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ENGLISH FOR YOUNG LEARNERS
IN THE GREEK PRIMARY SCHOOL

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1 AN OVERVIEW OF THE PROGRAMME

Within the context of the Project entitled "New Foreign Language Education Policy in Schools: English for Young Learners," English has been introduced as a compulsory subject in primary school from the first grade in 20% of the primary state schools of the country.[1] In other words, the first foreign language has been introduced at age 6-7 and the programme is being implemented on an experimental basis. In the rest of the state schools, foreign language learning starts in the third grade, i.e. at age 8-9. This innovation is one of the components of an enriched school curriculum introduced by the Greek Ministry of Education in 2010-11 experimentally in 800 of the largest state schools in the country. Thanks to this project therefore, which was expanded in 2011-12 to include 161 more schools operating as **enriched-curriculum "all-day" schools**,[2] 40% of the first and second grade pupils in Greece are now starting to learn a foreign language from an early age.

The plan to implement the "all-day" school idea in *all* primary schools of the country has not yet been realized, due to the economic crisis that Greece has been going through since 2010-11. However, English as a subject for young learners in the first and second grade of Greek state primary schools has become very popular, and is likely to be introduced to all primary schools. Hence, there is social demand for the expansion of the programme the RCeL of the University of Athens designed and implemented. It is a two-year course of English for Young Learners which has come to be known with its Greek acronym: PEAP [ΠΕΑΠ].

The decision to offer the first foreign language from an earlier age in school was not a random decision. The Greek Ministry of Education consulted with academics, experts in the areas of foreign language education and early language learning. The Ministry's question was not so much about which foreign language to introduce first, since in Greece as in many other European countries, English is viewed as the *de facto* international language and it is the first language in the vast majority of European schools. Rather, the issue at hand was whether foreign language learning should start at such an early age. The experts' standpoint in favour of early language learning (ELL) was supported by research findings and by recent recommendations by the European Commission that regards ELL as a factor contributing to multilingualism.

The apprehension about ELL was also shared by Greek classroom teachers and other stakeholders, such as PEAP school headmasters, pupil's parents, etc. The most common concern was the stereotypical view that children starting to learn their mother tongue in school would get confused if they were to be introduced to a foreign language at the same time. However, the initial anxiety was progressively eradicated, as project research results have shown. In its two and a half years of successful implementation, the PEAP programme –which has been expanded to include a revised curriculum and teaching-

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1 This Project, executed within the framework of the Lifelong Learning Programme, through the Cohesion Policy 2007-13 National Strategic Reference Frameworks (NSRF), is financed by Greece and the European Union. The General Director of this Project, carried out by the University of Athens, at the Research Centre for Language Teaching Testing and Assessment (RCeL) of the Faculty of English, is Professor Bessie Dendrinos, who collaborated for the purposes of the project with experts in the field of Early Language Learning from the University of Athens and Thessaloniki, as well as with researchers from Greece and elsewhere. More info about the Project: http://rcel.enl.uoa.gr/rcel/peap.

2 The "all-day" primary school programme is also co-funded by the Greek state and the European Union, as part of the Lifelong Learning Programme though the NSRF.

learning materials of the third grade of primary school– has become widely accepted. This change in attitude is partly due to the specialist EFL teachers who have been involved in the implementation of the programme, as most of them were enthusiastic about the introduction of English very early from the start, even though they were not really trained to teach children at such a young age. It is also due to the various 'awareness raising' events that the PEAP project team organized for teachers and other stakeholders, explaining the benefits of ELL and referring to good practices in other EU countries – some of which are offering foreign language instruction at kindergarten. However, the decisive factor was the pupils themselves and the fact that the majority of children came home from school happy about their English classes. That was what convinced the parents who in this way realized that their children were happily learning something after all.

The purpose of the programme is to develop young pupils' social literacies through English and this is the foundation upon which the PEAP curriculum, its syllabuses and instructional materials are based. They aim at the development of children's creativity, the development of respect for the self and the 'Other' and of a positive attitude towards languages and language learning, as well as at the acquisition of an initial awareness of linguistic and cultural difference.

The curriculum is based on three fundamental principles:

1. It views pupils as learners with an emerging school literacy in their mother tongue and aims to help them develop in and through English those social literacies that they have already developed in their mother tongue.
2. It makes provisions for differentiated instruction, i.e., its curricular materials have been designed by taking into account the fact that individual pupils have different interests, preferences and learning styles, and that the pupil population of different schools has different types of social experiences and needs.
3. From a language learning point of view, the PEAP curriculum is aimed at developing a pre-A1 level ability to understand and use spoken language.

In line with the aforementioned principles, the curriculum views the balanced treatment of both communicative and pedagogic practices important. Respect towards diversity, enhancement of self-esteem and the development of an intercultural ethos of communication are considered equally important as the development of everyday communicative practices. The development of social skills is considered just as necessary as the development of learning strategies and oracy skills.

The curricular materials draw on the principles of interactive learning and those of the holistic approach. The language activities have been based on a range of methods and techniques intended to motivate young learners and to engage them in the learning process. In designing the language activities, the special characteristics of children at this age have been taken into account, and special consideration of their cognitive development has been made. When these activities were used in class, they were evaluated for their practicality and applicability by both experienced and inexperienced EYL teachers, as well as by the materials designers and project researchers.

The curricular material for the two year PEAP programme revolves around thematic areas which interest young learners, such as animals and toys, family and special customs. In following a cross-curricular approach to language learning, the topics and issues of the learning activities are linked with the issues dealt with in the other subjects of the pupils' school curriculum.

Each activity is like a game, but it has unambiguous pedagogical objectives, which are clearly articulated for the teacher. It also has lucid language learning objectives and employs techniques for the presentation, practice, and the use (plus recycled use) of new utterances and stretches of talk in a

variety of situational contexts, though role-play, mime and other types of action-oriented tasks. Songs and rhymes are often included and extensive use of visuals, stories and fairy tales is made.

The instructional materials described above are not included in course books which resemble the commercial EFL course books for juniors. Actually, they are different in many ways basically because the overall aim of the PEAP curriculum is not merely to teach a specific number of words and phrases in English, while also teaching a few songs and rhymes on the side. The curricular materials are included in dossiers with visuals, CDs and detailed guidelines to teachers – in their mother tongue, not in English. The main bulk of the instructional materials is complemented with extra activities that can be used by the EFL teacher to suit the differentiated interests and needs of his/her pupils. This way each teacher can choose among a wide variety of activities those which best suit his and her class, so that a learning environment appropriate for the specific class and teacher is created.

The PEAP portal, to be found at http://rcel.enl.uoa.gr/peap, contains the curricular materials described above in a repository through which teachers can easily access regular and extra instructional materials. The importance of this repository is coupled with another important area of the PEAP portal: that is the "PEAP Teacher Development" section which contains a lot of information, slides, videotaped material but also an on line course that can be accessed by all Greek in-service EFL state school teachers.

The portal also contains the curriculum and syllabuses for the first two grades of primary school, as well as the syllabus and the teaching-learning material for the third grade, which has been developed within the context of the PEAP project. Although the PEAP programme focuses on the first and second grade, the PEAP project team decided to proceed to the development of third-grade material in order to ensure that there will be some kind of continuity between teaching and learning of English in the first two grades and the third grade.

Soon to appear also in English, the PEAP portal also contains "The Teacher's Corner", and also the "Parents' Corner". In the "Teacher's Corner" PEAP teachers can communicate their experiences to each other and to the project team and they can also include their own ideas for materials and upload information about events they have organized during the implementation of the programme. The "Parents' Corner", on the other hand, provides information regarding ELL and provides them with access to materials that they can use at home with their children at home so that their kids use English while having fun with their parents.

Within the framework of the PEAP project, extensive research has been carried out by members of the PEAP project team. The results of this research have already been published in Greek and they are currently available on line in the PEAP portal. Papers that focus on the results and main findings of this research are also expected to appear in English in a special issue of Directions, an RCeL e-journal.

All findings point to the successful implementation of the PEAP programme but the most convincing evidence of the programme's success is the stakeholders' own comments. Letters of gratitude from teachers and parents are not at all infrequent and they tell us that "a lot of children consider English their best subject at school" and they are impressed by "the amount of English kids learn in school".

In conclusion, an important outcome of the Project itself, and perhaps the most prominent one, is the change in the teachers' attitudes and their transformation from mere 'instructors' and 'transmitters of knowledge' to designers of their own teaching practices.

2 | THE PEAP CURRICULUM

2.1 General aim

Underlying the PEAP curriculum is a theory of multiliteracies (Cope and Kalantzis 2000), and a view of language as social practice (Kress 1988). The purpose of the two-year course for which the PEAP curriculum has been designed is to initiate the development of young learners' "basic interpersonal communicative skills" rather than their "cognitive academic language proficiency" (cf. Cummins 1979).[3] That is to say, the PEAP curriculum has been designed to function independently of, but also in connection to the 'regular' EFL programme which starts in the third grade and aims at the development of primary and secondary school students' English language proficiency. Whereas the PEAP two-year course is a prelude, a stepping stone and serves as the foundation for the typical EFL programme – which is concerned with formal academic learning, including listening, speaking, reading, and writing –it is also independent as its aim is not the conventional teaching and learning of English but teaching and learning *through* English.

Following the above, the PEAP curriculum aims to introduce young learners to the oral mode of the foreign language and through it to develop basic language skills needed in social situations, relevant to young learners, using the day-to-day language needed to interact socially with others. Most importantly, language learning serves as a means to an end. That is, the purpose of language learning in the PEAP course is to develop young learners' social literacies *through* English. In other words, English language learning at this level does not aim at developing learners' ability to understand and express, in both oral and written modes, concepts and ideas which are relevant to success in school, in the workplace, or generally in the world of academically literate adults. Such language use includes skills such as comparing, classifying, synthesizing, evaluating, and inferring, which children at this age cannot easily and should not be forced to develop. Academic language tasks are context reduced in the foreign language classroom, where language learning becomes increasingly cognitively demanding as language proficiency progresses; the higher the level of language proficiency, the more cognitively loaded the tasks assigned are.

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3   These two terms were introduced by Cummins (1979) who shed light on this distinction between the two so as to draw educators' attention to the timelines and challenges that second language learners encounter as they attempt to catch up with their peers in academic aspects of the school language.

The PEAP curriculum, therefore, taking into consideration the cognitive and social development of children aged 6-8, their social, emotional, cognitive, aesthetic and physical needs and their interests, sets out to:

a) help children develop further in and through a foreign language those social literacies that they have already developed in their mother tongue,

b) develop additional social literacies appropriate for the school and out-of-school culture

c) develop intercultural awareness and an interlinguistic ethos of communication

The curriculum promotes a 'learning by doing' approach and the content is attentive to learners' social, cognitive, affective and psycho-motor skills. Experiential learning activities are included so that learners are physically and emotionally engaged –providing, of course, that there is sufficient variety of activities catering to the intelligences, learning styles, preferences and interests of the learners for different schools and classes. Activities, embedded in specific socio-cultural contexts, are designed to prompt young learners to use the target language creatively – often relating it to their mother tongue. These activities are graded (organized in school-time 'cycles') and built around topics Greek children aged 6-8 years old are familiar with.

2.2 Pedagogic objectives

The programme implementing the PEAP curriculum is for pupils who are beginning to develop school literacy in Greek but have already developed significant social literacies through their L1 which they are to develop further through an additional language. Learning to socially practice in a language other than their mother tongue is assumed to facilitate that intercultural awareness. The overall objectives of the two-year course are:

- Development of strategies for learning language
- Development of co-operation skills
- Development of respect for oneself
- Development of respect for others
- Development of respect for the linguistically and/or culturally different
- Developing appreciation of one's own and others' mother tongue and culture
- Developing appreciation for English and other languages
- Developing the social and cognitive skills, as itemized in the two-year course syllabi
- Developing the ability to do things through English, as itemized in the two-year course syllabi

2.3 Course syllabi

The syllabi developed a-posteriori (i.e., *after* designing, developing, reforming the teaching learning material used in class), evaluated by PEAP teachers and reviewed by the PEAP team. The components of each syllabus (included in this volume as Appendices), are the following:

- Topic of the Unit (e.g., from Class B material (Cycle A): A4 HOW ARE YOU FEELING TODAY? A5 HOW OLD ARE YOU? A6 I'M SPECIAL, YOU'RE SPECIAL!)
- Linguistic Objectives (e.g., from Class A material (Cycle B): B2 Topic: FUN WITH ANIMALS – Presentation of new words and recycling of familiar vocabulary related to animals; Familiarization with the question: "What is it?" and the answer: "It's a…" as well as with the question: "Are you a …?" and the answers: "Yes, I am" and "No, I'm not"
- Pedagogical Objectives: (e.g., from Class A material (Cycle B): B2 Topic: FUN WITH ANIMALS – Familiarization with paralinguistic communication (pantomime); Following the rules of a game (e.g., turn-taking); Group work
- Language Focus: Animals (e.g., from Class A material (Cycle B): B2 Topic: FUN WITH ANIMALS – lion, gorilla, hippo, bird, zebra, elephant, monkey Are you a ...? Yes, I am/ No, I'm not, What is it? It's a ...

Note that syllabus for the second grade contains a fifth category which records the letters to be introduced in each unit.

2.4 Approach to language learning

Favouring an interactive approach to language learning for this two-year course especially for very young learners, pupils are helped to interact with the teacher and with each other in socially appropriate ways, though using oral English. Initially, language learning is restricted to making sense of individual words and phrases, always used in specific social and linguistic contexts, and then it expands to understanding and producing chunks of speech (i.e. following a story, describing an object etc.). The activities selected are conducive to the broader pedagogical objectives described above. Fun activities, games and creative tasks are consistently used in different ways and different contexts.

The syllabus for each year was designed on the basis of classroom activity observed, experienced and reflected upon. As such, both syllabi have taken into account first and second grade pupils in the Greek school context. They have been built around various language activities that learners were invited to participate in with the help of their teacher. During the stage of data collection from classes, teachers were encouraged to value all learners' contributions while they were advised to always praise pupils for trying.

2.5 Assessing the learning process

In implementing the PEAP curriculum, the programme aspires to shift the EFL teachers' attention from the outcome of teaching and learning to the learning process itself. More specifically, with the help of a specific assessment tool still being developed, teachers are asked to monitor the way learners participate in and carry out the language activities, how each learner engages in the learning process. The assessment tool being developed asks the teacher to note the way a class and individual learners:
- experience a particular event
- make sense of what happens during that event
- perceives the given information
- uses the information in order to participate constructively in the learning process.

The assessment tool which provides a marking scheme may allow the teacher to grade the process so that, for example, after each activity, learners are graded either collectively or individually based on the abilities and skills displayed while thinking and acting:
- with some help
- on their own
- in a group / while cooperating with others
- while helping others

Only at the end of the two-year course, the teacher is asked to assess outcomes on the basis of specified descriptors of communicative performance, i.e., can-do statements *below* A1 which describe what very young learners are supposed to be able to do upon completion of the two-year EFL course.[4]

2.6 The development of descriptors

The 'can-do' statements being developed evolve around the '*what*' and the '*how*'. The WHAT is related to the language learning objectives included in the syllabi; the HOW relates to the curricular pedagogical objectives. The illustration below shows the two categories informing the descriptors.

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4   Because such descriptors are not included in the *Common European Framework of Reference for Language: Teaching, Learning and Assessment*.

WHAT

- Recognize/understand
- Reproduce
- Pronounce
- Use
- Communicate
- Express
- Describe

HOW

- Cooperate with others
- Play with others
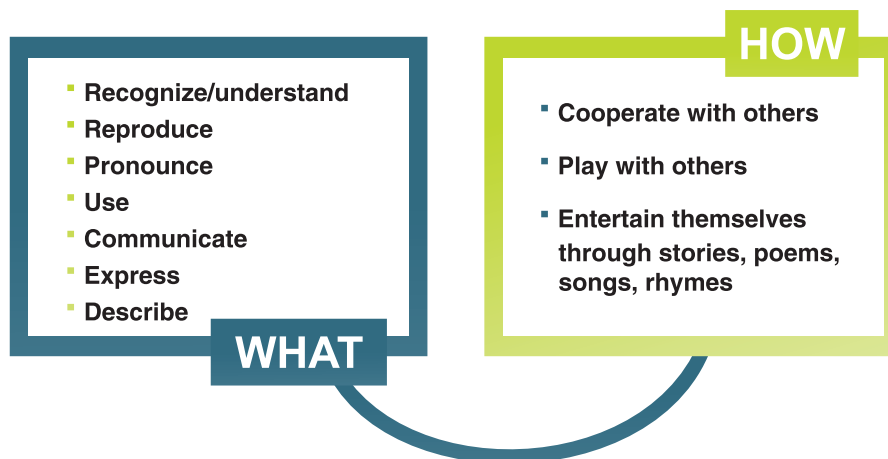- Entertain themselves through stories, poems, songs, rhymes

Illustration 1

The first step towards the development of the descriptors has involved careful examination of the linguistic and the pedagogic objectives of the project on the one hand and what the learners already know as well as what they can actually do on the other. The next step has involved the grouping of objectives in general categories with common characteristics (e.g., those related to communication, and those related to creative development and cooperation). In order to articulate the statements and finally group them, we have resorted to Halliday's communicative functions. Therefore, the descriptors are grouped under the following categories:

- Instrumental: as a means of satisfying material needs
- Personal: to express self and form individual identity
- Imaginative: to express creative thoughts, to play
- Heuristic: to investigate and question reality
- Informative: to communicate content, express what is known
- Interactional: to maintain relationships
- Regulatory: to regulate the behavior of others

While descriptors are being investigated,[5] a list of 'can-do statements' have been devised to indicate what learners should have *minimally* attained at the end of the two year PEAP course.

Using English so as to communicate with others and specifically:
1. To respond to greetings such as good morning, good bye, how are you.
2. To understand the description of things, places and people, providing that simple syntactic structures have been used (e.g., This is... Here you can see... He's got).
3. To describe things, people and places in the home and in class (e.g., My dad is tall... The caterpillar is big and green, My room has got... There is...).
4. To link images with words in English (e.g., body parts, animals, fruit, foods).
5. To ask and answer questions about objects and people around them, using simple syntactic structures (e.g., What is...? It's a... Who is? It's a... Is she...? No, she's ...).
6. To ask and answer questions about themselves and others using simple syntactic structures themselves and interact using simple language (e.g., How old are you? I'm seven, What's your name? My name is...).
7. To ask and answer questions about their family, using simple language (e.g., Who's this? This is my sister/ father...Have you got a brother? Yes, I have/ No, I have not).
8. To express what they're feeling, using simple syntactic structures (e.g., I am angry).
9. To understand and respond to class instructions (e.g., sit down, stand up, sit next to Georgia, go to the board).
10. To repeat rhymes and songs after the teacher or their classmates.

