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Το έντυπο αυτό το συμπληρώνετε σε δύο αντίτυπα, τα οποία στέλνετε στον επιβλέποντα ΣΕΠ και τον 2ο αξιολογητή ΔΕΠ μαζί με τη Μεταπτυχιακή Διπλωματική Εργασία σας.

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ΤΙΤΛΟΣ

THE IMPLEMENTATION OF THE STORY- BASED FRAMEWORK TO YOUNG LEARNERS IN THE EFL CONTEXT, THE CASE OF THE 5th GRADE OF PRIMARY SCHOOL.

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ΠΑΤΡΑ
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Abbreviations

APS: Analytic Program of Study for the teaching of English Language in Greek Primary Schools

CEFR: Common European Framework of Reference

DEPPS: The Cross-thematic Curriculum Framework for Modern Foreign Languages

EFL: English as a Foreign Language

L1: First Language

L2: Second/ Foreign Language

Ls: Learners

PI: Pedagogical Institute

T: Teacher

TALO: Text as a Linguistic Object

TAVI: Text as a vehicle for information

TEYL: Teaching English to Young Learners

ZPD: Zone of Proximal Development

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Abstract

The purpose of this dissertation is to investigate the impact of the Story-Based Framework on young learners' reading skills. More specifically, this dissertation will investigate the validity of the hypothesis that authentic stories are a particularly motivating means for young learners to unconsciously and gradually develop suitable reading skills which could improve their reading comprehension capacity through the process of learning new vocabulary, naturally and effectively. The grade in which this research will be conducted is the 5th grade of Primary school as it is a borderline grade in which students are on the verge of being familiarized with new approaches, methods and techniques that might ameliorate their reading skills and prepare them to follow the demanding path of knowledge which extends in front of them. All in all, the results of the research are expected to shed light on the effects that the Story-Based Framework has on young learners' reading capacity and vocabulary learning, and can be used as a basis for further research in the future.

Key words: young learners, story-based framework, vocabulary learning, reading.

Περίληψη

Ο σκοπός της παρούσας διπλωματικής εργασίας είναι να διερευνήσει την επίδραση της διδασκαλίας της Αγγλικής Γλώσσας ως ξένης γλώσσας μέσω της Εφαρμογής Διδασκαλίας Παραμυθιών στην ικανότητα κατανόησης γραπτού λόγου μαθητών δημοτικού σχολείου. Συγκεκριμένα, η παρούσα διπλωματική θα διερευνήσει την εγκυρότητα της υπόθεσης ότι η διδασκαλία παραμυθιών είναι ένα ιδιαιτέρως ενθαρρυντικό μέσο ώστε οι μικροί μαθητές ασυναίσθητα, με φυσικό τρόπο και σταδιακά να αναπτύξουν κατάλληλες δεξιότητες οι οποίες θα τους βοηθήσουν στην κατανόηση του γραπτού λόγου, μέσω της κατάκτησης νέου λεξιλογίου, με φυσικό και αποτελεσματικό τρόπο. Η τάξη του δημοτικού σχολείου στην οποία θα διεξαχθεί η έρευνα είναι η Πέμπτη τάξη του Δημοτικού, μια που αυτή είναι μια τάξη ορόσημο κατά την οποία οι μικροί μαθητές είναι έτοιμοι να εξοικειωθούν με νέες διδακτικές προσεγγίσεις, μεθόδους και τεχνικές που θα μπορούσαν να βελτιώσουν τις δεξιότητες που έχουν ως προς την κατανόηση γραπτού λόγου και να τους προετοιμάσουν κατάλληλα ώστε να βαδίσουν στο μονοπάτι της γνώσης που απλώνεται μπροστά τους. Εν ολίγοις, τα αποτελέσματα της παρούσας διπλωματικής εργασίας αναμένεται να διαφωτίσουν την επίδραση της διδασκαλίας της Αγγλικής Γλώσσας ως ξένης γλώσσας μέσω της Εφαρμογής Διδασκαλίας Παραμυθιών στην ικανότητα κατανόησης γραπτού λόγου μαθητών δημοτικού σχολείου και στην κατάκτηση νέου λεξιλογίου αλλά και να χρησιμοποιηθούν ως βάση για περαιτέρω έρευνα στο μέλλον.

Λέξεις κλειδιά: μαθητές 5ης τάξης δημοτικού σχολείου, η διδασκαλία της Αγγλικής Γλώσσας μέσω της Εφαρμογής Διδασκαλίας Παραμυθιών, απόκτηση λεξιλογίου, κατανόηση κειμένου.

Introduction

The purpose of this dissertation is to shed light on the effects that the Story-Based Framework has on young learners' reading capacity and vocabulary learning. Thus, this dissertation will investigate the validity of the hypothesis that authentic stories are a particularly motivating means for young learners to unconsciously and gradually develop suitable reading skills which could improve their reading comprehension capacity through the process of learning new vocabulary, naturally and effectively. The present research will be conducted in the 5th grade of a State Primary school. The research questions investigate, on the one hand, whether authentic stories can ameliorate the reading comprehension skill of 5th Grade students and, on the other hand, if authentic stories can enhance vocabulary learning and teaching to 5th Grade students in the context of the Greek State Primary School.

The aforementioned research is an action research and two groups of students who are in the 5th grade of a state primary school, the control group and the experimental group, co-synthesize the research context. Students of both classes were given the same pre- and post-test, which was derived from a past KPG exam paper of the A1/A2 level, to check their language level at the beginning of the research and their progress at the end of the process. Furthermore, both initial and final semi-structured interviews were conducted in order to investigate the students' attitude and motivation towards learning English as a foreign language. Finally, observation was achieved through the teacher's diary and shed light to many aspects of the teaching process.

The dissertation consists of four chapters. The first two chapters comprise the theoretical background of the research, the third chapter presents the research design whereas the last chapter analyzes the results of the research and discusses their possible educational implications. Thus, in the first chapter a detailed analysis of the reading skill in the foreign language classroom is attempted while in the second chapter a detailed presentation of the story-based framework follows. Then, in the third chapter the methodology of the research, its purpose, teaching context, tools, the adapted content and the procedure followed, will be presented. Furthermore, in the third chapter there is a discussion on the reasons for selecting the story-based framework for the research as well as the reasons for opting in favor of students of the 5th grade of primary

school. After that, the fourth chapter presents the results both of the quantitative and the qualitative data collection tools. Thus, there is a detailed presentation of the results both of the pre- and post-tests as well as the initial and final semi-structured interviews and the teacher's diary. Finally, in the last chapter a discussion of the results and their possible educational implications follows.

Chapter 1: The Reading Skill in the Foreign Language Classroom

1.1 Introduction

In the first chapter, a detailed analysis of the reading skill in the foreign language classroom is attempted. There is an analysis on what reading is, the purpose of reading and its different combination of skills and strategies, reading styles, reading models and processes, teaching approaches, methods and techniques in relation to the reading skill, and reading tasks or activities.

1.2 What is Reading?

According to Grabe & Stoller (2011), reading is a cognitive process that involves decoding written symbols so as to understand a text and arrive at meaning. However, Grabe & Stoller (2011), suggest that reading with a purpose helps the reader to direct information towards a goal and be engaged in a different combination of skills and strategies. Additionally, reading is a thinking process which takes place under intense time constraints, it allows the reader to use prior knowledge, it is also dependent on the reading abilities of the reader in the L1 as well as on "the social context in which reading takes place" (Grabe & Stoller, 2011: 4).

Furthermore, Garton and Pratt (1989:214), state that "reading is a dynamic process that involves the reader in reconstructing the meaning that was placed in the text by the writer". Goodman (1967) views reading as a guessing game and in the same way, Paran (1996:25) states that "reading involves constant guesses that are later rejected or confirmed".

Thus, as Grabe & Stoller (2011) suggest, reading can be thought of as a way to abstract information from a text and then to interpret the information appropriately.

However, what is of exceptional importance is the purpose of reading.

1.3 What is the Purpose of Reading?

According to Grabe & Stoller (2011), the purpose of reading depends on the text-type we involve ourselves in. Thus, we could read a literary story or book for general comprehension, a newspaper article to skim quickly and learn from a text, a phonebook list to scan quickly and search for simple information, an academic text to integrate information or to critique texts, and an academic writing guideline to search for information needed for writing.

Furthermore, as Beaumont suggests (1996), it is obvious that each different purpose of reading entails a number of different initial, unconscious reading approaches. Therefore, a scanning approach is applied when we look for particular information while a skimming approach is adopted when we look for the gist (Beaumont, 1996). Moreover, an intensive reading approach is the meticulous reading, traditionally applied in the language classroom while extensive reading regards texts of greater length, usually outside the classroom context, thus offering increased reading experience (Beaumont, 1996).

In addition, according to Carver (1987), the process that is used most often is "rauding" which comes from the words reading and audio, namely listening. "It is the process that is used when adults are reading something that is relatively easy for them to comprehend" (Carver, 1987: 5-6). However, "rauding" is a term that only Carver uses and cannot be widely accepted.

Thus, the purpose of reading and the text type seem to be interrelated notions. However, the purpose of reading is obviously accompanied by a number of reading skills and reading strategies. Hence, a presentation of what reading skills and strategies are follows in the next section to shed further light on the purpose of reading.

1.4 Reading Skills and Strategies

As Paris et al (1991) stated, reading strategies are skills under consideration. Thus, reading skills are automatic, routinized, and automatized whereas reading strategies are intentional and conscious (Grabe & Stoller, 2011). Therefore, "Strategies are reader-oriented, skills are text-oriented" (Urquhart & Weir's, 1998:96-98). As Williams & Moran assert (1989), strategies are conscious decisions made by the reader while skills are deployed unconsciously. Obviously, reading strategies comprise a core constituent of the teaching process so as to enhance learners to become capable readers.

Hence, some examples of pre-reading strategies are "specifying a purpose for reading", "planning what steps to take", "previewing the text", "predicting the content of the text or section of the text" (Grabe & Stoller, 2011: 10). Moreover, while-reading strategies are "posing questions about the text", "connecting text to background knowledge", "making inferences", "summarizing information", "guessing the meaning of a new word from context", "checking comprehension" (Grabe & Stoller, 2011:10) etc. Finally, examples of post-reading strategies are "judging how well purposes for reading were met" or "reflecting on what has been learnt from the text" (Grabe & Stoller, 2011:10). All these strategies could be implemented in the context of the story- based framework.

A common characteristic among the above strategies is the fact that they seem to relate to metacognition in the sense that they involve self-regulatory moves in reading. Thus, a further distinction, as regards reading strategies, is the one between cognitive and metacognitive strategies. According to Williams & Burden (1997), metacognitive strategies allow learners, as strategic autonomous readers, to step outside their learning and look at it from the outside. In other words readers are enhanced to evolve their knowledge beyond the limits of a text and to take part in a spiritual trip on the path of awareness. For instance, connecting text to background knowledge constitutes a reading strategy which helps learners to recall relevant schemata and vocabulary in order to blend the past knowledge with the new one to produce a stable mixture of cognitive experience. Authentic stories could encourage the aforementioned process while applying the story-based framework.

However, not all readers follow the same reading skills and strategies as they embrace different reading styles. The section that follows sheds light on the existence of different reading styles.

1.5 Reading Styles

As Widdowson claims (1984:226), "if the reader is too assertive there is a danger that he may distort the writer's intentions and deny access to new knowledge and experience. If he is too submissive, he runs the risk of accumulating information without subjecting it to the critical discrimination necessary to incorporate it into the schematic structure of existing knowledge". Plainly, readers ought to be enhanced to follow appropriate reading strategies so as to strike a balance between this assertive- submissive style distinction in order to manage to relate input to existing knowledge, as holistic readers (Pask, 1976). This means that readers should be mentored to adopt a reading style that could help them to keep Marton's (1976) deep processors and surface processors in balance. In other words some readers overanalyze every detail of a text without leaving space for personal interference whereas other readers almost deny every single part of a text without taking into consideration the writer's intentions. As Hartman (1992:1266)) has put it, "logocentrics" submerge in the writer's word while "resistant" readers almost distort the writer's ideas.

Visibly, the reading strategies that may be followed in a school classroom might not only vary according to the learners' different reading styles but they ought to be appropriate to guide learners to have beneficial reading experiences, advantageous in a cognitive and metacognitive level.

Obviously, readers ought to be inculcated in the spirit of reader autonomy. Thus, the question that follows is which reading model is in favor of transforming a learner into a capable reader? The section that follows includes a brief discussion of the reading processes that an autonomous reader ought to adopt.

1.6 Reading Models and Processes

In continuation of what has been claimed so far, Goodman's (1967) psychological model of the reading process addresses Hartman's (1992) resistant readers who struggle to assert their own meaning through participating in an internal dialogue in which background information and relevant schemata are activated, predictions are made, hypotheses are formed, new information is integrated with the old one and, thus, old views are modified by new.

To start with, a reading lesson should be taught through the "pre-, while-, post-reading" instructional sequence (Woodward, 2001:166) and undoubtedly, reading should be the main focus of the lesson. In the pre-reading stage an authentic text, for instance, taken from the world web, accompanied with a worksheet, could be the medium to connect the classroom with the real world. Furthermore, a video, relevant to the theme of the text, could familiarize learners with the reading text and may encourage them to activate relevant content schemata, vocabulary and background knowledge. The worksheet should include motivating tasks that can help learners, as holistic readers (Pask, 1976) to relate input to existing knowledge. Thus, "reader-oriented cognitive strategies" (Urquhart & Weir, 1998:96-98) or "reader-oriented metacognitive strategies" (Williams & Burden, 1997:148) should be applied so as to enhance learners as strategic, autonomous readers to step outside their own learning and look at it from the outside. Moreover, learners could read the reading text silently (Pegolo, 1985) in order to think about the text as a theatrical stage in their mind (Prowse, 2002) and to confirm the predictions and hypotheses they might make. Comprehension questions are not considered of great importance as "reading is represented as an end in itself, an activity that has relevance to real knowledge and experience and therefore real meaning" (Widdowson, 1979: 180). It is obvious that the pre-reading stage ought to integrate reading with speaking, apply global, top-down processes and be communicatively oriented.

In the while-reading stage, a worksheet could be given to learners with an authentic reading text, not a lengthy one, so as to become easy for the learners to read, within the learners' reading competence, agreeing with Day and Bamford's that "a text must be well within the learners' reading competence in the foreign language" (Day & Bamford, 2002: 137). Furthermore, the worksheet should include intriguing activities which apply higher-level processes. For instance, learners could be asked to read the text silently and to

follow "the skimming and scanning approaches" (Beaumont, 1996: 30-31), looking for the gist at first and then to become part of the text. A rather fruitful discussion could follow, regarding learners' personal experience. It is obvious that the notion of perfect comprehension is not the primary aim of the task. Samuels & Kamil (1988: 206) argue that "contrary to conventional wisdom, which states that comprehension is the process of getting meaning from a page, comprehension is the process of bringing meaning to a text". "Top-down" processing should take place and as Carrell & Eisterhold (1983/1988: 73) put it, "new information, new concepts, new ideas can have meaning only when they can be related to something the individual already knows". Furthermore, skills integration is important throughout the while-reading stage as students could integrate reading with speaking, for instance. Finally, the presence of process-oriented, global, top-down, higher-level processes should be followed so as to switch the text to a "TAVI" (text-as a-vehicle-for-information) orientation (Johns & Davies, 1983: 1).

In the post-reading stage learners could be given a worksheet with some more interesting activities. Therefore, learners could be involved into a discussion which combines information from both the pre-reading and while-reading lessons so as new information is grafted on to old information. Finally, a metacognitive strategy could be applied through a homework task to enhance learners to expand even more their cognitive horizon.

To sum up, the entire reading lesson ought to shift the focus in the teaching of reading from the end product to the process the reader goes through in getting to grips with the text. The students should be exposed to global, soft-focused reading, concept-driven, communicatively-oriented, higher- level processes so as to bring meaning to the text by using their background knowledge and personal experience. The reading process in the classroom ought to simulate reading outside the class and motivate students to promptly participate in the learning process as this coincides with their everyday reality. The story-based framework seems ideal to embrace all the aforementioned processes.

However, the aforementioned reading processes ought to be congruent with appropriate teaching approaches, methods and techniques. The following section sheds light onto the teaching approaches, methods and techniques that could help readers to become autonomous and strategic.

1.7 Teaching Approaches, Methods and techniques

"Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the method) and different methods make use of different kinds of classroom activities (the techniques)" (Karavas, 2014: 16).

1.7.1 Teaching Approaches

To start with, according to Terrell's Natural Approach (Terrell, 1977), language learning is similar to the way humans naturally acquire their native language and primary importance ought to be placed on tasks that enhance meaningful communication and comprehensible input and not on activities that foster grammatical mastery of language (Terrell, 1977). Terrell's Natural Approach falls in line with Krashen's "Input Hypothesis" (Krashen, 1989:112). Krashen, who has developed his own cognitivist theory (Krashen, 1988), claims that when learners process comprehensible activities, they acquire the non-native language in a subconsciously way, as language acquisition is interrelated with comprehensible input (Krashen, 1982). Furthermore, the Natural Approach method which supplies comprehensible input to students, encourage students to produce when they feel ready and discourage anxiety situations. As Krashen (1982) has put it in his Affective Filter Hypothesis theory, learners who feel self-confident and have a good self-image, they do not feel stressed and are bound to succeed in second language acquisition. Authentic stories, in the context of the story-based framework, are in line with Terrell's Natural approach.

Secondly, another approach to teaching English is the Communicative Approach, the origins of which are to be found in the late 1960s and early 1970s (Azimova, 2019). Communicative Language Teaching places emphasis on communication and aims at prompting students to interact with each other and to acquire communicative competence (Azimova, 2019). Furthermore, fluency is more important than accuracy and teachers do not hesitate to tolerate errors as they desire to enhance their students to develop communicative efficiency (Azimova, 2019). The communicative Language Teaching Approach has similarities with the

Interactionism learning theory which emphasizes that language acquisition is mainly achieved while interacting with others (Bouniol & Zouganeli, 2004). According to Bouniol et al (2004), interaction and communication among students are the driving forces behind language acquisition. Carefully designed activities, in the context of the story-based framework, could encourage interaction and communication among students.

Thirdly, the Differentiated Instruction approach focuses on the students' readiness level (Pham, 2012). In other words, teachers ought to make modifications of the instructional content according to the level of each student and they promote progress at their students' own pace. The story-based framework offers to teachers the possibility to choose authentic stories in accordance with their students' level, as the Differentiated Instruction approach defines.

The particular approach is congruent with the theory of Interactionism which enhances modifications while interacting with another interlocutor so as to turn data into comprehensible input and to promote language acquisition (Bouniol & Zouganeli, 2004).

Finally, a Student-Centered Approach to Learning (Lathan, 2016) means that the primary role of a teacher is to coach and facilitate student learning and overall comprehension of material. The story-based framework seems to be in line with the Student-Centered Approach to Learning as it encourages students' autonomy (Brewster et al, 1992).

Some important teaching methods that may be included in the aforementioned approaches follow in the next section.

1.7.2 Teaching methods

A method "is a level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented" (Anthony, 1963:63-67).

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Thus, first of all, with the Direct Method (Yule, 1985) the focus is on the oral mode and the students are exposed to whole chunks of the language. The new material could be presented orally, through a video and the students may be encouraged to use the target language as much as they can. This method seems to replicate the way students acquire their first language. Thus, the story-based framework seems appropriate to make use of the Direct Method's traits as the teacher may accompany authentic stories with videos, and encourage their students to use and practice the English language.

Secondly," the Communicative Language Teaching method" (Karavas, 2014: 42-43) focuses on interaction in the target language and emphasizes the fact that the aim of language learning is communication. Students are asked to recall their personal experiences in order to participate in natural, spontaneous dialogues with each other, in a trial and error process. Finally, "authentic and meaningful communication is the goal of classroom activities" (Karavas, 2014: 42). Thus, students could be encouraged to communicate naturally with each other via tasks in the context of the story-based framework.

Finally, what seems to be common in all the aforementioned teaching methods is the teacher's aim to intrinsically motivate their students. "Positive classroom experiences normally lead to a more positive stance towards the language taught" (Gardner & Lambert, 1972:115). Thus, through these teaching methods students feel safe, capable, creative and eager to learn the new language.

Some important teaching techniques that may be included in the aforementioned methods follow in the next section.

1.7.3 Teaching Techniques

A technique is "the level at which classroom procedures are described" (Anthony, 1963:63-67).

Thus, in the context of the Direct Method the new material could be presented orally, through an easy, understandable video so as to familiarize students with the target language. Then, a question- and- answer exercise, or a vocabulary exercise may follow, based on the video. At this point, the teacher ought to modify their speech according to the cognitive level of each student. So the teacher may sometimes speak more

slowly, simplify vocabulary, emphasize key words, use repetitions and clarifications so as to create a non-threatening environment and to implement the Differentiated Instruction approach.

The students are expected to give answers to the aforementioned questions in the target language. However, the teacher ought not to force production as learners should use English when they are ready. Thus, the students should be exposed to comprehensible input and the teacher ought to attempt to make the learners accept that input naturally as it happens in their first language.

Moreover, regarding errors, students should be led to self-correction. In the context of the Communicative Language Teaching method, errors are tolerated and fluency is more important than accuracy, especially in young students. The main aim of the teaching process is communication that is why a role play could follow with students asking each other questions and their classmates answer in a natural, unpredictable way. At the end of the teaching process a short discussion could complete the procedure.

Finally, what is of great importance is the teacher's attitude towards their students which should be encouraging with praises, approvals, and smiles every time the students take part in the learning procedure.

All in all, the teaching techniques should be consistent with the Direct Method, the Communicative Language Teaching method and the Differentiated Instruction approach.

Could the story-based framework favor the aforementioned techniques?

1.8 Concluding Remarks

All in all, it seems that there are multiple aspects that ought to be taken into account regarding the reading skill. Thus, the purpose of reading, the text-type, the reading skills and strategies, the reading styles and the reading models and processes, all seem to be interrelated notions. Finally, it is obvious that all the previous aspects should be congruent with appropriate teaching approaches, reading and techniques in order to facilitate the reading skill.

The present dissertation will shed light on the appropriateness of the story-based framework to apply all the aforementioned knowledge in order to help students to ameliorate their reading skills.

Chapter 2: The Story-Based Framework

2.1 Introduction

The focus of this chapter is on the Story-Based Framework. Firstly, there is a discussion on the criteria we have to keep in mind when designing a teaching and learning framework for young students. Moreover, a detailed analysis of the Story-Based Framework and its characteristics is attempted. Furthermore, there is discussion on the criteria for selecting a story as well as a detailed presentation of the process of vocabulary development through the implementation of the Story-Based Framework. Finally, there is a discussion on the criteria for designing appropriate vocabulary tasks.

2.2 Designing a Syllabus for Young Learners

Designing a syllabus for young learners is a task which requires consideration of multiple issues. According to Yalden (1987:88), "syllabus design is a process which is based on principles referring to three views about language: how it is learned, how it is structured and how it is used". Furthermore, Yalden (1987: 97) claims that "teachers have a major influence over what happens in the classroom". Thus, teachers ought to take into consideration a number of pedagogical and methodological issues in order to meet the needs of the target group.

Hence, when designing a teaching and learning framework for children we ought to take into consideration issues like learning strategies, approaches, methods, techniques, input, authentic language, motivation, attitude, enjoyment, etc. As Pantaleoni (1991) has put it, teachers ought to adopt approaches which do not neglect pedagogical issues and which focus on the development of the whole child. Moreover, Pantaleoni (1991) claims that the focus of teaching and learning should be on the process and not on the product and the syllabus designer, in our case the teacher, should take into account broader pedagogical issues like

sensitivity to cultural diversity, mental and emotional involvement, language awareness, a relaxed, positive attitude towards foreign language learning, confidence, willingness to try, curiosity and creativity.

In the same light, Williams (1998) is in accord with Vygotsky's (1978) Zone of Proximal Development (ZPD) and emphasizes the fact that a syllabus designer ought to design activities which are familiar to children and within their linguistic capacities. Furthermore, Williams (1998) claims that children should participate actively in the learning process, feel confident, enjoy the learning environment, become independent and autonomous, and interact and collaborate with their classmates.

Thus, taking everything into consideration, the question that follows is which framework would be appropriate to be implemented according to the aforementioned criteria. The section that follows attempts to shed light on the Story-Based Framework.

2.3 Story-Based Teaching and Learning

In light of all the above, the Story-Based Framework seems appropriate in a children's EFL context as it effectively combines pedagogical with methodological issues.

Hence, according to Beard (1991:232), "stories contribute to children's cognitive development in a number of ways". Thus, stories help children to experience imaginative situations, to express their feelings and emotions in an imaginative environment, to feel confident and autonomous, to interact with their classmates, and to become involved in a cognitive development process, unconsciously and naturally. Moreover, stories engage students in literacy in a playful and enjoyable way, appropriate to their age, as they motivate them with pictures, games, songs, etc.

Furthermore, Garvie (1990) suggests that stories enhance sensitivity to cultural diversity (Pantaleoni, 1991), as they offer to students the chance to explore different life-styles, customs, ideas, cultural differences and similarities and to expand their horizon regarding multilingual and multicultural aspects.

By the same token, Brewster, Ellis & Girard (1992) claim that stories are deeply motivating to students and enhance them to develop positive attitudes towards learning a foreign language as they provide imaginary

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contexts which make the young learners feel happy, relaxed, creative, and confident. Furthermore, as the students become involved in the plot and identify with the characters they interact and collaborate with their classmates and at the same time they express their feelings and emotions, a prerequisite for their emotional development.

Additionally, Machura (1991) states that stories in a TEYL context, motivate children through authentic input and enhance language acquisition as young learners become involved in role-plays, repeat or memorize language patterns and words, play games and generally, participate in interactive activities. Thus, they develop their confidence by being social and by expanding their cognitive horizon both in L1 and L2.

Equally, Cameron (2001), on the one hand, claims that stories can enhance foreign language learning as the vocabulary they use involves words familiar to children, new words easily identified, onomatopoeic sounds, rhyming expressions, etc. Also, stories include parallelisms, contrasts, metaphors, dialogues, all uses of language which offer opportunities for L2 learning. On the other hand, according to Cameron (2001:139), "stories suit human psychology" as they trigger anticipation of what will happen next, motivation to participate, surprise by the sequence of events and expression of feelings.

Thus, designing a syllabus based on stories seems to be a prerequisite to young learners' cognitive and emotional development.

