

HELLENIC OPEN UNIVERSITY
M. Ed. In TESOL
COURSE DESIGN AND EVALUATION

ASSIGNMENT 3:
EVALUATION OF AN EFL COURSEBOOK:
at a GREEK PUBLIC PRIMARY SCHOOL

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Introduction

The use of coursebooks, or any educational material should be chosen with the target group in mind and the local setting and constraints. Materials evaluation can help teachers implement the aims, goals and objectives of the curriculum, its syllabus, successfully to their context, by adapting them locally, following the implications of needs analysis of their program. At the same time, it may facilitate teachers' self-development as well as curriculum development. This assignment aims to present some basic notions on EFL evaluation, coursebooks evaluation, and evaluate the coursebook material used for EFL in E class of Greek primary school, their appropriacy to local context needs, with a view to reaching implications for best adaptation and effective use.

PART 1

1.1 Review of materials evaluation:

Evaluation has been essential in our era of economic development, when criteria of accountability, cost-production effectiveness prevail, even in educational contexts (Weir & Roberts, 1994, p. 4). Evaluation can take many forms and be applied on differing *aspects/factors* of educational context: programmes and projects, (ibid, p.3), institutions, curriculum-syllabus design, teachers/staff development, teaching/learning processes, learners, learning environment, materials, (Richards, 2001, pp. 198-278, and ibid, p. 287) . Its essential characteristics proposed by Simons feature: impartiality, confidentiality, negotiation and collaboration among all participants and accountability at all levels of the hierarchy (Simons, 1979, as cited in White, 1988, p. 149). Karavas refers to Beretta and the Joint committee on Standards for Educational Evaluation for the importance of *utility, feasibility, propriety* and *accuracy* (Karavas, 2004, p.188).

Also there are various *purposes* of evaluation; according to Rea-Dickins & Germaine, 1992, (as cited in Karavas, 2004, p. 163): for *accountability* purposes, for *curriculum development*, and for *self-development of teachers*. Furthermore, according to Karavas (Karavas K. 2004, p. 163, 168) another purpose is for *determining a project's feasibility and impact*. For Weir & Roberts, these can serve *formative* -before or during a programme-*illuminative and summative evaluation*- usually at the end of programmes (Weir, 1994, p.5; Richards, 2001, pp. 288-293). *Formative evaluations* are *developmental* in nature to determine the content of language programmes, *summative* ones are connected mostly with accountability uses to assess the end product of learning, while *illuminative* ones provide insights into the processes of the programmes (ibid, pp.288-293).

Models of evaluation can be classified under the terms: *product oriented, static oriented, process oriented* and *decision facilitation* approaches (Karavas, 2004, p.157, based on O'Brien, 1999). These are related both to the aims and the time of evaluation. Stages may include *identification of needs, setting objectives, choice of content and methods, implementation of the programme* (White, 1988, p. 148). Furthering the process, Karavas refers to seven stages: *initiation and planning, designing, processing and interpreting, reporting, decision making, taking action, returning to step 1* (Karavas,

2004, p. 172; Ellis, 1997, p.38). Other important notions relevant to the time of coursebook evaluation are *pre-use*, *in-use*, or *post-use* evaluation (Cunningsworth, 1995, p.14).

Textbook evaluation is one of the most common processes for teachers for selecting appropriate materials for their classes. Yet since there can never be perfect material for any situation, evaluating as a means to assessing strength and weaknesses for successful adaptation to the local educational context appears as the only solution (McDonough et al. 2002, p. 51 and Karavas, 2004, p. 192-193). A number of theoretical evaluative frameworks have been published, some well known and extensively used: (Mcgrath, 2002; McDonough&Shaw 2003; Cunningsworth, 1995; Sheldon, 1988; Williams, 1983; Grant, 1987). Cunningsworth proposed a list of guidelines, and 45 questions on areas aims, design, language content, skills, topic, methodology, teachers' book practical considerations (Cunningsworth, 1995). Sheldon emphasized the locality of criteria and the need for their cultural and contextual adaptation (Sheldon, 1988, p. 242). Grant identified two stages in the process, *the external evaluation* with criteria forming the word CATALYST, and *internal* consisting of three questionnaires.(Grant, 1987). Finally, McDonough and Shaw advocated two levels of evaluation, based on external or internal coursebook features, '*macro-level*' and '*micro-level*' evaluation, complemented by some '*overall evaluation factors*' (McDonough, 2013, pp.54-61).

