that "work on linguistic communication has long accepted two assumptions: the assumption that human cognition is flexible and creative enough to enable us to construct an indefinite number of thoughts in our life time, and that natural languages are productive enough to enable use to communicate any of these thoughts." In the context of FLL, the end goal is that language learners will be able to express these thoughts not only in their L1 but also in the L2 or any third language they choose to learn/use. Vega Moreno explains that "natural languages provide us with a limited lexicon and a finite set of rules, out of which we can create an indefinite number of utterances, each capable of being used to convey a different set of thoughts" (ibid: 36). And these thoughts I maintain successful language users can express either in the L1 or in the L2 or in any third FL for the same reason. Our thinking self does not change because we switch to another language. Our intentions, purposes, needs and interests are there to remind us that we need a language (be it verbal or non-verbal; L1 or L2 or L3 etc.) to accomplish our goals and intentions.

In my view, what is important is how L1 development and L2 acquisition/learning will complement each other during the learners' cognitive, emotional and social development from an early age and beyond. This is possible if learners become aware of what they already know as 'knowledge and experience' about language and its functions as well as language learning and language use.

The next significant issue for teachers is what English may represent for our learners.

■ *Why should learners want to study English? What does English represent for them?*

As is well known, for the majority of the students, learning English at school is part of the curriculum. It is a compulsory course like all the other courses they are expected to take at school. In addition, due to family and societal pressures, EFL learners also take additional classes in English in language centres, or with private tutors. This is because for a good number of them learning English (or any other FL for that matter) has been equated to acquiring a language certificate in the long run. Simply put, to many parents or other members of our society, no certification means no proof of knowl-



edge! Moreover, acquiring a language certificate at the age of 14 or 15 for a good number of learners and their parents means that they needn't bother about FL learning any more since there is life long proof for it: the language certificate or else 'a piece of paper' to prove it. This is a very important point to bear in mind since it may distort the reason for and the meaning of learning foreign languages from an early age. It may lead to wrong assumption that the earlier young learners start learning a FL the sooner they can get a language certificate! Whether the exams learners sit are content-wise and strategy-wise appropriate to their 'knowledge and experience' namely, their cognitive, linguistic, social and emotional development, it is something that teachers, administrators and other stakeholders alike, discreetly keep quiet about.

The fourth important issue deals with learners' motivation, particularly young learners and adolescents in the Greek context.

■ *What can motivate young learners to want to learn English at school for life long use? How about secondary school learners? What can make a difference for them all?*

In the literature, a distinction is made between two types of motivation: integrative and instrumental (Gardner & Lambert, 1972). However, neither of them seems to apply to school age students.⁽¹⁾ What will motivate learners to want to learn English then for life long use? I argue what young learners love to do most is to play, move around and have fun with friends, to explore the world around them and discover new, interesting and challenging ways of doing things. In short, they love to be involved in activities of all sorts. I claim, therefore, that *activity motivation* may encourage students to want to learn the FL for fun rather than feel obliged to learn the FL as a compulsory course in the curriculum (cf. Papaefthymiou-Lytra, 1987b:93). I, therefore, define *activity motivation* as young learners' wish to play, to move around and have fun with friends, to explore the world around them and discover new and challenging ways of doing things in a multimodal context. I maintain, then, that doing things in the FL can be a challenging new way, or else an alternative and creative way of doing the things you love to do and enjoy most. This definition has an emotional element that I would like to highlight. FL learning is fun, it is not a must! Fun for young learner as we teachers know well by definition

incorporates imagination, creativity and inventiveness.

Teachers need to acknowledge that activity motivation may not suffice in the last grade(s) of primary school. Learners may enter puberty before they physically move into lower secondary education. The question, thus, becomes what may motivate our learners as adolescents. At this age learners are in a transitional stage between childhood and adulthood. They notice changes in their bodies and mood. They try to develop an identity and to position themselves in the world around them. They are not always easy to handle, they often become rebellious and disobedient. What they are interested in mostly is to explore and understand themselves, their relationships with others and the world around them. I suggest, therefore, that '*exploring thyself and the world at large*' motivation can successfully substitute and come as a follow up to *activity motivation* which suits younger learners better. In particular, a more rational and creative engagement with ICT technologies, for instance, can open windows to the world and a better understanding of themselves and the others. As suggested, when talking about motivation and school learners it is not easy to draw a strict line depending solely on the learners' age with primary school learners on one side and secondary learners on the other. Depending on learners' maturity and circumstances this line may be drawn at a younger age with fifth and sixth grade primary school learners exhibiting '*exploring thyself and the world at large*' motivation earlier than others. The type of motivation projected is one more factor that may differentiate language learners in the primary school.

The next issue refers to the principles that teachers need to draw upon in order to review teaching/learning practices and long standing conventions and beliefs in the society at large.

■ *On what principles can we overhaul teaching/learning practices and strategies so as to respond to the cognitive, linguistic, social and emotional maturity of our learners as well as their age-appropriate motivation and needs?*

In making decisions about how to revamp teaching/learning initiatives, practices and strategies in order to respond to the new circumstances in FLT in state schools and focus on learners and learning, I maintain that the *creativity* and *conformity* principles against which to judge our practices and strategies can provide us with a useful guide.⁽²⁾



In the context of EFL, the *creativity* principle emphasizes learner-centredness, a flexible curriculum and lesson plans, open-ended, task and CLIL oriented material, which allow for learner contribution in shaping the curriculum, the materials and the teaching/learning practices in collaboration with the teacher. In this context, the teacher is primarily seen as a fluent L2 language user, a facilitator and collaborator in the process of helping learners learn to use the foreign language while paying close attention to learners' own learning style, abilities, learning and communicating strategies, emotional needs, interests and purposes to name but a few factors that may differentiate learners albeit of the same age.

For a better understanding of the concept of *creativity* I will refer to Vega Moreno's definition who, drawing from Sternberg (1999), maintains that creativity is:

"... the ability to construct something new (typically useful) out of existing elements. A poem, a book, a painting, a plan to escape from prison, a story, an utterance, and a thought may all be instances of creative cognition. In fact, although not everyone is capable of creating a masterpiece, whether a book, a sonnet or a film, every human being with a healthy cognitive system can be cognitively creative by constructing, combining and modifying mental representations in thinking or in understanding what others think. The emergence of something novel, of a mental entity that has never been represented before, an idea that has never been expressed before, makes thought and the communication of thoughts beautiful, interesting and useful." Vega Moreno (2007:5).

In my opinion, her definition beautifully describes what teachers are expected to do in the language classroom in accordance with the *creativity* principle.

On the other hand, the *conformity* principle works on predetermined truths that are imposed inflexibly by a central authority body, or they are strictly guided by the end goal of the language learning/teaching process. In this sense, the *conformity* principle draws on teacher-centredness. Teachers are expected to exercise all possible means to attain the end goal of their assigned duties in the classroom. Thus, they rely on a predetermined curriculum, materials, methodologies and assessment practices which will serve the end goal of the work carried out in the classroom. This inflexible goal is often realized as covering specific material in a

pre-determined time or 'getting a language certificate as soon as possible' among others.

In examining learning/teaching practices and strategies, therefore, it is important to understand which of them cultivate our learners' creative prowess and respond to their inquisitiveness and imagination, their age-appropriate motivation and needs, in other words, which of them respond to the *creativity* principle as defined above. Similarly, we need to review which of the teaching/learning practices and strategies merely act in response to rules and regulations reinforced by external bodies. If teachers hold on to the *conformity principle*, they are expected to 'go by the book', meaning that they follow the curriculum drawn for a particular age, school level and FL level; they primarily work with textbooks assigned for a particular grade, as is the case with primary schools; and they do not usually lose sight of the fact that learners need to have their knowledge certified sooner or later! Popular wisdom being that the sooner teachers and learners alike are on the right track to certification the better! Conformity is no fun, unfortunately, it is best served by memorization and rote learning, endless repetitive exercises and tasks so that learners can master the required material, develop the skills and strategies to suit the pre-defined purposes as described above. The fact that some students, for instance, may take more time than others to learn a language, or they may need a slower pace to do so is not accounted for. Non-adherence to *conformity* may distort and disorient the outcomes anticipated. In other words, teachers feel they need to strictly follow imposed 'rules and regulations' in teaching practices in order to achieve an ultimate pre-determined goal.

However, if teachers hold on to the *creativity principle*, they can be more flexible. They can make flexible use of the syllabus and material aiming to develop learners' skills and abilities in the FL at their own time and pace emphasizing that FL learning is fun. This view invites for more individualized and diversified learning/teaching practices in the language classroom allowing learners to re-shape learning environments in order to suit their abilities, wishes and needs. Teachers can rely more on task-based and CLIL approaches to learning advancing pair and group work; learners can indulge in project work and exploit ICT technologies and the Internet as learning resources. Teachers and learners alike can also make extensive use of EU programmes such as



the Comenius programme to build strong relations with schools and respective classes in other EU countries. FL teachers can put together more extrovert language education programmes that can develop learners' language in use, *inter-cultural awareness*, tolerance and understanding of *otherness* as well as *ecology* awareness for nature and the urban environment. All these have been in the air for some time now but they have often been considered activities that may side track learners from pre-defined goals. As a result, teachers tend to avoid them. I suggest that teachers should take the initiative and make the effort to introduce practices of this kind in the language classroom. Learners can become very creative and language learning becomes more pleasurable if they are provided with opportunities to explore their world, reach out to others and collaborate with others. Communication and learning becomes meaningful and worthwhile, a part of their life (cf. Vlachos and Papaefthymiou-Lytra, 2008). Positive feelings are treasured for life and the FL is learnt for life long use rather than a short-sighted goal.

The last important issue to consider refers to the role of language teachers when adhering to the creativity principle.

■ *In FL learning the role of the teacher is crucial. What functions are language teachers expected to serve in the context of the creativity principle?*

The new developments in FL learning require that teachers serve the following important functions among others (cf. Papaefthymiou-Lytra 1987b: 94-103). Teachers should act as:

- *facilitators* by setting up learning environments for learners that are conducive to their cognitive, linguistic, social and emotional development as well as their needs, interests, motivation and their current knowledge of the L2;
- *fluent conversationalists* by demonstrating to learners how to negotiate meanings as a social semiotic in the L2 using appropriate language and strategies, after all they are the only fluent L2 language users in the FL classroom;
- *collaborators* by becoming active members in the learning process that takes place in the classroom, i.e. they can learn from their learners about ICT technologies, for instance, and they can show their learners how they can maintain and expand the L2 for life long use by becoming autonomous and inde-

pendent life long learners using appropriate learning and communicating strategies to accomplish that end.

The focus of the teachers' work in the classroom should be on learners' *learning the language for life long use* rather than worrying about how to cover the pre-assigned material, or preparing learners to sit for a language examination. In this context, I believe that it is a blessing that school learners can start learning English at such an early age. Teachers will have more time to apply the creativity principle for language learning in the language classroom and language learners will have more time at their disposal to learn at their own pace.

On the whole, what I have tried to put forth in this paper is an alternative view of things, namely, that we need to change our way of thinking about language learning and teaching in the school context now that English is soon to be taught at 1st grade in the primary school all over the country. To achieve this end, language teachers need to embrace a more flexible approach to learning and teaching that can foster and exploit learners' creative prowess better. Let's accept the fact that, as with L1 learning, it takes time to master a second/foreign language; intensity, recycling, personal involvement and long time exposure to the L2 along with strategies for language learning and communicating are a must for effective, life long learning and use of the foreign language(s).