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5   The descriptors have been articulated in Greek, but they are still under investigation. They will be published in 2014.

11. To follow the narrative of stories, tales, fairytales in the foreign language.
12. To respond to questions relevant to the plot and the characters of a story, tale.
13. To act out a story, and repeat what the characters say (e.g., What do you see? I see a black spider looking at me..., Happy birthday Leo! This is a present for you)
14. To express their likes and dislikes using simple structures (e.g., I like apples, He likes dogs, etc.)
15. To describe people, objects, animals and places using simple structures (e.g., Bob has a red hat, Barney the bird can sing, My book has pictures)
16. To understand and talk about differences in terms of size (e.g., big, small), space (in, out, etc), time (today, then etc), texture (soft, hard etc).
17. To talk about what's happening now (e.g. This clown is riding a bike, I am playing the drums, etc).

Using English so as to:
1. Follow classroom rules (e.g., Sit down, Stand up, Work in pairs, etc.).
2. Follow instructions and games to participate in group activity or game
3. Give instructions so as to play action or table games (e.g., Turn around! Run! Miss a turn, throw the dice).
4. Carry out an individual task
5. Participate in action games
6. Work in groups so as to carry out a task
7. Cooperate effectively with their partner (boy or girl)
8. Assume someone else's role (e.g., I'm Pinocchio and I have a big nose!)
9. Focus attention on an auditory stimulus (i.e., instructions, narration)
10. Follow the rhythm of a song
11. Recognize pictures and relate them to sounds (words, phonemes) and words.
12. Use their fine sensor motor skills (e.g., crafting, drawing, carving, painting, gluing)

2.7 Teaching guidelines: characteristics of young learners

In order to design our curriculum and materials, and to suggest appropriate methods and techniques for PEAP learners, their profile was taken into account. We were particularly aware of the fact that especially first graders have not been socialized at all been into the school culture and that they have no school literacy. We considered the experiences of those who have researched and worked with young language learners.[6] Young learners' needs and their characteristics, as described below, were the basis upon which to build the PEAP course, seriously considering also the Greek school and social context, and the specific characteristics of Greek children in Greece today.

1. Children need clear messages in order to understand and respond to them

Young children readily understand whatever relates to their own view of the world which, understandably, is limited. Therefore the teacher needs to design or use educational materials and activities that take into account the learners' view of the world, and that are on topics familiar to them so that they use the target language in ways which are meaningful to them.

6 For example: Cameron, L. (2001) *Teaching Languages to Young Learners*, CUP; Fisher, R. (1995) *Teaching Children to Think*, Cheltenham: Stanley Thornes Ltd; Garvie, E. (1990), *Story as Vehicle*, Clevedon: Multilingual Matters; Lewis, G. & G. Bedson, 1999, *Games for Children*, OUP; Manley, D. (1994) *Brilliant Things to Make and Do for 6 year Olds*, London: Kingfisher Books; Reilly, V. & Ward, S.M. (1997) *Very Young Learners*, OUP; Vosniadou, S. ed., (2002) *Πως Σκέφτονται τα Παιδιά (The Way Children Think)*, Athens: Gutenberg; Slattery, M. & Willis, J. (2001), *English for Primary Teachers*, OUP.

2. Children grow and mature significantly year-by-year

There are significant differences between children of 6, 7, and 8 years of age. Year by year, one can see enormous changes in their cognitive development, especially as they go through schooling and obtain significantly different quality and quality of knowledge each year. Appreciably different are also the social experiences they acquire. Each year they mature cognitively and socially a great deal and there is a world of difference between a pupil of the first grade and a pupil of the second grade.

3. Children need variety of activity in class

Children have a short attention span and cannot concentrate on something for a long time. If the teacher insists on trying to keep their mind on one thing, they are likely to lose interest in the lesson altogether, become demotivated or get discouraged. This may bring about disruptive behavior that the teacher might not be able to handle. Therefore, in order to sustain in young learner's the enthusiasm they might have, the teacher should plan a lesson for them that has lots of variability – a lesson which is full of language activities that are geared to what they already know and, most importantly, to what they *can* actually do. Listening to stories and (fairy) tales they are familiar with (through mime or by watching a video) is smoothing that children are used to and like doing. The use of language input through stories and tales can be used in different ways –from memorization to mime, and from a game of sounds to a word contest– that might excite children and enrich their knowledge.

4. Children learn a language by using it

Unlike adolescents or adults who have already acquired analytic and synthetic cognitive skills, young children cannot think in an abstract fashion, nor have they developed the ability to think inductively or deductively. They learn by doing and by playing. Namely, young children understand how language works by using it –by using it to communicate with their peers, with imaginary heroes, with adults, etc. They do not learn by explanations about how language works. So, the foreign language teacher should create the right environment for interaction and cooperation. Activities using rhymes and songs help children practice to pronounce words and learn phrases structure of sentences.

5. Different groups of children come from different backgrounds

Not all pupils have the same experiences, knowledge, skills and interests. In urban and rural areas of a country, in different regions of small or big cities, in affluent area and poor area schools, in classes that have pupils with non homogeneous linguistic and cultural background, learners have different experiences and skills, they have different tastes. They even think differently not only due to the different background knowledge they have, but also because they think and speak differently.[7] The differences are more pronounced in many ways during the first two years of school and it is important that teachers adjust the activities they do in class to suit the characteristics of their learners as a class.

6. Children have different learning styles and preferences

There are also individual differences regarding the knowledge, skills, experiences, etc. of one's class and these should be taken into account, as well as differences with regard to learning styles. Some children understand and learn better by seeing, or by listening, while others by feeling, touching or by being physically involved. This too should be seriously considered and, on the one hand, do different activities with the whole class so as to respond to every student's learning style. On the other hand, having different children doing different tasks but learning to cooperate with one another is equally important.

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7   We are not only thinking of the social politics of difference but also have in mind Bernstein's theory about the direct relationship between social class and the language people use. Think of his restricted and elaborated language codes theory that Basil Bernstein introduced as early as 1971, arguing that the language people use to communicate with others both reflects and shapes the assumptions and practices of the social group they belong to. Furthermore, relationships established within the social group affect the way that groups of people use language, and the type of speech they use. As an educator, Bernstein was interested in accounting for the relatively poor performance of working-class students in language-based subjects, when they were achieving scores as high as their middle-class counterparts in maths. Linguistic empirical studies have shown Bernstein's theories to be true. The elaborated code that school teaches is familiar to middle and upper middle class pupils, but now to working class pupils. This seems to be more accentuated in the first years of schooling and tends to even out as schooling increases.

7. Children learn by listening and playing with language orally

For young children, oral speech functions as a 'tool' which helps them use language, both their mother tongue and the foreign language. They also take pleasure in oral speech while listening to it, processing or repeating it, imitating the speaker's intonation, pronunciation or facial expression. Use it and avoid teaching the alphabet (as most course books of the market do), avoid teaching them to read and write. Remember, these children are making their first steps to school literacy in their mother tongue. They don't have to do the same in the foreign language! The teacher should let them learn how to do things *with* and *though* language orally. Writing can come a little later, not from the first grade. Perhaps from the second, when and if the teacher can see that they are ready for this. When they are, they will ask for some reading and writing themselves. Young learners get excited when they are able to read words and phrases during the narration of a story.

8. Children need to be exposed to the target language but also to their L1

Language is a complex semiotic system and the way to acquisition and learning is very complex too. But when learning a foreign language, children do not start from scratch but through comparing it to the language(s) they already know. As research has shown, the more languages people know, the easier it is to learn yet another language. So, references to the children's mother tongue may play a positive role, as the teacher may help them acquire language awareness, which in turn assists their language learning, by comparing the new language elements with those that they already know. But there is another reason why the teacher should not feel obliged to avoid using Greek at all costs in the class, sticking to the idea of the 'input hypothesis'. It is only through the use of Greek that teachers can:
- give instructions on how learners can deal with an activity
- explain the rules of a game
- summarise a story or a song that learners will listen to (so that there is *comprehensible* input)
- explain something they don't understand
- explain what they will have to do so that they feel secure in their environment.

While it is crucial for children to listen and be exposed to the foreign language as much as possible in the classroom, the use of the language they know to facilitate learning of the new, can play as important a role if used appropriately.

9. Children learn to attach meaning to language items and learn through them

The texts that we all deal with nowadays are multimodal, involving written language, sound, music, image, etc. We hear language in naturally occurring speech but to understand or make meaning we also use touch, smell and taste, gestures, body movement, facial expression, body posture etc. When learning a foreign language, we must learn to use the representation systems in order to express and communicate our meanings because the way these systems are used differs from one cultural group to another. This is reason enough to use multimodality when teaching a foreign language to all pupils regardless of age. However, with young learners the use of pictures, gestures, songs or sounds is essential because they enjoy the variety which helps them concentrate. Besides, as various studies have shown, the use of multi-modal speech and the exploitation of different means of representation have a positive impact on language development, particularly as regards young children.

10. Children need language activities that will captivate them

Multimodal texts are more likely to attract the attention of younger learners, especially when they are motivated and encouraged to use their imagination in action (e.g. miming, movements, etc). Teachers can use rhymes, songs, games, storytelling, art and craft, DVDs with cartoons and whatever other activities can create a context that will help children understand and produce speech in the target language.

3.1 Content and organisation

The curricular material was initially designed and developed as a series of pedagogic activities, making use of English. They were built around daily communicative doings at home, school and in the children's wider physical environment in urban and rural settings. What does the curricular material consist of? A series of pedagogic activities organized in 'cycles' (or time units). For each activity, there is the resource material that the teacher uses with the pupils (e.g., flashcards, worksheets, picture stories, audio texts with songs and dialogues), a description of the purpose of the activity and its linguistic and pedagogic objectives, guidelines for using them in class and a step-by-step procedure for how to carry out the lesson.

Keeping in mind that young pupils learn by doing rather than by having things explained to them, and that the content they are asked to deal with is more easily processed if it is subject matter with which the children are familiar, the author team resorted to subjects that they knew their pupils are accustomed to dealing with in their daily life, to hearing in their immediate and extended environment and to finding out at school –the knowledge they acquire through their other school subjects.

Representing learning as a cyclical process, the pedagogic activities topics start from an inner circle (the child itself[8]) and gradually expand to the outer circles as shown below.

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8   The choice has to do with the children's 'egocentrism', but more in a Vygotskian sense. As we know, Vygotsky believed that egocentric speech allows the child's growth in social speech and high mental development. More recent psychologists such as Butterworth and Harris (1994) claim that during childhood, the child is unable to distinguish between what is subjective (things that are strictly personal or private) and objective (what is public knowledge) and that essentially egocentric children believe that those who have a different perception than their own are either considered false or nonexistent.
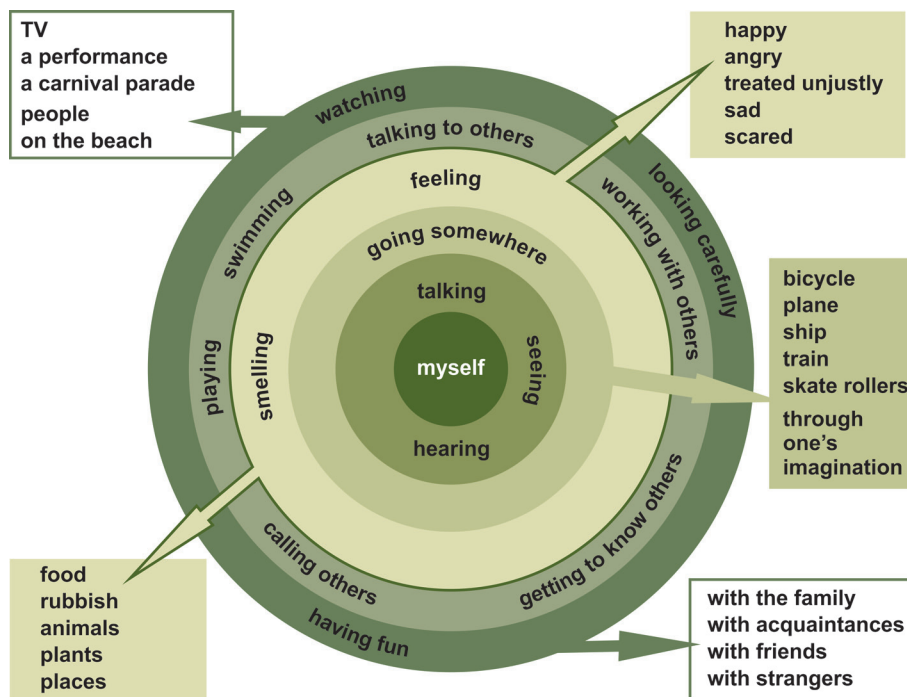
Illustration 2

The activities designed were divided into 6 cycles, which form teaching units, as can be seen in illustration 3 below. The organization into circles proved helpful and even after the material was modified and improved, the circles were maintained. Cycle A consists of activities which form the introductory unit. Cycles B, C, and D correspond to the 3 terms of the school year, and cycle E contains activities for special occasions. Schematically, the cycles are represented in the illustration below, which shows the 5 cycles enclosed in an outer circle with extra material. Actually, it is material which the teacher may choose to use in addition to the normal load or instead of one or more of the activities that seem not to be appropriate for his/her class. In other words, they are optional extra.

Illustration 3

Hi!
I'm Terry
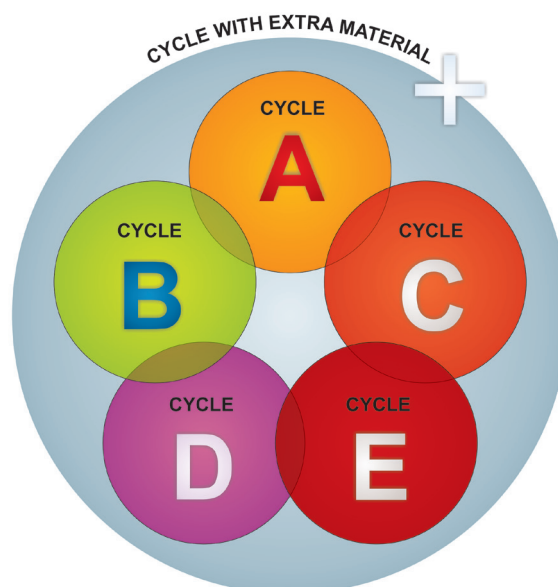
Cycle A of the first grade material is an introductory unit with activities that raise learners' awareness with regard to English words and expressions from their daily experiences in the public space, from their travels and/or from watching TV. The activities of this cycle also turn pupils' attention to English sounds in words and expressions and familiarise them with classroom language. Instructions and other useful expressions are introduced by an English-speaking mascot (often just a small hand puppet) who speaks only in English. This way, the use of the foreign language in class becomes normalized: if the mascot speaks no Greek, the children have to speak to him/her in English, so s/he can understand them! Cycle A of the second grade contains activities which aim at recycling knowledge and using the skills they've already developed from the first year class.

Cycle B contains activities that are suggested for the first term of class, which in Greek school lasts from late September to end December. First grade Cycle A activities help learners to gradually move from oneself to people, animals and things around them, whereas second grade Cycle B activities are designed to prompt interaction between learners and not just between teacher and pupil. Action-oriented, fun activities and tasks that involve pupils in creative and collaborative work are important in this cycle as well as the rest: Cycle C which contains activities for the third school term that usually lasts from January to March, Cycle D which contains activities for the fourth term that usually lasts from March to the end of the school year. Stories, fairy tales and songs are introduced in Cycle C and used even more frequently in Cycle D in both classes. It is important to note that second grade pupils, from the very first cycle, are introduced to recognizing and reproducing latin alphabet letters, as they appear in words and rhymes in English.

More specifically, second graders are introduced to the letters of the English alphabet in a playful manner that will allow children to make the connection between graphemes and phonemes. Letters are always presented within the context of activities that are built around the various thematic units of the second grade material. For example, by drawing on the thematic unit of 'animals' and on the lexical items that are connected with this topic (lion, zebra, cat), children are introduced to the letters (Ll), (Zz), and (Cc). The familiarization of second graders with each of the letters of the English alphabet takes place through the use of rhymes/chants. Each rhyme/chant is accompanied by flashcards (that contain the target letter (Z,z), the lexical item (zebra) through which the letter is presented, the corresponding image as well as the lyrics of the chant) that teachers can use to help children link the phoneme /z/ for example to the grapheme and the pronunciation of a lexical item, e.g. 'zoo' to its graphic representation.

Finally, each of the 'English alphabet rhyme/ chant' is accompanied by a worksheet that invites children to engage in tracing activities.

Cycle E is a thematic rather than 'time' cycle, containing activities thematically related to special occasions such as Christmas and the summer holidays, as well as to customs and traditions linked with celebrations in Greece, in other parts of the world, including English speaking countries (e.g., Halloween vs. Mardi Gras or Carnival, etc.). Such activities help contribute to learners' intercultural awareness.

Finally, there is also an optional extra cycle, as already mentioned, containing supplementary activities[9] (e.g., games, labyrinths, songs etc.) which

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9   For examples of supplementary activities see the PEAP portal:
       a) http://rcel.enl.uoa.gr/files/peap/A_class/B_cycle/A_B15_W01.jpg
       b) http://rcel.enl.uoa.gr/files/peap/A_class/C_cycle/A_%CE%9311_W01.jpg
       c) http://rcel.enl.uoa.gr/files/peap/A_class/D_cycle/A_%CE%9411_W01.jpg

can help the class review previously acquired knowledge in new contexts. This cycle also contains 'an end of the school year' play[10] (that can be used both with first and second graders) which recycles language elements pupils have learnt: vocabulary, language patterns, songs and rhymes. This Extra cycle is neither chronically nor thematically based. It is activity based and it can be used throughout the school year by first and second grader learners and contains extra sources and guidelines for the use of poems and rhymes, songs, music and sounds, games, stories and tales, comics, and craftwork tasks.

All of the activities are intended for use in class and not as homework. However, the PEAP project team has also designed extra fun activities and games to be carried out at home, with the help of pupils' parents.[11] In the PEAP portal "Parents Corner" guardians are instructed how to help their children, by accessing information for them and helping them play and have fun, even if they do not have any proficiency in English themselves.

3.2 Sequencing activities

The basic criterion for sequencing language input is the learners' linguistic experience as speakers of Greek. New language is introduced in such a manner that, to the extent that this is possible, it draws on and builds on the previous experiences and knowledge of the learners. Similarly, when it comes to the introduction of new themes and topics, the starting point is always those contexts that Greek pupils of this age are generally familiar, though admittedly there are striking differences between children in Greek school – differences which are due to where they live (in an urban or rural environment), to social class and ethnicity parameters, to sex and gender, etc. Most activities invite learners to make use of their five senses, their different intelligences, and to use language while participating in various social practices.

