

CAMBRIDGE DELTA Module Three: Teaching Young Learners (8-13)

Course Design for 9-10 year old learners in Greece.

Name: Sharon Noseley

Candidate Number: 0011

Centre Number: GR108

Date of submission: June 2012

Word Count: 4466

CONTENTS

PART ONE – INTRODUCTION	6
1.1 Nature of Teaching Young Learners.....	7
1.2 Why Young Learners (Age 8-13 years).....	7
1.3 Why do children Learn English? Ideas and Beliefs.....	7
1.4 How Children Think and Learn.....	8
1.5 Learning to Learn.....	9
PART TWO – NEEDS ANALYSIS AND COMMENTARY	11
2.1 Group Profile.....	11
2.2 Principles.....	11
2.3 Methods.....	12
Strategy Analysis.....	12
Target Situation Analysis.....	12
Home Support and out of School Exposure.....	12
Learner Style Questionnaire.....	13
2.4 Diagnostic Testing.....	13
Rational and Methods.....	13
2.5 Class Characteristics, Needs and Learning Priorities.....	14
PART THREE – COURSE PROPOSAL	16
3.1 Influence of Part 1 and 22.....	16
Integrated syllabus.....	16
3.2 Course Overview.....	17
3.3 Lesson Content.....	18
3.4 Lesson Organisation.....	18

3.5	Topic and Functions Prioritisation.....	19
3.6	Course Objectives.....	19
3.7	Materials.....	19
3.8	Constraints.....	22
PART FOUR –ASSESSMENT		23
4.1	Assessment of Learning.....	23
4.2	Assessing Young Learners.....	23
4.3	Course Evaluation.....	25
	Constraints.....	26
	Opportunities.....	26
PART FIVE - CONCLUSION.....		26
5.1	Principles.....	27
5.2	The Benefits and Limitations of My Course Proposal.....	27
PART SIX – BIBLIOGRAPHY.....		29
 APPENDICES		
Appendix 1:	Course Proposal.....	32
Appendix 2:	Needs Analysis and Test Results.....	53
	Part 1: Present Situation Analysis.....	53
	Part 2: Target Situation Analysis.....	54
	Learning Backgrounds.....	56
	Needs of Parents.....	56
	Extrinsic Motivational Factors.....	57
	Part 3: Themes Chosen by Children.....	61

Part 4: Teacher’s Observation Notes.....	61
Part 5: Learning Style Questionnaires.....	63
Part 6: Diagnostic Test Results.....	65
Part 7: Teacher’s Observation Notes (Speaking Test).....	66
Part 8: Teacher’s Observation Notes (Listening Test).....	69
Appendix 3: Needs Analysis Instruments.....	72
A: Strategy Analysis.....	72
B: Target Situation Analysis.....	74
Parents Questionnaire.....	74
Completed Questionnaire.....	79
C: Learning Styles Questionnaire.....	83
Completed Questionnaire.....	86
Appendix 4: Topics and Functions.....	87
A. Target Language (CEFR A1 Salient Features/Can do).....	87
Cambridge ESOL Movers Speaking Test.....	89
B. Present Situation- Topics Studied in Course Book.....	91
Appendix 5: Diagnostic Tests Completed by Class.....	95
A: Course Book Test.....	95
B: YLE Movers Listening Test.....	99
C: YLE Movers Speaking Test.....	105
Appendix 6: Copies of Resources and Examples of Materials.....	107
Appendix 7: Assessment Materials.....	134
Portfolio.....	134
A.1 Song/Rhyme Log.....	135
A.2 Today’s Lesson: Attitude Towards the Lesson	136

A.3 A Portfolio Review.....	137
A.4 Weekly Diary.....	138
A.5 Speaking Task Performance.....	139
A.6 Child Progress Report.....	140
A.7 Course Evaluation by Learners.....	141
A.8 My Reflective Teaching Notes.....	142

Part 1 Introduction

1.1 Nature of Teaching Young Learners

Teaching and learning are not two sides of the same coin, but are essentially different activities (Cameron, 2001: xi). Young Learners (YLS from now on) do not come into the classroom empty-handed. They have well established sets of instincts, skills and characteristics which will help them learn a second language. Teachers of YLS need to adapt and attend to the inner mental world of the learner and then create classroom activities to build on these assets and create opportunities for L2 learning.

1.2 Why Young Learners (Age range: 8-13)

In my teaching context, I have to follow a set course book very closely. I am aware that the younger learners I teach may be within the same age group, with similar characteristics, but with different strengths, weaknesses and preferences as individuals. Today's course books take care of the details of classroom life; they have almost become "the method". However, this 'method' is not motivating my YLS.

Crookes and Schmidt (in Petrides, 2006) argue that motivation in the case of YLS may be affected by the relevance of the tasks in relation to the interests and needs of the learners, adding that teaching methodology and materials affect learning outcomes.

I totally agree with this statement, which led me to choose YLS as I feel my teaching methods and materials are not effective for this age group. I want to design a course that provides a positive learning experience while at the same time keeping the class engaged and motivated. If it is successful, my current teaching context could change.

1.3 Why do children learn English? Ideas and Beliefs

In Greece, parental and school pressure play an important role. Foreign languages are highly valued with English dominating this area.

YLS come to the classroom with a positive attitude to English and often enjoy the process of learning English for its own sake. (Pinter, 2006:37) However, by the age of 12, these intrinsic factors start to disappear.

Read (2003) argues that the growing number of YLS today may not mean improved proficiency levels and questions the *Critical Period Hypothesis* and the belief that young children can learn L2 more effectively because their brains are still able to use the mechanisms that assisted first language acquisition; 'younger is better' is not necessarily true unless certain conditions prevail. .

From my experience, I cannot say that YLS 'pick up' the foreign language with greater ease, in the same way they have learnt their mother tongue. My YLS attend lessons two times a week, with a person they know only vaguely, and there is no comparison to the conditions and quantity of L1 input they receive at home. Rixon (in Read, 2003:28) believes that what counts is not an 'optimal age' but 'optimal conditions'.

Teachers need to understand the YLS' needs and interests. They have their development 'in their hands' and unless they are clear on how YLS learn, teaching can be a 'hit and miss affair'. (Nikolov, 2009:46).

1.4 How Children Think and Learn

Nowadays, most researchers agree that children between the ages of 7 and 11 develop their thinking through school learning and their cultural and social surroundings. (Pinter, 2006:9)

Vygotsky's *social cultural theory* suggests that learning takes place in a *social context*. Adults *mediate* the world for children and make it accessible and understandable. The children's ZPD (*Zone of Proximal Development*) is important, it is the way people 'tune into' their needs and support the children around them. (in Cameron, 2001:6).

Children are curious and actively try to make sense of the world around them; they ask questions and want to learn. Donaldson (in Cameron, 2001:4) says that the child has *purposes* and *intentions*. Seeing the child as an active 'sense-maker' and understanding that this ability is limited to their experience, is essential for teachers when planning activities and understanding how the child responds.

The amount and type of exposure to L2 plays an important role in any language classroom. Bates and MacWhinney (1989 in *ibid*:14) point out that languages have different ways of carrying meaning and these ways act as '*cues*' to interpret what is said. YLs are sensitive to these cues, they rely on them from infancy to learn their L1 and the same cues can be used in the L2 classroom through 'directing attention' or 'noticing' if the '*cues*' are different to those in their L1. (*ibid*: 15)

Teachers also need to be aware of different learning and processing styles as research in *Multiple Intelligences* suggests. Gardener (in Pinter, 2006:14) notes that all children have stronger and weaker aspects in different intelligences; activities should be varied to ensure everybody's styles are catered for at least for some of the time.

1.5 Learning to Learn

'Learning to learn' is one of the most important objectives for all learning/teaching contexts for all ages' (ibid: 99). Teachers should incorporate techniques./activities that raise their students' awareness of how they learn a language and give the YLs time and space to start to think for themselves. Lessons need to be focused on how to develop certain strategies, such as:

- *Metacognitive* Activities: these involve learners reflecting on the learning process. E.g. Planning, hypothesizing, self-assessment.
- *Cognitive* Activities: to develop children's ability to deal with linguistic information in an effective way. E.g. Sorting, classifying, comparing, matching, predicting, developing an awareness of visual or audio clues as aids to meaning, how to remember lists of words, etc.
- *Social and Affective* Activities: to raise an awareness of their feelings, and those of others. Working in pairs or groups helps them to collaborate, peer-correct, take turns, etc. (Ellis, 1992:7)

Read (2003) believes that learning a second language from a younger age is beneficial if learning:

- Is natural and contextualised
- Has a purpose for the child and builds on his/her knowledge.
- Is interesting, enjoyable and relevant
- Is social and belongs to the child
- Makes sense to the child and he/she is challenged and supported
- Is multi-sensory, active , experimental and takes into account multiple intelligences
- Allows for personal, divergent responses and develops autonomy

- Is focused on a sense of achievement (Read,2003:7)

Overall, these points imply that our lessons need to build up children's confidence and encourage them to set personal learning goals, in order to overcome challenges and assess their own progress. If materials and activities meet the YL's interests and take into account their psychological characteristics, through support and assistance, today's YLs can become life-long learners and independent L2 users.

"What the child can do with assistance today, she will be able to do by herself tomorrow" (Vygotsky, 1978)

Part 2: Needs Analysis and Commentary

2.1 Group Profile

My class consists of eleven nine to ten year old Greek children. They have been learning English for three years and attend two two-hour classes per week. I have been teaching them for eight months. I chose this class because they are a highly motivated class at a crucial stage in their learning; yet, I feel the classroom context should be more supportive, motivating and engaging. In addition, parents have indicated that they would like their children to sit a Cambridge ESOL YLE Test and the school owner would like to prepare the children for this exam in December 2012.

These pupils will attend a summer 'English Club' for 2 weeks.

2.2 Principles

Educational, social and psychological variables should be taken into consideration when designing a syllabus for YLs. Compared to adults, YLs have no real, or immediate communicative needs, but they have 'subjective' needs. They have perceptions, goals and priorities. They are aware of which tasks and activities they prefer. Learners should have a say in what and how they learn (Nunan: 1988:20) which reflects the notion of learner autonomy.

Gardner (in Nikolov, 2009:83) mentions that parents have an important influence on YLs. They may do it in both active and passive ways. In Greece, second language education is exam-oriented and the parents' desires and expectations are an issue as they are the 'stakeholders'.

2.3 Methods

In order to gain an insight into the learners' and their parents' needs I used several complementary methods:

Strategy Analysis

- A paper based-instrument (Nikolov, 2009:233) to elicit the pupils' opinions and attitudes towards their learning situation. This minimized stress and allowed the children to express themselves freely. (Appendix 3:A)
- Teacher's observation notes to establish the *needs* (skills) which a student sees as being relevant to him/her, *wants* (those needs on which students put a high priority, and *lacks* (the difference between the student's present competence and the desired competence. Allwright (in Songhori, 2008). (Appendix 2:7/8)

Target Situation Analysis

- A Questionnaire to determine parents' wants and beliefs.(Appendix 3:B)
- Can Do Statements Level A1, linked to CEFR (Appendix 4:A)
- Structures and Vocabulary list ESOL Cambridge Movers.(Appendix 4: A)

Home support and out of School Exposure to L2

- Parents' Questionnaire covering background information on each child. E.g. Number of years learning English, learning experience, social/cultural attitudes and lifestyle. (Appendix 3:B)

Learner Style Questionnaire

- A learning styles handout with pictures to measure individual styles. Stress-free and put in an envelope to emphasize individuality. (Appendix 3:C)

2.4 Diagnostic Testing

2.4.1 Rationale and Methods

Underhill (in Rodiki Petrides, 2006) argues that to design a 'good' test you need to know the purpose of it, the resources available, and have knowledge of the learners and their expectations.