2.4 Literature Review

Regarding the use of the story-based framework to teach vocabulary and to ameliorate the reading comprehension skill of young learners, there have been several studies conducted.

Firstly, Cakir (2014), researched the effect of authentic stories in vocabulary learning. In order to test the hypothesis an experimental group and a control group were formed in the ELT Department of Selcuk University in Konya, Turkey. The experimental group was taught vocabulary items through stories while the control group was taught the same vocabulary items through traditional techniques. The post-test and

retention test verified that both groups improved in terms of vocabulary recognition and retention but the experimental group scored significantly higher than the control group (Cakir, 2014).

In addition, Griva (2007), studied the effects of vocabulary teaching through authentic stories in a primary school in Greece. Thus, she decided to design a story-based framework to supplement the course book material and investigate its impact on young learners. After having designed and taught two lessons, she concluded that" the framework of two story-based lessons provided extra language practice by supplementing course material and engaging students in a variety of activities that involved consolidating vocabulary" (Griva, 2007:31). The lessons motivated and helped the students to practice their language skills. The stories triggered students' imagination and curiosity as they wanted to discover all the details of each story and at the same time they developed both receptive and productive skills by taking part in related language activities (Griva, 2007). The students were exposed to different kinds of stories, all of them enjoyable and interesting, and they were taught specific vocabulary (Griva, 2007). Moreover, the students activated prior knowledge and relevant vocabulary by being exposed to visual clues or listening activities (Griva, 2007)."Students were also able to reinforce thinking strategies such as comparing, predicting, classifying and cognitive strategies such as guessing, inferring opinion, and working out the meaning from context" (Griva, 2007:31). Finally, students cooperated with each other, worked in pairs, discussed their answers with their classmates and shared their opinions and thoughts (Griva, 2007).

Thus, the current research aims to shed further light on what has already been stated.

2.5 Criteria for Selecting a Story

Having taken into account all the aforementioned, it seems that the issue of selecting a story to use with young learners is not a simple task and needs careful consideration of their age, linguistic input, and cognitive development.

Thus, first and foremost, according to Povey (2019), selecting an authentic story is an important criterion as it motivates young students to learn L2 by exposing them to natural, meaningful, authentic material.

Furthermore, according to Ellis & Brewster (2002), exposure to authentic input offers a greater sense of achievement and enhances learners to adopt a positive attitude towards learning English. Moreover, another criterion is, as Williams (1998) put it, that the linguistic input should be within the learners Zone of Proximal Development. In other words, stories should be simple with interesting, not too long or complex plot which takes into account the attention span of the learners and with easy vocabulary and grammar structures, suitable to the learners' language level. In the same light, the theme of the story should be motivating and appropriate to young learners' age in order to promote positive learning attitudes. In addition, Kolsawalla (1999) claims that stories should be enjoyable and written in a memorable style with a lot of repetitions, rhyme songs or verses and alliteration in order to help young learners to learn and remember new vocabulary. In addition, a story can be enjoyable and easy to remember when it contains attractive, colorful illustrations or flashcards, appropriate to the age of young learners. Moreover, according to Machura (1991), stories should enhance students to participate in interactive activities. So, another criterion of selecting a story would be the existence of short dialogues in it so as to trigger speech or drama activities. This way young learners develop a sense of achievement, build their self-confidence, feel relaxed, and become autonomous. Furthermore, Pantaleoni (1991) claims that stories can enhance cultural diversity, thus another criterion of selecting a story to use with young learners is its cultural content and its appropriateness to raise children's awareness of multiculturalism.

All in all, the aforementioned criteria should be taken into account for the appropriate selection of a story to be used with young children. The question that needs to be answered next is if an appropriate selection of a story can enhance young students to learn and remember new vocabulary or expand knowledge on the features of already acquired vocabulary. The section that follows presents and discusses vocabulary development through a story-based framework.

2.6 Vocabulary Development through a Story-Based Framework

In continuation of what has already been said, Boonkongsaen (2012) states that learning new vocabulary or expanding one's knowledge on the features of already acquired vocabulary, is a rather demanding task.

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Thus, according to Takac (2008), both intralexical and extralexical factors can affect vocabulary learning. On the one hand, intralexical factors refer to "intrinsic properties of words that might affect its learnability" (Laufer, 1990:141) like orthography, morphology, pronunciation, length, level of abstractness and multiplicity of meaning. However, even if a word is phonologically or morphologically simple, it will not be remembered if a student is demotivated or unwilling to learn it (Osguthorpe, 2009). Thus, on the other hand, extralexical factors such as students' motivation, attitude and beliefs about language learning, the course type and the learning environment (Boonkongsaen, 2012) seem to be much more important.

Thus, having taken all the aforementioned into account, it seems that these extralexical factors are in harmony with the features of a story-based framework as stories increase both young learners' motivation and active participation in an enjoyable way. Moreover, stories are usually vividly illustrated, another factor that makes vocabulary easy to remember by inferring meaning and making mental associations (Ellis & Brewster, 2002). In addition, stories often include frequent repetition of formulaic expressions which promote vocabulary learning as whole, ready-made language units that are stored easily in memory (Schmitt, 2000). Finally, as Brewster, Ellis & Girard (1992) have put it, stories provide imaginary contexts and enhance young learners to get involved in the plot and identify with their characters. This way, they feel happy and relaxed and without realizing it they learn new vocabulary while interacting with their classmates, and express their feelings.

All in all, a story-based framework could be ideal to help young learners to learn and remember new vocabulary. Consequently, what comes next is the appropriate design of vocabulary tasks and activities. Thus, the following section presents and discusses vocabulary task design.

2.7 Criteria for Vocabulary Task Design

In light of all the above, it seems that stories can provide an ideal context for vocabulary learning. However, a set of carefully designed tasks and activities should accompany stories in order to help young learners to participate in a vocabulary learning process.

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Hence, according to Nation (2017), vocabulary learning relates to repetition, so teachers should provide learners opportunities to repeat and consolidate vocabulary. In the same light, Schmitt (2000:137) claims that "vocabulary learning is an incremental process, and this obviously means that lexical acquisition requires multiple exposures to a word". Thus, reading or listening to the same text again with the use of flashcards and videos and then doing activities which combine receptive and productive skills, increases repetition opportunities. For instance, matching two halves of a sentence so as to make sense, reading words and putting them in order to make sentences, watching a video with relevant vocabulary and then completing the gaps of a vocabulary task, matching words with pictures, matching synonym words, playing games such as Bingo, matching speech bubbles to pictures while listening to a cd, and other, are all examples of activities which enhance phonic skills, develop awareness of simple words and sentence patterns and help students to learn and remember vocabulary.

Furthermore, according to Linse & Numan (2005), the quality of mental processing is another important component of vocabulary development and acquisition. Thus, putting words in different group categories, using words in meaningful contexts, talking about personal experiences or expressing opinion with relevant vocabulary are all examples of activities that demand mental processing.

Finally, Cameron (2001), claims that a framework should be made up of a preparation activity, a core activity and a follow-up activity. As Shin & Crandall (2014) have put it, teachers should design tasks for all the stages of a story-based lesson, i.e. pre-reading activities, while-reading activities and post-reading activities. For instance, a vocabulary brainstorming activity could activate relevant schemata and vocabulary, then, tasks relevant to the story could present new vocabulary and finally, follow-up activities could help young learners to consolidate and remember vocabulary.

All in all, designing vocabulary tasks is an issue which needs careful and meticulous consideration.

2.8 Concluding Remarks

In conclusion, the Story-Based Framework seems appropriate in a children's EFL context as it combines effectively pedagogical with methodological issues. Thus, authentic stories contribute to children's cognitive development, are deeply motivating and enhance students to develop positive attitudes towards learning a foreign language and, last but not least, encourage language acquisition and vocabulary learning.

Chapter 3: Research Methodology

3.1 Introduction

The aim of the present chapter is to shed light on the purpose of the current research with its research questions, the type of research with its approaches, methods and tools, and the teaching context both of the control group and of the experimental group. Furthermore, the current chapter presents the reasons for selecting the implementation of the Story-Based Framework to teach vocabulary to the students of the 5th Grade of a State Primary School. Finally, there is a description of the adapted content and the procedure that was followed to conduct the research, at the end of the chapter.

3.2 The Purpose of Research

The purpose of the present research is to investigate the hypothesis that authentic stories are a particularly motivating means for young learners to unconsciously and gradually develop suitable reading skills which could improve their reading comprehension capacity through the process of learning new vocabulary, naturally and effectively. Thus, this research aims to explore whether implementing a story-based framework in a TEFL context can ameliorate young learners' reading skills and familiarize them with new vocabulary. Specifically, it makes an attempt to provide evidence that such a framework can help a group of students who attend the fifth grade in a Greek State Primary School, to become capable readers and to improve their vocabulary.

To this purpose, two research questions were posed:

a) Can authentic stories ameliorate the reading comprehension skill of 5th Grade pupils in the context of the Greek State Primary School?

b) Can authentic stories enhance vocabulary learning and teaching to 5th Grade pupils in the context of the Greek State Primary School?

All in all, the purpose of the current research is to focus on the effects of the implementation of the story-based framework on young students.

3.3 The Type of Research

The section that follows sheds light to the type of the current research and analyzes the selected research approach, methodology and data collection tools.

3.3.1 What Research Means

Every time you try to answer a question or to solve a problem by gathering information, you are doing "research" (Booth et al., 2003). Therefore, the first thing that you need to do in order to conduct research is to find a topic (Larsen-Freeman, 2018). The topic of the present research is the implementation of the Story-Based Framework to young learners in a TEFL context. Then, what comes next are the research questions that serve as a compass (Mc Combes, 2019). The research questions of the current research are, firstly, if authentic stories can ameliorate the reading comprehension skill of 5th Grade pupils in the context of the Greek State Primary School, and, secondly, if authentic stories can enhance vocabulary learning and teaching to 5th Grade pupils in the context of the Greek State Primary School. Then, after having posed the research questions, a research approach should be selected as research needs to be done in a systematic way using a method that has been predetermined.

The next section focuses on the selected research approach.

3.3.2 The Selected Research Approach

The selected research approach regarding the current dissertation, is action research. According to Cohen (2007:298), action research strives "to bridge the gap between research and practice" so as that the researcher can take action in inquiring a problem, understanding, improving and reforming practice (Hopkins, 1985). This way, action research is related to change. Furthermore, according to Mc Niff (2002), another characteristic of action research is reflection and re-planning. Thus, action research could be seen as a cycle of posing a research question, carrying out an intervention plan, observing, trying new strategies and methods, reflecting, and re-planning until the researcher understands the problem. Hence, the steps of the cycling process of action research are identifying the problem and planning the action, collecting and analyzing the data, using the findings, and, finally, reviewing and reflecting (Mc Niff, 2002).

Furthermore, action research can be used in education in various areas. For instance, the current action research is used to investigate the impact of a modern teaching framework - Story-Based Framework- on young learners, as an alternative to more traditional frameworks, in a TEFL context.

Moreover, according to Borgia and Schuler (1996), action research entails some characteristics, known as the five Cs. The first one is Commitment as the researcher needs to be committed to his purpose and to complete his research in time. Then, the second one is Collaboration as the researcher has to collaborate with other people in order to share ideas, suggestions and actions. The third one is Concern as the researcher belongs to a group of people in which members trust each other and recognize the value of the research. What comes next is Consideration as the researcher ought to stay focused on their research in order to collect data and interpret the results. Finally, the fifth one is Change as this is the real aim of the conduct of action research. Thus, the interpretation of the results should be taken into account so as to bring change and improvement regarding learners' needs. Besides, change is a continuous process which relates to progress and self-improvement.

However, the method as well as the data collection tools that are included in action research are of great importance. Thus, the section that follows presents the methodology and the data collection tools of the current research.

3.3.3 Research Methodology

To start with, according to Babbie (2010), quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, surveys or tests. Quantitative research focuses on gathering numerical data so as to explain a particular phenomenon. Quantitative research designs are either descriptive, when subjects are measured only once, or experimental, when subjects are measured before and after a treatment. Moreover, data are in the form of numbers and statistics, often arranged in tables, charts, figures or other non-textual forms (Babbie, 2010).

On the other hand, according to Marshall et al. (1995), qualitative methods place emphasis on the qualities of entities and on processes and meanings. This way, qualitative researchers stress the socially constructed nature of reality and the situational constraints that shape inquiry. They seek answers to questions that focus on how social experience is created and affects a phenomenon. Thus, data are collected through observation or interviews which capture direct quotations about people's personal perspectives and lived experiences.

However, the current dissertation applies a mixed method approach to research as it combines both quantitative and qualitative methods which are employed in a continuum, to conduct the highest quality research possible. Thus, this mixed method approach introduces a triangulation, allowing the two methods to support, inform and validate each other. As Tashakkori et al. (2003: 4) have put it, it is the "research in which the investigator collects and analyzes data, integrates the findings and draws inferences, using both qualitative and quantitative methods in a single study".

Such a mixed method approach to research has many advantages. According to Doyle et al. (2009), triangulation of quantitative and qualitative data enhances validity and completeness, as more accurate conclusions can be drawn. Furthermore, different research questions can be answered and the explanation of findings can be achieved by using both qualitative and quantitative tools. It seems that it is quite difficult to claim that only a quantitative or qualitative method is sufficient to provide a comprehensive picture of a phenomenon under study.

However, each method uses specific data collection tools. The next section refers to each method's tools.

3.3.4 Data Collection Tools

First of all, two groups of students will participate in this action research, a control group which will be taught through the conventional course book (see Appendix III, p.60), distributed free of charge to all students, and the experimental group which will be taught through authentic stories (see Appendix V, p.85).

Furthermore, on the one hand, the current research adopts an experimental, quantitative research design as the first data collection tool is a pre- and post-test, which will be derived from a past KPG exam paper of the A1/A2 level (see Appendix VIII, pp.112-119), and will be given to both groups so as to check their language level but also their progress at the end of the research and intervention. The part that was chosen to be given to students is Module 1, Reading Comprehension (2021) as the focus of the research is vocabulary.

Hence, the particular test, as a quantitative data collection tool, is a multiple- choice task and includes 40 closed-ended items. Each item gives 1 mark, which means a total of 40 marks, and the answers obtained are expected to be the same by all the students. This way, objectivity and reliability in marking can be achieved. Furthermore, according to the Common KPG Exam Specifications (Dendrinos & Karavas, 2013), a successful candidate needs at least 30% of the highest possible grade, as set by law, in order to obtain A1 level certification and at least 60% of the highest possible grade in order to obtain A2 level certification. Provided that the highest score, in our case, is 40 marks as we use only Module 1 of the test, what needs to be checked is whether students' mark is higher than the A1 level threshold of 30% of the highest possible score, ie.12 correct answers or higher than 60% of the highest possible score, i.e. 24 correct answers. Thus, 12-23 correct answers lead to A1 level whereas 24-40 correct answers lead to A2 level.

However, as has already been said, the current dissertation applies a mixed method approach to research, thus, the second data collection tool is a qualitative one. Hence, qualitative research is conducted through a pre-semi-structured interview (see Appendix XI, pp125-126) as well as a post-semi-structured interview (see Appendix XII, pp.127-128). Thus, the interviews include open-ended, broad questions which give the researcher the opportunity to encourage the learners elaborate more on a topic (Brinkmann, 2014). Also,

this type of interview helps the researcher to get more information and a deeper insight into the phenomenon under study (Galletta, 2013), i.e. the Story-Based Framework. Hence, on the one hand, a pre-semi-structured interview gives the researcher the opportunity to investigate the learners' opinion on stories, their previous experience, their preference on topics etc. (see Appendix XI, pp.125-126). On the other hand, a post-semi-structured interview helps the researcher to get information about the learners' feelings after the intervention, in other words, after being taught the authentic stories (see Appendix XII, pp.127-128). Given that the current research involves eleven-year-old students, semi-structured interviews seem to be a perfect data collection tool as students would have the opportunity to express themselves spontaneously, to ask for clarifications and to participate in a dialogue with their teacher. In this way, it could be shed light on issues that might not have previously been considered (Prior, 2016). Thus, the data collected would be reliable and the findings of the research credible and valid (Harrell & Bradley, 2009).

Finally, one more qualitative data collection tool that will be used, is observation in the form of the teacher's diary (see Appendix XV, p.152). According to Griva & Kofou (2017), observation takes place in natural settings and gives the researcher the opportunity to systematically collect data by keeping notes, in the form of diaries, checklists/ rating scales or anecdotal records. Thus, unstructured observation will take place as the researcher will record anything that happens in classroom, relevant to the issue under investigation (Griva & Kofou, 2017), regarding the learners' behavior and the teaching process. Moreover, the researcher will become a participant observer as a member of the focus group, will observe, will discuss with the students, will keep notes and will collect data in a natural way (Griva & Kofou, 2017).

All in all, quantitative tools will be integrated with qualitative data collection tools for a deeper insight into the Story-Based Framework, through triangulation of the research findings.

The section that follows refers to the research context with description of the control group and the experimental group.

3.4 The Research Context

Two groups of students who are in the 5th grade of primary school, co-synthesize the research context. Both groups, the experimental group and the control group attend a State Primary School in Peristeri, a municipality in the regional unit of the west sector of Athens. The school includes about 240 students, mainly Greek and a few Albanian, Bulgarian and Romanian whose "different cultural background leads to the formation of unique and complex, small social groupings" (Fay R., 2008: 334).

The students are primarily taught the 5th Grade Pupil's Book series, three hours per week, according to the official curriculum of the Greek Ministry of Education and Religious Affairs. However, it would be worth mentioning that the school is fully equipped with labs, computers and projectors in every classroom, a qualitative characteristic which promotes the use of extra material and innovative techniques in class.

3.4.1. Description of the Experimental Group and its Context

The following presentation of the current teaching context refers to young students, aged 10-11 who are Basic Users of the pre- A1-A2 Level with reference to the Common European Reference Framework (Council of Europe, 2001). Thus, the class is mixed ability with some students being Basic Users of the A1 Beginner Level and other students being Basic Users of the A2 Elementary Level, with reference to the Common European Reference Framework (Council of Europe, 2001). The teaching situation corresponds to Kachru's (1985) expanding circle as the learning environment is based on an English as a Foreign Language setting with a Non-native speaking teacher (Medgyes, 1992).

The class includes 18 students, 9 girls, and 9 boys. They are mainly from working- class families and they live in the surrounding neighborhoods. Almost all the students are Greek apart from one boy who is from Albania. Moreover, there is one boy diagnosed with dyslexia and one boy who faces many difficulties in all skills, i.e. reading, writing, listening, and speaking. Overall, the students are kind, willing to participate in the learning process, lively, energetic, and agreeable to modern teaching methods.

Regarding their classroom, it is spacious and bright, fully equipped with a computer and a projector, decorated with some of the students' projects and drawings from the English lesson. The desks are arranged

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in rows with pairs of students and when there is a need for small groups of four to six students, learners can quickly turn to another desk and form a group.

All in all, cooperation with the experimental group is perfect.

3.4.2. Description of the Control Group and its Context

The following presentation of the current teaching context refers to young students, aged 10-11 who are Basic Users of the pre- A1-A2 Level with reference to the Common European Reference Framework (Council of Europe, 2001). Thus, the class is mixed ability with some students being Basic Users of the A1 Beginner Level and other students being Basic Users of the A2 Elementary Level, with reference to the Common European Reference Framework (Council of Europe, 2001). The teaching situation corresponds to Kachru's (1985) expanding circle as the learning environment is based on an English as a Foreign Language setting with a Non-native speaking teacher (Medgyes, 1992).

The class includes 18 students, 10 girls and 8 boys. They are mainly from working class families and they live in the surrounding neighborhoods. Almost all the students are Greek apart from one boy who is from Romania. Moreover, there is one boy and one girl diagnosed with dyslexia and two boys and one girl who face many difficulties in all skills, i.e. reading, writing, listening and speaking. Overall, the students are quite noisy but willing to participate in the learning process, lively, energetic and vivid.

Regarding their classroom, it is spacious and bright, fully equipped with a computer and a projector, decorated with some of the students' projects and drawings from the English lesson. The desks are arranged in rows with pairs of students and when there is a need for small groups of four to six students, learners can quickly turn to another desk and form a group.

All in all, cooperation with the control group is marginally perfect with some discipline problems.

The following section discusses why the 5th grade was selected for the implementation of the story-based framework.

3.5 Reasons for selecting the 5th Grade of Primary School

The 5th Grade of Primary School was selected for the implementation of the Story-Based Framework to teach vocabulary, in the context of differentiated instruction (Pham, 2012), (see chapter 1, p.9) as it is specified in the DEPPS and APS (see Appendices I, p.55 and II, pp57-59), the curriculum documents of the Hellenic Pedagogical Institute (PI), a branch of the Hellenic Ministry of Education and Religious Affairs.

Thus, according to the curriculum documents of this Grade, literacy, plurilingualism and pluriculturalism (see Appendix I, p.55) should be enhanced and pursued. Furthermore, DEPPS and APS of this Grade propose methodological approaches and learning strategies (see Appendices I, p.55 and II, pp57-59) which promote a learner-centered approach to education, which attempts to foster the learner's development as an individual with intellectual and emotional needs and as a social being. In other words, education should not be seen as a process of pathetic transmission of knowledge but as a way of enabling learners to learn how to learn (see Appendix II, p.57), in the context of a student centered approach (Latham, 2016), (see chapter 1, p.9). Furthermore, the main aim of the 5th Grade curriculum is to prepare competent learners who are involved in activities which help them to interact with each other, in the context of a communicative approach to learning (Azimova, 2019), (see chapter 1, p.8). Hence, learners are trained to learn how to learn in the context of a curriculum which encourages learner autonomy by rendering learners responsible of their own differentiated learning process (see Appendix II, p.57).

Taking everything into account, the Story-Based Framework seems to be an ideal educational framework for the 5th Grade of Primary School, as it embraces the general objectives of the DEPPS and APS curriculum in English Language Teaching at Greek Primary Education state schools.

However, the question is why the Story-Based Framework was selected for the research. The section that follows discusses this theme.

3.6 Reasons for Selecting the Story-Based Framework for the Research

To start with, teachers are naturally responsible for adapting and modifying any curricular framework in order to help their students follow the path of substantial knowledge. Thus, the implementation of the Story Based Framework to teach vocabulary to students of the 5th grade of primary school was not decided upon arbitrarily by the teacher.

Hence, the aims and objectives of the curriculum, as they are specified by the PI, were taken into account as well as the needs and preferences of the students and last but not least, the teacher's personal style, pedagogical philosophy and expectations of the course.

3.6.1. The Aims and Objectives of the Curriculum

First and foremost, according to the revised unified curriculum for English in the 4th, 5th, 6th classes of primary education (see Appendix I, p. 55), concepts such as plurilingualism and pluriculturalism, learning how to learn, learner-centeredness, learner autonomy, critical thinking, life-long learning, integration of skills, socialization and expression of feelings, all ought to be enhanced in the context of A1/A2 level of proficiency. However, the Pupil's Book of the 5th grade (see Appendix III, p.60-69), approved by the Ministry of Education seems to enhance the "perfect comprehension of the text" (Urquhart & Weir, 1998) as regards the teaching of the reading skill. Yet, as Samuels & Kamil (1988: 206) have put it, "contrary to conventional wisdom, which states that comprehension is the process of getting meaning from a page, comprehension is the process of bringing meaning to a text". Furthermore, the vocabulary tasks (see Appendix III, p.60-69) which target examining comprehension, like true-false statements (see Appendix III, p.60-69) or matching activities (see Appendix III, p.60-69), restrict inferencing, limit learners' imagination and do not inculcate in students the spirit of autonomy. In other words, the vocabulary tasks promote text-driven, lower processes (Goldman & Rakestraw, 2000), involve students in hard-focused reading, there is no actual involvement of the reader as there is no need to activate background knowledge, and the tasks are not motivating and consequently they do not enhance reader autonomy. The tasks seem to address "submissive readers" (Widdowson, 1984:226) who follow bottom-up processes and accumulate information without subjecting it to critical thinking. Furthermore, the students need to provide answers in a passive way without

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interacting with each other and without expressing their feelings. Finally, the absence of tasks which promote metacognitive processes (Cohen, 1998) is obvious as students are not motivated to move their thought away from the boundaries of the text. To sum up, students participate in a teaching situation where "reading is practiced through a text that is used as a linguistic object"(TALO) (Johns & Davies, 1983: 2-3).

On the contrary, the implementation of the Story-Based Framework addresses Hartman's (1992) "resistant readers" who assert their own meaning through participating in an internal dialogue in order to form hypotheses, to make predictions, to add new information to old one and to modify old views.

Thus, four authentic stories (see Appendix V, pp.85-89), taken from the world web, are used, "within the learners' reading competence in the foreign language" (Day & Bamford, 2002:137) and the stories are accompanied with slides (see Appendix IV, pp.70-84), audio and worksheets (see Appendix VII, pp.99-111) that include motivating tasks. These stories were selected because they are related to environmental issues the same as unit 5 of the Pupil's book (see Appendix III, pp. 60-69). In the pre-reading stage, a reader-oriented cognitive strategy is applied (Urquhart & Weir, 1998: 96-98) as the tasks (see Appendix VII, pp.99-111) activate relevant schemata and background knowledge and students as "holistic" readers (Pask, 1976) are concerned with relating input to existing knowledge. Obviously, in the pre-reading stage students are given the chance to communicate with each other, thus reading is integrated with speaking and global, top-down processes are followed.

Furthermore, in the while-reading stage, the tasks (see Appendix VII, pp.99-111) are motivating and intriguing, accompanied with videos (see Appendix VII, pp.99-111) and pictures (see Appendix VII, pp.99-111) that enhance higher level, top-down processing. Hence, the students use vocabulary from the stories or the videos in order to recapture and describe background knowledge, to relate new information with what they already know (Carell & Eisterhold, 1983/1988) and finally, to do the activities. The presence of process-oriented, global, top-down, higher level processes is obvious and it switches the text to a TAVI (text-as-a-vehicle-for-information) orientation (Johns & Davies, 1983: 1). Obviously, the tasks are communicatively oriented, and help students feel confident and autonomous while at the same time they create a warm, pleasant, and friendly atmosphere in the classroom.

Moreover, in the post-reading stage (see Appendix VII, pp.99-111), a reader-oriented, metacognitive strategy (Williams & Burden, 1997) is applied and students as strategic, autonomous readers step outside their own learning and expand their cognitive horizon while reading is integrated with speaking and writing.