PEAP activities are organized in such a way so that teachers can offer their young learners' many opportunities to recycle their language knowledge and use it in a range of contexts. More specifically, every 5 or 6 'lessons', teachers are provided with activities that have been specifically designed for recycling purposes. Moreover, the supplementary activities provided in each of the cycles as well as the extra activities provide innumerable opportunities for recycling language structures and lexical items that have been presented in and through the core activities.

3.3 Teaching guidelines and suggested lesson plans

The teaching guidelines are preceded by the following information about each one:
- Cycle the activity belongs to
- Activity topic
- Activity description
- Linguistic objectives
- Pedagogic objectives
- Time needed for the whole activity
- Resources required (e.g. lyrics of songs, script of a text, flashcards, etc.)

The teaching guidelines are organized as lesson plans, describing:
- Procedure to follow (step-by-step)
- Class organization (e.g., team work, pair work etc.)
- How to differentiate teaching
- How to evaluate the learning process
- Extra presentation and/or practice
- Links for extra resources.

All information and the guidelines are provided in the language that teachers feel more comfortable with:

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10 http://rcel.enl.uoa.gr/peap/taksi/kyklos-e/school-magic & http://rcel.enl.uoa.gr/peap/b-taksi/kyklos-e/end-year-play

11 See "Parents' Corner" in the PEAP portal: http://rcel.enl.uoa.gr/peap/parents-corner/doyleyontas-mazi-sto-spiti

their mother tongue, Greek. This was not a random decision but one that had both political and practical motives. It is interesting that at first, teachers reacted –a few were surprised and some disliked the idea as they were used to teaching from textbooks published for an international audience and, therefore, having the accompanying teacher's book appear in English. After they had been used to the idea of having all guidelines, instructions, etc. in Greek, they not only liked it but also began to engage much more frequently in participatory practices. They were much more prepared to give us feedback on the material, were willing to send the PEAP team ideas of their own, and to share them with their colleagues.

The decision was made by the director of the project and the author team for the PEAP material, Bessie Dendrinos, who worked closely with practicing teachers that were actually using the materials in their classes and reflecting on their use. The author team first worked as a single group which was coordinated by the pedagogic consultant, Clary Kosovitsa-Varela. When the design and development of distinct materials for first and second year pupils began, the group was divided into two subgroups. The first graders team was headed by Katerina Nikolaki and that of the second graders by Evangelia Karagianni.

3.4 Using and evaluating the curricular material

During the first year of the implementation of the PEAP curriculum (2010-11), in 800 schools of the country, the activities developed by the author team[12] were the same for the first and second grade pupils, since they were all doing English in school for the first time. Minor differences in steps to be taken were described in the guidelines to teachers. The fact that the same material had to be used with two different pupil populations was considered to be both an opportunity and a restrain. It was viewed as an opportunity because we could try out the teaching learning material with two representative groups of pupils who differed in age, school literacy and experience. It was viewed as a restrain because the needs of both groups had to be satisfied with the material being designed. Because of the limitations, the author team designed a much larger number of activities than would normally be needed, and provided a variety of resources so that teachers could choose that which would best suit their pupils' interests, needs and experiences. These resources were complimented by detailed guidelines, which teachers could choose to strictly follow or to alter, so as to suit their own profile as well as that of their pupils.

On the basis of the author team's experience and feedback from a group of 70 PEAP teachers who served as material evaluators, during the second year of implementation of the PEAP curriculum, the activities for the first and the second grade pupils were differentiated. This was necessary not only because it became evident that second graders' needs for English language instruction were different from those of first graders but also because during the second year, the second grade pupils had already had English for one school year (approximately 60 school periods), and had covered some of the first grade material. Therefore, during 2011-12, the first grade material which had been reviewed by the PEAP team was modified, tried out again in PEAP schools, re-evaluated and given its final form. The same year new material designed and developed for the second grade was tried out for the first time in the PEAP schools. Feedback about material suitability and usefulness, provided by both the author team and teacher evaluators, was the basis on which the second grade material, accompanying resources and teacher guidelines were modified.

During third year of implementation (2012-13), all teaching-learning materials, still accessed only digitally through the PEAP portal, were implemented, evaluated and reviewed for the final time. The process followed for curriculum and curricular materials development is illustrated below:

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12 The author team, supervised by the PEAP project director, is composed of practicing PEAP teachers who have used the teaching-learning materials they were developing in their own classes. Therefore, they could have a very definite understanding about what sort of changes were needed. In other words, the author teams adopted a 'trial and error' approach to material design. Individual members of the team tried out the activities in their classes and then, based on their experience, the whole team reviewed and reformed activities that turned out to be problematic in practice. It was on the basis of their classroom experience that the authors knew what topics young Greek learners of English liked or disliked, which activities worked in class and what sort of guidance the teacher needed to carry them out, which language elements learners could cope with and what social practices they were familiar with, what social skills they needed to develop.

- they were designed and developed
- they were implemented / used
- while they were being implemented / used, they were monitored (chap. 5, this volume)
- they were also evaluated by different groups of evaluators
- they were reviewed on the basis of which they were reformed.
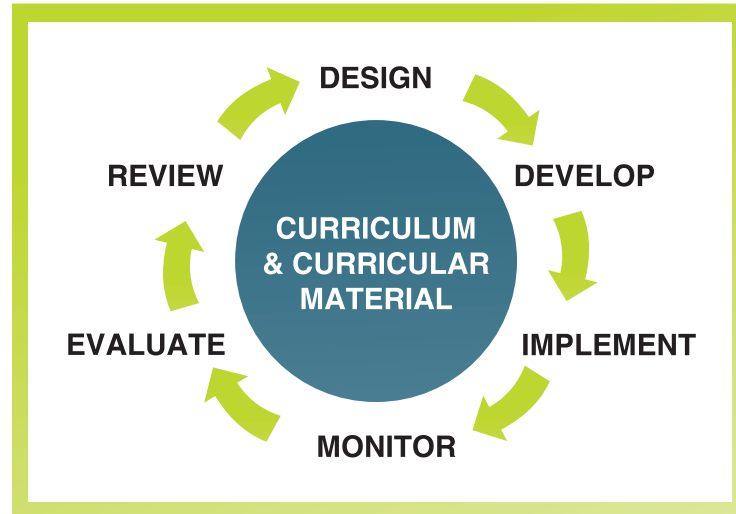
Illustration 4

The teaching-learning material in its final form was graphically designed and illustrated for two printed publications: two resource 'packages', each containing visual material in flashcards and posters, picture stories, and worksheets. Each is also accompanied with a teacher's book and an audio CD with stories and fairy tales, songs, chants and rhymes as well as dialogues. The *Alpha English* (i.e. the first grade resource package) and *Beta English* (i.e. the second grade resource package), is in print and will be distributed to PEAP schools as of September 2013.
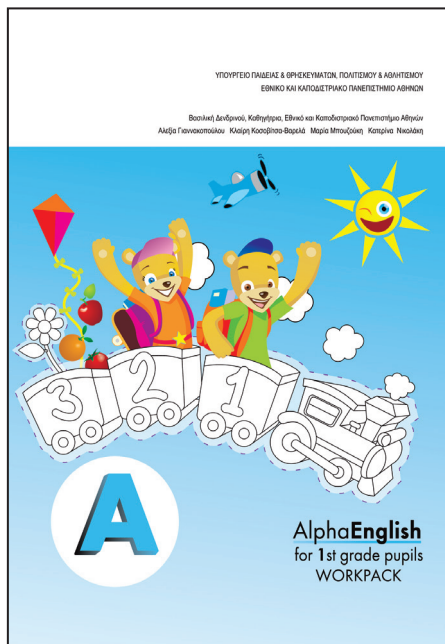
The resource packages in printed form were a demand which was put forth to the PEAP by teachers who found it difficult to work with digitally accessed materials only, both because they are used to teaching from a course book and because the cost involved in reproducing digitally-accessed material is not to be dismissed, especially at a period the school funds are scarce in Greece. Still, however, approximately 20% of the teachers involved in the programme enjoyed their 'emancipation' from the textbook and used the opportunity for differentiated instruction across PEAP classes and within their own context. These teachers have expressed the need to have extra material to use in different classes. Thus, supplementary activities and resource materials have been created also, but they are available only in digital form for those who want to use them as they are or adapting them for special uses. Actually, there are cases where PEAP materials have been adopted for use by various groups of pupils with different characteristics: pupils with special educational needs, older intellectually disabled pupils, pupils for whom English is a *third* language (e.g., two schools with a large population of Roma groups).

3.6 Making the link with the school literacy curriculum

As already pointed out, the PEAP curriculum is a stepping stone to the school literacy curriculum for English followed in primary and secondary school. In order to make the link between the two curricula, the PEAP team was funded to design and develop teaching-learning material for pupils starting their 'formal' English language learning in the third grade. Given, however, that the third grade material was to cover the needs of two diverse groups of learners across the country, it was decided to produce two textbooks: one for pupils in "all-day" schools who will have had the two-year PEAP course when they are staring the third grade and one for those who have had no English before. So, one of the two textbooks to be produced was to be for complete beginners and the other for early 'breakthrough' learners, pupils of the third grade of primary school.

3.7 The "Magic Books"

Both the textbooks referred to above were generated... magically –through the experimental use of a pilot black-and-white edition of a textbook entitled *Magic Book*. This was prepared for classes with pupils who are complete beginners in English. It was/is accompanied by an audio CD with dialogues, songs, and rhymes, and with the Teacher's Book, written in English.

Feedback on the use of this pilot edition facilitated the design and development of the second of the two third grade course books, entitled *Magic Book 2*, which as stated earlier, is intended for early 'breakthrough' level third graders –those who have completed the PEAP course. It is accompanied by an audio CD with songs, dialogues, stories, etc., and by a Workbook. The Teacher's book is also available.
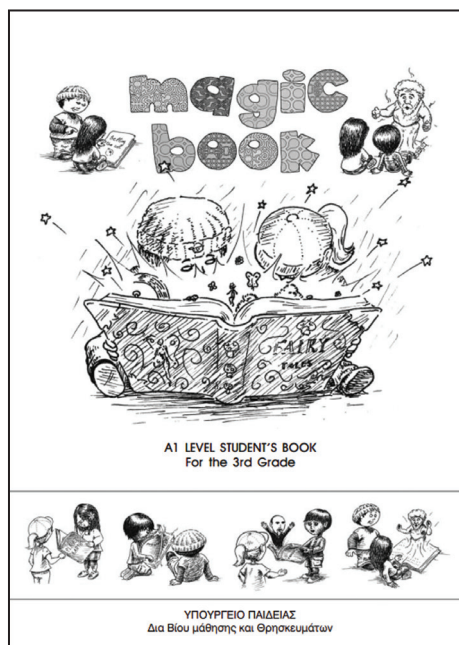
Both the *Magic Book*, pilot edition and *Magic Book 2* have been prepared by two faculty members of the School of English, Aristotle University of Thessaloniki. The authors, Marina Matthaioudaki and Thomai Alexiou have supervised, edited and contributed to the writing of these books. The rest of the authoring team consists of teacher practitioners with a rich teaching experience at state primary schools. This cooperation between academics and practitioners allowed the team to base their teaching choices and suggestions on theoretical models and on research results in the field of early foreign language learning.

The *Magic Book* pilot edition is also generating *Magic Book 1*, which will be ready for publication in full colour in 2014. It is a revised edition of the pilot which was monitored during use, evaluated and reviewed.

The Magic Books adhere to the principles of a functional view of language and follow an eclectic approach as they integrate elements from methodologies derived from Total Physical Response theory, Task-based Learning, Content-Based instruction and the Lexical Approach. Thus, they adopt a story-based framework which allows prioritization of meaning to form and promote multisensory and discovery learning. What is more, based on the principles of Lexical Approach, the books place emphasis on the teaching of word and lexical chunk recognition and production. Overall, the books follow a learner-centred approach and adopt a strong pedagogic orientation.

With regard to their structure, whereas *Magic Book* pilot consists of 8 units *Magic Book 2* consists of 10 units. Each unit introduces a different story and each story has a different plot. Usually the stories carry a moral message and include an element of surprise. There are four basic figures in the book (Alex, Lena, Tammy and Yuri), who are used to introduce the story in every unit without, however,
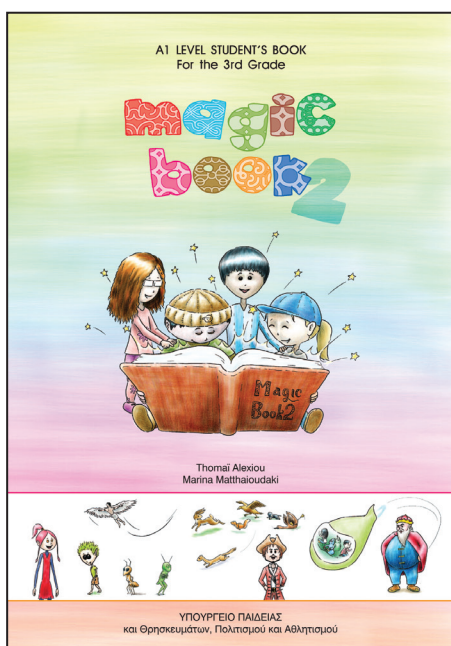
participating in the story itself. They have been chosen so as to represent both genders and various ethnic backgrounds thus avoiding the promotion of stereotypes.

The stories are usually based on popular fairytales with well-known characters (e.g. Pinocchio, Aesop tales), so that learners are already familiar with the plot; this enables teachers to expand on the story if they or the children wish to. The use of stories with young learners within the foreign language classroom has several advantages. First of all, stories are appropriate for children as they are familiar with story-telling in their mother tongue. In addition, narration and story-telling are powerful techniques, appropriate for this age. Story-based teaching may be nicely combined and enriched with arts and crafts, games and songs and the fairytale itself may inspire teachers and/ or the class to design and carry out relevant projects. Finally, stories allow children to focus on meaning rather than on structure. The goal is to increase language input and output in the classroom and the ultimate aim of the book is to provide stimuli and make the lesson interesting and fun.

The use of stories allows promoting the acquisition of vocabulary and, in particular, of lexical chunks. These allow children to become fluent in the use of language without worrying about the structure. Acquisition of grammar and syntax, however, is facilitated through the acquisition of vocabulary. At the same time, the book introduces grammatical structures appropriate for learners' stage of language proficiency; these, however, are not systematically drilled. Teachers are expected to provide practice of structures exclusively through the use of the activities provided. All chunks are contextualized through the stories and practiced through the activities that are carefully designed and sequenced in order to allow gradual transition from comprehension to production. They are recycled within each unit but care has been taken to recycle also lexical chunks previously taught.

Chunks are taught inductively and not deductively. In other words, children are expected to induce meaning based on visual stimuli, body language and gestures used by the teacher. Similarly, pre-teaching of vocabulary items out of context is not promoted but demonstration and elaboration of meaning through playful activities and role plays is recommended. Although translation into Greek seems to be the fastest and simplest way to teach vocabulary, it is worth allowing learners the time to discover the meaning themselves. This is part of the discovery learning procedure learners are invited to follow through the book. This is also the reason why explicit grammar teaching is avoided and an inductive learning approach is promoted in accordance to the learners' interests and cognitive level. At this age, learners approach knowledge holistically and prioritise communication over accuracy of expression. At the same time, they are enthusiastic, willing to take risks and lack self-consciousness. When designing the material of the book, we took all these characteristics into consideration and choices were made accordingly.

Although there is a homogeneous structure throughout the book, there is a variety of activities from one lesson to another (e.g. mazes, decoding games, problem solving activities, puzzles, etc). The focus is first on receptive and then on productive skills: there is actually a gradual transition of emphasis from receptive to productive skills and, more particularly, from oracy to literacy: thus, first they listen, then they speak, later they read and finally they write.

Extra material for each unit is provided in the teacher's book which includes step by step guidance for the teaching of English through the books. Extra material is also available on line and aims to enable teachers to differentiate their instruction and target individual learning differences.

3.8 Special features of the "Magic Books"

Alphabet-book:
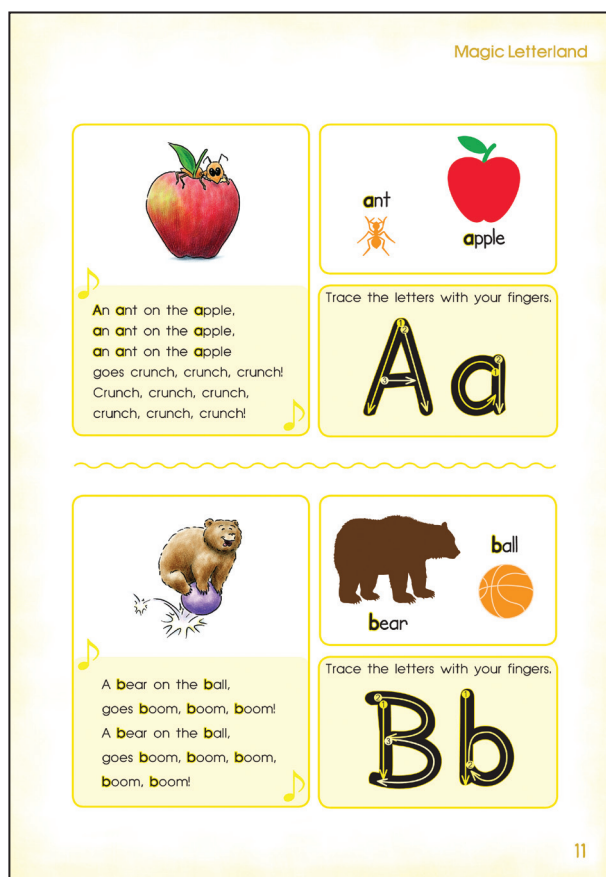
The alphabet is taught thematically and not sequentially in *Magic Book* (pilot): Groups of three letters are presented each time within the context of a thematic area. For example, under the thematic area of animals, we introduce 3 words, letters and sounds in a lesson, namely, 'monkey', 'lion', 'zebra'. This thematic categorization facilitates memory retention and retrieval; pre-reading and pre-writing skills are promoted in the order of: letter tracing, letter recognition and word recognition. The same format of tasks is adopted in order to facilitate first steps and ensure that learners feel safe. Only three words, letters and sounds are introduced per lesson (in order not to overwhelm them) with lots of colouring activities. Such activities are recommended to be done with the use of music background. In *Magic Book* 2, since learners have been already exposed to pre-literacy in the second grade, alphabet is introduced through rhymes so as to promote consolidation and enrichment of vocabulary. The order of presentation of letters follows the progression of hand writing, according to the Nelson handwriting system. For example, first the letter 'c' is introduced, then the letter 'o' and then the letter 'a', as the first one requires a smaller hand movement than the second or the third one. *Magic Book* 2 follows the phonics approach, which prioritizes the teaching of sounds rather than the teaching of the names of letters: *e-egg/elephant*.

