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**ΣΧΟΛΗ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΣΠΟΥΔΩΝ**

**ΜΕΤΑΠΤΥΧΙΑΚΗ ΕΞΕΙΔΙΚΕΥΣΗ ΚΑΘΗΓΗΤΩΝ ΑΓΓΛΙΚΗΣ  
ΓΛΩΣΣΑΣ**

**ΔΙΠΛΩΜΑΤΙΚΗ ΕΡΓΑΣΙΑ**

**EXPLORING CALL IN THE GREEK PUBLIC PRIMARY  
SCHOOL: FROM THEORY TO PRACTICE**

**ΠΑΡΑΣΚΕΥΗ ΧΑΜΗΛΟΥ**

**ΕΠΙΒΛΕΠΟΥΣΑ ΚΑΘΗΓΗΤΡΙΑ  
ΑΝΤΩΝΙΟΥ ΛΗΔΑ**

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To my husband and daughter, Kostas and Mary,  
the sunshine in my life ...  
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## **List of Abbreviations**

CALL: Computer-Assisted Language Learning

EFL: English as a Foreign Language

ELT: English Language Teaching

FLT: Foreign Language Teaching

ICT: Information and Communication Technology

## **Abstract**

Greek public education is part of the social context and, in this age of rapid technological innovation, it should definitely not be inferior. More and more teachers and learners use computers on a daily basis and are gradually becoming more familiar with a variety of applications that can serve their needs. Using technology as a medium or a tool, English language teaching seems to have the potential to become more effective.

This dissertation aims at exploring the current employment of CALL in Greek public primary schools and investigating ways in which teachers can apply theory to practice. Beginning with the history and theoretical background of CALL worldwide, there has been an attempt to relate computer applications to the pedagogical benefits they can contribute to ELT, without though neglecting reference to potential barriers to the use of technology in schools. History of ELT and CALL in Greece is also explored with an eye to conducting a research on the available home and school equipment, school facilities, familiarity with and frequency of use of computer applications, teacher training and attitudes towards CALL.

This research that has been conducted by means of questionnaires will prove that, although English state primary school teachers are positively predisposed towards CALL and are familiar with most of the computer applications in question, they are in need of training on the use of educational technology, technological and building improvements at schools, supportive materials and a plethora of other reforms that are suggested in the end of this dissertation.

## Περίληψη

Η Ελληνική δημόσια εκπαίδευση αποτελεί μέρος του κοινωνικού πλαισίου και, στην εποχή της γρήγορης τεχνολογικής καινοτομίας, σίγουρα δεν θα πρέπει να υστερεί. Όλο και περισσότεροι καθηγητές και μαθητές χρησιμοποιούν τους υπολογιστές σε καθημερινή βάση και εξοικειώνονται σταδιακά με ποικίλες εφαρμογές που δύνανται να εξυπηρετήσουν τις ανάγκες τους. Χρησιμοποιώντας την τεχνολογία ως μέσο ή εργαλείο, η διδασκαλία της Αγγλικής γλώσσας φαίνεται να έχει τη δυνατότητα να γίνει πιο αποτελεσματική.

Αυτή η διατριβή στοχεύει να εξερευνήσει την τρέχουσα εφαρμογή της υποβοηθούμενης από υπολογιστή γλωσσικής διδασκαλίας στα ελληνικά δημόσια σχολεία πρωτοβάθμιας εκπαίδευσης και να ερευνήσει τους τρόπους με τους οποίους οι καθηγητές μπορούν να εφαρμόσουν τη θεωρία στην πράξη. Αρχίζοντας με την ιστορία και το θεωρητικό υπόβαθρο της γλωσσικής μάθησης μέσω υπολογιστή παγκοσμίως, έχει γίνει μια προσπάθεια να συσχετιστούν οι εφαρμογές των υπολογιστών με τα παιδαγωγικά οφέλη που μπορούν να συνεισφέρουν στη διδασκαλία της αγγλικής γλώσσας, χωρίς εν τούτοις να παραμελείται η αναφορά στα πιθανά εμπόδια στη χρήση της τεχνολογίας στα σχολεία. Επίσης, ερευνάται η ιστορία της διδασκαλίας της αγγλικής και της γλωσσικής μάθησης μέσω υπολογιστή στην Ελλάδα, στοχεύοντας στη διεξαγωγή έρευνας για το διαθέσιμο εξοπλισμό των σπιτιών και των σχολείων, τις σχολικές εγκαταστάσεις, την εξοικείωση με τις εφαρμογές των υπολογιστών και τη συχνότητα χρήσης τους, την κατάρτιση των εκπαιδευτικών και την προσωπική στάση τους απέναντι στην υποβοηθούμενη από υπολογιστή γλωσσική εκμάθηση.

Η παρούσα έρευνα που έχει διεξαχθεί με τη βοήθεια ερωτηματολογίων θα αποδείξει ότι, αν και οι καθηγητές αγγλικών των δημόσιων δημοτικών σχολείων είναι

προδιατεθειμένοι ευνοϊκά απέναντι στην διδασκαλία με τη χρήση υπολογιστών και είναι εξοικειωμένοι με τις περισσότερες από τις εφαρμογές υπολογιστών που αφορούν την έρευνα, χρειάζονται επιμόρφωση πάνω στη χρήση της εκπαιδευτικής τεχνολογίας, τεχνολογικές και κτιριακές βελτιώσεις στα σχολεία, υποστηρικτικό υλικό και μια πληθώρα άλλων μεταρρυθμίσεων που προτείνονται στο τέλος αυτής της διατριβής.

## **Introduction**

Integrating real-life components in language learning processes has been an issue of long-standing concern and educational technology emerges as a valuable medium capable of opening the school to the world. However, the task of the integration of Information and Communication Technology in the educational daily routine is certainly not easy, especially in the Greek public sector which appears to lack financing (Karagianni, 2002).

By financing, reference is not only made to the availability of computers, as this factor and familiarity with applications alone cannot ensure effective English language teaching. Pedagogically beneficial integration of technology-based language learning seems to emerge as a desirable outcome that derives from the simultaneous co-existence of a variety of parameters. Related teacher training and materials, updated school equipment, appropriate school facilities and a curriculum that encourages computer-assisted instruction and provides explicit guidelines for its employment seem to be some of the prerequisites that can constructively serve the use of educational technology.

The aim of this dissertation is to explore the Greek reality in public primary schools with regard to the adoption of computer-based English language instruction. All of the afore mentioned parameters have been taken into consideration upon designing and conducting a research, the findings of which will provide insight to aspects that will assist in applying theory to effective practice. This dissertation consists of four chapters that have been structured accordingly to lead to the conclusion of this research.

The first chapter introduces in brief the history of Computer-Assisted Language Learning (CALL) worldwide and presents the potential pedagogical exploitation of

specific types of computer applications. In addition, it provides an overview of the advantages of CALL and the potential barriers that teachers may be confronted with in their attempt to employ educational technology.

The second chapter is concerned with the historical background of English Language Teaching (ELT) and CALL in Greece. The curriculum, the syllabus, the materials, the learners' levels and the induction of computers in Greek public education are discussed prior to presenting the aim, the methodology and the background of the sample of this research.

The third chapter focuses on the presentation, analysis and discussion of the results deriving from the research. The findings have been divided into four categories that offer information on the home and school equipment and school facilities, familiarity with and frequency of use of computer applications, teacher training and attitude towards CALL.

Based on the research findings, the final chapter of this dissertation is devoted to suggesting and recommending improvements that will potentially facilitate and ameliorate the employment of CALL in Greek public primary education.

# **CHAPTER 1**

## **THEORETICAL BACKGROUND OF COMPUTER – ASSISTED LANGUAGE LEARNING**

### **1.1 Introduction**

Being more appreciated for its potential exploitation in the ELT field than its actual use upon its induction, CALL has currently become an increasingly widespread teaching practice. As Warschauer and Meskill (2000, p. 303) point out, “with the advent of networked multimedia computing and the Internet, language teachers throughout the country have been warming up to using computers in the language classroom”. Prior to the analysis and interpretation of this research, it is worth introducing first in brief the history of educational technology worldwide. In this first chapter, there is also a presentation of the kinds of technologies available and their potential pedagogical use in the EFL field according to the existing literature.

### **1.2 Historical Background of Educational Technology**

Technology has been employed in language teaching since the 1960s and, according to Warschauer and Healey (1998), this 50-year course has been divided into three main stages that reflect the technology available and the corresponding pedagogical approaches: “Behavioristic CALL”, “Communicative CALL” and “Integrative CALL”. Although Bax (2003) has reassessed the history of CALL and argued for three new categories, the afore mentioned ones defined by Warschauer and Healey (1998) will be the focus of this presentation.

The first stage, Behavioristic CALL, dates back to the 1960s when language laboratories were first inducted. The Behavioristic learning model of this period seems to have affected the introduction of computers in education, as they were mainly used for grammar instruction, drilling and translation tests. Emphasis was laid on form and, as Lee (2000, para. 5) descriptively points out, “the computer was viewed as little more than a mechanical tutor that never grew tired”. Realizing that there was lack of real communication between the teacher and the learner and little respect to the learner’s individual needs and interests (Oikonomou, 2004), as well as lack of teacher training and imagination (Slaouti & Kanellopoulou, 2005), there has been a shift from form to the actual use of form.

Therefore, around the late 1970s and early 1980s, Behavioristic CALL was followed by Communicative CALL, coinciding with the teaching approach of this period and the widespread use of computers that had gradually entered more and more teaching contexts. Computer-based instruction of that period included implicit teaching of grammar, predominant or even exclusive use of the target language during classroom interactions and emphasis on the learners’ communicative skills and not prefabricated language use (Warschauer & Healey, 1998). It should also be noted that motivated language teachers of that period developed simple CALL programmes that included text reconstruction, simulations, gap-filling, speed-reading and vocabulary games (Levy, 1997).

Given the emergence of multimedia computers and the internet, Communicative CALL was subjected to criticism mainly for its disconnection from authentic social contexts. By the end of the 1980s, some EFL educators were attempting to teach in a more integrative way, adopting task- or project-based approaches (Warschauer, 1996).



Consequently, advances in technology and this new perspective on the use of technology in language learning have led to the third stage, Integrative CALL. The integrative approach encourages EFL teachers to use text, sound, graphics and animation for the development of all four skills (i.e. reading, writing, speaking and listening), exploiting technology as part of the process of language learning and use, in a meaningful, authentic context.

### **1.3 Types of Applications**

Bearing in mind the historical evolution of CALL, it sounds fair to admit that the advancement of technology has offered teachers a wide range of possibilities and options within the EFL educational context. Contemporary EFL educators have the opportunity to employ a variety of applications and software that can be divided into four categories.

First of all, most computer systems are equipped with “generic” applications, that is tools which are included in the system when we first buy a computer, such as word processors (Word), presentation software (PowerPoint), and spreadsheets (Excel). In addition, there are software packages that are distinguished between “authoring” and “dedicated” software. By authoring, we refer to applications that allow teachers to customize classroom materials to meet their learners’ needs, such as Hot Potatoes, WIDA, etc., whereas dedicated software includes pre-authored tasks, usually aiming at specific learning contexts and / or a specific linguistic level, such as CDROM components produced by ELT publishers.

Furthermore, the internet has offered numerous potentials in exploiting “web-based learning” programmes, such as the World Wide Web, which abounds with search

engines, online dictionaries and encyclopedias, videos, concordancers, or even news and magazines sites, to name but a few. Finally, by means of the internet once again, there is a wide variety of “computer-mediated communication” applications that can be used for “synchronous” communication, requiring all users to be logged on at the same time (Internet Relay Chat, social networks) and “asynchronous” communication technologies that occur without users being simultaneously connected to the internet (emails, forums, message boards, blogs).

Regardless of the category they fall under, all computer applications have constituted part of the extensive literature relating to CALL, mainly owing to the enormous possibilities they offer to language teachers worldwide. Prior to presenting the educational value of CALL, it is worth studying the potentials of each afore mentioned application, given that their use by Greek teachers is the focus of this research.

### **1.3.1 Generic Applications**

The first category includes the generic applications of computers and there will be reflections on them as educational tools. The software of interest is the word processor (Word), presentation software (PowerPoint) and spreadsheets (Excel).

#### **1.3.1.1 The Word Processor**

The word processor is one of the generic tools that is accessible to almost any personal computer user. Most people seem to highly appreciate it for its potential to generate, develop and modify a text, that one can save and retrieve any time in the future. In ELT context, though, the advantages of the particular software appear to be numerous, similarly to the potentials for classroom exploitation. The value of word processing in ELT has been presented by Piper (1987, p. 122-124), who has provided six advantages

for the characteristics and functions of the particular software and equivalent benefits for the language learners themselves.

With regard to the software, Piper (1987) refers initially to the fact that word-processing facility is not machine-specific, meaning that all kinds of computers are loaded with at least one word-processing package, allowing thus the language teacher to exploit the equipment that is available in his/her teaching context. The second advantage is related to the ease of teaching learners the basic skills in word-processing, provided, of course, that the teacher is already familiar with them. As far as classroom management is concerned, assigning group-work word-processing activities can instigate conversations in the target language about what and how learners are going to write. In addition, the specific program allows teachers to design activities that focus on a variety of features of the target language and learners to produce pieces of work with professional appearance. The final advantage of the word processor relates to the ease of editing procedure, especially if teachers are interested in employing a process oriented approach for the development of writing skills, given that drafting and re-drafting are simple and neat functions that do not seem to discourage learners, as in the case of messy handwritten drafts.

Proceeding with the benefits of the specific software for the learners themselves, the first one is the motivational impact the word processor seems to exert, probably owing to its facilitative effect in their writing. Apart from that, Piper (1987) refers to the fact that learners tend to desire to produce accurate writing products and be more concentrated in practice, something that probably derives from the fact that the word processor promotes drafting and re-drafting in a non-laborious manner. In addition,

errors while composing in the word processor are only ephemeral, given that they are neatly and permanently deleted, as opposed to the handwritten ones. Finally, the presence of an immediate audience, meaning the teacher or classmates, can be quite useful while attributing an authentic dimension to the composing process.

According to Davies (2003), another advantage of this generic application is that teachers may use it to mark their learners' work and keep a record of their grades. Generally speaking, the word processor appears to ease the writing process, although this presupposes that learners have been instructed the basics of the software. Writing skills development can be pursued beyond the classroom, provided that learners own computers, and within the classroom by means of collaborative work around the screen. Pennington (1996, p. 138) summarizes her research by pointing out that "word processing facilitates and is facilitated by an evolutionary, process-oriented approach to instruction which involves individualization as well as collaboration and in which much class time is spent writing".

### **1.3.1.2 Spreadsheets (Excel)**

Thinking of spreadsheets, an array of rows and columns usually filled with numbers, it is hard to conceive their inclusion as a tool in the ELT field.

In fact, Excel is a versatile generic application that serves mainly in processing data for statistical analyses, but it can also process certain types of information by classifying or sorting it, including charting and graphing options. According to Slaouti and Kanellopoulou (2005), educators have the opportunity to devise visual representations of statistical calculations which can be used in succession with a text.

Providing alternative uses, teachers can plan simulations based on charts or statistical data, or they can even invite experienced learners to read a text in English and fill in a chart and / or prepare a graphic representation of a statistical analysis.

### **1.3.1.3 Presentation Software (PowerPoint)**

Microsoft PowerPoint software falls into the category of generic software and is authoring, in the sense that it allows users to type anything they desire, and it is mainly exploited for presentations. As an educational tool, it is, according to personal experience, usually selected for its potential to introduce new vocabulary in a more motivating manner. There are cases, however, where presentations are prepared and presented by PowerPoint-literate learners, giving thus more room to learner independence and autonomy. As suggested by Shetzer and Warschauer (2000), learner autonomy may well be promoted if learners are involved in projects that result in presentations – among other things.

PowerPoint is a flexible and customizable application that allows ingenious and imaginative teachers to display information and materials. Salaberry (2000, p. 53) points out that “presentations that could be done with an overhead projector and transparencies can now be implemented with the help of user-friendly computer software such as PowerPoint”. More and more schools are now installing interactive boards and this application appears to work well in conjunction with this new technology (Davies, 2003). Therefore, a well prepared set of visuals and / or text combined with an interesting presentation has the ability to engage the audience and communicate the intended message more effectively.

### **1.3.2 Software Packages**

Proceeding with the second type of applications, they have been earlier divided into two categories, authoring and dedicated, depending on whether the teacher can intervene or not in the construction of tasks.

#### **1.3.2.1 Authoring Software**

There seems to be a variety of authoring packages available not only in the market, but also in a downloadable form on the internet. Their obvious preponderance over dedicated software lies in the fact that the teachers have the opportunity to control classroom procedures and interactions, and adapt them to their learners' needs and interests. As Jones and Fortescue (1987, p.41) point out, authoring packages are easy to use for teachers who possess even basic computing knowledge and are willing "to be creatively involved in the materials that their classes are using". Moreover, Brücher (1993, p. 18), in an article on the performance and efficiency of authoring programs, concludes that "they are a practical, useful, and (in general) budget-priced means of enhancing FLT, with all the advantages of individual learning".

Hot Potatoes, for instance, which is probably the most popular authoring application among EFL teachers, allows the creation of interactive and dynamic activities based on authentic materials (articles, brochures, etc). By means of crosswords, jumbled paragraphs or multiple-choice tasks presented in the sophisticated environment of the computer and devised to function interactively, learners may benefit in developing a variety of skills and strategies, provided, however, that the teacher has carefully planned and designed the actual tasks.

### **1.3.2.2 Dedicated Software**

With regard to dedicated software, it has been mentioned that we refer to applications that cannot be implemented or altered in any way. Slaouti (2005, p. 294) explains that “dedicated software tends to be aimed at a more defined audience, either in terms of reason for learning English or in terms of level”.

In the Greek educational context in the public sector, CDROMs may be components of the course book that the EFL teacher has selected for the third grade (teachers select and order the course book they prefer from a list of admissible ELT publications). These applications usually include a wide range of tasks for the practice of all skills, vocabulary development and grammar practice. For young learners, the tasks are frequently presented in the form of games with vivid animations and graphics that seem to attract the learners’ attention.

### **1.3.3 Web-Based Learning Applications**

The internet, a global system of computer networks, has made it possible nowadays to access millions of private, public, government, academic and business networks. In the educational field, EFL teachers have the opportunity to employ web-based programmes, such as the World Wide Web, search engines, concordancers, YouTube and many other applications, in order to expose learners to authentic, real-life input that reflect their needs, interests and concerns.

#### **1.3.3.1 World Wide Web**

The World Wide Web seems to constitute the “real heart of 21<sup>st</sup> century internet usage” (Carrier, 1997, p. 287). By means of a browser and internet connection, people have

access to numerous sites with hypertexts, videos, animated graphics, and can download information they need.

For the EFL teacher, the World Wide Web appears to be an unlimited resource of authentic input: variety of text types with all sorts of topics, listening and visual stimuli, encyclopedic information and resources for professional development (Boubourek, 2005). According to Warschauer (1996), the potential of hypermedia to combine auditory with visual stimuli allows learners to be exposed to real world situations. Therefore, it is easier to integrate skills, given that reading input is available and speaking can be employed for classroom interactions. In addition, learners gain control over their learning, given that they can proceed at their own pace and make decisions about going back and forth, focusing on some aspects and ignoring others.

The following web-based applications constitute only part of the World Wide Web and will be presented separately to allow for further exploitation in this research.

### **1.3.3.2 Search Engines**

The key to locating information in the World Wide Web is the search engine. There are numerous search engines available (google, altavista, yahoo, etc) that can be used by both teachers and learners.

Looking for information, though, via search engines, requires considerable preparation on behalf of the teacher. According to Oikonomou (2004), the teacher is to study carefully and evaluate websites prior to suggesting them to learners, in order to avoid time-consuming and pointless searching on the web, as well as input of dubious quality. Moreover, learners should also be trained to investigate and evaluate their research



results. Paizanou and Gavrielidou (2003), for instance, provide an extensive list of questions to be considered while evaluating websites. Their criteria are related to authority, credibility, currency of information, objectivity, evidence of quality control, bias, purpose of the site and potential educational value.

### **1.3.3.3 Concordancer**

According to Flowerdew (1996, p. 97), “concordancing is a means of accessing a corpus of text to show how any given word or phrase in the text is used in the immediate contexts in which it appears”.

Exploiting its potentials, EFL teachers may urge learners to discover the frequency of occurrence of some words, the relationship between grammatical and lexical words, or even study the use of a word by means of the strings in which it appears. The heuristic nature of this kind of learning has the ability to increase learner independence and lead to the selection of appropriate vocabulary in a given situation (Kaur & Hegelheimer, 2005). In addition, teachers may use it as a resource in order to generate materials (handouts, worksheets), or even allow learners to correct their own work by comparing what they have written to examples of correct language use. Using the concordance in the classroom, Gaskell and Cobb’s study (2004) showed that lower level learners may benefit more in lexical, rather than grammatical development. Nevertheless, they are willing to use it to work on grammar and, moreover, they are able to correct errors, provided that they are trained to use concordancing.

It should be mentioned in the end that “concordancing is not so much a trick way of giving learners error feedback, as an attempt to compress and parse the linguistic

universe itself so that learners can make sense of it” (Gaskell and Cobb’s, 2004, para. 39). Its potentials seem to be enormous, as well as its educational value.

#### **1.3.3.4 YouTube**

YouTube is a website full of all kinds of videos. This kind of web-based video seems to be more advanced than its traditional antecedent, given that it allows instant play, pause or restart options, informs about the duration of the video, provides volume and screen size adjustment, and translation or even subtitling options in some cases. Its educational exploitation is vast. To name but a few ways, videos can be employed to introduce new vocabulary in a contextualized manner, to provide listening practice with authentic input, to motivate and attract the learners’ attention and develop their awareness in different cultural aspects.

Still, selecting the appropriate video to serve our pedagogical objectives is an issue that requires training and experience by the EFL teacher. Several authors in the existing literature have suggested a number of criteria that should be taken into account when evaluating video materials (Arcario, n.d.; Burt, 1999; Fawkes, 1999). Arcario (n.d.) suggests two sets of criteria that should be taken into account while selecting ELT video materials. The first one is applicable when video is employed for the presentation of language, and the second when it is used as a stimulus to present or elicit language. With regard to the first set, the criterion of “comprehensibility” is projected as “a major criterion” (Arcario, n.d., p. 113) when using video for the presentation of language. According to Arcario (n.d., p. 113), the factors that affect “comprehensibility” are the “degree of visual support”, the “clarity of picture and sound”, the “density of language”, the “speech delivery”, the “language content” and the “language level”. Proceeding with the second set of criteria that should be taken into account whether video is used to

present or elicit language, Arcario (n.d., p. 117-120) refers to factors such as “interest”, “appropriateness of content”, “length of sequence”, “independence of sequence” and “availability of related materials”.

### **1.3.4 Computer-Mediated Communication Applications**

As was pointed out in section 1.2, computer-mediated communication programmes have the opportunity to allow synchronous and asynchronous communication. For the purpose of this research, there will be discussion about a representative application of each category, that is Internet Relay Chat and Email.

#### **1.3.4.1 Internet Relay Chat Application**

Internet Relay Chat is one of the most popular applications that can be used for synchronous, real-time communication. It gives people the opportunity to communicate by means of exchanging typed messages on a private level or in groups, in a potentially protected by offensive or insulting behavior environment.

With regard to its educational value, Mynard (2002) has presented the benefits involved in chatting in the classroom: learners interact in an authentic context with native speakers in real time, are urged to be actively involved and develop their skills, interactive competence and learner autonomy. Moreover, transcripts of their interaction can be used to study the language used. There are limitations, though, especially if the learners cannot type and read quickly, and there may be abbreviations and slang not identifiable by the learners.

### **1.3.4.2 Email**

Another technology that has been mainly preferred for the development of learners' writing skills is asynchronous computer-mediated communication in the form of email messages. According to the existing literature, the particular medium appears to offer an assortment of advantages, as well as a variety of ways it can be used.

Meloni, Gonglewski and Brant (2001), for instance, present the pedagogical benefits of email exchange, beginning from the fact that it can extend learning time and place beyond the confined boundaries of the classroom, given that learners may access their email accounts from home, internet cafes, or even libraries. In addition, it allows teachers to promote real-world communication and authentic interaction, an advantage also reported by Vinagre (2005), since learners have to follow real-life procedures while writing, addressing an existing audience with an actual purpose. Moreover, topics may expand beyond the ones learners usually come across in the classroom, resembling thus effortlessly the authentic use of the medium. The promotion of student centered language learning is also an additional benefit offered by the employment of email writing in EFL classroom, in the sense that learners can keep control over their learning by means of selecting the topic of their message, as well as the addressee, who may well be a classmate. Another significant advantage, especially for bashful and hesitant learners, seems to be the fact that email writing provides ample ground for equal opportunities to contribute, since the electronic context allows them time to think and express themselves, unlike face-to-face interaction. Finally, emails not only give learners the opportunity to communicate with people anywhere in the world, but also allow them to do it cheaply, quickly and, thus, as frequently as they desire. These last

two potentials of email to reduce anxiety and promote cross-cultural communication have also been pointed out by Vinagre (2005).

With regard to the ways email messages can be used in language classrooms, Meloni, Gonglewski and Brant (2001, para. 9-11) distinguish two categories of email exchanges, namely group email exchanges and one-to-one email interaction within the class. Carrier (1997), on the other hand, identifies five categories of potential email exchanges. The first type refers to contact between the teacher and the learner, which may be exploited for class follow-up, consulting with the teacher or even submission of assignments. The second category involves exchanges between the learners, meaning ones from the same class or other schools, cities, or even countries. The following distinction is related to interaction between classes, where learners of one class may cooperate with another for the completion of a project. The final two categories refer to the exchanges that may derive between the teacher and the learner with the rest of the world, meaning that the teacher has the opportunity to contact colleagues or participate in mailing lists for instance, whereas the learner may exploit mailing lists or newsgroups in order to provide or request information.