All in all, the implementation of the Story-Based Framework has shifted the focus in the teaching of reading from the end product to the process the reader goes through in order to become a strategic reader and to learn new vocabulary. The students are exposed to global, soft-focused reading, concept-driven, higher level, communicatively oriented processes and they bring meaning to the text by using background knowledge and personal experience. The reading process seems to simulate the students' everyday reality. Thus, the aims and objectives of the curriculum, as they are specified by the PI, comprise the first reason why the implementation of the Story-Based Framework was selected.

3.6.2. The Preference of the Students

The second reason why the implementation of the Story-Based Framework was selected is the preference of the students. According to Tomlinson (2001), students should be given the liberty to choose the learning process that best suits them.

Thus, an initial semi-structured interview (see Appendix XI, p.125) was conducted in the students' classroom so as to investigate their thoughts and preference regarding the teaching process of learning vocabulary. Each interview lasted 3-5 minutes and each student had the time to express their opinion and feelings about the teaching method that would help them learn vocabulary in a pleasant way. During the semi-structured interview the teacher asked the students which method of learning vocabulary they preferred in order to learn vocabulary (see Appendix XI, p.125). Thus, the students had to choose the most effective and enjoyable means of instruction among vocabulary lists, authentic stories from the web, project work, role-play drama and songs (see Appendix XI, p.125).

After a meticulous analysis of the semi-structured interview results (see Appendix XIII, pp129-132), it was obvious that stories were regarded as the most preferable way for students to learn vocabulary. Thus, 14 out of 18 students chose stories, 2 out of 18 chose songs and 2 out of 18 chose role-play drama. In other words,

77.7% regarded stories as the most efficient and enjoyable method to learn vocabulary, 11.1% preferred songs and 11.1% chose role-play drama.

All in all, the preference of the students, as it results from the initial semi-structured interview, constitutes the second reason why the implementation of the Story-Based Framework was selected.

3.6.3. The Teacher's Pedagogical Philosophy

Last but not least, the third reason why the implementation of the Story-Based Framework was selected is the teacher's personal style and pedagogical philosophy.

Thus, the teacher seeks to inculcate lifelong learning in young students by using authentic material and motivating tasks. Hence, the teacher hopes to encourage students to love stories and to continue reading them throughout their lives. Stories seem to suit not only students' preferences but the teacher's personal style as well. Thus, reading stories either as a student or as an adult is an efficient way to learn vocabulary, to expand your cognitive and cultural horizon, to develop your imagination, to enjoy yourself, and to become open-minded, humble, and confident.

All in all, the teacher needs to believe very strongly on what they choose to do. The section that follows discusses the content of the Pupil's Book that was adapted in order to facilitate the implementation of the Story-Based Framework.

3.7 The Adapted Content

The content of the book that was adapted for the implementation of the Story-Based Framework was Unit 5 of the "English 5th Grade Pupil's Book" (Kolovou & Kraniotou, 2007 (see Appendix III, pp.60-69) and Activity Book (Kolovou & Kraniotou, 2007).

Specifically, the students of the control group were taught vocabulary through their Pupil's Book and Activity Book materials whereas the experimental group was taught vocabulary through authentic stories from the web (see Appendix V, pp.85-89) accompanied with worksheets (see Appendix VII, pp.99-111).

The section that follows discusses the action research procedure.

3.8 The Action Research Procedure

First of all, at the beginning of the research both the students of the control group and of the experimental group were given a pre-test which was derived from a past KPG exam paper of the A1/A2 level (see Appendix VIII, pp112-119) to check their language level. Thus, the part that was chosen to be given to the students is Module 1, Reading Comprehension (2021) as the focus of the research was vocabulary. Furthermore, only 40 closed-ended items out of 50 from Module 1, were given to students as candidates who sit for the KPG have 65 minutes for Module 1 whereas students at school have only 45 minutes, one class period in a school day. Additionally, it would be tiring for students of this age to write a test for 65 minutes and then to continue with their other school subjects. The results of the pre-test (see Appendix IX, pp120-121) revealed that there was no significant difference in the performance of the two groups of students as both the control group and the experimental group have characteristics of a mixed-ability class with students of the A1/A2 level in English.

Then, an initial semi-structured interview (see Appendix XI, p.125) was conducted with the students of the experimental group which gave them the opportunity to express their opinion and feelings regarding the differentiated instruction method that would be chosen to conduct the research. Given that the implementation of the Story-Based Framework was selected by the students, four authentic stories from the web were chosen by the teacher (see Appendix V, pp.85-89), accompanied with worksheets (see Appendix VII, pp.99-111) to ameliorate students' reading skill and to teach vocabulary. However, for students of the control group, the practice of new vocabulary was limited only to the Pupil's Book and Activity Book tasks.

Thus, after 8 lessons, both the students of the control group and the experimental group were given a post-test (see Appendix VIII, pp.112-119), exactly the same test that was given as a pre-test. This time, the aim of the test was to check their progress regarding their reading capability and vocabulary. The results of the

post-tests (see Appendix X, p.122-124) shed light on the effectiveness of the teaching methods implemented on either group of students.

In the end, a final semi-structured interview (see Appendix XII, p.127) was conducted to the students of the experimental group which gave them the opportunity to express their thoughts after the implementation of the Story-Based Framework. Finally, the teacher's diary (see Appendix XV, p.152) helped the teacher to keep notes throughout the research regarding the students' progress.

All in all, taking everything into account, conclusions regarding the effectiveness of the implementation of the Story-Based Framework on teaching vocabulary could be drawn.

3.9 Concluding Remarks

In conclusion, action research was conducted in the current dissertation which involved both quantitative and qualitative research tools in order to collect data from two groups of students, the control group and the experimental group. The results of the research, regarding the effectiveness of the implementation of the Story-Based Framework to teach vocabulary to students of 5th Grade of a State Primary School, will be presented and analyzed in the following chapter.

Chapter 4: Presentation of the results

4.1 Introduction

The purpose of this chapter is to present and analyze the results of the current research. Thus, a presentation of the research results follows regarding both the quantitative and the qualitative data in order to shed light on the research questions. In other words, a meticulous analysis of the data may enlighten the positive correlation between the Story-Based Framework and the teaching of vocabulary to young learners. Furthermore, a discussion on the limitations of the research is included as well as proposals for further research.

4.2 Data Presentation and Analysis

As has previously been said, both quantitative and qualitative data were collected in order to shed light on the research questions. Thus, on the one hand, the pre-test and post-test results (see Appendices IX, p.120-121 and X, p.122-124) investigated and evaluated the extent to which students, both of the control and the experimental group, were encouraged to learn new vocabulary and ameliorate their reading skills. On the other hand, a final semi-structured interview (see Appendix XII, p.127) was conducted to the students of the experimental group in order to shed light on their thoughts and feelings regarding the implementation of the Story-Based Framework and its effectiveness in the context of learning new vocabulary.

4.2.1 Pre-test and Post-test Results

As has already been said, the particular test is a multiple- choice task which includes 40 closed-ended items. Each item gives 1 mark, which means a total of 40 marks, and the answers obtained are expected to be the same by all the learners. Furthermore, according to the Common KPG Exam Specifications (Dendrinos & Karavas, 2013), a successful candidate is one who has secured at least 30% of the highest possible grade, as set by law, to obtain A1 level certification or at least 60% of the highest possible mark to obtain A2 level certification. Provided that the highest score, in our case, is 40 marks, what needs to be checked is whether students' mark is higher than the A1 level threshold of 30% of the highest possible score, ie.12 correct answers or higher than 60% of the highest possible score, i.e. 24 correct answers. Thus, 12-23 correct answers, out of 40, lead to A1 level whereas 24-40 correct answers lead to A2 level.

Thus, following the above specifications, the pre-test results (see Appendix IX, p.120-121) of both the experimental group and the control group revealed that at the beginning of the research, the level of the students was similar. To be more specific, in the experimental group 40% of the students, that is 6 out of 15 students failed the pre-test as they scored below 12 correct answers (see Figure 1, p.35) Furthermore, 27% of the students, that is 4 out of 15 students, scored 12-23 correct answers so they reached A1 level (see

Figure 1, p.35) Finally, 33% of the students, that is 5 out of 15 students, scored 24-40 correct answers so they reached A2 level (see Figure 1, p.35).
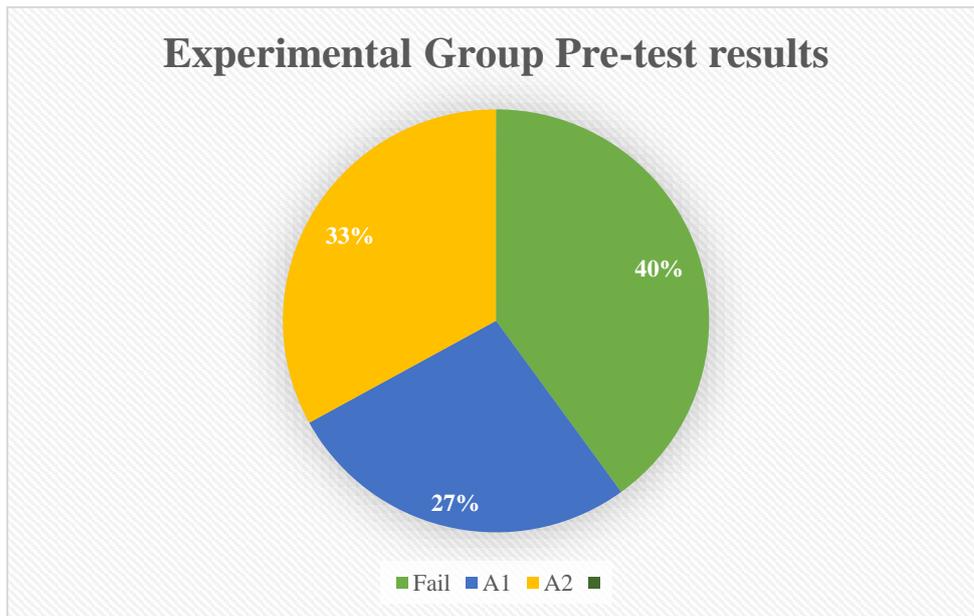
Figure 1. Experimental Group Pre-Test Results

On the other hand, in the control group 35% of the students, that is 6 out of 17 students failed the pre-test as they scored below 12 correct answers (see Figure 2, p. 35) Furthermore, 41% of the students, that is 7 out of 17students, scored 12-23 correct answers so they reached A1 level (see Figure 2, p.35) Finally, 24% of the students, that is 4 out of 17 students, scored 24-40 correct answers so they reached A2 level (see Figure 2, p.35).

Figure 2. Control Group Pre-Test Results

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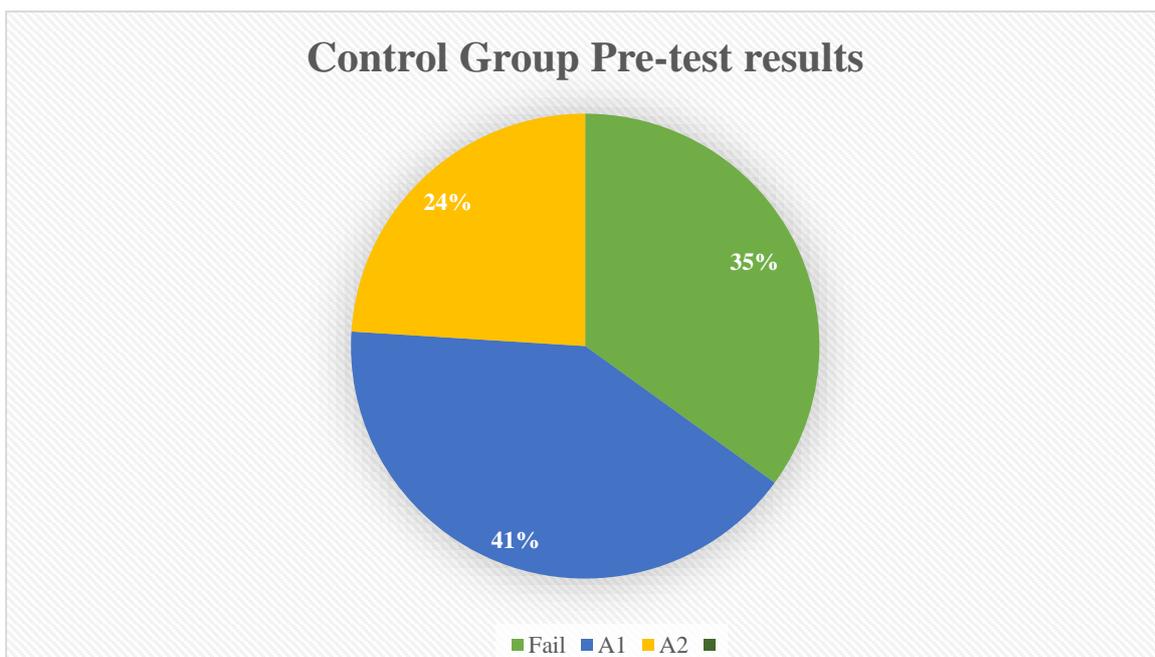
Thus, it is clear that the level of the students both in the experimental group and the control group was similar at the beginning of the research, before the implementation of the Story-Based Framework. However, after the implementation of the Story-Based Framework, at the final stage of the research, both groups were given the same test again, as a post-test, and the results were different this time.

Hence, to be specific, in the experimental group 8% of the students, that is 1 out of 15 students failed the post-test as they scored below 12 correct answers (see Figure 3, p.36) Furthermore, 46% of the students, that is 7 out of 15 students, scored 12-23 correct answers so they reached A1 level (see Figure 3, p.36) Finally, 46% of the students, that is 7 out of 15 students, scored 24-40 correct answers so they reached A2 level (see Figure 3, p.36).
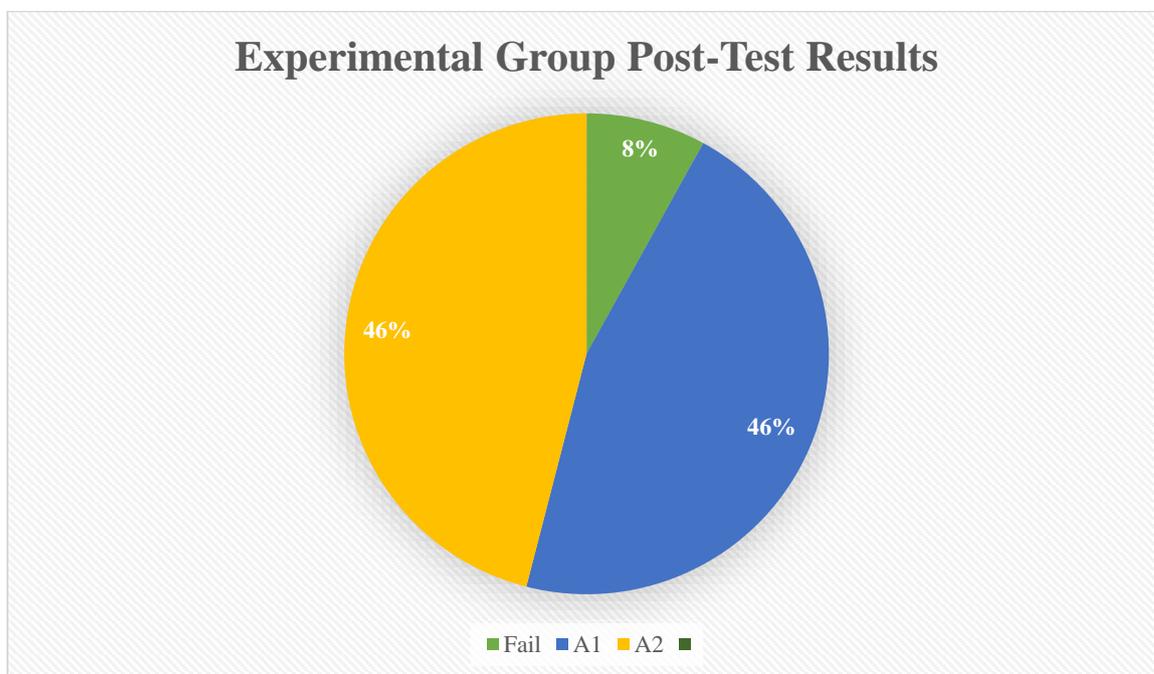
Figure 3. Experimental Group Post-Test Results

On the other hand, in the control group 30% of the students, that is 5 out of 17 students failed the post-test as they scored below 12 correct answers (see Figure 4, p.37) Furthermore, 35% of the students, that is 6 out of 17students, scored 12-23 correct answers so they reached A1 level (see Figure 4, p.37) Finally, 35% of the students, that is 6 out of 17 students, scored 24-40 correct answers so they reached A2 level (see Figure 4, p.37).

DAKIDI VASILIKI – 134714 – DISSERTATION – MAY 2023
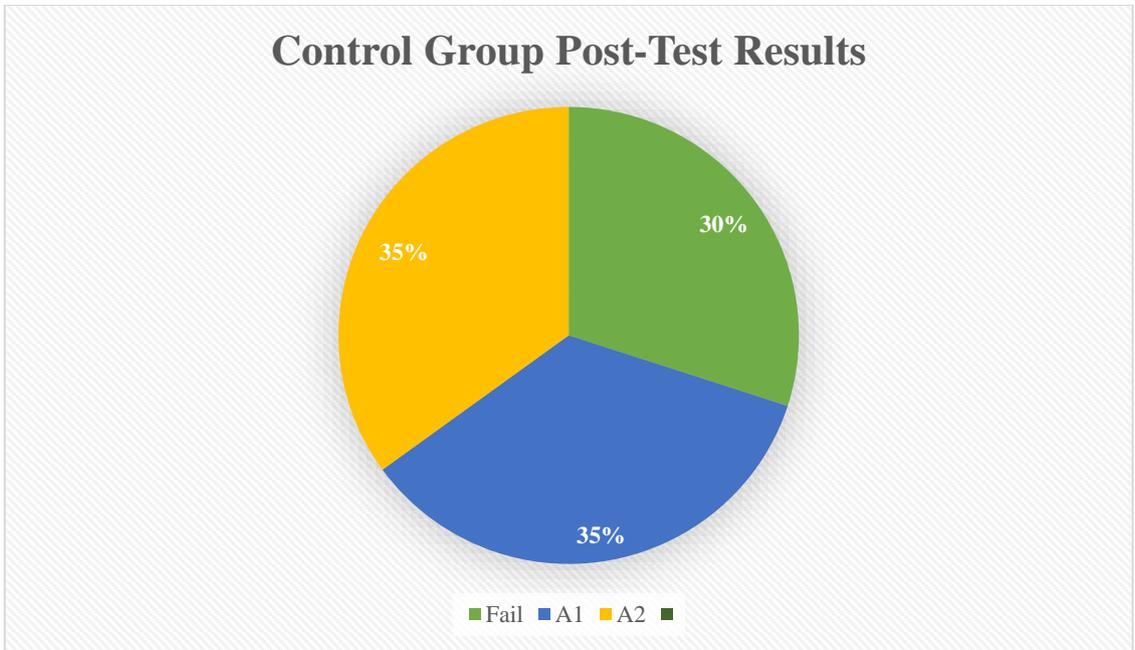
Figure 4.   Control Group Post-Test Results

It is obvious from the above that the students of the experimental group outperformed those of the control group, proving that the implementation of the Story-Based Framework helped students to learn vocabulary and to ameliorate their reading skills. To be more specific, in the experimental group 47% of the students, that is 7out of 15 students improved their test results (see Figure 5, p.37). On the other hand, in the control group only 18% of the students that is 3out of 17 students, improved their test results (see Figure 5, p.37).

Figure 5.   Number of students who improved their test-results

DAKIDI VASILIKI – 134714 – DISSERTATION – MAY 2023
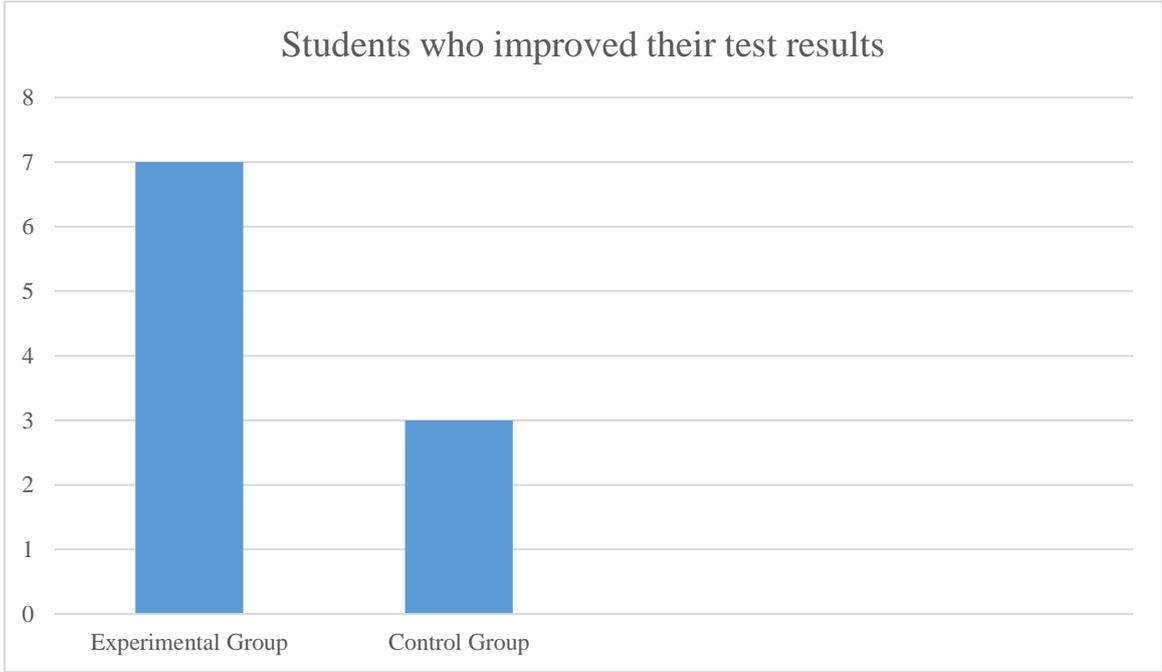
All in all, the first data collection tool, which is a quantitative tool, revealed that the implementation of the Story-Based Framework helped the students of the experimental group to improve their performance to a greater extent in comparison to the students of the control group.

However, the qualitative data collection tools will shed further light on the current research.

4.2.2 Final Semi-Structured Interview Results

The final semi-structured interview (see Appendix XII, pp.127-128) was conducted to the students of the experimental group, after implementing the Story-Based Framework, in order to have the opportunity to express their opinion, thoughts and feelings regarding the stories they have been taught and their effectiveness. Students were given the choice to respond either in English or in Greek and all of them chose to answer in Greek.

The students' responses were divided into three axes (see Appendix XII, p.127-128). The first axis concerned their feelings during and at the end of the lessons whereas the second axis reflected the extent to which the students believed that they were improved in terms of vocabulary and reading skills. Finally, the third axis regarded their opinion about the class atmosphere during the lessons.

Thus, more analytically, the first axis included three questions (see Appendix XII, p127-128). The first question was about the choice of the authentic stories that the students were taught and all of them responded that they liked the stories very much (see Appendix XIV, pp.133-151). The second question investigated their feelings during the lessons and all the students agreed that they felt happy, excited, enthused and motivated as the authentic stories were more interesting than their Pupil's Book (see Appendix XIV, pp133-151). The third question was about their feelings at the end of the process as we had to return to our Pupil's Book again. All of them unanimously claimed that they felt sad and disappointed and that they preferred to continue the lessons with authentic stories (see Appendix XIV, pp.133-151). Thus, the first axis of the interview revealed that all the students had really positive feelings during the lessons, therefore, they were motivated to learn vocabulary naturally and unconsciously.

Furthermore, the second axis included three more questions (see Appendix XII, p.127-128). The first question of the second axis asked the students if they believed that the stories helped them to learn new vocabulary easily. All the students agreed that the stories were so interesting and enjoyable that they helped them to memorize new words more easily in comparison with other ways of studying and learning vocabulary (see Appendix XIV, pp.133-151). The second question of the second axis asked the students if they believed that the stories helped them to become more capable readers. Once more all the students agreed that the stories were so pleasant and entertaining that made them want to understand every detail of them (see Appendix XIV, pp.133-151). The third question of the second axis asked the students if they believed that the stories helped them to understand better the texts of the post-test. All of them agreed that the post-test seemed to be easier than the pre-test (see Appendix XIV, pp.133-151). In fact, their opinion is in line with the post-test results (see Appendix X, p.122-124) which were much better than the pre-test results (see Appendix IX, p.120-121). Thus, the second axis of the interview revealed that all the students agreed that the authentic stories helped them to learn new vocabulary and to ameliorate their reading skills.

Finally, the third axis included three more questions (see Appendix XII, p.127-128). The first question of the third axis asked the students to describe the atmosphere in the classroom during the lessons. The majority of the students claimed that the atmosphere was delightful even though sometimes their classmates were noisy (see Appendix XIV, pp.133-151). The second question of the third axis asked the students if the stories helped them to communicate with their classmates during the lessons and all of them agreed that they had the opportunity and the desire to do so (see Appendix XIV, pp.133-151). Finally, the third question of the third axis asked the students if they would like the implementation of the Story-Based Framework to become a permanent teaching method in their class. In this last question their enthusiasm was indescribable and all of them unanimously agreed that they preferred stories to their Pupil's Book (see Appendix XIV, pp.133-151). Thus, the third axis of the interview revealed that all the students enjoyed the atmosphere in the classroom, communicated with their classmates and were fond of stories. All in all, the results of the final semi-structured interview were deeply enlightening as they revealed the students' opinion, thoughts and feelings regarding the implementation of the Story-Based Framework and its effectiveness.

Last but not least, one more qualitative data collection tool will shed further light on the current research, the teacher's diary.

4.2.3 The Teacher's Diary

The teacher's diary helped the teacher to keep notes during the lessons (see Appendix XV, p.152) in order to come to a conclusion regarding the effectiveness of the implementation of the Story-Based Framework. Thus, from the first lesson all students seemed enthused and delighted when they realized that we were going to have lessons based on authentic stories. In a magical way the stories created a different atmosphere in the classroom and led the students into an imaginative world where they seemed to relax and have fun. Moreover, as they got involved in the stories and identified with the protagonists, they felt confident to express their thoughts and feelings. They all participated eagerly in all types of activities, although weaker ones sometimes resorted to L1. Thus, the students seemed satisfied with the activities and motivated to participate in the learning process. This way they learned new vocabulary naturally without even realizing it and they practiced new vocabulary by communicating with their classmates, a fact that made them feel confident and happy. When they were asked to sit for the post-test they concentrated more and they did their best in order to recompense their teacher, as they said, for her effort to prepare the extra material for them with the authentic stories. At the end of the process the majority of the students claimed that it would be a nice idea to continue the English lessons only with stories from the web and to abandon the Pupil's Book and the Activity Book because they were boring (see Appendix XV, p.152).