1.2 Description of teaching context and students' needs:

As has been analysed in detail in the two previous assignment of ours, *the official curriculum* is the new Integrated Curriculum for Foreign Languages (ΕΠΣΞΓ, 2016); it combines the TYPE A-product based- and TYPE B –process based-syllabi, (Kavouras, uned. 2018, p. 4) aiming not only towards integration of the two approaches, but it offers freedom to teachers to adapt materials to their teaching context.

The *coursebook* is imposed by the Greek Ministry of Education, introduced at schools in 2009, designed under the aegis of the Pedagogical Institute (PI) (Tsagari, 2014,p.213). It comprises the only resource material at school, since the school lacks a school library, readers, grammar books, or even dictionaries for reference. Most children consider it as identical to the syllabus. It aims to get offer knowledge at A2 level of CEFL, which is to be further covered at year 6 six.

Learners are around the age of eleven, supposedly at A2- level of CEFL, (Tsagari, 2014, p. 213). They have been learning the language since year 3 three. In the needs analysis that preceded (Kavouras, 2018, uned., see Appendix IV) their main reasons, *motivation*, for learning the language appeared to be getting a language certificate (16/17 answers), and to get good marks at school (17/17 answers!). The next most popular choices also were to travel to foreign countries, and to understand song lyrics. As for *learning styles*, the most popular appeared to be *auditory* learning (16/17 answers), accompanied by *kineasthetic* mode of learning-three quarters declared preference towards writing exercises, copying vocabulary, and writing letters/e-mails. *Analytic-synthetic* mode also prevailed with translation tasks, and grammar practice exercises. Almost half of the pupils opted for *visual* learning style. In *social modes*, *group work* seemed more popular than *individual work*-3/4 three quarters preferred group work to individual mode. Similarly, *interaction* with other kids and tourists attracted a vast majority of choices, along with interactive computer games. (on learning styles related to materials evaluation, see Bokyoung Lee, 2015).

The *teacher* is a non-native speaker of English, university graduate, with 18 year of teaching experience.

Length of programme: School schedule determines English classes to be held for three 45' sessions per week, along a time of approximately 28 school weeks.

Constraints: There is not a *language laboratory* at school; however there is a computer lab, though poorly equipped with a small number of just six obsolete computers, most of which without speakers. However, all *classrooms* are equipped with computers, projectors and internet access, which can be exploited in class.

The *school library* lacks EFL learning material; there are single copies of a dictionary, a grammar reference book, and of the school books audio CDs. Literature books, or readers for English practice are non-existent.

The *school timetable* is fixed with a considerable number of missed sessions due to the school general cross-curricular projects, national holidays, or school excursions (ΕΠΣ-ΞΓ, 2016, p.26). Unfortunately, the missed classes cannot be substituted.

1.3 Description of textbook to be evaluated:

It is addressed to learners of English as a foreign language, mainly native speakers of Greek, as well as immigrant children living in Greece, a *heterogenous* group of mixed-ability learners. It consists of a Pupil's book, an activity book, a teacher's book, and audio CDs. The material is downloadable and accessible on the internet, in conventional and multimodal format at <http://ebooks.edu.gr/new/course-main.php?course=DSDIM-E103>; Also the material is supplemented by material in electronic format, audio or video on an educational web platform organised by the ministry of education photodentro <http://photodentro.edu.gr/lor/> (see Appendix ii).

The 5th grade coursebook is issued by the Ministry of Education, distributed to learners for free, yet being compulsory for schools to adopt. It was published following the directives of the previous curriculum, DEPPS-APS, 2003, with emphasis on the principles of *literacy, multiculturalism, project-based* learning in accordance with the *cross-thematic approach* of DEPPS-APS (see Appendix iv). It features thematic units, incorporating cross-thematic activities which set English as a global language for communication among nations (Kolovou E. & Kraniotou A., 2009, p.5), setting thus a *target-speech community* for learners (Seedhouse, 1995, p.61).