NOTES

- (1) Nonetheless, at the back of their parents' mind as well as of the society at large it is instrumental motivation that they try to cultivate to their offspring to make them want to learn a FL since parents' concerns are strong about the future well-being of their children.
- (2) In looking up the terms *creativity* and *conformity* in a dictionary, we notice that the term *conformity* is defined as 'agreement with established rules, customs etc.' What's more, the noun 'conformist' which denotes a person who conforms to the established rules, values, and customs of society carries a derogatory meaning! The term *creativity*, on the other hand, is defined as the ability 'to produce new and original ideas and things; imagination and inventiveness'.



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From Applying Theory to Theorising Practice: building small-t theories in Greek ELT

Achilleas Kostoulas

This paper discusses critical reflection as a requisite for teacher empowerment, and puts forward a conceptual framework to facilitate such reflection. It is pointed out that the prevailing model of teacher education (the Applied Science model) encourages a counter-productive divide between theory and practice. It is then argued that structured reflection about practice (theorising) provides an alternative for professional development, and an empirically-derived framework is presented to provide scaffolding for this reflective process. Drawing on the framework, the content of language teaching, pedagogical practices and the aims of language instruction are highlighted and problematised. Finally, theorising is exemplified by reference to typical instances of professional discourse.

A few months ago, while interviewing a young learner, I chanced to ask her which aspects of her English language learning experience she found especially challenging. 'Essays', she replied, adding that it was 'simply impossible to learn them by heart'. Taken aback by this unexpected reply, I asked her to elaborate. It soon became clear that her teacher was in the habit of assigning readings, such as stories or letters of complaint, which the learners then had to memorise, so that they would be able to deal with the writing paper of a popular examination. Because she could not reproduce these essays perfectly, my interviewee said, she made many mistakes; and when she gave up and wrote whatever seemed appropriate to her, without reference to the model, not only did she make

mistakes, but she also felt guilty for failing her teacher's expectations.

It is tempting to dismiss this odd story as yet another example of regrettable unprofessionalism, but I think that it has greater relevance to professional development than is immediately apparent. I wish to suggest that there are parallels between the learning experience of this particular young learner and the initial teacher education that many of us have received; and that –equally– there are parallels between the despair that this student felt and the similar feelings of disempowerment experienced by many teachers when they are confronted with the divide between what they were trained to do and what is feasible in their professional context.

This paper aims to explore the reasons that give rise to such feelings, and to put forward an alternative way of relating theory and practice. I begin by discussing the Applied Science (Wallace, 1991, pp. 8-9) model of teacher education, arguing that this model is limited as regards the preparation that trainee teachers are offered, and limiting as regards its impact on the teachers' professional life. In the second part of the paper, I argue for structured reflection, or theorizing (Edge, 2011, pp. 79-97), as a mode of professional development that can be implemented in place of, or in parallel to, the application of theory. In order to provide scaffolding for this process of reflection, I put forward a conceptual framework that has been empirically derived from the Greek context (Author, in preparation). In the final part of the paper, I exemplify this process of reflection, by referring to a typical piece of professional discourse (Φιτιλή, 2010).

1. The Applied Science model

The Applied Science model developed as a reaction to



the limitations of professional education that was based on apprenticeship. In the latter, trainee teachers might be placed under the apprenticeship of a master teacher or mentor, who would impart accumulated knowledge gained through experience (experiential knowledge), and who would also model appropriate forms of instruction for the benefit of the trainees (Stones & Morris, 1972). In the absence of such a formal arrangement, novice teachers would often draw on insights drawn from the 'apprenticeship of observation', i.e. their own experiences of schooling (Lortie, 1975). Such a model was no longer defensible in the face of rapid advances in linguistics and educational psychology, which created the need for a more 'scientific' alternative.

In brief, the Applied Science model posits that the main component of language teacher education is a thorough grounding on linguistic and pedagogical theory or what is broadly termed 'language and literature'. This theoretical component is usually supplemented with practice-facing subjects, such as Applied Linguistics. In doing so, the Applied Science model draws on the strengths of the empirical tradition, as well as a (possibly naive) belief that such 'technical rationality' (Schön, 1987) can provide guidance in all domains of social life. In Edge's view (2011, p. 15), it is a mode of teacher education that '*respects the teachers' intellectual capacity*' and its 'scientific' grounding compares favourably to the 'mystical' approaches that preceded it (Stones & Morris, 1972).

The Applied Science model constitutes the dominant form of teacher development in Greece, at least in the field of ELT. In the curriculum of the Department of English Language and Literature at the University of Athens, more than half the courses on offer are literature-based and, from the ones that remain, over two thirds involve theoretical linguistics (e.g. Issues in English Syntax, Metaphor and Metaphoricity). Applied Linguistics account for just five subjects (e.g. Applied Linguistics I, ELT Methods and Practices), and there is only one practice-based course on offer (Practice Teaching in TEFL) (Table 1). A somewhat more balanced offer between theoretical and applied subjects is evidenced in the curriculum of the Department of English Language and Literature at the Aristotle University, although the statistics may be skewed by the uneven distribution of compulsory and elective courses (Table 2). Much like in Athens, the number of practice-based course is disproportionately small (two courses out of 61).

Table 1. Distribution of courses in the Language & Linguistics group of the Department of English Language & Literature, National and Kapodistrian University of Athens¹

Course content	n	%
Theoretical Linguistics	21	72
Applied Linguistics	5	17
Practice-based	1	4
Other	2	7
Total	29	100

Table 2. Distribution of courses in the Linguistics group of the Department of English Language & Literature, Aristotle University of Thessaloniki

Course content	n	%
Theoretical Linguistics	35	57
Applied Linguistics	21	35
Practice-based	2	3
Other	3	5
Total	61	100

Problems with the Applied Science model

Despite its prevalence, the Applied Science model has come under sustained attack over the years (Argyris & Schön, 1974; Clarke, 1994; Edge, 2011; Wallace, 1991). Because it artificially divides the professional experience into theory and practice, it is flawed in at least three main regards.

Firstly, in the Applied Science model, teacher education can only take place in formal training programmes, where experts impart knowledge onto the trainees. Just as initial teacher education takes place exclusively in tertiary institutions, continuing professional development is only envisaged in the form of workshops, lectures or postgraduate courses, which tend to be infre-

1. Five translation courses have been omitted from this calculation in order to render results comparable to those of the University of Thessaloniki, where translation is taught by a dedicated group.



quent or otherwise impractical. By contrast, the actual classrooms where most of teachers spend the majority of their professional lives are treated as irrelevant to teacher education, except as places where to apply the newly-acquired knowledge. I would suggest that in parallel to such structured learning events that take place outside practice, there is a need for teachers to develop through practice.

Secondly, the rigid division between those who 'produce knowledge' and those that 'consume' it seems to generate mutual suspicion and animosity. In order for theory to interface with ongoing research and scholarship, it needs to draw on their conceptual tools and meta-language, neither of which are immediately useful to teaching practice, and both of which render it inaccessible to practitioners. Moreover, in order to be universally valid, pedagogical theory needs to be abstract; but when thus formulated it cannot be immediately applicable to any specific context. As a result, academics tend to treat practice as theoretically impoverished and incoherent, and teachers tend to regard the academe as unrelated to day-to-day teaching. It would seem that theory and practice need to interface with each other more usefully than is possible through the Applied Science model.

Thirdly, and perhaps most dangerously, the strong division of labour that underpins the Applied Science model has proved to be disempowering for teachers. Its fundamental premise is that knowledge is generated by researchers and then, through the mediation of lecturers, it is conveyed to teachers who will finally impart it to their learners. Consequently, in our school system (and others), teachers have tended to be confined to a role of skilled technician who is tasked with the efficient delivery of a pre-defined syllabus. Not only does this division of labour devalue the teachers' expertise, but also it arguably conceals asymmetrical power structures in the social world, and reproduces social inequities (Phillipson, 1992). If that is the case, it seems imperative that teachers be empowered with critical skills through to re-interpret the curriculum demands, and there is good reason to believe that the Applied Science model is decidedly unsuited to providing such critical skills.

2. A framework for professional reflection

Having discussed some of the limitations and pitfalls of the Applied Science model, I would now like to move

on to a more empowering alternative, theorising (from and about) practice. I will first lay out a broad-strokes description of what theorising means, and then I will describe a conceptual framework that can be used to facilitate theorising.

Theorising practice

Whereas the Applied Science model relies on the top-down implementation of Theory, theorising is a bottom-up process of generating personal theory from practice. I use the terms (capital-T) **Theory** to describe the former and (small-t) **theory** to describe the latter. The way theories develop is, of course, a personal enterprise, but what follows is a set of guidelines that might enhance their conceptual sophistication and analytical rigour.

The first requisite for a theory is that it should be reflective. By this, I mean that the theory should bring together, through a sustained and systematic thought process, experiential knowledge and received (i.e. 'textbook') knowledge (Wallace, 1991, pp. 14-15). This thought process can be implemented both during teaching (reflection-in-action) and after teaching (reflection-on-action) (Schön, 1987). Finally, such a thought process should incorporate a reflexive element, i.e. it should account for questions like the following (cf. Edge, 2011, p. 47):

- What difference does it make that I have reached this, rather than a different, theory?
- What difference does it make that I, rather than someone else, has reached this theory?

A second requisite for theory is that it should be sensitive to the parameters of particularity, practicality and possibility (Kumaravadivelu, 2003). Particularity involves understanding that there cannot be a single universally applicable theory in the form of principles or 'best practices'; it is therefore incumbent on teachers to theorise appropriately to their context. Practicality entails accepting the primacy of situated teaching over abstract information as a source of context-specific knowledge. Possibility implies comprehending that both language and pedagogy can either sustain or challenge existing power relations, and positioning oneself accordingly.

A conceptual framework

The conceptual framework that will be described in this



section has been empirically derived from research situated in the Greek educational setting, and was originally formulated to describe how local, global and critical influences interact with each other at a collective level, such as a school (Author, 2011b). In this paper, I would like to submit that the framework may also prove useful in facilitating individual professional development by providing scaffolding for professional reflection.

The most prominent feature of the framework is the three major paradigms that appear to co-exist in Greek ELT praxis, and which have been termed the transmissive, communicative paradigm and critical paradigm. Each of these paradigms represents a set of related beliefs, both explicit and implicit, about language and pedagogy (Theories) as well as the practices that are underpinned by these beliefs.