However, on the other hand, there were some disadvantages regarding the implementation of the Story-Based Framework. Thus, sometimes, we were running out of time and we could not stick to the strict time limits of the lesson plans (see Appendix VI, pp.90-98). Also, sometimes students were so enthused that we resulted in having a noisy classroom (see Appendix XV, p.152).

All in all, the teacher's diary seems to be consistent with the results of the other two data collection tools, the post-test results and the final semi-structured interview results.

4.3 Discussion of the results

In light of the above, the question that follows is if the aforementioned results give adequate answers to the two research questions posed at the beginning of the research (see Chapter 3, p.18). Thus, the question is if the implementation of the Story-Based Framework, during the conduct of the current research, helped the students to learn new vocabulary and to ameliorate their reading comprehension skill. To begin with, the post-test results (see Appendix X, p.122-124) clearly confirmed the hypothesis that authentic stories can motivate students to learn new vocabulary easily and to become more capable readers. Thus, the students of the experimental group had better results at the post-test in comparison to the students of the control group (see Appendix X, p.122-124). Furthermore, the final semi-structured interviews (see Appendix XIV, pp.133-151) which revealed the students' opinion, clearly confirmed the fact that stories were deeply motivating to students and enhanced them to develop positive attitudes towards learning a foreign language (Brewster, Ellis & Girard, 1992). Also, stories, according to the students' opinion, helped them to experience delightful, imaginative situations, to interact with their classmates, to feel happy, confident and autonomous and to become involved in a cognitive development process, unconsciously and naturally (Beard, 1991). Moreover, all the students agreed that the stories were so interesting and enjoyable that they helped them to memorize new words more easily in comparison with other ways of studying and learning vocabulary. As Beard has put it (1991), stories motivate children in literacy in a playful and enjoyable way with pictures, flashcards, songs, audio etc. Finally, the teacher's diary (see Appendix XV, p.152) was consistent with all the aforementioned results as it confirmed the hypothesis that stories helped the students to participate actively in the learning process, to feel happy and confident, to interact with their classmates, to become independent and autonomous and to evolve their cognitive horizon, including new vocabulary (Williams, 1998).

The aforementioned results are in line with the findings of similar studies which investigated the Story-Based Framework in relation to vocabulary teaching and learning (Cakir, 2014, Griva, 2007). Both studies revealed that the students of the experimental group improved in terms of vocabulary and scored significantly higher in the post-tests. Also, both studies revealed that stories were motivating, delightful and

entertaining and enhanced students to develop both receptive and productive skills (Cakir, 2014, Griva, 2007).

All in all, the research questions posed at the beginning of the research have clearly been answered.

4.4 Educational Implications

Taking all the aforementioned into account, the educational implications of the current research are useful and enlightening.

First of all, the effectiveness of differentiated instruction is obvious as the students seemed to be exceptionally motivated and entertained with the stories, a fact which affected their performance and made them participate actively. As a result, they got higher scores at the post-tests while at the same time they had the feeling of achievement and satisfaction.

Furthermore, authentic stories led students to an imaginative world and created a magical atmosphere in the classroom which unharnessed students' inhibitions and made them more extroverted, social, communicative and self-confident. As a consequence, students interacted promptly with each other and learned new vocabulary almost without realizing it.

Moreover, the implementation of the Story-Based Framework may have stimulated students' interest in reading literature in either L1 or L2, a fact that is in line with the teacher's personal style and pedagogical philosophy.

Finally, the teacher realized that when the type of differentiated instruction suits her personality the result is unavoidably perfect.

4.5 Problems and Limitations of the Research

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In fact, there are some problems and limitations a teacher may face when implementing the Story-Based Framework. There is a presentation of them in the following sections.

4.5.1 Problems of the Implementation of the Story-Based Framework

First of all, when a teacher decides to implement the Story-Based Framework, they ought to allot much time to prepare the extra material and the innumerable photocopies that are needed for the students.

Furthermore, due to unforeseen facts, it is difficult to follow the lesson plans (see Appendix VI, pp.90-98) without running out of time. Moreover, a prerequisite for the proper implementation of the Story-Based Framework is the presence of a computer, a projector and Internet connection in the classroom in order to support the audio- visual elements, i.e. audio stories with pictures, songs, digital flashcards, etc.

Thus, a teacher ought to take into account the aforementioned facts and to organize in good time their extra material, to be prepared to allot extra time for the completion of the lesson plans and to seek for the computer laboratory of the school or a classroom appropriately equipped.

4.5.2 Limitations of the Research and Suggestions for further Investigation

Regarding the limitations of the current research, firstly, it is a small-scale research which studied a limited number of students. Thus, its results cannot be generalized to refer to all the students of the same level in schools across the country. Furthermore, the duration of the research was short lasting three weeks overall.

Thus, large-scale research over a longer period of time should be conducted so that the results can be statistically generalizable and reliable as well.

4.6 Concluding Remarks

To summarize, the analysis of both the quantitative and qualitative data has confirmed the hypothesis that the implementation of the Story-Based Framework in the context of differentiated instruction can help students to learn vocabulary and to become capable readers in a delightful, anxiety free, supportive and motivating classroom atmosphere.

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Conclusion

In conclusion, a meticulous analysis of both the quantitative and the qualitative data collected during the current research, has confirmed the effectiveness of the implementation of the Story-Based Framework and answered to the initial research questions sufficiently. Thus, authentic stories can help young students learn and improve their English vocabulary and become capable readers. Even though the current research is a small- scale research, it contributes to the drawing of conclusions and confirms the hypothesis that the Story-Based Framework is deeply motivating to young students and enhances them to develop positive attitudes towards learning a foreign language, to communicate with their classmates, to feel happy, confident and autonomous and to expand both their cognitive horizon and emotional empathy.

Word count: 15.161

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APPENDICES

<u>ΔΙΑΘΕΜΑΤΙΚΟ ΕΝΙΑΙΟ ΠΛΑΙΣΙΟ ΠΡΟΓΡΑΜΜΑΤΩΝ ΣΠΟΥΔΩΝ</u>
<u>ΞΕΝΩΝ ΓΛΩΣΣΩΝ</u>

1. Σκοπός της διδασκαλίας του μαθήματος των ξένων γλωσσών

Pluriculta-ralism → Σκοπός της διδασκαλίας των ξένων γλωσσών είναι η ανάπτυξη της γλωσσικής ικανότητας των μαθητών ώστε να μπορούν να επικοινωνούν σε διαφορετικά γλωσσικά και πολιτισμικά περιβάλλοντα.

Με την εκμάθηση των ξένων γλωσσών προάγονται οι έννοιες του εγγραμματισμού, της πολυγλωσσίας και της πολυπολιτισμικότητας ως βασικοί άξονες γνωστικών και κοινωνικών δεξιοτήτων των μαθητών. *Liter... Plurili... ...lis*

Οι ξένες γλώσσες συμβάλλουν στην ανάπτυξη της δεξιότητας του μαθητή να ανταποκρίνεται σε πραγματικές συνθήκες επικοινωνίας προβλέψιμες ή απρόβλεπτες χρησιμοποιώντας γλωσσικές, παραγλωσσικές ή και εξωγλωσσικές επιλογές.

Με τη διδασκαλία των ξένων γλωσσών οι μαθητές αντιλαμβάνονται ότι η ξένη γλώσσα δεν χρησιμεύει μόνο για τη συνεννόηση μεταξύ ανθρώπων που έχουν διαφορετικό τρόπο σκέψης και λόγου, αλλά και για την πρόσληψη και διαχείριση πληροφοριών από διάφορα γνωστικά πεδία. *crosscurricularity*

2. Άξονες, Γενικοί στόχοι, Θεμελιώδεις έννοιες Διαθεματικής προσέγγισης

ΔΗΜΟΤΙΚΟ (ΤΑΞΕΙΣ: Δ΄ Ε΄ ΣΤ΄) - ΓΥΜΝΑΣΙΟ

Άξονες γνωστικού περιεχομένου	Γενικοί στόχοι (γνώσεις, δεξιότητες, στάσεις και αξίες)	Ενδεικτικές Θεμελιώδεις έννοιες Διαθεματικής προσέγγισης
1. Εγγραμματισμός Ο βασικός αυτός άξονας αφορά την απόκτηση γνώσεων της μορφής, της δομής και των λειτουργιών της κάθε ξένης γλώσσας, αλλά και στην απόκτηση δεξιοτήτων. Έτσι, οι μαθητές μπορούν να αναπτύσσουν επικοινωνιακές ικανότητες, να χειρίζονται πληροφορίες και γνώσεις, ώστε ως αυριανοί πολίτες να συμμετέχουν ενεργά στο κοινωνικο-επαγγελματικό γίγνεσθαι. *(Competent learners)*	Οι μαθητές επιδιώκεται: Να καλλιεργούν τον προφορικό και γραπτό λόγο ώστε να είναι ικανοί να προσλαμβάνουν και να αξιοποιούν κάθε είδους πληροφορία, γνώση και άποψη (προφορική και γραπτή). Να δομούν, να οργανώνουν και να τεκμηριώνουν το λόγο τους για να εκφράζουν σκέψεις, συναισθήματα και προσωπικές απόψεις που να ανταποκρίνονται σε κάθε επικοινωνιακή περίσταση. Να αναπτύσσουν στρατηγικές επικοινωνίας προκειμένου να επιλέγουν και να χρησιμοποιούν τις κατάλληλες λεκτικές πράξεις σε κάθε περίσταση επικοινωνίας. Να έρχονται σε επαφή με κείμενα που επιτρέπουν, πέραν της κατάκτησης της δομής της ξένης γλώσσας, και την προσέγγιση της αισθητικής της διάστασης. Να αναπτύσσουν γνωστικές και κοινωνικές δεξιότητες που θα τους επιτρέπουν να επιλέγουν, να συλλέγουν να ταξινομούν, να επεξεργάζονται, να διασταυρώνουν και να μεταβιβάζουν πληροφορίες. Να αναπτύσσουν δεξιότητες και ικανότητες που θα τους εξασφαλίζουν πρόσβαση στη διά βίου μάθηση και εξέλιξη, όπως αυτή του «μαθαίνω πώς να μαθαίνω», αυτή της συνεργασίας, της διαπραγμάτευσης, της λήψης αποφάσεων, της ευελιξίας, της πρόβλεψης και της αυτοπαρουσίασης.	Επικοινωνία Σύστημα Πολιτισμός
2. Πολυγλωσσία Ο βασικός αυτός άξονας αναδεικνύει τα ξεχωριστά στοιχεία λόγου και ομιλίας, οδηγεί στην ανακάλυψη ομοιοτήτων και διαφορών μεταξύ των γλωσσών και καλλιεργεί τη δεξιότητα για τη διά βίου εκμάθηση των γλωσσών. *(Lifelong learning)*	Να εξοικειώνονται με άλλες γλώσσες, να κατανοούν και να χρησιμοποιούν τα δομικά, μορφοσυντακτικά και λειτουργικά στοιχεία πολλών γλωσσών. Τα στοιχεία αυτά συμβάλλουν στην ανάπτυξη της ικανότητας των μαθητών να προσλαμβάνουν και να αξιοποιούν τις πληροφορίες, να εκφράζουν ιδέες και απόψεις και να υιοθετούν διαφορετικές συμπεριφορές σε κάθε επικοινωνιακή περίσταση. Να αποκτήσουν συνείδηση της γλωσσικής πολυμορφίας και της λειτουργίας της σε διαφορετικά περιβάλλοντα χρήσης λόγου. Να κατανοούν κάθε ξένη γλώσσα ως κώδικα επικοινωνίας μέσα από την καλλιέργεια μεταγλωσσικών και μεταγνωστικών	Πληροφορία Επικοινωνία Ομοιότητα – Διαφορά Αλληλεπίδραση Χώρος-Χρόνος Οργάνωση Σύστημα Πολιτισμός

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	δεξιοτήτων. Να αναπτύσσουν την ικανότητα πρόσληψης και παραγωγής των ξένων ήχων με πιθανή εφαρμογή τους για την εκμάθηση ξένων γλωσσών. Να χρησιμοποιούν στρατηγικές επικοινωνίας με στόχο να επικοινωνούν ικανοποιητικά, ακόμα κι αν δεν γνωρίζουν καλά την ξένη γλώσσα. Να χρησιμοποιούν έντυπο και ηλεκτρονικό υλικό (άρθρα, λεξικά κ.λπ.) σε διαφορετικές γλώσσες, ώστε να αναζητούν πληροφορίες, ιδέες και απόψεις για ποικίλα θέματα που άπτονται και άλλων γνωστικών αντικειμένων. Να μπορούν να χρησιμοποιούν παραγλωσσικά και εξωγλωσσικά στοιχεία μέσα στο πλαίσιο κοινωνικοπολιτισμικών πρακτικών με στόχο την αποτελεσματική επικοινωνία.	
3. Πολυπολιτισμικότητα Ο βασικός αυτός άξονας διέπει όλες τις θεματικές περιοχές στις οποίες οικοδομούνται οι γλωσσικοί, κοινωνικοί και πολιτισμικοί κώδικες μιας ξένης γλώσσας.	Να εξοικειώνονται με την έννοια της πολυπολιτισμικότητας αξιοποιώντας τη διαφορετικότητα (γλωσσική και πολιτισμική). Να σέβονται και να αποδέχονται τη διαφορετικότητα του «άλλου» μέσα από την ευαισθητοποίηση στη γλωσσική και πολιτισμική πολυμορφία. Να διαμορφώνουν πολυπολιτισμική συνείδηση ώστε να αναπτύσσουν διαπολιτισμική επικοινωνιακή ικανότητα. Να μαθαίνουν να προσαρμόζουν το λόγο τους (προφορικό και γραπτό) σε επικοινωνιακές περιστάσεις, ώστε να αναδεικνύεται η πολιτισμική διάσταση της γλώσσας. Να καλύπτουν τις τυχόν γλωσσικές ελλείψεις τους χρησιμοποιώντας παραγλωσσικά ή και εξωγλωσσικά μέσα. Να γνωρίζουν και να κατανοούν διαφορετικές κοινωνικές συμπεριφορές με μέσον την ξένη γλώσσα, η οποία θα τους φέρει σε επαφή με πολιτισμικά περιβάλλοντα που προωθούν αυτές τις συμπεριφορές.	Ομοιότητα – Διαφορά Ισότητα Μεταβολή Εξέλιξη Μετανάστευση Χώρος, χρόνος Αλληλεπίδραση Συλλογικότητα Εξάρτηση Σύγκρουση Πολιτισμός (παράδοση, τέχνη, επιστήμη, κουλτούρα)

APPENDIX II: Analytic Program of Study for the Teaching of English as a Foreign Language

1. Ειδικοί Σκοποί

Στη διάρκεια της βασικής εκπαίδευσης – Δημοτικό- Γυμνάσιο- επιδιώκεται η προοδευτικά αναπτυσσόμενη ικανότητα των μαθητών να μετέχουν σε περιστάσεις επικοινωνίας με μέσον την αγγλική γλώσσα, ώστε μεσοπρόθεσμα να καλύπτουν τις βασικές ανάγκες της ιδιωτικής, σχολικής και της κοινωνικής τους ζωής, ενώ μακροπρόθεσμα να μπορούν να ανταποκριθούν στις στοιχειώδεις απαιτήσεις του κοινωνικού, εκπαιδευτικού και επαγγελματικού τους χώρου και, κυρίως, να ευαισθητοποιηθούν για την αναγκαιότητα της διά βίου μάθησης.

Η διδασκαλία της αγγλικής, όπως και η διδασκαλία όλων των ζωντανών γλωσσών διέπεται από ένα πλαίσιο αρχών των οποίων τα βασικά συστατικά είναι ο εγγραμματισμός, η πολυγλωσσία και η πολυπολιτισμική διάσταση.

Ο εγγραμματισμός οδηγεί στην καλλιέργεια της προφορικής και γραπτής έκφρασης, στη δυνατότητα της σωστής χρήσης της αγγλικής σε ποικίλα περιβάλλοντα επικοινωνίας και στην κατοχή της δομής της. Με τον εγγραμματισμό καλλιεργούμε γνώσεις με τις οποίες θα πετύχουμε την προσωπική εξέλιξη του κάθε μαθητή για να λειτουργήσει αποτελεσματικά ως μέρος ενός κοινωνικού συνόλου.

Η πολυγλωσσία δίνει νέα διάσταση στη διδασκαλία της αγγλικής γλώσσας καθώς διαμορφώνει εκείνο το πλαίσιο μέσα στο οποίο η κάθε γλώσσα προσφέρει νέα προοπτική οργάνωσης του πνευματικού μας κόσμου αλλά και οδηγεί στη δυναμική σχέση με άλλες γλώσσες. Μέσα στα όρια μιας γνήσιας επικοινωνίας η γλώσσα γίνεται κώδικας επικοινωνίας και ταυτόχρονα φορέας πολιτισμού και μέσω αυτής αποτυπώνονται, διαμορφώνονται και εκφράζονται ερμηνείες, αξίες και στάσεις που την καθιστούν κοινωνικό και πολιτιστικό αγαθό.

Τέλος, η πολυπολιτισμικότητα προκύπτει φυσικά και αβίαστα, διότι η αγγλική γλώσσα, ως γλώσσα επικοινωνίας με φυσικούς ομιλητές αλλά και με άτομα άλλων εθνικοτήτων, θα φέρει τους έλληνες μαθητές σε επαφή με τον πολιτισμό αγγλόφωνων και μη αγγλόφωνων χωρών, άρα θα συμβάλει ουσιαστικά στη διαμόρφωση μιας πολυπολιτισμικής συνείδησης, η οποία κάνει οικείο, αποδεκτό και σεβαστό το διαφορετικό, το άλλο και το μακρινό, ενώ συγχρόνως διαπλάθει και ενισχύει με την ανάδειξη των ομοιοτήτων και των διαφορών τις αξίες που διαμορφώνουν την εθνική ταυτότητα.

Σε ένα τέτοιο πλαίσιο ο γενικός σκοπός δεν είναι η κατάκτηση μιας κατακερματισμένης γνώσης αλλά η κατάκτηση στάσεων ζωής και συμπεριφορών σε μια μεταβαλλόμενη, πολύγλωσση και πολυπολιτισμική κοινωνία. Η διαδικασία της μάθησης γίνεται πια συμμετοχική με συγκεκριμένους στόχους για την εκτέλεση προγραμμάτων δράσης στο σχολικό και στο ευρύτερο κοινωνικό περιβάλλον και με την εμπλοκή πολλών γνωστικών αντικειμένων, στο πλαίσιο της διεπιστημονικής και διαθεματικής προσέγγισης. Έτσι η διαδικασία της μάθησης μετατρέπεται σε μια διαδικασία όπου οι μαθητές καλλιεργούν και ασκούν κυρίως τη δεξιότητα του «μαθαίνω πώς να μαθαίνω» μέσα από την πράξη, χειριζόμενοι την πληροφορία και τις μεθόδους προσέγγισης, πρόσβασης, αξιολόγησης και αξιοποίησης της πληροφορίας από πολλά γνωστικά αντικείμενα.

Στο πλαίσιο του σχολικού προγράμματος με το μάθημα της αγγλικής γλώσσας, όπως και με τα άλλα μαθήματα, ιδιαίτερα με τις ευκαιρίες που προσφέρει η διαθεματική προσέγγιση, δίνεται η δυνατότητα για σφαιρική ενασχόληση με θέματα κοινωνικού περιεχομένου και για τον συνδυασμό πληροφοριών από πολλά γνωστικά πεδία. Επιδιώκεται έτσι η γενική παιδεία, η κοινωνικοποίηση των μαθητών με το γλωσσικό μάθημα αλλά και η ολόπλευρη καλλιέργεια της προσωπικότητάς τους με στόχο τον εγγραμματισμό και την πολυπολιτισμική συνείδηση.

Ειδικότερα, επιδιώκεται η γλωσσική παιδεία και η επικοινωνιακή ικανότητα.

Γλωσσική παιδεία

Με το γλωσσικό μάθημα επιδιώκεται να επιτευχθούν τα εξής:

- Η επέκταση του επικοινωνιακού ορίζοντα των μαθητών πέρα από αυτόν της δικής τους γλωσσικής κοινότητας.
- Η χρησιμοποίηση μιας δεύτερης γλώσσας για να ψάχνουν, να ανακαλύπτουν και να καταλαβαίνουν πληροφορίες σχετικές με τις ανάγκες και τα ενδιαφέροντά τους και με γνώμονα την επικοινωνία.
- Η δυνατότητα να αναγνωρίσουν την αξία και άλλων τρόπων οργάνωσης της σκέψης, έκφρασης των εμπειριών και λειτουργίας στις διαπροσωπικές σχέσεις με άτομα του ίδιου αλλά και άλλων πολιτιστικών και κοινωνικών σχηματισμών.
- Η ανάπτυξη της βασικής δεξιότητας «μαθαίνω πώς να μαθαίνω», μέσω βιωματικών εμπειριών.
- Η ανάπτυξη του επιπέδου της «γλωσσικής συνείδησης».
- Η δυνατότητα να λειτουργεί το άτομο ως «μεσάζων» ανάμεσα σε μονογλωσσικά άτομα και ομάδες.
- Η διεύρυνση του φάσματος των ρόλων που αναλαμβάνουν σε περιστάσεις επικοινωνίας χρησιμοποιώντας την ξένη γλώσσα.
- Η γνώση και η έμμεση εμπειρία άλλων πολιτιστικών θεσμών, κανόνων, αξιών και συμπεριφοράς.

Επικοινωνιακή ικανότητα

Η ικανότητα έστω και για στοιχειώδη επικοινωνία με μέσον την αγγλική γλώσσα σημαίνει ότι πρέπει:

- Να αποκτηθούν βασικά πληροφοριακά στοιχεία καθώς και συγκεκριμένες ή αφηρημένες έννοιες που αφορούν στη δομή και στην επικοινωνιακή λειτουργία της ξένης γλώσσας, σε σχέση με την ελληνική αλλά και με άλλες ξένες γλώσσες.
- Να αναπτυχθούν

α. αποδεκτικές δεξιότητες που εξυπηρετούν την πρόσληψη μηνυμάτων, τα οποία μεταδίδονται διαμέσου σύντομων ή και εκτενέστερων κειμένων γραπτού και προφορικού λόγου.

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β. παραγωγικές δεξιότητες που εξυπηρετούν τη μετάδοση μηνυμάτων σε σύντομα ή και εκτενέστερα κείμενα γραπτού και προφορικού λόγου.

γ. δεξιότητες συνδιαλλαγής που εξυπηρετούν την άμεση ανταλλαγή μηνυμάτων μεταξύ δύο ή περισσοτέρων ατόμων.

δ. στρατηγικές επικοινωνίας που βοηθούν την επίτευξη επικοινωνιακών στόχων.

ε. η ικανότητα αναγνώρισης κάποιων σημασιολογικών-πραγματολογικών διαφορών και ομοιοτήτων σε ορισμένες περιστάσεις χρήσης της ξένης και της μητρικής γλώσσας.

στ. δεξιότητες παράλληλης χρήσης της ξένης και μητρικής γλώσσας καθώς και μεταφορά μηνυμάτων από τη μία γλώσσα στην άλλη, με τρόπο κατάλληλο για συγκεκριμένες επικοινωνιακές περιστάσεις.

==Η διαθεματική προσέγγιση θα προσφέρει αυθεντικές επικοινωνιακές καταστάσεις τέτοιες όπου η παράλληλη χρήση των γλωσσών θα γίνεται με αβίαστο και φυσικό τρόπο==, με άξονα την καλύτερη επικοινωνία για πληροφόρηση, αξιολόγηση της πληροφορίας, καταγραφή και παρουσίαση δεδομένων από πολλές γνωστικές περιοχές και από πολλά άτομα, της ίδιας ή άλλης χώρας.

Στο πλαίσιο του εγγραμματισμού, της πολυγλωσσίας και της πολυπολιτισμικότητας, οι μαθητές του Δημοτικού και του Γυμνασίου θα πρέπει να αναπτύξουν σταδιακά τις παρακάτω δεξιότητες:

- Προσληπτικές και παραγωγικές δεξιότητες λόγου όπως:

- Κατανόηση και παραγωγή συνεχούς και συνεκτικού προφορικού και γραπτού λόγου
- Κατανόηση και χρήση γλωσσικονοητικών εννοιών
- Παραγωγή λεκτικών πράξεων
- ==Στρατηγικές μάθησης και επικοινωνίας==
- Δεξιότητες παράλληλης χρήσης της μητρικής και της ξένης γλώσσας
- Δεξιότητες ανάπτυξης πολυπολιτισμικής συνείδησης

Οι δεξιότητες αυτές περιγράφονται αναλυτικότερα στους πίνακες που ακολουθούν.

==Προτεινόμενα διαθεματικά σχέδια εργασίας[3]==

Θέμα: Βιογραφία ενός επιστήμονα (ή φιλοσόφου). Οργάνωση ατομικών και ομαδικών εργασιών με θέμα την περιγραφή της εποχής κατά την οποία έζησε ο επιστήμονας ή φιλόσοφος. Επεξεργασία, ανάλυση ή και μετάφραση ξένων κειμένων σχετικών με το θέμα. Επιλογή συγκεκριμένων στοιχείων από τις θεωρίες των βιογραφούμενων. Καταγραφή στοιχείων επαγγελματικής πορείας από τα βιογραφικά. **Θεμελιώδεις διαθεματικές έννοιες**: Χώρος – Χρόνος, Μεταβολή, Εξέλιξη, Πολιτισμός. **Προεκτάσεις** στην Ιστορία, Φυσικές επιστήμες, ΣΕΠ.