In conclusion, email communication may well be employed in the EFL classroom for the promotion of writing, reading, speaking and listening skills, and, according to Shang (2007, p. 81), “email is the most useful tool employed in class to improve students’ writing skills over and above their listening, speaking, and reading skills”. As far as writing is concerned, teachers can invite learners in an attractive and authentic context to perform a variety of activities that promote their writing skills, such as gathering information for a project. Reading appears to be a skill that may be developed

effortlessly via email exchanges, careful planning though on behalf of the teacher may integrate speaking and/or listening skills development. Learners, for instance, may be requested to exchange information on a topic they will be invited to discuss or present lectures they will listen to in class.

Apart from the numerous advantages, email exchanges use in the classroom may not evolve as originally intended to. Shang (2007) reports that the success of email exploitation lies a great deal on the addressees' response, the absence of which compromises the senders' motivation to participate in the activity.

#### **1.4 Educational Benefits in the Use of CALL**

Considering the afore mentioned types of applications and their potential exploitation in the ELT field, we realize that computers have the ability to assume a variety of roles, operating as tutors and/or partners, providers of information, useful tools and stimuli for an assortment of activities and are probably the most popular media of communication. Given their availability, flexibility and user-friendly technology, exploitation of computers in class seems to abound with many more educational benefits.

Much of the existing literature has been dedicated to the advantages of computer-assisted instruction (Warschauer, 1996; Oxford, Rivera-Castillo, Feyten & Nutta, 1998; Lee, 2000; Oikonomou, 2004; Tellidou, 2004; Kapravelou & Lema, 2008; Kotridis & Papadopoulou, 2008). Appropriately implemented computer-based instruction appears to have educational value in many aspects usually pursued by teachers.

First of all, it can involve learners in experiential learning (Lee, 2000; Karagianni, 2002; Oikonomou, 2004; Tellidou, 2004; Kotridis & Papadopoulou, 2008). Using a computer

is not an automatic procedure, so learners are not only actively involved in operating it, but they also have to make decisions while exploring or being confronted with non-linear information. Aside from enriching their knowledge, they have the opportunity to create their own texts.

Moreover, employing technology can increase the learners' motivation (Lee, 2000; Karagianni, 2002; Oikonomou, 2004; Kapravelou & Lema, 2008; Kotridis & Papadopoulou, 2008; Koutsoura & Barbouti, 2009). Computers are usually associated in the learners' mind with enjoyable, gaming activities. Designing and implementing a variety of tasks motivates learners to be involved and increases their feeling of independence.

Furthermore, CALL has the ability to enhance student achievement (Lee, 2000; Karagianni, 2002; Oikonomou, 2004; Kapravelou & Lema, 2008). Numerous studies on CALL (Meloni, Gonglewski and Brant, 2001; Karagianni, 2002; Son, 2008) have proved that it is not only the learners' linguistic skills that can be improved, but also their attitude to learning. The attractive context for the use of language and well organized activities by the teachers can lead to this end.

In addition, computers, and mainly the internet, can provide authentic materials (Warschauer, 1996; Lee, 2000; Karagianni, 2002; Oikonomou, 2004; Kotridis & Papadopoulou, 2008). Whether we refer to reading or writing texts, listening input or speech, EFL learners are given the opportunity to access from school or home authentic materials used in real-life situations. The resources are infinite, easily accessible and costless.

CALL can also encourage interaction (Lee, 2000; Oikonomou, 2004; Kapravelou & Lema, 2008; Kotridis & Papadopoulou, 2008). Apart from the regular teacher-learners, learner-peers interaction, computer-assisted teaching provides ample grounds for communication with native speakers of the target language through email, or chat. Interactivity is also displayed by means of online activities that provide positive and negative feedback.

Proceeding with the advantages of CALL, employment of appropriate applications can show respect to the learners' individual needs (Warschauer, 1996; Lee, 2000; Oikonomou, 2004; Kapravelou & Lema, 2008; Koutsoura & Barbouti, 2009). Computer-based instruction seems to be quite beneficial for shy or inhibited learners who need to work at their own pace. At the same time, learners who work faster are not impeded by others who do not.

One more benefit is the promotion of independence from a single source of information (Lee, 2000; Oikonomou, 2004; Koutsoura & Barbouti, 2009). Without disregarding their course book, or sometimes urged by something they have read in it, learners have the opportunity to explore and discover information. This way, learning occurs in an interdisciplinary manner.

Finally, engagement in well organized, purposeful technology-based activities can promote global understanding (Lee, 2000; Oikonomou, 2004; Kapravelou & Lema, 2008; Koutsoura & Barbouti, 2009). EFL learners carry their national cultural background and EFL teachers aspire to introduce and familiarize their learners with other cultures. By means of the computer, learners develop their awareness of different



cultures, of the emergence of English as an international language and feel like participating in a class with peers from all over the world.

### **1.5 Disadvantages of Educational Technology**

All of the studies mentioned earlier to support the presentation of the beneficial contribution of technology in education go along with studies that have shown that there are considerable barriers as well, which limit its exploitation by teachers (Lee, 2000; Oikonomou, 2004; Kotridis & Papadopoulou, 2008).

First and foremost, a considerable barrier seems to be of financial nature (Lee, 2000; Oikonomou, 2004; Kotridis & Papadopoulou, 2008). Hardware, software and maintenance cost a lot, especially if we desire to have fully equipped computer labs, in quantities that are proportionate to the average number of learners in a class. Apart from that, teacher training and development can be extremely expensive, as it requires experienced educators, facilities and teaching staff availability in terms of time.

Surprising as it may sound, another disadvantage of adopting CALL is the constant advancements of technology (Lee, 2000; Oikonomou, 2004; Goupos & Vryonis, 2008; Kotridis & Papadopoulou, 2008), a factor which has only been presented as an advantage so far. High quality software constitutes an issue in most schools, mainly due to the fact that hardware is not compatible with it. The technology available in computer laboratories is sometimes inferior to what some learners possess at home.

In addition, lack of technical and theoretical knowledge on behalf of the educators constitutes an additional apprehension regarding computer-assisted instruction (Warschauer, 1996; Lee, 2000; Oikonomou, 2004; Kotridis & Papadopoulou, 2008;

Koutsoura & Barbouti, 2009). Developing software for educational objectives requires sometimes more than just basic computer literacy and a theoretical framework for designing and evaluating CALL. So, many teachers are reluctant to employ the computer in the classroom because they do not understand technology, or they do, but are unaware of the theory underlying its appropriate implementation.

The last barrier lies in the negative attitude against technology (Lee, 2000; Oikonomou, 2004, Kotridis & Papadopoulou, 2008), a factor easily predictable if we think that anything different from what we have been used to is usually treated with suspicion and reservation. Many teachers stand in awe before the innovative nature of CALL and express their fear about the diminishment of their role, or even its extinction. Moreover, unfamiliarity with technology may cause feelings of inferiority before the learners who may be more literate in the field. Finally, even in cases where there is willingness to have a go at CALL, some teachers are put off by the time and / or effort required to engage in it.

## **1.6 Concluding Remarks**

Having reviewed the theoretical background related to CALL, it is purposeful to proceed with the presentation of the Greek teaching context that this study focuses on. The following chapter also offers insight on the research processes followed.

## **CHAPTER 2**

### **THE GREEK EFL CONTEXT AND THE PROCESS OF RESEARCH**

#### **2.1 Introduction**

Having reviewed the theoretical background of CALL worldwide, this chapter focuses on the Greek ELT context in public schools in terms of how it has evolved throughout the years in relation to the National Curriculum, the syllabus, the materials, the learners' levels and teacher training. This overview is going to provide useful insight on aspects that will be later considered as advantages or barriers in the employment of CALL. The advent of computers in Greek public education is also a matter of concern in this part and, prior to discussing the results of this research, it is worth presenting in this chapter its aim and methodology.

#### **2.2 ELT in the Greek Education System**

EFL teaching in Greek public primary schools was first legislated relatively recently, in 1985. According to Malivitsi (2007), although most private primary schools had introduced EFL teaching even in the first grade in 1945 and there had been 1,815 private English language schools by 1975, it was not until the 1970s that the introduction of EFL teaching in public primary schools emerged as a constant demand. In 1985, the induction of foreign language teaching was legislated, only to be applied two years later in 124 public primary schools on a trial basis. Later, in 1993, EFL was officially taught during the last three grades of primary education and, in 2002, it was inducted in the third grade.

### **2.2.1 The National Curriculum**

The National Curriculum (Pedagogical Institute, 2003a) is an official document that presents the philosophical orientation and the pedagogical and educational principles that should underlie the teaching in the Greek compulsory primary and secondary education system. According to this document, education is supposed to promote the value of democracy, human rights, peace and freedom, while developing the learners' personality and integration in the social context, within which they should be able to respond efficiently to problems, form opinions and actively participate as citizens in a demanding social context.

With regard to the teaching of English, the body of the National Curriculum includes guidelines that refer to the last three grades of primary education (Pedagogical Institute, 2003b), but there has been issued a complementary curriculum that refers to the third grade (Pedagogical Institute, 2003c), for which ELT was introduced in 2002. According to the first document (Pedagogical Institute, 2003b), the main aim in ELT in primary schools is to promote the development of the learners' linguistic ability to allow for communication in various predictable, or unpredictable contexts. Teachers are to develop their learners' literacy, multiculturalism, and multilingualism, in addition to promoting language learning not only as a means of communication, but also as a tool for the retrieval and management of information related to various fields. Based on their needs and interests, learners are to "learn how to learn" by means of experiential learning and to familiarize themselves with different cultures, values, rules and attitudes.

### **2.2.2 History of CALL in the National Curriculum**

With regard to educational technology in Greece, Oikonomou (2004) estimates that Greece shows a 10-year delay in realizing and adopting the potentials of Information and Communication Technology in comparison with the U.S.A. or the rest of Europe. Beginning with the cassette, which was an additional material offered to primary school English teachers with the *FUNWAY* course book series, the learners were practicing listening comprehension or pronunciation drills with the teacher only intervening to pause, rewind or start the tape. At the same time, in the 1980s, the Greek Ministry of Education introduced Informatics as a separate subject in secondary education.

Later on, in 1997, the Greek Pedagogical Institute designed a framework for the induction of technologies in every stage of education, emphasizing the need for a primary school learner to be familiar with the design of a computer, its peripherals and ability to know and use the basics of the software available (Reviewing Study of Informatics in Greece, 2006). According to the same study, in 2003, primary education was to incorporate the computer as a tool for communication and information research, based on the common framework of that period. But, even then, the adoption of educational technology did not seem to be well organized and, as Giakoumatou (2003) reports, teachers appeared to be in desperate need of a second teacher in the computer laboratory for classroom management and a flexible schedule, so that they could use the laboratory for at least two hours. Only later, in the beginning of the 21<sup>st</sup> century, when most of the schools were equipped with computer labs with internet connection and teacher training had expanded, was educational technology to be treated in a more holistic, integral, cross-curricular approach.

Generally speaking for the current national educational context, the National Curriculum (Pedagogical Institute, 2003a) stresses the significance of the computer laboratory with internet connection at schools, pointing out that a propitious learning environment encourages active learning and allows constant, daily and unlimited exposure to the target language. To this end, primary schools have been networked for administrative, as well as pedagogical purposes, there are many educational platforms for the exchange of ideas and teaching resources but there still seems to be a need for more teacher training and more advanced technological equipment in schools, as has been pointed out by Konstantinou (2008).

Finally, reference should be made to the “New School”, a recently introduced institution that is going to be applied in the school year 2010-2011 for the first time in 800 Greek primary schools, on a trial basis (Diamantopoulou, n.d.). The participating schools are to operate based on a different curriculum that, with regard to foreign languages, is going to emphasize the current learners’ need to be polyglot. ELT will also be inducted in the first and second grades of primary school and learners are to evolve as competent users of English by the end of compulsory education. Moreover, the use of technology is considered imperative and treated as the basic tool for the attainment of the aims of the New School. In her article (Diamantopoulou, n.d.), the Greek Minister of Education presents seven strategic keystones that should be achieved in all New Schools: broadband internet connection and computers in each class, portals for the updating of parents, learners and educators, reinforcement of teachers’ training in technology use, digitalized materials, new curriculum that incorporates the use of technology, digitalized teaching resources for dyslectic and disabled learners, as well as introduction of mechanisms for evaluation and supervision.

### **2.2.3 The Syllabus**

Based on principles suggested by the National Curriculum, the syllabus seems to follow a cross-thematic, cross-curricular approach, treating knowledge in a holistic manner. This approach enables learners to form opinions on various aspects in their fields of interest, encourages their perception of the world and promotes active acquisition of knowledge, by means of projects and cooperation with peers. It seems to adopt a communicative approach in learning and appears to be process- and project- oriented.

In addition, the National Curriculum (Pedagogical Institute, 2003b; Pedagogical Institute, 2003c) specifies in detail the knowledge and skills that are to derive from instruction based on the learners' grade and level. In line with this official document, the syllabus is organized in thematic units related to other primary school subjects, with particular skills, strategies, language functions, structures and lexis to be introduced and exploited in projects suggested in the end of each unit. This way, learners seem to approach knowledge in a holistic manner, understand the fundamental cross-curricular concepts (similarity, difference, space, etc) and English is employed not only as a communication tool, but also as a medium for the development and expression of ideas, opinions, values and emotions (see Appendix I – 4<sup>th</sup> Grade Syllabus, p. 80, Appendix II – 5<sup>th</sup> Grade Syllabus, p. 84, Appendix III – 6<sup>th</sup> Grade Syllabus, p. 88 for a detailed presentation of the syllabi).

### **2.2.4 The Course Book Materials**

Upon the induction of English as a subject in Greek primary schools, the course book materials that were produced based on the principles mentioned above were the *FUNWAY* series, which consisted of three parts, one for each of the last three grades. Each part included a course book, a workbook, a teacher's book and an audio cassette

and it seemed to employ a communicative approach, in a syllabus organized around functions, notions, thematical units and grammar and lexis that had been graded according to the level of the learners.

With regard to the materials used in the third grade, the Greek Ministry of Education has not issued materials ever since the introduction of ELT in this grade. Instead, teachers are provided with a list of recommended commercial materials that can be ordered (see Appendix IV, p. 96). According to personal experience, these materials usually consist of a course book, a workbook, a teacher's book, a test booklet, an alphabet booklet, a learner's portfolio, flashcards, audio CDs for teachers – and learners in some cases, CDROMs, photocopiable resources, posters and, recently, software for interactive board use.

This abundance in teaching materials provided by commercial editions has not yet been achieved by the materials issued by the Greek Ministry of Education. Even the new materials, produced in 2009 and currently used, consist of course books, workbooks, teacher's books and audio CDs. To be more precise, fourth graders use *Αγγλικά Δ' Δημοτικού Βιβλίο Μαθητή* (Bratsoli & Diamantidou, 2009), fifth graders use *English 5<sup>th</sup> grade Pupil's Book* (Kolovou & Kraniotou, 2009), while sixth grade learners use *English 6<sup>th</sup> grade Pupil's Book* (Efraimidou, Reppa & Frouzaki, 2009) as the main course book. Although there are not yet any materials or software to be exploited in parallel with computers, it is worth mentioning that, throughout all three books, there are cross-references to various websites that can be visited in order to gather information, expand knowledge in various fields and use it for the production of a project (poster, presentation, letter, research, etc).



### 2.2.5 The Learners' Levels

Considering the learners' levels in this section, the Pedagogical Institute has taken into consideration the *Common European Framework of Reference for Languages* (Council of Europe, 2001) which is a system that can be employed to validate language ability across Europe. There are three broad categories that can be divided into six reference levels and they seem to be gradually becoming widely accepted as a standard for categorizing a learner's language proficiency. The Pedagogical Institute presents in its website (Pedagogical Institute, n.d.a) the correspondence between the classes of Greek primary and secondary education and the levels suggested by the framework mentioned above (see Appendix V, p. 101, for a schematic representation of this correspondence).

Therefore, as far as the primary school is concerned, learners are expected to achieve Breakthrough and mid-Waystage levels upon the completion of primary education. It should be pointed out here that, according to personal experience and exchange of opinions with colleagues, attending private language schools is a common practice for the majority of English language learners and the assumed correspondence of levels seems to differ in terms of the ones pursued in the private sector. For instance, A1 Breakthrough level in language schools is normally completed by the end of the fourth grade, whereas A2 Waystage is usually achieved in the sixth grade. There have been teaching contexts, though, where learners have completed or are in the process of completing Independent User levels before the end of primary education, either because they started learning English at a younger age or because they have attended summer intensive courses.

The frequency of lessons should also not be neglected as a factor, given that private schools usually dedicate four to six hours for English lessons to primary school learners

per week, whereas in public education the learners attend English lessons three hours per week. Finally, another reason why parents pursue private EFL education is that the number of learners in class is usually limited to ten or twelve learners, while in the public sector classes include more than twenty learners in most cases (see Appendix VI, p. 102 and Appendix VII, p. 103, to ascertain the allegations above). Consequently, public primary school English teachers are very often confronted with learners of superior proficiency levels that are to be taught based on materials of inferior levels, which have been designed based on the existing National Curriculum and the *Common European Framework of Reference for Languages*.

### **2.2.6 Teacher Training**

With regard to professional development of teachers in Greece, it is mandatory for every newly appointed teacher to attend 60 hours of seminars. These seminars are related to teaching methodology, the role of the contemporary educator, management of the idiosyncrasy of the learners' population, the school as an educational and cultural center and administrative organization of education (Greek Ministry of Education, Lifelong Learning and Religious Affairs, 2009).

With regard to in-service training, attendance of educators seems to be mainly optional and it is usually organized by the school advisors. Teachers receive certificates of attendance, as there is no assessment of the acquired knowledge and skills. The only teacher training course that provides formal certification is that on Information and Communication Technologies (ICT), attendance to which is again optional.

## **2.3 Research on CALL in Greek Public Primary Schools**

Having reviewed the evolution of ELT and CALL in the Greek primary education context, this section focuses on the presentation of the aims and methodology followed to conduct a research related to the actual current employment of CALL in the aforementioned context.

### **2.3.1 Aims of Research**

As is implied by the title of this dissertation, the main aim of this research is to explore the current situation in Greek public primary schools with regard to CALL, an issue of interest for many colleagues that work in the particular context, including the writer, and to suggest ways in which the status quo can be improved, if needed.

Based on the theoretical background of CALL and its potentials, there will be an attempt to relate and compare theory with what actually takes place in various teaching contexts all over the country with regard to available home and school technology facilities, familiarity with and frequency of use of computer applications, teacher training and personal attitudes towards CALL. Having been appointed to a Greek public primary school, teaching young learners is obviously the area of the writer's interest. It is with personal studies on CALL that the writer's teaching perspectives have been broadened and it appears quite intriguing to find out how feasible it is to apply theory to practice, especially in the Greek public sector that seems to be underdeveloped compared to the private one and demanding on its learning aims and objectives, especially considering the time available to English teachers (3 teaching hours per week).

With this research, therefore, there will be an attempt to discover the adequacy of teacher training in the field, the attitude of teachers towards computers and training and how feasible it is to adopt CALL in terms of facilities.

### **2.3.2 Methodology of Research**

Pursuing the aims presented in the previous section, this research seems to fall under the category of “primary” research – as has been classified by Brown & Rodgers (2002, p. 10), in the sense that the data collected are original. It is in fact a survey research, based on a written questionnaire that has been distributed to ELT colleagues of the Greek public primary education context. It had originally been aspired to be a large-scale survey, however, owing to the low return rate of mailed questionnaires, the consequent participation has rendered it a small-scale research, compromising thus its “external reliability” and “external validity”, in the sense that an independent researcher may not derive the same conclusions upon replicating the study with different or more samples, nor is it possible to generalize the outcomes to a wider population, beyond the subjects under investigation (Nunan, 1992, p. 14-17).

### **2.3.3 The Survey Participants**

Sampling for this survey, the researcher addressed to appointed or substitute public primary school English teachers in Greece, who were working during the morning school schedule. The questionnaires administered were mainly emailed, forwarded, or uploaded in various portals, blogs or social networks. Twenty-seven anonymous participants reported with completed questionnaires, including the writer, who works in the sector in question. They all provided information on their gender, age range, academic qualifications, current teaching position, school location and years of teaching experience in Greek public primary schools.

93% of the returned questionnaires had been completed by female teachers, as only 7% were completed by male respondents. 63% of the total of the teachers appeared to range between thirty to thirty-five years old, while 18% of them were in their early forties, 4% under thirty and 4% in late forties. With regard to their educational background, 55 % of the participants owned a university degree, 41% achieved a master's degree and 4% were in the process of getting a master's degree. The schools they were appointed to seem to nearly equally represent the Greek context, as 33% of them taught in cities, 30% in towns and 37% in villages. To be more precise, the schools that were represented by their EFL teachers were situated in rural and urban areas of Attica, Thessaloniki, Karditsa, Kozani, Magnesia, Larissa, Fthiotida, Fokida, Dodecanese and Crete. Finally, as far as the years of their teaching experience are concerned, the largest part of the sample, namely 41% of the teachers, ranged between sixteen to twenty years. 37% of the participants had been working from one to five years, only 7% had been teaching for eleven to fifteen years, while 15% of the teachers had been in the Greek ELT public primary school context from twenty-one to twenty-five years (see Appendix VIII, p. 105, graphs 1-5, for a schematic representation of the sample used in this survey).

#### **2.3.4. The Survey Questionnaire**

The questionnaire that was prepared for the present research was divided into five sections that included a variety of questions, such as background, knowledge, attitude and priority questions (see Appendix IX, p.108).

The first section included multiple choice questions that aimed at gathering demographic, personal information on the gender, age, studies and teaching position and

experience of the participants. This information was requested in order to form a clear picture on the background of the sample employed in the research.

With regard to the second section, again by means of multiple choice questions, the participants were invited to provide data concerning the facilities and equipment available at their home and school. Exploring the available technology at home, this section aimed at providing insight on the teachers' potential to prepare worksheets, presentations, gather information or even communicate with learners. In addition, investigating on the school facilities and equipment enabled the researcher to discover the existence or absence of practical constraints in CALL.

With an eye to investigating the familiarity with and frequency of use of computer applications, the following section included multiple choice and closed-response questions. Bearing in mind the computer applications presented in section 1.3, the participants were requested to select the ones they were familiar with and respond to whether they used them every day, once a week, once a month, rarely or never. There was also information requested in the form of multiple choice questions on whether they encouraged their learners to use computers at home and for which kind of activities, as well as their potential participation in European Programmes, like Comenius or eTwinning<sup>1</sup>, so as to be able to draw conclusions on the learners' computer availability and literacy, in parallel with the teachers' attitude to the use of computers by learners at home.

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<sup>1</sup> Comenius and eTwinning are both programmes that have been established by the European Union. The first one aims at bringing teachers and learners from different European countries together and the second is part of the Lifelong Learning Programme and encourages the collaboration between European schools using ICT.

Proceeding with the fourth section, the teachers were confronted with mainly Yes/No questions that had been designed to offer data concerning teacher training of the respondents in the field of the use of educational technology in ELT. The participants were to respond about in-service, or other seminars they may have attended, technology certification and attitude towards teacher training.

The final part of the questionnaire concentrated on the attitudes of the participants towards CALL. By means of opinion questions, the teachers were first asked to select whether they strongly agreed, agreed, disagreed or strongly disagreed with a list of statements that have been considered as educational benefits of CALL in section 1.4. Investigating the barriers of CALL, the participants were to prioritize the barriers they believed were significant in the use of CALL, choosing from a list that had been based on the theoretical presentation of the disadvantages of educational technology in section 1.5.

It should be noted in this part that, for the purpose of easily processing and illustrating the data, most of the questions were closed-response questions. However, there had been included open-ended questions for the teachers to present, or explain attitudes regarding teacher training, or disadvantages of CALL that had not been predicted or taken into consideration in the statements included in the questionnaire.

Consequently, this survey appears to be “somehow sandwiched between qualitative and statistical research”, as Brown (2001, p. 1) very descriptively presents as a characteristic of surveys. In the analysis that will follow in the third chapter, there will be graphic representations of the findings based on statistics, as well as interpretive analysis of the data collected through open-ended questions.

## **2.4 Concluding Remarks**

For the findings of the research to be contextualized, better comprehended and further analyzed and discussed, it has been considered imperative in this chapter to present a review of the history and current reality of ELT and CALL in the Greek public education. In addition, the research aims and methodology, that have been earlier described, allow us to proceed with the following chapter that presents a statistical and qualitative analysis of the survey data, as well as a discussion on the deriving results.



## **CHAPTER 3**

### **PRESENTATION AND DISCUSSION OF SURVEY RESULTS**

#### **3.1 Introduction**

As has been pointed out in the previous chapter, this small-scale survey has been conducted in order to provide a picture of the Greek reality with regard to CALL in Greek public primary schools. This chapter focuses on presenting an analysis and discussion of the consequent results, which have been divided into four categories to provide better insight on the home and school equipment and school facilities, familiarity with and frequency of use of computer applications, teacher training and attitude towards CALL.

#### **3.2 Survey Results Presentation**

For each of the last four categories above, there will be a graphic representation of the statistical analysis conducted for each question included in the questionnaire, as well as a descriptive presentation of the findings. As has been mentioned earlier in section 2.3.2, it should be pointed out once again that a different or larger sample could have resulted in different findings, but, for the purpose of this research, the discussion is to evolve based on the results deriving from the given sample.

##### **3.2.1 Home and School Equipment and Facilities**

The second section of the questionnaire focused on home and school computer and internet connection availability, in parallel with the school facilities (see Appendix X, p. 115, graphs 1-5, for a graphic illustration of the findings).

According to the statistical analysis conducted, only 4% of the participating teachers did not own a computer with internet access at home. Out of the 96% of the remaining teachers, 65% had an ADSL connection and 4% owned a wireless internet connection, types that allowed them to process information faster, as opposed to the 31% of the respondents who had a PSTN connection. Given these findings, only 4% of the teachers did not seem to have the opportunity to prepare worksheets, find information on the internet and/or communicate with colleagues and learners. Home computer availability may potentially facilitate teachers in planning and implementing their lessons, providing at the same time ample room for organizing computer-assisted lessons.