Currently, my class completes a written test after every four units of the course book. The test only covers vocabulary, grammar, reading and writing. The students are not tested for listening or speaking skills. (Appendix 5: A)

Thus, I decided to use an ESOL Cambridge Movers Listening Test to diagnose my YLs' listening skills. The test is considered to be a reliable tool and I was interested to see how the class would cope. (Appendix 5: B)

As a trained ESOL Cambridge YLE Oral Examiner, I chose a Movers Speaking test but I administered the test as a (stress free) class activity. I put the prompt cards on the whiteboard, split the class into two teams and we played 'a game'. During the activity, I made notes of each child's utterances, and assessed them. (Appendix 5: C)

2.5. Class Characteristics, Needs and Learning Priorities

Key Issues Based on Results. (Appendix: 2).

The table below summarises the results of the *Strategy Analysis, TSA, Learning Styles, Diagnostic Test* and *Teachers' Observation Notes*. (Detailed notes: Appendix 2:7&8).

Class Characteristics (Needs)	Course priorities (desires and weaknesses)
Class activities to intrinsically motivate, arouse interest, satisfy curiosity.	Listen to songs, dialogues and stories. Speaking Activities. Texts about life in the UK – World knowledge limited due to socio-cultural backgrounds.
Extrinsically motivating activities to please parents/teacher/school policies. To bridge the gap between the student's present competence and the desired competence.	Improve Speaking. More parent/teacher meetings. Improve vocabulary range and revise Past Simple to prepare students for following school year and Movers test.
Accommodate mixed abilities.	Tasks/Project work to demonstrate non-linguistic strengths.
A mix of visual/kinesthetic/tactile activities	Use colourful, illustrated visual materials. Teacher to demonstrate tasks/be aware of body language/facial expressions/ more' hands on' tasks.

Part Three: Course Proposal

(Appendix 1)

3.1 Influence of Part1 and 2.

The research referenced in Part 1 and the information gathered in Part 2 of this assignment have led me to design a summer “English Club” course which I hope will enable me to deviate away from the institutional constraints I currently have to adhere to, and by putting my beliefs into practice I hope to convince both the parents and the school owner that some current classroom procedures are not motivating or beneficial to the learners’ L2 acquisition.

3.1.1 Integrated Syllabus

A multi-layered syllabus means that in addition to the traditional structural and functional language components, other components such as topics or themes, phonology, culture or learning skills, are incorporated. (Pinter, 2006:115)

Given the profile of my class and their perceived needs according to their PSA analysis, the focus of my course will be to improve speaking skills as it has been a neglected area in the classroom. The parents would like more speaking activities plus the diagnostic tests prove that speaking is the class’s weakest skill; I need to enhance their communicative skills.

A *structural* syllabus would be beneficial as grammatical structures are not included in my goals plus I believe grammar will be acquired inductively through a *task-based syllabus* which will include activity based categories. This will be the basis for organization and sequencing and the importance of the topics needed to meet the class’s needs.

A *situational* syllabus would not encourage priorities such as learning to learn strategies and speaking skills. Therefore, I have adopted a *Process-orientated* or analytical approach. As evidence suggests *product-orientated* syllabuses do not enhance communicative language skills. A *procedural* syllabus allows focus on the pedagogical element with emphasis on the learner or learning. (Nunan, 1988:42)

There will be elements of a *notional* syllabus as children respond well to describing, identifying, etc.

A *task-based approach* assumes speaking the language is a skill best perfected through practice and interaction, which also develops the child's social meditation strategies (Ellis, 1992:7)

3.2 Course Overview

The diagnostic tests proved my current classroom procedures are over-reliant on literacy skills and the learners are not developing essential speaking/listening skills. A "literacy lag" (Cameron, 2003:108) has been created.

As I need to focus on improving my learners' vocabulary range and speaking skills for the Movers test, a *communicative approach* will enable my learners to communicate in a number of contextualized tasks and respond to authentic situations. I will also incorporate Total Physical Response and Communicative Language Teaching activities to enhance acquisition.

3.3 Lesson Content

To increase learner motivation and satisfy their curiosity, the main organizing principle will be *topics* through a *story-based/theme approach*. Learning through stories and themes presents *holistic approaches* to language teaching.

In addition, I intend to make full use of technology to allow for *discovery learning* and incorporate tasks for the Visual/Kinesthetic learners. The lessons will follow an Engage, Study and Activate process or simply Engage and Activate (Harmer, 2007:52).

Within the framework of a procedural syllabus, the selection and grading of content is not so significant. The learning difficulty can be determined by factors such as short-term memory, rather than grammatical difficulty. (Pienemann and Johnston in *ibid*: 93)

3.4 Lesson Organization

Theme-based lessons allow me to integrate speaking, listening, reading and writing as required to the certain category of content. These elements are presented in a Matrix (Graves, 2000:141). The elements are selected from certain categories of content, but not in a predictable order.

3.5 Topic and Functions Prioritization

The topics below have not been adequately covered in the present course book.

(Appendix 4: B) thus according to the learners TSA (Appendix 2:2) I intend to cover the following topics.

Topic	New to students	To be revised
Leisure/daily routine/time		✓
School		✓
Places and directions	✓	
Weather		✓
Transport		✓
Around the World	✓	
Functions/Notions		
Dialogue/ narrative	✓	
Expressing thoughts/feelings/attitudes	✓	
Answering questions about themselves/hobbies/homes/daily routines etc.	✓	

3.6 Course Objectives

Mager (in Graves, 2000:86) suggests that objectives should have 3 parts: Audience, Behaviour (Cognitive/Affective), Condition, Degree (Criterion).

Taking into consideration the learners characteristics, course priorities (as above) and my beliefs, I propose the following objectives in order of priority:

Audience – The learners	Behaviour Cognitive(C) Affective (A) Domain	Conditions imposed when students are demonstrating their mastery of the objective	Degree of acceptable performance
Be able to 'bridge' the gap' between language learnt and real world communication.	<p>Be able to agree/disagree with certain statements (A)</p> <p>To be able to describe a picture/spot differences. (C)</p> <p>To narrate a short story/cartoon from picture prompts. (C).</p> <p>To be able to respond to questions about themselves.(C)</p> <p>For weaker students to participate and volunteer information with confidence. (A)</p>	To extend utterances without too much prompting from teacher.	<p>For stronger students to meet the YLE Movers Assessment criteria</p> <p>(Appendix 4:A)</p> <p>For weaker students to organize and formulate ideas and produce simple utterances.</p>

<p>To be able to recall vocabulary and acquire new vocabulary required for YLE Movers Test without dictation/translation.</p> <p>To develop metacognitive/cognitive/ social/ affective strategies.</p>	<p>To be able to develop their own skills and strategies for remembering vocabulary through scaffolding. (A and C)</p> <p>To demonstrate knowledge through recognising/ relating/labeling/matching/ activities. (C)</p> <p>To recognize their own strengths/weaknesses and to develop skills to fill these gaps.(C)</p>	<p>Completing puzzles and activities</p> <p>Recording their own vocabulary.</p> <p>Participating in role plays and creating stories/cartoons.</p>	<p>To improve performance in YLE Movers Test according to criterion.</p>
<p>To be more confident using past simple.</p>	<p>To distinguish past simple in context. (C)</p> <p>To use common irregular past simple verbs (C)</p>	<p>Telling peers about a past personal experience.</p> <p>Using dialogue/narration to tell a short story, with prompts.</p>	<p>No conditions or criterion.</p> <p>To build confidence and revise language structure.</p>
<p>To be able to listen for specific details focusing on accuracy of prepositions of place.</p>	<p>To recall/recycle prepositions of place through audio-visual aids and respond. (C)</p>	<p>Listening to songs/ dialogues/rhymes/stories and pay attention to details: matching/ gap filling/ responding to instructions.</p>	<p>To improve assessment scores YLE Movers test.</p>

3.7 Materials

The materials selected (Appendix 6) were selected to be:

- Motivating and to arouse/satisfy curiosity.
- Include relevant topics, functions, and language structures.
- Relevant to the Movers Test.
- Personalized to offer the learners opportunities to use target language to speak about themselves.

3.8 Constraints

As this is a 'Summer Course', there are no constraints or institutional requirements. The parents will be advised of my objectives and their points of view will be taken into consideration if they do not agree with my goals. The only drawback is the fact the course will take place in a classroom, which limits the amount of games/movement I can incorporate into the course plus, as it is summer, the children could be hot and restless. Breaks/snacks and water will be available in the classroom.

4. Assessment

According to Graves (2000:207) assessment has three interrelated purposes in course design. The *assessment of needs* has been covered in Part 2; the second role is the *assessment of the students' learning*, and finally the *evaluation of the course* itself.

4.1 Assessment of Learning

Formative assessment (ibid: 208) is carried out during the course and allows the teacher to gather information about the learners' performance, what they need to work on and how well the course is meeting their needs. *Summative* assessment is usually an end-of course test and provides an overall picture of the students' achievements and the effectiveness of the course.

In my teaching context, the students are given a traditional paper-and-pencil test which covers vocabulary, grammar, reading and writing. Test Day is always havoc. Students cry, copy and complain. These tests are providing no realistic assessment of my learners and are creating a negative 'wash back effect' in my classroom.

Consequently, I will assess my learners' progress and achievements, on this short course, in a stress-free learner-centered manner.

The course focuses on their communicative activities, thus a formal summative form of testing would not be fair. I will investigate more humanistic approaches using informal assessment techniques that stress formative evaluation. (O'Neil in Shaaban, 2001)

4.2 Assessing YLs

McKay (2006) deals with the assessment of language through tasks, which are defined as activities that involve learners in 'purposeful, goal-orientated language use, and specific to a certain situation'. The tasks need to be authentic, fair and they will indicate

which students need extra support and in which areas support is needed to reach my objectives.

The usefulness of these tasks will be designed on the six qualities described by Bachman and Palmer (in Daalen, 1999).

- Reliability. The accuracy of the test in measuring consistently what it is supposed to measure.
- Validity. The degree to which it measures what it is designed to measure.
- Authenticity. The characteristics of the test.
- Interactiveness. Topical knowledge, affective schemata, metacognitive strategies, the relationship between input and expected responses.
- Impact. How the test affects processes of learning and instruction (e.g. wash back)
- Practicality (feasibility or usability of a test in the situation for which it is intended).

Based on the above points, I will use a variety of tasks during the course to assess my learners. The materials used are based on ideas and materials from Ioannou-Georgiou and Pavlou (2003).

- *A portfolio* will be used to link instruction with assessment; it is a record of each child's linguistic development through continuous observations by the teacher and the gathering of information from the children through fun activities. The children set their own criteria of why and what will be included. The children can become responsible for their own learning and increase their motivation as they observe their progress and can show it to the parents. (Appendix 7: A)
- *A Self-assessment instrument* to indicate their attitudes towards the learning process, such as the class activities, materials, topic and what they feel they have

learnt that day. I can focus on goals at this point, for example, knowing something means *I can say it, I can recognize it, I can understand it*. Completed daily and allotted feedback time. I can compare their assessment with my observations and include the feedback in their portfolio. (Appendix 7:A1, A2 &A3)

- *A Diary and Teacher's Interview notes*, this will encourage the children to reflect on the language learning process in general. They can express their thoughts, feelings and opinions through speech as I conduct an interview with them and through writing in their 'diary'. I will ask them to complete a K-W-L chart (McNamara and Deane in Shaaban, 2001). The chart indicates what each child feels they *know/wonders /learnt*. The journal will be written on a weekly basis; it will be short and reflect on the week's lessons. (Appendix 7: A4)
- *Nonverbal response Tasks* which will lower anxiety especially for the weaker students. They will perform hands-on, stress -free tasks. For example, listen and draw...or act out and follow my instructions, a TPR technique which I believe is motivating and an excellent measurement of success.
- *Speaking task performances* will be assessed after speaking activities by the children themselves. The activities may include role-plays, oral interviews relating to pictures, information gap activity (asking and answering questions), playing games.

