



Research Papers in Language Teaching and Learning

Vol. 7, No. 1, February 2016, 105-126

ISSN: 1792-1244

Available online at <http://rpltl.eap.gr>

This article is issued under the [Creative Commons License Deed. Attribution 3.0 Unported \(CC BY 3.0\)](#)

Experiential learning of English in Greek All-Day Primary Schools: investigating curriculum implementation

Η βιωματική εκμάθηση της αγγλικής στα ελληνικά ολοήμερα δημοτικά σχολεία: διερεύνηση της εφαρμογής του αναλυτικού προγράμματος

Zaharenia-Irini KIDONIA

This paper investigates the teaching of English in the afternoon programme of Greek All-Day Primary Schools. According to the Curriculum, the teaching of English can facilitate the “opening of school to society” by means of experiential activities that promote creativity, self-direction and cooperation. The paper, following anecdotal reports, explores the hypothesis that experiential activities are not commonplace in the afternoon programme, through a survey among 9 School Advisors and 11 Teachers of English. The analysis focuses on the extent to which All-Day Schools implement the Curriculum and reveals some challenges. It shows that the experiential curriculum suggestions are implemented to some extent, not only because of issues that policy-makers need to consider, but also because most of the teachers are not familiar with the principles of “creativity”, “self-direction” and “cooperation”. The paper concludes with methodological suggestions and examples of cross-curricular projects that aim to encourage the successful implementation of the Curriculum.

Ω

Το παρόν άρθρο ερευνά τη διδασκαλία της Αγγλικής στο απογευματινό πρόγραμμα των Ολοήμερων Δημοτικών Σχολείων στην Ελλάδα. Σύμφωνα με το Αναλυτικό Πρόγραμμα, η διδασκαλία της Αγγλικής μπορεί να διευκολύνει το «άνοιγμα του σχολείου στην κοινωνία» μέσω βιωματικών δραστηριοτήτων που προωθούν την δημιουργικότητα, την αυτορρύθμιση και τη συνεργασία. Στηριζόμενο σε ανέκδοτες αναφορές, το άρθρο ερευνά την υπόθεση ότι οι βιωματικές δραστηριότητες δεν εφαρμόζονται στο απογευματινό πρόγραμμα, μέσω ερωτηματολογίων με συμμετέχοντες 9 Σχολικούς Συμβούλους και 11 Καθηγητές Αγγλικής. Η έρευνα επικεντρώνει στο βαθμό που εφαρμόζεται το Αναλυτικό Πρόγραμμα και αναδεικνύει ορισμένες προκλήσεις. Συγκεκριμένα δείχνει ότι τα Ολοήμερα Σχολεία εφαρμόζουν τις προτάσεις για βιωματική μάθηση σε μικρό βαθμό, όχι μόνο λόγω προβλημάτων τα οποία οφείλουν να λάβουν υπόψη οι διάφοροι φορείς χάραξης πολιτικής, αλλά και επειδή οι περισσότεροι καθηγητές δεν είναι εξοικειωμένοι με τις αρχές της

«δημιουργικότητας», της «αυτορρύθμισης» και της «συνεργασίας». Το άρθρο καταλήγει με μεθοδολογικές προτάσεις και παραδείγματα διαθεματικών σχεδίων εργασίας που στόχο έχουν την ενθάρρυνση της επιτυχούς εφαρμογής του Αναλυτικού Προγράμματος.

Key words: experiential learning, plurilingualism, multilingualism, ability to learn, cross-curricular approach, project work

1. Introduction

1.1. Aim of the study

The present study focuses on the Institution of “All-Day Primary Schools” in Greece, that was introduced in 1997 as part of an educational reform aimed at the “opening of school to society” (Υπουργείο Παιδείας και Θρησκευμάτων- Παιδαγωγικό Ινστιτούτο 2015). Following the guidelines of the Cross-Thematic Curriculum Framework and an optional programme until 4:15 p.m. with subjects such as English, Information Technology, Physical Education, Drama, Art and Music, All-Day Schools provide space and time for experiential activities that are an essential prerequisite for the link between school and society. Taking advantage of experiential learning principles, the teaching of English in the afternoon programme can play a key role in the achievement of the social and pedagogical objectives of All-Day Schools.

Based on the principles of creativity, self-direction and cooperation, the teaching of English can serve both the social and the pedagogical objectives of All-Day Schools, thereby facilitating the “opening of school to society”. The social objectives deal with the creative use of students’ time whilst parents are working, as well as with the integration of migrant students in their school environment, and by extension, in the Greek society. As for the pedagogical objectives, they are connected with the development of life-long learning skills. All these objectives can be achieved by means of experiential activities (Χρυσόχοος, Ι. και Κοσοβίτσα, Κ. 2003).

Experiential activities can serve the social objectives of All-Day Schools by promoting creativity, self-direction and cooperation. Following the principles of creativity and self-direction, experiential activities in the afternoon programme provide opportunities, not only for consolidation of the material introduced in the morning programme, but also for production of new material by students through the use of resources such as the internet and the school library. Throughout the process of material production, students can use English as a helping tool for the management of information from various sources and subject areas. Experiential activities can also make an important contribution to the integration of migrant students in their school environment, by engaging learners in cooperative work.

Thus, along with the social purposes, English can also serve the pedagogical purposes of All-Day Schools, through experiential activities that are carefully designed to promote creativity, self-direction and cooperation. As mentioned above, the pedagogical purposes are connected with the development of life-long learning skills. This is according to Dewey’s principle of continuity that suggests that, “the future has to be taken into account at every stage of the educational process” (Dewey 1938:47). The engagement of learners with group activities in which they are asked to use their prior and current knowledge and experience

for common benefit, encourages inventive thinking, responsibility for learning as well as cooperation and solving of conflicts in constructive ways (Kohonen 1992:19-20). By fostering these skills and attitudes from an early age, All-Day Schools aim to prepare learners for the demands of the future, that is, for continuous adaptation to social and technological change. As it is revealed, the skills that All-Day Schools promote, namely creativity, self-direction and cooperation all coincide with the principles of experiential learning.

The teaching of English can also facilitate a real “opening of school to society” by means of project work, which may involve not only students and teachers but also the local society and parents in the educational process (Chrysochoos, 2002:38-39). Project work can also contribute to the integration of migrant students in their school environment by promoting cooperation, collaboration and themes of intercultural education. The success of project work depends on the extent to which members of different learning groups are able to depart from individualistic and competitive learning to more cooperative and collaborative learning. Specifically, successful project work requires a process of cooperation, which is characterized by division of the tasks to be completed, and a process of collaboration that implies shared creation of knowledge (Paulus 2005:103). The role of English in the success of project work in All-Day Schools is equally important to the role of cooperation and collaboration, since it can serve both as a tool for the management of information and as a means for the promotion of intercultural education (Χρυσόχοος & Κοσοβίτσα, 2003).