The *pupil's book* is comprised of ten units divided in three lessons each (see Appendix iii). All *skills* are practiced within and across lessons. *Units* are thematically organized with topics from everyday-life or of global interest. (See Appendix ii). At the end of each unit, there is Self-assessment section for testing and materials consolidation. At the end of the book, an appendix offers differentiated activities for students to choose as supplement or for students to work at different pace of learning, for weaker students or for enrichment of topics. A concise grammar reference section follows with grammar theory in English, and a list of irregular verbs. Finally, some maps of Europe, the UK, the globe, and the London tube are appended for exploitation (see Appendix ii).

The *activity book* supplements the pupil's book for further practice of the topics, functions, skills, vocabulary, or grammar presented there.

The *teacher's book* gives key answers to the tasks in the other books, instructions on lesson plans, listening tapescripts, and suggestions for further activities in class.

PART B

2.1 Textbook evaluation criteria:

Having in mind the checklists for evaluating materials (see part A, section 1.1) and the basic principles for materials evaluation, we have opted for using McDonough & Shaw's checklist, as it was adapted in the newer version of their book (McDonough et al., 2013, pp. 50-62). At the analysis of the results, we adapted the criteria to the school local context; comparing the questionnaires proposed by Grant (Grant, 1987), and Sheldon (Sheldon, 1988, pp. 242-245), we consider that McDonough & Shaw's checklist can contain almost all the points raised by the others; for practical reasons, the criteria have been organized in three columns for easier reference (see Appendix i).

2.2 Results of Evaluation:

External evaluation or Macro-evaluation. It is based on the introduction on the pupil's book, and teacher's book. The *intended audience* is the one determined by the ministry, though the books' proficiency level, at A2 level of CEFL, may be too difficult for E class learners the way it is presented (Tzagari, 2014, pp. 215-216). The context for use is learning English for general purpose, though Sifakis calls it 'purposeless', based on the need for language certification (ibid, p. 213). Language presentation into units is unstable, since there is neither a clear layout nor exploitation of all skills in the same place across lessons or units, as the table of contents proves (see Appendix iii). *Authors view methodology* in congruity with the curriculum specifications about multiculturalism, plurilingualism, learner autonomy, multiple intelligencies (see Appendix iv). The book comprises the *core* of the programme. *Teacher's book* is available through the internet, though in scarcity in most school libraries. *Vocabulary lists* or index does not exist either in the pupil's book, the activity, or the teacher's book, though in the needs analysis learners expressed preference for one and even for a companion with words translated in Greek. *The table of contents* is clear and concise (see Appendix iii). *Visual material* is insufficient. Most texts are supplemented by a single image, chart/picture/diagram related to the text, though not always integrated or complementary to its meaning, whereas the illustration is unattractive and not appealing to learners' interest (Μαλίτσα, 2012, p.9). The book *layout* is not clear for learners, cluttered with lengthy complicated instructions in English, hard for Ls to follow. As for *cultural specificity*, the book must be appraised for its multiculturalism, with reference to using English globally, eg, in unit 2, the text talks about pupils' daily routine in India. Genders are neutrally depicted, for example the heroes mother is a working bank clerk, their father is mentioned doing household chores, etc. Minorities are fairly represented, eg, in unit 2 lesson 2 a professional basketball player is depicted as Greek of black skin colour. Audio/video material is scarce; only some listening tasks appear in each unit, unequally distributed across lessons (Tzagari, 2014, p. 218; see Appendix iii, skills column). Computer software for interactive games, or videos is non-existent, though it is supposedly supplemented by material at photodentro <http://photodentro.edu.gr/lor/> , along with the audio files at <http://ebooks.edu.gr/new/course->

main.php?course=DSDIM-E103 for free. Finally diagnostic tests do not appear, end-of-unit tests do not revise the material presented within the unit, are too short, and do not comply with the KPG format, as the IFLC has entailed. Also they do not contain listening or speaking tasks (Tsayari, 2014, p. 218).

Internal evaluation or Micro-evaluation: *Treatment of skills* is unequal (ibid, p.216). Sequencing seems to be linked to three heroes talking about their everyday life. Grading is loaded with too much material, demanding for learners (ibid, 215). Reading tasks appear at a variety of texts, with follow up activities promoting self reflection. Listening tapescripts, though, feature incomprehensibility and a lack of authenticity, unnatural accent (ibid, p. 218). Tests do not revise all skills, and contain material not presented within the units. Learning styles are not adequately cared for, since, contrary to learners' needs, visual and audio material are scarce in the books. Analytic-synthetic ability is not practiced either, since grammar exercises do not practice grammar inductively, whereas grammar is not practiced in context or texts, but only at the sentence level. *Self-study provisions* are supposedly made, according to the authors' claims, yet the unilingual presentation which is inadequately escorted by icons or visuals to supplement their meaning, make learner autonomy an unjustified claim. Finally, it *motivates* neither teachers or learners.