With regard to the respondents' schools, all of them appeared to be equipped with at least one computer. Their kind of internet connection resembled the analogy previously presented for home internet connection, as 67% of the schools had an ADSL connection, only 4% were wirelessly connected and 29% were challenged to work with slower speed rates owing to the PSTN connection available.

Attention should also be drawn to the school facilities, as it seemed that Greek schools were still in great need of technological and structural improvements, especially for ELT, that could best be reinforced with at least a separate ELT classroom. Only 7% of the represented schools appeared to have this privilege and another 7% had a computer installed in their separate classroom for English. In addition, 15% of the schools enabled teachers to use a computer in the classroom and only 11% combined a computer with internet connection in the classroom. Nevertheless, the computer laboratory and a computer in the teachers' office seemed to be the most popular facilities (78% and 82% of the schools respectively), without always being exploited for their intended purpose,

for reasons that will be later discussed in the section that relates to the barriers of CALL.

### **3.2.2 Familiarity with and Frequency of Use of Computer Applications**

The third section of the questionnaire laid emphasis on which of the computer applications included the teachers were familiar with and how often they used them for computer-assisted instruction. Prior to commenting on the frequency of use of each application, the general picture seemed to portray that EFL teachers knew how to use most of the applications, especially the ones related to internet, rendering authoring packages, spreadsheets and wordprocessors to the bottom of the familiarity level. (see Appendix XI, p. 118, graph 1).

Although seemingly able to use most of the computer applications in question, this survey sample seemed to adopt or have the opportunity to rarely or never use these computer applications in computer-based teaching. It appeared that the most popular applications based on the previous results (Microsoft Word, Internet, Search Engines and E-Mail) were the ones employed on a more regular basis, whereas the rest of the computer applications seemed to never or rarely be implemented in CALL lessons (see Appendix XI, p. 118, graph 2 for an illustration of the frequency of use of all computer applications included in the questionnaire and graphs 3-15 for the statistical analysis of each computer application separately).

Encouraging seemed to be the fact that 78% of the participants promoted learners' computer use at home. All 78% of these teachers urged learners to retrieve information from the internet – a factor that is also probably reinforced by the current course books,

while 48% of them encouraged learners to type their assignments at home. An average of 37% teachers preferred to urge learners to prepare presentations, exchange e-mails and communicate through MSN or Facebook in the target language and 4% also promoted the use of Movie Maker, an application that allows learners to make movies on their own. Finally, as far as the participation in European programmes, like Comenius or eTwinning, is concerned, 74% of the teachers appeared to have participated at least once in such programmes that mainly involve learners in exchanges of postcards, e-mails, projects, presentations, videos, oral communication or visits in some cases (see Appendix XI, p. 118, graphs 16-18).

### **3.2.3 Teacher Training**

This section of the survey concentrated on discovering the level of teacher training in the field of Information and Communication Technology (ICT). Given the fact that the Greek public education sector offers ICT courses for teachers at regular intervals followed by certification to those who succeed in the exams, the participants were asked to provide their personal experience (see Appendix XII, p. 128, graphs 1-8).

It has been noted that only 41% of the teachers have attended such courses, 9% of whom did not manage to be certified. The remaining 59% of the teachers were generally positively predisposed towards receiving such training with the exception of 6% of them who explained that they did not have the time for these courses.

With regard to seminars related to ICT and CALL that have been organized by their school advisor, only 33% of the teachers appeared to have attended such seminars, with 67% of them having attended two seminars throughout their teaching career in the

public sector. Moreover, 11% of them were present in one seminar and only 22% of the teachers seemed to have attended four related seminars. At the same time, 67% of the respondents did not attend such seminars, owing probably to their sparse or even minimal occurrence, given the fact that school advisor seminar attendance is considered obligatory (if there had been such a seminar organized they would probably be obliged to go) and they all declared their willingness to attend and interest in participating in CALL seminars, even the ones who had already been present in similar events. Finally, as far as private organization seminars attendance is concerned, the results did not seem to describe a very different picture than the one just presented. The only variable lay in the number of seminars attended, as there were teachers who appeared to have attended four seminars and, in one case, more than ten. It should be noted once again that the participating teachers referred to the seminars they attended throughout their teaching career in the public sector and not just during the current school year.

### **3.2.4 Attitude Towards CALL**

The last section of the survey questionnaire aimed at eliciting the teachers' attitude towards CALL. Based on the advantages and barriers of CALL as they have been presented based on the existing literature in sections 1.4 and 1.5, the teachers answered whether they strongly agreed, just agreed, disagreed or strongly disagreed with statements that represent the positive aspects of computer-assisted instruction, whereas for the barriers they faced they had to order statements starting from the most significant barrier to them to the least important.

Beginning with the advantages of CALL, even though someone would probably expect a mainly negative attitude given the resulting low frequency of use of computer

applications in teaching, 89% on average, that is the majority of the participants, seemed to acknowledge the positive effect of CALL suggested by sixteen out of the seventeen statements included in the questionnaire. The overall impression that has been formed based on the findings is that the crushing majority of the participants supported the motivating, interesting and enjoyable nature of computer-based teaching and believed that it can promote learner independence, experiential learning, interaction and cooperation with peers, enhancing at the same time learner achievement, thinking and decision-making skills. In addition, they seemed to believe that CALL has the potential to expose learners to authentic written and spoken input, allowing learners at the same time to work at their own pace. With regard to skills though, although 89% of the respondents seemed to agree that reading, writing and listening skills may well be increased by exploiting computers, 67% of the teachers appeared to disagree with CALL potential to increase the learners' speaking skills (see Appendix XIII, p. 132, graphs 1-4).

Proceeding with the barriers that teachers seem to be confronted with in employing CALL, processing the data was quite complicating, given that the participants were requested to mark with numbers the constraints that related to their teaching situation, using 1 for the most significant, 2 for the less significant than the first and so on, including only the barriers they faced and not the whole list of suggested barriers, unless of course they felt that all constraints related to their context.

First of all, the most significant barrier for the majority of the teachers seemed to be the poor quality of software, hardware and/or internet connection at school. 63% of the teachers marked this constraint as one of primary significance, while 7% ranked it as the second most important barrier. For 19% of the participants, on the other hand, the main

problem appeared to be the fact that, although they were familiar with technology, they were not trained to use it in ELT and 15% believed that the main barrier derived from the fact that they did not know enough about computers. Only 4% declared classroom management in CALL a barrier of the greatest significance, whereas, for the majority of colleagues (33%) this problem ranked second in the ones they faced. 22% believed that lack of training was the second most important barrier and 11% attributed this ranking to the fact that their learners seemed to lack basic technology knowledge.

The third most important constraint faced by 48% of the teachers proved to be the fact that computer-assisted lessons are more time-consuming in planning, as well as in practice. Furthermore, for 7% of the respondents the third most significant constraint lay in the fact that they considered that computers diminish the role of the teacher. Considering the barrier ranked forth according to 19% of the teachers, they supported that classroom management is difficult in computer-assisted teaching; 15% believed that it is more time-consuming to exploit computers in class and 15% ranked the learners' low level of familiarity with technology as the fourth most important problem (see Appendix XIII, p. 132, graphs 5-6).

Answering an additional open question on potential constraints that have not been included or predicted in the questionnaire list, 4% of the EFL teachers reported that there was lack of help and interest on behalf of the head teacher and the teachers of the same school. Another 4% stated that the computer laboratory was locked and its use was restricted by the head teacher so that learners would not destroy or misuse the equipment, whereas 4% of the colleagues were confronted with learners who treated computer use as an opportunity to play games and were not interested in participating in other computer-based activities. Moreover, 4% of the teachers expressed the opinion

that there was lack of related materials accompanying the course books to lower the time-consuming process of planning computer-assisted lessons and, of course, reference should be made to the 22% of the respondents, mainly from rural areas, who had to deal with the total absence of a computer laboratory. Finally, 18,5% of the participants, all teaching in cities and towns, referred to the limited space of the computer laboratory available, as they usually had classes of over twenty learners that could not be accommodated in the limited number of computers available, mainly owing to the squeezed and sandwiched manner the hardware had been placed to fit in the space available.

### **3.3 Survey Results Discussion**

The sample which participated in this survey consisted of mainly young female EFL teachers who had university or even master's degrees, with an average of ten years experience in the field. In this research, they seemed to almost equally represent urban and rural, continental and island Greek areas and they all – but one – owned a personal computer. Based on this sample, there will be a discussion on the findings about what appears to be the reality in the Greek public primary school educational system with regard to CALL.

Recapitulating the survey findings, in terms of school facilities, it is easy to discern that there are serious deficiencies, the absence of which would probably constitute introduction of CALL easier, more effective and less frustrating for the learners and teachers. A well organized and equipped computer laboratory, a computer in the classroom or even an ELT classroom with a computer seem like a glamour or luxury, not available in the majority of Greek public primary schools. Dadamogia, Oikonomou



and Krysilas (2010) report in their research that small schools seem to be equipped with one computer at the teachers' office, while schools with six classes have at their disposal one computer laboratory to cater for the total of the learners.

Referring to teachers' familiarity with computer applications, it should be acknowledged that an encouraging percentage is able to use most of the applications in question, probably owing mainly to personal interest and involvement, given that 60% of the sample has not attended formal courses on ICT. The frequency of taking advantage of such applications in computer-assisted instruction, however, seems to be quite low, a factor that appears to be mainly affected by inadequate teacher training and practical constraints.

As far as the first is concerned, it should be stressed that, even though all teachers seem interested and willing to participate in related seminars, almost 70% of them have never attended a seminar organized by their school advisor and, the 30% who have, have attended an average of two seminars throughout their whole career in being appointed in the public sector. Given this fact, it would probably be utopian to expect untrained teachers to effectively implement computer-assisted instruction, or even anticipate that those teachers who already employ some computer applications and have not received proper training possess the theoretical background to support CALL. Although attendance in seminars organized by private institutions does not appear to be higher than in those organized by public education representatives, a factor that should not be neglected and has not been investigated in this survey is the level of personal involvement in teacher development. The advent of the internet and the fact that all survey participants are familiar with its use have allowed teachers to broaden their horizons, study on their own, exchange opinions with other colleagues and generally

evolve as professionals. Bearing this in mind, it seems quite arbitrary to claim that it is easy to infer the teachers' exact training in educational technology use; it appears though that there is need for more teacher training (Oikonomou, 2004; Papakosta, 2006; Kotridis & Papadopoulou 2008), a suggestion that has been supported by almost half of the participants in this survey.

However, teacher training does not seem to be the only barrier in adopting CALL. 60% of the teachers believe that the poor quality of software, hardware and internet connection is the main problem in employing computer-based teaching and almost 80% of the participants have ranked this constraint in what they consider their top three barriers. Diamantaki's research (2001, as cited in Oikonomou, 2004) also concluded the shortage of updated technology. It is true that the cost of such an investment is normally quite high for schools (Kotridis & Papadopoulou 2008), especially if the goal is to have a fully-equipped spacious computer lab with the current latest technology.

In addition, after teacher training, teachers appear to evaluate classroom management as the third issue of concern, especially if they are confronted with populous classes and computer laboratories of limited capacity. This barrier, if seen superficially, portrays itself as a problem of financial nature, if one considers that a spacious laboratory would be able to constitute the solution. However, it mainly falls under the category of teacher training and practice, given that the organization and management of computer-assisted instruction requires theoretical support.

Finally, one of the most significant concerns that teachers have in introducing CALL seems to be the time-consuming nature of planning and delivering such a kind of lesson. Looking for information or videos, evaluating web pages, authoring worksheets,

presentations or computer-based activities are only some of the possibilities available that usually put teachers off due to the amount of time and effort they demand. Apart from the planning process, the actual computer use in class usually constitutes the pursuit of a learning goal more time-consuming, as, even when technology is as contemporary and as effective as one needs it to be, learners have to move to the computer laboratory, get accommodated and work at their own pace. Diamantaki's research (2001, as cited in Oikonomou, 2004) reports lack of time as an issue that should be taken into consideration in the curriculum.

In general, it seems encouraging that Greek EFL teachers are for the most part positively predisposed towards the advantages of CALL and they appear willing to pursue all the benefits it has to offer in their teaching. It should be pointed out, though, that nearly 65% of the survey respondents disagree with the potential of computer-assisted instruction to enhance the learners' speaking skills. This has become an issue of concern that probably derives primarily from the fact that computer intelligence has not reached the level of interactivity where the user can exchange oral communication with the computer (Warschauer, 1996) and secondly from the learners' use of their native language while negotiating during computer-based lessons.

### **3.4 Concluding Remarks**

The survey findings have provided insight on the Greek reality with regard to CALL in the public primary education sector. There seems to be progress in the field as opposed to what used to be the condition not many years ago (as has been presented in section 2.2.2), however there appears to be still room for improvement in school equipment and facilities, teacher training and generally overcoming practical and attitudinal constraints.

Having thus reviewed the situation, the following chapter focuses on suggestions and recommendations to ameliorate the introduction and effective implementation of CALL in the Greek public primary schools.

## **CHAPTER 4**

### **RECOMMENDATIONS FOR IMPROVEMENT OF CALL IN GREEK PUBLIC PRIMARY EDUCATION**

#### **4.1 Introduction**

Based on the survey findings presented in Chapter 3, there seems to be a lot that can and should be done to facilitate and improve CALL in Greek public primary schools. In this chapter suggestions and recommendations will be attempted with an eye to inspiring changes in various fields that will be further presented.

#### **4.2 Suggestions and Recommendations**

If the aim is to ameliorate the EFL teaching and learning procedures using the computer as a medium, the area that primarily appears to be in need of significant reform is that of teacher training. However, there could also be changes in the school equipment and facilities, the materials, and some other, more practical matters that will be later presented in this section.

##### **4.2.1 Changes in Teacher Training**

Excluding the mandatory induction for the newly appointed EFL teachers, the rest of the training offered is optional, either referring to ICT in education certification or school advisors' seminars (see section 2.2.6). All participants in this research appear to be willing to attend seminars or conferences related to the use of educational technology in language teaching (see section 3.2.3), but, according to the European Union (2010), 57% out of the 4.000 Greek primary and secondary teachers who participated in its survey stated that there was lack of time, 39% attributed their inadequate training to

insufficient information, 36% referred to the cost of training and 11% reported difficulties with school.

Suggesting ways to improve the situation, perhaps the primary step towards teacher training should take place in the university, an opinion also supported by Koutsoura and Barbouti (2009). According to Konstantinou (2008), English language and literature university students should receive a six-month pedagogical and teaching instruction, as well as teaching practice prior to graduating<sup>2</sup>. This way, they will not only be able to assume the necessary theoretical background for EFL teaching and CALL, but they will also attempt tentative teaching before becoming professionals. This reform in the university studies could be followed by changes in the current appointing system, given that teachers are currently appointed with their university degree as the sole certified qualification required (Konstantinou, 2008). The Greek Ministry of Education is currently in the process of legislating extra credits for the possession of computer driving license to appointment candidates, bringing thus to public schools more computer literate educators.

With regard to in-service training, it seems imperative for teachers to have the opportunity for constant and periodic training, attendance to which could perhaps be considered mandatory<sup>3</sup>. If not obligatory though, for further teacher motivation, training should be followed by practice and evaluation that would also lead to certification and

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<sup>2</sup> In Denmark, the aim is to provide teachers with the basis for further training while studying (European Commission, 2009a). Primary and lower secondary school teachers receive academic and educational insight, as well as practical training.

<sup>3</sup> In Belgium, continuous training has become compulsory for all teachers (European Commission, 2009b). Educators are to participate in official in-service training programmes.

maybe, as suggested by the Association of State School Teachers of Northern Greece (2010), extra credits for the participants<sup>4</sup>.

Galanopoulou (2001) seems to take teacher training a step further, suggesting in-service workshops that would lead to certification, as teachers are no longer motivated to attend training programmes that only include seminars. In addition, she recommends distance training and support by means of exploiting portals and websites, such as the one of the Pedagogical Institute, in order to connect schools and educators with officially experienced and trained personnel. Finally, she suggests that teachers be involved in projects and research for personal professional development and evolution. This kind of training suggested by Galanopoulou (2001) seems to comply with the teachers' demand for lifelong education and support and can be achieved with cooperation and continuous networked communication with school advisors.

Referring consequently to school advisors, Antonakaki, Bratsoli and Ventouris (2008) suggest that there should be school advisors that would work exclusively with primary school English teachers and not school advisors for both primary and secondary education, as is currently the case. This recommendation is also suggested by the Panhellenic Association of State School Teachers (2009), probably owing to the fact that a school advisor specialized in primary education would have more to offer to EFL teachers in terms of training in teaching young learners, classroom and time management, appropriate use of computer applications and programmes for young learners, etc. Taking the survey results into consideration, even if this change is not possible, current school advisors could organize more seminars presented by ICT

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<sup>4</sup> In Spain, there are state in-service training activities for teachers (European Commission, 2009c). Participation in such activities ensures attendance certificate, as well as merits for the teachers' professional career (merits for transfer, management of schools, or even salary bonus).

experts, in order to promote computer-assisted instruction as a medium for more effective teaching<sup>5</sup>.

Finally, it should not be neglected that it is undeniably the educators' personal responsibility to pursue professional development through involvement, research and constant interest in the changes or innovations that take place in their field. Internet, books, articles and many more offer teachers the opportunity to learn how to use educational technology for their own use and how to use it in the teaching and learning process. Interest and personal studies without teacher training do not render computer-assisted instruction effective, however professionals should be updated and aware of theories, practices and evolutions taking place not only nationally, but in an international level.

#### **4.2.2 Changes in School Equipment and Facilities**

Pedagogical support is quite significant for the optimal use of educational technology, but it should be accompanied with technical support. In this survey, most participants referred to the poor quality of software and hardware as the primary barrier to CALL, including complaints about the insufficient and squeezed equipment in computer laboratories (see section 3.2.4).

Recommending spacious and technologically updated computer laboratories, separate classrooms for English equipped with a computer connected to the internet, interactive board, TV, DVD and CD player seems to be logical, but it is common knowledge that structural issues related to school facilities and financial barriers on behalf of the

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<sup>5</sup> In Estonia, in-service training is compulsory (European Commission, 2009d). Teachers are to attend a minimum of 160 hours every five years for their professional development. This training is funded by the state budget.



government constitute demands like this perpetual. Antonakaki, Bratsoli and Ventouris (2008) report that 93% of the educators participating in their survey stated that they are in need of a separate classroom for English, while 91% requested the existence of a fully-equipped and accessible computer lab. In addition, Galanopoulou (2001) has stressed that teaching English can become more effective, more pedagogically differentiated, more convenient for initiatives and projects, provided that it takes place in an appropriately formulated environment. The separate classroom for English has also been a demand of the Panhellenic Association of State School Teachers (2009) and Konstantinou (2008) seems to appreciate the benefits of a separate classroom that will include a computer laboratory especially for English language teaching<sup>6</sup>.

Upon acknowledging the advantages, as presented in section 1.3 for each application and 1.4 for the general benefits, and considering the financial and structural problems of such an endeavor, the existence of an ICT coordinator for both pedagogical and technical support may be the most inexpensive and practical suggestion. In Catalonia (Spain) the role of ICT coordinators is not only limited to technical support, but they are also responsible for “re-forming in-service teacher training, and setting up new pedagogical support services for ICT using personnel from pedagogical resource centres” (European Commission, 2009e, p. 29). On condition that the ICT coordinator is restricted to one prefecture as the area of his/her responsibility and is easily accessible, EFL teachers could potentially benefit from suggestions on best exploiting the existing equipment and facilities, or improvements in software and hardware if the municipality, school, or even parents’ associations can afford them.

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<sup>6</sup> In Netherlands, Sweden and the United Kingdom (England and Scotland)), 80 % of the learners have access to at least one computer in and outside the classroom. In Greece and almost all Eastern European countries, the option of classroom access to a computer is virtually non-existent and less than 40 % of the learners have access to a computer outside the classroom (European Commission, 2004).

### **4.2.3 Changes in and Addition of Materials**

The Association of State School Teachers of Northern Greece (2010) has evaluated the current, newly introduced materials (course book, workbook, CD and teacher's book) as unsatisfying with regard to assuring the desirable teaching effect, on the grounds that the knowledge offered is not cohesive, communication in the target language is not promoted and the development of thinking skills is not favored. With regard to CALL, teachers participating in this survey have complained about the fact that there are not any supportive materials, especially software that could be used in computer laboratories or via interactive boards (see section 3.2.4). It should be added here that, in autumn 2009, when the writer attended the first school advisor seminar in Magnesia on attitudes and opinions about the new materials, the majority of the colleagues from primary and secondary education commented positively on the thematic content and the projects of the materials, formulating at the same time a long list of recommendations for changes that agree with the ones suggested by the Association of State School Teachers of Northern Greece (2010) and the teachers taking part in this research.

It appears, therefore, that, as far as CALL is concerned, EFL teachers need supportive software and materials to reduce the time-consuming process of preparation of computer-assisted instruction, a barrier that was among the three first most significant brought forward by the survey conducted for this dissertation (see section 3.2.4). Recommending changes in existing materials and addition of supportive materials seems unavoidable; however, Konstantinou (2008) seems to take this issue a step further, suggesting the existence of materials according to the level of the learners, a matter also discussed by Galanopoulou (2001). According to personal experience, the majority of Greek learners attend private afternoon English classes, thus the level assumed by their class course book is not always appropriate, while in some cases

mainly immigrant learners who cannot afford private education and / or have a hard time making sense even in the Greek language need materials adapted to a lower level. Consequently, differentiating levels in the same class and availability of related course books and supportive materials may potentially lead to a better-structured and more easily adoptable computer-based teaching.

#### **4.2.4 Other Changes**

The afore mentioned recommendations seem to refer to the most crucial fields that need to be reformed for more effective EFL teaching, as well as optimal conditions for the exploitation of the benefits of CALL. There are, however, some other issues that could be taken into consideration in pursuing this aim, such as the curriculum, the weekly timetable for teaching English and the number of learners in classes.

First of all, with regard to the curriculum, constant readjustment seems to be imperative (Koutsoura & Barbouti 2009), given that technology evolution is ongoing and fast and teachers need specific guidelines on what they are going to teach and how. What appears, though, to be the most persistent demand for the past years in Greece is the attainment of official certification of English language proficiency through public schools (Panhellenic Association of State School Teachers, 2009; Antonakaki, Bratsoli & Ventouris, 2008; Galanopoulou, 2001). Greek families seem to resort to the time-consuming and expensive private education, since this appears to be the only way for their children to attain a certificate in English that will later facilitate and favor their academic and professional pursuits. The National Curriculum could link language learning to the State Certificate of Language Proficiency, a matter that is currently under discussion for the forthcoming school years. This could potentially improve the attitude of learners and their families towards public language education (Tzakosta, 2010) and

motivate the teachers to evolve and adjust their teaching. It also seems to have the potential to encourage computer-assisted instruction through web portals that could be developed to this end and operate as resource centers that would provide training (through teleconferences, related articles or bibliography) and favor the exchange of ideas.

Another barrier that seems to impede optimal exploitation of CALL, as well as effective EFL teaching, is the limited weekly exposure of learners to English language learning in public primary schools (three hours per week)<sup>7</sup>. The Panhellenic Association of State School Teachers (2009) suggests this change first among others in its latest memorandum and it has been recommended widely in the past and recent years (Dimolaidou, 2010; Antonakaki, Bratsoli, & Ventouris, 2008; Konstantinou, 2008; Galanopoulou, 2001). Given that the time-consuming nature of computer-based teaching seems to constitute a considerable barrier in its adoption (see section 3.2.4), increasing weekly English language teaching hours could bring on significant improvement in the employment and effectiveness of EFL teaching and CALL.

Finally, a very difficult in practical terms but very beneficial education-wise reform could be the reduction of the number of learners per class<sup>8</sup>. English language teachers have been requesting this change for years (the Panhellenic Association of State School Teachers (2009) suggests a maximum of fifteen learners per class) and it has also been suggested in various articles (Antonakaki, Bratsoli, & Ventouris, 2008; Konstantinou, 2008; Mavromataki, 2010). A classroom that consists of a maximum of fifteen learners

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<sup>7</sup> According to the European Commission (2008), in many countries the amount of time prescribed for foreign languages has increased. In Finland, for instance, the weekly exposure of English language learners at school is 8 hours throughout the compulsory education (European Commission, 2009f).

<sup>8</sup> According to the European Commission (2008, p.102), “in the Czech Republic, Spain, Latvia and Lithuania, the maximum recommended number of pupils for foreign language classes is as much as 30 per cent lower than the recommended maximum for other subjects in the curriculum”.

may potentially allow teachers who are discouraged by classroom management during CALL to effectively implement computer-assisted instruction.

### **4.3 Concluding Remarks**

Even though there are a lot of changes that seem to be imperative for the effective implementation of educational technology, there are positive steps that have been made, such as the existence of computers with internet connection at schools, the availability of numerous websites, portals and blogs for professional development and the gradual increase of teacher training in CALL. Papakosta (2006) points out that most of the learners nowadays are familiar with and positively predisposed towards computers and this should be exploited if education is interested in going together with current social changes. The learners' favorable attitude towards technology, along with the recommended changes in teacher training, school equipment and facilities, materials, the curriculum, the hours of weekly exposure to EFL teaching and the number of learners per class, may potentially bring CALL closer from theory to effective practice.

## **Conclusion**

The present study attempted to explore the current employment of CALL in the Greek public primary schools with an eye to investigating how theory can be applied to effective practice. To this end, this study initially presented the theoretical background of CALL, along with the advantages and potentials offered by numerous computer applications. Reviewing then the Greek educational context with regard to EFL teaching and the adoption of CALL, there was discussion on the research aim and methodology, followed by the research findings, which provided useful insight for the deduction of conclusions related to the situation explored.

Based on the derived survey findings, it has been concluded that the distance between theory and effective practice of CALL can be reduced in Greece on condition that there will be changes in significant fields of the current educational system. First of all, given the rapid technological advancement and the familiarization of the majority of young learners with the basic computer knowledge, Greek EFL teachers seem to be in need of constant training related to the effective employment of CALL in the classroom. However, it has been noted that this kind of professional evolution should coincide with the continuous technological update of school equipment with an eye to facilitating the actual optimum educational use of computers.