4.3 Course Evaluation/Constraints/Opportunities

Evaluation looks at all the factors that influence the learning process, such as my objectives, the course design, materials, methodology, my performance and the learners' continual assessment.

The learners themselves will complete a questionnaire at the end of course to include their opinions of the activities, teaching, what they feel they have learnt or are confused.

My daily post-lesson reflections will help me establish which parts of the course were not effective in means of motivation, learning, sequencing and whether my objectives were realistic or not.

Constraints

The parents will need to have some proof of the benefits of the course. Therefore, the learners will have to take a summative test. They will take a YLE Movers listening and speaking test. The results will be compared to the Diagnostic results.

Opportunities

Pinter (2006:140) recommends 'a whole package approach' to assessment, to promote a positive 'washback effect'. I will use different instruments as an informal summative test which will be based on their performance when speaking to a Native Speaker, plus a dramatic dialogue which they will act out with a gapped text. (Spoken gaps not written).

Further, I will evaluate the pupils' learning, not in terms of quantitative test scores but in descriptive and qualitative measures by writing a progress report for each child and presenting it to the parent. The report will also mention the learners' enthusiasm in their participation of certain activities and will be an invaluable tool to assess my course design and acknowledge if my objectives were met or not.

5. Conclusion

5.1 Principles

This course applies the principles identified in Part 1, I personally believe that I have become aware of how to plan for and establish optimal conditions for effective teaching and learning with young children. The course is planned to directly address the wants of my learners whilst focusing on their needs. I have tried to match their subjective needs with the analysed objective needs.

The course is based on routines and provides 'cues' for learning. It is thematically consistent, that is, activities, songs and stories have been built to recycle language content. At the same time, routine provides motivation and security, as it ensures the children know what is going on, and what will come next.

Most importantly, assessment is informal and continual, allowing me to adjust lessons as necessary according to the class and individual strengths and weaknesses. The consideration of metacognitive factors means the course is learner-centered and encourages learner autonomy for their future learning.

5.2 The Benefits and Limitations of my Course Proposal

Benefits:

- Allows me to incorporate communicative activities, as it is not dominated by a course book. This allows time to focus on neglected speaking skills through fun and engaging activities. It will allow me to adapt my language, techniques, and methods in order to respond to the emotional, cognitive and physical atmosphere of the classroom according to the children's needs and readiness.

- Engages the children in their own learning process. (Learning to learn strategies).
- Allows for a mixed ability class, building up confidence and encouraging the learners to take risks.

Limitations:

- As the course is so short, priorities were difficult to select. Parents may be disappointed there is little new language in the course.
- The children may want more authentic materials. However it is very difficult to find authentic materials for beginners, therefore I used materials which appear authentic. Widdowson (in Richards, 2005:16) argues that it is more important for the learning process to be authentic, rather than the materials.
- This is a trial course, it is an experiment to attempt to move away from some traditional teaching practices used in schools in Greece, if it is a success, it may help to change future classroom practices, if not I hope the children and myself will have had some summer fun with English!

6. Bibliography

- Asher, J. "Fear of Foreign Languages." *TPR World*. Sky Oaks Productions, Inc., Retrieved on 5 May, 2012, from www.tpr-world.com/foreign-languages.pdf.
- Akbari, R "Post method Discourse Practice" *Tesol Quarterly The Forum* ,vol.42 No.4 (December,2008) Retrieved on 17 May 2012, from <http://neltachoutari.pbworks.com/f/post%2Bmethod%2Bdebate.pdf>
- Bedall, F. (2006). *Drama in the Classroom*. London: Scholastic
- Brewster, J., Ellis, G. and Girad, D. (1992). *The Primary English Teacher's Guide*. London: Penguin English
- Cambridge Young Learners English Tests. *Handbook for Teachers*. Retrieved on 7 May 2012, from: https://www.teachers.cambridgeesol.org/ts/digitalAssets/116613_YLE_Handbook_2010.pdf
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: CUP
- Cameron, L. (2003). "Challenges for ELT from the expansion in teaching children". *ELT Journal*, vol.57/2, April, pp.105-111.
- Cohen, A., Oxford, R. and Chi, J. (2001) "*Learning Style Survey for Young Learners: Assessing your own Learning Styles*" Retrieved on 18 May 2012, from http://pep.psd267.org/pluginfile.php/14423/mod_resource/content/1/LearningStylesSurvey.pdf
- Daalen, M. (1999). "Test usefulness in Alternative Assessment" *Dialog on Language Instruction*, vol.13 Retrieved on 8 May, from http://search.babylon.com/?s=web&babsrc=HP_Prot&rlz=0&q
- Dornyei, Z. (2010). *Questionnaires in Second Language Research*. New York:Routledge
- Ellis, G. (1992)"Learning to Learn". *JET Magazine*. October,1992
- Graves, K. (2000). *Designing Language Courses. A Guide for Teachers*. Boston: HEINLE CENAGE Learning.
- Hadfield, J and C. (1999). *Oxford Basics. Simple Speaking Activities*. Oxford:OUP

- Harmer, J. (2007). *How to Teach English*. Essex: Pearson Education Limited.
- Ioannou-Georgiou, S. & Pavlou, P. (2003). *Assessing Young Learners. Resource books for Teachers*. Oxford: OUP
- Johnson, R. (1989). *The Second Language Curriculum*. Cambridge: CUP
- Johnson, S. (2010). *Live from London*. London: Scholastic
- Lewis, M and Hill, J. (1992). *Practical Techniques for Language Teaching*. Hove: Language Teacher Publications Teacher Training.
- Mager, R. (1984).” *Mager’s Tips on Instructional Objectives*”. Retrieved on 10 May 2012, from <http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html>
- Marks, J. (2004). *Puzzle Time for Movers*. Surrey: DELTA Publishing
- McKay, P.(2006) *Assessing Young Language Learners*. Cambridge: CUP
- McKay, S. (2003).”The Cultural Basis of Teaching English as an International Language” *Tesol Matters* vol.14 No.4 Sept/Oct/Nov. Retrieved on 3 May 2012 from http://www.tesol.org/s_tesol/sec_document.asp?CID=192&DID=1000
- Myles, J. (2000). *Crazy Pictures*. London: Scholastic
- Myles, J. (2002). *Minibook Maker. British life and Customs*. London: Scholastic
- Nikolov, M. (ed.) (2009). *Second Language Acquisition.Early Learning of Modern Foreign Languages. Processes and Outcomes*. Bristol: Multilingual Matters.
- Nunan, D. (1988). *Syllabus Design*. Oxford: OUP
- Papp, S., Khalifa, H. and Charge, N. (2009) “The CEFR for Teaching and Assessing Young Learners” University of Cambridge ESOL Examinations, *CRELLA*. LTF, 21 November, pp.1-28. Bedfordshire: University of Luton. Retrieved 5 May 2012, from: http://www.beds.ac.uk/_data/assets/pdf_file/0010/40222/Papp_Khalifa_Charge
- Pelteret, C and Lambert, V. (2002). *JET Speaking Activities*. London: Scholastic
- Perrett, J. (1995). *Word Bird’s Word Book*. Oxford: Prentice Hall International (UK) Limited.
- Pinter, A. (2006). *Teaching Young Language Learners. Oxford Handbooks for Language Teachers*. Oxford: OUP
- Read, C. (2003) *Is younger better?* Retrieved 28 April 2012, from:

http://www.carolread.com/articles/ETp28_Carol_Read.pdf

- Richards, J. (2005) Materials Development and Research-Making the Connection. *TESOL Convention, San Antonio, March*. Retrieved 3 June, 2012, from: <http://www.professorjackrichards.com/pdfs/materials-development-making-connection.pdf>
- Robinson, A and Saxby, K. (2006). *Cambridge English Fun for Movers*. Cambridge: CUP
- Rodiki Petrides, J. (2006). Attitudes and Motivation and their Impact on the Performance of Young English as a Foreign Language Learners. *Journal of Language and Learning*.vol.5, no.1, 2006, pp 1-20. Retrieved on 12 May 2012, from:
http://www.jllonline.co.uk/journal/jlllearn/4_1/1_rodiki.pdf
- Songori, M. (2008). *Introduction to Needs Analysis*. English for Specific Purposes World, Issue 4. Retrieved 1 May 2012, from: <http://www.espworld.info>
- Superfine, W. (2003). *Telling Tales in English*. Surrey: DELTA Publishing
- Vale, D., Feunten, A. (1995). *Teaching Children English. A Training Course for teachers of English to Children* .Cambridge: CUP
- Ze Jun, M. (2004). *Promoting Learner Autonomy through developing Process Syllabus* Retrieved 31 May 2012, from
http://search.babylon.com/?s=web&babsrc=HP_Prot&rlz=0&q=process+syllabus
[+-](#)

APPENDIX 1: Course Proposal

The Summer Course Plan

6 lessons x 180' + 1 x 120' = 1200'=20 hours.

Lesson Plan Key

Activities are linked to objectives as follows: Feedback will take place after every activity and the children and teacher will evaluate the lesson daily. Appendix

Cognitive	Describing	Test Orientated
Metacognitive	Responding	
Social/Affective	Recycling	
Scaffolding	Noticing	
Expressing	Narrating	

Activities are marked appropriately for learners' styles/abilities:

Pair work	PW	Visual Learners	VL
Team work	TW	Kinesthetic Learners	KL
Individual	IND		
Class	C		

Weaker Students WS

Stronger students SS

Please see Bibliography for books used for materials and Appendix: 6 for examples of resources and materials

Lesson 1 18 June 2012

Topic: School

Main Language: Greetings/This is/I like/don't like/I've got.../What did ___ do?(Revise)
Past simple: Was/were/ran/cried/said/fell/took/saw/had/came/wore (Revise)

Main Vocabulary: classroom/computer room/book/desk/teacher/library etc (Revise)
playground/break time/home time/fish and chips/fight/scratch/pond/rats/Mayor/pipe
(New)

Objectives:

- To discuss the Summer Course Activities and encourage the SS to add their ideas.
- To build-up awareness of visual and audio- clues as aids to meaning.
- To satisfy the SS's curiosity about the life of children in the UK.
- To encourage SS to talk about their school life.
- To slowly incorporate learning to learn strategies.
- To listen for specific information.
- To present the concept of their own Portfolio/Self-assessment H/O.
- To encourage SS to develop their own method of remembering vocabulary.E.g. My dictionary.