Clearly, experiential learning of English is vital for the achievement of the objectives of Greek Primary Schools, which bear the name “All-Day Schools” due to their extended programme. The aim of this study, therefore, is to investigate the implementation of Curriculum suggestions for experiential learning of English in the afternoon programme of All-Day Primary Schools.

1.2. Structure of the paper

The study was conducted in July 2013 and included 3 Research Questions (see Kidonia 2014). Along with exploring the extent to which experiential activities are implemented in All-Day Schools, the study also aimed to reveal any opportunities and challenges that the experiential learning of English may involve and to offer the participants’ suggestions for successful Curriculum implementation. Due to space limits, the current paper focuses only on the first Research Question. It explores the views of School Advisors and Teachers of English on the extent to which All-Day Schools implement the experiential curriculum suggestions.

Thus, after this introduction that outlines the broad aim of the study and explains how the teaching of English can contribute to the achievement of the social and pedagogical objectives of All-Day Schools, the article discusses what is meant by “experiential learning”. In this context, it clarifies the terms “ability to learn”, “plurilingualism” and “multilingualism” that are included in the Curriculum (section 2.1), and describes the cross-curricular approach with its benefits (section 2.2). This is followed by a presentation of the rationale behind the 2002 Curriculum for the teaching of English in All-Day Schools (section 2.3). The discussion on experiential learning ends with a set of criteria that Teachers need to bear in mind in designing experiential activities (section 2.4).

The article then presents the Research Question for the study (section 3.1). It also describes the design of the research instruments (section 3.2), explains how the research was conducted (section 3.3), and introduces the participants (section 3.4). In what comes next,

an overview of the coding and analysis undertaken is provided (section 4.1), which is followed by two sections discussing the Advisors' and Teachers' perspectives on curriculum implementation (sections 4.2.1& 4.2.2). The article concludes with suggestions for Teachers' continuing professional development and with ways of implementing projects successfully (sections 5.1& 5.2).

2. Literature review

The introduction of All-Day Primary Schools in 1997 was followed by the development of the 2001 and 2002 Curricula. Both the 2001 Cross-Thematic Curriculum for Modern Foreign Languages and the 2002 Curriculum for the teaching of English in the afternoon programme of All-Day Schools promote competences such as the ability to learn and plurilingualism. As will be discussed in the section to follow, in this way, the Curricula emphasise the role of personal experience not only for second language learning but also for life-long learning.

2.1. Role of experiential learning

All learning requires some sort of experience. According to Kolb (1984:38), "learning is the process whereby knowledge is created through the transformation of experience". The experience may consist of prior events in the life of the learner, current life events, or those resulting from the learner's participation in activities designed by teachers (Andersen et al. 1995:225). An essential feature of experiential learning is that learners analyse their experience, (individually, in pairs or groups) in order to draw meaning from it in the light of prior experience. The analysis involves a process of reflection, evaluation and reconstruction of the experience, which may lead to further action. During this process, learners develop their ability to learn, which is directly related to the idea of life-long learning. The ability to learn may also be conceived as discovering "otherness". The "other" might be another language, another culture, other people or new areas of knowledge (Council of Europe-Common European Framework-CEF 2001:12).

Personal experience is also a prerequisite for the development of plurilingualism. Plurilingualism deals with the communicative competence that learners build up as their experience of language in its cultural context expands (CEF 2001:4). It is directly connected with intercultural awareness because it stresses the importance of the interaction between languages and cultures. Examples of plurilingual competence include calling upon the knowledge of a number of languages to make sense of a text in a previously "unknown" language, or mediating between individuals with no common language. On the other hand, multilingualism, which is also promoted by the 2001 and 2002 Curricula, refers to the knowledge of a number of languages, or to the co-existence of different languages in a particular educational institution or in a given society (CEF 2001:4).

2.2. The cross-thematic curriculum framework (2001)

The Cross-Thematic Curriculum Framework, introduced in 2001, proposes the cross-curricular approach to the teaching of all school subjects including Modern Foreign Languages. As it mentions,

"Modern Foreign Languages contribute to the development of pupils' ability to use language in real-life communication situations, (..) but also as a tool for acquiring and managing knowledge and information from different subject areas"
(Υπουργείο Παιδείας και Θρησκευμάτων- Παιδαγωγικό Ινστιτούτο. Διαθεματικό

Ενιαίο Πλαίσιο Προγραμμάτων Σπουδών Υποχρεωτικής Εκπαίδευσης: ΔΕΠΠΣ Ξένων Γλωσσών.No date:145).

The emphasis of the cross-curricular approach is on active, experiential way to learning which involves the examination of thematic units from the perspective of different school subjects as part of student participation in projects. Project work begins with an interdisciplinary analysis of the thematic unit that the students have chosen to investigate in consultation with their teachers, and ends with a cross-curricular, holistic presentation in which two or more school subjects have been integrated. It is a task-centred mode of teaching and learning rooted in an educational philosophy, which aims to pave the way to a more democratic and participatory society. Therefore, project work realizes a dynamic balance between classroom managers who are also participants, in student discussions, role-plays, or in group decision-making activities, and participants who are also classroom managers, responsible for and leading their own learning. This balance results from a joint process of negotiation between all project participants, evident at all project stages, from opening, topic orientation and data collection to material organization, presentation and evaluation.

As opposed to the traditional classroom, in which, one teacher leads learning and individual learners are relatively passive recipients of information, in the project classroom teachers and learners become colleagues, who adopt the role of a researcher and cooperate in pairs or groups in order to make possible an open, process-oriented curriculum. Having a thematic unit usually related to a social or cultural issue as their starting point, teachers of two or more school subjects cooperate in lesson planning and investigate the learning process to see how learners respond to theme, task, teachers and group, and what contributions they can make to a collectively negotiated curriculum, which aims to meet social needs and individual interests. With the same thematic unit as a stimulus, learners discuss the content and scope of their project and work on tasks connected on a causal basis in order to realize certain macro- and micro- goals. For these goals to be achieved, learners need to cooperate in the organization of their work and constantly investigate their learning outcomes following a cyclical model of experiential learning. In other words, project themes and ideas alone do not account for the educational value of project tasks because

Only when learners become involved with these ideas through a process of discussion, experimentation, reflection, and application of insights to new cycles of experimentation, will learning take place which deserves to be called experiential (Legutke and Thomas 1991: 158).