There has been reference, though, to some additional parameters that should be considered for the effective use of CALL, namely the materials, the curriculum, the hours of weekly exposure to EFL teaching and the number of learners per class. With regard to the materials first, it has been proved that teachers require supportive materials that will empower the reduction of the time-consuming nature of the preparation of CALL lessons. As far as the curriculum is concerned, it has been suggested that its

constant update and link to the State Certificate of Language Proficiency could potentially bring about considerable changes in the frequency and efficiency of the employment of CALL. Finally, more hours of weekly exposure to EFL teaching in parallel with the reduction of the number of English language learners in the classroom have been recommended as significant factors for better classroom management and attainment of teaching objectives during CALL lessons.

Further research should probably explore CALL in Greek public primary schools based on larger samples and maybe focused on the actual procedures followed and the attainment of teaching objectives pursued upon the employment of CALL. In addition, for the school year 2010-2011 there will be 800 Greek primary schools which will operate on a trial basis with English being taught from the first and second grade for two hours per week and the rest of primary education for four hours, with ICT being encouraged by both provision of equipment and the curriculum. It is hoped that further research will also investigate the effect of this increase in the hours of weekly exposure of learners to ELT and how educational technology will be implemented.

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## **APPENDICES**



## APPENDIX I – 4<sup>th</sup> Grade Syllabus

### Contents

LESSON	SKILLS	LANGUAGE Functions
<b>Unit 1: BACK TO SCHOOL</b> pp. 9-20		
1. A new student in class pp. 9-13	Reading: My new school Speaking: What's my school like? Listening: Which one is my classroom? Writing: Fill in the survey	Describing buildings/rooms Measuring quantity in numbers
2. My timetable pp. 14-17	Reading: Andrew's timetable Speaking: Find the differences Listening: What's the day today? Writing: My timetable	Asking and answering about timetables
3. This is my school pp. 18-20	My project: Interview your teachers and talk about your school!	Finding information about your school and making a poster about it
<b>Unit 2: WHAT'S YOUR FAVOURITE HOBBY OR SPORT?</b> pp. 21-32		
1. My favourite sport pp. 21-25	Reading: Basketball or football? Speaking: Guess the sport Listening: Which is his/her favourite sport? Writing: Which sports do you like?	Talking about my favourite sport
2. Have you got a hobby? pp. 26-29	Reading: My pen friend, Olina Speaking: What do you think about this hobby? Listening: He/she likes..... Writing: My friend likes...but he/she doesn't like...	Talking about my favourite hobby and my friend's hobby
3. The Olympic Games pp. 30-32	My project: Find out about Olympic sports Compare Olympic Sports between the past and now	Finding information about Olympic sports /famous athletes
<b>Unit 3: THIS IS WHERE I LIVE</b> pp. 33-44		
1. My country pp. 33-37	Reading: Tell me about your country, Andrew Speaking: Which is this country? Listening: My penfriend is..... Writing: He's/She's from....He's/she's.....	Asking and answering about nationality Finding and determining position of buildings on a map
2. My city pp. 38-41	Reading: Oxford, England - Athens, Greece Speaking: Is there a supermarket next to the cinema? Listening: Greta lives in.... Writing: In my area, there is.....	Describing my village/town/city Asking and answering about facilities in a city
3. Let's talk about Greece pp. 42-44	My project: Find out about a place in Greece	Finding information about places in Greece
<b>Unit 4: TIME</b> pp. 45-56		
1. Happy Birthday! pp. 45-49	Reading: Party invitation Speaking: When's your birthday? Listening: What's the time? Writing: My birthday is in...	Telling the time Talking about your birthday and about your favourite season
2. What's the weather like? pp. 50-53	Reading: What a great party! Speaking: Finish the phrase Listening: Sophia's holiday habits Writing: My holiday habits	Asking about the weather Describing the weather Talking about activities typical of months/seasons
3. Weather around the world pp. 54-56	My project: Find out about the weather in other parts of Greece and about climate and food, jobs and houses Write your poem about your favourite season	Describing the weather Expressing feelings about seasons
<b>Unit 5: HABITS AND CUSTOMS</b> pp. 57-68		
1. It's only a dream! pp. 57-61	Reading: I have a dream Speaking: Maria never..... Listening: Sophia's real life Writing: My habits	Describing daily routines
2. British customs pp. 62-65	Reading: Christmas and Halloween! Speaking: Guess the word Listening: Bonfire Night Writing: Christmas in Greece	Describing customs in the UK and other countries
3. Finding out about habits and customs pp. 66-68	My project: Find out about customs in Greece and other countries	Describing customs in Greece and other countries on Christmas, Halloween, Easter and other national holidays



LANGUAGE Structures/Lexis	STRATEGIES/RELATED SUBJECTS
<p>There is/There are Numbers 20-99 School/classroom vocabulary</p> <p>Have got for possession School subjects Days of the week There is/There are, Numbers 20-99 Have got for possession, There is/There are, Numbers 20-99 School/classroom vocabulary</p>	<p>Focus on Vocabulary Language, Art, Maths, Music, School Life</p>
<p>I like - I don't like... Vocabulary for sports</p> <p>He/she likes... He/she doesn't like... Vocabulary for hobbies</p> <p>Vocabulary for Olympic sports</p>	<p>Focus on Reading Language, Art, P.E., Olympic Sports Studies, Music, History</p>
<p>Countries and Nationalities I'm from..... Where are you from?</p> <p>Is there..?/Are there...? There is.../There are..... Prepositions and prepositional phrases of place (next to, between, on the corner of..) /Facilities in a city There is/There are Prepositions and prepositional phrases of place</p>	<p>Focus on Listening Language, Environmental Studies, Art, School Life, History, Music</p>
<p>It's...o'clock It's half past.. It's (a) quarter to/past... My birthday is in....., Weather words/expressions Present simple for seasonal activities</p> <p>Weather words/expressions Present simple for seasonal activities</p>	<p>Focus on Speaking Language, Music, Environmental Studies, History</p>
<p>Present simple for daily routines Adverbs of frequency</p> <p>Present Simple to describe customs Adverbs of frequency Vocabulary for Christmas, Halloween</p> <p>Present Simple to describe customs Adverbs of frequency</p>	<p>Focus on Writing Language, Art, Maths, Music, School Life, Environmental Studies</p>

# Contents

LESSON	SKILLS	LANGUAGE Functions
<b>Unit 6: ANIMALS</b> pp. 69-80		
1. My pet pp. 69-73	Reading: A poem: My dog, Archie Speaking: Guess the animal Listening: I want a..... Writing: My favourite animal: a riddle	Describing animals and talking about their life
2. A visit to the Sea Turtle Rescue Centre pp. 74-77	Reading: Learn about the caretta caretta sea turtle Speaking: Which animal is it? Listening: Let's find out about the monachus monachus seal Writing: The caretta caretta sea turtle: some facts	Giving factual information about endangered animals
3. Animals in danger pp. 78-80	My project: Find out about endangered animals in Greece or in other parts of the world	Describing endangered animals and giving factual information about them
<b>Unit 7: WHAT ARE YOU DOING?</b> pp. 81-92		
1. Helping around the house pp. 81-85	Reading: Helping in the kitchen Speaking: What am I doing? Listening: Jobs in the house Writing: Remember and write	Asking and answering about on-going actions
2. What do you do? pp. 86-89	Reading: My father's and my mother's jobs Speaking: Places and things Listening: What are they doing? Writing: Neil White and my friend's father/mother	Giving factual information about professions
3. Tell me about your job pp. 90-92	My project: Interview a professional in your area Write about an old or endangered job	Asking and answering in search of factual information
<b>Unit 8: AROUND THE CITY</b> pp. 93-104		
1. At the park pp. 93-97	Reading: A school outing at the park Speaking: School rules Listening: Can you write a secret message? Writing: School rules	Talking about rules and regulations Giving/Following orders or instructions Giving permission
2. A traffic warden visits our school pp. 98-101	Reading: Do you know this traffic sign? Speaking: My rules Listening: Find the correct road sign Writing: My rules	Giving/Following orders or instructions Giving permission Talking about obligation
3. Walking in the street pp. 102-104	My project: Draw large road signs and find out what they mean/Write road safety advice for pedestrians	Talking about rules and regulations Giving permission, Talking about obligation
<b>Unit 9: THE SCHOOL PARTY</b> pp. 105-116		
1. At the supermarket pp. 105-109	Reading: At the supermarket Speaking: What shall we buy for the party? Listening: Eating healthy Writing: My healthy menu	Talking about quantity Shopping
2. Let's make some sandwiches pp. 110-113	Reading: Don't fight! Speaking: Salty or sweet? Listening: Let's make some pancakes Writing: Let's make a Spanish omelette	Talking about quantity Giving cooking instructions
3. Recipes from around the world pp. 114-116	My project: Find a recipe from Greece or another country	Talking about quantity Giving cooking instructions
<b>Unit 10: ENJOY YOUR HOLIDAYS!</b> pp. 117-129		
1. Our yearbook pp. 117-121	Reading: Our yearbook entries Writing/Speaking: Talk about yourself	Giving information about oneself and one's family Asking questions to find out personal information
2. "Dairy the fairy" pp. 122-124	Listening: Listen and guess Speaking: Guess the end of the story	Listening for gist Guessing and developing the ending of a story Guessing from context
3. Your yearbook pp. 125-129	My project: Make a yearbook. Interview your classmates and write about them. Use photos and make a booklet.	Using descriptive and personal information to write about somebody
Appendix I Appendix II Appendix III Appendix IV Appendix V pp. 130-149 pp. 150-155 pp. 156-160 pp. 161-165 p. 166	Work at your own pace- Δούλεψε στους δικούς σου ρυθμούς My grammar corner – Η γωνιά της γραμματικής Glossary – Το λεξιλόγιό μου Maps Acknowledgements	

LANGUAGE Structures/Lexis	STRATEGIES/RELATED SUBJECTS
<p>Present simple for statement of fact Have got for description Animals</p> <p>Present simple for statement of fact Have got for description Animals</p> <p>Present simple for statement of fact Have got for description Endangered animals</p>	<p>Focus on Grammar Language, Environmental Studies, Music, History</p>
<p>Present Continuous to describe on-going actions Household chores</p> <p>Present Simple for statement of fact Present Simple vs. Present Continuous Jobs</p> <p>Present Simple for statement of fact</p>	<p>Focus on Songs and Games Language, Environmental Studies, Music, History</p>
<p>Imperative for orders Can/Can't for permission School rules</p> <p>Can/Can't for permission Must/mustn't for obligation Road signs. Traffic regulations</p> <p>Imperative for orders, Must/mustn't for obligation Can/Can't for permission, Road signs, Traffic regulations</p>	<p>Focus on Group Work Language, Art, Music, P.E., Road Safety Instruction</p>
<p>Countable and uncountable nouns Some – a/an Food vocabulary</p> <p>Countable and uncountable nouns Some – a/an Imperative for cooking instructions</p> <p>Countable and uncountable nouns Some – a/an, Imperative for cooking instructions</p>	<p>Focus on Revising Language, Music, Maths, Environmental Studies, History, Health Instruction</p>
<p>Wh- questions, I've got.../I haven't got, I can.../I can't, I like.../I don't like, Habits, Pets, Sports, Food, Family</p> <p>Present Simple for narration</p> <p>Wh- questions, He/she likes/doesn't like... He/she has got/hasn't got, He/she can/can't Habits, Pets, Sports, Food, Family</p>	<p>What I like best about learning English Language, Environmental Studies, Music, History, Art</p>

## APPENDIX II – 5<sup>th</sup> Grade Syllabus

UNIT	LESSON	SKILLS	LANGUAGE Functions
<b>UNIT 1</b> <b>INTERNET FRIENDS AROUND EUROPE</b> Pupil's Book pp. 13-24	<b>LESSON 1</b> • pp. 13-17 Do you like computers?	<b>READING:</b> scanning for specific information – an e-mail <b>LISTENING:</b> looking for specific information to fill in table <b>SPEAKING:</b> asking about preferences and interests – forming clubs <b>WRITING:</b> an e-mail to a friend abroad	Expressing likes, dislikes and preferences
	<b>LESSON 2</b> • pp. 18-21 Internet friends	<b>READING:</b> looking for general meaning – a children's newspaper article <b>LISTENING:</b> looking for specific information – a dialogue <b>SPEAKING:</b> about nationalities and flags <b>WRITING:</b> a list of questions about school habits	Talking about school life
	<b>LESSON 3</b> • pp. 22-24 The United Kingdom Self assessment	<b>READING:</b> for gist and for specific information to fill in charts – a short text about a country	
<b>UNIT 2</b> <b>SCHOOL LIFE AND THE WORLD AROUND US</b> Pupil's Book pp. 25-36	<b>LESSON 1</b> • pp. 26-29 School life and feelings	<b>READING:</b> Scanning a newspaper <b>LISTENING:</b> For specific information about places	Expressing Feelings
	<b>LESSON 2</b> • pp. 30-33 Talking about habits - Good & Bad	<b>WRITING:</b> Making lists from an interview	
	<b>LESSON 3</b> • pp. 34-36 Customs around the world Self assessment	<b>READING:</b> Scanning a website about national customs	
<b>UNIT 3</b> <b>PLACES</b> Pupil's Book pp. 37-48	<b>LESSON 1</b> • pp. 38-41 The place we live in	<b>SPEAKING:</b> playing a guessing game <b>WRITING:</b> writing a small note following a model text <b>WRITING:</b> suggestions and opinions about how to improve daily life <b>PORTFOLIO:</b> make a presentation on cardboard about issues related to everyday problems in big cities	Expressing opinions and making suggestions
	<b>LESSON 2</b> • pp. 42-44 How can I get to...?	<b>LISTENING:</b> locating places on a city map – directions <b>SPEAKING:</b> asking and giving directions using maps of different cities <b>WRITING:</b> a small note giving directions	Asking and giving directions to places using maps
	<b>LESSON 3</b> • pp. 45-48 Talking about a city in Greece Self assessment	<b>READING:</b> skimming and scanning for specific information – a guidebook text <b>READING:</b> matching activity – a guidebook text	
<b>UNIT 4</b> <b>CHRISTMAS EVERYWHERE</b> Pupil's Book pp. 49-60	<b>LESSON 1</b> • pp. 50-53 Getting ready for Christmas	<b>LISTENING:</b> Gist and specific information <b>WRITING:</b> A postcard.	Instructions in the Kitchen
	<b>LESSON 2</b> • pp. 54-57 Kostas is in New York for Christmas	<b>LISTENING:</b> Reorganising jumbled text.	Describing Procedures
	<b>LESSON 3</b> • pp. 58-60 A Christmas song Self assessment	<b>READING:</b> Learning Christmas songs <b>SPEAKING:</b> Memorizing a poem	
<b>UNIT 5</b> <b>READY FOR ACTION</b> Pupil's Book pp. 61-72	<b>LESSON 1</b> • pp. 62-64 An ambitious class project	<b>LISTENING:</b> for gist and for checking understanding – a dialogue <b>SPEAKING:</b> role playing part of a dialogue and proposing ideas <b>WRITING:</b> a list of intentions <b>PORTFOLIO:</b> a friendly letter about environmental work at school	Expressing intentions, plans and arrangements, predictions and hypotheses
	<b>LESSON 2</b> • pp. 65-69 Let's do it!	<b>READING:</b> preparing a questionnaire to raise awareness <b>LISTENING:</b> checking understanding – part of a dialogue <b>SPEAKING:</b> planning a campaign about the environment <b>WRITING:</b> preparing posters	Expressing abilities, obligations and advice
	<b>LESSON 3</b> • pp. 70-72 My work can make a difference Self assessment	<b>WRITING MEDIATION:</b> making a list of problems for people who cannot understand instructions in Greek	

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	
I (don't) think/ It seems to me that... In my opinion Why don't you...?, Let's... How about..?	Words related to places, services, occupations and methods of transport.	Space and healthy living environments	Writing a text for a guide book about a city	Geography, Greek Language, Maths, History, Computer Science, Drama, Road Safety Instructions
	Words related to directions and location	Space and directions		
	Words related to texts included in guidebooks – nouns, adjectives and verbs.			
Instructions in the Kitchen	Christmas items			Christmas Traditions around the World
Describing Procedures	Adjectives to go with verbs expressing Feelings	Culture and how people in different countries celebrate Christmas	Making koulouria in class!	Christmas and the Underprivileged
			Christmas traditions in different countries.	
Present Progressive tense, "be going to" with Future sense.	Words related to recycling, litter and environmental projects	Communication and taking action about the environment	Preparing posters or a letter of action to sensitize people and authorities in your area about environment and its protection	Environmental Studies, Geography, Greek Language, Maths, History, Computer Science, Drama, Art
Modal verbs – can, must, should/ shouldn't	Words related to environmental problems around the world	Organisation and what needs to be done to save Planet Earth		
	Words related to environmental problems and organization of campaigns	Organisation and taking the right steps to protect pristine environments in Greece		



UNIT	LESSON	SKILLS	LANGUAGE Functions
<b>UNIT 6</b> <b>GOOD, BETTER, BEST!</b> Pupil's Book pp. 73-84	<b>LESSON 1</b> • pp. 74-77 Choosing a present	<b>READING:</b> scanning data from packets <b>LISTENING:</b> for specific information from a conversation between friends <b>WRITING:</b> making lists from articles <b>SPEAKING:</b> comparing data from charts	Persuading by comparing and contrasting
	<b>LESSON 2</b> • pp. 78-81 World records	<b>READING:</b> skimming a website <b>WRITING:</b> creating a slogan and listing advantages of a product	Persuading through an advert
	<b>LESSON 3</b> • pp. 82-84 A knowledge quiz Self assessment	<b>WRITING:</b> creating questions with multiple answers	Forming questions with possible multiple answers
<b>UNIT 7</b> <b>GOING BACK IN TIME</b> Pupil's Book pp. 85-96	<b>LESSON 1</b> • pp. 86-89 Famous People of the Past	<b>READING:</b> looking for specific information <b>WRITING:</b> preparing a presentation <b>LISTENING:</b> looking for specific information <b>SPEAKING:</b> game using questions with yes/no answers	Preparing a Presentation
	<b>LESSON 2</b> • pp. 90-93 Past Experiences	<b>WRITING:</b> filling in charts based on information given in a text <b>LISTENING:</b> listening to re-order information <b>SPEAKING:</b> role play, discussion and group work	Expressing sequences of events
	<b>LESSON 3</b> • pp. 94-96 Alexander the Great Self assessment	<b>READING:</b> reading with a critical approach	Expressing opinion and the reasoning behind it.
<b>UNIT 8</b> <b>ALL ABOUT STORIES</b> Pupil's Book pp. 97-108	<b>LESSON 1</b> • pp. 98-101 Fairy Tales	<b>READING:</b> reading for prediction <b>SPEAKING:</b> acting out a story	Learning to tell stories and act them out. Learning to express own feelings through drama.
	<b>LESSON 2</b> • pp. 102-105 What an experience!	<b>READING:</b> reading an e-mail chat <b>WRITING:</b> retelling a story in narrative form using an online chat conversation	Learning to relate your experiences and express your feelings about them.
	<b>LESSON 3</b> • pp. 106-108 A traditional story Self assessment	<b>READING:</b> for specific information about foreign customs	Talking about Easter customs in your country.
<b>UNIT 9</b> <b>AMAZING PEOPLE AND PLACES</b> Pupil's Book pp. 109-120	<b>LESSON 1</b> • pp. 110-113 She has helped save gorillas	<b>READING:</b> for specific information <b>WRITING:</b> about one's own achievements <b>SPEAKING:</b> describing personal experience without specifying the time the actions happened	Being able to express oneself about achievements in the past which impact on the present.
	<b>LESSON 2</b> • pp. 114-117 A trip to Dubai!	<b>READING:</b> for specific information about a children's art competition <b>SPEAKING:</b> game, talking about one's personal achievements	
	<b>LESSON 3</b> • pp. 118-120 Newspapers & headlines Self assessment	<b>SPEAKING:</b> game with headlines & "announcements" <b>WRITING:</b> putting together a classroom newspaper	
<b>UNIT 10</b> <b>SUMMER IS HERE!</b> Pupil's Book pp. 121-132	<b>LESSON 1</b> • pp. 122-125 At the airport	<b>READING:</b> reading announcement boards <b>WRITING:</b> preparing a presentation using information given in a chart	Being able to welcome friends. Presenting a place using data.
	<b>LESSON 2</b> • pp. 126-129 Tourists love visiting places	<b>READING:</b> menus <b>LISTENING:</b> for specific information about a painting <b>SPEAKING:</b> debating the return of the Parthenon marbles	Being able to describe a place. Expressing opinions. Making suggestions.
	<b>LESSON 3</b> • pp. 130-132 Myths and legends Self assessment	<b>WRITING:</b> collecting information about other civilizations	Narrating stories.
<b>APPENDIX UNITS 1-10</b> pp. 133-152		<b>Discover Grammar</b> pp. 153-161	

FOCUS		CROSSCURRICULAR LEARNING		
Structures	Vocabulary	Concepts	Projects	Other related subjects
Comparatives	Comparatives, regular and irregular	Similarities and Differences between places.	Comparing towns in Greece or overseas	
Superlatives	Superlatives, regular and irregular		Creating an advert	
			Creating a quiz	
Past Simple in the Affirmative Form - Regular Verbs	The Theatre and Artists	Similarities and Differences between the Theatre of Ancient Greece and Elizabethan England.		Theatre, History, Art.
Past Simple in the Negative and Question Forms	Crime and Alibis			
	Alexander the Great and his military campaigns	Communication and Alexander the Great's skills as a Leader. Civilization: Alexander's legacy.	Analysis of films made on Alexander the Great: a critical approach. Preparing a presentation on a famous figure in history.	
Using the Past Continuous.	Lexis in books and stories: to describe characters and appearance, weather, theatre.	Communication and Culture and Shadow Puppet Theatre	Preparing a Karagiozis shadow puppet play, with puppets and stage.	Greek Language, Literature, Drama, Music Arts & Crafts, Storytelling and Storywriting.
Using both Simple Past and Past Continuous.	Adjectives expressing feelings.		Write a short story.	
Using Past tenses for Story Reading and Story Writing.	Easter customs around the world.	Culture and how people in different countries celebrate Easter.	Easter customs in other countries and in other continents.	
Present Perfect: Affirmative Form.	Gorillas. Mikis Theodorakis: his life and achievements.	Development and the protection of rare species of animals.	Researching for athletes or teams with multiple records.	Science, History, Sports, Geography, Art.
Present Perfect: Negative and Question Form. Adverbs frequently used with Present Perfect Form.	Modern cities and their attractions	Organisation and a famous national art exhibition.		
	Basic newspaper words.	Organisation and putting together a classroom English newspaper.	Classroom English newspaper	
Revision of verb tenses.	Idiomatic expressions. Time prepositions.	Similarities and Differences between places.	Presenting an airport. Presenting a place using your senses.	Art, Geography, History.
Expressions with prepositions of place.	Vocabulary to talk about holidays, places, museums, restaurants.	Civilization and the return of the Parthenon marbles.		
		Culture and Myths and Legends from other countries.	Talking about myths in other civilizations.	
Irregular Verbs pp. 162		Maps pp. 163-166		

Kolovou, E.K. & Kraniotou, A. (2009). *English 5<sup>th</sup> grade Pupil's Book*. Athens: Οργανισμός Εκδόσεως Διδακτικών Βιβλίων

## APPENDIX III – 6<sup>th</sup> Grade Syllabus

# Table of Contents

UNIT 1: Our Multicultural Class				
Crosscurricular notions		Communication, Culture, Interaction, Information, Multiculturalism, Tradition, Similarities and Differences		
Related subjects		Science, Computer Science, Mathematics, Geography, History		
Project		A report about a European project		
Self-assessment (Can-do statements)		Can read maps and reports about countries; can talk about countries and school subjects; can listen to pupils talking about school projects; can write reports about countries and people's everyday activities; can express habits, routines and present situations		
LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	Meeting the Newcomers	Reading: Ss' reports about their country Reading for gist; Reading for specific information Speaking: asking and answering about nationalities and habits Writing: Filling-in a diagram about what pupils do in schools in Greece and in Great Britain	Describing habits and routines; Giving personal information	Present Simple Adverbs of frequency Words related to nationalities, countries, landforms/geography
2	At the school lab	Listening to a conversation at the school lab; Listening for gist and specific information Speaking: A Game: Charades Writing: Mr Badluck's day	Describing present situations; Exchanging ideas	Present Continuous Words related to school subjects, activities, facilities
3	A Geography Project	Reading: a report Writing a report and editing a text	Talking /writing about a report; Paragraphing	Simple Present Tense Vocabulary about countries, nationalities, geography
UNIT 2: Going shopping				
Crosscurricular notions		Organization, Categories, Decision Making, Reasoning, Information		
Related subjects		Mathematics, Computer Science, Internet, Poetry, Health Education, Consumer Education, Citizenship		
Project		An on-line order		
Self-assessment (Can-do statements)		Can read a supermarket flyer, a canteen menu, an internet site, a receipt; can listen to people talking in supermarkets and department stores; can talk and write about shopping goods, prices and online orders		

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LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	At the supermarket	Reading: a supermarket flyer, a school canteen menu, an internet site Reading to locate specific information; Reading for gist Listening: A dialogue at the supermarket Speaking: Role play of shopkeepers/ assistants and customers Writing: What to buy at the school canteen	Expressing quantity	Countable, uncountable nouns, a/an, some, any, how much, how many Words related to containers, units of weight, size, shape, shopping goods etc.
2	At the mall	Listening: a dialogue in a department store; Listening for specific information Reading: a Receipt Speaking: Class-work: The fashion show; The school bazaar Writing: a poem describing a favourite thing using the senses	Describing senses Expressing quantity	Verbs of senses: it looks, it feels, it tastes etc. a little/little, a few/few Order of adjectives Words related to colours, material, size etc.
3	E-shopping	Reading: an internet site Writing: a toy order	Ordering and buying goods Filling an online order	Words related to toys, goods etc.