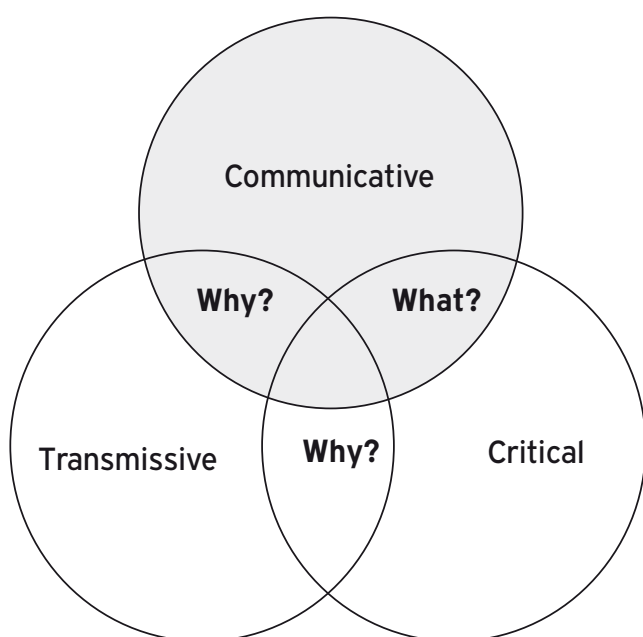


Figure 1 Paradigms constraining Greek ELT (based on Author 2011b)

The transmissive paradigm encompasses a broad swath of teaching beliefs and practices, ranging from pre-theoretical traditional teaching (Stern, 1983, pp. 453-456) to 'scientifically-based' teaching such as the oral approach and audiolingualism (Richards & Rodgers, 2001, pp. 36-70). The common ground shared by these diverse positions is the fundamental premise that linguistic competence can be reduced to a

finite amount of knowledge, and that teaching consists of transmitting this knowledge to the learners. Transmissive teaching provides the theoretical legitimisation for the accuracy ethos that typifies Greek education, the prevalence of testing as a means of certifying that the requisite knowledge has been efficiently transmitted, and the salience of vocabulary and grammar teaching.

Under the term communicative paradigm, I have subsumed various methods and approaches such as Communicative Language Teaching (Littlewood, 1981) or Task-Based Learning (Willis & Willis, 2007). These positions are united by the priority assigned to communicative competence, the belief in the learning group ideal and the preference for direct teaching of language through communicative tasks. Some recognisable communicative traces in Greek ELT include activities that involve group work and collaborative projects, the division of many syllabuses into skill-specific (i.e. listening, speaking, reading and writing) strands, and the imperative to pedagogically exploit genuine materials, preferably those available online.

The critical paradigm theoretically encodes a post-modern demand to question the foundational assumptions of ELT, and is presently more visible in the literature than in practice. On the linguistic front, it calls for rethinking the role of localised varieties of English (World Englishes) (Kachru, 1985) and transnational uses (English as a Lingua Franca) (Jenkins, 2000; Seidlhofer, 2001). In terms of pedagogical premises, it challenges the assumption that educational models that were developed in mainstream Anglo-Saxon education can be non-problematically transferred to other socio-cultural contexts (Bax, 2003; Holliday, 2005). Politically, it raises questions about the role of English in local linguistic ecologies, and the implications of the global spread of English (Edge, 2006; Phillipson, 1992).

What is of interest in theorising is the overlap among these paradigms (areas of methodological tension). Methodological tension (Author, 2011a) refers to the conflicting, and sometimes incompatible answers that different paradigms offer to salient questions. One such area of tension involves the content of instruction (What English should be taught?), another refers to the means used to teach English (How should English be taught?) and a final one involves the ends of foreign

language learning (Why should English be taught?) (cf. Author, 2010). Because no Theory can claim priority in these areas of tension, it is in these points that personal theories seem most useful, and therefore I suggest that these three areas of tension should form the starting points for theorising.

3. Building a small-t theory

In the final part of this paper, I will illustrate this process of theory building by means of an example. In doing so, I will refer to a genuine problematization text about the coursebooks that were recently introduced in primary schools (Φιτιλή, 2010). My motives for selecting this particular text are dual: Firstly, I was struck by the rhetorical power of the discourse, and the passion that this revealed for teaching. At the same time, I was conscious that the author's critique and recommendations fell short of issues that could –in my view– be usefully addressed. On account of its earnest, if somewhat pre-theoretical, problematising, I feel that this text constitutes an appealing choice as a prompt for theorising.

Before moving onto the discussion of the text, there are two points that need to be made, lest my intentions are misunderstood. Firstly, the analysis that follows is in no way intended as a criticism of the author's position: rather it is used to illustrate how such thinking can be systematised and extended into developing a more comprehensive theory that has even more explanatory power and pedagogical value. Secondly, the extracts that I have chosen to highlight and the directions in which my thinking will develop are nothing more than personal choices, and as such they do not have any priority over the readers' reactions, except maybe through power of persuasion.

Having made these points, I will now proceed to thematic analysis of the paper, starting from what is said about the content of the books, and moving on to methods and, finally, the ends of instruction.

What?

When it comes to the content of the books, the author raises several objections, ranging from the number of vocabulary items to the topics of the reading passages. As my purpose is merely to offer an example of theorising, rather than to provide commentary on all aspects of her thinking, I will engage only with those points that regard pronunciation training. In her words:

- Άλλο τραγελαφικό μειονέκτημα του βιβλίου είναι η προφορά των πρωταγωνιστών στα περισσότερα κείμενα. [The heroes' accent in most texts is another preposterous disadvantage of the book]
- Τα listenings είναι άλλη πηγή του βιβλίου. Η άρθρωση των πρωταγωνιστών είναι κάκιστη. [The listening tasks are another sore of the book. The heroes' accent is appalling]
- Τα βιβλία της ΣΤ' πάσχουν από [...] ακόμα πιο απαράδεκτης προφοράς των κειμένων [sic]. [The sixth form books suffer from ... the texts' even more unacceptable accents]

In terms of the framework proposed in the previous section, these views are suggestive of a transmissive orientation to teaching. It is implicitly suggested that correctness is defined by reference to a small number of 'acceptable' norms (presumably Received Pronunciation and General American), which need to be accurately reproduced, or else pedagogy is in some way problematic. The question that is validly asked can be summarized as: do these materials cater to our needs for an accurate pronunciation model?

Despite its prevalence, this viewpoint is by no means uncontroversial. In the Communicative Tradition, the ability to convey information efficiently is prioritized over accuracy (particularly in pronunciation). So if one were to approach the same issue from a communicative perspective, one would have to ask: to what extent do the deviant pronunciations in the coursebooks compromise the learners' ability to develop communicative competence?





From a critical perspective, a number of questions might also be raised with regard to what constitutes an 'acceptable' pronunciation, and who it is defined by. The view that some historical varieties of English should enjoy priority over emerging variants, or World Englishes (Prator, 1968; Quirk, 1990) has been famously discredited (Kachru, 1991), and ongoing linguistic research keeps challenging our perceptions of 'correctness' (Breiteneder, 2009; Jenkins, 2000). From this it follows that in addition to passing judgment on the 'acceptability' of pronunciation standards in the coursebooks, one also needs to consider whether the criteria of acceptability we use promote diversity management or linguistic discrimination (Skutnabb-Kangas, 1988).

How?

The second area of tension in the conceptual framework focuses on the methods and instruments used to provide language instruction. As before, the author's sweeping criticism need not be considered in its entirety, but some of the points which seem theoretically intriguing include the following:

- Ο μαθητής δεν μπορεί να εποπτεύσει την γραμματική που διδάσκεται αφού δεν υπάρχει κάποιος αναλυτικός πίνακας δίπλα στα κείμενα. [The learners cannot survey the grammar that is being taught because there is no analytical table beside the texts]
- Τα περισσότερα κείμενα είναι ανούσια, ανέμπνευστα, άχαρα και συνεπώς δεν δημιουργούν χαρά στους μαθητές μας. [Most texts are meaningless, uninspired, tasteless and therefore create no joy to our students]
- Τα κείμενα είναι δυσνόητα και τεχνοκρατικά και δεν υπάρχει ένα τραγουδάκι, ένα παιχνιδάκι, κάτι τέλος πάντων που να «σπάει» την αφόρητη πλήξη που αναδίδουν. [The texts are dense and technocratic and there is not a song, a game, anything which can 'break' the unbearable monotony they give off.]

It is indeed hard not to sympathize with the author's frustration at having to use materials that are unsuited to her needs. But having made that point, one cannot help noticing, in the author's rhetorical choices, that the learners are presented as passive agents who have no choice on what they prefer to learn, or indeed on what they might find interesting. These choices, it appears, are made for them by the teacher, whose author-

ity on the matter is unquestioned. In this case also, I would suggest that the criticism expressed in these excerpts is an answer to a transmissivist question: do these materials conform to my expectations as a language teaching expert?

To add depth to such problematisation, one might want to theorise about possibilities and limitations of alternative paradigms. Drawing on the communicative paradigm, it might be helpful to differentiate between text and task, and to explore how creative tasks can be exploited to compensate for uninspiring texts. Such thinking could hopefully lead to a comparative appraisal of transmissive and communicative pedagogy, highlighting their respective affordances and appropriateness to context.

From a critical standpoint, a process of theorizing could fruitfully engage with a number of questions including: why was each particular text included in the syllabus, and how will learners benefit from it? Who is to select the texts that will be used in class: the book authors, the teachers or the students? Through what criteria can such a choice be made?

Why?

The final point that I would like to raise relates to the purpose of instruction in the foreign language. In her review, the author claims, with discernible authority, that:

- Όσοι οραματίζονται κρατικά πιστοποιητικά γλωσσολογίας με αυτά τα βιβλία, είναι μακριά νυχτωμένοι! [Those who dreamt up the state language certification with these books are seriously deluded!]

Prompted by such a bold assertion, readers might want to consider exactly which aspects of the courseware are at dissonance with the implicit aim of certification, how important this lack of coherence is and how it might be resolved.

In parallel to the above, theorising might revolve around the relative priority of certification and communication, about the importance of developing intercultural competences, about the possibility of promoting tolerance and empathy through English. Such theorising could generate a more holistic appraisal of the coursebooks in question, and perhaps alert us to additional disconnects between the materials at hand and the goals we consider important.



It hardly needs stating that teaching English is a political act that is motivated by specific agendas and which entails observable results (Pennycook, 1994). It may therefore be useful, from a political perspective, to critically interrogate whose agendas are furthered by language policies such as the promotion of state certification, or by the imposition of a single coursebook across the country, and whether such policies ultimately benefit the learners with whose education we have been entrusted.

4. Conclusion

To recapitulate: this paper began by discussing the 'Applied Science' model of teacher education and what I perceive as some of its more problematic aspects. I then argued for the bottom-up generation of personal theories that are contextually-sensitive and responsive to the immediate demands of practice, as an alternative or a supplement to the prevailing top-down model. To

facilitate this process of theorizing, I described a conceptual framework of ELT which integrates a number of Theories while providing space for the emergence of personal theories. Finally, through the example of a typical problematisation text, I attempted to illustrate how a theory can be constructed bottom-up through critical interrogation of practice.

In doing so, I raised several questions from a multitude of Theoretical perspectives, but did not attempt to provide readers with answers to these questions. Instead, I would like to invite readers to examine their own responses, noting any theoretical incongruities that may exist and working towards a more coherent synthesis. More importantly, it is my hope that this text has provided readers with the stimulus to probe their practice even further, and empowered them with some conceptual instruments to facilitate the formulation of answers that are coherent, persuasive and – above all – personally relevant.

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Mobile technologies to improve collaborative teaching and learning

A study visit held in Blackpool, England, UK (14-18 June, 2010)

Dr Mary Malitsa

ABSTRACT

This report provides a brief outline of the Study Visit which was held in Blackpool, England, UK, in June 2010. The title of the study visit was "Mobile Technologies to Improve Collaborative Teaching and Learning" and the organizers' aim was to demonstrate how schools in the area of Blackpool use ICT to enhance learning and teaching creatively. During visits to host institutions, many different technological tools were presented as well as the ways of using them effectively when teaching and learning. According to the hosts, the impact these have on improving learning can be summed up in the following words: engagement, involvement, accessibility, supporting, creating, innovating, extending. In addition, participants had the opportunity to learn about a number of good educational practices, used both in host and participants' countries, some of which could be applied and transferred to our country.