Apart from promoting self-direction and independent decision-making, by inviting learners to determine and constantly evaluate the what, how and why of their learning, project tasks also contribute to the development of learners' communicative competence. More specifically, in pursuit of the macro- and micro- goals they have set, learners move out of the classroom and use all four skills- reading, writing, speaking and listening- in a naturally integrated way. They may gather printed and visual material, conduct interviews, or make recordings of live talks and report their content, using both the mother tongue and the foreign language as tools for acquiring and managing knowledge and information in real-life communication situations.

Within this context, preoccupation among teachers is not principally with assessing the outcome of the project but with building a process orientation that will enable learners to learn experientially. The process entails opportunities for learners to expand their scope of

action in the foreign language and to combine relevant parts of different subjects into a composite, holistic product that they will recognise as an achievement of themselves, as individuals and members of a group. In this way, teaching does not only respond to the needs and learning styles of all students but it also contributes to the development of the multiple abilities or “intelligences” that they possess. These “intelligences” have been grouped by the psychologist Howard Gardner into the following eight comprehensive categories: a) linguistic, b) logical-mathematical, c) spatial, d) bodily-kinesthetic, e) musical, f) interpersonal, g) intrapersonal and h) naturalist (Armstrong 2009:6).

From all the above, it is revealed that the cross-curricular approach and project work are proposed by the Cross-Thematic Curriculum Framework as vehicles for experiential learning due to their immense benefit both to students and to teachers.

The students’ motivation begins with their personal investment in the project. This motivation is sustained and increased as the work progresses. Firstly, because it affords them the opportunity to practise in the classroom the language for which they themselves have seen the need. Secondly, because the project enables them to use the target language in real situations. Thirdly, because in most cases it leads to tangible results- an end product which they themselves have created. And lastly, because it leads to a deepening of personal relationships- so difficult to achieve in day-to-day classroom work- between teacher and students and among the students themselves. (Fried-Booth, D.L. 1986:12).

To conclude, cross-curricular teaching makes demands upon language teachers in terms of their own professional development in at least two ways:

First, it brings them up against the limits of their knowledge and understanding of the world, as they move outward from their favoured subjects. Second, it challenges them to move forward in ways that will support their effective teaching of languages through other topics and subject areas. (Hayes 2010: 384).

2.3. English in All-Day Primary Schools

Introduced as an institution with the potential to shape social reality, All-Day Schools prepare students to become active participants in a multicultural society, which is asked to constantly adapt to technological change. To this end, they follow an extended, afternoon programme that allows for creativity and active participation of students in the learning process. With a combination of school subjects designed to develop all intelligences but without any assessment in the form of grades or exams, the afternoon classes complement the morning classes, they promote alternative evaluation such as self-assessment or group correction and encourage collaboration both among students and teachers. In this way, the afternoon programme aims to create a classroom environment more conducive to learning, where students will be not only revising and consolidating knowledge, but they will also be working collaboratively through cross-curricular activities in order to create knowledge.

The cross-curricular approach along with the guidelines on multilingualism and plurilingualism make the role of English in this programme vital. Based on the cross-curricular approach, English can become both the link between morning and afternoon school subjects and the means for the promotion of topics of intercultural education. Moreover, in conjunction with Information Technology, English can be used as a tool for the

performance of real-life, communicative tasks such as managing information from internet sources, interacting via web 2.0 tools or making presentations.

Meanwhile, the guidelines on multilingualism and plurilingualism encourage the use of English as a lingua franca, that is, as a contact language among students who do not share a first language (Jenkins 2007:1). Within this framework, the teaching of English in the afternoon programme can nurture a spirit of mutual respect among pupils, thus preparing them for “their encounters with cultural difference in their immediate context (i.e. in their homes, classrooms, schoolyard and neighbourhood)” (Fay et al. 2010:586).

The extracts from the 2002 Curriculum (Appendix 1/1.1) reflect the above rationale, by emphasising the importance of communicative and cross-curricular activities that aim both at knowledge consolidation and at the development of the competence of “learning how to learn”.

2.4. Criteria for experiential activities

In designing activities, Teachers need to bear in mind that experience alone is not necessarily educative. There are some criteria that need to be fulfilled if learning activities are to be called “experiential”. These criteria include:

- Learning goals that are meaningful to students and thus related to their lived experiences. In other words, activities should be “more than immediately enjoyable since they promote having desirable future experiences” (Dewey 1938:16).
- Continuity of experience (i.e. tasks connected on a causal basis/see section 2.2) according to Dewey’s principle that “every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after” (Dewey 1938:27).
- Debriefing and reflection since “no experience having a meaning is possible without some element of thought” (Dewey 1916:145).
- Learning activities that involve the whole person (intellect, senses, feelings) and encourage contact and communication (e.g. role-plays, games).

Andersen et al. add two more criteria:

- “Recognition of what learners bring to the learning process” as well as
- “Concern for the well-being of the learner and both valuing and pursuing the self-directive potential of the learner” (Andersen et al. 1995: 225-239).

All the above criteria are necessary for learning activities to be labelled “experiential”.

3. Presentation of Research Methodology

3.1. The research question

While the Curriculum suggests experiential activities for the afternoon programme of All-Day Schools, anecdotal evidence suggests that experiential activities are not commonplace in the afternoon programme and, in many cases, English teachers simply help students do their homework. This results in students losing interest in the lesson, which either discourages attendance in the afternoon programme or causes behaviour issues. Thus, in this paper, I seek to answer the following research question:

According to School Advisors and Teachers, to what extent do All-Day Primary Schools implement the Curriculum suggestions for experiential learning of English in the afternoon programme?

3.2. The research instruments

I chose to address the above question both to School Advisors and to Teachers in order to gain multiple perspectives and thus draw safer conclusions about the functioning of All-Day Schools. As a survey researcher, I need to describe and to interpret naturally occurring phenomena that deal with “routine and problematic moments and meanings in individuals’ lives” (Richards 2003:11), and to present these phenomena from the participants’ point of view. To this end, I designed two questionnaires, one for Advisors and one for Teachers, that were as non-intrusive and non-directive as possible (Nunan 1992:141), thereby enabling the elicitation of a picture of Experiential Learning of English in All-Day Primary Schools that is as valid as possible.

In order to make the two questionnaires look “easy, attractive and interesting” (Cohen et al. 2011:399), and in this way motivate respondents to cooperate, I included a limited number of items in Greek and I used a semi-structured format that allows respondents to choose between giving brief or more extensive answers (Cohen et al. 2011:382). For each questionnaire, I designed 7 items that were directly referenced against the research objectives (Oppenheim 1992:101). The focus of this paper is on items 1-5 that are referenced against the aforementioned Research Question (see section 3.1). Finally, I decided to add a section for comments, at the end of the questionnaires, so that participants can articulate any views for which the questionnaire items may not provide space (Gillham 2000:34).

Along with the questionnaire (Appendices 2 and 3), I also sent the Curriculum guidelines and principles to all participants and asked them to read some highlighted extracts (Appendix 1) before answering any questions.