Self-assessment:

Self-assessment is introduced through the use of portfolio; this is an innovation for a state school course book and ties in well with the new portfolio recently introduced in primary schools. Our aim is to gradually introduce children to the idea of self-assessment. Teachers get feedback on an individual basis about what children know, as well as about their own perception of their strengths and weaknesses.

Project work:

The use of projects is promoted throughout the book in various ways. We believe that projects help students consolidate the theme of the unit and personalize it and also enables teachers to expand on the theme presented in the unit. Teachers may use them as suggested in the teacher's book or modify them according to their learners' needs.

Cross-curricular features:

There is a strong emphasis on the promotion of cross-curricular instruction throughout the book. In particular, the stories of the book often link with stories found in learners' Greek language textbooks and global issues like environmental protection and human rights are exploited and expanded on.

Cultural elements:

Various cultural elements are introduced, aiming at intercultural awareness, and emphasized through the stories (e.g., customs of various countries, songs and chants, etc.).

Other features:

The material used in the coursebook does not resort to the use of technology. Only one project requires access to the Internet. This decision was made after considering that the use of ICT, which is still not as widespread as we would like, should not be a restricting factor for using the course book itself. Of course, later, it can be complemented with supplementary digital material. Finally, in these printed editions, in both the *Magic Book 2* and *Magic Book 1* which is on its way, there is yellow background in all lesson scripts. Research studies suggest that this type of coloured background may facilitate dyslexic children's reading.

4 EDUCATING AND PREPARING THE PEAP TEACHER

4.1 Backdrop to the teacher training programme in Greece

Greece has one of the most centrally governed and managed education systems in Europe responsible for every dimension of educational policy. Although conscious efforts have been made throughout the years for a more decentralized and flexible teacher training policy, these were never implemented. Training policy in Greece is heavily bureaucratic, additive in nature, where teachers do not participate in the design and the development of their training. To date, there is no coherent long term national teacher education policy linking initial education, induction and continuous, professional development all set within a broader context of educational policy.

Public school teachers of primary and secondary education are all university graduates having completed a 4 year university degree in their respective fields. Entrance to the teaching profession in public schools is achieved by successfully passing a very competitive examination which assesses teachers' knowledge of their subject areas and of the Greek educational system, their ability to plan their course, their ability to justify their decisions and rationalize their practices.

Responsible for the pre-service training of foreign language teachers are university departments. The initial training of English language teachers is carried out by the English Language and Literature Departments of the Universities of Athens and Thessaloniki. Until recently, university programmes focused on preparing student teachers for teaching at the secondary school level (i.e., for students aged 12+). Training in primary ELT methodology is limited to seminars and workshops.

The newly founded Institute of Educational Policy has recently been made responsible for the in-service training of pre-primary, primary, and secondary school teachers in Greece. In-service training takes two forms:
- Induction training: introductory in-service training programme for newly appointed teachers
- Continuous professional development: in-service training seminars for experienced teachers.

The introductory in-service programme is compulsory for all newly appointed teachers in Greece and is delivered by Regional Training Centres. The purpose of the programme is to facilitate novice teacher integration in school, to improve and update their knowledge of current teaching approaches and methodologies, to raise teachers' awareness of the management structures of the Greek public school system and to develop their ICT skills. The programme lasts for 100 hours and is divided into 3 distinct phases which span throughout the school year.

In-service training for experienced teachers in Greece is much less organized and systematic. In-service training takes the form of seminars and is carried out by School Advisors who are appointed by the

Minister of Education. Currently for all foreign languages offered in schools in Greece (English, French and German) there are around 60 school advisors, the majority of which are School Advisors for English (40). School Advisors are practicing public school teachers with extensive teaching experience, postgraduate studies and PhDs in areas related to language education and with some experience in training. In their majority School Advisors have not specialized in primary ELT and have no related training.

Depending on the needs of teachers in schools of their areas of responsibility, school advisors decide on the range and themes of seminars to be offered to teachers. In other words, school advisors take on the full responsibility for deciding on the content, form and range of training opportunities offered to teachers. Seminars which take place outside school but within teachers' working hours usually last for 3 hours. Participation in seminars is not compulsory. School advisors also provide in- school support for teachers in schools within their area of responsibility.

4.2 The PEAP teacher development programme: Year 1 (2010-2011)

One of the main actions of the PEAP project was the training of teachers appointed to teach English in the first and second grade of primary school for the first time. The project designed and developed by the PEAP project team, led by Kia Karavas, was launched initially in 800 all day primary schools throughout Greece in September 2010, thus giving the project team essentially 4 months to prepare. No baseline evaluation had been carried out by the Ministry of Education and no information regarding the teachers' and the school's profile was available.

Given that the 800 all day schools involved in this project were scattered all around Greece with many schools in remote areas or on islands, in first designing the training programme for this project the decision was taken to adopt the *cascade* model of training. Within this model a group of experienced trainers was selected to be used as 'multipliers'. The PEAP team developed the training materials for trainers, the large majority of whom were School Advisors for English. Trainers used these materials with which to train groups of teachers within the areas they are responsible for.

However, in deciding the content and foci of the training programme, information from our teacher body was essential but, as mentioned above, was not available. Information relating to the teachers' teaching experience, their experience in teaching young learners, their perceived difficulties and training needs was absolutely necessary for deciding on the programme's aims and content. It was thus decided that the first year of project implementation would focus on:
- informing teachers of the main principles and features of the project
- carrying out a baseline evaluation.

4.2.1 Information/Training events

Two conferences were organized in Athens and Thessaloniki by the project team (October and November 2010 respectively) with the aim of informing School Advisors, primary school teachers and school principals of the aims, principles and innovatory features of the EYL project. Each conference lasted for two days and was attended by over 600 teachers and School Advisors. The teachers were informed about the aims and goals of the PEAP project, its main principles and characteristics and were offered practical sessions focusing on the implementation of PEAP tasks with young learners. The talks and presentations of both conferences were professionally videotaped and uploaded on the PEAP website to be accessed by all primary school teachers involved in the project. This website provided and still provides PEAP teachers with information about the project, with the curriculum and curricular materials, links to sites with EYL materials and much more.

Seventy five, 4 hour seminars were carried out by school advisors throughout Greece with the aim of informing primary EFL school teachers within their areas of responsibility of the main principles and features of the project. A total of about 1300 teachers attended these seminars. The materials (power point presentations) used during the seminars were developed by the project team.

Fifteen primary school EFL teachers involved in the working groups responsible for developing and evaluating project materials for young learners were funded to attend an intensive specialist course on Teaching Young Learners offered by the British Council. The course which was online lasted for three months (June to August 2011).

4.2.2 Baseline Evaluation

As part of our internal baseline evaluation of the project, the following surveys were carried out.

Survey of the profile of 897 teachers engaged in the project through a questionnaire completed during the information seminars and online.

Survey of the profile of school units through online questionnaires that were filled in by the pilot school headmasters. They provided information about their schools, their teachers and their students. The data was used as a springboard for reports and articles written by the Project Team.

Collecting data from 1135 teachers across the country that took part in information seminars organised by School Advisors. Information about the teachers was collected through school advisor reports of their seminars.

Survey of parents' attitudes and views whose children attended EYL project classes (7250 completed questionnaires). The survey was conducted through questionnaires distributed by the English language School Advisors.

The investigation of PEAP teachers' profile was one of the first and most informative surveys that were carried out. Data gathered provided a fairly clear picture of teacher needs, difficulties and constraints. The following figure presents information about the teachers' profile.

2010-2011: 800 "all day" primary schools throughout Greece, 2000 teachers

⬇

Questionnaire completed by 897 teachers (163 online and 734 during information seminars)

⬇

Questionnaire elicited data on

a) teachers' background	b) the composition of classes	c) availability and quality of school resources	d) teachers' perceived difficulties in teaching young learners	e) teacher identified training needs

The teacher profile survey was carried out at the onset of the project (September 2010) and lasted until December 2010. The survey was carried out by means of a questionnaire completed by teachers

during the information seminars they attended or online. The total population of teachers appointed in project schools was 2000; 897 teachers completed the questionnaire.

The survey of our teachers' profile made the PEAP team more aware of the current situation in schools and of our teachers' level of expertise. The findings highlighted certain facts about our body of teachers which led to certain realizations about the nature of training that was needed; these realizations in turn led us to take decisions on the design and nature of our training programme.

A. Finding 1 and realisation

- Over half of the PEAP teachers were well experienced (11-20 years of teaching experience) and over 60% had experience teaching in the primary sector BUT despite their experience, these teachers had never received formal systematic training in young learner methodology. Their practices were informed by experience and the occasional on-off training seminar and they were certainly unfamiliar with the central learning and methodological principles underlying the EYL project curriculum.

- One third of our sample were novice teachers (1-5 years) and lacked any kind of formal systematic training in EYL methodology.

- Over 60% of our sample did not have any prior teaching experience with very young learners which meant that the majority of our teachers were not familiar with the special characteristics and challenges posed by the particular age group.

- Added to this was the fact that in the vast majority of EYL project classes a significant number of students were from different ethnic backgrounds and were learning English as a third language.

These facts led to the realization that we were addressing a very diverse group of teachers with a wealth of different training needs. The training programme had to include a range of general and more specialized training modules in order to cover the needs of the less and more experienced teachers.

B. Finding 2 and realisation

As data from the teacher profile were being analysed, we were informed that due to school mergers, which were decided by the government as one measure against the financial crisis, the project schools in the following year would rise to 960. As a result of these mergers, the teaching body in project schools would change by 40%. Designing a long term coherent training programme with face to face seminars spanning the three years of the project is not viable due to constant changes in the compositions of our teaching body.

C. Finding 3 realisation

Given that we had managed to collect data from less than half of our project teachers despite the fact that a) seminars by school advisors were offered throughout Greece and b) teachers also had the option of completing the questionnaire online, shed doubts on the effectiveness of the cascade model of training in this particular context. Given that a number of our project schools are located in remote areas and islands in Greece providing face to face seminars to these teachers is extremely costly in terms of time, money and human resources.

It is difficult to ensure the quality and "reliability" of training through the cascade model. It is difficult to coordinate and manage a large group of trainers (who have not specialized in EYL methodology) and to ensure that a consistently high level of training will be delivered to all project teachers throughout Greece.

The main findings and developments mentioned above guided the design and development of the training programme. The training programme had to be viable and sustainable regardless of changes in

the composition of the teacher body or in the composition of our trainer group. The training programme had to be coherent offering training in more general areas of EYL methodology and progressively leading to training in more specialized areas.

The PEAP training programme could not focus exclusively on face to face seminars delivered by trained multipliers. In order to ensure that all teachers have the same training opportunities, in terms of quantity and quality, the training programme should take the form of a distance learning on line programme consisting of a range of training modules each focusing on a different area of EYL methodology and responding to the needs of the less and more experienced EYL teacher. The online training modules will also be developed for use in face to face seminars organised by school advisors.

Thus at the end of year 1, it was decided to focus our efforts on developing online distance training materials for teachers organized in thematic groups and delivered in self-contained modules. The online training materials would be used for the on-going training of new and inexperienced primary FL teachers, to update the knowledge and skills of experienced primary school EFL teachers and as a source of training materials for School Advisors who could use the materials and activities of the online course for their own teacher training seminars.

4.3 Development of the PEAP training programme: Year 2 (2011-2012)

During the second year of implementation, the primary EFL teacher training programme began taking its final form. Our efforts focused on:
- Deciding on the aims, form, structure and content of the primary EFL training programme on the basis of the survey results.
- Planning, designing and developing specifications for the training platform
- Preparing online digital materials for 5 Thematic Modules. Materials were developed by a team of experts in teaching English to very young learners and in teacher training, edited and adapted for online use by the programme coordinator, and digitized and designed for online use by our in house digital programmer.
- Identifying project classes for video recording. Extracts from videotaped project classes were to be used in the training materials for the on line course.
- Adapting materials for use in face to face seminars given by school advisors

4.3.1 Forms of the programme

Based on the results of our baseline evaluation, the needs of the School Advisors and the constraints of the wider educational context, it was decided that the training programme would need to adopt a form of blended learning including various forms and means of training. The need for a flexible programme adopting various forms of delivery was also made evident by the many messages by project teachers to the project team expressing the imminent need to be informed about PEAP principles and trained into the practices implied by the Project. This occurred in places where the School Advisors had not taken any relevant action in the past and also in schools where new teachers, who had not received relevant training before, were appointed. Moreover, during the second year of programme implementation, the School Advisor selection process took place which lasted for 8 months (May 2011-December 2011). During this time, School Advisors were inactive waiting for the decision of the selection process and could not act as trainers for the EYL Project. As a result, very few training events took place during this academic year, which focused mainly on developing the materials for the online distance training course.

In October 2011, a one day conference for teachers of Central Greece was organized and delivered by the project team in Volos. The conference was attended by 54 teachers.
In March 2012 two seminars for the training of newly selected school advisors were organized and delivered by the project team, one in Athens and one in Thessaloniki.
In March 2012, the first tele-training seminar was organized and delivered to teachers of Lamia, with the help of the school advisor.

During the second year of its implementation, on the basis of the evaluation results, constraints and developments, the Primary EYL Training programme adopted the following forms of delivery:
a) Online distance education modules
b) Face to face seminars delivered by school advisors using materials adapted from the online course
c) Face to face seminars delivered by the project team and organized by the School Advisors using materials adapted from the online course
d) Tele training seminars delivered by the project team and organized by the School Advisors in remote areas of Greece
e) One day conferences delivered by the project team and organized by the School Advisor

This planning served more than one purposes: first it gave us the opportunity to contact and interact with the teachers implementing the Project in schools both in the broader area of Athens and in the countryside. Secondly it gave the School Advisors the opportunity to refresh their knowledge and information about the Project and re-examine their attitudes towards teaching very young learners as well as their training practices. Last but not least, it imposed integration of ICT both in our training and teacher professional development practices and in the teachers' and the School Advisors' training experiences.

4.3.2 The aims of the programme

The training programme through all its forms of delivery aims to familiarize teachers with the basic principles of the EYL project curriculum and with the process and techniques required for the development of children's social literacies through the foreign language. The educational objectives involve:

1. Awareness of:
   - the way children think and learn
   - the way first language learning is related to the early development of the second language at school
   - the role(s) of the teacher of English in the primary EYL classroom
   - teaching techniques and activities appropriate for the particular age group

2. Modification of teaching practices:
   - adopting practices which motivate children in the classroom and facilitate the learning of English in a natural and enjoyable manner

3. Professional Development Objectives:
   - reflection
   - development of digital literacy skills

4.3.3 The distance learning course for PEAP teachers

The e-course being developed is offered in English. It aims at raising teachers' awareness of how young learners think and how they learn language. It also aims at acquainting them with teaching practices and techniques appropriate for this age group. It consists of self contained modules focusing on various topics which have been identified on the basis of the PEAP teacher survey and on the basis of the curricular materials.

More specifically, the thematic units (modules) are divided into two categories.

1) The first unit called UNPACKING TEYL provides the general theoretical background and basic principles for teaching young learners. It focuses on research findings and principles relating to children's cognitive, linguistic, affective and social development as well as issues relating to classroom management.

2) The second category includes modules (four are ready to date) which relate to various teaching practices and techniques appropriate for this age group. The modules focus on materials and tasks that form the core of the curriculum, that is using stories, songs & chants, arts & crafts, games, technology in the young learner classroom etc.

All modules have the same structure and have similar ways of navigation. They can be visited for study purposes at convenience, i.e., as often and for the length of time the teacher needs. Detailed information and guidelines, about how to use the e-training material and how to navigate through modules, is provided. All practicing public school EFL teachers have access to the programme as long as they login and obtain a password. The first module is open and accessible to anyone who wants to get a glimpse of the nature and content of the training course.

4.4 Developments of the training programme: Year 3 (2012-2013)

Year 2012-2013 is the third year of the pilot implementation of the PEAP project. During this third year, a large number of the School Advisors, who had received training and guidance to perform as multipliers of the project, carried out seminars for teachers in their districts of responsibility. Overall, almost 2130 teachers were trained in 99, 3 hour seminars.

In addition to the above, the project team delivered five face to face seminars organized by School Advisors in Attica as well as in the rural areas of Korinthia, Argolida and Messinia (in the Peloponese) and Rethymnis (in Crete). All face to face seminars had the same structure and content. They were designed by the coordinator of the Teacher Training and Professional Development programme and implemented by members of the project team. The main aim of each of the seminars was to support teachers, who teach the three first classes of primary education, in their teaching tasks and to enrich their teaching strategies in dealing with very young learners.

Presentations focused on themes such as:
1) Presentation of the PEAP portal and explanation of its functions as:
    - a tool for the design of the educational content in the very young learners' classroom
    - a resource for information and knowledge about managing PEAP learners' parents and facing their queries and concerns
    - a platform for the distance training programme developed for PEAP teachers and one which facilitates their communication with stakeholders responsible for the design of the Project.
2) The curriculum and activities for first and second grades and on the textbook for the third grade, covering points such as:
    - presentation and commentary of the curriculum for first and second grades and suggestions about the organization of the teaching content according to the learners' needs
    - examples of teaching practice provided through video recorded real classrooms
    - reflective discussion of classroom events and methodologies observed

Each face to face seminar lasted for about three hours and took place within the teachers' working hours. In order to attend, participant teachers left their school and moved to a nearby school building which functioned as a seminar centre for the occasion.

About 580 teachers of English of first, second and third grades attended the seminars. It is worth noting that most of these teachers also teach fourth, fifth and sixth grades in primary schools, so we assume that their participation in the seminars enriched their perspectives of teaching young learners in general.

Distance tele-training sessions were also held during the third year of the implementation of PEAP. For the needs of the distance tele-training sessions we had to cooperate with the Athens University computer centre which supports and coordinates teleconferences. School Advisors had to find similar centres operating in the main city of each county. This mode of communication allowed us to run the seminar with our partners at the University of Thessaloniki who have designed and written the textbook for the third grade (*Magic Book*) and undertook the part of the seminar devoted to the particular textbook.

Teleconferences lasted for about three hours and took place within the teachers' working time. In order to attend, participant teachers left their school and moved to a centre which functioned as the seminar venue for the occasion.

The aims and the training content of the teleconferences were the same as in the case of the face to face seminars. Adjustments had to be made only in the cases when the remote teleconference centre could not cover all the prerequisites for synchronous communication. For example, in one occasion interaction and commentary upon a viewed lesson was achieved through chatting because the centre in the remote place did not provide the facilities for synchronous communication. Also, the email was used in the case of two teachers participating from a distant island, through video streaming in real time.

Overall, two tele-training events were run in which a total of **70** teachers participated, from: 1) Trikala and Karditsa (towns in Thessaly) and 2) Volos (town in Thessaly) and the island of Skiathos.