Θέμα: Φυσικά φαινόμενα – Κλιματολογικές Συνθήκες. Οργάνωση ατομικών και ομαδικών εργασιών με θέμα την μελέτη των φυσικών φαινομένων. Το κλίμα της Ελλάδας – Ευρώπης. Περιβαλλοντικές αλλαγές. Επιρροές στον άνθρωπο. Καταγραφή καιρικών φαινομένων – επιδράσεις στη χλωρίδα και πανίδα. Επαγγέλματα που σχετίζονται με το θέμα. Ορολογία. **Θεμελιώδεις διαθεματικές έννοιες:** Χώρος – Χρόνος, Μεταβολή, Εξέλιξη. **Προεκτάσεις** στην Ιστορία, Γεωγραφία, Φυσικές επιστήμες, ΣΕΠ, Περιβαλλοντική Εκπαίδευση, Ξένες Γλώσσες (Γαλλικά, Γερμανικά, κ.α.).

Θέμα: Μικρές Αγγελίες από εφημερίδες. Οργάνωση ατομικών και ομαδικών εργασιών με θέμα τη μελέτη της δημοσιογραφικής γλώσσας που αφορά θέματα εργασιακά και κοινωνικοοικονομικά. Μελέτη αγγελιών που σχετίζονται με την πληροφόρηση και εύρεση εργασίας. Σύνταξη μικρής αγγελίας. Ταξινόμηση επαγγελμάτων σε σχέση με τις σπουδές. Καταγραφή των προσόντων που απαιτούνται για την κάλυψη συγκεκριμένων θέσεων εργασίας (προφίλ των σπουδαστών/ εργαζομένων). Προσφορά και ζήτηση στην αγορά εργασίας.

3. ==Μεθοδολογικές προσεγγίσεις==
Α. Βασικές τεχνικές διδακτικής

Για το σχεδιασμό των διδακτικών διαδικασιών, με στόχο την κατάκτηση της γλώσσας οφείλουμε να συνυπολογίζουμε το μαθησιακό επίπεδο των παιδιών, τα ιδιαίτερα ενδιαφέροντά τους και το επίπεδο γλωσσομάθειας. Η χρήση διαφορετικών μεθόδων και οι διαφορετικές στρατηγικές διδασκαλίας δίνουν στις θεματικές περιοχές και στις γλωσσικοκοινωνικές έννοιες τη δυναμική να δημιουργούν κίνητρα στους μαθητές και στις μαθήτριες να συμμετέχουν ενεργά στις εκάστοτε δραστηριότητες. Έτσι χρησιμοποιούμε διάφορες τεχνικές, είτε κατευθυνόμενες (αποστήθιση, σημειώσεις, επανάληψη, αντιγραφή, μεγαλόφωνη ανάγνωση, χρήση της μητρικής γλώσσας, σύγκριση με τη μητρική γλώσσα και άλλες γλώσσες) είτε ελεύθερες και δημιουργικές (παιγνίδια, δραματοποίηση, ελεύθερη έκφραση).

Η συστηματική χρήση διαλόγου σε όλες τις δραστηριότητες είναι η ουσία της ενεργητικής μάθησης και οι συζητήσεις ο πυρήνας της διαθεματικής προσέγγισης. Η Αγγλική γλώσσα, γενικά, δίνει την ευκαιρία για ενεργό συμμετοχή με τις κατάλληλες ερωτήσεις, για πειραματικές προσεγγίσεις στα θέματα και για διερεύνηση στόχων και την επιλογή κατάλληλων μέσων. Η χρήση του διαλόγου σε μικρές ή μεγάλες ομάδες ασκεί τα παιδιά σε δεξιότητες προφορικής επικοινωνίας και σε δεξιότητες χειρισμού της άλλης γνώμης.

Β. Γλωσσικές – μαθησιακές δραστηριότητες

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, οι γλωσσικές δραστηριότητες στις οποίες καλείται να διαδραματίσει κάποιο ρόλο ο μαθητής θα πρέπει να οδηγούν στη γνώση ως μαθησιακή εμπειρία. Με την έννοια αυτή αποτελούν μαθησιακές δραστηριότητες και σκόπιμο είναι να ανταποκρίνεται η καθεμία σε ορισμένα τουλάχιστον από τα πιο κάτω κριτήρια.

Χαρακτηριστικά της μαθησιακής δραστηριότητας

- Να δημιουργεί κίνητρα για τη συμμετοχή των μαθητών στη γλωσσική δραστηριότητα.
- Να στοχεύει στην ανάπτυξη διαφόρων τύπων μαθησιακών ικανοτήτων, ώστε να βοηθήσει στην ολόπλευρη ανάπτυξη του μαθητή.
- Να δημιουργεί συνθήκες όχι μόνο για ατομική εργασία αλλά και για συνεργασία των μαθητών κατά ζεύγη και ομάδες έτσι, ώστε να δίνεται η δυνατότητα ανάπτυξης των κοινωνικών και οργανωτικών δεξιότητων των μαθητών.
- Να ενεργοποιεί τις διαφορετικές στρατηγικές μάθησης των μαθητών.
- Να προωθεί τη νοητική ανάπτυξη και την οργάνωση της σκέψης.
- Να επιτρέπει, σε ορισμένες περιπτώσεις, λύσεις εξαρτώμενες από τις δεξιότητες και τις στρατηγικές του κάθε μαθητή.
- Να βασίζεται στην αυτενέργεια του μαθητή.
- Να προσδιορίζει τις παραμέτρους που χαρακτηρίζουν το επικοινωνιακό γεγονός στο οποίο θα εμπλακούν οι μαθητές.

Δομή της δραστηριότητας

Σχεδιάζοντας την κάθε δραστηριότητα, ο δημιουργός σκόπιμο είναι να έχει αποφασίσει ως προς τα εξής:

α) Ποιος είναι ο στόχος της δραστηριότητας (π.χ. για παρουσίαση ή εμπέδωση κάποιου γλωσσικού φαινομένου, για να εντοπίσει ο μαθητής την κύρια ιδέα σ' ένα κείμενο, για να επιλύσει κάποιο πρόβλημα ή να παρουσιάσει το προϊόν μιας συνθετικής εργασίας κ.λπ.).

β) Ποιο είναι το περιεχόμενο της δραστηριότητας (π.χ. γραμματικός κανόνας, λειτουργία της γλώσσας κ.λπ.).

γ) Ποια διαδικασία απαιτείται για να πραγματοποιηθεί η δραστηριότητα (π.χ. με ανάκληση και μεταφορά στοιχείων που έχουν διδαχθεί, με ανάλυση δεδομένων, με βάση συγκεκριμένες δεξιότητες του μαθητή κ.λπ.).

δ) Κάτω από ποιες συνθήκες θα πραγματοποιηθεί η δραστηριότητα (εάν θα πραγματοποιηθεί π.χ. στην τάξη – ατομικά ή σε ομάδες, ως εργασία στο σπίτι, ως συνεργασία με άλλα παιδιά, μέσω του διαδικτύου ή ως εξωσχολική δραστηριότητα κ.λπ.).

Τύποι δραστηριοτήτων

Οι τρεις βασικοί τύποι δραστηριοτήτων είναι οι εξής:

α) Ασκήσεις μορφολογίας και γλωσσικών λειτουργιών: Ασκήσεις με επίκεντρο το τυπικό της γλώσσας, τις δεξιότητες που απαιτούνται για την κατανόηση και την παραγωγή γραπτού και προφορικού λόγου, τις στρατηγικές επικοινωνίας που αναπτύσσει ο μαθητής.

β) Ασκήσεις σχηματοποίησης: Ασκήσεις που σχηματοποιούν το λόγο, π.χ. σε πίνακες αντικατάστασης, αντιστοιχήσεων, κατηγοριοποιήσεων κ.λπ.

γ) Επικοινωνιακές δραστηριότητες: Κυρίως μέσω των συνθετικών εργασιών οι δραστηριότητες αποκτούν πολλαπλά χαρακτηριστικά και επιπλέον ασκούν τα παιδιά στη γλώσσα και σε επικοινωνιακές δεξιότητες σε ατομικό και σε ομαδικό επίπεδο.

Γ. Προσεγγίσεις συνθετικών εργασιών

Η πιο δημιουργική παιδαγωγική προσέγγιση της ξένης γλώσσας, και όχι μόνο, είναι οι συνθετικές εργασίες (proj-ects). Με αυτές οι μαθητές συνειδητοποιούν την κοινωνικοπολιτισμική διάσταση της γλώσσας, βιώνουν νέες εμπειρίες και ανακαλύπτουν γνώσεις, αναπτύσσουν μεθοδολογικές και ερευνητικές ικανότητες, μαθαίνουν να χρησιμοποιούν τις νέες τεχνολογίες, αποκτούν πραγματική εμπειρία του κόσμου, ζουν την πολυπολιτισμικότητα και βιώνουν την πολυγλωσσία και, βασικά, μαθαίνουν να επικοινωνούν, χειριζόμενοι τις αντιθέσεις και τις συγκρούσεις τους. Για να λειτουργήσει ο σχεδιασμός, η διαπραγμάτευση και η αποτελεσματικότητα ενός project πρέπει να κατανοήσουμε τη διαδικασία επιλογής του κοινού θέματος, τις τεχνικές της επιλογής, τους τρόπους διαχείρισης του θέματος για να εξασφαλίσουμε την εγκυρότητα του αποτελέσματος, τη δυναμική του διαλόγου και, τέλος, την επιτακτική ανάγκη δικτύου ανταλλαγών με σχολεία της χώρας ή άλλων χωρών.

Η επιλογή κοινού θέματος απαιτεί τη συνεργασία εκπαιδευτικών και μαθητών. Το θέμα πρέπει να αντανακλά τις ανάγκες και τα ενδιαφέροντα των μαθητών και να έχει κοινωνικό χαρακτήρα, ώστε να συνδέει το σχολείο με τη ζωή. Θέματα, όπως π.χ. η οικογένεια, συνδέουν την ξένη γλώσσα με κλάδους όπως η γεωγραφία, η ιστορία, η κοινωνιολογία, η οικονομία, η ψυχολογία και διαμορφώνουν μια νέα άποψη για τον ιστορικό, κοινωνικό και οικονομικό ρόλο της οικογένειας στο εδώ και στο αλλού, στο σήμερα και στο χθες, στο ίδιο και το διαφορετικό.

Ο καταιγισμός ιδεών μεταξύ των συμμετεχόντων, οι αλλεπάλληλες συνθέσεις των απόψεων, η ομαδοποίηση είναι μερικές τεχνικές επιλογής θεμάτων, για τα οποία ή θα συνεργαστούν οι εκπαιδευτικοί δύο ή περισσοτέρων αντικειμένων ή θα επιλεγεί ένα πρόγραμμα δράσης όπου όλο το σχολείο θα εμπλακεί με τη διαπλοκή όλων των γνωστικών αντικειμένων, όπως για παράδειγμα η διαμόρφωση μονάδας ανακύκλωσης στο σχολείο.

Η ενεργητική μάθηση μέσω της ομαδοσυνεργατικής διδασκαλίας αποτελεί τη μοναδική κατάλληλη στρατηγική για την υλοποίηση της διαθεματικής προσέγγισης, και όχι μόνο. Η εργασία στις ομάδες βοηθάει τους μαθητές να αναπτύξουν δεξιότητες και στρατηγικές διερεύνησης, αναγκαίες για την . Αυτή είναι μια διαδικασία όπου τα παιδιά προβληματίζονται, πειραματίζονται, υποθέτουν, διακινδυνεύουν λύσεις και προτάσεις, επαληθεύουν και εφαρμόζουν, στηριζόμενοι σε προηγούμενες εμπειρίες και στον . Επίσης δίνεται ευκαιρία για τη βιωματική μάθηση μέσω των σχεδίων εργασίας, όπου δοκιμάζονται στάσεις και αξίες, ελέγχονται αντιθέσεις και διαχειρίζονται οι συγκρούσεις, αφού ο στόχος είναι η επιτυχία της δράσης, όπως την έχουν ήδη ορίσει. Η συλλογική επεξεργασία, η ολοκλήρωση και η ανακοίνωση είναι αυτοσκοποί και κοινωνικοί στόχοι.

Τέλος, πρέπει να ξανατονίσουμε πως η Αγγλική γλώσσα, ως φορέας πολιτισμού και πληροφορίας, βοηθάει σημαντικά στη διαθεματική προσέγγιση και ως όχημα γνώσης και ως μέσο επικοινωνίας, με την πρόσβαση σε πολιτιστικά αγαθά και με τη χρήση τεχνολογικών μέσων, π.χ. διαδίκτυο.

Δ. Δίκτυο ανταλλαγών

Μέσα στο πλαίσιο μιας περιοχής, μιας χώρας ή του κόσμου όλου η ανταλλαγή μαθητών αποτελεί έναν βασικό μεθοδολογικό εργαλείο με το οποίο εξασφαλίζεται η άμεση επικοινωνία, η ανταλλαγή απόψεων και πολιτισμού και η συνεργασία πάνω σε θέματα κοινού ενδιαφέροντος. Η διεξαγωγή κοινών projects μεταξύ σχολείων φέρνει τα παιδιά αντιμέτωπα με το φυσικό και κοινωνικό περιβάλλον και εστιάζει την προσοχή τους στην κατανόηση της δομής και του τρόπου λειτουργίας ανάλογων συστημάτων, βοηθά την άμεση συνεργασία και τα εκπαιδεύει στην από κοινού αντιμετώπιση προβλημάτων – θεμάτων, χωρίς όρια γεωγραφικά και πολιτικά. Οι ανταλλαγές μάλιστα σε επίπεδο παιδιών προωθούν αβίαστα και φυσικά την επικοινωνία σε επίπεδο οικογένειας, οπότε το ξένο γίνεται οικείο και το άγνωστο γνωστό. Έχουμε έτσι μια διαπολιτισμική εκπαίδευση στις πραγματικές της διαστάσεις.

Ε. Η διαθεματική διάσταση

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Unit 5

READY FOR ACTION

In this unit:
✔ We read about ways of loving our planet
✔ We write about ways we can protect the environment in our neighbourhood
✔ We listen to ways we can reduce waste
✔ We speak about what not to do when we are in a place like Zagorochoria

Listen to the problems and match with solutions.

I'm going to recycle paper and glass from now on.

We must all do everything we can to help save our planet.

If we all do our best, our planet will survive.

⑤ Unit

Ⓐ LEAD-IN ▶▶

What does this sign tell you? Where can you find it?
You can check your ideas in the following website: **www.greenpeace.gr**

Ⓑ LISTENING 🔲

1. Mark is back at home. Listen to the conversation that Mark and Kostas are having today. What are they talking about?
2. Listen again and see which of these sentences are true (T) and which are false (F).

	T	F
1. Kostas is busy today because he's studying.	☐	☐
2. Their teacher asked them to think about ways they can save the environment.	☐	☐
3. They're going to organize a project on recycling.	☐	☐
4. They're handing out leaflets and brochures about recycling tomorrow evening.	☐	☐
5. Mark is thinking about trying it out with his classmates.	☐	☐

Ⓒ ACTING OUT ACTIVITY 🎭 📝

Your teacher has told you that one way of saving our environment is by not producing so much rubbish. Imagine you and your partner are Mark and Kostas. Which of the following actions could you take? The teacher will provide you with a model or alternatively you can create one of your own.

Ways to produce less rubbish

• Re-use books and notebooks • Re-use plastic bags for shopping at the supermarket • Use re-chargeable batteries • Buy water or refreshments in glass bottles which can be recycled. • Check if the package of the things you buy is environmentally friendly – i.e. can be recycled.

• ....
• ....

Enrich your conversation by using expressions like:
One thing I could do is ....
Another thing is ....

D ADVICE FOR THE HOME

● *Now write down clearly as many of the recommendations you came up with in Activity C.*
● *Take them home and discuss with your family.*
● *By the end of the school year report back into class on how many of these you and your family were able to do.*

✎ *If you want to find out more about recycling, check the websites included in the Appendix, page 140.*

GRAMMAR FOCUS

Study the following examples to see how we can talk about

A) PLANS AND INTENTIONS
Kostas **is going to try** to persuade his friends and neighbours to take recycling seriously.
What **are you going to do** to help save our planet?
I'm going to collect paper, glass, aluminium and plastic for recycling.

B) ARRANGEMENTS
We're handing out leaflets and brochures tomorrow.
I'm meeting my schoolmates later on today. **We're going** to the sports centre to play handball.

C) PREDICTIONS AND HYPOTHESES IN ENGLISH
I think I'll try out your idea with my family.
I believe things **will be** much better in the future.
If my plan works out, **we'll** manage to do something about our future on this planet.

✎ *You can also study DISCOVER GRAMMAR pp. 155-157.*

E LISTENING

Listen to what a British child is saying to the local reporter about a campaign his school is organizing. As you listen, try to take notes. In the spaces below write A. for intentions, B. for plans, and C. their predictions. Discuss with your classmates and decide if you could also do the same at your school.

1. .... collect money for class trip.

2. .... put bins to collect used paper

3. .... bring old newspapers and magazines

4. .... manage to get the money needed.

F QUIZ: "WHAT A WASTE!"

Work with your partner and find how much energy will be saved if you decide to apply your plan at school. Try to make the calculations. Here are the facts you need to take into consideration:

For the production of 1 tonne (1.000 kg) of paper we spend :

1) 4.000 kg of wood   2) 40.000 litres of water   3) 7.000 kWatts of energy

Can you work out how many trees, how much water and how much energy we waste in Greece if we think of the 700,000 tonnes of paper we send to the landfills each year?

700,000 tonnes of paper =   1) .... kg of wood

2) .... litres of water

3) .... kWatt of energy

Βοηθάω και εγώ στην ανακύκλωση!

G PORTFOLIO

- Use all the ideas mentioned in the activities above to write a letter to an English-speaking friend of yours letting him or her know about the environmental work you are doing in your school.
- Include all information you think is necessary as well as pictures, photos and drawings.
- Let your partner check what you have written.
- If in difficulty you can ask your teacher for help.
- Then re-write it following any comments made. Your letter may start and continue as follows:

Hello, there!

How are you? Are you doing anything special at school this month?

Well, I must tell you I'm very proud of my school and myself because we're carrying out a recycling campaign. Let me tell you now a few things about it.

We're..

We're also going to ....

...

Finally, I think that we'll ....

...

How about that? How do you like our work? Would you like to try

it with your class? Let me know as soon as possible.

Write back

...

Lesson 2 | LET'S DO IT!!!

A LEAD-IN ▶▶

Do you remember Kostas' class environmental project?

Besides giving information about recycling to their fellow pupils, Kostas' class decided to do a survey about pupils' environmental attitude. Think of questions to ask your classmates.

B READING

These are some of the questions included in the pupils' questionnaire. Read them carefully and answer them to find out if you love planet Earth.

DO YOU LOVE OUR PLANET?

Let's find out together. Remember to be honest!

1. Do you turn off the light when you leave your bedroom?
   a. Yes, always   b. Sometimes   c. No, I don't.
2. How do you usually go to school?
   a. By car   b. On foot   c. By bus
3. What do you usually do with your rubbish from a picnic?
   a. I leave it there   b. I put it in a rubbish bin   c. I take it home
4. Do you use both sides of a piece of paper when you write?
   a. Sometimes   b. Never   c. I usually do
5. Do you ever use recycled paper?
   a. What's that?   b. Usually   c. Sometimes
6. What do you usually do if there is rubbish on the beach?
   a. I take it and put it b. I leave it on the beach   c. I throw it in the sea
   in the litter bin
7. Do you buy plastic cups, knives or forks?
   a. Yes, I do. I hate washing up   b. Sometimes   c. No, never
8. Do you watch environmental programmes on TV?
   a. No, never   b. Very seldom   c. Yes, always
9. Do you leave the water running when you brush your teeth?
   a. Yes, I do.   b. Sometimes.   c. No, never.
10. Do you take part in planting expeditions with your school or city?
   a. Yes, sometimes.   b. No, never.   c. Yes, I usually do it
                                                  twice a year.

(Adapted from Myles, J. (2001) Holidays and Special Days in the USA and www.link2english.com)

Check the answers in the Answer key to see whether your attitude to nature is positive or not.

Answer key			
Question 1.	a. 3 points	b. 2 points	c. 1 point
Question 2.	a. 1 point	b. 3 points	c. 2 points
Question 3.	a. 1 point	b. 2 points	c. 3 points
Question 4.	a. 2 points	b. 1 point	c. 3 points
Question 5.	a. 3 points	b. 1 point	c. 2 points
Question 6.	a. 3 points	b. 1 point	c. 2 points
Question 7.	a. 1 point	b. 2 points	c. 3 points
Question 8.	a. 1 point	b. 2 points	c. 3 points
Question 9.	a. 1 point	b. 2 points	c. 3 points
Question 10.	a. 2 points	b. 1 point	c. 3 points

24-30 points: Congratulations!!! You are a friend of the Earth after all. Keep up the good work and try to encourage other people to follow your example.

17-23 points: You take care of our planet, but not as much as you should. Why not try harder? Our planet needs your help!

10-16 points: Well, I'm afraid your attitude to Earth is not friendly. You must try hard to protect nature. After all, you belong to nature. Have you ever thought of that?

C SPEAKING & WRITING
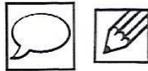
In small groups decide how you can organize a small project to inform pupils in other schools around the world about environmental problems in our town/city/country. You must think of 2 or 3 activities that you can prepare with your partner and make a list. By the end of the school year report back into class on how many of these you and your family were able to do.

Stages:

- Choose your team
- Decide on the issues and write them down clearly
- Decide on what information you need to gain a better understanding of the problems
- Decide where you will find this information
- Elicit possible and achievable(!) solutions to the problems
- Choose solutions
- Think of who will outline and present the solutions
- Decide on who will prepare the presentation
- Decide on what realia you will need for the presentation
  (photos, newspaper cutouts, poster, leaflet, short video, drawings)

Project title: _____

Monday   We are _____

_____

Tuesday   _____

_____

Wednesday _____

_____

Thursday _____

_____

Friday   _____

_____

Saturday _____

_____

Sunday   _____

_____
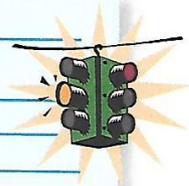
✎ See Appendix, page 140, Activity A for an alternative speaking task.

D LISTENING

Kostas and his father are talking to people who are taking part in a CLEAN UP GREECE (www. cleanupgreece.org.gr) summit meeting for the environment organized in Athens. Listen to some tips that one of the participants offers to Kostas. He believes that people should follow them when they go shopping so they can reduce waste. Put a tick ✔ next to the pictures which are positive advice or a cross ✘ next to negative action.

a. ....

b. ....

c. ....

Kostas

d. ....

e. ....

ΑΝΑΘΕΩΡΗΣΤΕ ΤΗ ΣΤΑΣΗ ΣΑΣ ΓΙΑ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

f. ....

Create a slogan and put it up on the classroom wall.

5 Unit

Study the following sentences to see how we can talk about

a) abilities
I can speak English.
Dogs and rhinos can swim but **elephants** or **cats can't**.
We can plant trees to make our neighbourhood prettier.

b) obligations
People must obey the laws of their country.
We must do everything we can to help the Earth survive.

c) how we can give advice in English.
You should write on both sides of a piece of paper so as not to waste any paper.
What do you think I should do?
I think you should study harder to get better marks at school.
You shouldn't be so rude to your granny, Clarice! She's an elderly person and deserves your respect!

E PAIR OR GROUP WORK

- Work in pairs or groups and prepare posters using ideas from this unit or your own ideas about environmental protection.

- Discuss with your fellow pupil or pupils and decide what to include in your posters and why. You may use the expressions in the Grammar Focus to decide upon action that is absolutely necessary (obligation) or action that is worth taking (advice).

- You could also talk about environmental problems shown in the pictures below.

- You could also use your ideas from Activity C.
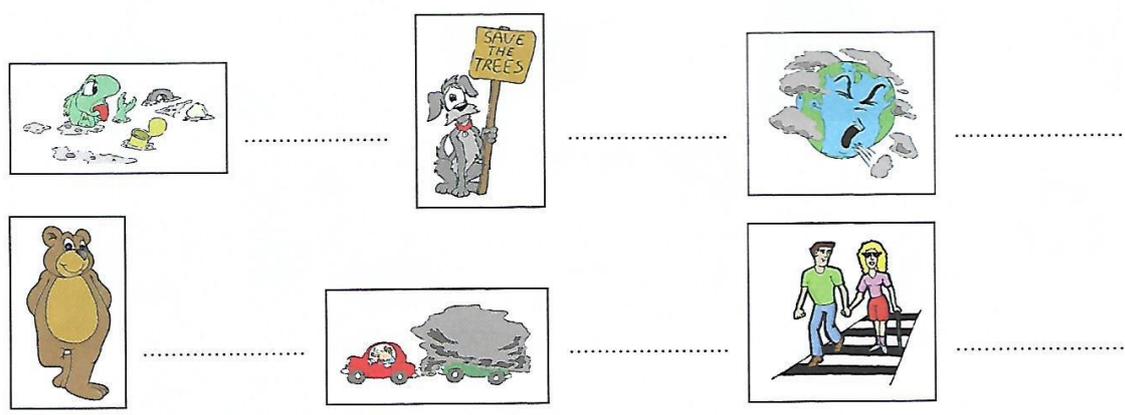
F READING & WRITING

DIFFERENT COUNTRIES
DIFFERENT PROBLEMS
ONE SOLUTION
....ACT NOW!
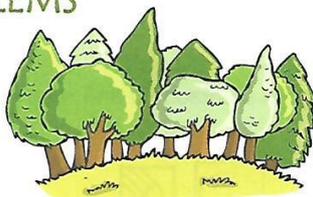
text adapted from: *www.panda.org/about_wwf/what_we_do/forests/about_forests/importance/*

Mediterranean Forests

The Mediterranean is one of the most important regions in the world for its forests. These forests are situated in an area between the European, African and Asian continents and are very important for their biodiversity features – plants and animals.

But the Mediterranean forests are under threat. One of the most serious threats is fires. This has caused serious problems in the area during the last few decades. Other general threats to the Mediterranean forests are:

• Climate change

• Droughts and floodings

• Extensive building development

• Atmospheric pollution

Task: Read the text, look at the photos and then make a chart listing country in the Mediterranean area and problem and (where possible) solutions. Discuss with your partner.

Italy
People cause fires

Lebanon
Violence and war destroys the natural environment

Greece
Building development threatens forests

Turkey
Too much lumbering reduces forests

Lesson 3 MY WORK CAN MAKE A DIFFERENCE!

A LEAD-IN ▶▶

Have you ever visited a forest? What can a person do and what cannot do in a forest? Think and discuss with your partners.