3.3. Implementation

Once my study had been ethically approved, I sent an initial email to 4 Advisors and to 6 Teachers informing them about the topic of my study and asking them to participate in it. In case they were interested in participating, the 4 Advisors and the 6 Teachers were also invited to help me find more participants by giving me the email addresses of some of their colleagues. All 4 Advisors and 6 Teachers replied to my initial email and helped me find 5 more Advisors and 5 more Teachers. Therefore, the final number of participants in the study was 20: 9 Advisors and 11 Teachers. This sampling technique, which involves “a “chain reaction” whereby the researcher identifies a few people who meet the criteria of the particular study and then asks these participants to identify further members of the population” (Dörnyei 2003:72), is called “snowball sampling”.

Instead of asking the 4 Advisors and the 6 Teachers to forward my questionnaire to their colleagues, I chose to contact all potential participants myself following Dörnyei (2003:70) who suggests that, “questionnaire administration procedures play a significant role in affecting the quality of the elicited responses”. Thus, my decision to approach potential respondents myself and not simply send them my questionnaire through their colleagues intended to show my personal interest in their views and motivate them to take the necessary time to answer my questions.

3.4. Participants

3.4.1. The school advisors

The School Advisors of English are professionals in the field of TESOL (Teaching English to Speakers of Other Languages) with higher education degrees and many years of teaching experience. They are responsible for the scientific and pedagogical guidance and support of both primary and secondary education teachers of English in the prefecture they supervise.

Aiming to gain an overview of Curriculum implementation from Primary Schools all over Greece, I decided to contact Advisors who supervise Primary Schools not only in cities but also in towns and villages. Therefore, I did not contact all Advisors whose email addresses I had available but I chose to contact a few Advisors who are responsible for prefectures of Athens, and a few more Advisors who supervise other prefectures of Greece. Specifically, 3 of the Advisors who participated in the survey supervise Primary Schools in prefectures of Athens, 2 Advisors supervise Primary Schools on islands and 4 Advisors are responsible for Primary Schools of other provincial areas.

While the School Advisors of English normally supervise the Schools of one prefecture, in some cases, it is possible that they supervise schools of two prefectures. In the present study, 3 of the Advisors are responsible for the schools of two prefectures. This can be the case in provincial areas with a limited number of schools.

3.4.2. The teachers

In Greek Primary Schools, there are Teachers of English with a different status, so not all of them have experience of teaching in the afternoon programme, which is the focus of the present study. In terms of status, English Teachers can be divided into 3 categories: 1) full-time teachers who teach only in the morning programme, 2) full-time teachers who teach both in the morning and afternoon programmes, and 3) part-time teachers who teach only in the afternoon programme. Thus, for my research purposes, I had to find participants from the last two categories. My participants would also need to have experience from the afternoon programme of different schools and, ideally, from schools of different areas of Greece, in order to help me gain an overview of Curriculum implementation.

While it is usually the part-time teachers who teach in different schools every year, there are also many full-time teachers without a permanent position in a specific school, who also teach in different schools and, in many cases, in different prefectures every year. The present study includes 1 part-time teacher and 2 full-time teachers who have been teaching in different prefectures almost every year. With the exception of 1 full-time teacher who has been teaching in the schools of the same area, all the other Teachers began as part-time teachers in one prefecture and gradually became full-time teachers in another prefecture. Hence, all these participants can offer interesting interpretations of experiential learning drawing on the insights they have gained from teaching not only in different schools but also in different areas of Greece.

4. Analysis and interpretation

4.1. Data preparation and content analysis

Having received the questionnaires from all School Advisors and Teachers, I had to identify and eliminate possible errors in them, such as missing answers, arithmetic errors in percentages or a cross in more than one boxes (see Appendices 2 and 3), which can reduce the validity of the data unless they are spotted at this stage of the research process (Cohen et al. 2011:407). After the “editing” of the questionnaire, as the above task is called, I proceeded to the “reduction” of the data, which consists of coding data in preparation for analysis (Cohen et al. 2011:407). This involves giving a name or label to a piece of text that contains an idea or a piece of information (Cohen et al. 2011:559). In this way, I obtained 20 pages of coded data that had to be represented in tables in order to be both comprehensible and comparable.

While I could easily transfer to tables the numerical data and the data from closed items, this was not the case with the data from sentence completion and open-ended items, which I decided to put into categories without distorting or misinterpreting their content. In other words, I chose to use content analysis as a way to “condense and quantify qualitative data” (Nunan 1992:147) without doing violence to it. Content analysis is a procedure in which themes are identified from the statements made by respondents, “with the researcher focusing on the way the theme is treated or presented and the frequency of its occurrence” (Spencer et al. 2003:200). The identified themes can then be numerically coded and entered into tables to be treated as quantitative data. In practice, however, there are almost always some responses that do not fit easily into categories and have to be reported as such (Gillham 2000:65).

4.2. Building up the picture of English in All-Day Schools

In the following two sections, I am exploring the views of Advisors and Teachers respectively on the extent to which All-Day Schools implement the Curriculum. This exploration reveals challenges that inhibit the experiential learning of English in All-Day Schools and have implications both for policy-makers and for Teachers.

4.2.1. The advisors’ challenge

From a first look at the Advisors’ answers, I realised that the numbers I was provided with do not allow for safe conclusions to be drawn about the extent to which All-Day Schools implement the Curriculum. While some Advisors answer the question about the number of schools they supervise in general terms (i.e. they mention they supervise all schools of their prefecture(s)), some other Advisors note that they are responsible for a big number of schools. However, all Advisors offer low percentages of schools that do not implement the Curriculum¹. The lack of validity in the percentages that the Advisors provide is verified by the Advisors themselves. Advisor 7 comments on the percentages as follows:

These percentages give an indication. They represent the Advisor’s overview of Curriculum implementation. For the percentages to be precise, the Advisor will have to attend the lessons of all Primary Schools of one prefecture and write down whether these schools implement experiential methods or not.

The issue of attending the lessons of All-Day Schools is also highlighted by Advisor 1, who provides the following explanation of the way she answered the questionnaire:

My personal experience of All-Day Schools is limited and the answers I have given are mainly based on the discussions I had with English teachers who work in these schools.