2.3 Implications for teaching:

Comparing the authors' claims and students' needs to what the material really features, a clash of objectives, methods and means arises; as a result, steps have to be taken by all stakeholders for maximum potential of the programme.

The material needs to be simplified, adapted or supplemented (McDonough et al. 2013, pp.63-76), since it cannot be replaced (Tsayari, 2014, p.220). Grammar reference sections may be simplified or translated; vocabulary lists with Greek translation may be created by teachers or downloaded from the internet. Vocabulary initiation and presentation activities can prepare learners for the reading or listening tasks; listening tapescripts can be printed from the teacher's book, for reading, listening and pronunciation practice. Reading texts may be recorded by teachers or books by private publishers with audio bought. Extra tasks to fit pupils' *learning styles* may increase its attractiveness; visual materials through the internet, or learners' creative skills can be added; songs, videos, or extra audio material can be exploited as an extension to the coursebook tasks. Activities from past paper tests for the KPG exam could increase learners' engagement as well as their performance.

Teachers should exploit the freedom offered by the curriculum and take responsibility for its implementation. Material for language certification exams may increase students' motivation. The computer lab exploited may offer opportunities for learner autonomy-interactive games for pairs or groups, or even material for project work. Should teachers show and allow learners how to use electronic dictionaries on the classroom computer, problems of translation or lack of vocabulary companion might get surpassed.

School counsellors should press the ministry for review of the published material in accordance to the new curriculum specifications and research findings on methodology and evaluation of the existing books

Conclusion

The books evaluation is a means to teachers' self-development, to increase lesson effectiveness, students' engagement and programme accountability. Suggestions for modifications or adaptations are meant as indications for every teacher using the specific books to think in terms of their local context. Finally, pupils and parents must get involved in every evaluation and adaptation process, since their choices should be in congruity with teachers' mind. In this way, every book can maximize its potential for the betterment of EFL learning.

WORD COUNT: 2616

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APPENDIX I: EVALUATION CRITERIA BASED ON MCDONOUGH AND SHAW CHECKLIST

	EXTERNAL EVALUATION CRITERIA	INTERNAL EVALUATION CRITERIA
1	The intended audience	Skills presentation –discreteness/integration
2	The proficiency level	Grading of materials/rigid-within/across units
3	Context to be used	Sequencing-modularity
4	Language presentation/units organisation	Reading skills –beyond text
5	Author’s views on Language and Methodology	Listening skills-authenticity-pronunciation ??
6	Core or supplementary use of materials?	Speaking skills-real/artificial interaction
7	Availability and cost of teacher’s book	Tests/ exercises-to learner needs/material covered-in context
8	Vocabulary list/index included? Companion?	Learning styles covered-self study/learner autonomy
9	Explicitness of table of contents	Transparency to teacher-learner motivation
10	Visual material-use and integration	Teacher-learner roles/relationship
11	Layout and presentation clarity	
12	Cultural specificity	
13	Minority groups /sexism representation	
14	Audio/video material and cost-web material	
15	Tests inclusion-test use	
THE OVERALL EVALUATION		
The usability factor		
The generalisability factor		
The adaptability factor		
The flexibility factor		

A. Εισαγωγή στο Βιβλίο του Μαθητή

Αγαπητά μας παιδιά,

Το βιβλίο αυτό ελπίζουμε να σας βοηθήσει να αγαπήσετε την Αγγλική γλώσσα, να μάθετε λέξεις και τρόπους να εκφράζεστε στην Αγγλική γλώσσα, να μιλήσετε και να γράψετε σε παλιούς και καινούριους φίλους και να γνωρίσετε πολλούς πολιτισμούς λαών που μιλάνε την Αγγλική γλώσσα.