UNIT 3: Imaginary creatures				
Crosscurricular notions		Similarities and Differences, Self-Awareness, Information, Communication, Culture		
Related subjects		Mythology, Literature, Theatre Education		
Project		Act out a scene from Midsummer Night's Dream		
Self-assessment (Can-do statements)		Can read an acrostic poem, a literature extract, reports about creatures and monsters; can talk and write about people's appearance and personality; can listen to a ghost story; can use adjectives and adverbs		
LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	Old and Modern Creatures	Reading: An acrostic poem, a literature extract. Reading about monsters and creatures Reading for gist, understanding text cohesion and completing gaps Speaking: Talking about fairy-tale heroes <i>What am I like? Talking about people's appearance and personality</i> Writing: Filling-in ID cards Writing about the appearance of monsters / creatures and comparing them	Describing and comparing people and things Describing people's personality	Comparisons of adjectives (comparative, superlative), irregular adjectives, opposites, opposites with suffixes Words related to fairy tales, heroes, monsters Adjectives describing characteristics, personality and skills

2	Do you believe in ghosts?	Listening: a ghost story in play form Listening for gist Reading: The Monster Quiz Speaking: A Game: Do it our Way	Describing and comparing people and things	Comparisons of adjectives (as/as, not so as) Comparison of adverbs Words describing a place and a house.
3	Classroom theatre	Reading: a literature extract Shakespeare's play: Midsummer Night's Dream Project: Perform a Scene from "Midsummer Night's Dream"	Adapting, preparing and acting out a scene from a play	Words related to theatre performance

#### UNIT 4: The history of the aeroplane

Crosscurricular notions	Time and Place, Information, Interaction, Communication, Culture, Progress, Change			
Related subjects	Science, Mythology, History, Environmental Education, Career Guidance, Poetry, Arts and Craft			
Project	Poems, paintings, pictures and information about the fall of Icarus			
Self-assessment (Can-do statements)	Can read emails and attached files, a poem & biographies of inventors; can talk and write about paintings, biographies and poems; can talk about events in the past; can use linking words			
LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	A Day at the Museum	Listening: the myth of Daedalus and Icarus Reading: e-mail messages and attached files, museum worksheets Reading for specific information / for gist Speaking: Role-play: Talking about Icarus and the Wright Brothers Mediation: Ανό τη Γη στὴν Σελήνην	Talking about events in the past	Past simple, Regular and Irregular verbs (affirmative, interrogative, negative) Words related to planes and flights
2	An air-pocket	Listening: a dialogue about an air-pocket Listening for gist, for specific information Reading: Information about types of planes Information about Igor Sikorsky Speaking: Talking about the missing luggage Writing: a biography	Narrating past events.	Past Continuous (talking about interrupted past states, narrating past events) Linking words: when, as, after that, while, then, later, first, second, finally Words related to planes and forces of flight
3	The Fall of Icarus	Reading: a poem about the fall of Icarus Speaking: about a painting Writing: a poem	Describing paintings and pictures	Revision of tenses taught

#### UNIT 5: Travelling through time

Crosscurricular notions	Communication, Culture, Information, Multiculturalism, Internet, Tradition, Similarities and Differences
Related subjects	Music, History, Local History, Road Safety
Project	A Museum Leaflet

<b>Self-assessment (Can-do statements)</b>		Can read a diary, a museum leaflet, lyrics of songs; can talk about the past/habits in the past/memories; can ask for/give information or directions; can talk about transportation; can listen to a song, a museum guide; can write an informal letter		
<b>LESSON</b>		<b>SKILLS / STRATEGIES</b>	<b>LANGUAGE (Functions)</b>	<b>LANGUAGE (Structures/Lexis)</b>
<b>1</b>	Diaries	Reading: a questionnaire, diaries, lyrics of songs, a museum leaflet, street maps, transportation rules and signs Reading for specific information Speaking: Talking about present and past habits Listening to the song: "Yesterday" Writing: use a photo to write about the past	Expressing Present and Past habits	Used to Words related to clothes and hair styles
<b>2</b>	Transportation	Listening: a museum-recorded message and a museum guide Listening for specific information Listening for gist Speaking: Visiting the museum: giving information and street directions Reading: Recognizing signs and rules on trains & buses Writing: a list of rules and signs for trains and buses Writing an informal letter	Asking for directions and information; Giving directions and information; Familiarization with the layout of informal letters; Paragraphing	Expressions and words related to asking for and giving information and directions Words related to means of transport Set phrases and expressions for letter writing
<b>3</b>	The Museum Leaflet	Reading: a museum leaflet Project: A Museum Leaflet	Talking /writing about the Transport Museum Leaflet	Words related to museum visits

<b>UNIT 6: Me, myself and my future job</b>				
<b>Crosscurricular notions</b>		Self-Awareness, Personal Development, Information, Communication, Interaction, Change, Progress, Reasoning		
<b>Related subjects</b>		Career Guidance, Citizenship		
<b>Project</b>		A job profile		
<b>Self-assessment (Can-do statements)</b>		Can read job profiles, job advertisements, safety rules at work, a job interview questionnaire, can talk about skills/abilities, interests, personal traits, future careers and a job interview; can express ability, possibility, permission, advice, predictions, promises, warnings, requests, offers; can listen to professionals at work, can write new year resolutions, safety rules and job profiles		
<b>LESSON</b>		<b>SKILLS / STRATEGIES</b>	<b>LANGUAGE (Functions)</b>	<b>LANGUAGE (Structures/Lexis)</b>
<b>1</b>	Talking about jobs & careers	Reading a self esteem quiz, job advertisements, job profiles; Reading for specific information Speaking: A telephone dialogue: Asking for and giving job information; Talking about pupils' interests, skills/abilities, future jobs	Expressing ability, permission, possibility	Modal verbs: can, may, should Words related to personal traits, skills/abilities, school subjects

2	What do they do?	Listening: A dialogue: What do they do? Guessing people's jobs; Listening for specific information Speaking: Talking about pupils' interests, skills/abilities, goals Talking about safety rules Reading: Safety rules at work	Giving advice, expressing prediction, warning, promise, offer, decision on the spot, intention	Future tense: will, going to Words related to skills/abilities, school subjects, safety rules
3	What the future holds for you	Reading: a job questionnaire Speaking: Talking about future jobs Project: A job profile	Expressing prediction	Words related to jobs, skills, abilities etc.

UNIT 7: Share your experiences				
Crosscurricular notions		Sports, Olympic Spirit, Information, Communication, Progress, Team Spirit, Differences & Similarities		
Related subjects		Physical Education, Citizenship, Environmental Education, Theatre Education		
Project		A poster about your personal record		
Self-assessment (Can-do statements)		Can read a questionnaire, newspaper extracts and a poster; can talk about swimming styles, theatre shows, world and Olympic record and past experience connected to the present; can listen to a radio programme; can write a report about a Paralympics Champion, a page of the class book of records and about personal records		
LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	Famous Record Holders	Reading: A questionnaire: Share your experiences Newspaper reports: "Famous record holders" Reading for specific information Speaking: Talking about swimming styles; The hot air balloon competition: Talk about what you have done in your life so far; Let's play: Have you ever...?	Describing past experiences; Comparing general experiences and events that happened at a specific time	Present Perfect Simple Present Perfect vs. Past Simple Words related to sport events Words related to performances and theatre
2	Top Stories on the Radio	Listening: A radio programme: "Top stories" Listening for gist / Listening for details Speaking: Interview with a famous Paralympics champion Act out a dialogue: What have you been doing? Writing a page for the class book of records; Writing a report about a champion to appear in the local newspaper Mediation: a newspaper extract about K. Fykas	Expressing duration	Present Perfect Continuous The use of for and since Words related to world records
3	Going for the Gold	Reading: a poster: a great opportunity for students Speaking: Talking about accomplishments and personal bests Project: A poster about your personal record	Expressing experience and achievement	Words related to personal bests and achievements



UNIT 8: Blow your own trumpet				
Crosscurricular notions		Information, Communication, Culture, Personal Safety, Stereotypes, Conflict		
Related subjects		Music, Consumer Education , Mathematics, Citizenship		
Project		An advice letter		
Self-assessment (Can-do statements)		Can read a music festival leaflet, a magazine article about pocket money; can talk about musical instruments, festivals, money, personal safety, how to express something likely to happen now or in the future, how to express something impossible or unlikely to happen now or in future, how to give advice; can listen to different musical instruments, a song about money, people talking about what they would spend their money on; can write an e-mail about a museum of musical instruments and a letter to a magazine advice page		
LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	Harmony, Melody and Rhythm	Reading a leaflet about Music Education Series; Reading a leaflet about festival activities; Reading for gist / for specific information Speaking: Talking about the story of the Little Red Riding Hood; Persuading a friend to choose a festival Writing: an email: the museum of folk instruments	Talking about events that depend on a condition; Expressing possibility/probability	Type1 Conditional sentences Words related to music, concerts, festivals, events
2	Feel the Rhythm	Listening: A song: A rich man's world Listening to a dialogue on how you would spend your money; Listening for specific information Reading: A magazine article about pocket money and pester power Speaking: Talking about what you would spend your money on Writing: A class survey: how Ss spend their pocket money	Expressing imaginary situations	Type 2 conditional sentences Words related to money
3	The Problem Page	Reading: a letter from a problem page magazine Speaking: talking about children's problems Project: An advice letter	Asking for and giving advice Paragraphing	Words and set phrases related to letter writing: greeting, opening and closing paragraphs, signing off

UNIT 9: Earth Day everyday	
Crosscurricular notions	Information, Communication, Culture, Time and Place
Related subjects	Environmental Education, Science, Literature, Art, Geography, Biology
Project	Acting: The Awful 5
Self-assessment (Can-do statements)	Can read a questionnaire, an earth day story and a play about pollutants; can talk about pollution, endangered species and protection of the environment; can understand activities that happened before another action in the past; can listen to a presentation about endangered species; can write e-mails about environmental problems and a poster; can express the result of an action or a situation

LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	An Earth Day Story Reading: A story: An Earth Day Story Reading for gist/ reading for specific information; making inferences Speaking: Asking about events; Giving advice about the protection of the environment Writing: write an e-mail about a day trip to the beach	Sequencing past actions	Past Perfect Simple Words related to environment
2	Save the Endangered Species Listening: a presentation at an environmental centre Listening for gist / for Specific Information. Speaking: Information gap: Talking about endangered animals Writing: e-mails about an Environmental centre and about endangered animals Making a poster about the environment	Expressing result and deduction; Expressing reason	Clauses of Reason Clauses of Result Words related to animals
3	The Awful 5 Reading: A part of a play: "The Awful Five" Project: Acting: The Awful Five	Improvising	Words related to pollution Words related to setting up part of a play

## UNIT 10: Time for fun

Crosscurricular notions	Culture, Communication, Self-Awareness, Information, Organisation		
Related subjects	Art and Literature		
Project	A Film Review		
Self-assessment (Can-do statements)	Can read a questionnaire, an article about James Bond, signs and notices, film reviews; can talk about films and books; can listen to dialogues about films and books; can write an e-mail about a book, a poster, signs and notices and a film review; can express suggestions and can emphasize the action rather than the doer		
LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	The Different Faces of a Super Spy Reading: A questionnaire; An article about James Bond; Reading signs and notices; Reading for gist; Reading for specific information Speaking about films and books Writing an e-mail about a book Making a poster Writing signs and notices	Emphasizing actions	Simple Present Passive Words related to films and books

2	The Film Festival	Listening: Listening to a dialogue about going to the cinema Listening for specific information Speaking: Making /responding to suggestions about going to the cinema Mediation: an e-mail: information about a book	Describing films / books; Talking about one's feelings; Expressing suggestions; responding to suggestions	Expressions of preference ..ing/ed Adjectives adjectives to describe films and books adjectives to describe feelings
3	A Film Review	Reading: an outline of a film review Project: A Film Review	Describing a film	Words related to writing a film review

Appendix I	It's your choice!
Appendix II	Resource materials
Appendix III	Grammar
Appendix IV	Irregular verbs
Appendix V	Vocabulary list
Appendix VI	Maps

## APPENDIX IV – List of Approved Commercial Books for Use in the 3<sup>rd</sup> Grade

### ΚΑΤΑΛΟΓΟΣ ΕΓΚΕΚΡΙΜΕΝΩΝ ΒΙΒΛΙΩΝ ΑΓΓΛΙΚΗΣ ΓΛΩΣΣΑΣ Γ ΔΗΜΟΤΙΚΟΥ

Αριθ.Πρωτ.Φ.7/908/92062/Γ1/30-07-2009/ΥΠΕΠΘ

ΕΝΙΑΙΟΣ ΔΙΟΙΚΗΤΙΚΟΣ ΤΟΜΕΑΣ  
ΠΡΩΤΟΒΑΘΜΙΑΣ ΚΑΙ ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ

ΔΙΕΥΘΥΝΣΗ ΣΠΟΥΔΩΝ Π.Ε. -ΤΜΗΜΑ Α'

Πληροφορίες :

Τηλέφωνο : 210.34.42.243 - 210.34.43.605

Fax : 210.34.42.241

e-mail : spudonpe//yppeph.gr

**ΘΕΜΑ:** Έγκριση καταλόγου κατάλληλων βιβλίων Αγγλικής Γλώσσας για τη Γ' τάξη του Δημοτικού Σχολείου

Έχοντας υπόψη:

1. Τις διατάξεις του Ν. 1566 / 85, άρθρο 60 παρ. 4 και άρθρο 88 παρ.5 (ΦΕΚ 167 τ. Α')
2. Τις διατάξεις του Ν.2525 / 97, άρθρο 7 παρ.2 και 3 (ΦΕΚ 188 τ. Α')
3. Το Ν.Δ. 749 / 1970, άρθρο 9 παρ.3 (ΦΕΚ 277 τ.Α')
4. Την αριθμ. Φ.20 / 482 / 95210 / Γ1 / 9 – 9 – 2003 (ΦΕΚ 1325 τ. Β') Υπουργική Απόφαση, με την οποία η Αγγλική Γλώσσα εντάχθηκε στο ωρολόγιο πρόγραμμα της Γ' τάξης του Δημοτικού Σχολείου
5. Την αριθμ. Φ.7 / 590 / 54664 / Γ1 / 14-5-2009 Υπουργική Απόφαση με την οποία συγκροτήθηκε επιτροπή κρίσης βιβλίων Αγγλικής για τη Γ' τάξη του Δημοτικού Σχολείου
6. Το από 29-5-2009 πρακτικό της επιτροπής κρίσης βιβλίων Αγγλικής Γλώσσας για τη Γ' τάξη του Δημοτικού Σχολείου
7. Την αριθμ. 15/2009 Πράξη του Τμήματος Πρωτοβάθμιας Εκπαίδευσης του Παιδαγωγικού Ινστιτούτου
8. Τις ανάγκες για χρήση διδακτικών βιβλίων κατά τη διδασκαλία της Αγγλικής Γλώσσας στη Γ' τάξη του Δημοτικού Σχολείου

α π ο φ α σ ί ζ ο υ μ ε

εγκρίνουμε τον ακόλουθο πίνακα ελευθέρων βοηθημάτων του μαθήματος της Αγγλικής Γλώσσας της Γ' τάξης του Δημοτικού Σχολείου για το σχολικό έτος 2009–10, με την έναντι του καθενός αναφερόμενη τιμή πώλησης.

#### 1. Κατάλληλες νέες διδακτικές σειρές

A/A	Εκδοτικός οίκος	Διδακτική Σειρά	Χρονολογία έκδοσης	Τελικές τιμές	
				Βιβλίο μαθητή	Βιβλίο Εργασιών
1.	Express Publishing	Fairyland 3	2008	15,50	12,50



		Fairyland 4	2008	16,00	13,00
2.	Burlington Books	Ace from space Junior A	2006	15,95	12,85
3.	Cambridge University Press	Kid's box 1	2008	15,00	10,00
		Kid's box 2	2008	15,00	10,00
4.	Exact Publishing	Step Up 1	2004	15,15	7,58
		Step Up 2	2004	15,15	7,58
5.	Hillside Press EFL Books	Red Submarine 1	2006	14,63	10,45
6	MM Publications	Get smart 1	2009	10,50	6,50
		Get smart 2	2009	11,30	7,30
7	New Editions	Dippy's adventures Junior A	2005	11,76	9,17

## 2. Βιβλία εγκεκριμένα με τις ίδιες τιμές

A/A	Εκδοτικός οίκος	Διδακτική Σειρά	Χρονολογία έκδοσης	Τελικές τιμές	
				Βιβλίο μαθητή	Βιβλίο Εργασιών
1.	Macmillan	Bugs A	2006	16,40	11,88
2.	Express Publishing	New Set Sail 1	2008	12,00	8,50
		New Set Sail 2	2008	13,50	9,50
		Fairyland 1*	2007	12,00	8,50
		Fairyland 2*	2007	13,50	9,50
		Welcome Plus 1	2007	7,15	5,20
		Welcome Plus 2	2007	7,15	5,20
		Welcome to America 1	2005	8,85	5,85
		Welcome to America 2	2005	8,85	5,85

		Welcome Starter a	2005	7,80	6,50
		Welcome Starter b	2004	7,80	6,50
3.	Hillside Press EFL Books	Whizz Kids 1	2007	13,01	9,30
		Whizz Kids 2	2007	13,01	9,30
		Kids' Planet 1	2004	13,01	9,30
4.	Grivas Publications	Time for English Junior A	2004	11,50	10,50
5.	Oxford University Press	New Chatterbox 1	2006	14,55	7,85
		Rainbow A	2005	15,65	9,50
6.	MM Publications	Pop up Now 1	2005	9,35	5,55
		Pop up Now 2	2005	10,15	6,15
		Pop up Now 1a	2005	6,45	3,40
		Pop up Now 1b	2005	6,45	3,40
		Pop up Now 2a	2005	7,10	3,75
		Pop up Now 2b	2005	7,10	3,75
		Zoom in Plus A	2006	9,50	5,50
		Time Flash A	2005	10,40	6,30
7.	GM Publications (Μαρία Μυτακίδη)	Merry Team 1	2007	11,20	9,08
		Merry Team 2	2007	11,20	9,08
		Merry Team 3	2007	11,50	10,35

\* Τα Fairyland 1 και Fairyland 2 συνοδεύονται από λογισμικό για διαδραστικό πίνακα (interactive whiteboard software), το οποίο θα διατίθεται δωρεάν στα σχολεία που θα υιοθετήσουν τις συγκεκριμένες σειρές για το σχολικό έτος 2009-2010.

### **3. Κατάλληλα προαιρετικά βοηθήματα:**

i) Εικονογραφημένες ιστορίες:

A/A	Εκδοτικός οίκος	Εικονογραφημένες ιστορίες	Τελική τιμή
1a.	Express Publishing (Stage 1)	1) The Lion and the Mouse 2) The Shepherd Boy and the Wolf 3) The Wild Swans	5,02 5,02 5,02

		4) Anna and the Dolphin	5,02
		5) Merry Christmas	5,02
		6) The Toy Soldier	5,02
		7) The Little Red Hen	5,02
		8) The Town Mouse and the Country Mouse	5,02
		9) The Three Billy Goats Gruff!	5,02
		10) Henry Hippo	5,02
		11) Goldilocks and the Three Bears	5,02
		12) Snow White and the 7 Dwarfs	5,02
		13) Chicken Licken	5,02
		14) The Hare and the Tortoise	5,02
		15) Little Red Riding Hood	5,02
		16) Jack and the Beanstalk	5,02
1b.	Express Publishing (Stage 2)	1) The Father and his Sons	5,02
		2) The Ant and the Cricket	5,02
		3) The Little Mermaid	5,02
		4) New Patches for Old	5,02
		5) The Story of Santa Claus	5,02
		6) Hansel and Gretel	5,02
		7) Cinderella	5,02
		8) Puss in Boots	5,02

**Σημείωση:** Στα σχολεία τα οποία θα αγοράσουν τις παραπάνω εικονογραφημένες ιστορίες, το υλικό για τον καθηγητή, εφόσον ζητηθεί, θα διατίθεται δωρεάν.

ii) Βοηθήματα εμπέδωσης γλωσσικών δεξιοτήτων:

A/A	Εκδοτικός οίκος	Βοηθήματα εμπέδωσης γλωσσικών δεξιοτήτων	Τελική τιμή
1a.	Express Publishing	Skills Builder Starters 1	9,35
		Skills Builder Starters 2	9,35
1b.	Express Publishing	Young Learners' Portfolio 1	3,48
		Young Learners' Portfolio 2	3,65
		Young Learners' Portfolio 3	3,84

**Σημείωση:** Στα σχολεία τα οποία θα αγοράσουν τα παραπάνω βοηθήματα εμπέδωσης γλωσσικών δεξιοτήτων, το υλικό για τον καθηγητή, εφόσον ζητηθεί, θα διατίθεται δωρεάν.

iii) DVD, DVD/διαδραστικό υλικό, λογισμικό για διαδραστικό πίνακα :

A/A	Εκδοτικός οίκος	DVD, DVD/διαδραστικό υλικό	Τελική τιμή
1a.	Express Publishing	Storytime 1 DVD	4,28
		Storytime 3 DVD	4,28
		Storytime 4 DVD	4,28
		Storytime 5 DVD	4,28
		Storytime 6 DVD	4,28
		Storyland 1 DVD	4,28
		Storyland 2 DVD	4,28
		Storyland 3 DVD	4,28
		Christmas-time 1 DVD	4,28
		Fairyland 3 DVD	10,00
		Fairyland 4 DVD	10,00
1b.	Express Publishing	Merry Christmas DVD-Rom	4,28
		The Story of Santa Claus DVD-Rom	4,28
		The Lion and the Mouse DVD-Rom	4,28
		The Ant and the Cricket DVD-Rom	4,28
		The Little Mermaid DVD-Rom	4,28
		The wild swans DVD-Rom	4,28
1c.	Express Publishing	Fairyland 1 interactive whiteboard software 2008	357,00
		Fairyland 2 interactive whiteboard software 2008	357,00
		Fairyland 3 interactive whiteboard software 2008	300,00
		Fairyland 4 interactive whiteboard software 2008	300,00

Τα βιβλία θα συνοδεύονται απ' το βιβλίο του εκπαιδευτικού και το οπτικοακουστικό υλικό (κασέτες, video, flash cards, CDs, κ.λ.π.).

Οι εκπαιδευτικοί θα επιλέξουν από τους πίνακες των βιβλίων εκείνα που θα κρίνουν ότι ανταποκρίνονται στο γνωστικό επίπεδο των μαθητών της τάξης τους.

Retrieved May 1, 2010, from <http://edu.klimaka.gr/leitoyrgia-sxoleivn/dimotiko/99-katalogos-egkekrimenwn-vivliwn-agglkhs-glwsas-g-dhmotiku.html>

## APPENDIX V – Correspondence of Levels of Proficiency

GREEK PUBLIC EDUCATION	COUNCIL OF EUROPE – CEFR		
Primary and Secondary Education	Level of Proficiency ↓		
Classes ↓	Analytical Gradation ↓	Level ↓	Categories ↓
3 <sup>rd</sup> Grade Primary School	A1 -	Breakthrough	Basic User
4 <sup>th</sup> Grade Primary School			
5 <sup>th</sup> Grade Primary School	A1+		
6 <sup>th</sup> Grade Primary School	A2-	Waystage	
1 <sup>st</sup> Grade Junior High School	A2+		
2 <sup>nd</sup> Grade Junior High School	B1-	Threshold	Independent User
3 <sup>rd</sup> Grade Junior High School	B1+		
1 <sup>st</sup> Grade Senior High School	B2-	Vantage	
2 <sup>nd</sup> Grade Senior High School	B2+		
3 <sup>rd</sup> Grade Senior High School	C1-	Effective Operational Proficiency	Proficient User
	C1+		
	C2-	Mastery	
	C2+		



## Παιδικά τμήματα Αγγλικής γλώσσας

ΠΑΙΔΙΚΑ τμήματα & Ατομικά προγράμματα (Private Class)

Η σωστή αρχή για τις μικρές ηλικίες.

Προγράμματα σπουδών / **Ολιγομελή τμήματα 7-9 ατόμων.**

- **Pre-junior Class**  
**για παιδιά Α' & Β δημοτικού με ετήσια δίδακτρα 50 euros!**  
Διάρκεια σπουδών 8 μήνες, **2 ώρες / εβδομάδα.**
- **A + B junior in one year**  
χαμηλές τιμές γνωριμίας.  
Διάρκεια σπουδών 8 μήνες, **4 ώρες / εβδομάδα.**
- **A Senior**  
Κανονική προετοιμασία με ολόπλευρη διδασκαλία της γλώσσας.  
Διάρκεια σπουδών 8 μήνες, **4+1 ώρες / εβδομάδα.**
- **B Senior**  
Εξειδικευμένα προγράμματα στις ανάγκες των παιδιών.  
Διάρκεια σπουδών 8 μήνες / **4+1 ώρες / εβδομάδα.**
- **C Senior**  
Εκμάθηση και εξάσκηση του γραπτού και προφορικού λόγου,  
εγγυημένη ποιότητα σπουδών.  
Διάρκεια σπουδών 8 μήνες, **5+1 ώρες / εβδομάδα.**
- **Pre-lower**  
Πιστοποίηση επιπέδου A1\ **KET Cambridge.**  
Ολοκληρωμένη προετοιμασία όλων των δεξιοτήτων της γλώσσας.  
Συχνά Tests & επαναλήψεις ύλης.  
Προετοιμασία για το B2\ Lower επίπεδο.  
Πιστοποίηση επιπέδου A2/ **PET Cambridge.**  
Διάρκεια σπουδών 8 μήνες, **5+1 ώρες / εβδομάδα.**

Spyroglou Language Schools, (n.d.). Παιδικά Τμήματα Αγγλικής Γλώσσας. Retrieved May 5, 2010, from [http://www.spyroglou.gr/gloses\\_eng.html](http://www.spyroglou.gr/gloses_eng.html)

## APPENDIX VII - Public Primary School Timetable and Number of Learners in Class

### *Τα Αγγλικά στο Δημοτικό Σχολείο*

Η διδασκαλία της Αγγλικής γλώσσας στο Δημοτικό Σχολείο διδάσκεται στις 4 τελευταίες τάξεις. Από το 1993 η Αγγλική γλώσσα διδάσκεται και στην Γ΄ Δημοτικού. Σήμερα οι μαθητές του Δημοτικού μαθαίνουν, εκτός από την Αγγλική, και τη Γαλλική ή τη Γερμανική στις δύο τελευταίες τάξεις της Α/θμιας εκπαίδευσης.