As the Advisors' numerical data was invalid, in order to develop understanding of the extent to which the Curriculum is implemented, I had to look for comments that the Advisors had possibly made in the sentence completion and open-ended items. Skimming through their responses, I found that 6 Advisors had stated clearly that the Curriculum is not implemented in All-Day Schools, 1 Advisor had mentioned that the Curriculum is implemented and it is only a few teachers who prefer traditional methods, and 2 Advisors had remained neutral on the issue. The following extracts illustrate what the majority of the Advisors believe about the implementation of the Curriculum:

Ideally, the afternoon programme of All-Day Schools would be an excellent opportunity for the implementation of experiential activities. However, in practice, this happens to a small extent. (Advisor 4)

Since frontal teaching is very popular in the Greek education system, we need to work hard in order to introduce and implement experiential methods in the teaching of English both in the morning and in the afternoon programme of All-Day Schools. (Advisor 1)

Therefore, from all the above, I have concluded that, All-Day Schools cannot easily implement the experiential Curriculum suggestions because of the issues that the Advisors face with their supervision. As mentioned in section 3.4.1, the School Advisors of English are responsible for schools of both primary and secondary education, sometimes in more than one prefectures. The above data reveals that, this increased responsibility makes the Advisors' task of attending the lessons of All-Day Schools and supporting the teachers in implementing the Curriculum extremely difficult.

4.2.2. Teachers showing promising work

In examining the Teachers' perspectives on Curriculum implementation, I sought to identify not only which activities the Teachers have tried but whether these activities imply knowledge of the role of English in All-Day Schools, as described in the introduction and in section 2.3. Hence, in the following paragraphs, along with exploring successful and unsuccessful experiential activities, I am also seeking insights into the Teachers' understanding of experiential learning principles and I am examining the extent to which the participants of this study have implemented project work successfully, thus following the Curriculum rationale.

The data shows that the majority of the Teachers who participated in the present study have tried some of the activities that are suggested in the Curriculum and, in most cases, these activities have been successful. Among the most successful experiential activities are the games, the songs and the story reading, usually followed by dramatization, whereas the dialogues appear to be the least successful experiential activity². The data also suggests that the majority of the Teachers are not familiar with experiential learning and project work. Specifically, only 4 out of the 11 Teachers who participated in the present study have

developed a good understanding of experiential learning and therefore have implemented project work successfully. The rest of the Teachers seem to have a poor understanding of experiential learning and project work. For example, Teacher 11 seems to ignore the fact that, in project work, it is the students who determine the what, how and why of their learning according to their interests (see section 2.2). As Teacher 11 says:

I have been able to implement the suggested activities to some extent because the children were usually tired so it was difficult for them to concentrate on activities such as projects.

On the other hand, the responses from Teachers 2, 6, 9 and 10 reveal a good understanding of experiential learning principles and justify the successful implementation of project work. Teachers 2 and 9 mention activities that involve the whole person (intellect, senses, feelings) and encourage contact and communication (see the criteria for experiential activities in section 2.4). This is how they describe the “British Customs” and the “fashion show”:

On every traditional British holiday we would learn about the relevant customs and we would perform them in class. (Teacher 2)

We organised a fashion show so that the children learn the different seasons and the different clothes, shoes and accessories that we wear in every season. (Teacher 9)

In addition, Teacher 6 shows recognition of what the learners bring to the learning process (see section 2.4), as she encourages her students to do “a group research” in order to create a poster. Finally, Teacher 10 organises dramatization around fairy tales that children find “most enjoyable”, as she says. The dramatization activities are therefore meaningful to students.

Even though these 4 Teachers have implemented projects successfully, their work does not clearly reflect the Curriculum rationale because their projects are not cross-curricular, that is, they do not examine thematic units from the perspective of different school subjects (see section 2.2). This weakness in Teachers’ work is possibly due to a weakness of the Curriculum, which may offer some general guidelines (see Appendix 1 and section 2.2) but does not describe the rationale for the teaching of English in All-Day Schools (see the introduction and section 2.3). Moreover, learning about the Curriculum rationale through training seems to rely totally on the Teachers’ motivation to develop professionally. This is due to the difficulty that the Advisors have in attending the lessons of All-Day Schools and supporting the teachers in implementing the Curriculum (see sections 3.4.1 and 4.2.1).

Given these challenges, the fact that most of the Teachers who participated in the present study have implemented some experiential activities successfully, while a few of them have also experimented with project work, shows the potential of these Teachers to engage with cross-curricular activities, if they get informed about the Curriculum rationale and about the role of English in All-Day Schools.

5. Suggestions for teachers

5.1. Continuing professional development

In experiential learning terms, Teachers are regarded as “self-motivated learners” (Grainger and Barnes 2006:213) who take responsibility for their continuing professional development. Through individual study or through participation in activities for professional growth, the aim for Teachers is to understand how theory and practice can inform one another and how this transformative process can inform their work (Johnson 2006:240). That is, in order to grow professionally, Teachers may not simply acquire theoretical knowledge, but they may link this theoretical knowledge to their own experiential knowledge and thus become “active users and producers of theory in their own right, for their own means, and as appropriate for their own instructional contexts” (Johnson 2006:240).

5.2. Implementing successful projects

To implement projects successfully, the English Teachers of All-Day Schools need to consider some suggestions from the literature. First of all, they need to bear in mind that heterogeneous groups deriving from careful analysis of the Teacher have been proven to be the most effective form of learning during project tasks (Legutke and Thomas 1991: 225). Therefore, throughout the projects, they need to organise students in cooperative teams that consist of “at least two friends and a balanced mixture of high, average and low achievers” (Legutke and Thomas 1991: 225). In addition, they should identify and focus on clear, appropriate, subject-based learning objectives and they should continually monitor the depth of students’ understanding by informal assessment during the activities (Barnes 2011:207). The English Teachers of All-Day Schools should also be prepared to drop the theme for a period in order to teach subject-specific skills and knowledge, and they should give students early opportunities to apply newly learned skills and knowledge when returning to the theme (Barnes 2011:207). Finally, in order to gain maximum benefit from the projects, both teachers and students can keep journals or diaries where they will be making notes and reflecting on their learning experiences and findings³ (Kohonen 2001:92, Catapano 2005:26).

6. Conclusions and implications

The current paper highlights the key role of experiential learning of English in the healthy functioning of All-Day Primary Schools. It explains how the teaching of English can develop the students’ life-long learning skills, and how it can contribute to the creative use of students’ time and to the integration of migrant students in their school environment, by means of experiential activities and cross-curricular project work.

The paper also reveals some of the challenges that inhibit experiential learning of English in All-Day Schools. The challenges deal with the Advisors’ difficulty in attending the lessons of All-Day Schools, which is an issue for policy-makers to consider, and with the fact that most Teachers are not familiar with the principles of experiential learning.

Despite these challenges, the Teacher participants of this study manage to show promising work. The majority of them have implemented successfully some of the activities that are suggested in the Curriculum, while a small minority has experimented with projects. This

implies their potential to also engage with cross-curricular activities if they get informed about the Curriculum rationale and about the role of English in All-Day Schools.

Therefore, the paper suggests that Teachers need to take responsibility for their continuing professional development and provides both methodological suggestions and examples of cross-curricular projects in order to encourage the successful implementation of the Curriculum.