Με το βιβλίο αυτό επιθυμούμε να σας βοηθήσουμε να ασχοληθείτε με πολλά θέματα που σας απασχολούν στην καθημερινή σας ζωή αλλά και με θέματα που απασχολούν όλη την ανθρωπότητα, όπως η υποβάθμιση του φυσικού περιβάλλοντος και τα προβλήματα των σημερινών κοινωνιών. Μέσα στις σελίδες των 2 βιβλίων (PUPIL'S BOOK & WORKBOOK) θα βρείτε ιστορίες, τραγούδια, παιχνίδια και πληροφορίες αλλά και πολλές ιδέες για να δουλέψετε ομαδικά σε projects και να χρησιμοποιήσετε τις γνώσεις σας από άλλα μαθήματα του σχολικού σας προγράμματος, όπως Ιστορία, Γεωγραφία, Μαθηματικά, Μουσική, Γυμναστική, κλπ.

Το βιβλίο έχει 10 κεφάλαια (units) και το κάθε κεφάλαιο αποτελείται από 3 μαθήματα (lessons). Κάθε κεφάλαιο έχει το δικό του χρώμα και αυτό φαίνεται σε όλες τις σελίδες του κεφαλαίου πάνω – πάνω. Σε κάθε κεφάλαιο παρουσιάζεται ένα θέμα που ελπίζουμε να σας ενδιαφέρει και ο τρόπος με τον οποίον μπορείτε να ασχοληθείτε με αυτό το θέμα, διαβάζοντας, γράφοντας, μιλώντας και ακούγοντας στην Αγγλική γλώσσα. Στο τέλος κάθε κεφαλαίου υπάρχει ένα Self Assessment Test που σε βοηθάει να σιγουρευτείς για όσα έχεις μάθει ή για όσα πρέπει να ξαναδιαβάσεις, να ρωτήσεις και να διευκρινίσεις ή να ξανακουβεντιάσεις με τον καθηγητή ή την καθηγήτριά σου.

Οι πρωταγωνιστές του βιβλίου είναι τρία παιδιά της ηλικίας σας: ο Κώστας από την Ελλάδα, η Nadine από τη Γαλλία και ο Mark από την Αγγλία, που συνομιλούν μέσω των ηλεκτρονικών υπολογιστών τους και τελικά συναντιούνται στις διακοπές τους. Νομίζουμε ότι και οι τρεις θα είναι μια πολύ καλή παρέα για όλη τη σχολική χρονιά. Στο τέλος του βιβλίου υπάρχουν παραρτήματα με γραμματική, χάρτες, κατάλογο ανώμαλων ρημάτων και βέβαια ένα ξεχωριστό παράρτημα με ασκήσεις και δραστηριότητες για κάθε κεφάλαιο ξεχωριστά, που ο κάθε ένας/ η καθεμία από εσάς θα αποφασίζει με ποιον τρόπο θα τις δουλέψει (differentiated activities, με ένα * οι πιο εύκολες, με δύο ** οι πιο δύσκολες). Εκείνο που πρέπει να θυμάστε ως μαθητές είναι να προσπαθήσετε να γνωρίσετε τον τρόπο με τον οποίο ο κάθε ένας από σας μαθαίνει καλύτερα- γιατί δεν μαθαίνουμε όλοι με τον ίδιο τρόπο ούτε με τον ίδιο ρυθμό- δηλαδή να ανακαλύψετε στρατηγικές μάθησης για να είστε αποτελεσματικοί και να εργάζεστε εποικοδομητικά σε ομάδες, βοηθώντας ο ένας τον άλλο και μαθαίνοντας ο ένας από τον άλλο, γιατί όλοι μαζί, ενώνοντας τις δυνάμεις σας, μπορεί να έχετε καλύτερα και ομορφότερα αποτελέσματα.

Σας ευχόμαστε να έχετε μία καλή και ευχάριστη σχολική χρονιά!