Η Αγγλική γλώσσα διδάσκεται στο Δημοτικό από τη Γ΄ τάξη σε όλα τα σχολεία εκτός από τα 1θέσια, 2θέσια και 3θέσια, τα οποία είναι, κατά κανόνα, σχολεία απομακρυσμένων ή δυσπρόσιτων περιοχών. Στα σχολεία αυτά ο διορισμός εκπαιδευτικού Αγγλικής δεν είναι εφικτός, επειδή είναι αδύνατον ο εκπαιδευτικός αυτός να συμπληρώσει πλήρες ωράριο.

Η Ευρωπαϊκή Ένωση προωθεί τη διδασκαλία της ξένης γλώσσας σε μικρές ηλικίες. Στο πλαίσιο αυτό η Αγγλική γλώσσα διδάσκεται στην Α΄ και Β΄ τάξη σε μερικά από τα 28 πιλοτικά ολοήμερα σχολεία της χώρας

([http://www.pi-schools.gr/programs/oloimero/oloimero\\_03\\_05/pages/sxoleia.htm](http://www.pi-schools.gr/programs/oloimero/oloimero_03_05/pages/sxoleia.htm) ).

ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ		
Τάξεις	Διδακτικό υλικό	Ώρες διδασκαλίας
Γ΄ Τάξη	Από την εγκεκριμένη λίστα του ΥΠΕΠΘ	3
Δ΄ Τάξη	Αγγλικά Δ΄ Δημοτικού	3
Ε΄ Τάξη	Αγγλικά Ε΄ Δημοτικού/ English 5 <sup>th</sup> Grade	3
ΣΤ΄ Τάξη	Αγγλικά ΣΤ΄ Δημοτικού/ English 6 <sup>th</sup> Grade	3

Pedagogical Institute. (n.d.b). Τα Αγγλικά στο Δημοτικό Σχολείο. Retrieved May 5, 2010, from [http://www.pi-schools.gr/lessons/english/aps\\_agg.php](http://www.pi-schools.gr/lessons/english/aps_agg.php)

The following table presents the number of learners per class in a public primary school picked at random:

20ο ΔΗΜΟΤΙΚΟ ΒΟΛΟΥ ΔΗΜΟΣΙΟ		ΟΡΓΑΝΙΚΟΤΗΤΑ :7				
ΤΑΞΗ	ΜΑΘΗΤΕΣ	ΑΓΟΡΙΑ	ΚΟΡΙΤΣΙΑ	ΤΜΗΜΑΤΑ	ΑΛ/ΠΟΙ- ΠΑΛ/ΝΤΕΣ	ΤΣΙΓΓΑΝ/ΔΕΣ
ΤΑΞΗ Α	20	13	7	1	3	0
ΤΑΞΗ Β	18	7	11	1	4	0
ΤΑΞΗ Γ	23	8	15	1	2	0
ΤΑΞΗ Δ	18	13	5	1	4	0
ΤΑΞΗ Ε	20	13	7	1	3	0
ΤΑΞΗ ΣΤ	22	12	10	1	3	0
ΣΥΝΟΛΟ	121	66	55	6	19	0

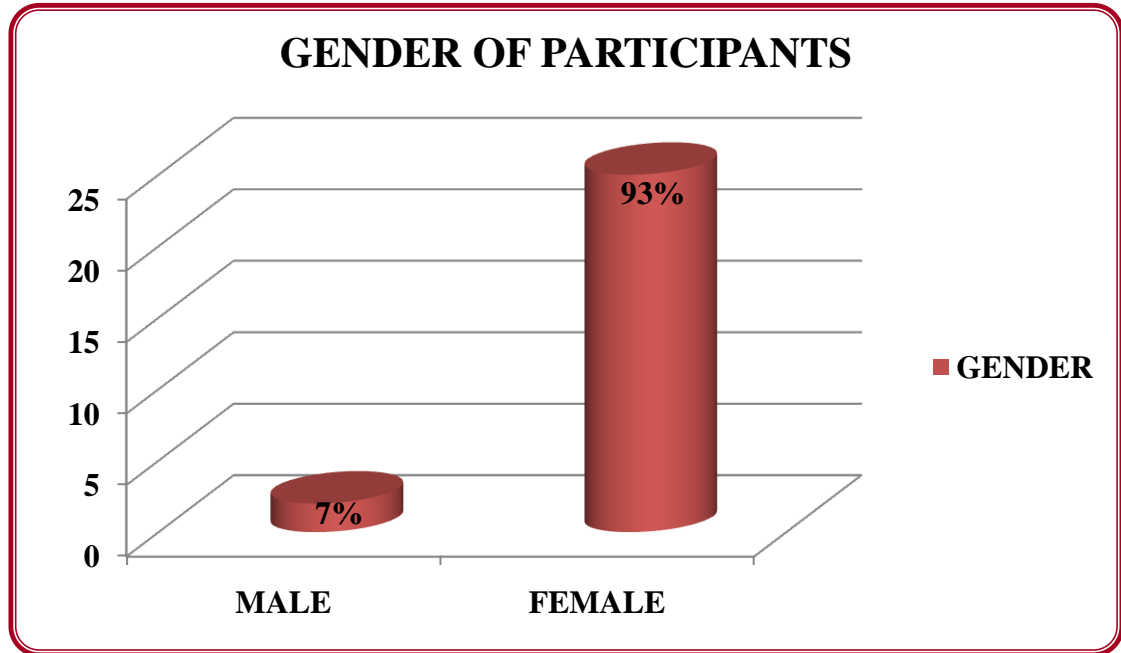
Primary Education Division of the Prefecture of Magnesia (n.d.). Στοιχεία σχολείου.  
Retrieved May 5, 2010, from <http://dipe.mag.sch.gr/>



## APPENDIX VIII – Graphs Related to the Survey Participants' Background

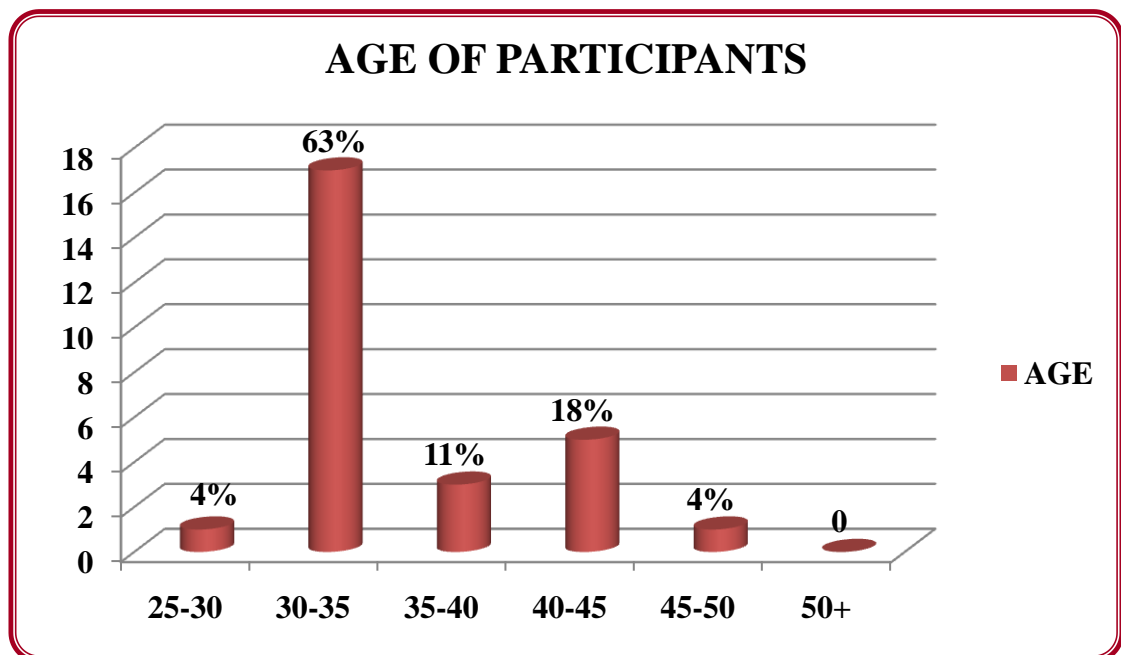
Graph 1

*Gender of the Participants*



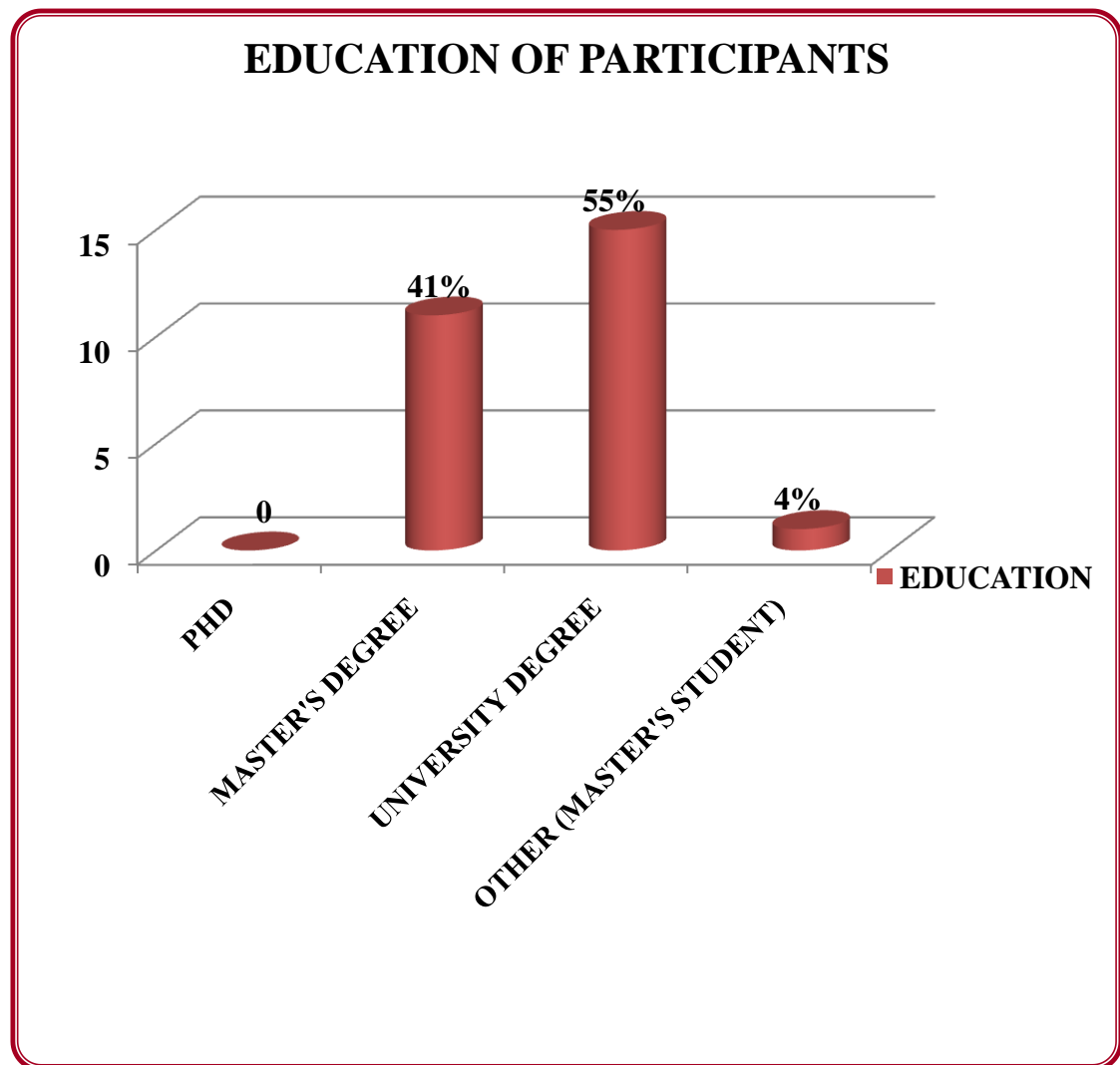
Graph 2

*Age of the Participants*



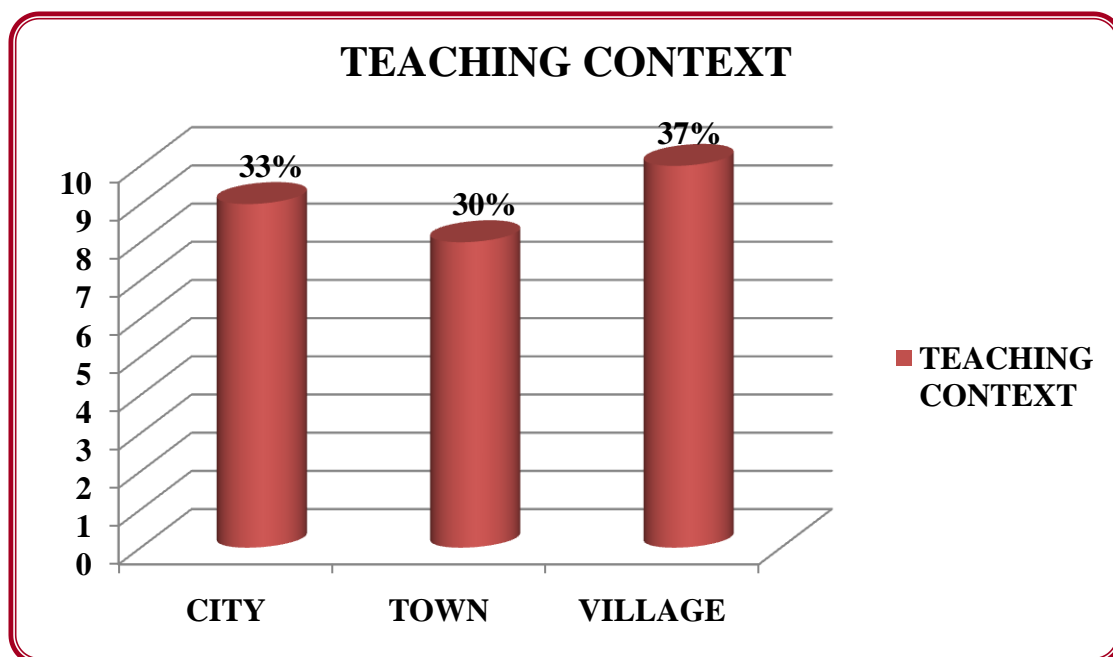
Graph 3

*Education of the Participants*



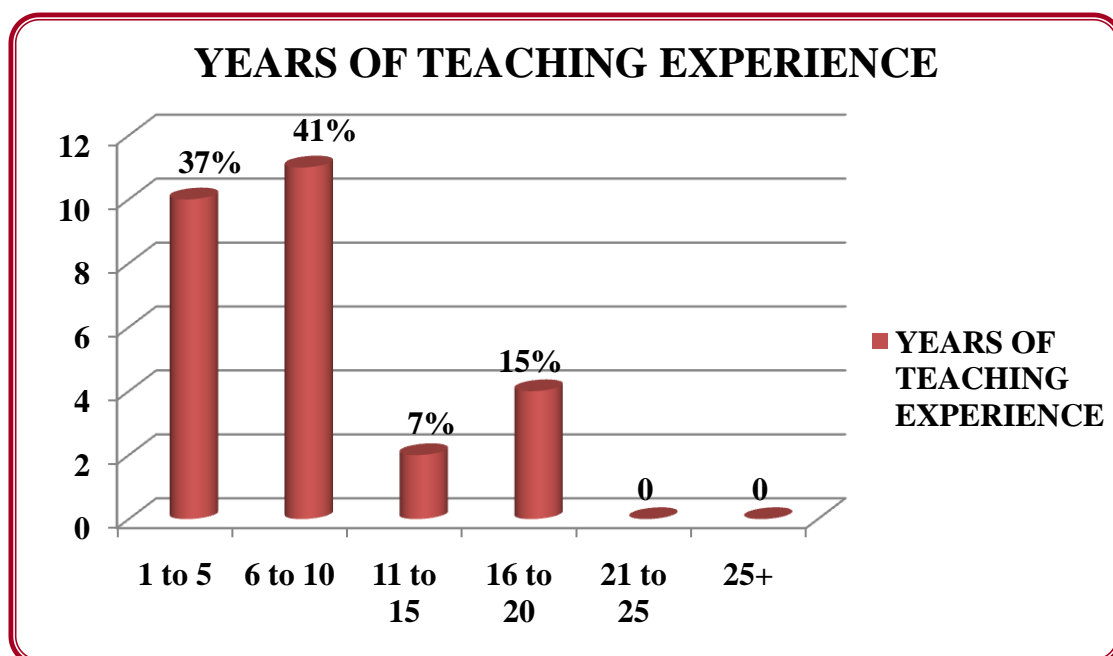
Graph 4

*Teaching Context of the Participants*



Graph 5

*Years of teaching Experience of the Participants*



## Appendix IX – The Survey Questionnaire

Dear Colleague,

My name is Paraskevi Hamilou and I am an English teacher in a Primary School in the public sector. I have been working in public Primary Schools since 2003 and my permanent position is at the 2<sup>nd</sup> Primary School of Portaria – Alli Meria, although, this past year, I have been appointed at the 1<sup>st</sup> Primary School of Almyros.


As I am attending the Master's Degree program for English language teachers at the Hellenic Open University (EAII), I have chosen to conduct a research on **Computer Assisted Language Learning in Greek Primary Schools** for my dissertation. My research focuses on familiarization with and frequency of use of technology, school facilities and equipment, teacher training and teachers' opinions on the benefits and disadvantages of computer-assisted lessons.

If you are a teacher in a Primary School or have recently worked in one, I would really appreciate it if you took part in my research by completing the following questionnaire. It should be noted that **it is anonymous and all the information provided will be strictly used for the purpose of research**. The questionnaire can be completed in about **10 minutes** and sent **at your earliest convenience** to my email address: [vivi\\_hamilou@hotmail.com](mailto:vivi_hamilou@hotmail.com).

Should you have any questions or require further information, please feel free to contact me. Thank you in advance for your time to complete this questionnaire. Your contribution is highly appreciated.

Paraskevi Hamilou  
19, Parodos Alexandrou Str.  
37100, Almyros  
Email: [vivi\\_hamilou@hotmail.com](mailto:vivi_hamilou@hotmail.com)  
Telephone number: 24210-57417, 6974022076

## QUESTIONNAIRE

**A. Personal Information** (please, underline the appropriate choice, or highlight it using **bold** or the highlighting tool ):

**1. Gender:**

Male    Female

**2. Age:**

25 – 30    30 – 35    35 – 40    40 – 45    45 – 50    50 +

**3. Academic Qualifications:**

Phd    Master's Degree    University Degree  
Other (please, specify): .....

**4. Current Teaching Position:** .....

**5. School Location:**

City    Town    Village

**6. Teaching Experience in Greek Public Primary Schools:**

1 – 5 years    6 – 10 years    11 – 15 years    16 – 20 years    21 – 25 years    25 +

**B. Available Technology** (please, put a ☒ in the appropriate box / boxes, or type wherever necessary):

**1. Have you got a computer **with** internet connection **at home**?**

Yes ☐ No ☐

**2. If you do, what kind of internet connection do you have?**

PSTN ☐ ADSL ☐ WIRELESS ☐ Other (please, specify): .....

**3. Have you got a computer **with** internet connection **at school**?**

Yes ☐ No ☐

**4. If you do, what kind of internet connection do you have?**

PSTN ☐ ADSL ☐ WIRELESS ☐ Other (please, specify): .....

5. What kind of **facilities / equipment** do you have available **at school** (please, put as many ticks as appropriate to your teaching situation)?

Computer Laboratory

☐

Computer in the Classroom

☐

Computer with Internet access in the Teachers' Office

☐

Computer with Internet access in the Classroom

☐

Separate Classroom for English

☐

Separate Classroom for English with Computer

☐

Interactive Board

☐

None of the above

☐

**C. Familiarity with and Frequency of Use of Computer Applications** (please, put a ☒ in the appropriate box / boxes, or type wherever necessary):

1. Which of the following computer applications are you familiar with?

Microsoft Word

☐

Microsoft Excel

☐

Microsoft PowerPoint

☐

Internet

☐

Search Engines

☐

E-Mail

☐

MSN (Microsoft Messenger)

☐

Facebook

☐

YouTube

☐

Internet Relay Chat (IRC)

☐

Concordance

☐

Authoring Packages (Hot Potatoes, WIDA)

☐

CD-ROMs (usually available with 3rd grade course books)

☐



2. How frequently do you use these applications for computer-assisted lessons?

	EVERY DAY	ONCE A WEEK	ONCE A MONTH	RARELY	NEVER
Microsoft Word					
Microsoft Excel					
Microsoft PowerPoint					
Internet					
Search Engines					
E-Mail					
MSN (Microsoft Messenger)					
Facebook					
YouTube					
Internet Relay Chat (IRC)					
Concordance					
Authoring Packages (Hot Potatoes, WIDA)					
CD-ROMs (usually available with 3rd grade course books)					

3. Do you encourage your learners to use computers at home?

Yes ☐ No ☐ \*

4. If you do, what kind of activities do you urge them to do?

Type their assignments ☐

Find information on the Internet ☐

Prepare presentations ☐

Exchange emails with you or their classmates ☐

Communicate with you through MSN or Facebook ☐

Other (please, specify): .....

5. Have you ever participated in European Programmes, like Comenius, or eTwinning?

Yes ☐ No ☐

**D. Teacher Training** (please, put a ☒ in the appropriate box / boxes, or type wherever necessary):

1. Have you ever attended any courses related to Technologies of Information and Communication (TIE)?

Yes ☐ No ☐

2. **If you have**, have you been certified?

Yes ☐ No ☐

3. **If you haven't**, do you intend to attend such courses?

Yes ☐ No ☐

4. If you do not intend to, please, specify the reasons: .....

5. Have you ever attended seminars related to Computer Assisted Language Learning that have been **organized by school advisors**?

Yes ☐ No ☐

6. **If you have**, how many\* (please, specify the approximate number): .....

7. Have you ever attended seminars related to Computer Assisted Language Learning that have been **organized by private organizations**?

Yes ☐ No ☐

8. **If you have**, how many (please, specify the approximate number): .....

9. Would you be interested in attending seminars related to Computer Assisted Language Learning?

Yes ☐ No ☐



**E. Personal Opinion on Computer-Assisted Language Learning** (please, put a ☒ in the appropriate box / boxes, or type wherever necessary):

1. To what extent do you **agree, or disagree** with the following statements?

USING A COMPUTER DURING THE LESSON ...	I STRONGLY AGREE	I AGREE	I DISAGREE	I STRONGLY DISAGREE
can offer learners more motivation				
can make the lesson more interesting and enjoyable				
can make learning more effective				
can promote learner independence				
can increase the learners' reading skills				
can increase the learners' writing skills				
can increase the learners' listening skills				
can increase the learners' speaking skills				
can promote experiential learning				
can encourage learner independence				
can enhance learner achievement				
can promote interaction and cooperation with peers				
can expose learners to authentic written input				
can expose learners to authentic spoken input				
can develop the learners' thinking skills				
can develop the learners' decision-making skills				
can allow learners to work at their own pace				

Please, continue to the last page.

2. In your opinion, which are the **main barriers** in using computers in EFL teaching (**please, number as many ideas as you think you agree with in an order of significance for you**, eg. 1: the most significant barrier, 2: less significant barrier, etc)?

	ORDER OF SIGNIFICANCE
I do not know enough about computers.	
I am familiar with technology, but I have not been trained to use it in teaching.	
I am familiar with technology, but I am not confident enough to use it.	
I am afraid that my learners know more about computers than I do.	
The quality of software, hardware and / or internet connection at school is poor.	
I am afraid that computers diminish the role of the teacher.	
I am afraid that computers will replace the teacher in the long run.	
Classroom management is difficult when I use computers.	
Computer-assisted lessons are more time-consuming.	
Most of my learners lack basic technology knowledge.	
There are no barriers in computer-assisted lessons.	

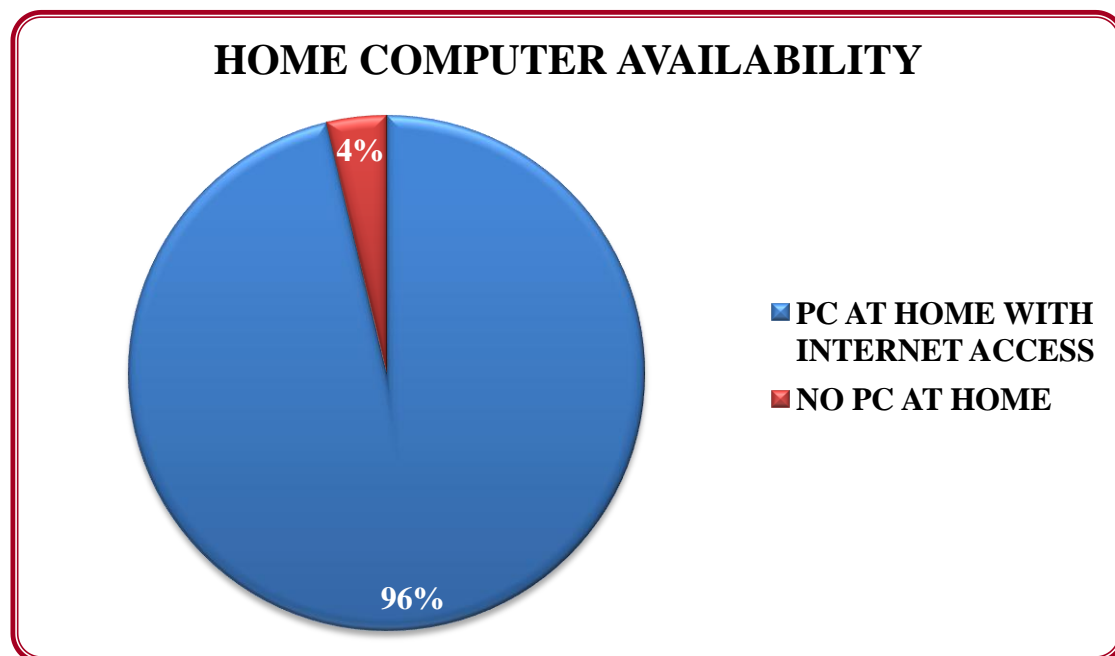
3. Are there any other barriers not included in the table above? (please, specify) : .....