Activities:

Warm-up

- T informs SS will see some mini-films about the lives of 12 British children. H/O showing pictures/information.
- Guess who I am talking about game which introduces the children .T mentions some facts about one of the children and class guess who it is. C
- **Discussion:** Schools in the UK. Elicit and add to their knowledge.
- Elicit/Pre-teach playground/library/break-time/home-time/fish'n'chips.Drill.C
- **Students count different places they see in an English school as they watch film-clip.** Play again, T asks comprehension questions. Play again. SS circle correct options. Check answers. IND
- Complete H/O. **Read and match pictures with places.** Culture Spot P/W

Puzzle time to circle and describe differences. (Speaking Part 1) IND

- Class discussion, comparing Greek/British schools. C
- Listen and draw lines on the classroom scene (SS). Colour and listen (WS).
(Listening Part 1) IND
- Find three mistakes in the written sentences about the picture. PW
- Watch cartoon Superhero High School. Discuss content with prompts from the clip. Complete Superhero High School plus worksheet. Ordering/recycling vocabulary/designing. PW
- Kids Talk Listening – Do you like school? H/O to listen for detail and scaffolding for speaking activity. IND
- Speaking Activity with My Speaking Helper (Prompt Cards designed by me) PW
- Create, cut and colour a school mini-book. TW
- Introduce Story-Time. SS will listen to two classic stories over the next lessons.
- Ask if they can think of any Superhero traditional stories. Elicit or show a picture of the Pied Piper. (Known in L1). Elicit what they remember from the story. C
- Give H/O of story with pictures. What can they see/Where is the story based? What will happen? (Predicting).C
- Pre-teach new words. Flashcards or mime.
- Listen to CD of story.T asks simple comprehension Questions.C
- Play CD again and stop and chant. Children mime and say actions. Repeat as necessary.C
- Mingle game. One child has a sentence form the chant and has to find his partner who has the matching picture.C
- Draw their own Pied Piper and describe to class (SS) or partner (WS).PW
- Complete Self Assessment and Speaking Questionnaire. IND
- Class feedback
- Home work – Complete My Dictionary with any words they remember from today.

Materials:

Live from London DVD. Photocopies pp.6/7/38/39

Fun for Movers p.35

<http://learnenglishkids.britishcouncil.org/en/short-stories/superhero-high>

British Council H/O.

Speaking Prompt cards – school.

<http://learnenglishkids.britishcouncil.org/en/kids-talk/do-you-school>

Follow up H/O.

Vocabulary Flashcards.

Telling Tales in English CD and photocopies pp.72/73/75

Self-Assessment and Speaking Questionnaire (Appendix 7: A2/5)

My Dictionary (Appendix 6)

Lesson 2: Wednesday 20 June 2012

Topic: Leisure/daily Routines

Main Language: I'm bored/tired/happy/sad/thirsty/hungry What do you do...What does ___ do...? (Revise) WH- questions (Revise) Past simple revision: Regular verbs and pronunciation. Irregular verbs: As for lesson one plus ate. Revise time.

Main Vocabulary: brush my teeth/ have dinner/go to bed/have a snack/read my magazine/walk home/watch TV/Hobbies (Revise)

Objectives:

- To highlight cultural differences and encourage awareness of daily routines/life in other countries. To relate and compare to their own.
- To create a class project which allows the weaker SS to contribute and build confidence. To collaborate and use language in a stress-free environment. To use cognitive skills to chart/sequence and present their work in an organized manner.
- To encourage extended speech and focus on some basic connected speech/stress patterns and regular past simple –ed endings.
- To express how they feel

- To focus on response when asked questions.

Activities:

- **Revise previous vocabulary with on-line dictionary.** C
- **T elicits: what time did you do your homework/have dinner/watch TV/etc yesterday? C**
- Time game (Hadfield, 1999:18). **Ordering activity.** T marks a 'clock face' on the floor with cards. Each child is given a piece of paper with a time written on it. They don't show it to the others. They stand at the time they think is correct. They ask each other 'What time is it?' It's ____ o'clock. Children peer-correct as necessary. T changes the papers. Pronunciation practice: Falling intonation in question-words. KL C
- **Watch a cartoon and complete H/O to encourage problem-solving, regarding different time-zones and cultural activities.** PW VL
- To see what children do after school in the UK and revise daily routines/time. **Play mini-film and ask SS to listen for two things Harriet does after school. Watch again and respond to comprehension questions. Complete worksheets.** PW VL
- **Class poster, to work as a two teams and draw/write a Mini-Project poster of what they do/like for dinner/before bed.** TW KL
- **Role-play** (Hadfield, 1999:56) Leisure Activities. T divides class into A and B's. Tell them it's a Saturday afternoon, and they're deciding what to do. T puts 'half-dialogue' posters on wall at the front of the class and at the back. The A's face the front; the B's face the back. Example: Half dialogue for A: *Do you like swimming?*
Half dialogue for B: *Not very much, it's too cold today.*
Children repeat various questions/answers.
T monitors and helps with pronunciation-connected speech features. Do you

like? /dzələɪk/.

Stress patterns: Not very much. Yes, I love it. C KL

- **Board Game with cards “Ask me a question”.** Three teams to give plenty of turns to practice a variety of language targets. Mixed teams SS and WS.TW
- Practise past simple –ed endings (and some adjectives). T write on board: Visited (id) Worked (t) stayed (d) bored (d)
Asks SS to pronounce them. Drills and corrects as necessary. Hands out Worksheet with examples and reads aloud the words, SS complete writing, *id, t or d* next to the word. IND
- **Listening for detail. What did Jim do last week? Draw a line from the day to the correct picture.** (Movers Test, Part 3).IND
- **Drama activity to express feelings.** T gives each child a Mime Card with a smiley depicting a feeling. Each child mimes the word; the class has to guess how he/she feels. T supports with recall. KL C
- Rhyme: That child in The Mirror. Pupils become mirrors in pairs. T uses simple Sharon says instructions to practice copying each other.
Elicits what they usually do when looking in a mirror.E.g Brush my teeth.
H/O with rhyme and pictures relating to actions. **Children order the actions according to words in rhyme. Practise rhyme in their pairs. Feedback. PW KL**
- Consolidation of vocabulary puzzle. To recycle hobbies, likes, feelings, personal information. **Match the questions with answers of each telephone caller and receiver. PW**
- **Mingle game.** Half the class has some cards with questions and has to ask questions to the other half of the class, who has the answers. Mingle to find answers and partner. The winner is the first to sit down with all matched cards. C KL
- Story –time. Revise and elicit: **Why were the people unhappy? Who can help them? What did he wear? Who fell in the river? What did the people have/eat? Listen to story again to check their answers. C**

- T writes the present tense of verbs from story on board. Elicits past tenses and checks pronunciation, writes on board. C
- Children complete a H/O. First, they write numbers in the boxes to put the story in the correct order. Then play 'Find your partner'. T cuts out 12 sentence halves and gives one half to each SS. They learn their phrase. T pins the phrase on their back; they walk around repeating their phrase until they find the person with the matching half. TW KL
- Complete Self Assessment and Speaking Questionnaire. IND
- Class feedback
- Home work – Complete My Dictionary with any words they remember from today.

Materials: On-line Dictionary

<http://www.enchantedlearning.com/dictionarysubjects/school.shtml>

One Moment Around the World video:

<http://learnenglishkids.britishcouncil.org/en/short-stories/one-moment-around-the-world>

H/O connected to video.

Live from London.pp34-37.

Fun for Movers p.77

Speaking Activities P.62/4

Flashcard for feelings Mime Game from:

http://bogglesworldesl.com/emotions_flashcards.htm

Worksheet –Pronunciation- Past Tense Regulars and Adjectives from:

<http://www.onestopenglish.com/esol/esol-lesson-plans/pdf-content/cambridge-esol-skills-for-life-pronunciation-lesson-plan/146932.article>

Puzzle Time for Movers pp.26/7

Drama in the Classroom p.43

Telling tales in English.p.79

Lesson 3 : Friday 22 June 2012

Topic: Places and Directions

Main Language: Prepositions of place: above/below/under/over (revision) through/ around/ across/ along/ into/ upstairs/downstairs/inside/outside (new). This is my favourite place...Where do you live? Who lives in..? What's the matter?

Main Vocabulary: Places in London: Big Ben/London Eye/Trafalgar Square/Buckingham Palace/10 Downing St/Houses of Parliament/the White House (new) Hospital/bank/supermarket/cinema etc(revision)

Objectives:

- To introduce the class to the famous sites of London, to satisfy curiosity and motivate/engage the learners.
- To review prepositions/introduce new ones to improve the Listening Test scores and encourage learners to predict information to aid listening.
- To respond to questions about their own home to increase speaking confidence and for Movers Test.
- To practice the expression 'What's the matter?' in context.
- To give and understand simple directions.
- Further recycling of past simple- regular and irregular verbs.

Activities:

- **Revise previous vocabulary with on-line dictionary.C**
- T holds up a flag of the Union Jack. Asks if anyone knows which country it belongs to? Who knows the capital city of Great Britain? Shows some pictures of famous London landmarks, elicits and labels. What famous event is being held in London this year? Clue: It started in Greece! Shows class Olympic website for children. T offers class a choice – if they want to learn more about the Games in the next lesson. T revises next lesson plan if necessary. C
- Watch mini film 'My City' and see if any of the places we talked about are included. Feedback. Watch film again and T pauses to ask children comprehensive questions. C VL

- Gives each child a H/O and ask if they can match the speech bubbles form memory, or predict who says what. Plays DVD again and children check their answers. IND VL
- T tells class they will now see some famous houses in London. Refers back to the pictures of London and asks if anyone knows which ones are homes? Who do they think lives in them? Discuss the Queen and mention she has just had a big Jubilee Party, did anyone see it on TV?C
- T asks the children to count how many houses they see in the film, using the clues from the pictures if they don't know some words. T gives H/O and children watch again and match speech bubbles. IND VL
- T gives the Culture Spot page and asks the learners to read about the Queen, read to each other and answer the questions. PW .Gives feedback and class join in to discuss the map of Great Britain and compare facts with Greece. C
- T shows SS photographs of her home and elicits is it a house/apartment/flat? How many floors does it have? Is it in a village/town/city or countryside? Draws any unknown words. My address is _____. I've got _____ rooms upstairs and _____downstairs. Points to the picture. Elicits is there a garden outside?
- H/O to compare pictures and recycle upstairs/downstairs etc.IND VL
- Students complete H/O with details of their home and listen for details to fill in details of Ben's grandmother's home. IND
- T gives SS My Speaking helper cards and encourages SS to interview each other. PW SS. T encourages WS with extra prompts. C KL
- T shows photograph of her house again and tells students it is close to a village. T hands out a piece of paper and tells the children to listen and draw my village. T narrates, in my village there is a park, next to the park, there is a school. Opposite the school, there are three shops- a bakery, a pet shop and a mini supermarket.....continues or stops according to the class's response. IND
- T Flashcards to elicit/introduce more places.E.g.Hospital etc .Fly swatter game. T sticks the flashcards around the room. Two children come to the front of the class, the T gives each one a fly swatter and tells them the first one to 'swat'

the correct picture as she shouts out a place is the winner. C KL

- Places Bingo. In order to check understanding of why someone goes to the above places, T demonstrates on board how to draw a 9-square grid Bingo board. The children copy it. In each square, the SS write a type of place. T reads out a sentence.e.g. We go there to buy food. Children cross off the place on the board if it matches .i.e. Bakery, supermarket, minimarket, etc. IND KL
- T picks up a paper and pen and demonstrates to the class: Put your pen on the paper, put your pen under the paper, put your pen next to the paper, put your pen over the paper, put your pen around the paper, put your pen through the paper! T makes a hole in the paper. T gives SS a piece of paper and tells them to respond. Play until the paper is in pieces. KL C
- T tells the class, the future King of England (Charles) is coming to their town. Gives them a map and tells them to listen and draw his route (the roads he will travel on): SS listen and draw. IND
- On-line Prepositions Game. To build up confidence and revise words ready for speaking activity. CW VL
- T gives each student a treasure map, each child colours the map and then secretly marks their hidden treasure with an X. They do not show their partner their map. Each student comes to the front of the class and directs his/her partner to the treasure if they find it first time, they win a sticker. (SS) Ask questions to find the treasure; Is it in the boat? Under the bridge? (WS)
- H/O to listen for details and revise prepositions. C KL
- T mimes: T holds her stomach...OUCH!! OH NO! Elicits stomachache. Repeats holding her head in her hands. Elicits headache.
- T gives the children a piece of paper and asks them to mime the word.E.g. Broken leg: T asks student 'what's the matter?' Waits for reply and moves onto the next student.SS swop papers and mime/ask each other 'what's the matter?'
- SS complete what's the Matter' H/O. Then listen and tick the correct answers.IND
- Story-time: Ask the pupils (Revise story chant): Where did the rats run? Where

did the children run? Play the chant and T asks SS to describe the route. C gives the SS a H/O depicting the Pied Pipers route. SS listen and join in chant as they draw the route on their map. Check answers by getting individual SS to describe part of the route. KL C

- T plays the first chant and elicits what did the rats eat? What did they fight? Pupils chant together. T informs class they are going to play Past Simple Bingo. Children create a Bingo board and write past tense verbs from the story. T calls out a verb in the present tense and children cross off the corresponding past tense if they have it. First one to cross all 9 shouts bingo. (SS). T helps WS to complete their Bingo Board with present Tense verbs. IND KL
- T shows the children a character web. In the centre they draw the main character and each of the spaces in the web, write or draw the answer to the question. PW VL
- Complete Self Assessment and Speaking Questionnaire. IND
- Class feedback
- Children complete the first week of their diaries.
- Home work – Complete My Dictionary with any words they remember from today.
- Over the week end, children interview their parents. See Interview H/O Plus draw their favourite scene/character from The Pied Piper.