Evaluation of the teachers' response to the teacher training and professional development activities implemented by the project team, during the school year 2012-2013, offers encouraging feedback about a range of aspects, as follows:

- teachers' participation in the seminars was satisfactory, considering that they had to "break" their teaching schedule and move, in some cases from quite a long distance, in order to attend
- teachers' response to the content of the presentations was positive and active. They made comments, asked for clarifications and gave examples from their practice, thus offering us the opportunity to explain areas of the PEAP project, which are tightly connected with its efficient implementation but seemed to have been misinterpreted by the teachers
- teachers showed interest in the PEAP portal, its appearance and its content, and they made positive comments about the richness of the activities and the suggestions for practice that are made available to them
- a few teachers did not know of the PEAP portal, which means that they do not use the activities at all
- some teachers, who claimed to be using the PEAP activities for grades A and B, stated that lesson preparation is time consuming. Also, the fact that the material is provided only online means that they have to print and photocopy plenty of copies. This sometimes implies personal expenditure, which is rather unwelcome in the present economic situation. The announcement that the materials are going to be provided in printed form as from the next school year was particularly welcome by everybody.
- teachers participated eagerly and actively in the "reflect upon practice" process involved in the seminars. Through viewing video- taped lessons they were encouraged to discuss, compare and contrast methodologies and ways of classroom management. The discussion, which accompanied this activity, highlighted areas which are considered problematic in the very young learners' context. Handling the young learners' parents is such an area and the exchange of ideas on the issue brought about suggestions and examples of good practice.

Currently, a survey about the impact of the teacher training and professional development programme upon the PEAP teachers' theories and practices is being carried out. This is expected to produce data for the comparison of the aforementioned evaluative assumptions and as well to provide extra information and insights for the summative evaluation not only of the training programme but of the whole project as well. The results of this impact study will be published in 2013.

MONITORING & EVALUATING PEAP

5.1 Monitoring the implementation process

Three major surveys were carried out as the project began to be executed in September 2010, with a view to collecting data about:
- the PEAP teacher profile
- the school context in which the programme would be implemented
- parents' attitude to English being introduced in the first grade of primary school.

This information which was provided by the teachers themselves and by the school headmasters furnished the PEAP team with the information needed for the following actions:
- To commence 'personalised' communication with the educational staff involved in the implementation of PEAP, to create a feeling of trust that the PEAP team would respond to their needs and to create a data bank with the contact information of PEAP teachers
- To monitor implementation of the curriculum and of the teaching learning materials
- To involve teachers in a teaching-learning material evaluation
- To design the PEAP teacher training programme
- To offer teachers opportunities to work together as a community
- To decide what kind of materials were needed for PEAP parents so that we could dispute their misconceptions about ELL, help them understand the objectives of the project, get them to work with the PEAP team.

During the first year of implementation (2010-11), the PEAP team focused primarily on monitoring:
- Teacher response to the teaching and learning material being produced
- Teacher reactions to the project as a whole, and to the project tools (especially the PEAP website)
- Contextual school factors affecting curriculum implementation and use of curricular documents
- School Advisors' feedback on the basis of their school visits and their perception of how teachers were implementing the curriculum
- The implementation of the *cascade* model of teacher-training.
- Parents' attitudes to the programme

During the second year of implementation (2011-12), the PEAP team focused primarily on monitoring:
- Teacher response to the revised teaching and learning material for the first grade pupils and the new material for second grade pupils
- Teachers' initial responses to the pilot edition of the Magic Book and to seminars regarding its use
- Experienced PEAP teachers' feedback and involvement in the project, and new PEAP teachers' reactions

- Changing contextual school factors affecting curriculum implementation and use of curricular documents
- School Advisors' feedback on the basis of their school visits and their perception of changing attitudes towards the programme by PEAP teachers, parents, school masters, other school subject School Advisors and school teachers
- Experimentation of alternative forms of teacher-training
- Parents' take to the programme – their changing attitudes.

During the third year of implementation (2012-13), the PEAP team focused primarily on monitoring:
- Teacher and pupil response to the final version of the teaching-learning materials for both first and second grade pupils
- Teacher and pupil response to the *Magic Book* pilot edition
- Teacher and parents' response to the PEAP portal
- Classroom practices in a limited number of classes
- Feedback from teacher-training and experimental self-access teacher training

During the first two years of the EYL project, the EYL project team used a variety of different methods of collecting different types of data that would allow the team to both monitor and evaluate several dimensions of the programme, i.e. data that would allow them to evaluate:
 a) the quality of the EYL programme;
 b) the quality of the material that has been developed within the framework of the project
 c) the quality and appropriateness of the teacher development programme

5.2 Evaluation and review

Surveys and other tools used for the monitoring procedure helped the PEAP team collect valuable quantitative and qualitative data which was analysed extensively and reviewed. Several studies have been prepared (in Greek) and will be published by the Research Centre for Language Teaching, Testing and Assessment of the University of Athens, in a special volume, to appear early 2014.

Internal evaluation of the PEAP curriculum, the curricular materials and the teacher training programme was conducted through questionnaires, electronically disseminated, prepared especially for PEAP teachers. It was also conducted by carrying out formal and informal interviews with PEAP teachers and teacher-trainers. Finally, messages from teachers communicating with the PEAP team throughout project implementation to say what they had achieved or which problems, were also seriously considered when reviewing the project.

At the end of the project the final internal evaluation will take the form of S.W.A.T. analysis, performed on the basis of evaluation criteria still being formulated. The evaluation report will discuss implications of the project and make recommendations for its sustainability. Of course, the reviews of the external evaluators will be seriously considered.

The external evaluation process will take the form of written reviews by three external experts in the fields of Early Language Learning and English for Young Learners. They are Prof. Marianne NIkolov, Prof. Angelika Kubanek-German and Prof. Carmen Muñoz –for their bioblurbs please visit: http://rcel. enl.uoa.gr/peap/conference (invited speakers). The three experts will review the three major areas of the PEAP by answering pre-set questions, which are included in the Appendices:
- The curriculum
- The curricular materials
- The teacher training programme

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QUESTIONS FOR EXTERNAL REVIEWERS

NEW FOREIGN
LANGUAGE
EDUCATION
POLICY
IN SCHOOLS

AN ENGLISH LANGUAGE PROGRAMME
FOR YOUNG LEARNERS
NATIONAL AND KAPODISTRIAN
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NSRF 2007-2013

EXTRENAL REVIEW OF THE GREEK CURRICULUM OF ENGLISH FOR YOUNG LEARNERS

Please respond to the following questions and, on the basis of your responses, write a review of the PEAP curriculum and the its main artifacts (the syllabi for the first and the second grade).

01. Which are the curriculum's main aims and objectives, as you understand them? How clearly are they articulated?

02. Which are the curriculum's most striking features?

03. Which do you think are the most important social and ideological meanings in this curriculum?

04. Are the objectives of the curriculum consistent the overall purpose of the project?

05. Do the aims and objectives of the curriculum seem realistic?

06. Which are the main pedagogic principles and practices promoted by this curriculum? Are they pedagogically sound?

07. How appropriate is this EYL curriculum for:
     a) the social context in which it has been developed
     b) the educational context in which it is implemented
     c) the school programme in which it is operating (2 hours of class a week)
     d) first and second grade primary school students
     e) different types/ groups of students

08. What do you think of the way in which this curriculum
     a) is delivered
     b) promotes the use of ICT
     c) avoids making theoretical claims which are nevertheless implicit therein?

09. Does this curriculum respond in any way to the recommendations supported by the European Commission, regarding ELL (Early Language Learning)? Are any of the practices promoted transferable in any way to other European school contexts?

10. In what way is this curriculum similar to others for the same age pupils and in what way is it different? Comment on its originality and its possible contribution.

EXTRENAL REVIEW OF THE PEAP TEACHING-LEARNING MATERIAL

Please respond to the following questions and, on the basis of your responses, write a review of the EYL educational material:

01. Briefly comment on the methodology used to design, develop, evaluate and review the PEAP curricular (teaching-learning) material?

02. Which are the basic aims that this curricular material responds to?

03. Which are the curricular material 's most characteristic features?

04. Does the curricular material articulate the rationale of the PEAP curriculum accurately and appropriately?

05. Does it serve some of the important goals of the curriculum, such as the development of social literacies, of an intercultural ethos of communication and of cross-curricular knowledge?

06. Is the material appropriate and challenging for this age group?

07. What do you like/dislike about the way the curricular material is
   - organised
   - presented to teachers
   - illustrated

08. Do you think that the PEAP curricular material is suitable for differentiated instruction?

09. Is the audio material provided appropriate and stimulating for young learners?

10. What are, in your opinion, the strengths and weaknesses of this material?

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EXTRENAL REVIEW OF THE PEAP TEACHER-TRAINING PROGRAMME (TTP)

01. Are the aims of the PEAP TTP clearly stated and are they appropriate for the context in which they have been developed?

02. Has it taken into account the diverse needs of the target group?

03. Is it sufficiently varied to accommodate teachers' diverse learning styles?

04. Is it sufficiently flexible so as to cater for the constraints of the contexts in which teachers find themselves in?

05. Has it been based on sound principles of teacher learning/education?

06. Does its content reflect current trends in EYL methodology?

07. Does it encode the principles of the Greek EYL curriculum?

08. Have communication support networks been set up to allow teachers to share their concerns and find solutions to the problems they are facing in class?

09. Does it respond in any way to the recommendations regarding foreign language teacher education and training?

10. In what way is this TTP similar to others of a comparable nature and in what way is it different? Comment on its originality, its possible contribution and its transferability to other related contexts.

RE: The TTP e-course

11. Does the content cover central PEAP concerns?

12. Does the content cohere with the principles and the methodology of the PEAP project?

13. Do the structure and embedded multimedia materials fulfill pre-specified learning objectives?

14. Can it stand alone as a TTP resource for EYL teachers in a broader context, independent of the PEAP project?

15. Can it be used for the training of primary EFL teachers in other European contexts?

SYLLABI FOR CLASSES A, B & C

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS
Faculty of English Language and Literature
Research Centre for Language Teaching, Testing and Assessment (RCeL)
THE GREEK PROGRAMME OF ENGLISH FOR YOUNG LEARNERS (PEAP)

A CLASS SYLLABUS

Topic	Linguistic objectives	Pedagogical Objectives	Language Focus
A0 **OUR ENGLISH CLASS**	• Greetings in English • Association of familiar words with logos from their daily life (see language focus)	• A relaxed and familiar learning environment in class • Language awareness that English exists in children's immediate social environment as part of everyday life • Motivation to learn the English language	• Hello, good morning/ I'm Miss/ Mr. / Mrs. / This is your English class/ I'm your English teacher… • Common Words in English: puzzle, no smoking, mini market, metro, parking, toy shop
A1 **OUR MASCOT**	• Greetings in English • Introducing themselves in English • Familiarization with the use of English in class through rhymes and songs	• Information about people from another country and their culture • Communication in a playful environment using the foreign language • "Routines" in the English lesson (greetings, repeated processes, dialogues, songs, use of the mascot) • Following class rules	• Hello / Hi!, Good morning!, Goodbye / Bye-bye
A2 **OUR NAMES IN ENGLISH**	• Introducing themselves and asking somebody's name in English • Familiarization with the oral version of their name in English	• Pleasant group activities • Positive attitude towards the use of a foreign language	• Names: Nikos, Maria… Hi! I'm …What's your name?
A3 **WORDS WE HAVE IN COMMON**	• Recognition of English words which are common/similar in Greek • Familiarization with the phonemic characteristics of the English and Greek language	• Discovering similarities between the English and the Greek language • Positive attitude towards the English lesson and the English language in general	• cake, banana, sandwich, pop corn, hot dog, carrot, lemon, elephant, gorilla, zebra, kangaroo, crocodile, camel, balloon, mask, airplane, umbrella. That's right! It's a banana/ cake etc.
A4 BLINDFOLDED!	• Recycling of the structures "What's your name?" and "My name' s X" • Familiarization with the questions "Who is it?", "Is it Maria/Nikos etc?", the answers "It's Maria/Nikos" etc. "Yes, it is" and "No, it isn't", "I'm Nikos/ Maria".	• Individual and group work • Following the rules of a game • Having fun while playing	• Revision: What's your name?" "My name' s X" • New structures: "Who is it?" "Is it Maria / Nikos, etc?" ' It's Maria / Nikos, etc " "Yes, it is" / " No, it isn't" .
B1 **OUR PETS**	• Presentation of vocabulary related to pets • Use of the phrase "I like" or "I love" to show preference and love to a pet	• Miming actions • Familiarization with the concept of a subset belonging to a set of objects • Recognition of animal figures from their	• Pets: dog, cat, fish, parrot, rabbit, turtle, etc • What's this? It's a… I like / love

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A CLASS SYLLABUS

Unit	Activities	Objectives	Vocabulary / Language
		• characteristics (understand a whole from its parts) • Group work (raising hands to participate, turn-taking while speaking, etc.) • Following the rules of a game	
B2 **FUN WITH ANIMALS**	• Presentation of new words and recycling of familiar vocabulary related to animals • Familiarization with the question: "What is it?" and the answer: "It's a...." as well as with the question: "Are you a ...?" and the answers: "Yes, I am" and "No, I'm not"	• Paralinguistic communication (pantomime) • Free expression • Following the rules of a game (e.g.: turn-taking) • Group work	• Animals: lion, gorilla, hippo, bird, zebra, elephant, monkey. Are you a ...? Yes, I am/ No, I'm not, What is it? It's a ....
B3 **NUMBERS 1-5**	• Presentation of numbers 1-5 in English • Counting from 1 to 5 and back from 5 to 1 • Familiarization with the question: "How many...?" • Recognition of nouns in regular plural form	• Familiarization with the concept of a unit and a group of objects • Individual and group work • Practice of learners' fine motor skills • Eye-hand coordination • Following the rules of the class (e.g. turn-taking) • Association of a written symbol with a sound	• Numbers 1-5, How many...? Five... , Regular plural of nouns
B4 **COLOURS**	• Presentation of different colours in English • Presentation of different objects in English • Asking and answering questions about the colour of different objects • Recycling vocabulary related to pets	• Appreciation of the aesthetic value of works of art • Observation skills • Expressing preference (e.g. colours and games/toys) • Use of the new knowledge • Practice on the concepts of sets and subsets of objects • Use of inductive thought	• Colours: red, orange, yellow, green, blue, purple, pink • "What colour is this umbrella?", "It's purple".
B5 **LIVING ON A FARM**	• Familiarization with the structures "There is a... (horse)/ there are... (two horses)" • Familiarization with the plural number (two horses, three pigs, etc) • Recycling of the questions "What is it?", "Is it a farm?", etc. and answers "It's a horse/ Yes, it is/No, it isn't"	• Sensitization to the concepts of sets and subsets of objects through games • Individual and group work • Drawing logical assumptions	• Farm animals: horse/ cow/ goat/ big/ sheep/ chicken/ pig/duck. There is a horse/ chicken/ pig/ cow/ goat/ sheep.../there are two horses, three pigs Revision: "What is it? / Is it a farm?", a horse/pig/goat/sheep/ cow, etc.../ "It's a horse...? Yes, it is/No, it isn't"
B6 **A PARTY IN THE JUNGLE**	• Recycling of animal vocabulary and presentation of new words • Recycling of food and colour vocabulary	• Memory skills • Dramatization of a story	• Vocabulary: elephant, lion, hippo, monkey, parrot, zebra and tiger and giraffe Jungle, friend, present, Big,

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A CLASS SYLLABUS

Topic			
	• Presentation of new words, like jungle, friend, present • Familiarization with the concept of size (big/small) • Presentation of the phrases "Happy Birthday, Thank you, Let's dance/have a party" • Use of English as a communication tool in a "life-like" situation		small Happy Birthday, Thank you, Let's dance/ have a party
B7 **FOODS AND SWEETS**	• Recognition and production of food vocabulary. • Answering the question "What's this? using the new vocabulary "It's/a banana, etc." • Answering the question "Is it a carrot?"/ "Is it good for you?" "Yes, it is / No, it isn't." • Talking about what is good (or not good) for them to eat "It's good for you / It's not good for you/ It's healthy food / It's junk food." • Expressing preference for food and answering the question "Do you like apples? Yes, I do / No, I don't / I like apples"/ I like fish. Yummy! / I don't like fish. Yuk!" • Familiarization with the use of the plural number • Familiarization with the use of the personal pronoun "we" in the plural number	• Exposure to the idea of healthy and unhealthy food • Organization of different kinds of food in groups • Group work • "Cooking" a healthy meal • Playing Bingo or Memo and practising on matching	• Food items: sandwich, hot dog, pizza, ice cream, cake, chocolate, apple, banana, pear, orange, • Tomato, potato, carrot, salad, fish, spaghetti, candy, chips etc. • Talking about healthy or unhealthy food Is it good for you? / Yes, it is / No, it isn't. / It's not good for you / It's good for you / It's healthy food / It's junk food • Expressing preferences: Do you like apples? Yes, I do / No, I don't / I like apples Regular plural of nouns: apples, carrots, tomatoes, etc. We like apples
B8 **NUMBERS AND ACTION**	• Presentation of numbers 6-10 in English • Following instructions given in Imperative form • Recycling numbers 1-5, the question: "How many...?" and the regular plural form of nouns • Familiarization with action verbs in English • Asking and answering questions about their age	• Group work • Following the rules of a game (e.g. turn-taking) • Using "please" when they ask for something • Playing a board game • Appreciation of the value of a board game as an additional form of entertainment (besides video games & TV)	• Numbers 6-10 How many...? • Action verbs: dance, hop, walk, run, jump, stop, swim, etc. • Asking for and giving information about age: How old are you? I'm (six)