**End of the questionnaire.**  
**Thank you very much for your co-operation.**

## APPENDIX X - Graphs Related to the Survey Participants' Home and School Equipment and Facilities

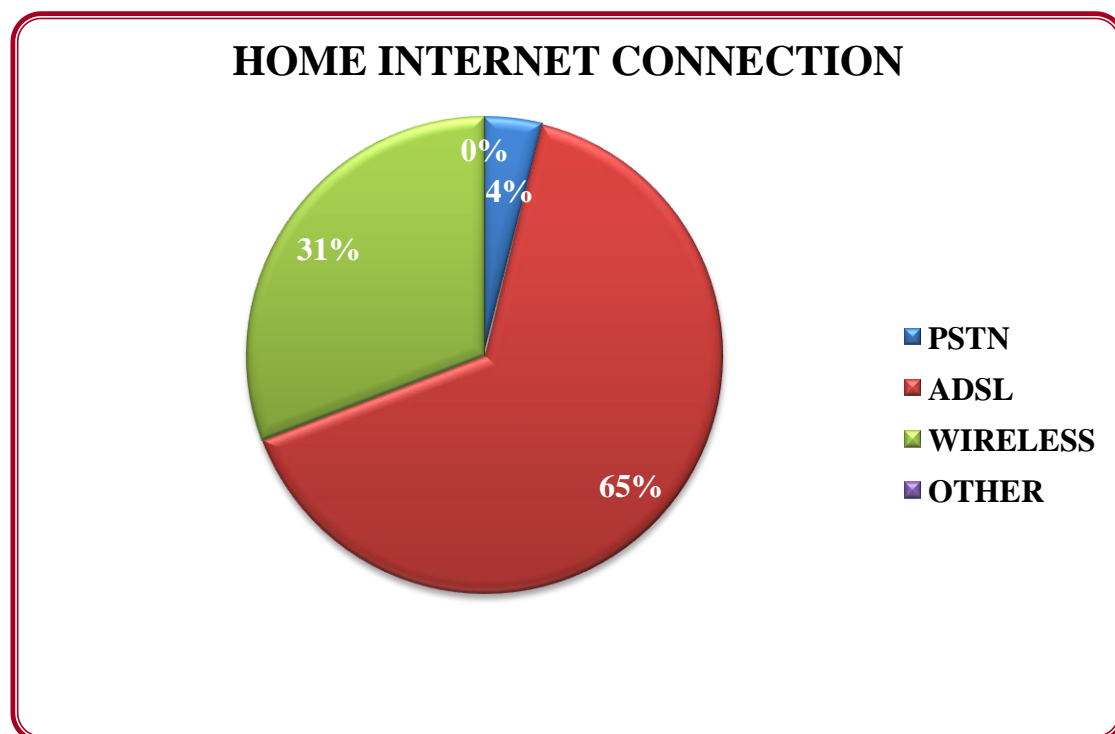
Graph 1

*Home Computer Availability*



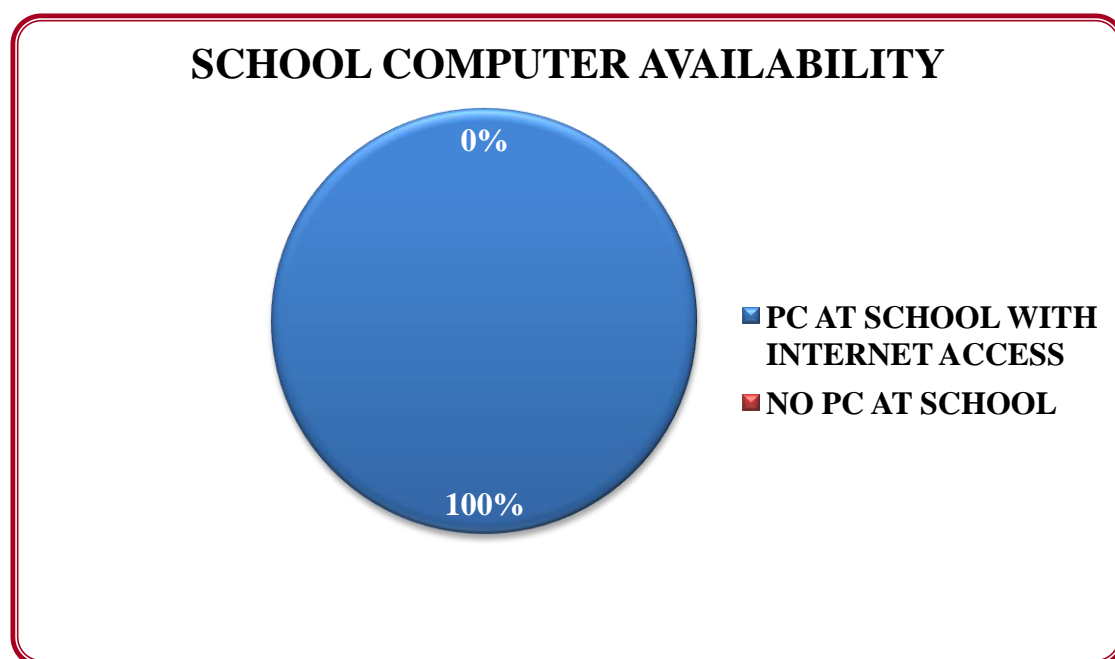
Graph 2

*Home Internet Connection*



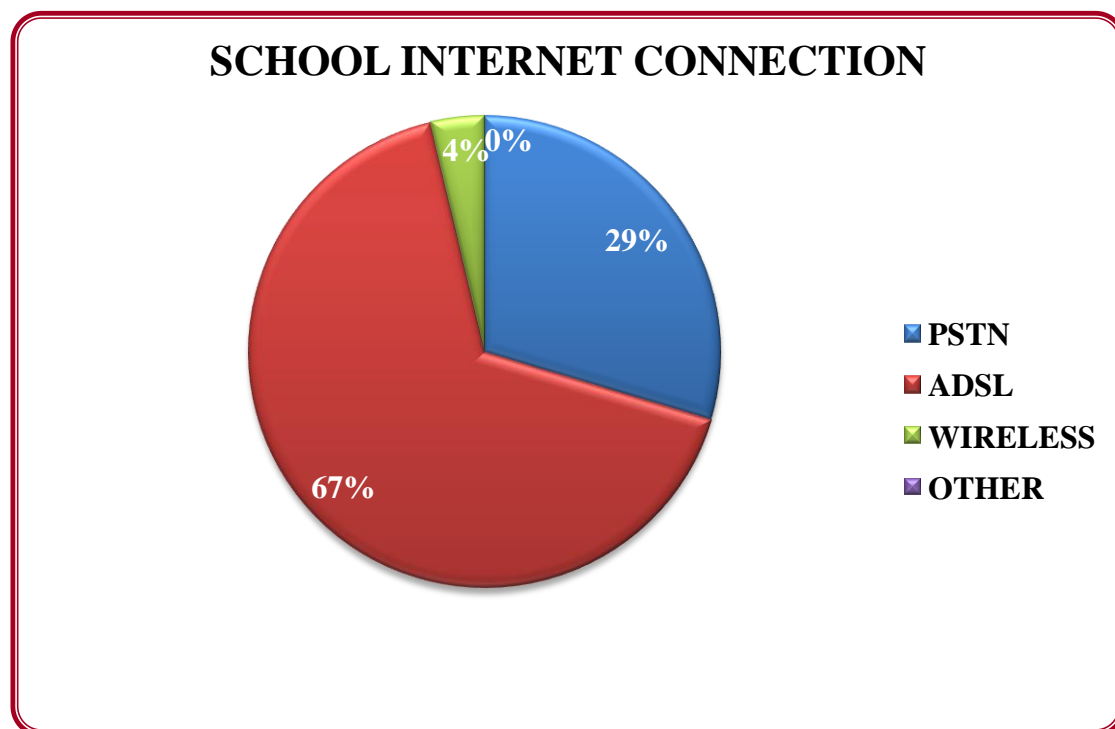
Graph 3

*School Computer Availability*



Graph 4

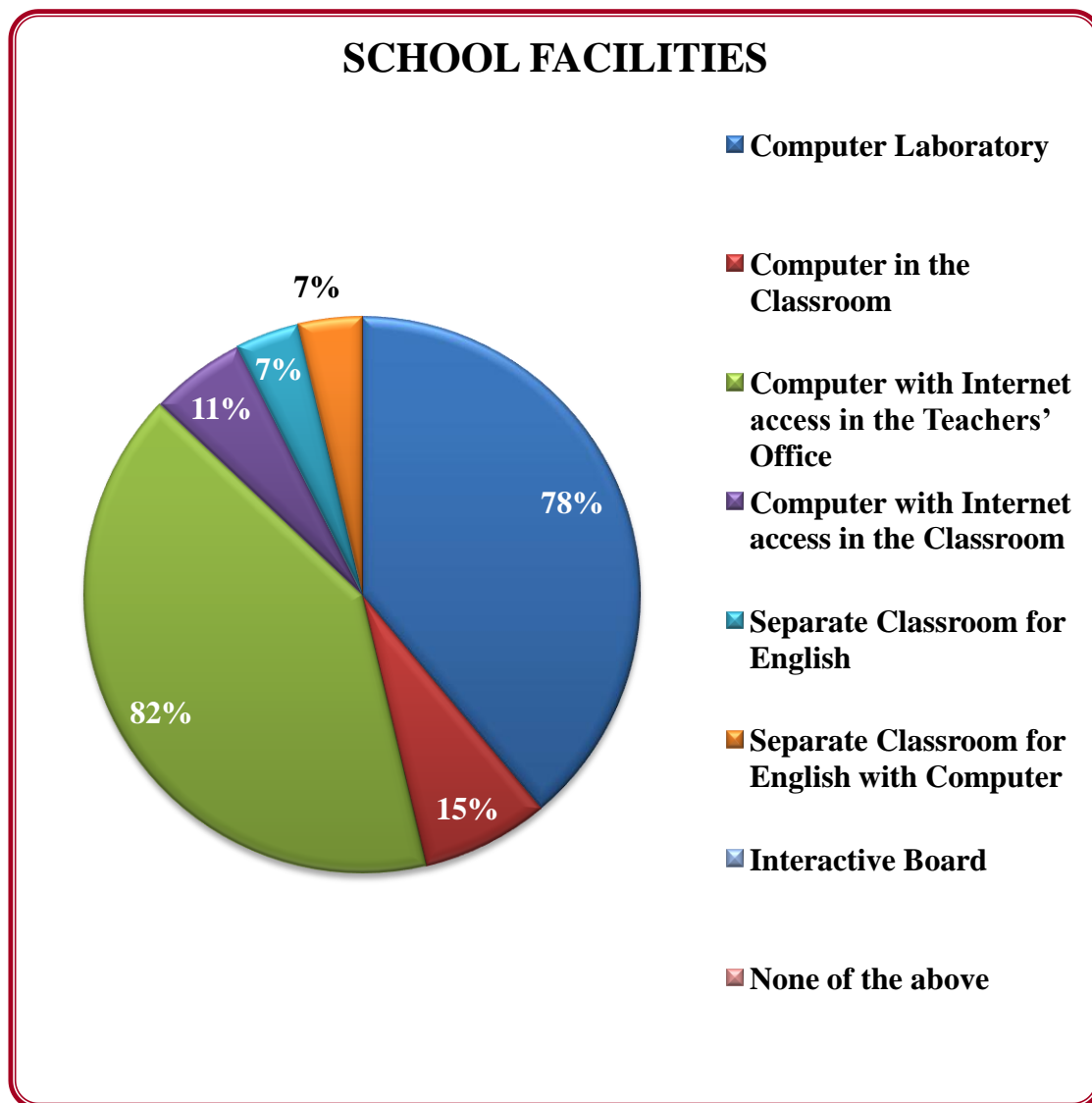
*Home Computer Availability*





Graph 5

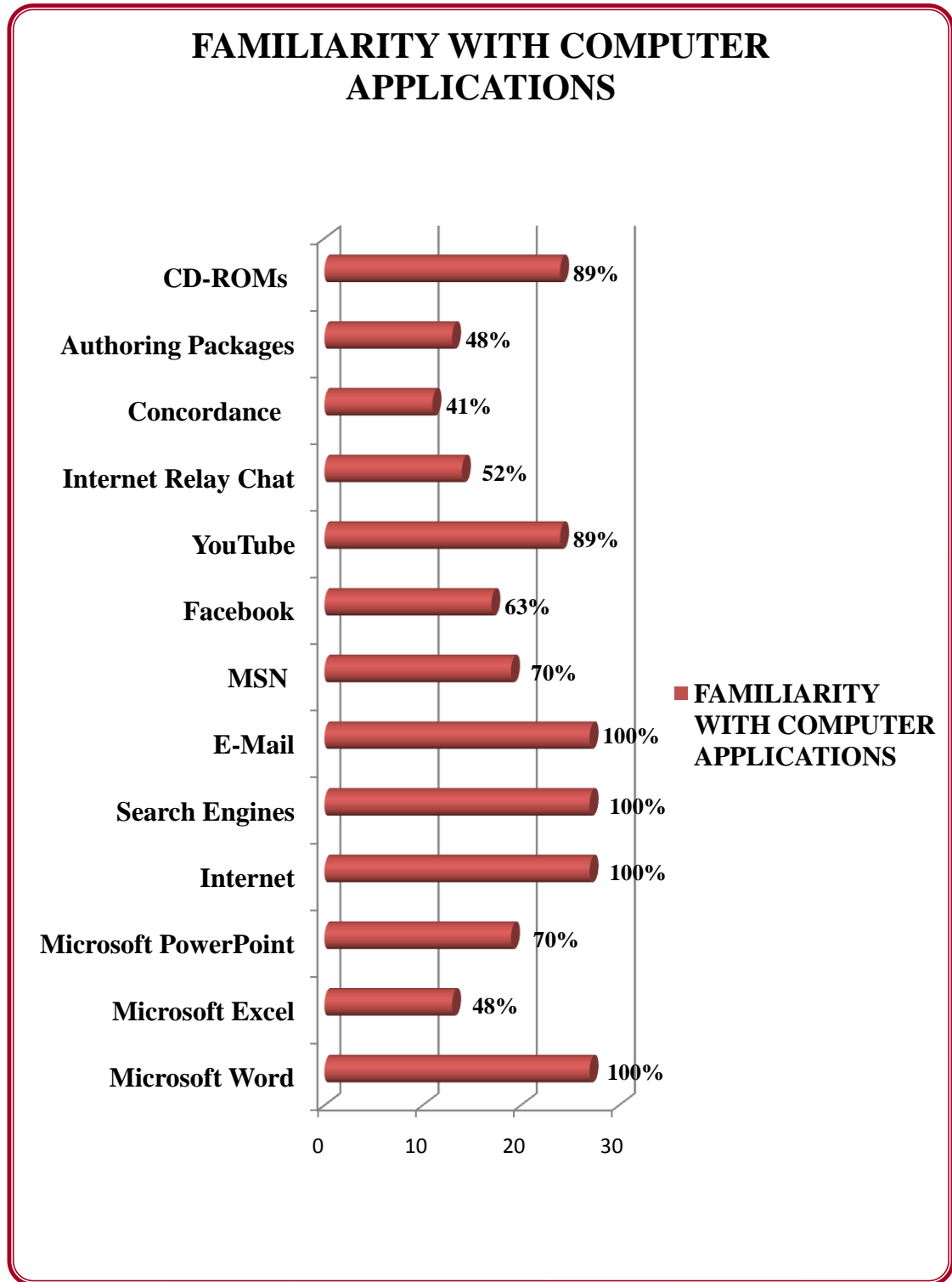
*School Facilities*



## APPENDIX XI - Graphs Related to the Survey Participants' Familiarity With and Frequency of Use of Computer Applications