1. INTRODUCTION

Study Visits is one of the key actions of the transversal programme of the Lifelong Learning Programme 2007 – 13 (LLP). Its objective is to support policy development and cooperation at European level in lifelong learning, notably in the context of the Lisbon process and the Education and Training 2010 work programme, as well as the Bologna and Copenhagen processes and

their successors. **Cedefop** (European Centre for the Development of Vocational Training) coordinates, on behalf of the Commission, the study visits for education and vocational training specialists and policy-makers from 2008 to 2013.

One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. They provide a forum for discussion, exchange and learning on themes of common interest and on European and national priorities. By exchanging innovative ideas and practices, participants promote the quality and transparency of their education and training systems. Approaches taken by participating countries (both host and participants') regarding the theme of the visit are presented and discussed.

Moreover, one of the operational objectives of the Grundtvig programme, as set out in Article 29.2 of the Programme Decision, is "to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning". The "ICT" Key Activity 3, which supplements these programmes, focuses on the potential of ICT as a catalyst of social and educational innovation and change. It is not about technology but about how learning can be enhanced through ICT (e.g. simulations, discovery learning, attracting drop-outs back to learning, enabling learning outside the school environment, flexible lifelong learning to bridge the digital gap). Although substantial progress has been achieved in all Member States in the field of ICT for education since Lisbon, more needs to be done to realise the full potential of ICT for supporting innovative pedagogical developments, generalised access to lifelong learning, and advanced education systems management.

The Blackpool LEA has made considerable progress in



this respect. The approach taken up regarding the use of ICT in its schools seems to embrace the ICT Key Activity 3 concept: ICT enables individuals to enhance their social networking and this has the potential to enhance their learning. Learning is mostly a social process. Self-learning and informal peer learning are important ways of developing e-skills and digital competences. But they are also increasingly important skills in formal learning. A new generation of ICT-based social networking tools and platforms ('Web 2.0' and other relevant ICT developments) is now being used in Blackpool schools. Examples are weblogs, wikis, podcasts, social software, virtual social sites, as well as tools such as mobile phones.

2. DESCRIPTION OF THE PROGRAMME

The study visit under discussion took place in Blackpool, a small unitary authority, in the north-west of England, UK from 14th to 18th June, 2010. Blackpool is also the premier holiday resort in the UK. The local authority hosted the visit to demonstrate how schools use ICT to improve teaching and learning. The visiting group consisted of 13 participants who represented twelve countries: Austria, Bulgaria, Denmark, France, Germany, Greece, Italy, Lithuania, Poland, Romania, Spain and Turkey. They belonged to different areas of education and ICT: headmasters, teacher trainers, university teachers and school advisors.

Participants had been given access to "Fronter", an Electronic Learning Platform for the Blackpool schools, several months before the visit and in this way were able to explore and use some of its functionalities as well as follow news and developments. Also, information about the programme, accommodation, possibilities of transport to Blackpool, etc. was posted on "Fronter". "Fronter" is mainly used as a communication platform between the Blackpool School Advisory Board and Schools, and as an intricate intranet for schools themselves. It facilitates communication between teachers, students and parents and is increasingly being used by teachers and pupils to collaborate in their extended learning.

During the Study Visit week, the organisers set up visits to a total of 9 educational institutions: 5 Primary schools, 2 High Schools, 1 School for Learners with Special Needs and 1 High Secondary School - Arts College. All of these institutions make use of ICT in their learning programmes, though the methods and tools

they adopt may be different, depending on the students' needs and the Curriculum. However, they all seem to agree on and share a basic belief that ICT should not be focused in one special room or area but should be available to all teachers and learners in all classrooms at all times. Moreover, schools provide opportunities for students to learn and practise new high-tech skills, e.g. to use digital cameras to create their own films or to run a school radio station and broadcast live news bulletins and other programmes. What participants found particularly interesting was the fact that most schools have facilities available to the community, including the community rooms where they hold free adult computer courses, among other things.

While visiting the host institutions, participants met policy-makers and teaching staff from across the authority that are responsible for ICT in their schools and discussed issues concerning the use of ICT to enhance learning. They were also presented with many different tools as well as the ways of using them effectively when teaching and learning. One of these tools, interactive whiteboards, are in 100% of primary and 80% of secondary classrooms and since 2008 schools have been investing in one to one laptop initiatives to enable pupils greater access to ICT. As concerns foreign language learning, teachers and learners are now regularly using other technological tools including MP-3 players and podcasts.

The integration of ICT in the learning/teaching process requires a different learning environment. Participants were impressed by the program "Building schools for the future", which is in progress in the Blackpool area and is intended to meet this requirement. It aims at transforming school areas completely so that students can work in a relaxed environment, very different from traditional classrooms and more suited to the new way of learning and teaching.

In addition, through presentations and group discussions, participants were also informed about approaches taken by participating countries regarding the theme of the visit and about effective and innovative solutions that participating countries apply to address the theme. It seems that, although computers and the Internet have arrived in most European Schools and are used in class, in most countries improving the ICT infrastructure of schools is still challenging. In very few



*The Blackpool Sixth form College
One of the outstanding school buildings following the ideas of "Building schools for the future"*





countries interactive whiteboards and other digital tools are widely used.

Participants also attended a number of events. One of these was the “Annual Digital Media and Innovation Awards” at the Odeon Cinema. During the event a large number of short films (about 50) created by the students of different primary schools in the Blackpool area were shown and the best of them were awarded prizes. Participants were among the critics and voted from their seat via an electronic device, which they had the chance to use for the first time. It was interesting to see how well some pupils could use technologies to create their own films. However, the most interesting event participants were invited to attend was the “Teach Meet Blackpool”, hosted at Hawes Side Primary School. The Teach Meet, the UK Primary and Secondary teachers’ initiative in the Blackpool area, where teachers from as far as Manchester share ideas, good practices and tools for teaching, is a very good solution to integrate teachers in the process of innovation. Lastly, an official ceremony was also held at the traditional Town Hall, where participants were received by the Mayor in his formal outfit.

3. LEARNING THROUGH ICT- THE BLACKPOOL VISION

During the above-mentioned visits and discussions the hosts presented their aims and priorities concerning ICT: They aim to achieve the highest possible standards and to serve the children of Blackpool as well as they can by knowing in detail the needs of every student and fully meeting them. In keeping with the motto for education in the UK “Every child matters”, they aim to personalize education by tailoring the curriculum and its delivery to the needs of the child. They believe that ICT is an indispensable tool for achieving that aim. They want students, teaching staff and other professionals to work in an ICT-rich environment, within which the following are not only possible, but achieved on a daily basis:

- The transformation of teaching by opening up possibilities for learning within the context of practical applications, independent research-based enquiry and the solution of real-life problems.
- Ready access to the best teaching materials available world-wide.
- Presentation of the highest quality, so that students and teachers feel valued and become used to the

habit of excellence.

- Effective support of students and collaboration with parents outside the confines of the school day, by making assignments and resources readily available on-line.
- Rapid and effective internal and external communication.
- Reinforcement of collaboration with external partners through sharing of policies, procedures, time-tabling and resources.
- Effective recording and detailed analysis of performance data for the purposes of reporting to stakeholders and reinforcing learning through the setting of targets.
- Recording, reporting and analysis of other important data, such as information on attendance and behaviour.
- Automation and streamlining of administrative procedures.

The following students’ ICT charter, published by Bispham High School Arts College is indicative:

Students’ ICT Charter

- Every student will take part in discrete ICT lessons, so they have the necessary skills to become independent users of ICT.
- We will try to ensure that teachers have access to the best teaching materials worldwide.
- We will continue to embrace new technologies to enhance student connectivity outside of school.
- We will provide regular training sessions for teachers to enable them to be at the cutting-edge of technological developments.
- We will endeavour to make the ICT spaces students use safe and clean working environments, with equipment in good working order.
- Through Fronter we will provide a 24 hour learning facility which will allow students and parents access to tools for learning at all times of the day.
- We aim to implement systems that will allow students and parents access to a range of important data such as information on behaviour and attendance.



Participants at the Town Hall

4. GOOD PRACTICES LEARNT DURING THE VISIT

The Study Visit in Blackpool provided participants with numerous insights about school management and guidance of the learning process. What they observed as a general positive tendency is the change of the role of the teacher from being a source of information to being a moderator and facilitator of the learning process. Student-centred guided teaching is easily implemented through the broad use of ICT across the curriculum. It also facilitates communication between teachers, peers, parents and authorities, which puts the work for children's welfare on a broader community-based scale. Through the implementation of "Fronter" as a general network of work and communication, the teachers can easily identify their students' personal needs and find ways and methods to best addressing and meeting them thus going into the direction of Personalized Learning, which proves to be very effective. Teachers can provide their students with direct guidance in the process of evaluation and assessment and at the same time they can have a more relaxed relationship with their students.

Building one general platform for all schools in one region to support teaching and learning, like Fronter in Blackpool, could be achieved quite easily in any other country and it is financially affordable. In this way, a broader range of opportunities will be available for students, allowing them to become partners in the teaching/learning process, to demonstrate their knowledge, to perform research and to present their work to a narrower or wider audience. They can work on projects and have a quick access to the most recent information on specific subject matter. Students can get in contact for an exchange of information with peers from other schools in the region or internationally.

The interactive whiteboards, which are introduced on a broad scale in the schools participants visited, are an excellent way to involve students in the learning/teaching process more actively. They also add to the enjoyment of acquiring new knowledge. An interactive whiteboard offers plenty of possibilities to make lessons more interesting and dynamic. A well trained, innovative teacher can make the best of it: present a video, play



a piece of music, display photos, participate in a video conference and many more.

Through the application of various gadgets and technological equipment in schools children are trained in the practical skills of working with all the new appliances that come on the market and are used in everyday life. However, utilizing the possibilities that ICT provides to help children with special needs build basic living and social skills is unparalleled. Without doubt ICT proved to be most efficient in special schools, as it enables disabled children to gain self-respect (at least some) and independence. In addition, using ICT for school administration is an excellent way to save on time and paperwork. It facilitates the work of tutors in their class-management and contact with parents. It also provides the headmaster with an overall picture of the school.

What is of special interest is the way schools try to instil a sense of community spirit and involve the whole com-

munity in the learning process. In this way schools become part of the community and try to help both school learners and local residents improve their computer literacy and consequently their chances of finding a better job and raising living standard. All participants agreed that one of the most important things they would like to see transferred, is the unifying learning community, involving pupils, staff, social services and parents so that they have the opportunity to collaborate together.

5. CONCLUSION

All study visit participants agreed that the five-day experience enriched everyone with ideas about how to teach or manage schools. The study visit also deepened their confidence in European cooperation. The organizers presented their achievement in ICT and, what is more important, their enthusiasm in their everyday work. The aims of the visit were more than achieved.