B SPEAKING & WRITING

You want to send this photo to your friend in Australia who is going to visit Zagorochoria next summer. Tell him what the problems are and what he should do when he is there. Make a list like the one in the Activity F, page 69.
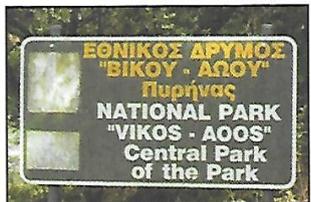
PROBLEMS	ADVICE

✎ *For extra WWF guidelines on Zagorochoria, see Appendix p.141. Transfer these guidelines, which are in Greek, into English and fill in the boxes above.*

CROSS CURRICULAR PROJECT

Work in small groups and imagine you are an English-speaking person who has moved to a new area and finds that some things must change. Look at the following issues. Choose one issue and prepare a project. Use the ideas from this unit and write to the Mayor of your town/city.

Issues: *1. Place recycle bins in public places*   *3. Organize a planting expedition*
2. Place battery-disposal bins in public places   *4. Any other ideas you may think of*

Prepare a poster encouraging people to take the situation seriously. Make sure they become aware of the problem and its solutions.

Finally, you can visit any of the websites mentioned in the Appendix and get information about environmental issues, learn about other places that face problems and what's more do the quizzes, fun activities, paint pictures and sing songs. Have fun!

✎ *For a fun **Recycling Board Game**, go to Appendix, page 142-143.*

APPENDIX IV

Sample of the Stories Slide Presentation

One morning Sharon woke up early. She wanted to find the environment. Her teacher, Miss Clark, had told her that people need to keep the environment clean. But to keep it clean, Sharon had to find it first. Since it was Saturday, she had plenty of time to look.

When she got out of bed, she decided to look under her bed. It was dusty under there. But where was the environment?

Sharon went to the window and opened it. She looked out at the trees in her neighbor's yard. Sharon smelled something a little funny in the air like smoke. Maybe it was from the old factory in town. It didn't smell good. Sharon went into the hall. Ugh – the smell of her dad's cigarettes. But if she was going to find the environment, she'd better hurry up.

Sharon washed her hands and face and combed her hair. She brushed her teeth and watched the water rush from the faucet and swirl down the drain. Where did it all come from? Where did it go?

She went to the kitchen. Her mom was washing strawberries. Weren't they clean enough to eat?

After breakfast, she went outside to look. She hadn't walked far when she met Herman, a squirrel. He asked Sharon what she was doing. "I'm looking for the environment. Have you seen it out here?" Herman looked amused: "I haven't looked. But I guess if you haven't found it inside your house, maybe you'll find it out here." He winked at Sharon, but she couldn't think why.

Sharon asked, "Where do you usually look for the environment?" Herman said, "Oh, I don't." Sharon said, "Well then how do you ever find it? And if you don't find it, how do you keep it clean?" Herman said, "I don't look because I don't need to. The environment seems to be everywhere we go." Sharon looked to the right and the left. She looked up. She looked down. She looked right at her feet. "Where?" she said. "Where is it now?"

erman said "You're working too hard. You've got to sit down." Sharon sat. As if she might scare the environment away, she whispered, "Where is it now?" Herman said, "Take a deep breath." Sharon did so, and said softly, "There, now tell me where the environment is." Herman replied, "The air you just breathed is part of it."

Sharon sat up straight. "Do you mean I've been breathing the environment all my life?" Herman flicked his bushy tail. "Oh, yes. And did you drink any water? That's more of it. Did you have, maybe, cereal and milk and fruit for breakfast?" Sharon began to see. "My mom washed the strawberries!" Sharon said. "And what about dad's cigarettes and the dust under my bed?" Herman said, "You've got it! The environment is everywhere you look."

Herman poked at acorns under a nearby tree and bit into one. "These acorns are part of it. I must say, they taste pretty good. The environment can help make us strong and healthy. But sometimes it can make us sick. The environment is the air, the water, the soil, and our food. It's everything around us."

Sharon thought and thought. "I'll bet the sun isn't part of the environment!" But Herman said, "Oh, yes it is. A little sun gives you a vitamin you need, Vitamin D. But you can get too much sun. You can get a sunburn. You can even get badly sick from too much sun. That's why we squirrels build nice deep, shady nests. And though you don't have anything as nice as a nest, at least you have a house."

Standing up and turning around and around, Sharon said, "So, the environment is everywhere. In the sky and in the ground. In the water and under the bed." "And we can all help by remembering that," Herman said, "and by being careful about what we throw out and where we put trash, and what we pour down the drain."

Sharon said, "Also, by washing our hands before we eat."
Herman said, "That would be good. And by using things over and recycling newspapers and paper bags – you could help your mom do that. And by taking really yucky things like oil and old cans of cleaner and paint to a special collection place. That's so they won't make the environment dirty, leak into the water, and make us sick, squirrels and people both."

Sharon said, "Gosh, that's an awfully big job to clean the whole environment." "That's why it takes nearly everyone, everywhere, all the time," Herman said. "I'd better get busy then," Sharon said. Herman made a chattering sound to say goodbye and scrambled up his tree.

haron walked along feeling the breeze on her face. The environment was huge. It was the whole sky, the oceans, the mountains, and all of the towns – all around the world. Keeping it clean seemed like such a big job. Sharon thought it might take all morning...or all day...or even all week.

The Stories of the Designed Framework

1st Story: <u>Sharon Finds the Environment!</u>

From the National Institute of Environmental Health Sciences

National Institutes of Health

<u>Part 1</u>

One morning Sharon woke up early. She wanted to find the environment. Her teacher, Miss Clark, had told her that people need to keep the environment clean. But to keep it clean, Sharon had to find it first. Since it was Saturday, she had plenty of time to look.

When she got out of bed, she decided to look under her bed. It was dusty under there. But where was the environment?

Sharon went to the window and opened it. She looked out at the trees in her neighbor's yard. Sharon smelled something a little funny in the air like smoke. Maybe it was from the old factory in town. It didn't smell good. Sharon went into the hall. Ugh-the smell of her dad's cigarettes. But if she was going to find the environment, she'd better hurry up.

Sharon washed her hands and face and combed her hair. - She brushed her teeth and watched the water rush from the faucet and swirl down the drain. Where did it all come from? Where did it go? She went to the kitchen. Her mom was washing strawberries. Weren't they clean enough to eat?

After breakfast, she went outside to look. She hadn't walked far when she met Herman, a squirrel. He asked Sharon what she was doing. "I'm looking for the environment. Have you seen it out here?" Herman looked amused: "I haven't looked. But I guess if you haven't found it inside your house, maybe you'll find it out here." He winked at Sharon but she couldn't think why.

Sharon asked, "Where do you usually look for the environment?" Herman said, "Oh, I don't." Sharon said, "Well then how do you ever find it? And if you don't find it, how do you keep it clean?" Herman said, "I don't look because I don't need to. The environment seems to be everywhere we go." Sharon looked to the right and the left. She looked up. She looked down. She looked right at her feet. "Where?" She said. "Where is it now?"

Herman said "You're working too hard. You've got to sit down." Sharon sat. As if she might scare the environment away, she whispered, "Where is it now?" Herman said, "Take a deep breath." Sharon did so, and said softly, "There, now tell me where the environment is." Herman replied, "The air you just breathed is part of it."

Sharon sat up straight. "Do you mean I've been breathing the environment all my life?" Herman flicked his bushy tail. "Oh, yes. And did you drink any water? That's more of it. Did you have, maybe, cereal and milk and fruit for breakfast?" Sharon began to see "My mom washed the strawberries!" Sharon said. "And what about dad's cigarettes and the dust under my bed?" Herman said, "You've got it! The environment is everywhere you look."

Herman poked at acorns under a nearby tree and bit into one. "These acorns are part of it. I must say, they taste pretty good. The environment can help make us strong and healthy. But sometimes it can make us sick. The environment is the air, the water, the soil, and our food. It's everything around us!"

<u>Part 2</u>

Sharon thought and thought. "I'll bet the sun isn't part of the environment!" But Herman said, "Oh, yes it is. A little sun gives you a vitamin you need, Vitamin D. But you can get too much sun. You can get a sunburn. You can even get badly sick from too much sun. That's why we squirrels build nice deep, shady nests. And though you don't have anything as nice as a nest, at least you have a house."

Standing up and turning around and around, Sharon said, "So, the environment is everywhere. In the sky and in the ground. In the water and under the bed." "And we can all help by remembering that," Herman said, "and by being careful about what we throw out and where we put trash, and what we pour down the drain."

Sharon said, "Also, by washing our hands before we eat.". Herman said, "That would be good. And by using things over and recycling newspapers and paper bags-you could help your mom do that. And by taking really yucky things like oil and old cans of cleaner and paint to a special collection place. That's so they won't make the environment dirty, leak into the water, and make us sick, squirrels and people both."

Sharon said, "Gosh, that's an awfully big job to clean the whole environment." "That's why it takes nearly everyone, everywhere, all the time," Herman said. "I'd better get busy then," Sharon said. Herman made a chattering sound to say goodbye and scrambled up his tree.

Sharon walked along feeling the breeze on her face. The environment was huge. It was the whole sky, the oceans, the mountains, and all of the towns all around the world. Keeping it clean seemed like such a big job. Sharon thought it might take all morning ... or all day...or even all week.

The following link presents the story with audio and pictures:

https://www.youtube.com/watch?v=0yxsKSs8j9g

2ⁿᵈ Story: **PLANET EARTH**

Short story by Carolyne Ardron

Part 1

Welcome to Planet Earth Museum, a museum where you can learn some interesting facts about the world,

we live in. 'There are many amazing places on Earth. Who knows, maybe you'll see them all one day!

Where shall we go first, children?' 'Forests!' Forests are home to over half of the world's animals and

plants. Trees clean the air and produce oxygen for us to breathe. We destroy more than 36 football fields of

forests every minute and throw away thousands of trees in paper and card every day.

The oceans are home to millions of marine animals. They absorb the sun's heat, transfer it to the atmosphere

and move it around the world. A lot of the rubbish we produce on land pollutes the oceans. Turtles mistake

plastic bags for jellyfish and die when they eat them.

DAKIDI VASILIKI – 134714 – DISSERTATION – MAY 2023

Part 2

At opposite ends of the world, the Arctic and Antarctic are freezing cold lands. It is so cold that the sea is covered in ice. The fuel we use for energy makes the climate warmer. As it gets warmer, the ice melts and the sea rises. The land disappears. Rivers collect rainwater and carry it to the oceans. Along the way, plants absorb and clean the water so it is safe for us to drink. Farms and factories pollute the rivers with pesticides and chemicals and every day we each flush about 50 liters of water down the toilet.

This is a green world, where people respect nature and live a long and healthy life. Wouldn't you like to live here?

Listen to this story https://learnenglishkids.britishcouncil.org/en/short-stories/planet-earth

3rd Story: The red moon

Short story by Pedro Pablo Sacristan

Part 1

There was once a little grey planet that was very sad. The people living there hadn't looked after it, despite them having all the inventions and spaceships you could ever need. **They had contaminated the whole countryside so much with rubbish and pollution that there were no plants or animals left**.
One day, a little boy was walking on the planet, when he passed a cave and noticed a small red flower inside. The flower was very sick - almost dying - **so the boy carefully dug up the flower**, with roots, soil and everything. Then, **he started looking for a place where he could look after it**. He searched all over the planet, but everywhere was so contaminated that there was no place the flower could possibly live in. Then he looked up at the sky and noticed the moon. **It seemed to the boy that maybe the plant could survive there**.

Part 2

So the little boy put on his astronaut suit, and climbed into a space ship. He put the little red flower in the back, and off they went to the moon.

Far away from all that pollution - and with the boy visiting it every day to tend it - the flower started to grow. **The flower was so well cared for**, that it had soon germinated, giving birth to others, and these other flowers spread onto other flowers. Before long, **the whole moon was completely covered with flowers**. That's why, whenever the little boy's flowers open up, for a few minutes the moon takes on a soft red sheen, like a warning light. **Maybe it's telling us that if you don't look after your planet**, a day will come when flowers will only be able to grow on the moon.

The following link presents the audio story with music and sound effects:

https://freestoriesforkids.com/audiostories/american-english/red-moon-audio-story-kids-music-and-sound-effects

4ᵗʰ Story: <u>**Sarah Plants a Seed**</u>

 Short story by Elizabeth Trach

Part 1

At breakfast, Sarah saw that her mother was wearing overalls. That meant that she was planning to work in the garden. "What are you planting today?" asked Sarah. "Today I will plant radishes and carrots," answered Sarah's mother. "Would you like to help?" Sarah was happy. She wanted to learn more about how her mother made vegetables grow. In the garden, Sarah's mother used a stick to make a line in the soil. "This is called a furrow," she said. "It's a small ditch to hold the seeds." Sarah used the stick to draw a line near her mother's furrow. She watched her mother open a packet of carrot seeds. "Now I will plant the seeds in a long row in the furrow," Sarah's mother said. She carefully placed the tiny seeds in a neat line. "Can I help?"

asked Sarah. "Carrot seeds are very small," said Sarah's mother. "Planting radish seeds is easier." She opened a packet of radish seeds and handed it to Sarah.

Part 2

Sarah picked up a radish seed between her thumb and index finger. It looked like a small tan pebble. Sarah dropped her seed in the furrow. She picked up another and placed it into the dirt. Her furrow suddenly seemed very long because the seeds were so small. Sarah's mother began to hum. Sarah liked the song. She joined in, and the music made planting seeds more fun. When the seeds were gone, Sarah watched her mother gently smooth the dirt over the furrow to cover the seeds. Sarah did the same to her seeds and patted the soil in place. "Now it's time to water the seeds so they can sprout," said Sarah's mother. She used a watering can to soak the ground. "The water lets the seeds know it's time to grow. The seed will send up a green stem where we can see it. It will also send down white roots underground to drink more water," Sarah's mother said. "When will they be ready to eat?" asked Sarah. "In about a month," said Sarah's mother. "The small white root will grow nice and fat. The orange roots will be the carrots we eat. The red roots will be the radishes." Sarah was very happy about her seeds. "I can't wait to eat our vegetables!"

APPENDIX VI: Lesson Plans of the Story-Based Framework

A. – Description of the class

CEFR level: A1+

Learner's profile: A 5th – grade mixed ability class of a State Primary School. There are 18 students, 9 boys, and 9 girls: aged 11.

Motivation level/ Attitude: The minority of the students, 4 out of 18, are considerably motivated whereas the majority of the class are insufficiently motivated with 6 out of 18 having learning difficulties (dyslexia). Thus, there are some discipline problems and some of the students hesitate to be involved in the learning process and avoid doing homework or learning new vocabulary.

Lesson duration: 45 minutes

B. – Overall aims of the story-based lessons

1. Reading four authentic stories.

2. Increasing learner's motivation and interest in English language instruction.

3. Teaching/ learning new vocabulary through the application of the story-based framework.

C. – Objectives

1. To teach new vocabulary in a contextualized manner through authentic stories.

2. To inspire and create positive attitude towards English language instruction and new vocabulary.

3. To provide learners with opportunities for vocabulary meaning-focused input and meaning-focused output.

4. To promote collaboration through pair-work activities.

5. To learn to predict the contents of a story

6. To develop productive skills (i.e. speaking, writing) while using new vocabulary.

D. Other Details

Teaching aids/materials: Four authentic stories, copies of the worksheets for each student, whiteboard projector screen and videos, classroom observation sheets for each teaching session and teacher's notes.

Anticipated problems: Some activities might take longer than expected, there might be discipline problems and distractions, learners may resort to L1.

Lesson one: Sharon Finds the Environment (part 1)

Aim: By the end of this lesson students will be able to understand a person talking about the protection of the environment and they will be able to participate in a discussion about it.

Procedure	Objective	Time
Pre-reading		
1. T asks Ls to look at the pictures on their worksheets and find the words these pictures describe. T checks answers with the whole class and provides key vocabulary.	To revise relevant vocabulary and activate prior knowledge.	2 mins
2. T engages students in a discussion about the protection of the environment.	To activate relevant schemata and knowledge.	5 mins
3. T asks Ls to make intelligent guesses about the content of the story they are about to read.	To learn to predict the contents of a story and to raise Ls' interest.	2 mins
While-reading		
1. T projects the story with audio and pictures on the board and asks Ls to read it. T helps with new vocabulary.	To set the scene and present the story to Ls.	10 mins
2. T asks Ls to focus on the pictures of their worksheets and to associate them with the content of the story. T asks Ls to write one Key word under each picture.	To focus Ls' interest on four key words which enclose the central idea of the story and to engage Ls into a fruitful discussion.	5 mins
3. T asks Ls to divide relevant vocabulary into four columns.	To revise and teach relevant vocabulary.	10 mins
Post- reading		
1. T explains the post-reading activity and asks Ls to complete the text with the missing words.	To consolidate new vocabulary related to the text.	5 mins
2. T asks Ls to check the answers in pairs.	To promote pair-work.	2 mins
3. T checks answer with the whole class.	To revise and consolidate new vocabulary.	2 mins
4. T assigns homework.	To promote cooperation among Ls, to be involved in creative activities in order to practice new vocabulary and to enhance metacognitive knowledge.	2 mins

Lesson two: Sharon Finds the Environment (part 2)

Aim: By the end of the lesson students will have consolidated and practiced previously presented vocabulary about the protection of the environment.

Procedure	Objective	Time
Pre-reading 1. T asks Ls what happened in the first part of the story.	To facilitate active participation and to revise relevant vocabulary.	5 mins
2. T asks learners to present their homework about the protection of the environment.	To activate relevant schemata and knowledge.	5 mins
While-reading 1. T projects the second part of the story with audio and pictures on the board and asks Ls to read it. T helps with new vocabulary.	To set the scene and present the second part of the story to Ls.	10 mins
2. T asks Ls to focus on the picture of their worksheet and to associate it with the content of the story.	To engage Ls into a fruitful discussion.	5 mins
3. T asks Ls to complete the gaps with words related to environmental issues which come from the text.	To revise and teach relevant vocabulary.	10 mins
Post- reading 1. T asks Ls to watch a video about the protection of the environment and then to talk about its content.	To engage Ls into a discussion and to consolidate new vocabulary related to the text.	5 mins
2. T asks Ls to tell their classmates which of the ideas that the video presents, they follow in their everyday routine.	To engage Ls into a discussion and to revise new vocabulary.	5 mins

Lesson three: PLANET EARTH (part 1)

Aim: By the end of this lesson students will be able to understand a person talking about the parts that constitute our planet and they will be able to participate in a discussion about its protection.

Procedure	Objective	Time
Pre-reading 1. T asks Ls to think of PLANET EARTH and bring images to their minds. Then, T asks Ls to look at the pictures on their worksheets and find the words these pictures describe. T checks answers with the whole class and provides key vocabulary. 2. T engages students in a discussion about our planet.	To activate relevant schemata and revise vocabulary. To activate prior knowledge and to arouse interest and motivation.	5 mins 5 mins
While-reading 1. T projects the story with audio and pictures on the board and asks Ls to read it. T helps with new vocabulary. 2. T asks Ls to answer the questions about the story. 3. T asks Ls to watch a video about deforestation and to complete the gaps with the missing words in pairs.	To set the scene and present the story to Ls. To check comprehension and to engage Ls into a fruitful discussion. To teach relevant, new vocabulary. To promote pair work.	10 mins 5 mins 10 mins
Post- reading 1. T explains the post-reading activity and asks Ls to watch a video about the pollution in oceans. T asks Ls to find a suitable title for the story that the video presents. 2. T asks Ls to check the answers in pair 3. T assigns homework.	To activate relevant vocabulary and prior knowledge. To promote pair-work. To activate relevant vocabulary and prior knowledge, to promote speaking practice and to enhance metacognitive knowledge.	7 mins 3 mins

Lesson four: PLANET EARTH (part 2)

Aim: By the end of the lesson students will have consolidated and practiced previously presented vocabulary about the protection of our planet.

Procedure	Objective	Time
Pre-reading		
1. T asks Ls to answer a True/ False exercise which introduces the central ideas of the story which follows. T checks answers with the whole class.	To activate relevant schemata and revise vocabulary.	5 mins
2. T engages students in a discussion about the Arctic and Antarctic.	To activate prior knowledge and to arouse interest and motivation.	5 mins
While-reading		
1. T projects the story with audio and pictures on the board and asks Ls to read it. T helps with new vocabulary.	To set the scene and present the story to Ls.	10 mins
2. T asks Ls to answer the questions about the story.	To check comprehension and to engage Ls into a fruitful discussion.	5 mins
3. T asks Ls to watch a video about the Arctic and Antarctic so as to complete the gaps with the missing words in pairs.	To teach relevant, new vocabulary.	10 mins
Post- reading		
1. T explains the post-reading activity and asks Ls to watch a video about water pollution. T asks Ls to complete the missing information.	To provide new vocabulary.	7 mins
3. T assigns homework.	To activate relevant vocabulary and prior knowledge, to promote speaking practice and to enhance metacognitive knowledge. To promote pair-work.	3 mins

Lesson five: THE RED MOON (part 1)

Aim: By the end of this lesson students will be able to understand a person talking about the ways that people destroy earth and they will be able to participate in a discussion about it.

Procedure	Objective	Time
Pre-reading 1. T asks Ls to look at the picture on their worksheet and in combination with the title of the story to try to guess the content of the short story.	To provide speaking practice. To arouse interest and motivation. To set the scene.	5 mins
While-reading 1. T projects the first part of the audio story on the board and asks Ls to read it. T helps with new vocabulary.	To set the scene and present the story to Ls.	10 mins
2. T asks Ls to give a title to the first part of the short story.	To check comprehension and to engage Ls into a fruitful discussion.	5 mins
3. T asks Ls to put the pictures in order so as to narrate the story.	To revise vocabulary and to provide opportunities for fluency development. To promote pair work.	15 mins
Post- reading 1. T explains the post-reading activity and asks Ls to watch a video about recycling bins. T asks Ls to put litter into the appropriate rubbish bin.	To activate relevant vocabulary and teach new one.	5 mins
2. T asks Ls to check the answers in pairs.	To promote pair-work. .	5 mins

Lesson six: THE RED MOON (part 2)

Aim: By the end of the lesson students will have consolidated and practiced previously presented vocabulary about the protection of the environment.

Procedure	Objective	Time
Pre-reading 1. T asks Ls what happened in the first part of the story and to guess what follows in the second part of the story.	To provide speaking practice. To revise vocabulary and to activate relevant schemata. To arouse interest and motivation.	5 mins
While-reading 1. T projects the second part of the audio story on the board and asks Ls to read it. T helps with new vocabulary.	To set the scene and present the story to Ls.	10 mins
2. T asks Ls to match the words with their definitions.	To teach new vocabulary and to promote vocabulary learning strategies (inferring meaning through context).	5 mins
3. T asks Ls to put the pictures in order so as to narrate the story.	To revise vocabulary and to provide opportunities for fluency development. To promote pair work.	15 mins
Post- reading 1. T explains the post-reading activity and asks Ls to watch a video about the protection of the environment. T asks Ls to complete the missing words.	To teach new vocabulary.	5 mins
2. T asks Ls to discuss about the things they do to protect the environment.	To provide speaking practice. To revise vocabulary. .	5 mins

Lesson seven: Sarah Plants a Seed (part 1)

Aim: By the end of this lesson students will be able to understand a person talking about the process of planting vegetables and they will be able to participate in a discussion about it.

Procedure	Objective	Time
Pre-reading 1. T asks Ls to look at the pictures on their worksheet and find the names of two types of vegetables which are included in the story that follows.	To activate relevant vocabulary. To arouse interest and motivation. To set the scene.	5 mins
While-reading 1. T asks Ls to read the first part of the story and to discuss about its content. T helps with new vocabulary.	To set the scene and present the story to Ls. To check comprehension and to engage Ls into a fruitful discussion	15 mins
2. T asks Ls to complete the gaps with words from the text.	To revise vocabulary and to teach new vocabulary. .	5 mins
3. T asks Ls to underline the correct meaning of the word in boldface.	To revise vocabulary and to provide opportunities for fluency development.	5 mins
Post- reading 1. T explains the post-reading activity and asks Ls to watch a video about carrot seeds. Ls are asked to find similarities between the video and the story they have read.	To become involved in a fruitful discussion and to practice new vocabulary. To promote group work.	10 mins
2. T assigns homework.	To revise and comprehend new vocabulary. .	5 mins

Lesson eight: Sarah Plants a Seed (part 2)

Aim: By the end of the lesson students will have consolidated and practiced previously presented vocabulary about planting vegetables and protecting our planet.

Procedure	Objective	Time
Pre-reading 1. T asks Ls what happened in the first part of the story and to guess what follows in the second part of the story.	To provide speaking practice. To revise vocabulary and to activate relevant schemata. To arouse interest and motivation.	5 mins
While-reading 1. T asks Ls to read the second part of the story and to discuss about its content. T helps with new vocabulary.	To set the scene and present the story to Ls To check comprehension and to engage Ls into a fruitful discussion	10 mins
2. T asks Ls to match the words with their definitions.	To teach new vocabulary and to promote vocabulary learning strategies (inferring meaning through context).	5 mins
3. T asks Ls to put the pictures in order so as to present the way we plant vegetables.	To revise vocabulary and to provide opportunities for fluency development.	5 mins
Post- reading 1. T explains the post-reading activity and asks Ls to watch a video about plants. T involves Ls into a discussion about plant parts.	To become involved into a fruitful discussion in order to revise vocabulary. To provide opportunities for fluency development.	15 mins
2. T asks Ls to organize a planting expedition at school!	To have a life experience related with the vocabulary they have been taught. .	5 mins

1st Worksheet (part 1)

Sharon finds the environment!

<u>Pre-reading activities</u>

The pictures that follow show the three Rs that relate to the protection of the environment. Can you find the words?

------------------------------   -----------------------------   -------------------------------

<u>While-reading activities</u>

1. The link that follows presents the story "Sharon finds the environment" with audio and pictures:

https://www.youtube.com/watch?v=0yxsKSs8j9g

Listen, read, and enjoy the first part of the story!