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B9 **I CAN JUMP...**	• Familiarization with phrases denoting ability • Familiarization with action verbs • Recycling of phrases related to colours, animals and numbers 1-10 • Response to instructions	• Development of motor skills through action songs • Making cognitive associations and discovering relationships in a social context • Group work	• Action verbs: I can jump/ I can sit down/ I can stand up/ I can sing/ dance... • Recycling: numbers, colours, animals
B10 **NELLY, THE SMALL CATERPILLAR**	• Revision of greetings (Hello / Hi / Good morning / Goodbye / How are you today? I'm fine / very well, thank you), vocabulary related to numbers, colours, foods • Presentation of new vocabulary related to animals, foods, nature and adjectives • Listening to the narration of a story and participating in it • Development of listening and speaking skills through repetition and drills • Sensitization to the linguistic and paralinguistic features of a story (tone of voice, movement, gesture) • Familiarization with vocabulary related to the circle of life of a butterfly	• Familiarization with the concepts of succession and difference (numbers, colours, sizes and feelings) • Exploration of the circle of life of a butterfly and recognition of the various stages of this transformation process • Exposure to the concept of a healthy diet	• Hello / Hi / Good morning / Goodbye / How are you today? I'm fine / very well, thank you • Recycling numbers, food items and colours • Vocabulary: caterpillar, butterfly, ant, cricket, pear, strawberries, cherries, green beans, leaf, forest, sunny, sky, big, small, sad, hungry, ugly, beautiful, happy. Egg- caterpillar- cocoon- butterfly
C1 **FACE AND FEELINGS**	• Naming parts of the face • Describing a face, e.g. "Look, I've got two cherries for eyes" • Recycling of fruit vocabulary • Description of feelings • Familiarization with verbs of senses	• Association of facial expressions with feelings • Expression of personal feelings • Use of senses and feelings to understand the environment • Observation and artistic skills	• Parts of the face: eyes, ears, nose, mouth Look, I've got two cherries for eyes. I'm happy/sad/angry/scared Verbs of senses: see, smell, hear, taste.
C2 **THE ROBOT**	• Revision of fixed expressions we use to introduce ourselves, the question "What's this?" and the answer "It's a...." • Presentation of vocabulary related to parts of the body • Response to instructions • Recycling of the verb "can" • Answering questions using "can" (Yes, I can./ No, I can't)	• Sensitization to the importance of recycling • Creating something useful out of something not used • Group work for the completion of an activity • Use of senses to understand the environment • Fine motor skills (cutting, sticking and drawing)	• Revision: What's your name? / My name is... / What's this? It's a... • Parts of the body: head, arms, hands, legs, feet. • Action verbs: stand up, sit down, clap your hands, stamp your feet, run, jump, walk, talk... Can you?/Yes, I can./ No, I can't

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C3 **CLOTHES**	• Recognition and production of vocabulary related to clothes • Use of colours to describe clothes • Familiarization with phrases related to clothing and the weather • Presentation of the verb "wear"	• Association of clothing with weather • Having fun while playing, singing and acting out a dialogue	• Clothes: jeans, pullover, T-shirt, socks, shoes, boots, jacket. Put on your shoes/socks, let's go outside, hurry up, etc. The verb 'wear'. • Weather: It's cold / hot / raining / windy • Colours: a red pullover, black shoes etc...
C4 **THE BEAR FAMILY**	• Presentation of vocabulary related to members of the family • Recycling of parts of the face and body • Recycling of the regular plural form of nouns • Development of listening and speaking skills through repetition, use of images and involvement in action songs • Production of sentences with the verb "have got" (My bear has got...)	• Pair and group work • Fine motor skills (drawing, cutting, sticking) • Having fun while playing	• Family members: daddy, mummy, sister, brother, baby. • Regular plural of nouns • Describing, using the verb have/has got. • Storytelling
C5 **MY FAMILY**	• Recycling of vocabulary related to members of the family • Recycling of words & phrases related to clothes • Talking about everyday family activities	• Talking about experiences and beloved people • Sensitization to the importance of common activities in a family • Group work in order to make decisions • Adopting someone else's role	• My brother can jump high/ my baby sister can walk... We go to the park/play football/ go to the cinema/ watch TV/read books etc
C6 **MY HOUSE**	• Presentation of vocabulary related to the external parts of a house • Presentation of vocabulary related to activities one can do in the garden • Talking about habits • Recycling of phrases using the verb "can" • Revision of the verb "have got" and production of sentences in new communicative contexts, such as the description of a house	• Following the rules of a game • Following class rules (turn-taking) • Cooperation and group work • Creative expression through craftwork or drawing	• Parts of a house: roof, chimney, wall, window, door, garden • Describing daily activities: ride a bike, play football/hide-and-seek/volleyball, pick flowers, run, etc. My house has got... They can play football, etc.
C7 **IS THERE A BALL UNDER MY BED?**	• Revision of colours and numbers • Revision of questions and answers related to furniture • Familiarization with the possessive case • Familiarization with basic prepositions (in, on, under)	• Individual and group work • Familiarization with concepts related to the space around us through games • Adopting roles	• What is it? Is it a bed/a chair/ a toy etc? This is Maria's bed/ Mark's chair, etc. There are two chairs in the room, in the kitchen, there is a table and there are four chairs, etc. There is a ball under/ on/in the table, etc.

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Unit			
C8 **JOE'S DREAM**	• Revision of the rooms of a house and the members of a family • Use of verbs to describe activities we do in each room • Answering the question "Where is...?" • Describing the feelings of heroes in a story	• Enjoying the narration and dramatization of a story • Listening carefully to the narration of a story & identifying the heroes' feelings • Familiarization with the concept of difference • Developing learners' imagination • Individual & group activities • Following the rules of the class (e.g. turn-taking)	• Revision: parts of the house and family members. Where is ...? (He's/She's) in the kitchen / in the bathroom, etc. Feelings: Is Joe shocked / sad / happy, etc.? Yes, he is / No, he isn't. Storytelling
C9 **MY GARDEN IN THE SPRING**	• Recycling of vocabulary related to the spring • Description of weather changes in the spring • Presentation of new vocabulary (e.g. "go away", "fly a kite" "up in the sky", "in/out of the house") • Revision of colours, numbers, adjectives • Recycling of vocabulary and phrases related to clothes	• Identification of geometric shapes in the immediate environment • Sensitization to the succession of seasons and its consequence on the natural and social environment • Cause and effect associations • Developing learners' imagination • Developing learners' creativity	• Spring, garden, trees, grass, leaves, flowers, butterflies, bees, birds, caterpillar, ant, ladybird, It's sunny/ rainy/ cloudy/windy. It's hot/ cold. go away, fly a kite, up in the sky, in/out of the house (What's this? It's a jacket, etc.)
C10 **GOLDILOCKS AND THE THREE BEARS**	• Practice on speaking after listening to the narration of a story • Identification and production of vocabulary related to the concepts of space, time, similarity, difference, quantity, size, texture, temperature • Recycling of vocabulary related to animals, family, food, houses and feelings • Production of simple phrases while speaking	• Enjoying the narration and dramatization of a story • Participation in a simple drama activity • Activation of different modes of expression related to theatre, music, movement	• Revision: numbers (one, two, three bears), objects (hairs/beds/bowls), family (daddy, mummy, baby), food (milk, cornflakes, jam, bread, honey, bacon, eggs), rooms of a house (bedroom, kitchen, living room, beds, chairs, stairs), size (big, medium, small), texture (hard, soft) Let's go for a walk, I don't like this, It's too hot, Please don't go, Stay and play with me
D1 **THE CIRCASSIAN CIRCLE**	• Revision of numbers 1-8 • Response to instructions • Giving instructions to others • Description of somebody else's clothes	• Familiarization with the tradition, the music & the dancing patterns of a place • Comparison of countries in terms of music and traditional costumes • Physical skills through dancing • Following the rhythm of a piece of music • Pair work and cooperation in class	• Revision: numbers 1-8. Action verbs: step forward/ backward, clap your hands, turn round, hold hands, spin, walk, He/She is wearing a blue and red kilt

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D2 **LET'S PLAY WITH MY TOYS**	• Talking about toys • Use of adjectives to describe toys • Recycling of colours, numbers and phrases showing ability • Recycling of familiar words and presentation of new vocabulary related to parts of the animal body	• Having fun while playing • Developing learners' imagination • Placing toy animals in the natural environment they would live	• Toys: This is my favourite toy, doll, dinosaur, robot, teddy bear, dog, car, etc. • Adjectives: big/ short/ tall/ good/ bad or mean... Parts of the body of an animal
D3 **LET'S GO TO THE CIRCUS**	• Presentation of vocabulary related to the circus • Talking about activities happening at the moment of speaking	• Following the rules of the class (e.g. turn-taking) • Following the rules of a game • Free & creative expression through pantomime • Sensitization to the issue of respect to animals	• Vocabulary: clown, acrobat, dancer / ball, etc. Is this clown riding a bike/ dancing/ making tricks/ playing the drums?
D4 **LITTLE RED RIDING HOOD**	• Recycling of already known words and presentation of new vocabulary • Recycling of parts of the face and verbs • Describing activities • Use of the verb "have got/has got" in affirmative, negative and question form to describe people or content • Oral production of simple phrases	• Enjoying the narration and dramatization of a story • Participation in a simple drama activity • Familiarization with issues of protection and safety • Following the rules of a game	• Revision: wood, flower, cake, eyes, ears, nose, teeth, bed • New vocabulary: woodcutter, basket, wolf, wardrobe, hood, cloak, etc. He/She's) sleeping, making a cake, picking flowers, cutting wood • Be careful, Don't talk to strangers, I've got, Have you got...? Has he/she got...?, Yes, he has/No, she hasn't
D5 **THE THREE LITTLE PIGS**	• Recycling of vocabulary, (e.g. rooms of the house, clothes, feelings, adjectives, phrases from stories) • Presentation of new vocabulary and phrases from the story • Description of activities • Oral production of simple phrases	• Listening to the narration of a story and participating in it • Using different materials to create things and become familiar with the concepts of shape, size and colour • Talking about the different construction of houses and the materials used • Acting out a story	• Revision: house, roof, windows, chimney, door, bedroom, kitchen, red shorts, happy, scared, angry, good, bad, big, small, hungry. The three pigs, the big bad wolf, he lives in the wood, come in, he ran away, it's too hot, be careful straw, sticks, bricks. He's building the house / running, etc. Who's there? little pig, let me come in, then I'll huff and I'll puff and I'll blow your house down • Story telling
D6 **THE THREE BILLY GOATS GRUFF**	• Recycling of vocabulary related to numbers, colours and animals • Familiarization with the adjectives used when we compare objects of different sizes • Familiarization with the verbs go, like, eat, cross, jump, come and fall, in phrases of	• Familiarization with the concept of succession, number and size • Sensitization to paralinguistic features of narration (voice colouring, gestures, body movements, etc) and pictures to make sense of a story	• Revision: colours, numbers, adjectives, have/ has got, etc... • Prepositions: in, across, under, over, off Small, smallest, medium-sized, big, biggest, fat, strong • Vocabulary: bridge, grass, hill, hole,

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	• less familiar content • Development of listening and speaking skills through drills • Use of the verb "have got" to describe an animal/monster • Listening to the narration of a story where the use of prepositions is important	• Guessing the possible meaning of a new word/phrase from context • Familiarization with the structure of a story (a beginning, a main part and an ending) • Listening to the narration of a story and participating in it	• tree, go, like, eat, cross, jump, come, fall • Story telling
E1 HALLOWEEN	• Presentation of vocabulary and phrases related to the celebration of the Halloween • Production of simple whole phrases (e.g."You're a cat") • Recycling of numbers 1-10 and words in the plural number	• Familiarization with other people's customs and comparisons across cultures • Free expression through pantomime	• Vocabulary: I'm a witch/wizard, spider, bat, owl, skeleton, pumpkin, etc. What do you see? I see a brown spider looking at me, etc. • Revision: 1-10 numbers and adjectives (black cat/ orange pumpkin, etc.)
E2 CHRISTMAS FUN	• Presentation of vocabulary related to Christmas • Recycling of familiar questions and answers: "What's this?/ Is it a(n)...?/ What colour is it?" • Recycling of vocabulary and structures ("It's a(n) yellow star.../Yes, it is/ No, it isn't") • Talking about their preferences • Presentation of vocabulary about games/toys • Creation of a booklet and presentation to the class in English	• Familiarization with cross-cultural differences about Christmas celebrations • Spotting similarities and differences in the cultural events of different countries • Having fun while drawing & sticking decorations on their Christmas tree, miming and playing games • Fine motor skills • Having fun while colouring their own booklet • Presenting their booklet in class • Following the rules of the class (turn-taking & concentration)	• Merry Christmas/Happy New Year, Christmas, Christmas tree, Father Christmas/Santa Claus, star, angel, snowman, stocking, present, sleigh, etc. What do you want for Christmas? I want a train, etc. Revision: What's this? / Is it a(n) ...? / What colour is it? It's a(n) (yellow) star... / Yes, it is / No, it isn't
E3 CARNIVAL! LET'S DANCE	• Recycling of vocabulary related to colours and animals • Describing faces • Introducing themselves while playing a role	• Observation skills • Intercultural awareness, recognition and respect towards people from different cultural backgrounds • Having fun while playing a role • Practising motor skills	• Revision: colours, animals • Parts of the face • My mask is black / yellow / brown, I am a cat, a bird, clown... I'm beautiful/ my nose is red/ big/ my mouth is small... I'm a tiger... my name is Anna... I like red / I like apples, etc.
E4 HAPPY EASTER	• Presentation of vocabulary & phrases related to Easter • Recycling of vocabulary related to feelings • Recycling of parts of the face & body	• Familiarization with Easter customs • Observation skills • Movement coordination through an action song • Fine motor skills (cutting, sticking and painting)	• Vocabulary: bunny, basket, Happy Easter, boil/ paint/decorate/hide the eggs • Revision: This is a happy/ sad/ angry/ scared face

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	• Creative expression through drawing • Concentration • Following the rules of the class (e.g. turn-taking)	
E5 **HAPPY MOTHER'S DAY**	• Presentation of the wish "Happy Mother's Day" and of phrases like "I love you", "I love Mummy" • Recycling of words and phrases related to their everyday life • Talking about the content of pictures showing activities happening at the moment of speaking	• Exposure to the idea that love can be expressed in every moment of our lives • Appreciation of mother's love and expression of their feelings • Appreciation of the value of presents and of the fact that even a song, a card, a smile or a hug can be a present	• I love you, I love Mummy, Mother is feeding her children / kissing her baby We play games, go to the park, read books, watch TV, etc.
E6 **AT THE BEACH**	• Talking about activities happening at the moment of speaking • Presentation of vocabulary related to creatures of the sea & objects of the beach • Development of listening skills in English • Recycling of vocabulary related to members of a family • Recycling of phrases related to clothes	• Following the rules of a game • Creative expression through pantomime, dancing and colouring • Movement coordination through an action song • Pair & group work • Recalling last year's holidays and thinking about this year's summer vacation	• She's swimming, he's making a castle, she's reading a book playing rackets, making a castle, swimming, reading a book, eating an ice cream • Sea animals: octopus, jellyfish, starfish, shell • Objects: flippers, sunglasses etc She's wearing a hat/a T-shirt/ shorts, etc.

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Topic	Linguistic Objectives	Pedagogical Objectives	Language Focus	ABC
A1 **HELLO, AGAIN!**	• Greetings in English • Introducing themselves in English and responding to introductions	• Individual work, pair and group work by following a specific procedure • Following the rules of a game • Imitation and repetition • Adopting different kinds of roles	• Hello. I'm Mary and this is my friend George. Nice to meet you! • What's your name? My name's Mary. • Who is it? It's Maria/Nikos. Is it Maria/Nikos? Yes, it is/No it isn't.	
A2 **OUR CLASS TREE**	• Response to instructions in a craftwork activity • Recycling of lexical items that have to do with colours and animals • Familiarization with the graphic representation of their names in English • Presentation of the letters Cc, Zz and Ll	• Interpersonal relationships • Cooperation skills • Familiarization with the use of everyday school items • Artistic skills in craftwork activities • Group work	• Cut/Draw/Glue/Stick • Colours, Animals • Names • Who are you...? I'm Petros/Maria. • Yes, it is./No, it isn't.	Cc Zz Ll
A3 **NAME A NAME**	• Recognition of the graphic representation of their name • Recognition of other people's names • Familiarization with the written form of English words • Association of the oral with the written representation of a word • Presentation of the letter Nn	• Action- oriented activities that are built around their names • Getting to know their classmates' names • Creating closer ties/relationships in class • Concentration in order to associate the oral with the written representation of a word • Associating concepts (combinatorial thinking) • Playing games in class	• /p/ for Petros, /m/ for Mary • If your name is on the plate, pick it up • Hop on, hop off.	Nn
A4 **HOW ARE YOU FEELING TODAY?**	• Familiarization with the pronunciation and intonation of certain English words and phrases • Greeting and asking about their interlocutor's feelings • Expression of positive or negative feelings	• Expression of feelings through participation in songs and action-oriented activities • Imitation, repetition and acting	• How are you feeling today? • I'm good!/I'm great/I'm wonderful/I'm tired./I'm hungry./I'm not so good. • Are you good/tired/hungry? • Yes, I am/No, I am not.	