Materials:

<http://projectbritain.com/olympics/>

Live in London pp.52/53/58/59/60

Puzzle time for Movers p.74

Fun for Movers p.32

Places flashcards from: <http://www.eslflashcards.com/preview.php?id=16>

Word bird's wordbook.p.40

Speaking Activity p.43

Fun for Movers p. 56/44

Telling tales in English p.77

Character Web. (Appendix 6)
Diaries (Appendix:7 A.4)
Interview for Parents H/O (Appendix 6)

Lesson 4: Monday 25 June 2012

Topic: Transport

Main Language: Great idea!/ Look at that../Let's go!/We/I can see../Phew! Wow!

Main vocabulary: : by bus/bike/car/taxi/train (Revision) on foot/by underground/ferry/bus stop(new) Review places – bridge/tower/river/theatre

Objectives:

- To revise and use vocabulary related to transport in context.
- To introduce more cultural information regarding the UK.
- To work as a class to chart information/create a class project.
- To describe what they can see...
- To participate in a dialogue to recycle vocabulary/tenses/questions and to build up speaking confidence, in order to express themselves- Great idea!
- To narrate a well-known story.
- To sing a traditional song to aid rhythm and stress.

Activities:

- T invites SS to be reporters and present to the class the details of their parents' interviews, using any tense they feel comfortable with.e.g My Dad said he is a lorry driver/My Mum loves cooking. C
- T reviews children's' dictionaries and compares words/pictures the children have completed.
- Asks SS to come to the board and stick their picture from the Pied Piper story and describe it. C KL
- Class project- children make their own story collage of the Pied Piper story in teams. TW KL

- T puts the collage on the wall and asks who would like to start narrating the story, SS take turns to stand up and narrate. IND Chants sung as a class. C
- T informs class is going to travel around London today with their friends. Elicits **how we travel around Athens/the village. T writes methods of transport on board. T asks SS to come and draw a bus etc. Pre-teaches underground/by ferry etc and adds a picture to words** T discusses/compares transport in London/Athens E.g. Taxis are black in London/Yellow in Athens and silver in the village. C VL
- T tells SS to **count how many different types of transport Kyla and Mia use.** Plays film again to check answers and pauses for comprehension questions. **H/O to match phrases with pictures- Great idea! /Oh no! /etc.PW VL**
SS complete a chart as to how children in Mia's class go to school. H/O. PW.KL
- **SS complete a class survey.** T draws a chart on a piece of card: By bus/car/bike etc. A student stands up and asks how many children go to school by bus and colours in the chart, a different students stands up and responds for car, and so on. Chart to be put on wall. CW KL
- T informs class now they are going to travel down the River Thames, explains they will see some of the most famous sites in London. **Can they predict what they might see? T confirms and adds cultural information about places and shows pictures .C**
- T plays DVD. Confirms predictions. Plays again and asks comprehension questions. T gives H/O and SS match speech bubbles to pictures.PW VL
- T explains there are a lot of bridges over the River Thames. H/O to read and tick correct picture. **SS tell class 'I can see...'** Culture Spot on Tower Bridge. C
- T informs class they are going to sing a traditional song about London Bridge. Gives the children the lyrics and mimes fall down/build up, draws sticks/stones/lady (like a Queen).T plays the song and SS listen 2-3 times. T mimes actions. T asks SS to repeat phrases and encourages them to mime. **Play song and SS join in the actions. Play again and ask individual children to act out the part.** C KL

- T tells class they are going to complete a dialogue about how they travel but they live in a Crazy Town! SS look at the picture dictionary words and complete the dialogue, draw a picture and present to class. IND KL
- T hands out 'My speaking Helper cards' and children practice asking questions and answering, T monitors and scaffolds to encourage children to extend their utterances. C
- T gives each child a cardboard telephone. They are going to call their friend and invite them to the _____. T writes on board some useful vocabulary: Hi! It's____. How are you/ Oh! What's the matter? / Wow! /Great Idea!/ When/What time.../ Don't worry!/ Thanks! T demonstrates with a student, emphasizing intonation/stress. T monitors and checks stress/intonation.PW KL
- Story-Time: The old woman who lived in a Bottle. C
- T asks class where they live. Do they live in a house/flat? Etc. T writes on the board castle and palace. Asks if they would like to live in one? Like the Queen of England! Gives out P/C of the story. C
- T asks what they can see in each picture. Pre-teaches new vocabulary as necessary. T plays CD of story. Children listen and look at pictures. T plays CD again, pauses after section 1 and asks which picture it refers to, continues pausing and eliciting picture number. PW VL
- Class cut up/colour pictures and sticks them in the correct order to make a zigzag book.C KL
- Do they agree/disagree the old woman was greedy? T writes agree (tick) disagree (cross) on board. Hands up...counts and adds to column.
- T continues with the theme agree/disagree with questions about school rules/homework, etc.
- Do they like this story? Discuss.
- Complete Self Assessment and Speaking Questionnaire. IND
- Class feedback
- Complete their Dictionaries for home work.

Materials:

Live in London pp.64/5/6/70/71/2

Lyrics for song from: <http://freekidsmusic.com/traditional-childrens-songs/london-bridge/>

Crazy Pictures pp.40/1

My speaking Helper cards.

Cardboard telephones.

Telling Tales In English CD and pp.24/5/7/29

Lesson 5: Wednesday 27 June 2012

Topic: Weather

Main Language: What's the weather like today?/What was it like on_____?/Talk about me...agree/disagree (recycle)

Main Vocabulary: Sunny, hot, cold, cloudy, rainy. (new) Countries around the World. (new) It is raining,snowing,etc (revision)

Objectives:

- To ask and respond to questions about the weather.
- To introduce other country names in English.
- To recycle prepositions/places vocabulary.
- To make a dialogue from the story in their words.
- To talk about themselves at length to scaffold for Speaking Test.(Part 4)
- To familiarize and prepare for a Movers Speaking Test.
- To familiarize and prepare for a Movers Listening Test.
- To complete worksheets, revising vocabulary and topics taught so far, in order to assess their progress (*Summative Testing*)

Activities:

- T revises vocabulary with the on-line vocabulary dictionary.
- T asks individual children how they came to school today/How do people in London travel/in Athens? C

- T looks outside window and asks 'What's the weather like today? Elicits and puts flashcards on board. Points to flashcards and asks what the weather was like on Monday? It was...introduces rainy/sunny/cloudy. C KL VL
- Sticks f/cards around room and plays 'swat the weather'. C KL
- Asks the children if they like 'Watching the weather report' on TV? Draws a map/outline of Greece and sticks f/cards. Acts out being a weather reporter! Invites SS to come to board and act. C VL KL
- T tells SS they are going to watch an International Weather Report – from all over the World. Plays the video from Youtube –Simple Skits Weather Report.
- T gives them a H/O. They watch again and complete the weather around the world. Checks as watch video again. IND VL
- Mingle Game. SS fill out a weather chart by asking each other what was the weather like on Monday....CW KL.
- SS create a weather mini-book. PW KL
- T refers to the map of the World and elicits names of countries SS know in English. T gives out The World Activity pages and children find the countries. Look at the map and complete the Listening, which highlights the countries which speak English. PW KL
- T tells class they are going to complete some questions on the weather, similar to those in the Movers Test. T gives SS H/O and SS listen and complete.
- T gives the SS two H/Os which review vocabulary taught/revised during the course, this will be part of the *Summative Assessment*. T takes notes on how the SS approach the H/O for reports and feedback.IND
- T gives students 'About Me' H/O. SS listen and tick the questions they hear. They listen again and write Bill's answers.IND
- Mingle Game. T asks SS to complete the H/O information about them and then mingle and ask their friends the same questions. SS record the answers and report to class at the end of mingles.* This will be a scaffolding activity for tomorrow's speaking assessment. C KL
- Story-time: W/up- Who lived in a bottle? What happened to her? C

- SS listen to CD again. T tells the SS one will be the old woman, the other the fairy. T asks them to practice what each character says and then write 'speech bubbles' for their character. The SS present their dialogues to the class and then stick the speech bubbles in their zigzag books. T demonstrates a speech bubble on board. PW KL
- T gives SS a H/O of a tower from the story and revises bedroom, hall, etc plus prepositions of place. Ask SS if they can see the cat? They will listen to the CD and draw a line to help the cat escape. T tells SS to use a different coloured pencil as they listen again, pausing to check their answers. IND VL/KL
- Complete Self Assessment and Speaking Questionnaire. IND
- Class feedback
- Complete their Dictionaries for home work.

Materials:

F/cards from lantern fish at <http://bogglesworldesl.com/cards.htm>

Video for International Weather Report from

<http://www.youtube.com/watch?v=gpBuaU5OPi8>

H/O of the World from

http://www.google.gr/imgres?q=the+world+map&hl=el&biw=1024&bih=596&gbv=2&tbm=isch&tbnid=C344GaA_Y7zx

What was the weather like on...H/O from <http://www.efltheatreclub.co.uk>

Fun for Movers p.18 and 63

Mini book Maker p.35

Word Birds word book. Pp49-52

Fun for Movers P.64

Telling Tales in English CD and p.33

Lesson 6: Friday 29 June 2012

Topic: Their Summer Course/ A surprise Visitor

Main Language: Conversational/Review of Past simple

Main Vocabulary: Re-cycling of new/revised vocabulary

Objectives:

- To carry out a *Summative Assessment* using a variety of instruments, the class will be unaware assessment is taking place:
 1. **A speaking assessment (talking to native speakers about their lives and responding to questions).**
 2. **A movers Listening Test.**
 3. **A dramatic dialogue with gapped text. (No writing)**
 4. **A 'Spot the Mistake' H/O to use cognitive devices to recall vocabulary/past simple.**
 5. **Describe the differences between two pictures.**
- To observe how well the learners respond in the speaking assessment/compare listening test results to diagnostic test results.
- To allow time for the teacher to 'take a back seat' and observe/record SS for their Reports.
- To ask the learners to assess the Summer Course.
- To encourage learners to enjoy reading books and continue in the summer holidays.
- To personalize the lesson by introducing my sons to them.