Notes

1. To see the Advisors' answers, please follow this link: <http://attik.pde.sch.gr/sym06-gath/DATA/Drastiriotites/EnglishinAll-DaySchools-STUDY.ppt>.
2. To see the Teachers' answers, please follow this link: <http://attik.pde.sch.gr/sym06-gath/DATA/Drastiriotites/EnglishinAll-DaySchools-STUDY.ppt>.
3. To see examples of successful cross-curricular projects, please follow this link: <http://attik.pde.sch.gr/sym06-gath/DATA/Drastiriotites/EnglishinAll-DaySchools-ACTIVITIES.ppt>.

References

- Andersen, L., Boud, D. and Cohen, R. (1995). "Experience-based Learning". In G. Foley (Ed.), *Understanding Adult Education and Training*. Sydney: Allen & Unwin, 225-239.
- Armstrong, T. (2009). *Multiple intelligences in the classroom*. Alexandria: ASCD.
- Barnes, J. (2011). *Cross-curricular learning 3-14*. London: Sage.
- Catapano, S. (2005). "Teacher professional development through children's project work". *Early Childhood Education Journal*, 32/4: 261-267.
- Chrysochoos, J.E., Chrysochoos, N.E., and Thompson, I.E. (2002). *The methodology of the teaching of english as a foreign language with reference to the cross-curricular approach and task-based learning*. Athens: The Pedagogical Institute.
- Cohen, L., Manion, L. and Morrison, K. (2011). *Research methods in education (7th ed.)*. Oxon: Routledge.
- Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.
- Dewey, J. (1938). *Experience and education*. Indianapolis, Indiana: Kappa Delta Pi.
- Dewey, J. (1916). *Democracy and education: an introduction to the philosophy of education*. New York: Macmillan Publishing.
- Dörnyei, Z. (2003). *Questionnaires in second language research: construction, administration and processing*. New Jersey: Lawrence Erlbaum Associates.
- ΕΦΗΜΕΡΙΣ ΤΗΣ ΚΥΒΕΡΝΗΣΕΩΣ ΤΗΣ ΕΛΛΗΝΙΚΗΣ ΔΗΜΟΚΡΑΤΙΑΣ. [GOVERNMENT GAZETTE OF HELLENIC DEMOCRACY]. (November 22, 2002). ΦΕΚ Β 1471: 19572-19574. [FEK B-GAZETTE NUMBER 1471: 19572-19574].
- Fay, R., Lytra, V. and Ntavalagkou, M. (2010). "Multicultural awareness through English: A potential contribution of TESOL in Greek Schools". *Intercultural Education*, 21/6: 579-593.
- Fried-Booth, D.L. (1986). *Project Work*. Oxford: Oxford University Press.
- Gillham, B. (2000). *Developing a Questionnaire*. London: Continuum.
- Grainger, T. and Barnes, J. (2006). "Creativity in the curriculum". In J. Arthur, T. Grainger and D. Wray (Eds), *Learning to Teach in the Primary School*. Oxon: Routledge, 209-225.
- Hayes, D. (2010). "The seductive charms of a cross-curricular approach". *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 38/4: 381-387.

- Jenkins, J. (2007). *English as a lingua franca: attitude and identity*. Oxford: Oxford University Press.
- Johnson, K. (2006). "The sociocultural turn and its challenges for second language teacher education". *TESOL Quarterly*, 40/1: 235-257.
- Kidonia, Z. I. (2014). "Experiential learning of English in Greek all-day primary schools: investigating curriculum implementation" Unpublished MA dissertation, University of Manchester.
- Kohonen, V., Jaatinen, R., Kaikkonen, P. and Lehtovaara, J. (2001). *Experiential learning in foreign language education*. Harlow: Longman.
- Kohonen, V. (1992). "Experiential language learning: second language learning as cooperative learner education". In D. Nunan (Ed.), *Collaborative language learning and teaching*. Cambridge: Cambridge University Press, 14-39.
- Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, New Jersey: Prentice Hall.
- Legutke, M. and Thomas, H. (1991). *Process and experience in the language classroom*. Harlow: Longman.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.
- Oppenheim, A.N. (1992). *Questionnaire design, interviewing and attitude measurement*. London: Pinter Publishers.
- Paulus, T.M. (2005). "Collaboration or cooperation?: analyzing small group interactions in educational environments". In T.S. Roberts (Ed.), *Computer-Supported Collaborative Learning in Higher Education*. London: Idea Group Publishing, 100-108.
- Richards, K. (2003). *Qualitative inquiry in TESOL*. Basingstoke: Palgrave Macmillan.
- Spencer, L., Ritchie, J. and O'Connor, W. (2003). "Analysis: practices, principles and processes". In J. Ritchie and J. Lewis (Eds), *qualitative research practice: a guide for social science students and researchers*. London: Sage, 199-218.
- Υπουργείο Παιδείας και Θρησκευμάτων- Παιδαγωγικό Ινστιτούτο. [Ministry of Education and Religious Affairs- The Pedagogical Institute]. (2015). *Ολοήμερο Σχολείο. [All-Day School]*, at http://www.pi-schools.gr/programs/oloimero/oloimero_01_03/, accessed 14 October 2015.
- Υπουργείο Παιδείας και Θρησκευμάτων- Παιδαγωγικό Ινστιτούτο. [Ministry of Education and Religious Affairs- The Pedagogical Institute]. (2011). *Οι Ξένες Γλώσσες στο Σχολείο: Οδηγός του Εκπαιδευτικού των Ξένων Γλωσσών. [Foreign Languages at School: Foreign Language Teacher's Guide]*, at <http://rcel.enl.uoa.gr/xenesglosses/docs/ΟΔΗΓΟΣ%20ΕΚΠΑΙΔΕΥΤΙΚΟΥ.pdf>, accessed 14 October 2015.
- Υπουργείο Παιδείας και Θρησκευμάτων- Παιδαγωγικό Ινστιτούτο. [Ministry of Education and Religious Affairs- The Pedagogical Institute]. (No date). *Διαθεματικό Ενιαίο Πλαίσιο Προγραμμάτων Σπουδών Υποχρεωτικής Εκπαίδευσης: ΔΕΠΠΣ Ξένων Γλωσσών. [A Cross-Thematic Curriculum Framework for Compulsory Education: Modern Foreign Languages]*, at <http://www.pi-schools.gr/download/programs/depps/english/14th.pdf>, accessed 14 October 2015.
- Χρυσόχοος, Ι. και Κοσοβίτσα, Κ. (2003). "Η συμβολή της Αγγλικής γλώσσας στο Ολοήμερο σχολείο". Παιδαγωγικό Ινστιτούτο, 21/11 (Νοέμβριος), από http://www.pi-schools.gr/programs/oloimero/oloimero_03_05/pages/news/newsItem001.htm, προσπελάστηκε 14 Οκτωβρίου 2015.