2. Where does Sharon find the environment? Write the missing words under the pictures.

----------------------   ----------------------   ------------------   -----------------------

3. Put the words in the correct column: **air pollution, smoke, litter/rubbish, oil spill, water pollution, fire, droughts, toxic waste, solar power, land pollution, global warming, overpopulation, exhaust fumes, gas, ecological disaster, deforestation.**

AIR	WATER	LAND	FOREST

Post-reading activities

1. Read the first part of the story and complete the missing words.

Sharon wanted to find the 1.e…………………. . Her teacher, Miss Clark, has told her that people need to keep it 2.c………….. . So, Sharon firstly opened the window and smelled something in the air like 3.s…………. . Maybe it was from the 4.f…………. in town. Then, Sharon washed her hands and watched the water running from the 5.f…………. . Where did it come from? After that, Sharon went to the 6.f…………… and met a 7.s………….. . "Where can I find the environment?" Sharon asked. The squirrel answered, "The 8.a…………..you breathe is part of it as well as the 9.w…………. you drink. The environment is10.e...................around us, the 11.a…………, the 12.w……………., the 13.s…………… and our 14.f…………"

2. Homework

It's Project time! What do you do to protect the environment? Cooperate with your classmates to prepare a collage! Then write a short paragraph to describe your piece of art!

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2nd Worksheet (part 2)

Sharon finds the environment!

Pre-reading activities

1. What happened to the story so far?

2. What do you do to protect the environment? Present your homework.

While-reading activities

1. The link that follows presents the story "Sharon finds the environment" with audio and pictures: https://www.youtube.com/watch?v=0yxsKSs8j9g

Listen, read, and enjoy the second part of the story!

2. Look at Herman! Where is he? Why?

Herman's nest

3. Herman gives Sharon some pieces of advice about the protection of the environment. Complete the missing words!

- Be careful about what you 1.t------------ o----------- and where you put 2.t------------- and what you pour down a 3.d--------------.
- 4. R---------------- newspapers and 5.p------------ b------------.
- Put dirty things like old cans and paint to a special 6.c---------------- p----------------.
- Things like oil can make the 7.e----------------------- dirty, 8.l------------- into the water and make us 9.s---------.

Post-reading activities

1. Watch the video that follows: https://www.youtube.com/watch?v=GbY8joL66Ak .

What ways of protecting the environment does it suggest?

2. Which of the previous practices do you follow in your everyday life?

3rd Worksheet (part 1)

PLANET EARTH

Pre-reading activities

1. When you are thinking of "PLANET EARTH" what images come to your mind? The pictures that follow may help you.

While-reading activities

1. The link that follows presents the story "PLANET EARTH" with audio and pictures: https://learnenglishkids.britishcouncil.org/en/short-stories/planet-earth

Listen, read, and enjoy the first part of the story! Then, answer the following questions:

a. Are forests important and why?

b. Why do people destroy forests?

c. Why are oceans important?

d. Do people respect oceans?

2. Watch the video that follows about forests: https://www.youtube.com/watch?v=-01T9e6VDWU and complete the gaps with the missing words: **printing, change, habitats, droughts, biodiversity, trees, meat, agriculture, fires, erosion, recycled, warming, wood, deforestation, fuel, housing.**

Check answers with your partner.

a. 1-------------------- means cutting or clearing of trees or forests.

b. Destroying forests can result in the loss of 2---------------------, damage to natural 3-------------------and soil 4-----------------.

c. Deforestation can lead to global 5-------------- and climate 6--------------.

d. The causes of deforestation are 7------------------, 8------------------, 9----------------, 10--------------- for furniture and paper, natural causes like 11------------------ and 12--------------------.

e. We can protect our forests by planting 13--------------, avoiding 14-----------------, buying 15----------------- products, avoiding eating 16---------.

Post-reading activities

1. Watch the video that follows about oceans and give a title to the story:

https://edition.cnn.com/videos/world/2018/11/21/cartoon-network-whale-animation.cnn

 Cooperate with your partner!

2. Homework

Watch the video again at home and try to narrate the story that it presents.

4th Worksheet (part 2)

PLANET EARTH

Pre-reading activities

1. True or False?

a. The Arctic and Antarctic are freezing cold lands. **T / F**

b. Factories pollute the rivers with chemicals every day. **T / F**

While-reading activities

1. The link that follows presents the story "PLANET EARTH" with audio and pictures:
https://learnenglishkids.britishcouncil.org/en/short-stories/planet-earth

Listen, read, and enjoy the second part of the story! Then, answer the following questions:

a. Why does the ice melt in the Arctic and Antarctic? What are the consequences?

b. Why do we need rainwater? Do people protect rivers?

2. Watch the video about the Arctic and Antarctic: https://www.youtube.com/watch?v=Z5VRoGTF60s .

Then, complete the following sentence: **warming, wood, planet, global, ice, change, pollution, climate**. You do not need all the words!

1…………….. 2 ……………..and 3…………….. 4…………………. affect the Arctic and Antarctic and the ice melts.

Post-reading activities

1. Watch the video about water pollution: https://www.youtube.com/watch?v=Om42Lppkd9w .

Then complete the missing information with some of these words: **acid rain, spills, fires, waste, droughts, pesticides, rivers, fertilizers.**

Human causes for water pollution:

Some human causes for water pollution are 1………………..and 2………………..from farms, 3………….from factories, oil 4……………. in the oceans.

Homework

Watch the video again and think of the steps we can take to control water pollution. Do you follow these steps? Discuss with your partner.

5th Worksheet (part 1)

THE RED MOON

<u>Pre-reading activities</u>

1. The title of the story is "The red moon". Look at the picture and try to guess what the story is about! Why is the moon red?

<u>While-reading activities</u>

1. The link that follows presents the story "The red moon" with music and sound effects:

https://freestoriesforkids.com/audiostories/american-english/red-moon-audio-story-kids-music-and-sound-

effects Listen, read, and enjoy the first part of the story! Then, give a title to the first part of the story!

Discuss in pairs!

2. Put the pictures in order. Then, use the pictures to narrate the story! Work in pairs!

a

b

c

d   1…….2……..3…….4……

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Post-reading activities

1. Watch the video that follows about recycling bins and put the rubbish into the correct bin in order to make the grey, sad planet happier! https://www.youtube.com/watch?v=6jQ7y_qQYUA

Paper bag, bananas, aluminum can, glass bottle, apple core, plastic bag, magazine, eggshell, and soda can.

Add some more….

| **RECYCLE BIN** | **TRASH BIN** |

………
………
………
………
………
………
………
………

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6th Worksheet (part 2)

THE RED MOON

Pre-reading activities

1. Answer the following questions:

a. What happened to the story so far?

b. Try to guess what happens next. What will the boy do with the red flower?

While-reading activities

1. The link that follows presents the story "The red moon" with music and sound effects:

https://freestoriesforkids.com/audiostories/american-english/red-moon-audio-story-kids-music-and-sound-

effects Listen, read, and enjoy the second part of the story! **Then, match the words.**

a. Germinate   1. Contamination

b. Sheen   2. Begin to grow

c. Tend   3. Shine

d. Pollution   4. Take care

2. Put the pictures in order. Then, use the pictures to narrate the story! Work in pairs!

a.

b.

c.

d.

1……2……3……...4………!

Post-reading activities

1. Watch the video that follows about the protection of the environment and help the boy to return to earth to take care of our planet! What should he do? Give him some advice!

https://www.youtube.com/watch?v=X2YgM1Zw4_E

1. Turn off the l………. and the electronic devices to save energy.

2. Replace plastic bags with reusable c……… bags.

3. Separate and r………..the different types of waste.

4. To avoid wasting water make sure t……… are completely turned off.

5. The toilet is not a rubbish bin. Did you know that we need 10 liters of water every time we f………the toilet?

6. Have a s………… instead of a bath.

7. Turn off the water t……..every time you brush your teeth.

8. R………..paper!

9. P……… up the litter every time you go to the beach!

**10. R………. and look after the animals, flowers and trees around you.**

2. Do you follow that advice? Discuss with your classmates!

7th Worksheet (part 1)

"Sarah plants a seed"

<u>Pre-reading activities</u>

The pictures that follow present two types of vegetables. Do you know their names?
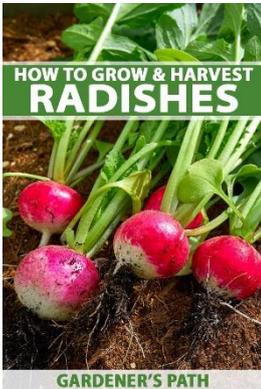
A) ------------------------   B) ----------------------------

<u>While-reading activities</u>

1. Read the first part of the story and answer the following questions:

a. What was Sarah's mother wearing? Why?

b. Why was Sarah happy?

c. Why did Sarah's mother hand a packet of radish seeds to Sarah?

2. Now, complete the gaps with words from the text.

Sarah's mother used a 1…………..to make a line in the soil. "This is called a 2……………," she said. Then she opened a packet of carrots 3……………. . "Now I will 4…………..the seeds in a long 5……………in the furrow."

3. Using context clues from the sentences in the passage, underline the correct meaning of the word in boldface.

1. "Sarah used the stick to draw a line near her mother's **<u>furrow</u>**."

a. garden **b**. large hole **c.** seeds **d.** small ditch

2. "She watched her mother open a **<u>packet</u>** of carrot seeds."

a. small package **b.** large container **c.** box **d**. can

3. "She carefully placed the tiny seeds in a **<u>neat</u>** line."

 a. very large **b**. very small **c**. very cute **d.** very clean

Post-reading activities

1. Watch a video about carrot seeds at the following link:
https://www.youtube.com/watch?v=USNQbzZhBfw

Did Sarah's mother use the same method to plant carrots? Discuss with your classmates!

2. Homework

Write a list of vegetables and fruit that you would like to plant and present it to your classmates!

8th Worksheet (part 2)

"Sarah plants a seed"

Pre-reading activities

1. What happened to the story so far?

2. Can you guess what happens next? Work with your partner!

While-reading activities

1. Read the second part of the story and answer the following questions:

a. Where did Sarah put her radishes seeds?

b. What did Sarah and her mother do when the seeds were gone?

c. What do the seeds need in order to sprout?

2. Match the words.

1. Sprout	a. Soil
2. Dirt	b. grow
3. Hum	c. underground part of a plant
4. Pat	d. murmur
5. Root	e. tap gently

3. How do we plant carrots and radishes? Put the pictures in the correct order.

A
B
C
D

1-----, 2------, 3------, 4--------

Post-reading activities

1. Watch a video about plants at the following link:
https://www.youtube.com/watch?v=74tODKTSHqE

What can you remember about the plant parts? Discuss with your classmates!

2. Organize a planting expedition with your classmates in your school! You can plant flowers in your school garden. Good luck!!!

APPENDIX VIII

Pre- and Post-Test

ACTIVITY 1

Fill in the gaps in questions 1a-6a with the right word (A-H) to make your own quiz! There are two words you do not need.

Συμπλήρωσε τα κενά των ερωτήσεων 1a-6a με την σωστή λέξη (A-H) για να φτιάξεις το δικό σου κουίζ. Υπάρχουν δύο λέξεις που δεν χρειάζεσαι.

A.	mountains	B.	country	C.	year	D.	Earth
E.	food	F.	eyes	G.	glasses	H.	letter
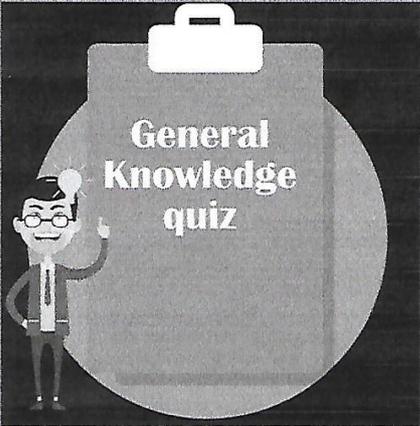
General Knowledge quiz
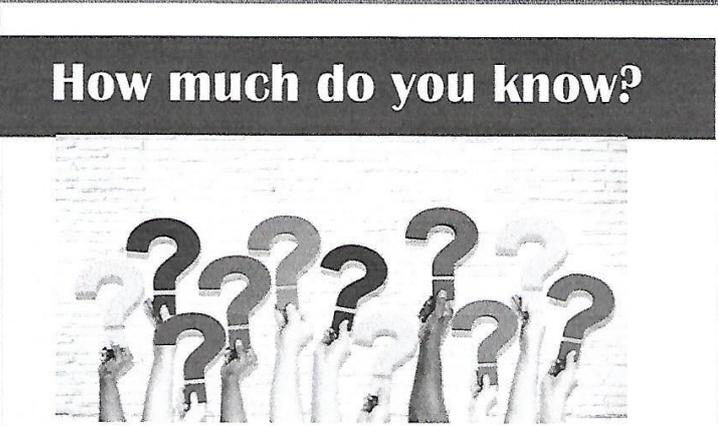
How much do you know?

1a. What is the last _____ of the English alphabet?

2a. Why do people get tears in their _____ when they cry?

3a. What are the highest _____ in Europe?

4a. What is the largest _____ in the world?

5a. What is the hottest continent on _____?

6a. What _____ did the Second World War end?

ACTIVITY 2

Match the book descriptions (7a-10a) with book covers A-F. There are two book covers you do not need.

Αντιστοίχισε τις περιγραφές των βιβλίων (7a-10a) με τα εξώφυλλα (A-F). Υπάρχουν δυο εξώφυλλα που δεν χρειάζεσαι.

7a. This book is about how to be good to others – it has stories about being nice and caring.

8a. This is the true story of a seven-year old girl living in West Berlin in 1945, and an American pilot who became a hero when he started dropping food and candy from his plane to German children.

9a. This book is not about children but about mothers and fathers and how to bring up their young children.

10a. Julian, Dick, Anne, George and Timmy the dog are sailing to Treasure Island when they see a ship wreck…

ACTIVITY 3

Which of the following phrases (11a-15a) best summarizes each of the good life tips below (A-E), as in the example (F)?

Ποια από τις ακόλουθες φράσεις (11a-15a) συνοψίζει καλύτερα την κάθε μία από τις παρακάτω συμβουλές για μια καλύτερη ζωή (A-E), όπως στο παράδειγμα (F);

EX.	Μην νομίζεις ότι μόνο εσύ έχεις προβλήματα.	F
11a.	Βρες χρόνο για τα πράγματα που είναι σημαντικά για σένα.	
12a.	Ξέχνα το παρελθόν.	
13a.	Προγραμμάτισε το μέλλον σου.	
14a.	Δεν μπορείς να χωρέσεις τα πάντα σε μια μέρα.	
15a.	Μην βιάζεσαι να τελειώσεις αυτό που κάνεις τώρα. Απόλαυσέ το!	

HOME   ABOUT   BOOK   BOOK 2   SUBMIT   THE TOP 1000
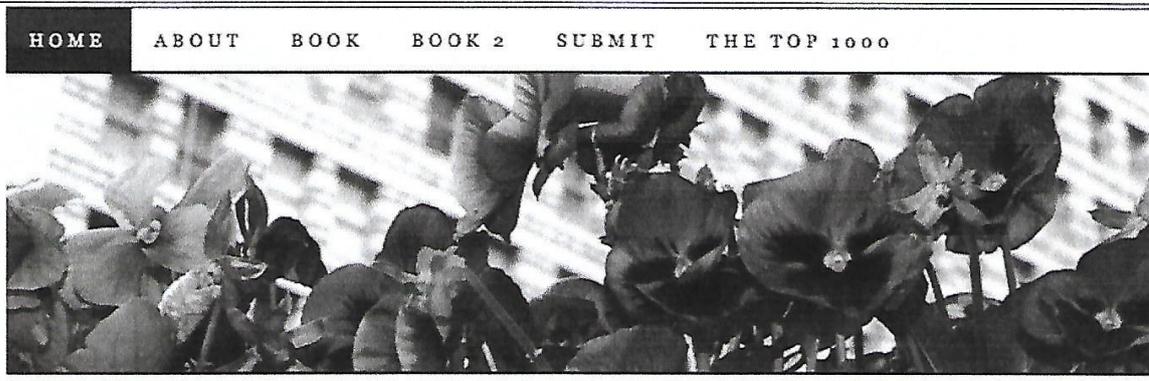
FOLLOW THESE TIPS AND LIVE A GOOD LIFE!

A. Every day is a new beginning. Don't think about what you said and what you did yesterday. What is important is that you do your best to make today a good day.

B. You're always doing something in a hurry. What for? Every time you rush to do something, you can't find the joy in it.

C. So, today, you want to finish all your tasks: study, go to the gym, have lunch with a friend, go shopping, AND go to the movies? Well, you can't. You can't fit everything in one day!

D. Take time today to think about the future, what you want from life. Plan your next steps and make the decisions that are best for you.

E. Ok, you don't have time to read, exercise, buy a gift for your loved one, and cook a good meal for yourself. You only have 24 hours in a day. But you can MAKE time for the things that are really important to you.

F. Everybody has problems. You're not the only person with problems or a difficult life. Just knowing that we're all in the same boat makes us feel less alone.

Click here for more

ACTIVITY 4

Read the two texts and for each gap (16a-20a) choose the best answer (A-F). There is one word you do not need.

Διάβασε τα κείμενα και για κάθε κενό (16a-20a) διάλεξε τη σωστή λέξη (A-F). Υπάρχει μια λέξη που δεν χρειάζεσαι.

A.	woman	B.	worked	C.	old	D.	prize	E.	was	F.	died

Two of the greatest African American women

GWENDOLYN ELIZABETH BROOKS (1917-2000) was an American poet, author, and teacher. Her work **16a.** _____ often about everyday people in her community. She won the Pulitzer for Poetry on May 1, 1950 and was the first African American to receive such a **17a.** _____.

SHIRLEY ANITA CHISHOLM was born on November 30, 1924 and **18a.** _____ on January 1, 2005, when she was 81 years **19a.** _____. She was an American politician, educator, and author. In 1968, she became the first black **20a.** _____ elected to the United States Congress. In the 1972 presidential election, she became the first black candidate to run for US presidency. In 2015, Chisholm was awarded the Presidential Medal of Freedom.

ACTIVITY 5

Choose the best synonym (A-F) for each underlined word (21a-25a) in the text. There is one word you do not need.

Διάλεξε το πιο σωστό συνώνυμο (A-F) για κάθε υπογραμμισμένη λέξη στο κείμενο (21a-25a). Υπάρχει μία λέξη που δεν χρειάζεσαι.

A.	great	B.	grown-up	C.	well-known	D.	curious	E.	unusual	F.	also

Greatest loves in history...

Love is one of the strongest feelings. In all of history couples in love were the cause of fighting and even wars, but also of beautiful novels, music, and paintings. Among the most (**21a**) famous love stories in history were that of Helen of Troy and Paris, whose love caused the Trojan War. Another one was the love between Cleopatra, Queen of Egypt, and the Roman General Mark Anthony. There are famous couples in love nowadays (**22a**) as well. For example, the Hollywood actor George Clooney, who fell in love with British human-rights lawyer Amal.

However, the love story of Dante and Beatrice is (**23a**) amazing. The Italian poet Dante Alighieri was in love with Beatrice and he wrote poetry about her, including the celebrated "Divine Comedy". What is (**24a**) different about this love affair is that Dante had only met her twice in his life! The first time was when he was nine years old, and she was eight. The second time was when he was (**25a**) an adult and she happened to be walking on the street in Florence. The tragedy is that Beatrice died in 1290, at the young age 24, without Dante ever seeing her again.

ACTIVITY 6

Read the text and choose the best word (A-F) for each gap (26a-31a)

Διάβασε το κείμενο και διάλεξε τη σωστή λέξη (A-F) για κάθε κενό (26a-31a).

A.	many	B.	often	C.	of	D.	before	E.	from	F.	between

American Indians

The first people to live in a land are its "indigenous" peoples. They're the native people (**26a**) _____ that land.

The first people in North America arrived (**27a**) _____ 26,500 and 19,000 years ago! This was a time when ice covered much of what is the northern part of the U.S.A. and Canada.

There were (**28a**) _____ different groups of Native Americans – different tribes with different cultures and different languages. They lived in peace until Columbus and the Europeans arrived.

Did Columbus discover America?

The answer is no! There were people in the Americas many thousands of years (**29a**) _____ Christopher Columbus' ships arrived in the Bahamas.

In fact, it was another group of people who had discovered America: the forefathers of modern American Indians, who crossed a "land bridge" (**30a**) _____ Asia to what is now Alaska, thousands of years ago.

In fact, by the time Europeans arrived, in the 15th century, more than 50 million people were already living in the Americas and about 10 million lived in what is the United States today.

These indigenous people of America are (**31a**) _____ called "Indians" or "American Indians" because of a... mistake!

When Columbus arrived in America, he thought he had come to India! He called the people he found there "Indians" and the name just stuck!

ACTIVITY 7

Read the interview and match questions 32a-35a with answers A-E. There is one answer you do not need.

Διάβασε τη συνέντευξη και αντιστοίχισε τις ερωτήσεις 32a-35a με τις απαντήσεις A-E. Υπάρχει μια απάντηση που δεν χρειάζεσαι.

FAMOUS GREEKS OF THE DIASPORA

MARY KALANTZIS

An amazing woman, who has accomplished so much in her life! She is famous for her academic work. Her theories and books are internationally known. She left Greece when she was very young, but she loves her homeland and comes back almost every year.

Interview

with
Mary Kalantzis

32a. So, Professor Kalantzis, your last name is Greek. Were you born in the USA?

A. Yes, and university, with a scholarship. Then I taught university students for many years – in Australia and later in the USA.

B. Well, my area is education – what and how children learn – literacy and multiculturalism.

33a. And did you go to school in Australia?

C. Yes, I'm married. My husband, Professor Bill Cope, and I work together and share everything in life.

34a. You are a university professor, right? What do you teach? What are you an expert in?

D. No, in Greece. In Akrata, a village in the Peloponnese. But my parents moved to Australia when I was about 4 years old and I went to school there.

35a. And which place do you consider "home"?

E. Well, I am Australian, but I enjoy living in the USA, even though things are difficult in recent years. But Greece will always have a special place in my heart.

ACTIVITY 8

Read the text and choose the best answer (A, B, or C) for items 36a-40a.

Διάβασε το κείμενο και διάλεξε την καλύτερη απάντηση (A, B, ή C), για τα ερωτήματα 36a-40a.

Young leaders who are improving the world

Basima Abdulrahman: an Iraqi engineer, passionate about our ecosystem, founder of KESK, a company that gives advice on how to build greener buildings. Her company helps other businesses in her homeland to make better buildings. Basima hopes to build her first green building in the next two years, and a whole green city in the northern part of Erbil in the next decade.

Kwiri Yang created "LifeGyde", an online platform for young people who need advice, guidance and support. It is a platform for individuals and businesses. Her first project was to help immigrant owners of small businesses in California. The idea for "LIfeGyde" was born when she went through problems herself and she realized how many people, like her, needed help.

Abi Ramanan co-created "ImpactVision", a software platform that uses technology to help us not waste food. The company uses a special software to take a picture of food and analyze how good and fresh it is. The system helps reduce waste and not only. As technology advances, you could have a special camera on your smartphone to help you know more about the food you're eating.

Doreen Kessy is head of "Ubongo", a multimedia educational platform in Africa that provides good quality educational material at a very low cost. More than six million households in 31 countries watch, listen and learn from Ubongo's cartoons. The cartoons help hundreds of students do better in school. In "Akili and Me", children aged 3-6 join Akili in Lala Land, where they learn English, arithmetic, art, and more.

Nafez Dakkak is Head of the Queen Rania Foundation office in London. Started in 2013 by Queen Rania of Jordan, this foundation is a great educational resource in Jordan and the rest of the Arab world. It helps the development of new ideas and projects and offers Arabic courses and Arabic language versions of courses taught by other important online educational platforms. The platform reaches more than 1.5 million Arabic-speakers.

36a. Basima Abdulrahman, the Iraqui engineer is also
    A. a builder.
    B. an ecologist.
    C. an economist.

37a. Kwiri Yang has developed a platform that offers help to
    A. parents.
    B. new firms.
    C. those who need it.

38a. Abi Ramanan has created a platform that helps us
    A. cook frozen food.
    B. eat fresh food.
    C. get cheaper food.

39a. Doreen Kessy's platform helps children
    A. learn more.
    B. go to school.
    C. learn to have fun.

40a. At the Queen Rania Foundation, Nafez Dakkak
    A. is a university student.
    B. teaches Arabic.
    C. is the top man.