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Teaching literature: the creative role of the student-reader

Dr Nina Haritatu

ABSTRACT

The teaching of English literary texts to young learners of English has been considered problematic and many teachers of the English language avoid introducing them in their classes as time is limited and children, in most cases, are little equipped and thus unable to follow an analysis of a classic piece of English literature. In this article, however, the author reports her own experience from teaching literature in the 6th grade of a primary school and attempts to offer some ideas in reference to how an English text can be taught to young children and become not only a source of pleasure and enjoyment but also of useful learning.

Introduction

Which is the aim of teaching a literary text in class? At least two reasons come immediately in mind; on the one hand, the student “learns” to become a reader, obeying unconsciously to the rules of reading, which is actually a compromise between the text and the reader of it. On the other hand, it develops the student’s ability to appreciate the text by recognizing its aesthetics. Another reason would be the fact that the children learn also to approach the text as a product of a historical and social reality.

However, apart from all the above, the most important aim of introducing the lesson of literature in the class should always be the stimulation of the feeling of pleas-

ure, the so-called *jouissance* which is created during the act of reading and which should never be obstructed by a pre-scheduled, limited teaching approach. Although the term was used by Barthes (1987, p.83) to denote the pleasure of post modernistic texts and the magical effect of words as such on the reader, it is hardly deniable that literary texts of any kind offer pleasure to readers no matter their age, educational background, personality, beliefs, status e.t.c.

Thus, the teaching of a literary text could and should be never fixed and sterile but a stimulating and flexible process which can be adapted to the needs of each particular class.

The purpose of this article is to show how to teach a literary book to a class of young, primary school students. As an example, the book *Frankenstein*, written by Mary Shelley, will be illustrated as the particular literary text was taught by the author last year to the sixth grade of the 54th primary school in Piraeus. Although the book often constitutes a part of the university curricula and is considered demanding, classic, English Literature, it was quite surprising to see such young learners of the language to participate with enthusiasm in the discussion of the text. Of course, a more popular edition of the text closer to the level of the author’s class was used.

Chapter 1.

The Application of literary theories

Firstly, some practical details in the teaching of a literary text will be provided. It might be very useful for the teacher to provide the students with the main vocabulary that they would encounter in the text (preferably

no more than the vocabulary of two paragraphs so they could be able to follow). After reading the two paragraphs, the students are asked to summarize what they have understood. Before that, of course, there must have been a short summary of the previous pages that they have been taught in the previous lessons. Then, the teacher goes on to apply strategies from various literary theories to some of which I am going to refer in this article.

All the theories I am going to refer to are those concerning the teaching of a text written in the native language of the reader and I can't see why these theories should be excluded when the text is written in a foreign language since the approaches these theories recommend, in most cases, are also convenient for the teaching of a foreign text as well.

A first way to teach a literary text written in English to an audience of Greek students could be based on the narrative structure of the text. During this narrative approach of the text, the students are asked to recognize the "grammatical roles" – as they are called in Greek – of the text, that is, to define the hero or the heroine of the text, their friends, partners or enemies, the course of the action, that is, the plot, the causes and the results of their actions e.t.c. The attention is focused on the basic events, their duration and on how these events are related to each other. This approach aims at making the students "understand" the text and be able to render it realistically if or when asked to do so. The teacher can ask some comprehensive questions to find out if the students "follow" the plot and the course of the events. Some of the students might feel lost and in such a case it's good to repeat some main points concerning the action and the role of the characters.

On a second level, the teacher would proceed to the analysis of the text itself focusing the attention on the structural elements, the so-called structuralist theory, analysing what we call the construction of the text that is, its grammatical or other structures which help the wider and better understanding of its meanings. The use or the place of verbs, adverbs, subjects and in general the use of diction and speech forms can be seen as a code or the "signifier", to use the relative term of the structuralist theory, which contains a series of meanings and which here constitute the "signifieds" (Eagleton, 1983, p. 79). The construction of language

is a total of signifiers according to Saussure and according to the Russian formalists, the author handles these signifiers to produce meaning. The students make their own hypotheses concerning the use of particular verbs f.e. in the case of our novel the students easily identify that the adjectives referring to the monster show emotional anxiety ("greatest fear," "delighted" "oppressed" e.t.c.). The students were asked to characterize the language of Shelley. Some came up with the term 'poetic' at the end as all of them were familiar with Greek poetic language and managed to identify various simple "poetic" verbs or adjectives like "beautiful," "kindest," that is, words that they have met before in Greek poems and which are simple to translate in English. Of course, this is a good chance to provide them with new vocabulary which the children would use in the next lesson, in the discussion of the new paragraphs that the teacher introduces.

Undoubtedly, it's not only the structure of a text which produces its meaning. Other systems according to Yuri Lotman (*The Structure of the Artistic Text* 1977) like dictional, graphic or phonological give the text its literary quality through their opposition or their deviation from the others. Certainly, it would not be that useful to go so deep in the analysis of a text since the students are beginners but the structuralist approach might be one of the most appropriate for an analysis of the characteristics of the text as the writing here proves to be a live means of expression: through the correlation of structures found in a poem or in a text, the literary product gets an authentic status and although for many critics, a structuralist approach is a dead means of explaining a text, still the intervention of the student-reader who tries to "read" it based on its structural forms gives a new possibility of interpretation.

Going on to the next stage, the teacher attempts the placing of the work in its historical-social frame. The social or ideological background of the author is at stake here and the students attempt a "reading" of the text in relation to the conditions under which it was produced. If this social approach is to be helpful for the student, the teacher can devote ten minutes in order to talk with the students about the way of life in England during the eighteenth century, the people's habits, and the particular conditions which influenced the writer during the creation of her work. A special reference was



made to Mary Shelley and the conditions under which women writers would dare to publish their works – usually under male names—a detail which fuelled a whole discussion concerning women’s rights in Victorian England. The students can come up with more questions concerning the conditions of a different period in a different country than theirs, and they usually make their own speculations and assumptions comparing our century with an older one. In the case of my class, I devoted an extra hour to the discussion of that period bringing in class pictures from the 18th century costumes, the interior of houses, and the streets of industrial London. Some of you might find it useful to do such a preparation from the very first lesson which I also find very correct since the students get in the spirit of the age and can imagine the story much better.

After the above mentioned approach, which focuses on the historical-social reality of the text, the students can be asked to think of other similar texts that they have come across. For example, in our case, they can first recognize the *genre* of the text (a gothic –they will probably use the term horror –) and say if they like such texts or movies, how they feel when reading or watching them e.t.c.). I am not referring here to what we call

- σελ. 30 : πάνω πάνω φεύγει το ε.γ.

an “intertextual” connection since the students are too young and unfamiliar with similar texts in English or Greek but for sure they have seen horror movies and each one of them has an interesting story to tell. Some of the students will narrate personal “spooky” stories or mysterious events that they have read about in newspapers and magazines. In each case, the teacher must always provide them with the vocabulary they need while talking. The words are written on the board and the students take them down on a separate notebook. They are not obliged to learn these words but in every lesson they are asked to keep their notebooks open and consult them while talking: At the end, they will have learnt a whole new vocabulary simply by using it for the needs of communication in the class.

Chapter 2

The students and the act of reading as a creative process

As shown by experience and practice, literature does not belong only to its creators but also to the receivers of this creation that is, to its readers. The American School of New Criticism (1930-1950) detached the



text from its author but not from its social frame, paying attention to the internal structure of the text, thus, opening the way to the creation of multiple meanings coming this time from the different readers. I am not going to refer in detail to the hermeneutics theory of Heidegger or Dilthey but it's interesting to see how this theory was later evaluated by Ricoeur as a dialectic relation between "understanding" and "explaining."

In the class environment, according to Ricoeur, the student becomes the interpreter of the literary text approaching it "objectively" that is, explaining the plot, its structure, talking about the role of the characters, find out other details which help them understand the text e.t.c. But they also approach it "subjectively" that is, they analyse the possible intention of the writer, the symbolism of the text, its metaphors e.t.c. The student goes on to state his/her own interpretations concerning both the writer's intention and the meaning of the work. This is probably the main reason that we teach literature to students: we want to train them as readers, to make them enjoy the text, appreciating its multiple levels of its meaning which is finally the essence of every artistic product. This of course brings in mind the reception theory of Wolfgang Iser, the first theory which shifts the attention totally from the text to the reader attempting to analyse the procedures which take place in the mind of the reader when reading. It would be tiring to insist on details concerning this complicated reading activity. My intention is to insist on the role of the student as reader as this role now does not focus only on how s/he will explain the text but on the way s/he will reread it through the prism of his/her own experiences. Returning to the reception theory, the student will be asked to "fill the gaps" and to guess missing information which is only implied in the text. Taking advantage of this ability of the student, the teacher of foreign literature can encourage the student to play an active role in the analysis of the literary text in many ways:

a) The student can redefine points in the plot adding details from his/her own imagination or making his/her own assumptions: An event could have a different outcome, the characters might have behaved differently. What would have happened if Dr. Frankenstein had helped his creation to survive? Is it justified that the monster should react violently?

b) Similarly, the reactions of the characters might have been different when the students put themselves in their shoes. Most students said that they would try to help the monster in the case of Mary Shelley's story but others admitted that they would try even to murder it out of fear. When asked what they would do if they were in the position of Dr. Frankenstein, most of them answered that they would help the monster to survive but after discussion, they admitted that this would have been very difficult and that they would have preferred to abandon it at the end.

c) The students can come up with a different ending of the story. In the case of *Frankenstein*, for example, the monster gets educated, some others wanted Frankenstein to take it under his protection and some others said openly that the monster was a mistake so, at the end of the story, it should have been exterminated...

d) The students might be asked to change details in the story, for example the geographical place, the sex of the characters— a student suggested that the monster would have been treated differently by people if he were a woman.

e) a very amusing activity: the students are asked to create their own story changing the plot but keeping the same characters: In one of these variations the monster becomes the pet of Dr. Frankenstein and live together happily or the monster gets married to the fiancée of Dr Frankenstein. The students use simple phrases to describe their stories. If the activity is done at home, in a written form, they are asked to use their dictionary.

f) The students guess the future of the characters— Dr. Frankenstein dies of grief so he gets punished or the monster reappears e.t.c.

The teacher, of course, can expand these activities adding elements from other arts: the students draw scenes from the story. At the end of the school year, we organized a short exhibition of the students' paintings under the ironic title "The Doctor and his little Creature." The paintings were really original sometimes grotesque, I remember one showing the monster pulling the doctor up by the hair. Most of these drawings, however, show the feelings of each student towards the main characters and it is quite useful at this point to ask the students



L I T E R A T U R E

to explain why they depict the literary heroes in this or that way. Similarly, the students dramatize the story or preferably scenes of the story using simple dialogues. This can be done in the class during the lesson and the students act out a scene they themselves have chosen and have prepared as a team work. It mustn't last more than five minutes and the dialogues have been prepared by the students as well using the known vocabulary. They can also choose their favourite incidental music for the most intense moments of the story. Such playful activities are already familiar to students as they enrich and facilitate the teaching of other lessons and stimulate the students' interest.