APPENDIX 1

CURRICULUM GUIDELINES AND PRINCIPLES

(Extracts given to participants to read)

1.1 The 2002 Curriculum guidelines

CHAPTER B- THE ENGLISH LANGUAGE IN ALL-DAY PRIMARY SCHOOLS

The teaching of English in the afternoon programme aims to contribute to the achievement of the objectives that the Curriculum of English for Primary School has set following the principles of literacy, multilingualism and multiculturalism.

The afternoon programme aims at knowledge consolidation through group, pair and individual learning. Its objective is to give students more opportunities to acquire language culture and to develop communicative competence by practising:

- Grammar, syntax and vocabulary
- Appropriate language use depending on the communicative context
- Receptive and productive skills
- Communication and learning strategies (especially for the development of the key competence of “learning how to learn”)

Moreover, both the morning and the additional afternoon school programmes give opportunities for cross-curricular activities in which the subject of English can be embedded. These activities offer students a holistic engagement with social issues and allow for combination of information from various cognitive fields.

Consolidation activities should vary. They should offer possibilities for both individual and group work and aim at the development of receptive and productive language skills. They should also involve students in speech acts of communicative value.

Consolidation activities can include:

- 1) Reading of texts (magazines, books etc)
- 2) Watching and commenting on educational films (e.g. documentaries)
- 3) Development of dialogue between students
- 4) Learning of songs
- 5) Project work or cross-curricular activities such as:
 - Writing of a newspaper in English
 - Role-play/dramatization in English

(Translated from the Government Gazette: ΕΦΗΜΕΡΙΣ ΤΗΣ ΚΥΒΕΡΝΗΣΕΩΣ ΤΗΣ ΕΛΛΗΝΙΚΗΣ ΔΗΜΟΚΡΑΤΙΑΣ -FEK B 1471:19572/22-11-2002)

1.2 The 2011 Curriculum principles

CHAPTER 2

THE FRAMEWORK AND THE PEDAGOGIC PRINCIPLES OF THE UNIFIED CURRICULUM

3. How our students learn

Knowledge is acquired, not offered. Through memorization we do not obtain true knowledge. Knowledge is not something “ready” to be offered to us. It is only information that can be offered to us (even though we can find information by ourselves if we want- especially now, in the era of multiple sources of information where we live). Depending on how we manage the offered information we may be led to knowledge. In fact, the way to knowledge (or to learning) involves a process of personal development that transforms us. During this process it is us who construct the knowledge. This is what we should bear in mind concerning the knowledge that our students acquire. It is them who construct the knowledge while investigating and trying to understand the world around them. The new knowledge or the new mental schemata are constructed and interpreted by our students depending on their perceptions or beliefs that each one of them has formulated on the basis of their prior knowledge and experience. While synthesizing new mental schemata, whoever accepts to enter the process of learning understands better what he/she already knows by combining new and old experiences. Our students accept to enter the process of learning when, the what and how we ask them to learn is meaningful to them. (..) For this reason, it is necessary that the materials and means we use are related with our students’ lives and with the context in which they live.

Experiential Learning is until today the most important way of education apart from the formal education system. The use of experiential learning methods and practices is of major importance in foreign language education because the language, either the native language or the foreign language cannot be memorized. Unless the language is used in real communication situations it cannot be learnt. Conditions for language use and communication are created in learning environments that promote collaboration.

(Translated from the Foreign Language Teacher’s Guide 2011:15-18/Υπουργείο Παιδείας και Θρησκευμάτων- Παιδαγωγικό Ινστιτούτο)

APPENDIX 2

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΣΧΟΛΙΚΩΝ ΣΥΜΒΟΥΛΩΝ

- 1) Σε πόσα Ολοήμερα Δημοτικά Σχολεία είστε υπεύθυνος/η ;

Το Αναλυτικό Πρόγραμμα Σπουδών της Αγγλικής Γλώσσας για το Ολοήμερο Δημοτικό Σχολείο έχοντας ως στόχο « να δώσει στους μαθητές περισσότερες ευκαιρίες απόκτησης γλωσσικής παιδείας και ανάπτυξης της επικοινωνιακής τους ικανότητας» (ΦΕΚ 1471, 22 Νοεμβρίου 2002, σελ.19572) προτείνει μία σειρά δραστηριοτήτων εμπέδωσης της γνώσης του πρωινού προγράμματος με βιωματικό χαρακτήρα (παρακαλώ δείτε την αναλυτική περιγραφή των δραστηριοτήτων στο συνημμένο αρχείο «Πρόγραμμα Σπουδών Ολοήμερου» σελ. 19573). Επίσης, η βιωματική μάθηση αποτελεί παιδαγωγική αρχή του Ενιαίου Προγράμματος Σπουδών των Ξένων Γλωσσών που εγκρίθηκε από το Υπουργείο Παιδείας πριν από 2 χρόνια (ΦΕΚ 2320, 17 Οκτωβρίου 2011)-(παρακαλώ δείτε την ενότητα «Πώς μαθαίνουν οι μαθητές μας» στον Οδηγό του Εκπαιδευτικού των Ξένων Γλωσσών που σας επισυνάπτω, σελ. 15, 16, 17, 18).

Λαμβάνοντας υπόψη τις οδηγίες των Προγραμμάτων Σπουδών του 2002 και 2011 παρακαλώ απαντήστε στις ερωτήσεις που ακολουθούν :

- 2) Σε ποιό βαθμό τα Ολοήμερα Δημοτικά Σχολεία στα οποία είστε υπεύθυνος εφαρμόζουν τις προτάσεις για βιωματική μάθηση στο απογευματινό τους πρόγραμμα;

% των σχολείων εφαρμόζει τις προτάσεις σε μεγάλο βαθμό

% των σχολείων εφαρμόζει τις προτάσεις σε μικρό βαθμό

% των σχολείων δεν εφαρμόζει τις προτάσεις

Παρακαλώ αναφέρατε 3 λόγους για κάθε μία από τις παραπάνω απαντήσεις:

- 3) Τα σχολεία αυτά εφαρμόζουν τις προτάσεις των Προγραμμάτων Σπουδών για βιωματική μάθηση σε μεγάλο βαθμό επειδή:

1)

2)

3)

- 4) Τα σχολεία αυτά εφαρμόζουν τις προτάσεις των Προγραμμάτων Σπουδών για βιωματική μάθηση σε μικρό βαθμό επειδή:

1)

2)

3)

5) Τα σχολεία αυτά δεν εφαρμόζουν τις προτάσεις των Προγραμμάτων Σπουδών για βιωματική μάθηση επειδή:

1)

2)

3)

6) Με βάση τις απαντήσεις που δώσατε στις ερωτήσεις 3, 4 και 5 ποιές είναι οι ευκαιρίες και οι προκλήσεις που συνεπάγεται η βιωματική μάθηση της Αγγλικής στο απογευματινό πρόγραμμα των Ολοήμερων Δημοτικών;
Παρακαλώ αναφέρατε ορισμένα γενικά συμπεράσματα.