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A5 **HOW OLD ARE YOU?**	• Recycling of the numbers from 1 to 10 • Talking about their age through a song • Comparison of things • Talking about other people's age	• Action-oriented activities and reaction to visual prompts • Links between the new knowledge at school and their personal experiences • Exchange of information about each other's age • Songs and drama activities	• Numbers 1-10 • How old are you? • I'm...... • How old is s/he? • S/He's...... • I'm older than you	
A6 **I'M SPECIAL, YOU'RE SPECIAL!**	• Recycling of lexical items and phrases they can use to greet somebody, talk about their age and preferences • Recycling of lexical items related to food, which are similar or identical in Greek • Recognition of the written representation of words (e.g. greetings) • Revision of the plural number of nouns (regular forms)	• Development of fine motor skills • Creation of a class booklet • Familiarization with the concept of individuality in a group	• Good morning/ Hello/ Hi I'm (Maria) • I'm seven years old • I like ...bananas, carrots, hamburgers, biscuits	
B1 **ME, MY FAMILY AND MY FRIENDS**	• Presentation of vocabulary related to the family • Introducing themselves and their family • Presentation of the letter Bb	• Bringing their personal experience in the classroom • Cooperation with their classmates in order to make joint decisions • Following a certain procedure and then changing roles • Artistic skills • Creativity • Presentation of their work in class	• Members of the family: This is me. My name's ..., This is my mother/mum/ father/dad κ.λπ. His/ Her name's... • Who is this? How old are you? How old is s/he...? This is my brother, sister / I'm, He's/She's eight... • Yes, I am/ No, I'm not • Yes, he/she is/ No, he/she isn't	Bb
B2 **SCHOOL OBJECTS**	• Presentation of vocabulary related to school objects in English • Familiarization with the plural number of school objects • Asking and answering questions related to school objects • Recycling of colours • Familiarization with adjectives related to size and texture	• Following the rules of a game • Working individually, in pairs, in groups and as a whole class by following a specific procedure • Being actively involved in the learning process • Self confidence and independence	• School objects: a pencil, a rubber, a sharpener, a ruler, a book, a notebook, a pencil box/case • What's this? This is a school bag/ a book κ.λπ. • Plural number: books, notebooks, pencils • This is a ruler. What colour is	Pp

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Topic	Activities	Aims	Language	Letters
	• Familiarization with classroom language • Presentation of the letter Pp		it? It's green. • Is it big/ small? Is it soft/ hard? Yes, it is/No, it isn't. • Classroom language: That's right! Repeat! Guess! Show me!	
B3 **MY FAVOURITE TOYS**	• Presentation of vocabulary related to toys • Asking and answering questions about their favourite toys • Presentation of the letters Kk and Yy	• Linking the learning process with their personal experience • Data collection using a simple table • Familiarization with the concept of quantity through exposure to the concepts of sets and subsets of objects • Working individually, in groups and as a whole class in order to complete a task	• Toys/games: a robot, a cowboy, a computer game, a doll, a ball, a toy car, a dinosaur • What's your favourite toy? My favourite toy is... • Have you got a...?, Yes, I have/No, I haven't, We've got ...	Kk Yy
B4 **MY HOUSE**	• Describing the rooms of the house • Presentation of the letter Rr	• Familiarization with the concept of space • Group work in order to achieve a common goal • Selection of certain information/pictures in magazines on the basis of criteria given to them • Presentation of work in class • Decoding information on a simple table of pictures and numbers and presenting it to the class	• Rooms of a house: living room, bedroom, bathroom, kitchen, garage, garden • There's a.../There are.../There isn't a...	Rr
B5 **MY ROOM**	• Talking about the place of furniture/objects in their bedroom • Asking and answering questions about the place of objects around them • Familiarization with the written representation of the English language • Association of the sound produced when a letter of the English alphabet is pronounced with its written representation • Listening skills	• Familiarization with the concept of space • First contact with art through exposure to the work of art of a famous painter • Association of images with the written representation of words • Focusing attention on what they hear and associating it with a picture • Use of artistic skills and imagination to create original craftwork	• There's a computer/ lamp on my desk. In my room there's a carpet/poster. The chair/desk is near the bed... • What is there in ...?, Where's/are..., Is there a..., Yes, there is./ No, there isn't	

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B6 **PINOCCHIO**	• Recycling of and presentation of new phrases related to parts of the face and the body • Revision of colours • Familiarization with action verbs • Response to instructions related to body movement • Presentation of the letter Hh	• Mime, movement and repetition • Use of their artistic skills to create a puppet using different materials • Coordination of movement/actions with a song and quick response to instructions given • Following the rules of a game • Group work • Presentation of work in class	• Who's this?/ It's a puppet. His name is Pinocchio/ Look! This is Pinocchio /Hi! I'm Pinocchio • Look! This is his head. It's small. He's got a red nose • Colour the head pink/ Colour the feet brown /Touch your eyes/ears/nose • This/ is/ my head/ body... these are feet/ hands • Is this his...? Yes, it is/ No, it isn't • Action verbs: Clap your hands / Stomp your feet/ Touch your head / stand up/ sit down/ bend your knees	Hh
B7 **SIMON SAYS....SING THE HOKEY POKEY**	• Response to instructions given • Giving instructions • Familiarization with the use of action verbs • Recycling vocabulary related to parts of the body	• Mime, movement and repetition • Singing a song and playing a game from another country • Coordination of movement/actions with a song and quick response to instructions given • Following the rules of a game	• Revision: Action verbs, parts of the body • Motion verbs: put, clap, sit down, bow, turn around, shake...	
B8 **PET SHOW**	• Recycling of colours and parts of the body • Presentation of parts of the animal body • Asking and answering questions about animal characteristics • Describing animals • Recycling of animal vocabulary and presentation of new words • Presentation of adjectives related to size and appearance	• Expression of feelings about their beloved pets • Familiarization with the different characteristics of pets • Presentation of their pet in class	• Parts of the animal body: tail, beak, wings, fur etc • Animals: hamster, rat, tortoise, snake, rabbit, mouse, horse, parrot, cat, dog, monkey • Adjectives: big-small, fat-thin, tall-short, old –young, soft • Has it got...? Yes, it has/ No, it hasn't • It's got a long tail, a yellow beak, soft fur	

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		• I love my...(pet)....	
B9 **CAN A MONKEY FLY...?**	• Talking about their abilities • Asking and answering questions about their own as well as their interlocutor's abilities • Recycling of familiar and presentation of new vocabulary related to animals, action and motion • Presentation of the letters Mm, Tt	• Group work • Development of their imagination • Realization of the variety and difference in the animal kingdom	• I/she/he/it can jump/ fly/run/walk/climb • Can he/ she/ it jump? • Yes, I/ she/he/it can jump ή No, I/she/he/it/ can't jump • Revision: animals, motion verbs • Have/ has got...	Mm Tt
B10 **SHOW ME YOUR MONSTER**	• Talking about parts of the body • Use of adjectives to describe people • Familiarization with the written form of the English language (recognising words holistically) • Listening and speaking skills	• Association of pictures with their description • Focusing attention on what they hear and associating it with a picture • Use of imagination to make creative drawings • Spotting features in order to describe their classmates' appearance	• Parts of the body: head, eyes, ears, nose, mouth, hair, legs, arms • S/He's got.../It's got... • Adjectives: big, small, long, short, blue, brown, green, black, blonde	
B11 **THE GHOST STORY**	• Use of instructions given in order to make a comic • Recycling of colours and numbers • Recycling of structures • Familiarization with the structure of a story (beginning-main part-ending)	• Cooperation to achieve a common goal (creation of a story) • Use of imagination to predict the ending of a story • Deciding on the title, the plot and the ending of their story • Presentation of their ideas in class • Dramatization of a song	• Classroom language: Cut/ draw/ glue/ colour • Revision: Colours, numbers, family, rooms of a house, action verbs • Revision of structures: He/she's...., Is this his/her...?, How old...?, How many...?, Are they..? Yes, they are.../ No, they aren't, Where is/are...?, What is there...?, There's/are..., What colour is/are...?, What's this?, Is this his/her...?, Yes, it is/ No, it isn't, Have you/they got...?	

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B12 **ZERO-ONE-TWO-THREE**	• Counting from 0 to 20 and back • Answering the question "How many...can you see?" using the plural number of nouns • Familiarization with simple mathematical operations (e.g. 2 plus 4 is 6 or 14 minus 3 is 11)	• Maths skills • Identification of small subsets within a set of objects • Observation and memory skills • Artistic skills	• Numbers 0-20 • How many...can you see? • Three red butterflies, twelve white eggs...	
B13 **LET'S EAT HEALTHY FOOD**	• Presentation of vocabulary related to different categories of food • Recycling of colours and phrases about what is healthy or not • Answering questions about eating habits • Presentation of the letters Aa, Ff, Ww	• Realization of the importance of a balanced diet • Cooperate to achieve a certain goal, e.g. to create a poster • Individual and group work • Considering healthy eating habits	• Food: fruit, vegetables, meat, fish, cereals, chicken, sweets, bread, cornflakes, milk, cheese, butter, water • Bread and cereals, meat and fish, vegetables and fruit, milk group, oil and sweets • Do you eat/like meat/ fish/ cereals/ fruits? • I eat/ like meat • This is not a good habit/ This is a very good habit • Healthy food, junk food	Aa Ff Ww
B14 **WE LOVE WINTER**	• Presentation of the seasons • Presentation of vocabulary related to winter weather, winter clothes and activities • Describing activities in progress • Describing a snowman • Recycling of colours and numbers • Presentation of the letter Uu	• Familiarization with the characteristics of each season and the activities associated with it • Expression of their preferences • Craftwork • Dramatization of a song • Group work to complete an activity	• It's cold/ It's snowing/ raining • gloves, scarf, coat ... • Skiing/ having snowball fights/ ice skating ... • I've got two pieces of coal for eyes/a carrot for nose/a hat on my head/a scarf around my neck/sticks for arms • Revision: colours, numbers	Uu
C1 **DAYS OF THE WEEK &** **WEEKLY ACTIVITIES**	• Presentation of the days of the week • Talking about their weekly activities • Describing other people's activities	• Having fun with songs about the days of the week and activities related to them • Motor coordination skills to act out a song • Pre-writing activities (tracing)	• The days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday • Tap your toes, rub your nose, spin around, touch the ground, make no sound,	

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		• stamp your feet, take a seat • I go to school, I play soccer/ football in the yard, I do my homework, I help mummy, I play with my friends/with my toys, I ride my bike, I watch TV, I go to the cinema, I eat out, I swim, I go for a walk.	
C2 **MY DAILY ROUTINE**	• Presentation of words & phrases related to their daily routine • Asking and answering questions about the time • Listening and speaking skills • Presentation of the letter Oo	• Familiarization with the concept of the daily routine • Concentration on what they hear in order to put some activities in the correct order • Familiarization with the concept of time (the succession of events) • Association of the time with different parts of the day (morning, afternoon)	• Food: breakfast, lunch, dinner • in the morning, in the afternoon, in the evening, at night • What's the time? It's 7 o'clock Oo
C3 **WHAT DO YOU DO? ARE YOU A DOCTOR OR A TAILOR?**	• Presentation of vocabulary related to jobs • Asking classmates about activities happening at the moment of speaking • Asking and answering questions to describe a person • Describing feelings	• Appreciation of the value of different jobs • Having fun with a funny incident • Playing in groups • Talking about their family	• Jobs: doctor, tailor, dentist, farmer, plumber, teacher, baby sitter, barber • What is he/she doing?/ is he/she making/ healing/ cleaning?..., etc • Feelings: happy/ sad/ funny/ tired/ hungry
C4 **LET'S TRAVEL**	• Presentation of vocabulary and structures related to travelling and means of transport • Recycling of colours • Familiarization with parts of a bus • Familiarization with the pronunciation and intonation of English words and phrases • Presentation of the letter Vv	• Presentation of various places in Greece • Familiarization with the importance of means of transport to move around in town • Dramatization of songs • Familiarization with the concept of a set and subset of objects through games • Use of artistic skills and hand skills to create original objects • Discovery of the concept of multiculturalism through songs and music in English speaking countries	• How can I/you get there? You/I can go by bus, by train, by airplane • Parts of a bus: wheels, horn, wipers, doors, motor • round and round, all through the town, up and down, open and shut Vv

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C5 **ROUND THE WORLD IN...ONE DAY**	• Recycling of vocabulary related to means of transport • Presentation of new vocabulary related to means of transport • Describing what they are doing • Presentation of the names of different countries	• Use of imagination to "travel" on a means of transport • Discerning the sounds of different means of transport when listening to a song in English • Familiarization with the concept that there are many countries around the world besides their own	• Means of transport: car, train, ship, horse, donkey, bus, motorbike, bicycle, hot air balloon, magic carpet, metro, helicopter, aeroplane, boat • I'm travelling, I'm driving, I'm sailing, I'm riding • Greece, England, U.S.A, India	
C6 **WHAT ARE YOU DOING, MR WOLF?**	• Presentation of vocabulary related to clothing • Ask: "What are you/am I doing?" and answering "I'm ...-ing / you're ...ing... • Recycling of colours • Presentation of the letter Ss	• Use of body language in order to communicate their message • Focusing their attention on certain movements to decode messages • Games as part of the educational process • Mime and repetition	• Clothes: trousers, jacket, hat, dress, shoes, shirt, T-shirt, socks • What are you/ am I doing? I'm...-ing/ you're...-ing... • Revision: colours	Ss
C7 **WHAT ARE YOU DOING? I'M PLAYING IN THE PLAYGROUND**	• Recycling of phrases describing activities • Presentation of new vocabulary related to the playground • Describing another person's actions • Presentation of new vocabulary related to sports	• Having fun while learning • Appreciation of the importance of sports in their everyday life	• What are you doing? I'm skating/ playing football/ running/ dancing/ playing rackets/ chess...etc • Playground: slide, spin, swing, roundabout, sunshine, laugh • s/he is swinging/ we are playing tennis • sports: football, basketball, tennis, volleyball, ballet, go swimming, do tae kwon do, play chess	
C8 **WEATHERING... HEIGHTS**	• Presentation of vocabulary related to weather • Revising seasons and months • Recycling of vocabulary related to members of the family	• Familiarization with the idea of weather changes • Familiarization with different weather conditions, e.g. heat, rain, cold, etc • Expression through movement of the body	• Weather: It's sunny, It's windy, It's rainy, It's snowy, It's cloudy, It's hot, It's cold • What's the weather like today, in summer, in spring, in autumn, in winter/ What's the weather like in July, in December etc.?	

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C9 **HAPPY BIRTHDAY**	• Revision of the 12 months and the 4 seasons • Asking about their interlocutor's age and birthday • Presentation of adjectives related to seasons and the weather • Singing the "Happy Birthday" song • Revision of the numbers • Presentation of the letter Qq	• Sharing moments with their classmates and having fun • Recognising the month of their birthday as well as their classmates' birthday months • Recognising the seasons of the year and associating months and weather conditions with certain seasons • Familiarization with the order of the months of the year	• Seasons and months • How old are you/ is Petros/ Maria etc? I'm/ He/She's ....years old • When is your birthday? It's in August/December • Is July in Summer or in Spring?/ It's in Summer • Adjectives: sunny, rainy, cloudy, lovely • Numbers	Qq
D1 **GOOD MORNING, GOOD NIGHT, GOOD BYE**	• Listening and reading skills • Recycling of greetings "Good morning", "Good bye", "Good night" • Familiarization with the written form of the English language • Familiarization with the phrase "It's ... o clock"	• Association of pictures with a short written text • Association of parts of the day with certain activities • Having fun with the narration of a story • Guessing meaning through key words or context	• Good morning, good bye, Good night • It's .... o' clock	
D2 **WHY ARE YOU HAPPY?**	• Recycling of adjectives showing feelings • Familiarization with the question: Why? and the answer: "Because..." • Familiarization with the written form of the English language • Reading skills • Participation in the narration of a story • Playing roles using the dialogue they've learnt	• Focusing attention on something they hear and associating it with a written text • Associating concepts (combinatorial thinking) • Having fun with the narration of a story • Expression of feelings through singing a song and movement	• happy, tired, hungry, sad, sick, thirsty, angry, sleepy • Why? Because...	
D3 **THE SELFISH GREEDY HIPPO**	• Recycling of familiar vocabulary • Presentation of new vocabulary • Development of listening skills • Development of speaking skills • Presentation of the letter Jj	• Empathy through role play • Having fun while learning • Thinking about the consequences of greediness and selfish behavior • Development of fine motor skills	• hippo, run, angry, sad, fish pie, Let's ..., eat • greedy, selfish, lake, stuck, pull out, soap, tummy ache, bubbles	Jj
D4 **THE STORY OF THE RAINBOW**	• Revision of the colours • Presentation of vocabulary related to elements of nature • Recycling of structures to describe objects, preferences	• Having fun by taking part in the story of the rainbow • Familiarization with the concepts of difference & interdependence through cooperation in the dramatization of a	• Description of elements of nature: rainbow, grass, tree, sun, rain • My favourite colour is blue, yellow... My pencil is red. My	Ii

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Unit				
	• Presentation of the letter Ii	story • Familiarization with the concepts of cohesion and coherence in a story • Listening to the narration of a story and participating in it • Dramatisation of a story • Pre-writing activities (tracing)	bag is pink. Is your pen blue? Yes, it is./ No, it isn't. It's a green pen. Are your notebooks yellow? No, they are green.	
D5 **THE PINOCCHIO STORY**	• Recycling of vocabulary related to parts of the body (of humans and animals) • Presentation of new vocabulary • Association of pictures with words	• Listening to the narration of a story • Familiarization with the concepts of cohesion and coherence in a story • Thinking about the moral of the story ("Dreams come true when you believe in them")	• Parts of the human and animal body • carpenter, fairy, morning, evening, school, donkey, cage, raft, magic wand, sea, ocean	
D6 **CRUMPY DOG GOES TO A BIRTHDAY PARTY**	• Use of adjectives to describe people's character • Recycling of vocabulary related to clothes, colours, food and action verbs • Active participation in the narration of a story (with some support provided by the teacher) • Presentation of the letter Dd	• Focusing attention on what they hear • Following an unknown text and start developing strategies for understanding spoken discourse • Development of critical thinking skills • Participation in the narration of a story, in song-based activities and in games • Development of motor coordination skills in song-based activities	• Adjectives: grumpy, meek, stripey, tiny, fat, formal, casual, comfortable, sweet • Recycling of lexical items: clothes, colours, food, action verbs • Recycling of structures: wh-questions, Yes/No questions, prepositions of place	Dd
D7 **THE SELFISH GIANT**	• Presentation of new lexical items and phrases • Recycling of vocabulary that has to do with seasons, months and already presented structures • Following the plot of a story • Describing a picture • Matching words to pictures • Presentation of the letter Gg	• Familiarization with the different types of changes that occur in nature during each season of the year • Appreciation of the power of love and the importance of sharing things with other people • Listening to a story and singing a song	• Colourful flowers, soft green grass, huge garden, the garden is only for me • It is always winter in the Selfish Giant's garden, what a surprise, he isn't selfish anymore, we can all play together • Recycling: seasons, months, Present Continuous/there's/are	Gg
D8 **SAILORS AND MERMAIDS**	• Presentation of new phrases and lexical items that have to do with the sea world • Recycling of vocabulary that has to do with colours, parts of the body, clothes	• Cooperation skills while playing • Physical exercise • Craftwork activities and games related to the sea world and to sea animals	• Mermaid, sailor, jellyfish, whale, octopus, coral, boat, sail • Did you see my......, I want	

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	and craftwork instructions • Listening to a story and then colouring story-based pictures • Association between words (phonemic representation) and pictures • Singing a navy song		my....., Come down, It is dangerous , my best friend • Recycling: parts of the body, clothes, colours, instructions • What can you see? Is it a woman or a fish?/She is a mermaid. She is half a woman and half a fish/What is he? He works in the sea. He has a boat. He is a sailor. • What is this?/Is it a fish? Yes, it is. No, it isn't • What colour is the mermaids hair? What colour is the sailor's boat? a shark or It is a whale • Empty, put, fill, stick, cut, make holes etc. • This is my mermaid. She has got long and purple hair. She has got a tail. Her tail is shiny green.../These are my boats. They are brown. They have got sails. The sails are black and white...or This is my fleet. It has got two boats... • On the rock/Free • Fold in half, Fold again, Fold the bottom up
D9 **THE LUCKY ENVELOPE**	• Presentation of new vocabulary • Expression of preferences • Use of verbs in the appropriate form to describe pictures and events that are happening at the moment of speaking • Following spoken discourse in a video	• Having fun by thinking about their summer holidays • Realization that they can have a good time in a variety of different places as long as they are creative and happy • Cooperation with each other in order to carry out a project	• Summer vacation, camping, cruise, city, delicious food, fresh air, shopping sea, sad castle, surfing, etc. • I would like.... • She/he is in the sea, she/he is shopping, he/she eating fresh food, she/he is