To conclude, the author's opinion is that all theories mentioned here provide the teacher with some good points in the teaching of a literary text but nothing can replace the teacher's immediate knowledge of their and the particular needs or interests of their her students. Thus we, teachers, usually combine elements of these theories when analysing a text: We often concentrate on the plot and the roles of characters, that is, on the narrative structure of the text proceeding to the use by the author of certain verbs or adjectives trying to make children discuss their presence in the text and that is a structuralist approach. Then, we try to attract the attention of our students by opening a general discussion usually starting from the conditions under which the text was produced, a socio-historical approach and then we talk in general about certain issues that the text introduces: Here, for example, the students find a chance to talk about racial differences focusing on the way we, civilized people, become suspicious and hostile against other people from different nations or from different social and financial backgrounds. Students of the sixth grade have sufficiently developed a well-structured ar-

gumentation using the vocabulary I provided them with before the start of the lesson, as all of them have already been aware of great social problems like racism, poverty, injustice e.t.c.

Literature is a means for the young learners to know life as they recognize in the literary texts experiences of their own. Such an approach of literature helps to get the students familiarized with the role of the active reader and ensures their future engagement with the literary text in a productive and prolific way. We, teachers must not be afraid of introducing literature in our primary school classes. It is not only a strong motivation for students as they engage into something different and they cultivate their imagination by entering the different worlds of the literary texts. It is also the most appropriate way to make our students active participants in the act of reading and make them realise that the foreign language is not a set of rules to be mastered but a live tool of expression.

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Καλλιέργεια θετικού κλίματος και διαμόρφωση της ομάδας την πρώτη μέρα της σχολικής χρονιάς

Δήμητρα Πλούμπη

Α' Εισαγωγή

Στο άρθρο που ακολουθεί παρουσιάζεται ένα σχέδιο μαθήματος που αναπτύχθηκε στα πλαίσια του τρέχοντος προγράμματος επιμόρφωσης εκπαιδευτικών (: Μείζον Πρόγραμμα Επιμόρφωσης Εκπαιδευτικών 2011-2012) και που στοχεύει στη διαμόρφωση της ομάδας της τάξης και την καλλιέργεια θετικού κλίματος το πρώτο διδακτικό δίωρο (: 90 λεπτά), την πρώτη μέρα του σχολικού έτους σε μια τάξη 24 μαθητών του δημόσιου δημοτικού σχολείου. Εδώ αξίζει να σημειωθεί ότι εφόσον η ομάδα λειτουργεί στο παρόν ('εδώ' και 'τώρα'), σε κάθε καινούρια συνάντησή της πρέπει να 'συντηρείται' αυτή η σχέση και το καλό συγκινησιακό κλίμα που έχει δημιουργηθεί. Επομένως, ανάλογα μαθήματα μπορούν να χρησιμοποιηθούν οποιαδήποτε στιγμή του σχολικού έτους (π.χ. στην αρχή μιας ομαδικής εργασίας ή ενός project, μετά από μακροχρόνιες αργίες κλπ), έτσι ώστε η ομάδα (: η τάξη) να 'ξανασυστηθεί' και να αναπτυχθούν δεσμοί αλληλεγγύης κι εμπιστοσύνης.

Β' Διαδικασία διαμόρφωσης της ομάδας

Δεδομένου ότι η μάθηση επιτυγχάνεται μέσα από την αλληλεπίδραση με το φυσικό και / ή κοινωνικό περιβάλλον και δεδομένης της ευεργετικής επίδρασης που έχει το θετικό συγκινησιακό κλίμα στην διαδικασία της μάθησης είναι σημαντικό οι εκπαιδευτικοί να διασφαλίζουν για τους μαθητές τους ένα καλό συγκινησιακό κλίμα, φιλικό προς τους μαθητές, που να αποπνέει ασφάλεια και θετική διάθεση. Όπως έχει ήδη αναφερθεί, στο παρόν σχέδιο μαθήματος ο/η εκπαιδευτικός υποδέχεται μια τάξη 24 μαθητών (π.χ. 3^{ns}, 4^{ns}, 5^{ns} ή 6^{ns} τάξης) του δημόσιου δημοτικού σχολείου. Ύστερα από δύο μήνες διακοπών, σε αυτή την πρώτη επαφή είναι απαραίτητο η τάξη να ξαναδεθεί ως ομάδα. Για να χτιστεί ένα καλό συγκινη-

σιακό κλίμα αυτή η πρώτη επαφή με τους μαθητές πρέπει να γίνει σε προσωπικό επίπεδο, δηλαδή ως άτομα, έξω και πέρα από ρόλους. Συνεπώς, η συζήτηση δεν πρέπει να κινηθεί ακόμα γύρω από βιβλία, κανόνες ή βαθμούς, αλλά να γίνει μια ανταλλαγή θετικών μόνο εμπειριών και σκέψεων. Επίσης, κρίνεται σημαντικό αυτή η αρχική επικοινωνία να γίνει στα Ελληνικά, έτσι ώστε κι οι πιο αδύναμοι μαθητές να νιώσουν ασφάλεια και να μπορέσουν να ενσωματωθούν στην ομάδα.

Όσο για την παρουσία του/της εκπαιδευτικού κατά την διάρκεια αυτής της συνάντησης πρέπει να σημειωθεί ότι οφείλει να είναι διακριτική. Με άλλα λόγια καθ' όλη την διάρκεια των περιγραφόμενων δραστηριοτήτων θα πρέπει να είναι διακριτικά έτοιμος/-η να βοηθήσει -αν κι εφόσον του/της ζητηθεί.

Τέλος, ως προς τα πιο πρακτικά ζητήματα, θεωρείται σημαντικό να βρίσκεται στην τάξη πριν από τους μαθητές για να τακτοποιήσει το απαραίτητο υλικό (CD player, μουσική, κομμάτια πάζλ, χαρτί, μογιές κλπ) και να διαμορφώσει την αίθουσα έτσι ώστε να ευνοείται η εργασία σε ομάδες ενώ συγχρόνως να μένει κάποιος χώρος για να μετακινούνται οι μαθητές όποτε είναι απαραίτητο.

Αναλυτικότερα, τα βήματα που προτείνονται είναι τα εξής:

Φάση Α' (Εκτιμώμενη διάρκεια: 20 λεπτά)

Σχηματισμός δυάδων (10 λεπτά)

- Ο/Η εκπαιδευτικός υποδέχεται τους μαθητές στην τάξη με χαμόγελο και καλή διάθεση. Αφού τακτοποιηθούν τους εξηγεί ότι θα ήθελε να κινηθούν για λίγο στον χώρο. Στην συνέχεια τους μοιράζει κομμάτια από πάζλ που αλληλοσυμπληρώνονται ανά δύο και τους εξηγεί ότι όσο ακούγεται η μουσική (5 λεπτά), πρέπει

να ψάξουν να βρουν τον μαθητή /την μαθήτριά που έχει το κομμάτι του παζλ που τους λείπει και να φτιάξουν δυάδες.

Σύνδεση δυάδας (10 λεπτά)

- Αφού σχηματιστούν τα ζευγάρια ο/η εκπαιδευτικός 'συστήνεται' ή 'ξανα-συστήνεται' (στην περίπτωση που οι μαθητές τον/την γνωρίζουν ήδη από το περασμένο σχολικό έτος) ανταλλάσσοντας κάποια πληροφορία που οι μαθητές δεν ξέρουν ήδη (π.χ. 'Γεια σας! Είμαι η Δ. Π.. Θα ήθελα να μοιραστώ μαζί σας μια όμορφη στιγμή από το καλοκαίρι που μας πέρασε. Μια όμορφη στιγμή που θυμάμαι ήταν όταν πήγαμε με την οικογένεια μου βόλτα στο ποτάμι στο χωριό μας και τα παιδιά μου έπαιξαν με τα βατραχάκια'). Έτσι στην ουσία δίνει κι ένα παράδειγμα για την δραστηριότητα που θα ακολουθήσει.
- Στην συνέχεια τους ζητά για τα επόμενα 5-8 λεπτά να ανταλλάξουν με το ζευγάρι τους κάποιες θετικές στιγμές από το καλοκαίρι που πέρασε. Έτσι η συζήτηση θα επικεντρωθεί σε ένα θέμα με θετικό συναισθηματικό φορτίο. Επίσης, επισημαίνει ότι η συζήτηση μπορεί να γίνει είτε στα ελληνικά είτε στα αγγλικά, ώστε όλοι οι μαθητές να μπορούν να συνεισφέρουν στην διαδικασία, άσχετα από την επικοινωνιακή τους ικανότητα στην αγγλική γλώσσα. Τέλος τονίζει ότι οι δυάδες πρέπει να τηρούν τα όρια τους και να μην επικοινωνούν προς το παρόν με τις υπόλοιπες, γιατί θα έχουν την ευκαιρία να συστήσουν το συνεργάτη / τη συνεργάτιδά τους αργότερα. Αυτή η επισήμανση, πέρα από την διαφύλαξη της δυάδας, στοχεύει επίσης να πληροφορήσει τους μαθητές ότι θα χρησιμοποιήσουν τις πληροφορίες που θα μάθουν για τον συμμαθητή/την συμμαθήτριά τους κι άρα θα προσπαθήσουν να τις θυμηθούν.

Φάση Β' (Εκτιμώμενη διάρκεια: 60 λεπτά)

Σχηματισμός ομάδας (5 λεπτά)

- Αφού τα ζευγάρια τελειώσουν την συζήτηση ο/η εκπαιδευτικός τους ζητά να κινηθούν με το ζευγάρι τους στον χώρο όσο παίζει η μουσική κι όταν σταματήσει να φτιάξουν τετράδες με το ζευγάρι που θα βρεθεί κοντά τους.

Σύνδεση ομάδας (10 λεπτά)

- Όταν σχηματιστούν οι τετράδες και καθίσουν μαζί σαν

ομάδα (αυτό να τονιστεί) ο/η εκπαιδευτικός ζητά αρχικά να συστήσει ο καθένας το συνεργάτη / τη συνεργάτιδά του του στους υπόλοιπους της ομάδας, λέγοντας τι έμαθαν γι' αυτόν / αυτήν και στη συνέχεια να αποφασίσουν ποιο όνομα θα δώσουν στην ομάδα τους.

Ανάθεση έργου (20 λεπτά)

- Έπειτα η κάθε ομάδα παίρνει ένα χαρτί με έναν κύκλο σχηματισμένο στο κέντρο του. Ο/Η εκπαιδευτικός πληροφορεί τις ομάδες ότι έχουν 15 λεπτά για να γράψουν: α) κάπου πάνω στο χαρτί το όνομα της ομάδας τους και τα ονόματα των μελών της και (β) μέσα στον κύκλο λέξεις που αντιπροσωπεύουν την ομάδα τους (π.χ. κοινά ενδιαφέροντα, αγαπημένα είδη μουσικής κλπ), έτσι ώστε να δημιουργήσουν μια αφίσα που θα χρησιμοποιήσουν αργότερα για να παρουσιάσουν την ομάδα τους στην τάξη. Εδώ μπορούμε να εφοδιάσουμε τους μαθητές με μογιές ώστε να χρησιμοποιήσουν το αγαπημένο τους χρώμα ή να ζωγραφίσουν κάτι αν το επιθυμούν. Αυτή η δραστηριότητα έχει σαν σκοπό την προώθηση της συνεργασίας και της αλληλεγγύης στην ομάδα μέσα από την διαπραγμάτευση και την αλληλεπίδραση. Προωθείται επίσης ο αλληλοσεβασμός καθώς η προσωπικότητα, η ατομικότητα κι η διαφορετικότητα του καθενός είναι απαραίτητα συστατικά για την επιτυχία της κάθε ομάδας.