7) Κατά τη γνώμη σας, τι θα πρέπει να γίνει ώστε οι βιωματικές δραστηριότητες που προτείνουν τα Προγράμματα Σπουδών να μπορούν να εφαρμοστούν επιτυχώς στο απογευματινό πρόγραμμα των Ολοήμερων Δημοτικών;
(Παρακαλώ αναφέρατε 3 προτάσεις)

Παρακάτω μπορείτε να αναφέρετε σχόλια που θα θέλατε να κάνετε σχετικά με τα θέματα που διερευνούν οι παραπάνω ερωτήσεις.

Σας Ευχαριστώ πολύ για τη συμμετοχή και τον χρόνο σας!

APPENDIX 3

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΚΑΘΗΓΗΤΩΝ

- 1) Ποιός είναι ο αριθμός των Ολοήμερων Δημοτικών Σχολείων στο απογευματινό πρόγραμμα των οποίων έχετε δουλέψει;

Το Αναλυτικό Πρόγραμμα Σπουδών της Αγγλικής Γλώσσας για το Ολοήμερο Δημοτικό Σχολείο έχοντας ως στόχο « να δώσει στους μαθητές περισσότερες ευκαιρίες απόκτησης γλωσσικής παιδείας και ανάπτυξης της επικοινωνιακής τους ικανότητας» (ΦΕΚ 1471, 22 Νοεμβρίου 2002, σελ.19572) προτείνει μία σειρά δραστηριοτήτων εμπέδωσης της γνώσης του πρωινού προγράμματος με βιωματικό χαρακτήρα (παρακαλώ δείτε την αναλυτική περιγραφή των δραστηριοτήτων στο συνημμένο αρχείο «Πρόγραμμα Σπουδών Ολοήμερου» σελ. 19573). Επίσης, η βιωματική μάθηση αποτελεί παιδαγωγική αρχή του Ενιαίου Προγράμματος Σπουδών των Ξένων Γλωσσών που εγκρίθηκε από το Υπουργείο Παιδείας πριν από 2 χρόνια (ΦΕΚ 2320, 17 Οκτωβρίου 2011)-(παρακαλώ δείτε την ενότητα «Πώς μαθαίνουν οι μαθητές μας» στον Οδηγό του Εκπαιδευτικού των Ξένων Γλωσσών που σας επισυνάπτω, σελ. 15, 16, 17, 18).

Λαμβάνοντας υπόψη τις οδηγίες των Προγραμμάτων Σπουδών του 2002 και 2011 παρακαλώ απαντήστε στις ερωτήσεις που ακολουθούν :

- 2) Έχετε δοκιμάσει κάποιες από τις βιωματικές δραστηριότητες που προτείνονται στο Πρόγραμμα Σπουδών του 2002; (Παρακαλώ συμπληρώστε με «X»)

Έχω δοκιμάσει όλες τις προτεινόμενες δραστηριότητες

Έχω δοκιμάσει μερικές από τις προτεινόμενες δραστηριότητες

Δεν έχω δοκιμάσει καμία από τις προτεινόμενες δραστηριότητες

- 3) Μπορείτε να δώσετε 3 παραδείγματα επιτυχών βιωματικών δραστηριοτήτων που έχετε δοκιμάσει στο απογευματινό πρόγραμμα; (Εναλλακτικά συμπληρώστε με «X» το σχετικό κουτάκι)

1)

2)

3)

Δεν έχω δοκιμάσει καμία βιωματική δραστηριότητα στο απογευματινό πρόγραμμα

Οι βιωματικές δραστηριότητες που έχω δοκιμάσει στο απογευματινό πρόγραμμα δεν ήταν επιτυχείς

- 4) Μπορείτε να δώσετε 3 παραδείγματα μη επιτυχών βιωματικών δραστηριοτήτων που έχετε δοκιμάσει στο απογευματινό πρόγραμμα; (Εναλλακτικά συμπληρώστε με «X» το σχετικό κουτάκι)

1)

2)

3)

Δεν έχω δοκιμάσει καμία βιωματική δραστηριότητα στο απογευματινό πρόγραμμα

Οι βιωματικές δραστηριότητες που έχω δοκιμάσει στο απογευματινό πρόγραμμα ήταν επιτυχείς

5) Παρακαλώ συμπληρώστε τις παρακάτω προτάσεις:

α) Μπόρεσα να εφαρμόσω βιωματικές δραστηριότητες στο απογευματινό πρόγραμμα των σχολείων που έχω δουλέψει επειδή

β) Μπόρεσα να εφαρμόσω βιωματικές δραστηριότητες σε μικρό βαθμό στο απογευματινό πρόγραμμα των σχολείων που έχω δουλέψει επειδή

γ) Δε μπόρεσα να εφαρμόσω βιωματικές δραστηριότητες στο απογευματινό πρόγραμμα των σχολείων που έχω δουλέψει επειδή

6) Με βάση τις απαντήσεις που δώσατε στην ερώτηση 5, ποιές είναι οι ευκαιρίες και οι προκλήσεις που συνεπάγεται η βιωματική μάθηση της Αγγλικής στο απογευματινό πρόγραμμα των Ολοήμερων Δημοτικών;
(Παρακαλώ αναφέρατε ορισμένα γενικά συμπεράσματα)

7) Κατά τη γνώμη σας, τι θα πρέπει να γίνει ώστε οι βιωματικές δραστηριότητες που προτείνουν τα Προγράμματα Σπουδών να μπορούν να εφαρμοστούν επιτυχώς στο απογευματινό πρόγραμμα των Ολοήμερων Δημοτικών;
(Παρακαλώ αναφέρατε 3 προτάσεις)

Παρακάτω μπορείτε να αναφέρετε σχόλια που θα θέλατε να κάνετε σχετικά με τα θέματα που διερευνούν οι παραπάνω ερωτήσεις.

Σας Ευχαριστώ πολύ για τη συμμετοχή και τον χρόνο σας!

Zaharenia-Irini Kidonia (reniakid@yahoo.gr) holds a B.A in English Language and Literature from the University of Athens and an M.Ed. in TESOL from the University of Manchester (UK). She has been teaching English for over 10 years in a variety of contexts in Greece, both in the state and private sector. Her main research interests are teaching languages to young learners and classroom interaction.