Activities:

- T revises vocabulary with the on-line vocabulary dictionary.
- T informs class today is an "Action Day". Plus, there will be surprise visitors later in the morning. Today, we are preparing things for your parents to see and hear.
- First, we are going to do a listening activity, like the one we did in May. You all said it was easy. **Do you remember? Shows the class the photocopied listening test they completed. T checks they understand what they have to do and hands**

out the Movers Listening Test. Tells them to read through the H/O and T answers any Q's. T plays Movers Listening Test. Checks class is happy and relaxed and collects the papers back. IND

- T puts on w/board Part 1 of the Movers Speaking Test and asks each student to describe two differences. Changes the pictures as class finds all the differences.
- T records speaking. IND VL
- T informs class they will act out a mini-play in pairs. It's all about a holiday in Greece. One student will be Mr. Bean (shows picture) and one will be James Bond (shows picture). T gives H/O. SS read in pairs. Swap roles and repeat. Swap partners and repeat. Act out and repeat. SS act out gapped version but do not write. Act out skeleton version – no writing. Act out without H/O and IMPROVISE if they want to/can't remember. T records SS as the present to class (SS). The weaker SS can write as they listen if they do not feel confident in front of class. PW KL
- T informs class they are going to be teachers and correct a text which is full of mistakes! T gives H/O and asks SS to work alone- they are teachers! PW
- T informs class it is time for their 'Surprise Visitors'. SS are aware that I have two sons and ask all the time if they can come to the class.

T elicits How many children do I have? Do I have sons or daughters? What are their names? C

Introduces Fotis and Sam! My children tell the children some information about themselves...age/hobbies/what they like/don't like/love/hate/favourite food/film/book etc. T asks a student to shake hands with _____ and tell him a few things about themselves. Fotis and Sam ask the students questions. T records and observes. IND KL

- T discusses the course with the class: What they liked/didn't like/what they think they have learnt...T asks SS to complete the Children's Questionnaire. T asks them to update their portfolios for their parents to see. SS complete My Song Log and update their weekly diary. T, Fotis and Sam help children organise their portfolios .C

- T informs children she has enjoyed the past weeks and she hopes they keep reading English books over the summer months. T plays video of [The Fantastic Flying Books of Mr. Morris Less more](#). Discusses video. T and class select books from the library for SS to read over the summer. C VL
- T asks the class, which song/play/story/dialogue/chant they would like to show the parents tomorrow at the 'open day' for parents. C
- SS vote a song/dialogue and practice.
- [Class feedback and Speaking Questionnaire](#)

Materials:

Cambridge Movers listening Test and Speaking Prompts from:

<https://www.teachers.cambridgeesol.org/ts/teachingresources> and

<https://www.teachers.cambridgeesol.org/ts/teachingresources/resourcedetails?resId=3192>

H/O for dramatic dialogue – The Holiday from

http://efltheatreclub.co.uk/index.php?p=1_10

Find the mistakes H/O P.61 Puzzle Time for Movers.

The Fantastic Flying Books of MR. Morris Less more from:

<http://www.youtube.com/watch?v=Adzywe9xeIU>

Lesson 7: Monday 2 July 2012

Topic: Parent's Day

Main Language: Re cycled from course

Main Vocabulary: Re cycled from course

Objectives:

- To show parents what students have achieved/liked/joined in and enjoyed.
- To show school owner that alternative approaches can produce results.
- To give the SS an opportunity to show their work, abilities in a stress-free environment.

- To recycle and recall language from the past two weeks.
- To motivate SS to prove their speaking skills and improved receptive skills.
- To conclude the course on a positive note with a song for the world (includes Prince Charles, who has high prestige in Greece) and for parents' to see what is available for learners on-line.
- To introduce the idea of an Interactive book to be used in class to support the course book.

Activities:

- T and children show and discuss with parents their parents and T their Portfolios/recordings/interview results of the activities/wall posters/class projects. C
- T and parents discuss each Child's Progress Report and Portfolio review. PW
- Children perform for parent's their favourite song/dialogue/chant chosen by them yesterday. C
- T raises opportunity for parents/school owner to discuss the forthcoming year's syllabus/teaching methods and Movers Test for December 2013.C
- T plays Taboo with children to prove to parents/school owner there are alternative ways to revise vocabulary. C KL
- T introduces class to an Interactive book which could be used as a supplement to the CB in the following school year. T shows SS "World Adventure kids" introduction, demonstrates how the SS can interact and asks for the SS/Parents opinions. C
- T plays a song for everyone to show children from around the world. T gives printed lyrics to all to join in. 'Sing' by Gary Barlow. T explains the Queen of England has a special celebration this year- Diamond Jubilee and mentions we can see her son, Prince Charles and hear some Scottish music! C KL VL

Materials:

World Adventure Kids by Jason Renshaw from: <http://www.englishraven.com/wak.html>

Permission given by Mr.Renshaw to include in course.
 Sing from http://www.youtube.com/watch?v=0ah_Yf7ey1Q
 Lyrics from: <http://www.azlyrics.com/lyrics/garybarlow/sing.html>
 Materials chosen by the class for Parent's presentation.

APPENDIX 2: Needs Analysis and Test Results

Part 1 Present Situation Analysis as perceived by learners.

This is based on a paper-based instrument devised by myself inspired by Nikolov. (2009:233). It was completed by the learners in two groups. Refer to photographic evidence in Appendix 3.

We can	We can't	We like	We don't like
Understand English street/shop names	Talk about our wishes/dreams	Singing	Written Tests
Say what we like/don't like about our friends/school/food	Understand English cartoons	Listening to songs	Grammar exercises
Talk about our pets/clothes/house/family	Talk about where and when something happened	Listening to dialogues in English	Dictation and our Companion book
Tell the time/date	Talk about Greece and festivals	Speaking in English to friends and our teacher	Oral summaries
Talk about the weather	Write a short story	Listening to stories	Writing stories

Write an e-mail to a friend and describe our hobbies/daily routines	Listen to English songs and understand some words	Acting/role play Theatre	Learning by heart
Say if we don't understand	Understand short children's' stories in English	Texts about children in other countries.	Texts about boring things , such as healthy food
Say what we think	Say what Mum and Dad do at work		
Write an invitation to a party			

Part 2 Target Situation Analysis includes language learning background, needs of parents and extrinsic motivational factors.

This is based on the results of a questionnaire distributed to the learners' parents, in order to collect both objective and subjective information. Appendix 3:

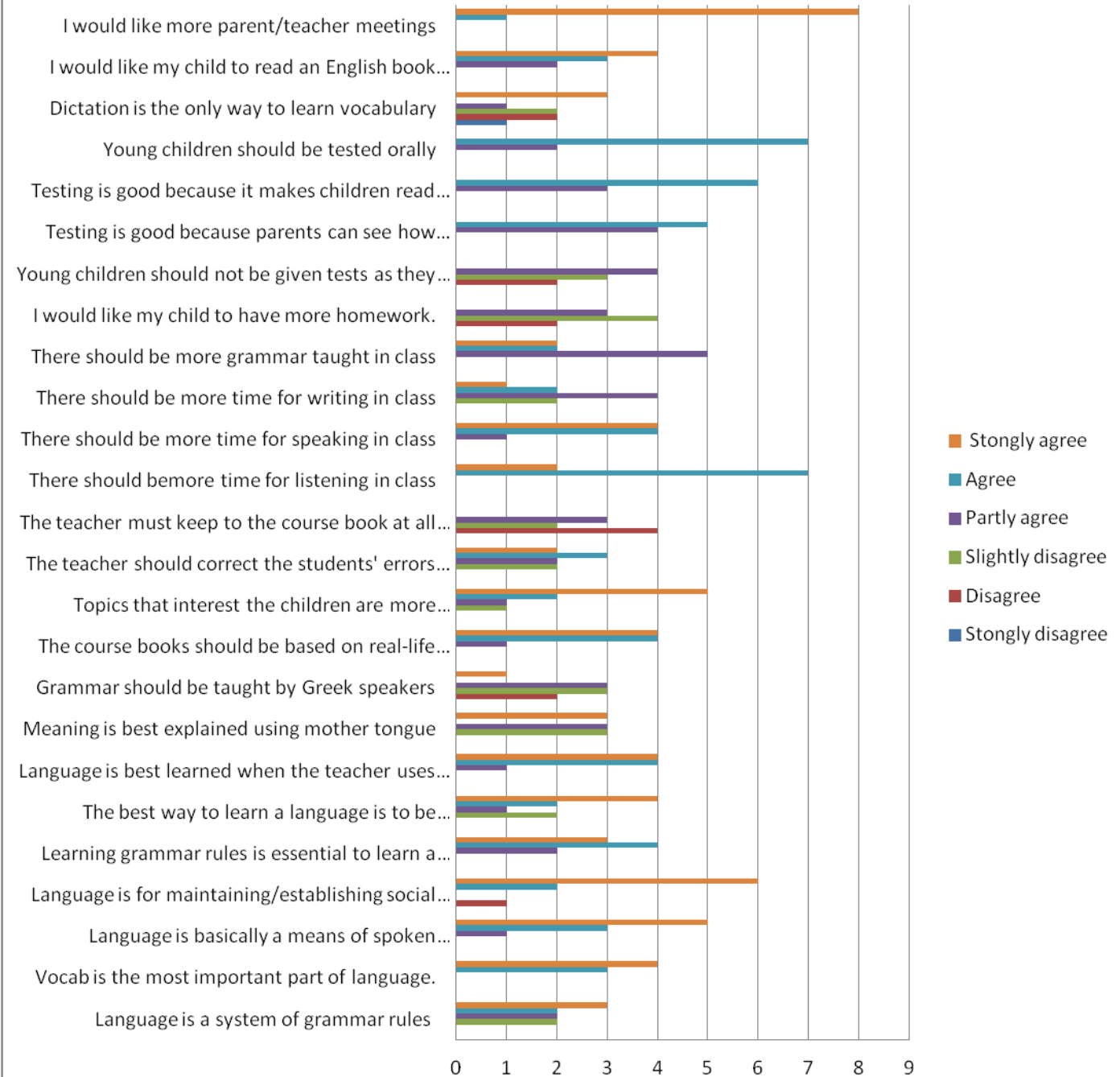
Nine out of eleven questionnaires were completed by the parents.