Οι συγγραφείς

APPENDIX III: TABLE OF CONTENTS, E CLASS PUPIL'S BOOK, FIRST 2 UNITS

UNIT		LESSON	SKILLS	LANGUAGE Functions
UNIT 1 INTERNET FRIENDS AROUND EUROPE Pupil's Book pp. 13-24	LESSON 1 • pp. 13-17 Do you like computers?	READING: scanning for specific information – an e-mail LISTENING: looking for specific information to fill in table SPEAKING: asking about preferences and interests – forming clubs WRITING: an e-mail to a friend abroad	Expressing likes, dislikes and preferences	
	LESSON 2 • pp. 18-21 Inrenet friends	READING: looking for general meaning – a children's newspaper article LISTENING: looking for specific information – a dialogue SPEAKING: about nationalities and flags WRITING: a list of questions about school habits	Talking about school life	
	LESSON 3 • pp. 22-24 The United Kingdom Self assessment	READING: for gist and for specific information to fill in charts – a short text about a country		
UNIT 2 SCHOOL LIFE AND THE WORLD AROUND US Pupil's Book pp. 25-36	LESSON 1 • pp. 26-29 School life and feelings	READING: Scanning a newspaper LISTENING: For specific information about places	Expressing Feelings	
	LESSON 2 • pp. 30-33 Talking about habits - Good & Bad	WRITING: Making lists from an interview		
	LESSON 3 • pp. 34-36 Customs around the world Self assessment	READING: Scanning a website about national customs		
FOCUS		CROSSCURRICULAR LEARNING		
Structures	Vocabulary	Concepts	Projects	Other related subjects
Like/don't like/ enjoy/ hate + ...ing/ noun Prefer + ..ing/ noun + to + ..ing/ noun	Words related to computer parts and internet use	Communication and Systems and the use of computers	Writing a text for a guide book about a country	Greek Language, Maths, History, Geography, Computer Science, Art
Present Simple tense – affirmative, interrogative, negative	Words related to countries and nationalities, school subjects and time	Similarities and Differences between nations	Collect items and products from various countries and display them – Appendix, page 124	
	Words related to geography and landforms			
Simple Present with Prepositions On, In, At	Feelings	Communication and feelings. Culture and healthy eating habits	Creating a Menu	
Adverbs of Frequency	Phrases to use in Interviews		Setting up an interview with a Famous Person	
		Development and customs, past and present	National Customs in Different Countries	

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INTRODUCTION TO THE COURSE

The E' Class English Language Coursebook is proposed by the Pedagogical Institute as a tool to support the teaching and learning processes in the Greek State Primary School. Coursebook design and content are based upon the principles of literacy, plurilingualism and pluriculturalism, as set by the Cross-curricular Unified Framework (2003).

This coursebook is based on thematic units, which, we believe, will attract the interests of the E' Class pupils. Moreover, the teachers who will introduce the coursebook into the classroom procedure should consider the pupils' specific needs as well as the needs of the local community. For example, a coursebook unit that explores the environmental issue should be tailored in order to reflect local problems and the particular pupils' interests. In other words, no coursebook can be the sole source of knowledge. During the course of implementation of each thematic unit, the cross-curricular element will emerge within the framework of a well-structured and organized project. Projects will enable pupils to explore issues such as local history or the natural characteristics of the eco-system (flora and fauna) in order to offer solutions aiming to improve living conditions in the area. The solutions will emerge through the learners' involvement in the local affairs as social agents and active citizens. This process will facilitate the holistic approach of knowledge and the deep understanding of fundamental cross-curricular concepts (e.g. similarity, difference, space etc). In this way the realistic element of English language teaching will prevail and the value of the foreign language as a communication medium as well as a tool for the development of ideas, values and emotions will be established.

THE CROSS - THEMATIC / CROSS - CURRICULAR APPROACH

The cross - thematic / cross - curricular approach enables pupils to acquire a unified body of knowledge and skills, following a holistic approach to knowledge. This approach will allow them to form their own personal opinions on scientific issues that are closely interrelated and are also related with issues of everyday life. In this way, pupils can form their own perception of the world, their own 'Cosmo' theory and their own opinions about the world they should get to know, love and live in. The cross - thematic / cross - curricular approach is supplemented by methods of active acquisition of knowledge, which are applied in the teaching of individual subjects, and are further explored during cross-thematic activities which take place during the teaching of each theme.

Fundamental concepts

Fundamental concepts (e.g. similarity - difference / system / communication / time - place / culture - civilization / interaction - change - evolution, etc) can be explored across various scientific fields and can facilitate the horizontal linking of school subjects. Some fundamental concepts that can be called cross-thematic are common in several subjects of the same grade, often appear in school subjects of different classes and can contribute to the promotion of attitudes and values that are directly related to the main aims of school education. The combination of the above concepts by adopting relevant practices facilitates the implementation of the cross - thematic approach, as it highlights the pupil's multidimensional perception of the world.