Παρουσίαση στην τάξη (25 λεπτά)

- Αφού οι ομάδες τελειώσουν θα χρησιμοποιήσουν την αφίσα που ετοίμασαν για να παρουσιάσουν την ομάδα τους στις υπόλοιπες. Οι υπόλοιπες ομάδες ακούν προσεκτικά τις παρουσιάσεις και κρατούν σημειώσεις για να αναφέρουν στο τέλος τυχόν ομοιότητες ανάμεσα στις ομάδες. Επίσης, μετά το τέλος των παρουσιάσεων ο/η εκπαιδευτικός μαζεύει τις αφίσες, πρώτον για να κρατήσει σημειώσεις σχετικά με τα ενδιαφέροντα των μαθητών -κάτι που θα φανεί χρήσιμο κατά τον σχεδιασμό των μαθημάτων- και δεύτερον για να εκθέσει τις αφίσες στην τάξη.

Φάση Γ' (Εκτιμώμενη διάρκεια: 10 λεπτά)

Ανασκόπηση

Πριν την λήξη του δώρου ο/η εκπαιδευτικός ζητά από τους μαθητές να έρθουν μπροστά στην αίθουσα σε κύκλο και να μοιραστούν με όλους κάτι από την εμπειρία τους αυτό το δώρο (π.χ. κάτι που τους άρεσε ή τους ξάφνιασε, κάτι διαφορετικό που έμαθαν για κάποιον, πώς νιώθουν μετά την πρώτη τους συνάντηση).

Γ' Αναμενόμενες δυσκολίες - Αντιμετώπιση

Όπως προαναφέρθηκε οι μαθητές ίσως ήδη να γνωρίζονται μεταξύ τους και με τον/την εκπαιδευτικό, το οποίο δημιουργεί δύο βασικές δυσκολίες. Πρώτον, γνωρίζουν ήδη αρκετά στοιχεία για όλους τους εμπλεκόμενους -πράγμα που σημαίνει ότι το να τους ζητήσεις να συστηθούν στερείται αυθεντικότητας. Πρέπει, επομένως, να βρεθεί ένα θέμα στο οποίο θα γίνει πραγματική ανταλλαγή πληροφοριών, έτσι ώστε να υπάρχει επικοινωνία. Αυτό επιτεύχθηκε στο συγκεκριμένο παράδειγμα με την επιλογή του θέματος της συζήτησης (δηλαδή την ανταλλαγή θετικών εμπειριών από το καλοκαίρι που πέρασε). Την ίδια στιγμή, το παράδειγμα που δίνεται από την εκπαιδευτικό αποτρέπει την περίπτωση να αισθανθεί κάποιο παιδί άσχημα αν δεν αναφέρει κάποιο μακρινό ταξίδι ή εξωτικό προορισμό...

Η δεύτερη δυσκολία αφορά στη σύσταση των ομάδων. Εφόσον οι μαθητές γνωρίζονται ήδη έχουν παγιωθεί κατά κάποιο τρόπο σχέσεις και καταστάσεις. Το πιθανότερο, λοιπόν, είναι κατά τον σχηματισμό των ομάδων να θελήσουν να συνεργαστούν με τους φίλους τους και να εναντιωθούν αν τους ζητηθεί να δουλέψουν με συγκεκριμένους μαθητές. Για να αποφευχθεί αυτό το πρόβλημα, επιλέχθηκε εδώ ο σχηματισμός τυχαίων δυάδων πρώτα, οι οποίες στην συνέχεια ανά δύο θα δημιουργήσουν -τυχαία πάλι- τετράδες. Επί πλέον, η διαδικασία σχηματισμού τόσο των ζευγαριών όσο και των ομάδων (η οποία θυμίζει ουσιαστικά παιχνίδι) βοηθά στο να

δημιουργηθεί θετική διάθεση απέναντι στην τήρηση των κανόνων, καθώς τα παιδιά έχουν συνηθίσει να ακολουθούν κανόνες στα πλαίσια των παιχνιδιών.

Ένα άλλο πρόβλημα το οποίο ίσως προκύψει είναι το γεγονός ότι ίσως στην τάξη υπάρχουν μαθητές με πολύ περιορισμένες επικοινωνιακές ικανότητες στην Αγγλική Γλώσσα. Επειδή η ενσωμάτωση αυτών των μαθητών θεωρήθηκε σημαντική για την δυναμική των ομάδων, στην συγκεκριμένη περίπτωση δόθηκε στους μαθητές /στις μαθήτριες η δυνατότητα χρήσης είτε της Ελληνικής είτε της Αγγλικής Γλώσσας, έτσι ώστε όλοι /όλες ανεξαιρέτως να συνεισφέρουν όσο μπορούν στο έργο της ομάδας τους.

Τέλος, ως προς την πιθανή δυσκολία κίνησης στον χώρο, έχει ήδη αναφερθεί πως ο /η εκπαιδευτικός θα βρίσκεται νωρίτερα στην αίθουσα προκειμένου να τον διαμορφώσει με τέτοιο τρόπο ώστε να ευνοείται η εργασία σε ομάδες ενώ συγχρόνως να μένει χώρος για να μετακινούνται οι μαθητές όποτε αυτό είναι απαραίτητο.

ΒΙΒΛΙΟΓΡΑΦΙΑ

Παιδαγωγικό Ινστιτούτο 2011 **Βασικό
Επιμορφωτικό Υλικό – Τόμος Α: Γενικό
Μέρος**, Αθήνα: Παιδαγωγικό Ινστιτούτο



Η Δήμητρα Πλούμνη είναι απόφοιτος της Αγγλικής Φιλολογίας του Πανεπιστημίου Αθηνών και κάτοχος Μεταπτυχιακού Διπλώματος ειδίκευσης στη διδασκαλία της Αγγλικής Γλώσσας από το Ελληνικό Ανοικτό Πανεπιστήμιο. Υπηρετεί στο 2ο Δημοτικό Σχολείο Βάρης.



ΠΕΚΑΔΕ

Αθήνα, 19 Δεκεμβρίου 201

Προς: Το Κέντρο Μελετών και Τεκμηρίωσης (ΚΕΜΕΤΕ) της ΟΛΜΕ

Κοιν.: Ινστιτούτο Παιδαγωγικών Μελετών και Ερευνών (ΙΠΕΜ) της ΔΟΕ,

Ενώσεις Ξένων Γλωσσών Δημόσιας Εκπαίδευσης

ΥΠΟΜΝΗΜΑ ΤΗΣ ΠΑΝΕΛΛΗΝΙΑΣ ΕΝΩΣΗΣ ΚΑΘΗΓΗΤΩΝ ΑΓΓΛΙΚΗΣ ΔΗΜΟΣΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ (ΠΕΚΑΔΕ)

Θέμα: «Η Αγγλική ως υποχρεωτική πρώτη ξένη γλώσσα στη Δημόσια εκπαίδευση»

Το Δ.Σ. της ΠΕΚΑΔΕ καλωσόρισε την πρωτοβουλία του ΚΕΜΕΤΕ και συμμετείχε ενεργά στις συναντήσεις που πραγματοποιήθηκαν στις 22/11/2011 και στις 6/12/2011 με εκπροσώπους του ΚΕΜΕΤΕ, της ΟΛΜΕ και των άλλων Ενώσεων ξένων γλωσσών της δημόσιας εκπαίδευσης στο πλαίσιο μιας προσπάθειας να προαχθεί η ξενόγλωσση εκπαίδευση και η πολυγλωσσία στο σχολείο. Στις συναντήσεις αυτές, ανάμεσα σε άλλα θέματα, συζητήθηκαν τα ζητήματα της υποχρεωτικής εκμάθησης δύο ξένων γλωσσών στην εκπαίδευση. Με το παρόν υπόμνημα το Δ.Σ. της ΠΕΚΑΔΕ εκφράζει για μια ακόμη φορά τη θέση ότι είναι ανάγκη όλοι οι μαθητές να διδάσκονται την Αγγλική από τις πρώτες τάξεις του Δημοτικού Σχολείου, η Αγγλική να παραμείνει ως η υποχρεωτική πρώτη ξένη γλώσσα από την Α' δημοτικού και να τονίσει ότι είναι απαραίτητο στις συναντήσεις που οργανώνει το ΚΕΜΕΤΕ της ΟΛΜΕ να συμμετέχει και το ΙΠΕΜ της ΔΟΕ.

Στο πλαίσιο της δημιουργίας του Νέου Σχολείου του Υπουργείου Παιδείας Δ.Β.Μ.Θ. έχει εισαγάγει την εκμάθηση της Αγγλικής γλώσσας από τις πρώτες τάξεις του Δημοτικού με δύο ώρες διδασκαλίας στην Α' και Β' και στη συνέχεια με τέσσερις ώρες στις Γ', Δ', Ε' και ΣΤ' αντίστοιχα σε περίπου χίλια σχολεία για το τρέχον σχολικό έτος. Κατά τις δύο πρώτες τάξεις οι μικροί μαθητές εξασκούνται αποκλειστικά και μόνο στον προφορικό λόγο με τη βοήθεια παιχνιδιών, τραγουδιών, ιστοριών και δραματοποίησης, αλλά και δραστηριοτήτων κατάλληλων για την ηλικία τους που συντελούν στη γνωστική, γλωσσική, κοινωνική και συναισθηματική ανάπτυξη του μικρού παιδιού. Η Αγγλική αποτελεί και πρέπει να συνεχίσει να είναι η πρώτη γλώσσα από την οποία ξεκινά ο μαθητής την ξενόγλωσση αναζήτηση επειδή, ως διεθνής γλώσσα του παρέχει πλήθος γλωσσικών ερεθισμάτων. Το παιδί δε μαθαίνει την Αγγλική στο σχολείο μόνο. Είναι σαφώς ευκολότερο να ξεκινά κανείς την ξενόγλωσση εκπαίδευσή του με μια γλώσσα στην

οποία είναι συνεχώς εκτεθειμένος σε σχέση με μια γλώσσα την οποία μπορεί να μαθαίνει μόνο στο σχολείο με τη βοήθεια του εκπαιδευτικού και του βιβλίου. Έτσι η Αγγλική αποτελεί το εφαλτήριο από το οποίο ο μαθητής ξεκινά για να αγαπήσει τις ξένες γλώσσες στις Α' και Β' τάξεις, να συνεχίσει με τη γραφή και την ανάγνωση στις Γ' και Δ' και στη συνέχεια στις υπόλοιπες τάξεις του Δημοτικού, του Γυμνασίου και του Λυκείου να τελειοποιήσει την πρώτη ξένη γλώσσα και να ολοκληρώσει και μια δεύτερη. Εξάλλου δε θα πρέπει να παραβλεφθεί το γεγονός ότι στο χώρο του Νέου Σχολείου, η Αγγλική συνδυάζεται με πρόσφορο τρόπο διαθεματικά με ένα αριθμό άλλων μαθημάτων, όπως για παράδειγμα οι ΤΠΕ (Διαδίκτυο, ηλεκτρονική αλληλογραφία κ.τ.λ.) και ως εκ τούτου καθιστά τη μάθηση αποτελεσματικότερη και περισσότερο ευχάριστη. Η εκμάθηση της Αγγλικής επιτυγχάνεται όχι μόνο άμεσα μέσω των διδακτικών εγχειριδίων, αλλά και έμμεσα μέσω των υπολοίπων γνωστικών αντικειμένων και ερευνητικών εργασιών (projects). Συνεπώς οι μαθητές αναπτύσσουν κίνητρα και ενδιαφέρον για να μαθαίνουν την Αγγλική καταρχήν και αργότερα άλλες ξένες γλώσσες