Why I want my child to learn English. In order of importance:

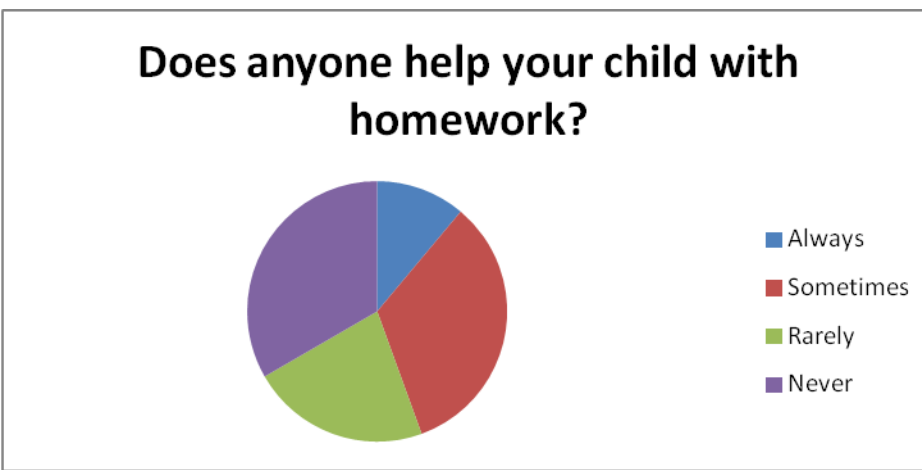
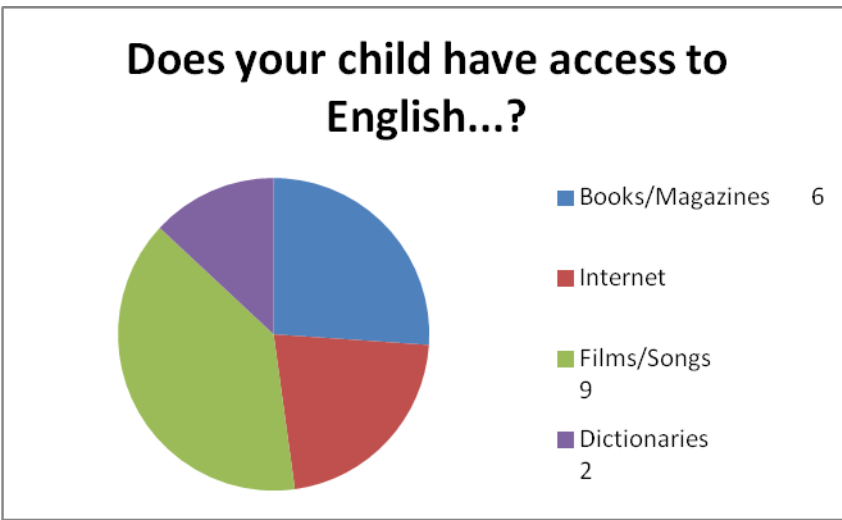
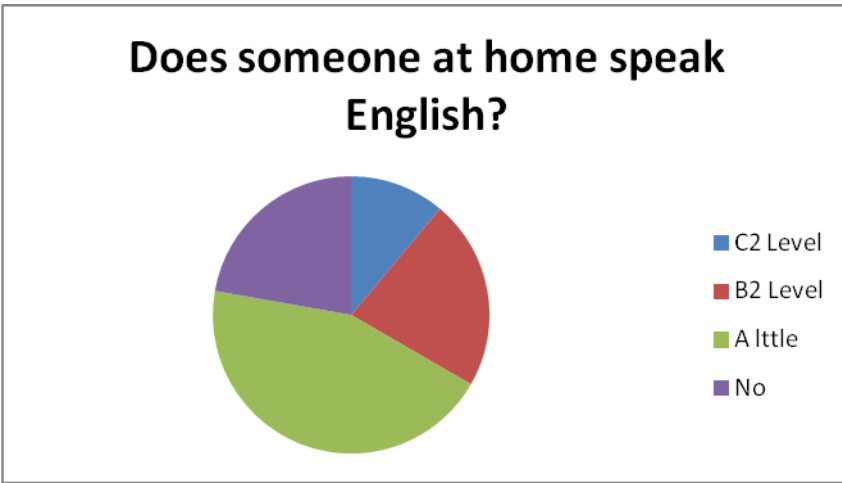
1. To get a good job in the future.
2. To study abroad.
3. To speak an International language.
4. To communicate with people from all over the world.
5. To be able to travel and use English.
6. To use the Internet more effectively.

7. To understand English films and TV programmes.
8. To understand more about the world by reading/listening to International News.
9. To read classic English literature.
10. To understand pop songs and sing along.

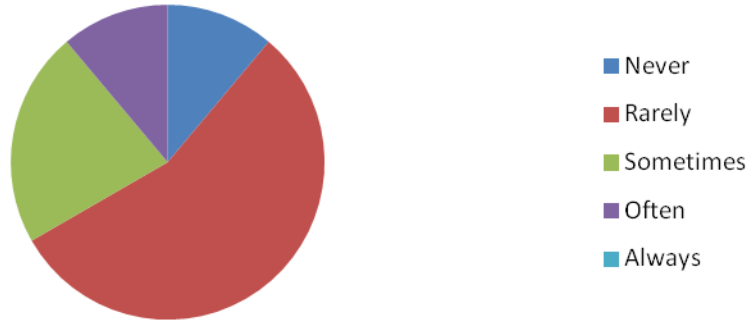
Results of Parents' Questionnaire



Home life:



How often do you visit Theatres/Musuems/Art Galleries?

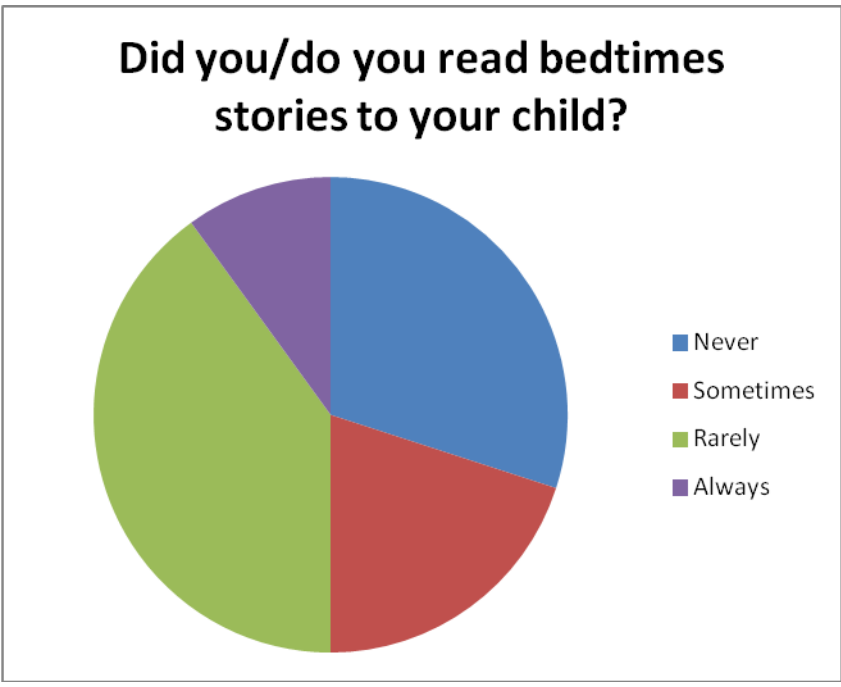
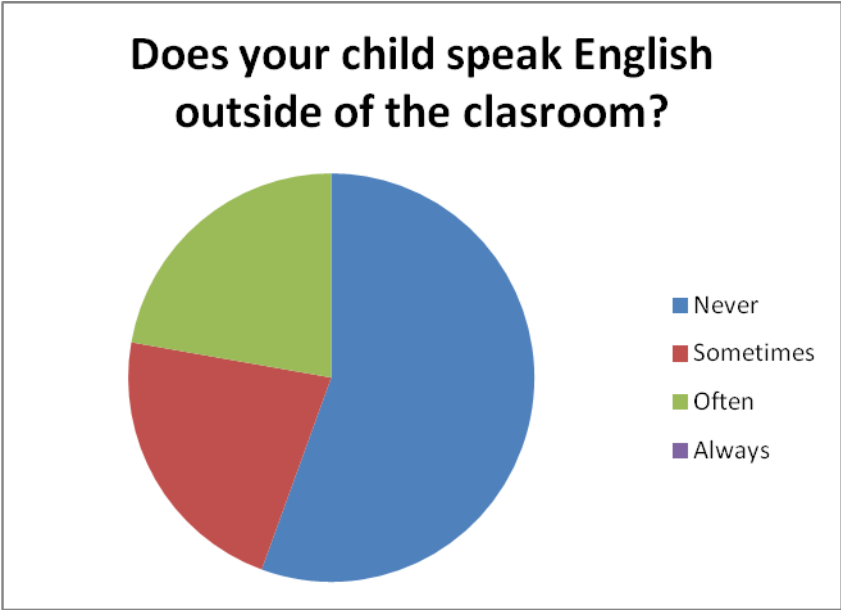


Does your child have a good relationship with his/her English Teacher?



Does your child enjoy going to English Private Classes?





Comments from parents:

“When my eldest son went to English lessons, I was complaining to the teachers that he didn’t do enough grammar and translate texts. I demanded more homework and

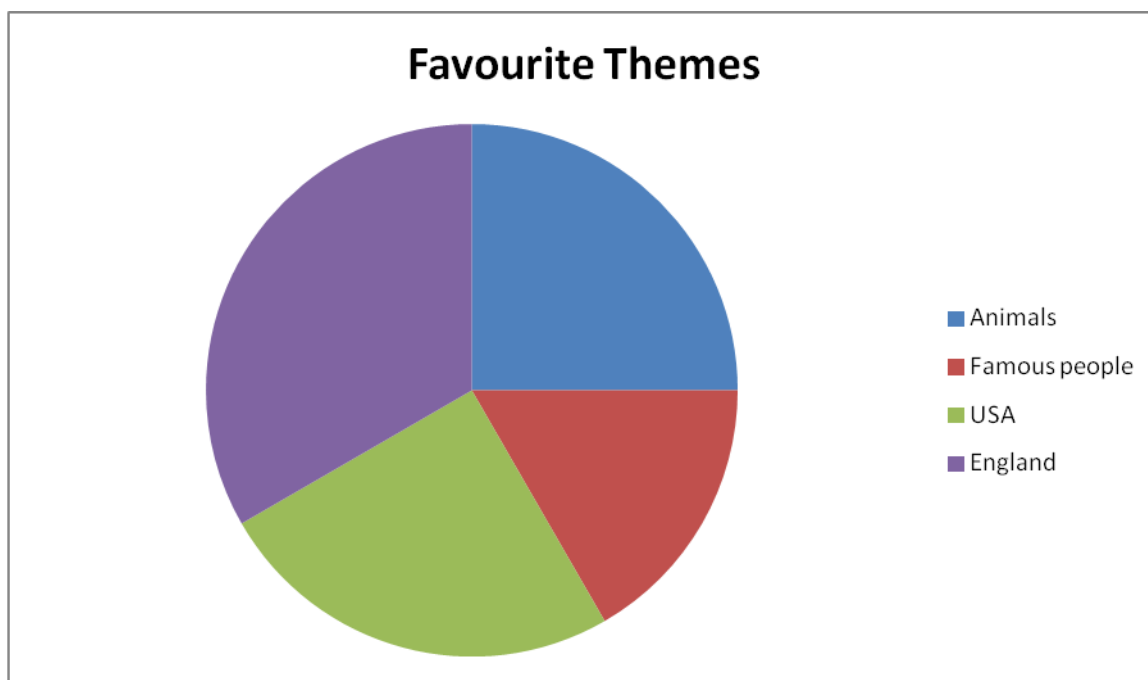
more words for dictation. When he went to Scotland to study, he couldn't speak to anyone! He really found life hard. Now, my youngest is learning English, I want more speaking, speaking and speaking! It's great she has a Native English speaker teacher; she says things at home and mimics her teacher! Parent 1

“ We were taught very little speaking when I learnt English, so now I can read and write some but I can't watch English films and TV Programmes without subtitles. I hope Adigone doesn't have this problem after all her years of lessons!” Parent 2

“I think it's ok to play games and watch videos sometimes in the class, as Stathis always talks about his lessons when they do it and complains when they don't. Just not every day though!”

Parent 3

Part 3 Themes of interest chosen by learners in paper-based instrument:



Part 4 Teacher Observation Notes made by teacher whilst children were completing the paper-based instrument:

Panos: I can't say things for past that because I don't write stories.

Lydia: How do you spell weather?

T: It doesn't matter, Lydia. I'll understand what you're writing. Spelling mistakes are ok.

Lydia: I can't make mistakes, Miss.

Gezim: I hate talking about food. What do kids eat in England?

Fani: What do kids eat in America?

T: Why are you writing in pencil, Fragoula..I brought lovely colouring pens for you??