APPENDIX IX: <u>Pre-Test Results</u>

<u>Experimental Group Pre-Test Results:</u>

Ls	Correct Answers	Level	Ls	Correct Answers	Level
1	9/40	Fail	10	28/40	A2
2	11/40	Fail	11	35/40	A2
3	11/40	Fail	12	12/40	A1
4	7/40	Fail	13	absent	-
5	absent	-	14	25/40	A2
6	absent	-	15	33/40	A2
7	10/40	Fail	16	11/40	Fail
8	15/40	A1	17	13/40	A1
9	25/40	A2	18	13/40	A1

<u>Control Group Pre-Test Results:</u>

| Ls	Correct Answers	Level	Ls	Correct Answers	Level
1	29/40	A2	10	16/40	A1
2	17/40	A1	11	11/40	Fail
3	31/40	A2	12	11/40	Fail
4	37/40	A2	13	12/40	A1
5	17/40	A1	14	16/40	A1
6	38/40	A2	15	3/40	Fail
7	16/40	A1	16	19/40	A1
8	9/40	Fail	17	absent	-
9	8/40	Fail	18	5/40	Fail

Experimental Group Pre-Test Results:

Figure 1. Experimental Group Pre-Test Results

Control Group Pre-Test Results:

Figure 2. Control Group Pre-Test Results

DAKIDI VASILIKI – 134714 – DISSERTATION – MAY 2023
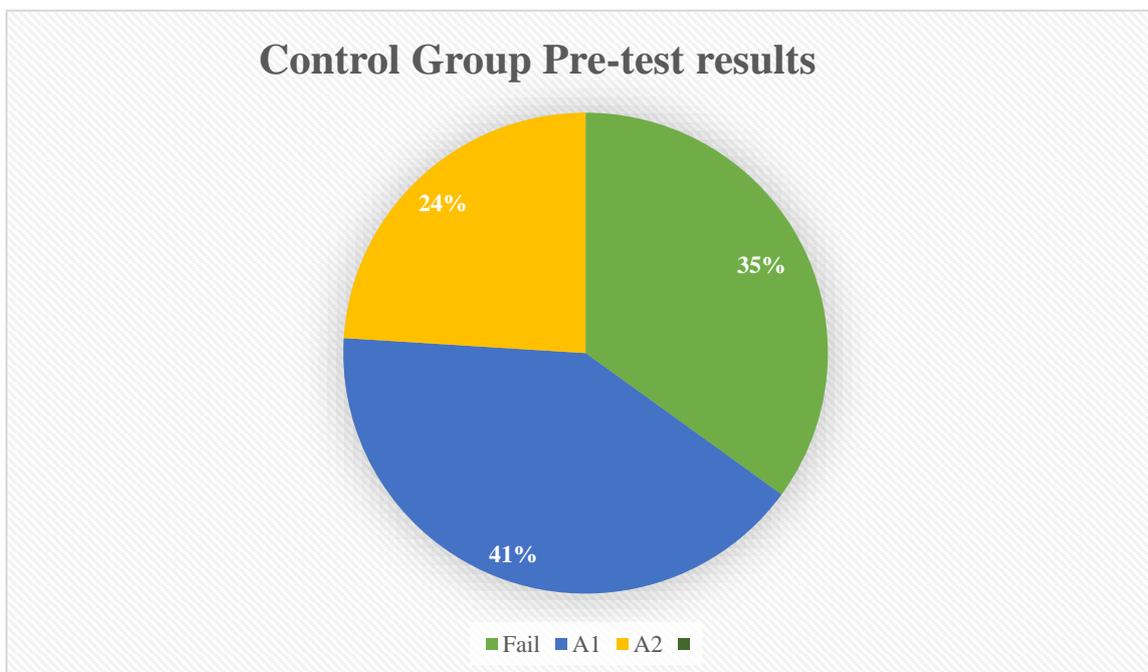
APPENDIX X: Post-Test Results

Experimental Group Post-Test Results:

Ls	Correct Answers	Level	Ls	Correct Answers	Level
1	13/40	A1	10	28/40	A2
2	12/40	A1	11	35/40	A2
3	15/40	A1	12	26/40	A2
4	6/40	Fail	13	absent	-
5	absent	-	14	26/40	A2
6	absent	-	15	35/40	A2
7	15/40	A1	16	13/40	A1
8	15/40	A1	17	24/40	A2
9	27/40	A2	18	17/40	A1

Control Group Post-Test Results:

Ls	Correct Answers	Level	Ls	Correct Answers	Level
1	31/40	A2	10	24/40	A2
2	20/40	A1	11	9/40	Fail
3	33/40	A2	12	11/40	Fail
4	35/40	A2	13	14/40	A1
5	23/40	A1	14	19/40	A1
6	37/40	A2	15	5/40	Fail
7	16/40	A1	16	27/40	A2
8	12/40	A1	17	absent	-
9	7/40	Fail	18	10/40	Fail

Experimental Group Post-Test Results:


Figure 3. Experimental Group Post-Test Results

Control Group Post-Test Results:
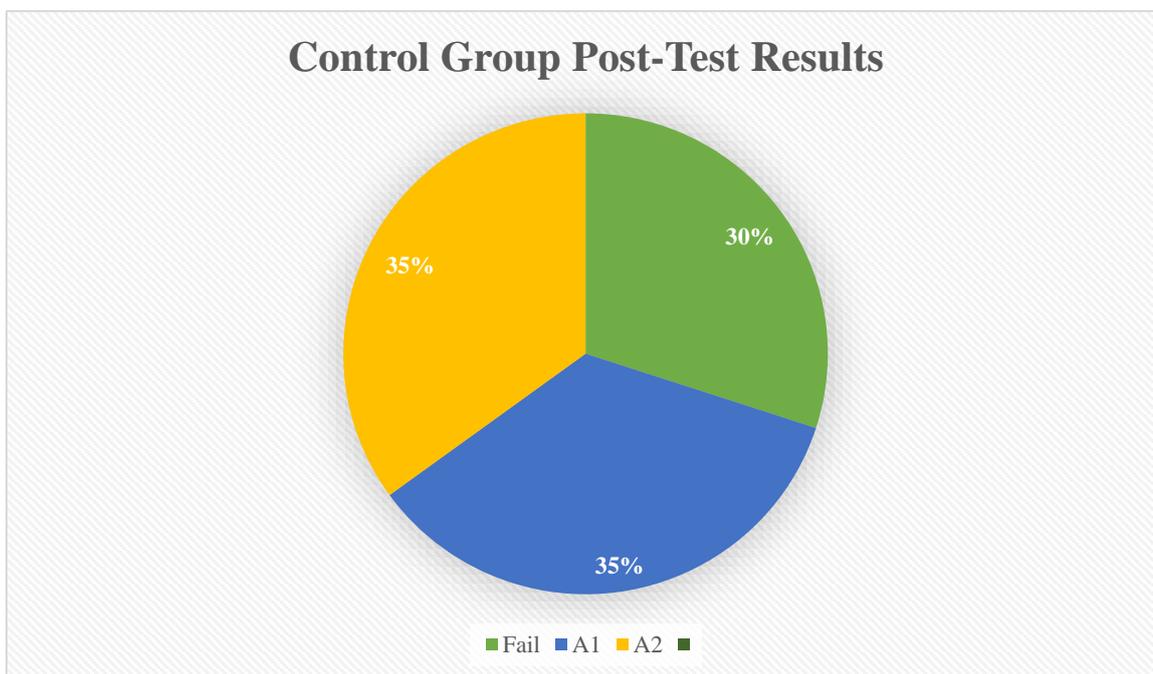
Figure 4.   Control Group Post-Test Results

DAKIDI VASILIKI – 134714 – DISSERTATION – MAY 2023
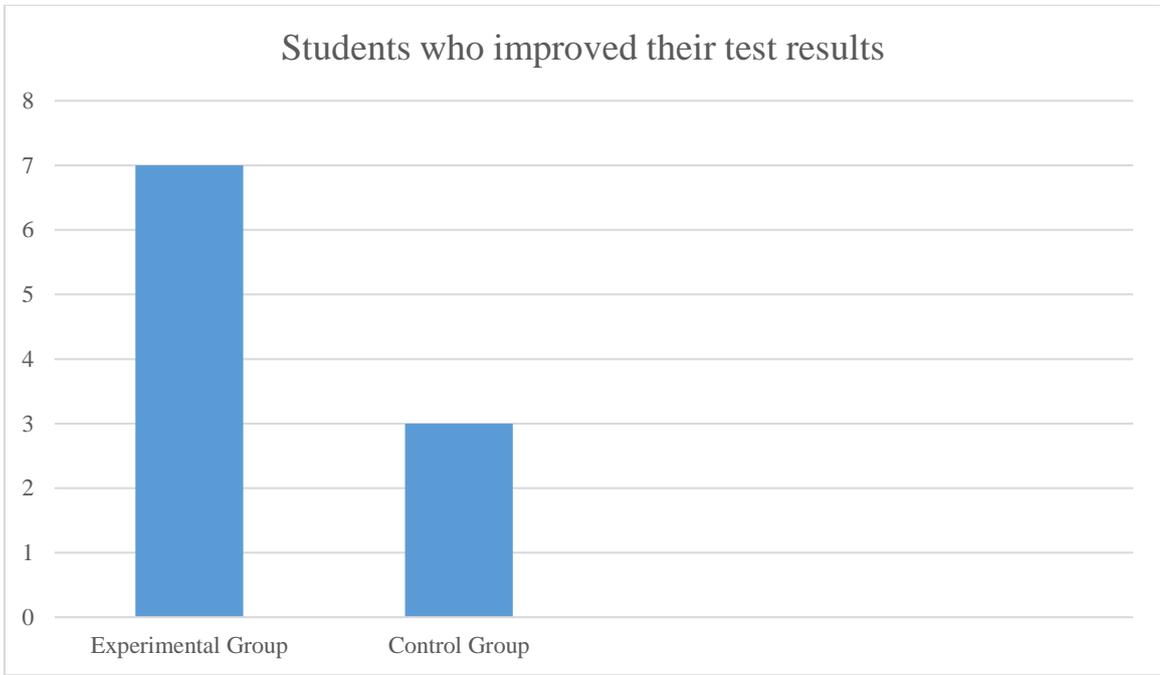
Figure 5.   Number of students who improved their test-results

APPENDIX XI

Initial Semi-Structured Interview Questions

Initial Semi-Structured Interview for the students of 5th grade of a Primary State School of Peristeri, Greece.

English Version

1st Axis: Personal Questions

1. How old are you?

2. How many years have you been studying English?

3. How many languages do you speak?

2nd Axis: English Vocabulary

4. Is learning vocabulary an easy or difficult process for you?

5. Do you believe that learning vocabulary is important when studying a foreign language?

6. How do you feel when you study new words?

3rd Axis: An Alternative Vocabulary Teaching Method

7. Do lists of words help you learn new vocabulary?

8. Do projects help you learn new vocabulary?

9. Do songs help you learn new vocabulary?

10. Do stories from the internet help you learn new vocabulary?

11. Do role-play drama activities help you learn new vocabulary?

12. If you had to choose only one teaching method from the above to learn vocabulary, which one would you choose?

Αρχική ημι- δομημένη συνέντευξη για τους μαθητές της 5ης τάξης Δημοτικού Σχολείου Περιστερίου .

<u>Ελληνική Έκδοση</u>

Προσωπικές Ερωτήσεις

1. Πόσο χρονών είσαι;

2. Πόσα χρόνια μαθαίνεις αγγλικά;

3. Πόσες γλώσσες μιλάς;

Η Εκμάθηση Λεξιλογίου στην Αγγλική Γλώσσα

4. Είναι η εκμάθηση λεξιλογίου στα αγγλικά μια εύκολη ή δύσκολη διαδικασία για εσένα;

5. Πιστεύεις πως η εκμάθηση λεξιλογίου είναι σημαντική όταν μαθαίνουμε μία ξένη γλώσσα;

6. Πώς νιώθεις όταν μελετάς καινούργιες λέξεις στην Αγγλική Γλώσσα;

Εναλλακτικές Μέθοδοι Διδασκαλίας Λεξιλογίου στην Αγγλική Γλώσσα

7. Οι λίστες λέξεων σε βοηθούν στην εκμάθηση λεξιλογίου στην Αγγλική Γλώσσα;

8. Τα projects σε βοηθούν στην εκμάθηση λεξιλογίου στην Αγγλική Γλώσσα;

9. Τα τραγούδια σε βοηθούν στην εκμάθηση λεξιλογίου στην Αγγλική Γλώσσα;

10. Οι ιστορίες από το διαδίκτυο σε βοηθούν στην εκμάθηση λεξιλογίου στην Αγγλική Γλώσσα;

11. Τα παιχνίδια ρόλων σε βοηθούν στην εκμάθηση λεξιλογίου στην Αγγλική Γλώσσα;

12. Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

APPENDIX XII

Final Semi-Structured Interview Questions

Final Semi-Structured Interview for the students of 5th grade of a Primary State School of Peristeri, Greece.

<u>English Version</u>

1st Axis: <u>Feelings</u>

1. Did you like the authentic stories we read during our last eight lessons?

2. How did you feel during the lessons?

3. How do you feel now that we have finished the stories and we will return to our Pupil's Book?

2nd Axis: <u>Improvement</u>

4. Do you believe that the stories helped you learn new vocabulary?

5. Do you believe that the stories helped you become a more capable reader?

6. Did the stories help you understand better the texts of the post-test?

3rd Axis: <u>The Atmosphere in the Classroom</u>

7. Was the atmosphere in the classroom pleasant during the lessons?

8. Did the stories help you to communicate with your classmates?

9. Would you like the implementation of the Story-Based Framework to become a permanent teaching method in our class?

Τελική ημι- δομημένη συνέντευξη για τους μαθητές της 5ης τάξης Δημοτικού Σχολείου Περιστερίου .

Ελληνική Έκδοση

Συναισθήματα

1. Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

2. Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

3. Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Βελτίωση

4. Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

5. Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

6. Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Το κλίμα της τάξης

7. Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

8. Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

9. Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλία

APPENDIX XIII

Initial Semi-Structured Interview Transcripts

Pupil 1

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τη διδασκαλία ιστοριών.

{…}

Pupil 2

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τις ιστορίες.

{…}

Pupil 3

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τις ιστορίες.

{…}

Pupil 4

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τα τραγούδια.

{…}

Pupil 5

129

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τη διδασκαλία ιστοριών.

{…}

Pupil 6

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τη διδασκαλία ιστοριών.

{…}

Pupil 7

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τα παιχνίδια ρόλων

{…}

Pupil 8

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τη διδασκαλία ιστοριών.

{…}

Pupil 9

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τα τραγούδια.

{…}

Pupil 10

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τη διδασκαλία ιστοριών.

{…}

Pupil 11

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τις ιστορίες.

{…}

Pupil 12

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τους ρόλους.

{…}

Pupil 13

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τη διδασκαλία ιστοριών.

{…}

Pupil 14

{…}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τις ιστορίες.

{...}

Pupil 15

{...}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τη διδασκαλία ιστοριών.

{...}

Pupil 16

{...}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τη διδασκαλία ιστοριών.

{...}

Pupil 17

{...}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τη διδασκαλία ιστοριών.

{...}

Pupil 18

{...}

Interviewer: Εάν έπρεπε να επιλέξεις μία μέθοδο διδασκαλίας λεξιλογίου από τις προαναφερθείσες, ποια θα διάλεγες;

Pupil: Τις ιστορίες.

{...}

Final Semi-Structured Interview Transcripts

Pupil 1

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Πάρα πολύ!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Ενθουσιασμένη και σε σχέση με το βιβλίο πιο πρόθυμη να κάνω ασκήσεις.

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Χάλια!**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι, πάρα πολύ!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: -

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Πάρα πολύ!

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Ναι, σίγουρα! 100% τις 100%!

Pupil 2

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Ναι μου άρεσαν πάρα πολύ!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Μου άρεσε περισσότερο από το βιβλίο!

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Δεν μου αρέσει!**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι, αρκετά!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Πιστεύω ναι!

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Ναι, ήταν πάρα πολύ!

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Ναι!!!

Pupil 3

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Ναι!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Χαρούμενη, ήταν πιο εύκολο και ένιωθα ότι με βοηθάει.

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Στεναχωρήθηκα, ήταν πιο ωραίες οι ιστορίες και μάθαινα πιο εύκολα τις λέξεις.**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Ναι!

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Καλό, όχι και το καλύτερο γιατί κάποιοι μίλαγαν και κάποιοι πρόσεχαν. Ήταν όμως ευχάριστο!

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Ναι!!!

Pupil 4

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Ναι, μου άρεσαν!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Ένιωθα ωραία γιατί έβλεπα ότι αυτό με βοηθάει.

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Στεναχωρήθηκα λίγο γιατί μου αρέσανε.**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι, πάρα πολύ!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Πιστεύω ναι!

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Κάποιες φορές καλό και κάποιες όχι γιατί κάποιοι μίλαγαν.

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Θα ήθελα!

Pupil 5

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Μου άρεσαν πάρα πολύ!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Ένιωθα πάρα πολύ όμορφα γιατί έμαθα καινούργιες λέξεις που δεν έχω μάθει ούτε στο φροντιστήριο μου!

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Στεναχωρήθηκα πάρα πολύ γιατί το βιβλίο είναι βαρετό.**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι, πάρα πολύ!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Τα πήγα πολύ καλά πιστεύω, με βοήθησαν πάρα πολύ!

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Μερικές φορές πρόσεχαν τα παιδιά και άλλες δεν πρόσεχαν.

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι, πολύ!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Πάρα πολύ!

Pupil 6

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Πάρα πολύ!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Ενθουσιασμένος!

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

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Pupil: **Στεναχωρήθηκα, ήθελα κι άλλες ιστορίες.**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι, αρκετά.

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Ναι.

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Μια χαρά αλλά κάποιες φορές κάποιοι μίλαγαν.

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Θα ήθελα πάρα πολύ!

Pupil 7

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Ναι!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Ωραία ήταν. Ένιωθα χαρά!

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Δεν θέλω να βλέπω το βιβλίο!**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι, πάρα πολύ!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Πιστεύω τα πήγα καλύτερα.

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Ήταν ευχάριστο αλλά κάποιοι δεν πρόσεχαν.

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Πάρα πολύ!!!

Pupil 8

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

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Pupil: Ναι, ήταν όλες πολύ ωραίες.

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Ένιωθα χαρά και ότι μαθαίνω καλύτερα σε σχέση με το βιβλίο.

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Στεναχώρια, το βιβλίο είναι βαρετό.**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι, αρκετά.

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Ναι.

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Σε σχέση με όταν κάναμε το βιβλίο ήταν πιο ευχάριστο.

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Ναι!!!

Pupil 9

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Ναι πολύ!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Χαρά!

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Δεν μου αρέσει καθόλου!**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Πιστεύω ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: -

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Μερικές ναι, μερικές όχι.

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

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Pupil: Ναι, πάρα πολύ!

Pupil 10

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Στην αρχή όταν μας το είπατε το θεώρησα βαρετό όταν όμως το κάναμε πράξη μου άρεσαν πάρα πολύ!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Χαρά και ενθουσιασμένος γιατί δεν το είχα ξανακάνει στη ζωή μου.

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Δεν νιώθω στεναχώρια αλλά δεν μου πολυαρέσει.**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Το ίδιο νομίζω.

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Ναι!

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Σε μερικά μαθήματα πρόσεχαν τα παιδιά και σε μερικά όχι.

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Ναι, θα ήθελα!

Pupil 11

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Πολύ!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Χαρά και ενθουσιασμό!

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Χάλια!**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι, αρκετές.

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Ναι!

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Μερικές φορές κάποια παιδιά μίλαγαν.

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Εννοείται!

Pupil 12

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Ναι!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Χαρά!

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Χάλια!**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι, πάρα πολύ!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Ναι.

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Μερικές φορές τα παιδιά μιλάγαν.

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Ναι!

Pupil 13

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Ναι!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Ενθουσιασμένη!

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Στεναχώρια!**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: -

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Πάρα πολύ!

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Ναι!

Pupil 14

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Ναι!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Χαρά!

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Χάλια!**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι.

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Όχι.

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Και ναι και όχι.

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Ναι!

Pupil 15

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Δεν έπρεπε καν να με ρωτήσετε, με χίλια!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Ένιωθα excited!

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: Μου έχουν λείψει και τα βιβλία αλλά περισσότερο θα μου λείψουν οι ιστορίες.

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Εγώ πάντως έμαθα!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Ναι!

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Όλοι μας μιλάγαμε λιγάκι!

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Ναι, πάρα πολύ!

Pupil 16

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Ναι!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Χαρά!

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Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Λύπη!**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι.

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Ναι.

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Ναι!

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Ναι!

Pupil 17

Interviewer: Σου άρεσαν οι ιστορίες από το διαδίκτυο που διαβάσαμε κατά τη διάρκεια των τελευταίων οκτώ μαθημάτων;

Pupil: Ναι!

Interviewer: Πώς ένιωθες κατά τη διάρκεια των μαθημάτων;

Pupil: Χαρά!

Interviewer: Πώς νιώθεις τώρα που η διδασκαλία των ιστοριών τελείωσε και θα επιστρέψουμε στο βιβλίο μας;

Pupil: **Λύπη!**

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να μάθεις καινούργιες λέξεις;

Pupil: Ναι.

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να γίνεις πιο ικανός αναγνώστης;

Pupil: Ναι!

Interviewer: Πιστεύεις πως σε βοήθησαν οι ιστορίες που διδάχτηκες να κατανοήσεις καλύτερα τα κείμενα στο post-test;

Pupil: Ναι.

Interviewer: Ήταν ευχάριστο το κλίμα στην τάξη μας κατά τη διάρκεια της διδασκαλίας των ιστοριών;

Pupil: Ναι.

Interviewer: Σε βοήθησαν οι ιστορίες να κάνεις διάλογο με τους συμμαθητές σου;

Pupil: Ναι!

Interviewer: Θα ήθελες η διδασκαλία ιστοριών από το διαδίκτυο να γίνει μόνιμη μέθοδος διδασκαλίας στην τάξη μας;

Pupil: Ναι!!

APPENDIX XV: Sample of the Teacher's Diary

Points of focus	Observations
Students' involvement in: a) Individual activities b) Pair-work c) Whole-class activities	All students couldn't contain their excitement when they realized that we were going to have 8 lessons based on authentic stories. They all participated eagerly in all types of activities, although weaker ones sometimes resorted to L1.
Students' response to story-based material: a) Do the students like the selected stories? b) Do the students enjoy the selected stories?	All the students seemed enthused and delighted with the stories and some of them said that it would be a nice idea to continue the English lessons only with stories from the web and to abandon the Pupil's Book and the Activity Book.
The classroom atmosphere: a) Is the classroom atmosphere relaxed and easy-going? b) Is the classroom atmosphere enjoyable and pleasant? c) Is the classroom atmosphere motivating and supportive?	In a magic way, the stories created a different atmosphere in the classroom. Thus, the stories led the students in an imaginative world where they seemed to relax and have fun. Moreover, as they got involved in the stories and identified with the protagonists, they felt confident to express their thoughts and feelings.
Students' response to story-based activities: a) Do the students like the activities in their worksheets? b) Do the students learn vocabulary during the lessons?	The students seemed satisfied with the activities and motivated to participate in the learning process. Also, they seemed to learn new vocabulary naturally without even realizing it.
Problems/ Negative aspects Are there any negative aspects regarding the lessons during the implementation of the story-based framework?	First and foremost we were running out of time and we couldn't stick to the strict time limits of the lesson plans. Also, sometimes students were so enthused that we resulted in having a noisy classroom.

APPENDIX XVI

Keys to the Students' Worksheets and Pre- and Post-Test

1st **ANSWER SHEET** (part 1)

Sharon finds the environment!

Pre-reading activities

Recycle – Reduce – Reuse

While-reading activities

1. Open answer

2.

Air – Water- Land- Forest

3.

- **Air**: air pollution, smoke, solar power, exhaust fumes, gas, global warming, ecological disaster.
- **Water**: litter/rubbish, oil spill, water pollution, toxic waste, ecological disaster.
- **Land:** litter/ rubbish, droughts, land pollution, overpopulation, ecological disaster.
- **Forest:** fire, ecological disaster, deforestation.

Post-reading activities

1.

1.Environment, 2.clean, 3.smoke, 4.factory, 5.faucet, 6.forest, 7.squirrel, 8.air, 9.water, 10.everywhere, 11.air, 12.water, 13.soil, 14.food.

2. Open answer

Sharon finds the environment!

<u>Pre-reading activities</u>

1. Open answer

2. Open answer

<u>While-reading activities</u>

1. Open answer

2. **Herman is in his nest. He protects himself from the sun.**

3. **1.throw out, 2.trash, 3.drain, 4.recycle, 5.paper bags, 6.collection place, 7.environment, 8.leak, 9.sick.**

<u>Post-reading activities</u>

- <u>Reduce pollution</u>: carpool, ride public transportation, bike.
- <u>Conserve energy</u>: turn off lights when not in use, take short showers, and turn off water when not in use.
- <u>Recycle</u>: cans, plastic, cardboard.

2. Open answer

3rd ANSWER SHEET (part 1)

PLANET EARTH

<u>Pre-reading activities</u>

1. Open answer

<u>While-reading activities</u>

1.

a. Forests are very important because they are home to over half of the world's animals and plants. Also, trees clean the air and produce oxygen for us to breathe.

b. People destroy forests to make paper and card.

c. Oceans are very important because they are home to millions of marine animals.

d. People do not respect oceans as they pollute them with the rubbish they produce on land.

2.

1. Deforestation, 2.biodiversity, 3.habitats, 4.erosion, 5.warming, 6.change, 7.agriculture, 8.housing, 9.fuel, 10.wood, 11.fires, 12.droughts, 13.trees, 14.printing, 15.recycled, 16.meat.

<u>Post-reading activities</u>

1. Open answer

2. Open answer

4th ANSWER SHEET (part 2)

PLANET EARTH

<u>Pre-reading activities</u>

1.

a. **T**

b. **T**

<u>While-reading activities</u>

1.

a. The fuel we use for energy makes the climate warmer. As it gets warmer the ice melts and the sea rises, so the land disappears.

b. Rivers collect rainwater and carry it to the oceans. People do not protect rivers. They pollute the rivers with pesticides and chemicals from the farms and factories.

2.

1 climate

2 change

3 global

4 warming

<u>Post-reading activities</u>

1.

1 fertilizers

2 pesticides

3 waste

4 spills

2. Open answer

5th ANSWER SHEET (part 1)

THE RED MOON

<u>Pre-reading activities</u>

1. Open answer

<u>While-reading activities</u>

1. Open answer

2.

1c

2b

3d

4a

<u>Post-reading activities</u>

RECYCLE BIN: paper bag, aluminum can, glass bottle, plastic bag, magazine, and soda can.

TRASH BIN: bananas, apple core, and eggshell.

6th ANSWER SHEET (part 2)

THE RED MOON

<u>Pre-reading activities</u>

1.

a. Open answer

b. Open answer

<u>While-reading activities</u>

1.

1d

2a

3b

4c

2. 1c, 2d, 3b, 4a.

<u>Post-reading activities</u>

1.

1lights, 2.cloth, 3.recycle, 4.taps, 5.flush, 6.shower, 7.tap, 8.reuse, 9.pick up, 10.respect.

2. Open answer

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7th ANSWER SHEET (part 1)

"Sarah plants a seed"

Pre-reading activities

A) Radishes   B) Carrots

While-reading activities

1.

a. She was wearing overalls because she was planning to work in the garden.

b. Sarah was happy because her mother asked Sarah to help her in the garden to plant radishes and carrots.

c. Sarah's mother handed a packet of radish seeds to Sarah to help her learn how to plant radishes in the garden.

2.

1. Stick, 2. Furrow, 3. Seeds, 4. Plant, 5. Row

3.

1d, 2a, 3d

Post- reading activities

1. open answer

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8th **ANSWER SHEET (part 2)**

"Sarah plants a seed"

<u>Pre-reading activities</u>

1. Open answer

2. Open answer

<u>While-reading activities</u>

1.

a. Sarah put her seeds in the furrow.

b. They covered the seeds with soil.

c. The seeds need water in order to sprout.

2.

1b, 2a, 3d, 4e, 5c.

3.

1B, 2A, 3C, 4D.

<u>Post-reading activities</u>

1. Open answer

Pre- and Post- Test

01a.	H	26a.	C
02a.	F	27a.	F
03a.	A	28a.	A
04a.	B	29a.	D
05a.	D	30a.	E
06a.	C	31a.	B
07a.	C	32a.	D
08a.	F	33a.	A
09a.	A	34a.	B
10a.	E	35a.	E
11a.	E	36a.	B
12a.	A	37a.	C
13a.	D	38a.	B
14a.	C	39a.	A
15a.	B	40a.	C
16a.	E		
17a.	D		
18a.	F		
19a.	C		
20a.	A		
21a.	C		
22a.	F		
23a.	A		
24a.	E		
25a.	B		

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