Επιπλέον αξίζει να σημειώσουμε ότι όσον αφορά στην Πρωτοβάθμια Εκπαίδευση υπηρετεί ήδη μεγάλος αριθμός εκπαιδευτικών Αγγλικής αποτελώντας πλέον αναπόσπαστο κομμάτι της, διδάσκοντας εικοσιτέσσερις ώρες όπως κάθε δάσκαλος, μοιραζόμενος σε δύο και τρία σχολεία για να συμπληρώσει ωράριο, συμμετέχοντας σε εκπαιδευτικά προγράμματα και προάγοντας τη γλωσσική διδασκαλία στο Δημοτικό. Ως εκ τούτου, έχει και τη γνώση και την εμπειρία

να θέσει τις βάσεις στις οποίες ο μαθητής θα θεμελιώσει την ξενόγλωσση εκπαίδευσή του. Οι εκπαιδευτικοί αυτοί γνωρίζουν την 'κουλτούρα' του Δημοτικού Σχολείου, έχουν αναπτύξει στρατηγικές που τους βοηθούν να προσεγγίζουν τα μικρά παιδιά και να κατανοούν τα θέματα που τα απασχολούν και διαθέτουν επικοινωνιακές δεξιότητες που συντελούν στην αποτελεσματική συνεργασία Δημοτικού Σχολείου και οικογενειακού περιβάλλοντος. Όσον αφορά στη Δευτεροβάθμια Εκπαίδευση οι εκπαιδευτικοί Αγγλικής έχουν επιπλέον την εμπειρία της επιπεδοποίησης, της οργάνωσης ερευνητικών εργασιών (projects) και της ολοκλήρωσης του κύκλου σπουδών στην Αγγλική Γλώσσα τουλάχιστον σε επίπεδο Γ1.

Συνεπώς, υποστηρίζουμε ότι μέσα σε ένα ρεαλιστικό πλαίσιο λειτουργίας της Δημόσιας Εκπαίδευσης ορθώς η Αγγλική αποτελεί την πρώτη ξένη γλώσσα τόσο στην Πρωτοβάθμια όσο και στην Δευτεροβάθμια. Όπως άλλωστε έχουμε δημοσιεύσει σε προηγούμενα Υπομνήματά μας η θέση της Ένωσης είναι ότι σε όλες τις βαθμίδες θα πρέπει να παραμένει η Αγγλική ως υποχρεωτική ξένη γλώσσα.

Κλείνοντας το Υπόμνημα οφείλουμε για μια ακόμη φορά να ζητήσουμε την ενεργή συμμετοχή και του Ινστιτούτου Παιδαγωγικών Μελετών και Ερευνών (ΙΠΕΜ) της ΔΟΕ στην προσπάθεια του ΚΕΜΕΤΕ και της ΟΛΜΕ με τις ξενόγλωσσες Ενώσεις. Σε αυτή την κατεύθυνση θεωρούμε ότι όχι μόνο πρέπει να υπάρχει κοινή προσέγγιση στον τρόπο που διδάσκονται οι γλώσσες σε όλες τις βαθμίδες, αλλά και ότι θα πρέπει όλοι οι συνάδελφοι να εργάζονται κάτω από το ίδιο εργασιακό καθεστώς και 'ανθρώπινες συνθήκες'.

Με εκτίμηση,

Για το Δ. Σ. της Π.Ε.Κ.Α.Δ.Ε.

Ο Πρόεδρος
ΚΟΣΜΑΣ ΒΛΑΧΟΣ

Η Γεν. Γραμματέας
ΚΩΝΣΤΑΝΤΙΝΑ ΚΩΤΣΗ



ΠΕΚΑΔΕ

Εγγραφή μέλους

Η Συνδρομή των μελών είναι 30 ευρώ.

Στο ποσό αυτό συμπεριλαμβάνεται και η αξία τευχών του AspectsToday.

Μπορείτε να καταθέσετε τη συνδρομή σας στην **ΤΡΑΠΕΖΑ ΠΕΙΡΑΙΩΣ** στον αρ. λογ/σμού **5081-053424-676** (υπόψη Κοσμά Βλάχου, Ιωάννας Ψίνα) δηλώνοντας **απαραιτήτως** και το όνομά σας ή στο **ΚΕΝΤΡΙΚΟ ΤΑΧΥΔΡΟΜΕΙΟ ΑΘΗΝΩΝ**, υπόψη Ιωάννας Ψίνα και Αγγελικής Πολίτη (Αιόλου 100 - 10200 Αθήνα).

Σας παρακαλούμε να μας ενημερώνετε για κάθε αλλαγή στη διεύθυνσή σας, για να είναι δυνατή η επικοινωνία μας, στο **info@pekade.gr** ή στα γραφεία της Ένωσης στη **Χαρ. Τρικούπη: 210 3619500 (κάθε Τετάρτη 10:00-14:00)**

Παρακαλούμε, επίσης, να συμπληρώσετε την παρακάτω Φόρμα Εγγραφής και να την στείλετε μαζί με το αποδεικτικό πληρωμής στην ηλεκτρονική διεύθυνση της Π.Ε.Κ.Α.Δ.Ε. (info@pekade.gr) ή στο φαξ (210 3619500) με τα πλήρη στοιχεία σας προκειμένου να μας διευκολύνετε στην ολοκλήρωση του μητρώου των μελών.

Σας γνωρίζουμε ότι τα μέλη της Ένωσης που δεν είναι τακτοποιημένα οικονομικά δεν θα λαμβάνουν το περιοδικό μέχρι ανανέωσης της συνδρομής τους. Υπενθυμίζουμε ότι η ετήσια συνδρομή αναφέρεται κάθε φορά στο αντίστοιχο σχολικό έτος.

Όνοματεπώνυμο:	
Διεύθυνση:	
Τ.Κ. :	
Πόλη:	
Τηλέφωνο (σχολείου):	
Τηλέφωνο (οικίας):	
Τηλέφωνο (κινητό):	
Ηλ. Διεύθυνση:	
Καθηγητής/τρια Δημοτικού:	
Καθηγητής/τρια Γυμνασίου:	
Καθηγητής/τρια Λυκείου:	
Καθηγητής/τρια ΕΠΑΛ/ΕΠΑΣ:	
Άλλο:	

Παρακαλούμε να τακτοποιήσετε τη συνδρομή σας για το σχολικό έτος 2011-2012.

Οδηγίες προς τους συγγραφείς άρθρων για το ASPECTS today

Το ASPECTS today, περιοδικό που εκδίδεται 4 φορές το χρόνο με την ευθύνη της Πανελληνίας Ένωσης Καθηγητών της Δημόσιας Εκπαίδευσης (ΠΕΚΑΔΕ), φιλοξενεί ποιοτικές συνθετικές εργασίες, μελέτες και παρουσίαση ερευνών εκπαιδευτικού περιεχομένου στα Αγγλικά και στα Ελληνικά. Ιδιαίτερο εκδοτικό ενδιαφέρον παρουσιάζουν τα άρθρα εφαρμογών, μεθοδολογίας και διδακτικής που άπτονται σύγχρονων προσεγγίσεων. Το περιοδικό απευθύνεται στους μαχόμενους εκπαιδευτικούς, τα στελέχη όλων των βαθμίδων της εκπαίδευσης καθώς και ερευνητές.

Τα άρθρα δε θα πρέπει να ξεπερνούν σε έκταση τις 7 σελίδες (3500) λέξεις, μεγέθους Α4 (συμπεριλαμβανομένων των βιβλιογραφικών αναφορών και των παραρτημάτων). Το περιοδικό διατηρεί το δικαίωμα να επιστρέφει άρθρα που υπερβαίνουν αυτό το όριο των σελίδων. Η κάθε σελίδα θα πρέπει να είναι μεγέθους Α4 με γραμματοσειρά Times New Roman, μέγεθος 11. Η πρώτη σελίδα περιλαμβάνει ένα σύντομο τίτλο του άρθρου, το όνομα και την ιδιότητά του συγγραφέα και την ηλεκτρονική του διεύθυνση. Μία σύντομη περίληψη του άρθρου (περίπου 100-150 λέξεις) με λέξεις-κλειδιά προτάσσεται του άρθρου. Ένας κατάλογος βιβλιογραφικών αναφορών ακολουθεί μαζί με μία πολύ σύντομη βιογραφική σημείωση του συγγραφέα στο τέλος του άρθρου.

Συνιστάται στους συγγραφείς και στους συνεργάτες του περιοδικού τόσο για τις βιβλιογραφικές αναφορές όσο και για τη συγγραφή και διόρθωση των άρθρων γενικότερα, να ακολουθούν τις Οδηγίες συγγραφής επιστημονικών εργασιών του Α.Ρ.Α. (Publication Manual of the American Psychological Association).

Τα άρθρα κρίνονται από τη Συντακτική Επιτροπή του Περιοδικού (εξωτερικούς αξιολογητές και μέλη του Διοικητικού Συμβουλίου της ΠΕΚΑΔΕ), η οποία και αποφασίζει για την τελική δημοσίευσή τους.



Τα πρώτα δοκίμια των άρθρων αποστέλλονται στους συγγραφείς προς διόρθωση.

Ο κατάλογος βιβλιογραφικών αναφορών, ο οποίος περιλαμβάνει όσες παραπομπές χρησιμοποιήθηκαν παρατίθεται στο τέλος του άρθρου ενιαία, μαζί ελληνόγλωσση και ξενόγλωσση, ως εξής (Α.Ρ.Α. 1994):

Βιβλιογραφία για το AspectsToday

ΓΙΑ ΒΙΒΛΙΑ

Hernstein, R.J. & Murray, C. (1994). *The bell curve: Intelligence and Class structure in American life*. New York: Free Press.

ΓΙΑ ΠΕΡΙΟΔΙΚΑ

Serlin, R.C., & Lapsley, D.K. (1985). *Rationality in psychological research: The good-enough principle*. *American Psychologist*, 40, 73-83.

Τα άρθρα αποστέλλονται στην ηλεκτρονική διεύθυνση: info@pekade.gr

A new PEKADE member!!!

PEKADE's friendly yet professional approach means that teachers can call us at any time for information or support. We're here so that members get the help they need exactly when they need it



...so happy to be a Pekade member...

Ioanna Psina has been a PEKADE member for several years and is now a Board Member of our Assosiation

Help PEKADE grow!

2011 was an exciting academic year for PEKADE: we were involved in many of the initiatives which are shaping language teaching and teacher development; we continued new PEKADE networks countrywide and worldwide.

2012 is all set to be an even better year. It's the perfect time to build a bigger, improved Association for language learning-and we would like to ask for your help in doing it.

We know from the feedback we receive how much you value your PEKADE membership, and we'd like you to know how much we value you.

We all can benefit from everything the Association has to offer.

Did you know that most colleagues when asked why they hadn't joined PEKADE yet, they replied "Because I wasn't asked"?

We would like all PEKADE members to ask non-members that question more often.

Discover how PEKADE can help you...

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- You can receive our periodical ASPECTS today at your home address
- You can participate in our seminars and conferences three times a year

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