Fragoula: I don't want to do false answers. I can't rubber the pens.

Pigi: I like this lesson, can we again it?

T: What do you like?

Pigi: Talking and writing on the big paper.

Lydia: The heart stickers.

Adigone: The smileys.

Stathis: The angry stickers.

Stathis: We don't have dictation today ..the best day is today!

Adigone: I like stories but not write in English.

Kiraki: Like children in England Greece food?

Eleni: My cousin in America eat dinner at school and plays guitar at school.

T: In England, children eat and do extra things at school.

Fani and Fragoula: We want England..

T: Why can't you understand English cartoons?

Asper: Fast words. Good pictures. I look cartoons my house.

Fani: English songs on You Tube good with lyrics. I read and sing.

Fragoula: We sing at my house, me and Fani, my best friend. We sing slow.

Panos: In school we learn Greek geography and history in year 5. I'm year 4 now.

Gezim is year 5. He learn Greece stuff. I know bouzouki music and souvlaki and moussaka.

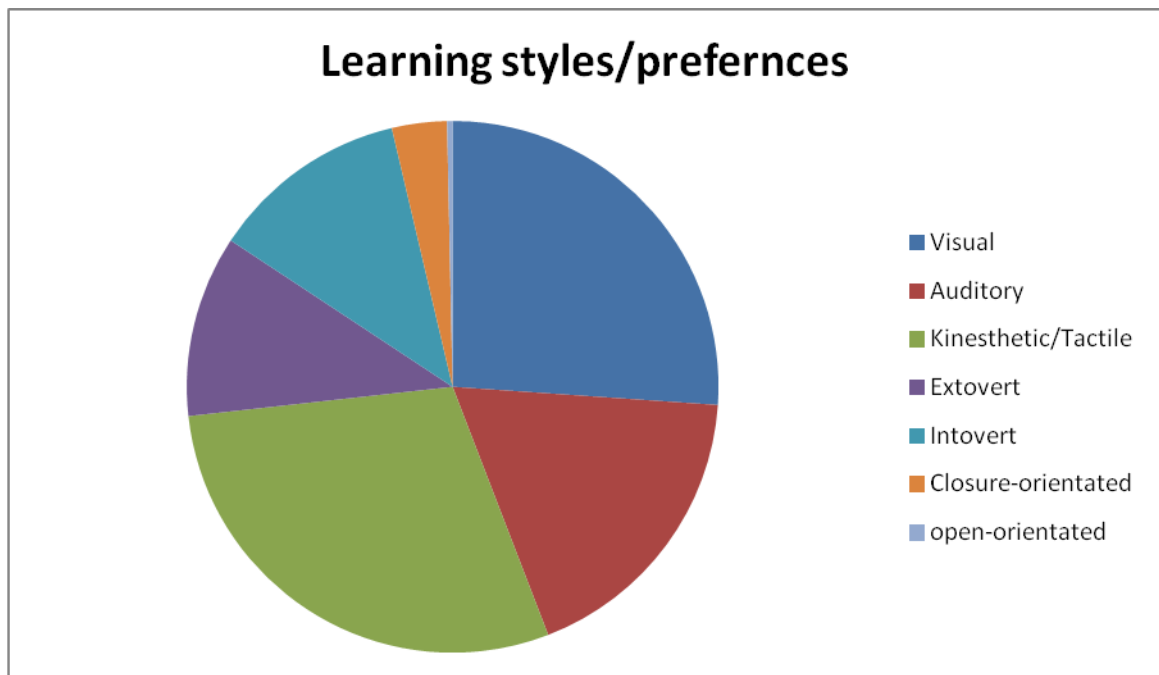
Part 5 Learning Style Questionnaire Results.

This is based on a Learning Style Survey for Young Learners (Cohen, A and Oxford, R: 2001) which I adapted by using icons rather than written format. The learners completed the questionnaire individually and then put it into an envelope to emphasize it is their own learning style. Appendix 3:

While learning, I learn better or prefer:	Always	Sometimes	Never
Reading Alone	3	7	1
Listening to stories	6	4	1
Working Alone	3	6	2
Working with friends	6	3	2
Speaking Aloud	4	7	0
Writing on the board	6	5	0
Listening to music	6	4	1
Singing	2	5	4
Standing up	6	5	0
Sitting down	1	6	4
Eating snacks	2	7	2
Seeing words/pictures in my head	5	4	2
Biting my pencil	3	3	5
Making things with my hands	4	7	0
Meeting new people	5	5	1
Doing crosswords	1	4	6
Spelling words out aloud C-A-T	0	5	6
Colouring/highlighting	4	6	0
Being messy	0	1	10
Painting	6	4	1
Making up stories	2	4	5
Doodling in my notebook	2	5	4

Using my computer	4	3	4
Playing computer games	5	5	1
Playing card/board games	8	3	0

Analysis of results based on the Cohen example of scores: Always = 3 Sometimes =2
Never = 1



Part 6 Diagnostic Test Results:

Learners Progress Scores Chart based on Burlington He We Go Unit Tests, ESOL

Cambridge Movers Listening and Speaking Tests: (Appendix 3:)

Name of student	Class Tests – Vocab/ Readg/Gram/wrtg	Movers Listening Test score/25	Movers Speaking Test		
			Reception	Production	Pronoun.
Fani Totomi	83.2	24	2	2	3
Panos Notis	96.8	25	3	3	3
Asper Bitoukou	63	16	1	1	3
Gezim Fetachou	98	25	3	3	3
Kiraki Lambidi	81	25	3	2	3
Adigone Pachoti	96	25	3	3	3
Fragoula Chouvarda	93	24	2	2	3
Stathis Kiriakos	91.6	25	3	2	3
Lydia Ksimitiri	92.4	24	2	2	3
Pigi Polichroni	73	22	2	1	3
Eleni Polichroni	73	23	2	2	3

Part 7 Teacher's Observation Notes: Movers Speaking Test 4/5/2012

Part 1 Tell me about four differences between the two pictures.	
Pigi	...is a jacket red..is a jacket yellow
Eleni	...is 3 legs. Picture 2 is 4 legs
Fani	The boy is eating sandwhich.Hamburger.Picture 2 is chips.
Fragoula	The weather is cloudy but is sunny in picture 2.
Kiraki	In picture 1 is a bird. In picture 2 is a cat.
Adigone	The boy is thin in the picture 1 and he is fat in picture two. He musn't eat fat food.
Part 2 Fred is sad. He can't play football. His ball is very old. His Mum is saying 'Take the dog to the park'. Can you tell me the story..	
Lydia	I can't.
Panos	He dog find, found the bag under tree. He Mum phones a man, he is happy he getted a ball.
Fani	No (shakes head)
Fragoula	Not me (shakes head)
Asper	Shakes head
Stathis	I don't like it.
Gezim	His dog found a bag. He is lucky. He takes money and buy a new ball to play football because he is a old ball. His dog is happy because play football in park.
Kiriaki	Boy and dog in park. Tree is a bag. Mum telephone the man 's bag. The boy is happy and dog, got new football today.
Eleni	I don't like.
Pigi	Boy and dog happy. Ball in a box.
Adigone	The boy and dog go...went to park in village. I like park. The boy and dog found a brown bag. Not his. The man give money to boy. He bought a new ball. He is happy and play football with his black and white small dog.
Part 3 Which picture is the odd one out – different to the others.	

Stathis	The book isn't a fruit.
Adigone	The children watching TV because the other pictures they are all dancing.
Panos	The jumper because the others are animals.
Gezim	The bed with jumper is tidy, under other beds is something and messy.
Lydia	The book because lemon, orange and the strange fruit, I don't know name is fruit.
Part 4 Learners struggled to extend utterances to discuss friends/home/school/food/hobbies.	

Part 8 Teacher's notes on speaking performance:

CEFR 2001: Movers (A1) Candidates' performance: Listening and Speaking

'Ability to interact in a simple way, initiate and respond to simple statements in areas of immediate need or on very familiar topics(ask and answer simple questions about themselves, where they live, people they know, and things they have, etc. ' ALTE (2009)

The test aims to: "1) sample relevant and meaningful language use;

2) measure ability accurately and fairly;

3) present a positive impression of international tests;

4) promote and encourage effective learning and teaching"

(Cambridge Young Learners English Test, 2003)

The four skills (comparing pictures, telling a story, categorizing and exploring, talking about oneself) constructed for the Movers speaking test are definitely geared toward testing the speaking ability of EFL young learners .In addition, the speaking test of young learners is age appropriate because it is not a pencil and paper test. Many sets

of colorful pictures in each task are used to elicit describing, story-telling, explaining and communicative responses from the young learners. Items in the test are primarily comprised of everyday vocabulary for children's toys, activities, general interest. The Movers speaking test is criterion-referenced,

“This compares the learner's performance, not to other learners, but to a set of criteria of expected performance or learning targets. Criterion-referenced assessment can match the child's performance against an expected response on an item, or it may make use of a set of descriptors along a scale which a learner is placed” (Cameron, 2001).

I feel the criteria assessment scales are not comprehensive enough for this test. The story telling section is a demanding task, requiring a higher level of language production and to perform the task well, learners need appropriate vocabulary and language knowledge to produce without too much hesitation. This was a huge challenge for the class and most students could not produce coherent chunks of speech or simply refused to attempt the task.

Taking into consideration their utterances during the paper-based instrument, as detailed above, the children understood my questions/instructions and responded promptly. Most of their utterances were appropriate and were phrases or short sentences. This is due to the students' vocabulary knowledge, they can speak about familiar topics but the Movers Test proved too difficult as they could not find the appropriate vocabulary to express themselves. Therefore, I realize the class needs to revise/review vocabulary. It is an area which is neglected in class time. Students learn 20 -25 words a week for dictation, which are translated into Greek but these words are not being recycled to enhance memory and enable recall.

Part 9 Teacher's Observation Notes during ESOL Movers Listening Test:

Part 1

Panos: Easy!

Fragoula/Adigone : Very Easy!

Rest of class: Easy!

Stathis: Do we have to listen again?

T: Do you all want to listen to it again?

Class: No – easy!

Part 2

Gezim: Do we write how many pizza?

Pigi: Yummy! I love pizza!

T: Shhhhh! This is a listening test!

Lydia: How do I spell chocolate?

Teacher writes 'chocolate' on board, so class can listen and is aware of Lydia's anxiety.

Eleni: I like chocolate cake! I have chocolate cake my party.

T:SHHHHHHHH! Listen!

Panos: It's slow. It's easy.

T: Do you want to listen to the recording again?

Class responds negatively but Lydia wants to listen again. Adigone gave her the answers and declared the 'CD' is slow and boring.

Part 3

All class: Easy! Easy! Easy!

Part 4

Fani: I know it!

Gezim: Easy!

Whole class: Laughing and shouting "easy"!

Part 5

Test recording: Can you see the blackbird?

Panos: Yes! I can!

Adigone: S – L-O-W-L-Y!

Lydia: Both bags is big???

Fani: What is cloud?

Stathis: The thing above the tree.

Kiraki: Write the word dog??? What colour??

Fragoula: Write the word under the dog? Write dog?

Teacher's notes on Listening Performance:

The class performed amazingly well considering they have never been exposed to recordings longer than 5-6 minutes in class time. The Movers Test is approximately 25 minutes long. The class had not been prepared for the test format, they do not do many listening productive tasks in the classroom, to prepare them for part 2 and have not been in anyway 'trained' to complete such tasks.

The few mistakes made were due to lack of familiarity with words in the Starters and Movers Vocabulary lists and listening for specific detail especially in Part 1 and 5. For example, they did not listen for specific prepositional phrases. (E.g. Colour the bear NEXT TO the rock.)