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			watching the dolphins, etc.
E1 **THE HALLOWEEN BAT**	• Presentation of new lexical items that have to do with 'Halloween' • Asking and answering questions about the physical characteristics of bats • Following instructions in English to create something • Familiarisation with the intonation of English phrases through song-based activities	• Comparing their customs and traditions with those of different cultural groups • Identification of items and categorization of pictures based on their memory and reason • Development of artistic skills to carry out a craftwork activity • Following instructions • Repetition, imitation and action-oriented activities • Development of motor coordination skills to act out a song as a group	• Halloween related vocabulary: a bat, a spider, a pumpkin, a ghost, a skeleton • Recycling of colours • What colour are the bats eyes/teeth etc? They are blue/white etc. • Instructions: put the bat on the cardboard/Draw the outline/Cut it out/Stick the eyes/Draw the eyebrows/Draw a nose, a mouth, some teeth/Make a hole
E2 **SANTA'S WORKSHOP AND THE CHRISTMAS TREE**	• Talking about Christmas presents and recycling already presented structures and lexical items relevant to toys • Saying what they would like to get as a present for Christmas • Recycling of numbers, colours and the verb to 'be' • Following and giving instructions • Singing Christmas songs • Following the narration of a simple story • Presentation of the letter Xx	• Expression of wishes • Following instructions to find their orientation • Familiarization with the concept of space • Spotting differences and similarities • Having fun and feeling happy about Christmas	• Christmas related vocabulary • Toys: My favourite toy is a ball, doll, train, place, car , truck, robot, teddy bear, skateboard • Is there a star in....? Yes, there is/No, there isn't • I want a mobile phone for my sister /I want a toy car for Christmas Xx
E3 **THE GINGERBREAD MAN**	• Presentation of new vocabulary that is linked to the Gingerbread Man story and familiarization with geometrical shapes and objects • Presentation of phrases in a story • Recycling of already presented words and structures (e.g. animals, colours, different parts of the face)	• Familiarization with traditions of different cultures • Following the plot of a story • Repetition and dramatization • Narrating the different events of the story and describing them in the correct chronological order	• Shapes: Circle, triangle, etc. • Run, run, as fast as you can, you can't catch me I'm the gingerbread man! Stop! I want to eat you! Jump on my tail! • Recycling of lexical items that have to do with animals,

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Unit	Activities	Aims	Language / Vocabulary	
	• Presentation of phrases through rhymes • Response to instructions		• colours, parts of the body • Instructions: colour his eyes blue, Draw five buttons, Please, Maria, add the salt	
E4 **HAPPY CARNIVAL**	• Presentation of vocabulary related to specific shapes • Recycling of adjectives that they can use to describe feelings and features of people's faces • Recycling of phrases and words related to craftwork instructions	• Familiarization with Carnival customs and traditions and comparison with the Halloween customs and traditions • Development of artistic skills to create their own constructions • Association of feelings with facial expression and tone of voice • Following the rules of a game • Cooperation in order to play a game	• Shapes: round, oval • Parts of the face: eyes, eyebrows, nose, mouth, hair • Feelings: I'm happy/sad/angry, surprised • Instructions: Draw/colour/cut out/stick • Are you happy/sad/angry/surprised? Yes, I am/No, I am not • Have you got a round face/a red nose/black eyes/a big mouth? Yes, I have /No, I haven't	
E5 **SPRING IS HERE!**	• Presentation of vocabulary that has to do with nature and with spring time activities • Recycling of vocabulary that has to do with colours, numbers, seasons, months and already presented structures • Describing a picture • Following instructions in order to carry out a craftwork activity	• Familiarization with changes that occur in nature and in their social environment during spring • Familiarization with drawing • Associations between visual and auditory prompts • Development of motor coordination skills, imagination and their artistic skills • Familiarization with the concept of space • Having fun by participating in song-based and craftwork activities	• River, lake, field, flowers, trees, picking flowers/fishing in the river • What's he doing? He's fishing /There's/are..../S/he's got red hair	
E6 **EASTER EGG HUNT**	• Presentation of vocabulary related to Easter • Recycling of vocabulary related to colours, clothes, places, etc. • Recycling of familiar and presentation of new prepositions of place • Narration of a simple story • Singing a song for the Easter bunny	• Familiarization with Easter customs • Following the content of a story based on visual stimuli • Focusing attention on what they hear • Cooperation to achieve a goal • Development of artistic skills to make a craft • Development of observation skills	• Easter words and phrases: Easter bunny, an Easter egg, a basket, Happy Easter • Revision: colours, clothes, places • Prepositions of place: near/ in/ on/ behind/ in front of	Ee

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	• Presentation of the letter Ee	
E7 **MOTHER'S DAY**	• Presentation of vocabulary and structures related to their everyday life with their mother • Presentation of the language of wishes one can see on cards for Mother's Day	• Thinking about their mother's role in their everyday life • Discovery of the notion of multiculturalism and intercultural differences in the daily lives of mothers around the world • Active participation in the learning process through songs and movement • Development of artistic skills to create original crafts	• My mum cooks for me, combs my hair, plays with me… • I love you mummy/ My mummy is the best/ Mum I love you / Lots of love for mum
E8 **END-OF-YEAR PLAY**	• Recycling of greetings, adjectives showing feelings, colours • Recycling of numbers, parts of the body and means of transport • Singing songs they've learnt • Learning a role for a play	• Acting out different roles in a play • Cooperation to achieve a goal • Showing what they've learnt in English • Development of self-esteem • Participation in a play • Enjoying the outcome of the role-play	• Revision of words, phrases, songs

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Topic	Linguistic objectives	Pedagogical objectives	Language Focus
Pre-Unit Magic Letters	• Presentation of the English alphabet through six thematic areas related to learners' interests • Practice on receptive and productive skills • Association of capital letters with their equivalent small ones • Recognition of letters	• Development of problem-solving skills • Development of hand-eye coordination through drawing and pre-writing activities • Development of literacy through games	A-Z capital/small cases Colours: blue, red, yellow, purple, green, orange Animals: fish, fox, dog, monkey, lion, zebra Food: apple, egg, juice, tomato, watermelon, ice cream Clothes: dress, queen, hat, jumper, shoe, skirt, sock Toys: ball, car, umbrella, bell, van, kite Body parts: nose, mouth, ear, head, finger, eye
Unit 1 **In the Fairytale Forest** Lesson 1 Classroom in the Forest	• Presentation of vocabulary related to school, classroom objects and colours • Recognition of the written form of the words • Practice and production of language chunks such as greetings and set expressions for introducing oneself	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Dramatization and group work • Singing and colouring	hello! How are you? I'm fine thank you. look! welcome to the fairytale forest! I'm Peter Pan/Mrs. Butterfly, your teacher this is our school/classroom desk, board, school, forest, book
Unit1 Lesson 2 Magic Schoolbag	• Presentation of vocabulary related to school objects and numbers 1-10 • Recognition of the written form of words • Identification of the plural form (–s) of nouns • Practice on the question 'what's this?' and the answer 'it's a … ' /'a …' • Production of the new vocabulary items and the numbers 1-10 orally and in writing	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Dramatization and groupwork • Creative activities (songs, games, colouring)	hello/hi what's this? It's a…. schoolbag, pencil, pencil what's in your schoolbag? what's this? It's chocolate case, ruler, rubber, notebook, pencil, sharpener numbers 1-10
Unit 1 Lesson 3 School Fun	• Production and practice of expressions such as what's your name?', 'I'm…', 'this is…' • Revision of key phrases from previous lessons and production of the written form	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work and pair work • Singing, playing and acting out action	hello everybody! Hi there! what's your name? I'm.… come let's go to school

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	of previously learnt vocabulary • Identification of some action verbs through a song (e.g. dance, jump, clap your hands, play the drum)	verbs	school is boring/fun let's: sing, dance, jump, clap your hands, play the drums
Unit 2 **The story of Bella the Cat** Lesson 1 Bella the cat and the baby mouse	• Presentation of vocabulary related to family • Recognition and gradual production of the written form of certain words • Recycling of the language structure 'Can you....?' ('Yes, I can', 'No, I can't')	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Familiarisation with the Greek culture (Aesop's fables) • Dramatization and group work	the cat is coming, the cat is here can you put the bell on Bella the cat? yes, I can no, I can't family tree: grandma, grandpa, daddy, mummy, sister, brother, baby mouse, cat, bell
Unit 2 Lesson 2 The Mouse Family	• Presentation of vocabulary related to describing appearance • Recognition and gradual production of certain words, either orally or in writing • Practice of the language structures 'This is....' and 'That is...'	• Singing a song in a relaxing, non-threatening classroom atmosphere • Dramatization and group work • (Development of) motor skills	who are they? this is/that is my grandma, etc. here comes the cat Bella's got a hat old/young, thin/fat, tall/short, cute
Unit 2 Lesson 3 The Brave Baby Mouse	• Presentation of vocabulary related to feelings • Recognition and gradual production of new words orally • Recycling of vocabulary related to colours	• Singing a song in a relaxing, non-threatening classroom atmosphere • Group work • Dramatization	hungry, angry, scared, sad, brave, happy the mouse family is happy
Unit 3 The Story of Pinocchio Lesson 1 Pinocchio the Puppet	• Presentation of vocabulary related to toys/games • Recognition and gradual production of the new words both orally and in writing • Introducing themselves and their friends • Talking about their toys/games	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Association of the newly acquired knowledge with a familiar hero (Pinocchio) • Group work • Dramatization • Development of inductive skills (story-sequencing task)	these are... we play together we do puzzles we love puzzles children, puppet, friends, doll, teddy bear, hopscotch, puzzle, star, boy
Unit 3 Lesson 2 Pinocchio the boy	• Presentation of vocabulary related to different places and playful activities • Recognition and gradual production of the newly acquired vocabulary, both orally and	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work • Dramatization	I can run, swing, slide, run, hide I'm hungry....are you? let's get a sandwich Where are you?

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	in writing • Practice of the structure 'I can..', the question form: 'Can you....?' and the answers 'Yes, I can', 'No, I can't'.	• Development of inductive skills (story-sequencing task)	town, park, restaurant, sports centre
Unit 3 Lesson 3 Pinocchio at home	• Presentation of new words and expressions related to the story • Recognition and gradual production of new vocabulary orally and in writing • Practice of the structures: 'Have you got', 'Yes, I have', 'No, I haven't'	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work • Dramatization • Development of inductive skills (story-sequencing task)	you're back home! what have you got in your hand? have you got a toy/sandwich? no, I haven't are you sure? Yes, I am that's a lie look at your nose! I'm sorry let's have a party! nose, hand, home
Unit 4 The wind and the sun Lesson 1 The weather story	• Presentation of new vocabulary related to the description of appearance • Greetings • Recognition and gradual production of the newly acquired vocabulary both orally and in writing • Comparison of two people or things	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work • Dramatization • Development of inductive skills (story-sequencing task)	hello. How are you today? hi. I'm fine, thank you. I'm very strong yes, you are but I am stronger no, you're not. can you see that man? I can take off his coat but you can't sure, I can who's stronger? Shorter? Older? Taller? younger? wind, sun, strong, coat, man
Unit 4 Lesson 2 The rainbow	• Presentation of vocabulary related to weather conditions • Presentation of vocabulary related to clothing • Recognition and gradual production of the newly acquired vocabulary both orally and in writing	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Development of creativity and imagination • Development of hand-eye coordination • Group work • Dramatization • Creative activities, like singing or colouring	windy, sunny, it's raining hot, cold, I'm very cold, I'm hot I'm wearing a....., I can take off let's see what you can do I can see a rainbow scarf, gloves

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Unit / Lesson			
Unit 4 Lesson 3 The season game	• Presentation of vocabulary related to the seasons • Recycling of already known vocabulary related to clothing • Presentation of new vocabulary related to clothing • Describing what they see using the progressive form of a verb • Recognizing and gradually producing the oral and written form of the new vocabulary	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Becoming familiar with the Greek cultural heritage (Aesop's fables) • Group work • Dramatization • Development of analytical skills • Development of communication skills • Development of hand-eye coordination	imagine… don't be sad let's play a game what season am I? What am I? I'm holding an umbrella I know that you're spring no, I'm not of course sunglasses, hat, game, umbrella seasons, winter, spring, autumn, summer
Unit 5 – Lucy's story Lesson 1 Lady Decay	• Presentation of vocabulary related to food • Presentation of structures and phrases, such as: get up, have breakfast, drink milk, etc. • Recognizing and gradually producing the oral and written form of the new vocabulary • Writing a short paragraph to describe everyday activities • Oral exchange of information about everyday activities	• A relaxing, non-threatening classroom atmosphere in a story-based framework (using an already known story from the C' class Greek Literature Anthology book) • Group work • Dramatization	hello, I'm…… and you? I live in … I get up in the morning I have breakfast what do you eat? I eat.… I drink.… what about you? show me your teeth fruit, bread, milk, sweets, ice cream teeth, house
Unit 5 Lesson 2 The toothfairy	• Presentation of new vocabulary related to food • Presentation of lexical items and structures, such as: crunchy food, brush teeth, black teeth, κλπ. • Recycling of colours • Recognizing the oral and written form of the new words and gradually producing them orally	• A relaxing, non-threatening classroom atmosphere in a story-based framework (using a familiar story) • Sensitization to healthy eating and personal hygiene (cross-curricular approach) • Group work • Dramatization • Creative activities, like singing and games • Development of inductive skills	you've got/she's got black teeth I brush my/your teeth every day I don't brush my teeth in the morning at night night/day, up/down, round and round, fighting tooth decay they look great what does she eat? She eats.… she likes… she doesn't like… black, white, toothfairy cheese, crunchy food, apples, carrots, oranges, bananas, pizza,

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Unit / Lesson			
Unit 5 Lesson 3 Lucy's daily routine	• Presentation of vocabulary related to everyday hygiene habits, e.g. wash my face, wash my hands, take the soap, etc. • Presentation of the days of the week • Presentation of the negative form of the imperative (don't…)	• A relaxing, non-threatening classroom atmosphere in a story-based framework (using a familiar story) • Group work • Dramatization • Creative activities, like singing and games • Sensitization to issues of the hygiene of the mouth	I want to… this is the way… wash my face, wash my hands, brush my teeth, brush my hair, walk to school, take the soap, take the toothbrush, now you look nice! days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday soap, toothbrush, hands, hair
Unit 6 – Beauty and the Beast Lesson 1 The Beast's castle	• Presentation of vocabulary about rooms and furniture in the house • Recognizing and using structures, such as: 'this is/these are' and 'that is/those are' • Recognizing and gradually producing the oral and written form of the new words	• A relaxing, non-threatening classroom atmosphere in a story-based framework (focusing on the heroes of a familiar story) • Group work • Fun activities (singing)	this is/these are that is/those are don't be sad the Beast is kind the castle is your home now let us show you the castle come on! they're fantastic table, chairs, sofa, bed, room, upstairs living room, kitchen, bedroom, bathroom favourite, prisoner, castle, magic mirrors,
Unit 6 Lesson 2 Cleaning the castle	• Presentation of vocabulary related to housework, e.g.: washing windows, cleaning the floor • Recognizing and gradually producing the oral and written form of the new words • Becoming familiar with the progressive form of verbs in the present tense • Writing a short paragraph to describe housework	• Singing a song in a relaxing, non-threatening classroom atmosphere • Group work • Dramatization	whose is that…? it's such a mess I can help you clean let's do it cook, iron, clean, paint, sweep, wash windows, floor, door I'm washing the windows you're cleaning the floor she's cooking and eating he's painting the door he's ironing she's sweeping

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Unit 6 Lesson 3 Home sweet home	• Presentation of language structures related to leisure activities, e.g.: reading a book, watching a DVD, etc. • Recognizing and gradually producing the oral and written form of the new words and structures	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work • Dramatization • Development of inductive skills • Development of hand-eye coordination • Active participation in the narration of a story choosing between two different scenarios	we can all relax together where is everybody? what are they doing? read, play, tell, draw, listen, watch reading a book watching a DVD drawing a picture listening to music we can do something together we can tell a story together we can play a board game
Unit 7 Planet Earth Lesson 1 Help our planet	• Presentation of vocabulary about the environment • Presentation of lexical items of the same thematic area, e.g. cut down trees, plant trees, etc. • Recognizing and gradually producing the oral and written form of the new words • Writing a short paragraph about taking initiatives related to the protection of the environment	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Sensitization to environmental issues in order to take action and initiative • Group work • Dramatization	what's that? who's crying? why are you crying? I've got no food to eat/water to drink people cut down trees of course you can ride a bike plant trees we all need somewhere to live planet, earth, cry, cut down, water, litter, recycle, plant, need
Unit 7 Lesson 2 How to help our planet	• Presentation of additional vocabulary related to the environment • Presentation of new language structures, e.g. turn off the tap, take a shower • Recognizing and gradually producing the oral form of new words and structures	• Singing a song in a relaxing, non-threatening classroom atmosphere • Singing a song about taking action for the protection of the environment, e.g. saving water, recycling, etc. • Group work • Development of reflective thought • Having fun while learning	shower, bath, waste, tap, paper, plastic, glass help our planet take a shower/bath turn off the tap recycle paper, plastic and glass don't waste water sure you can turn off the tap
Unit 7 Lesson 3 Our animal friends	• Presentation of vocabulary related to endangered animals • Presentation of vocabulary related to parts of the animal body • Recognizing the names of continents	• Reading short texts about animals • Sensitization to the issue of animal extinction • Logical reasoning and math skills	panda, gorilla, elephant, whale, arms, legs, ears, trunk sea, sleep, smell, big Africa, Antarctica, Asia, Europe, North and South America, Oceania

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	• Recycling of vocabulary related to numbers • Recognizing and gradually producing the oral form of the new words	
Unit 8 – Our world Lesson 1 The fire and the bird	• Presentation of vocabulary related to the environment • Presentation of vocabulary related to their senses • Recognizing and gradually producing the new vocabulary orally or in writing	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work • Dramatization • Sensitization to volunteer work in order to be active members of society • Development of problem-solving skills • Singing songs related to the thematic area of the lesson	see the fire smell the smoke hear the animals crying our forest is on fire why are you carrying water with your beak? I'm doing the best I can with what I have see, smell, hear owl, bird, sea, carry, beak, save, forest, fire, smoke, seal, turtle
Unit 8 Lesson 2 Action for you and me	• Presentation of language expressions related to the issue of volunteering • Recognizing and gradually producing the new vocabulary orally or in written form	• A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work • Dramatization • Development of problem-solving skills • Development of inductive skills	if you all help me we can save the forest let's all help I can carry water with my trunk, legs, mouth, pouch
Unit 8 Lesson 3 Do your best	• Presentation of vocabulary related to volunteer work • Presentation of adverbs of frequency • Recycling of familiar vocabulary	• Answering questions in a questionnaire in a relaxing, non-threatening classroom atmosphere • Development of reflective thought • Development of problem-solving skills through a game • Sensitization to the importance of volunteering	sometimes, always, never do you: share your toys with other children? help old people? give to people in need? feed animals? recycle? visit old people?

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ

ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

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επένδυση στην κοινωνία της γνώσης

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Ευρωπαϊκό Κοινωνικό Ταμείο

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