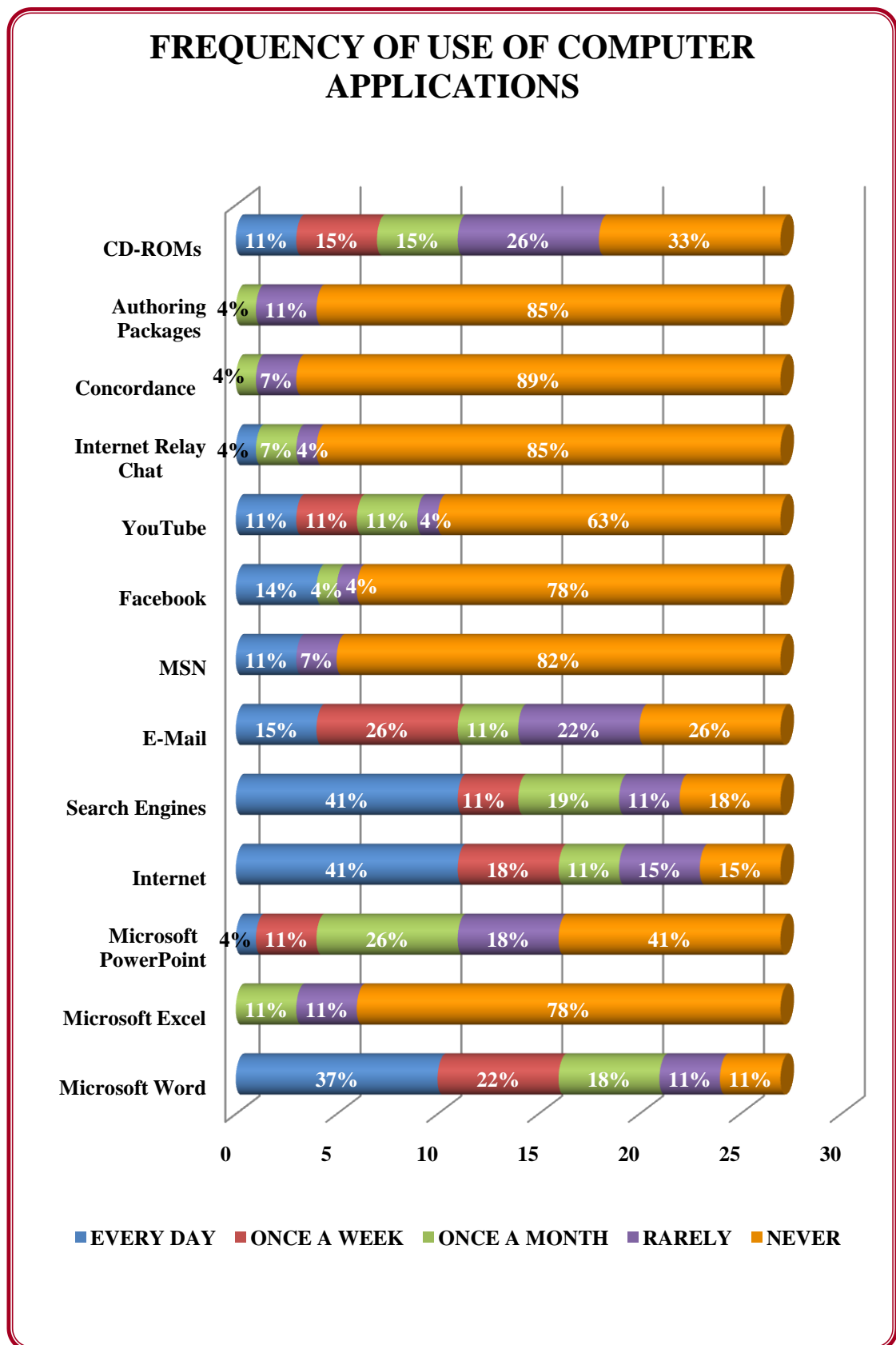
Graph 1

*Familiarity with Computer Applications*



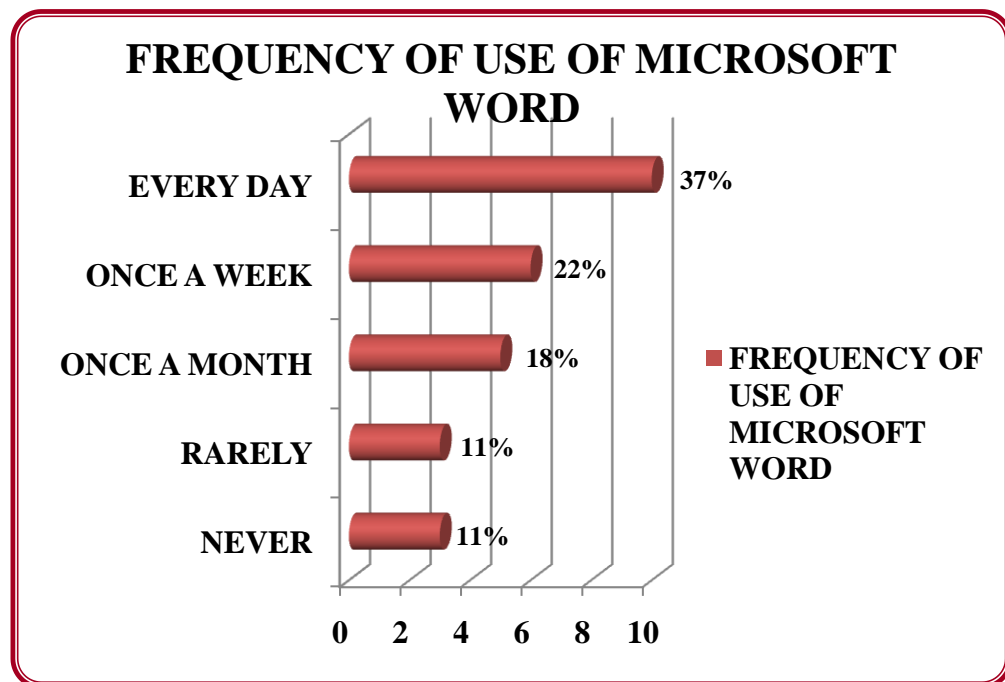
Graph 2

*Frequency of Use of Computer Applications*



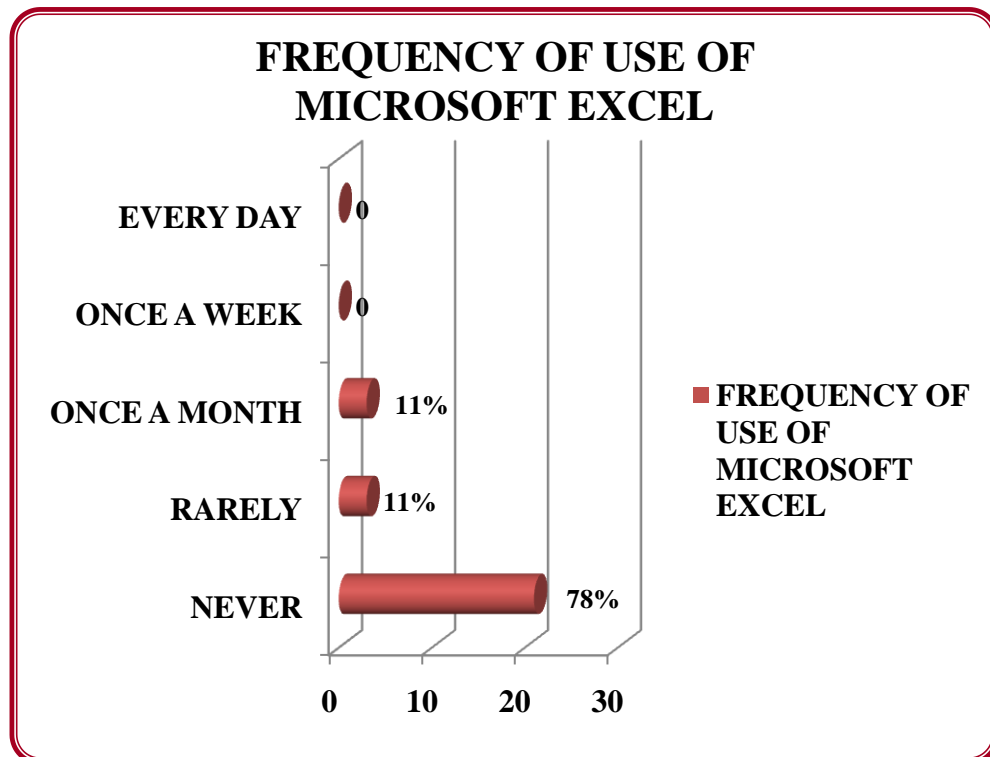
Graph3

*Frequency of Use of Microsoft Word*



Graph 4

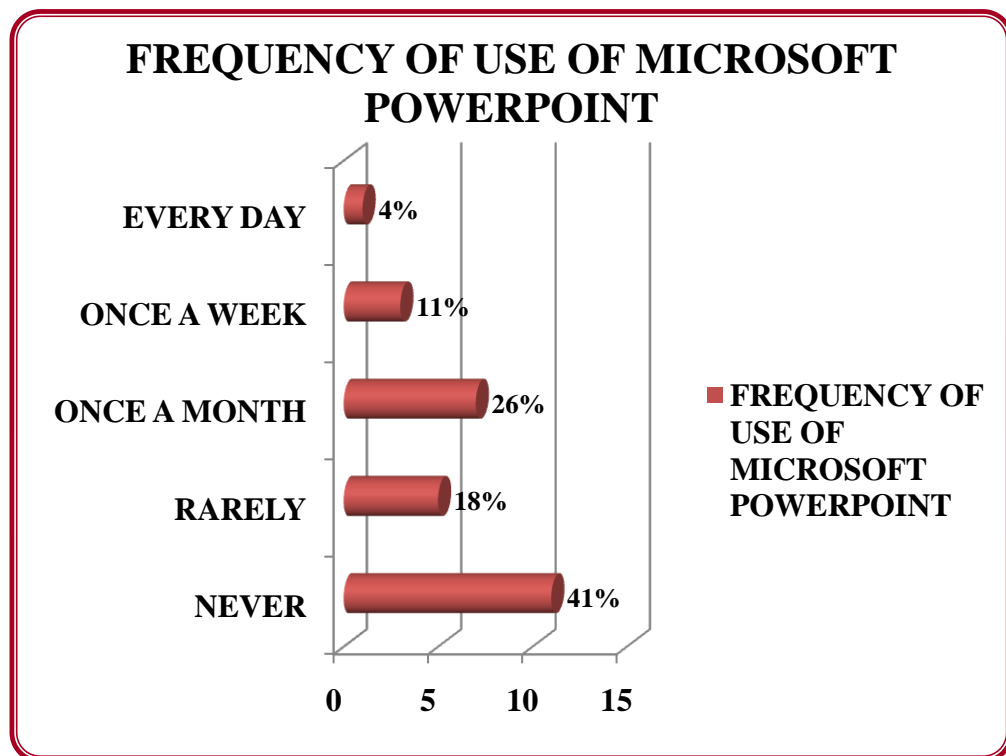
*Frequency of Use of Microsoft Excel*





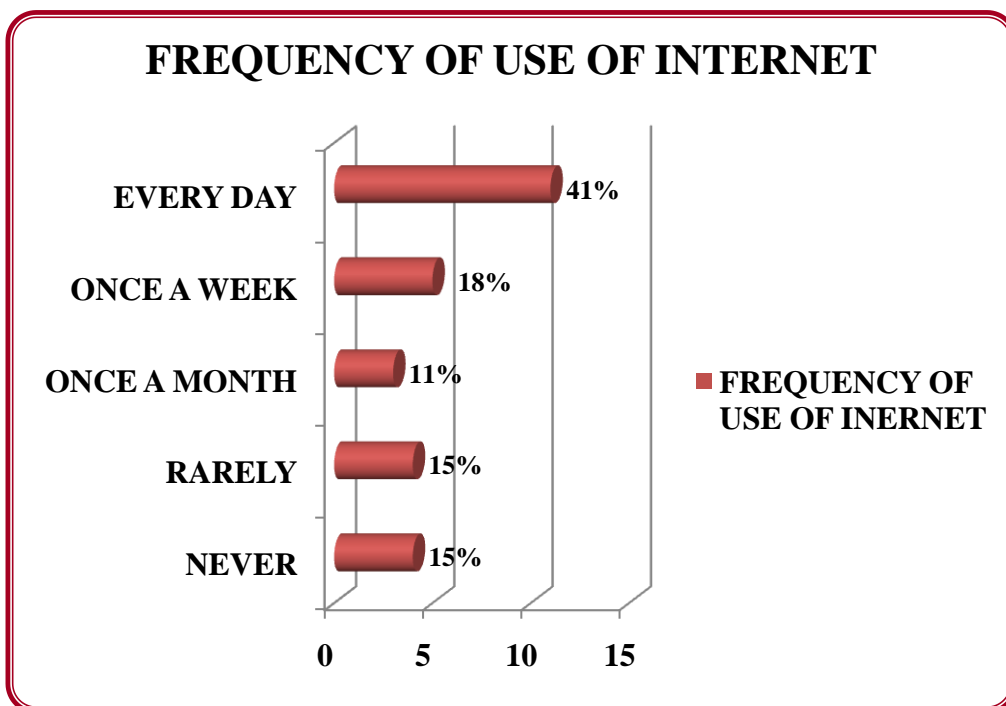
Graph 5

*Frequency of Use of Microsoft Excel*



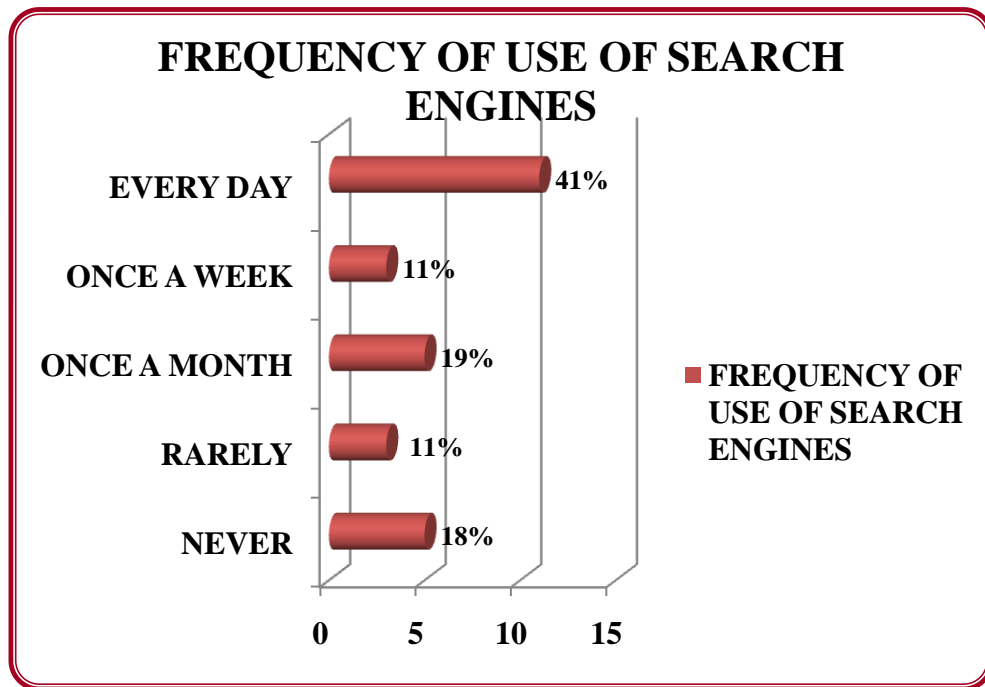
Graph 6

*Frequency of Use of Internet*



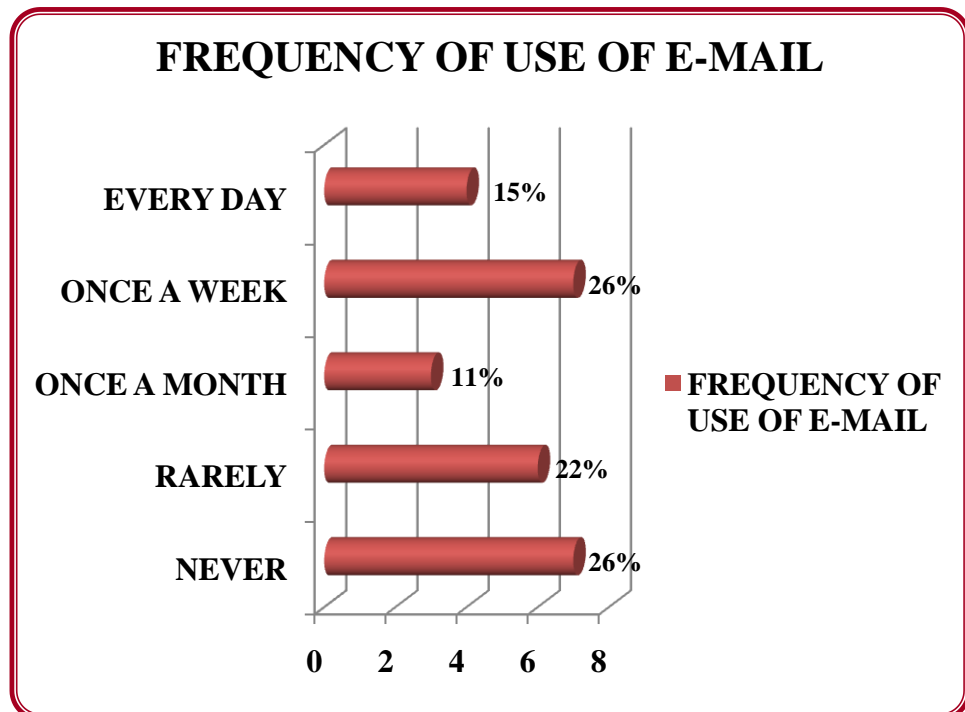
Graph 7

*Frequency of Use of Search Engines*



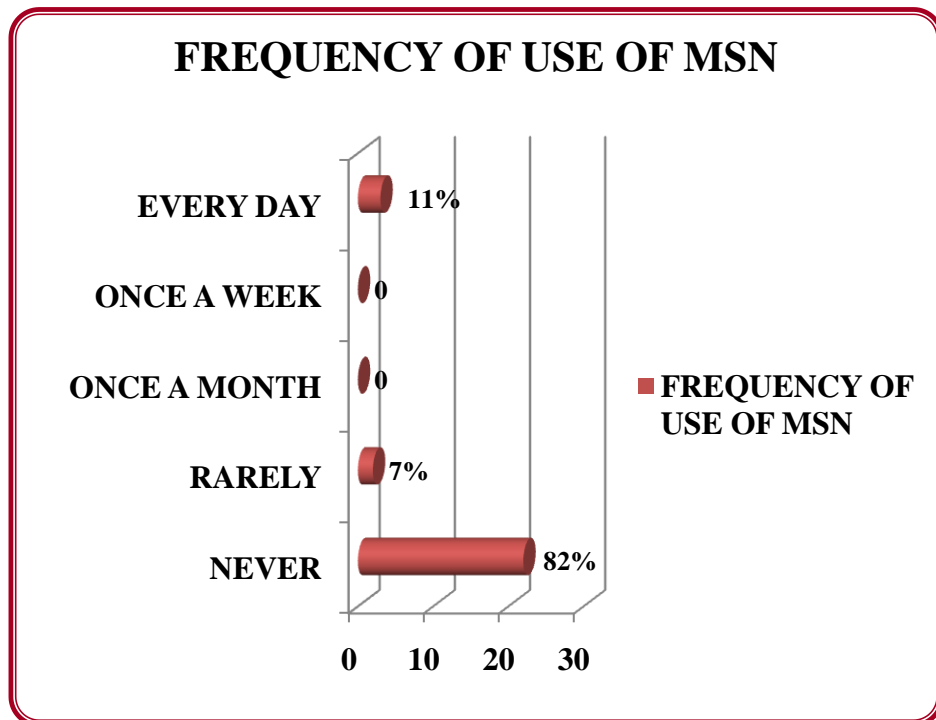
Graph 8

*Frequency of Use of Email*



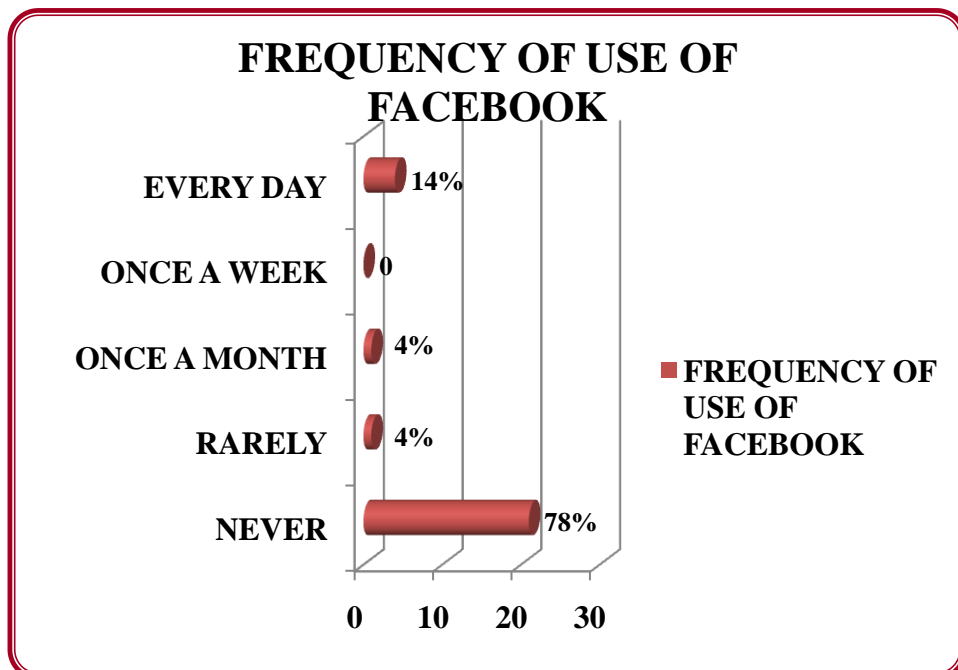
Graph 9

*Frequency of Use of MSN*



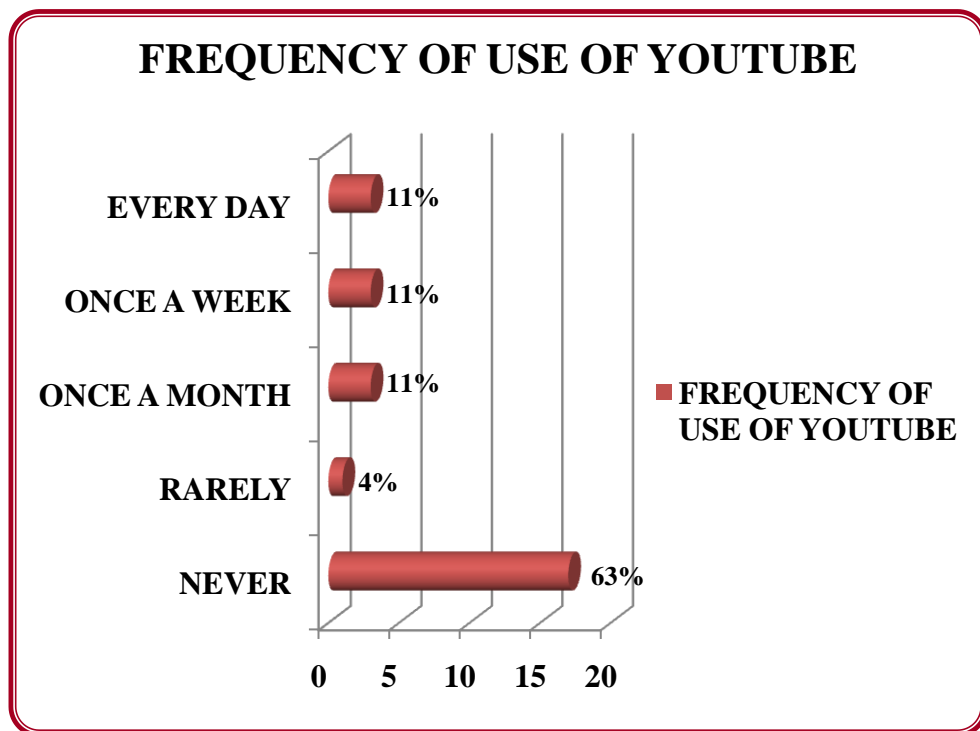
Graph 10

*Frequency of Use of Facebook*



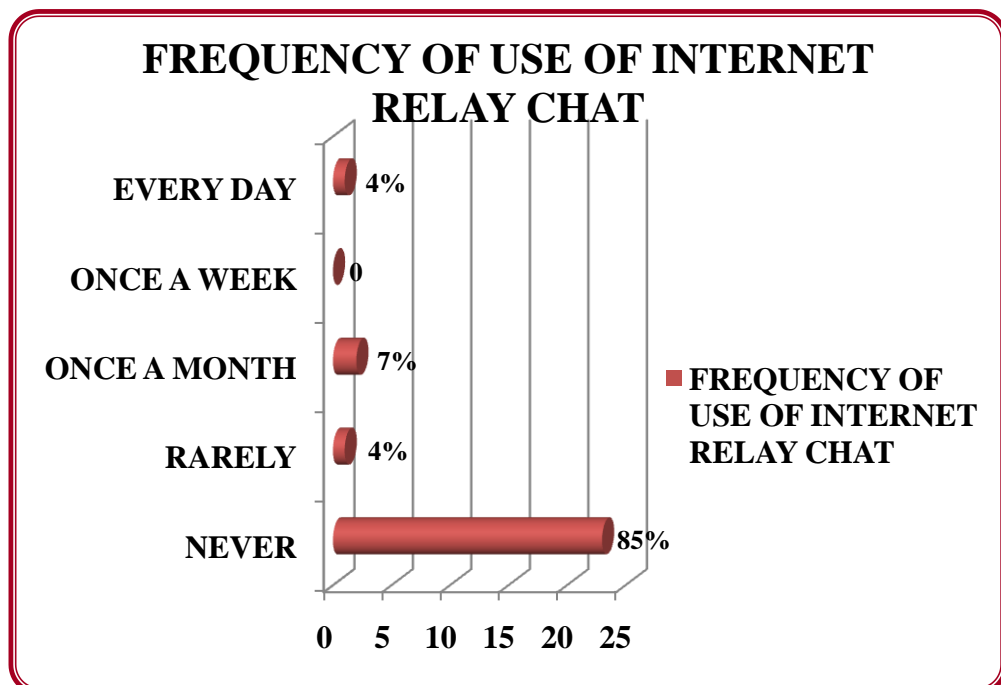
Graph 11

*Frequency of Use of YouTube*



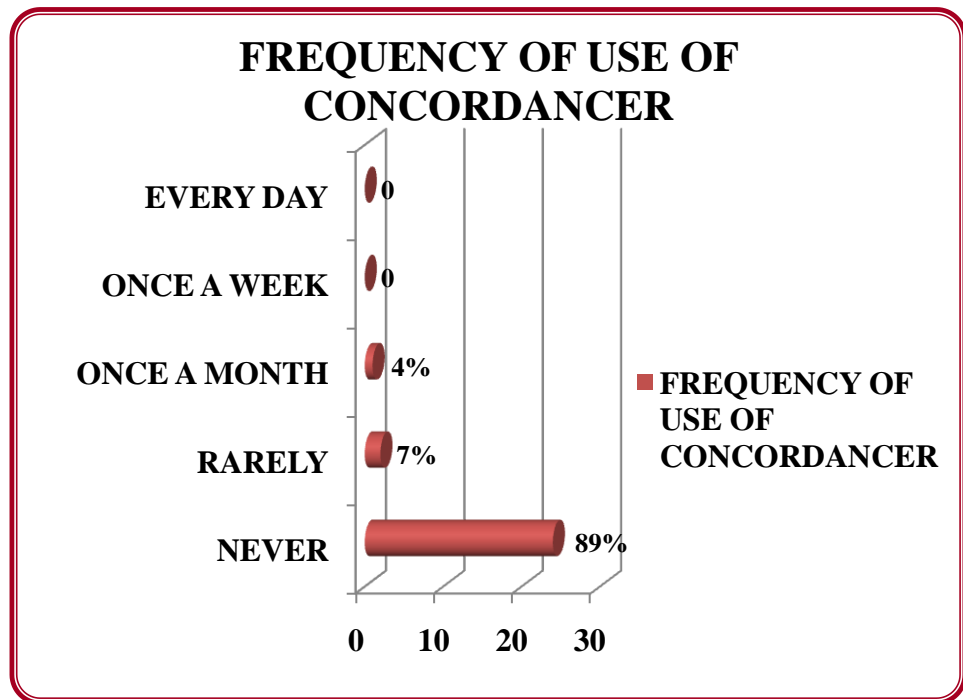
Graph 12

*Frequency of Use of Internet Relay Chat*



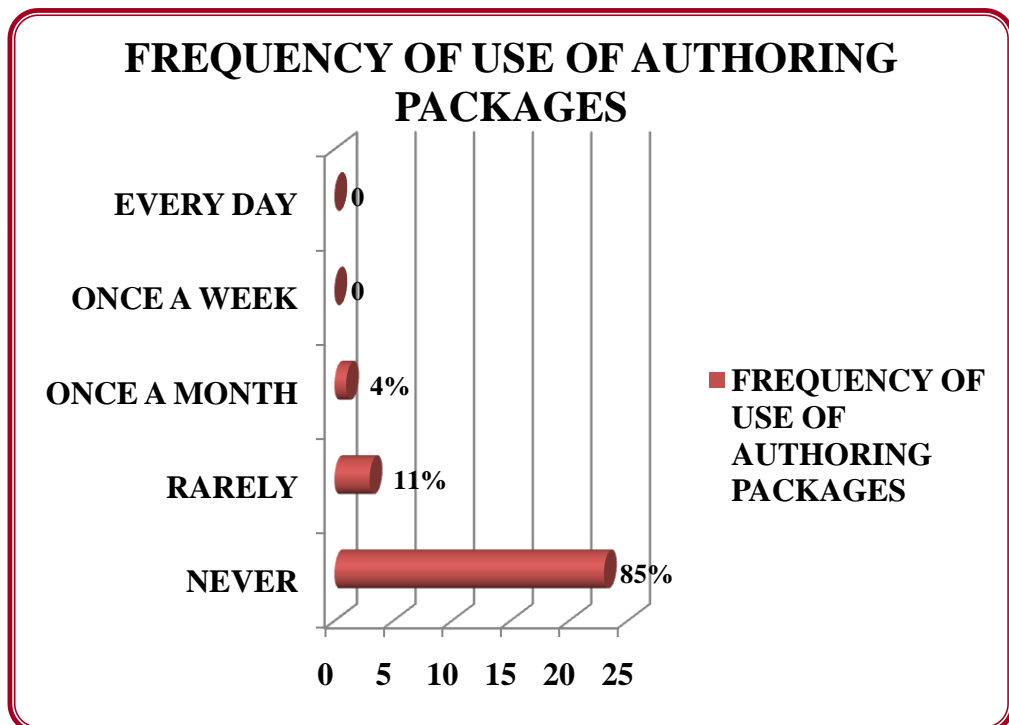
Graph 13

*Frequency of Use of Concordancer*



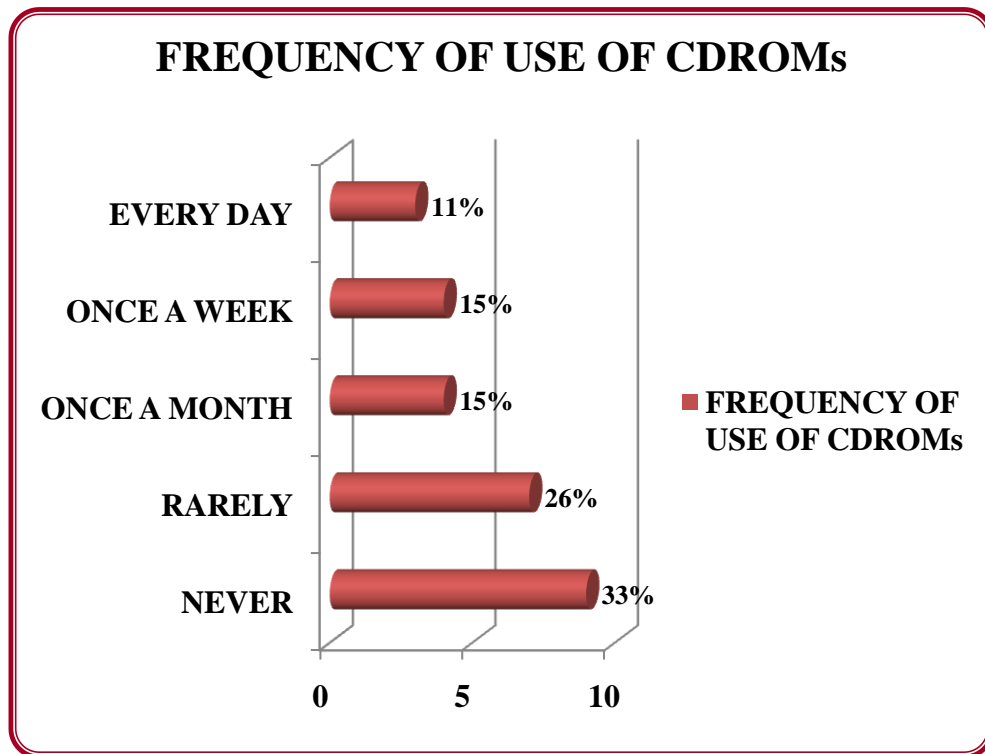
Graph 14

*Frequency of Use of Authoring Packages*



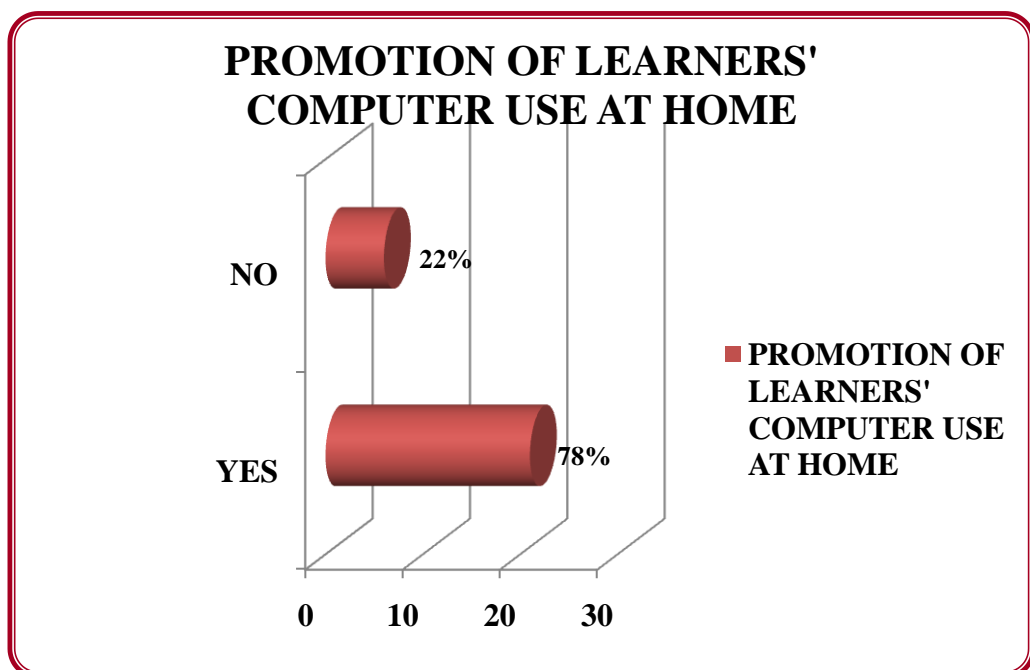
Graph 15

*Frequency of Use of CDROMs*



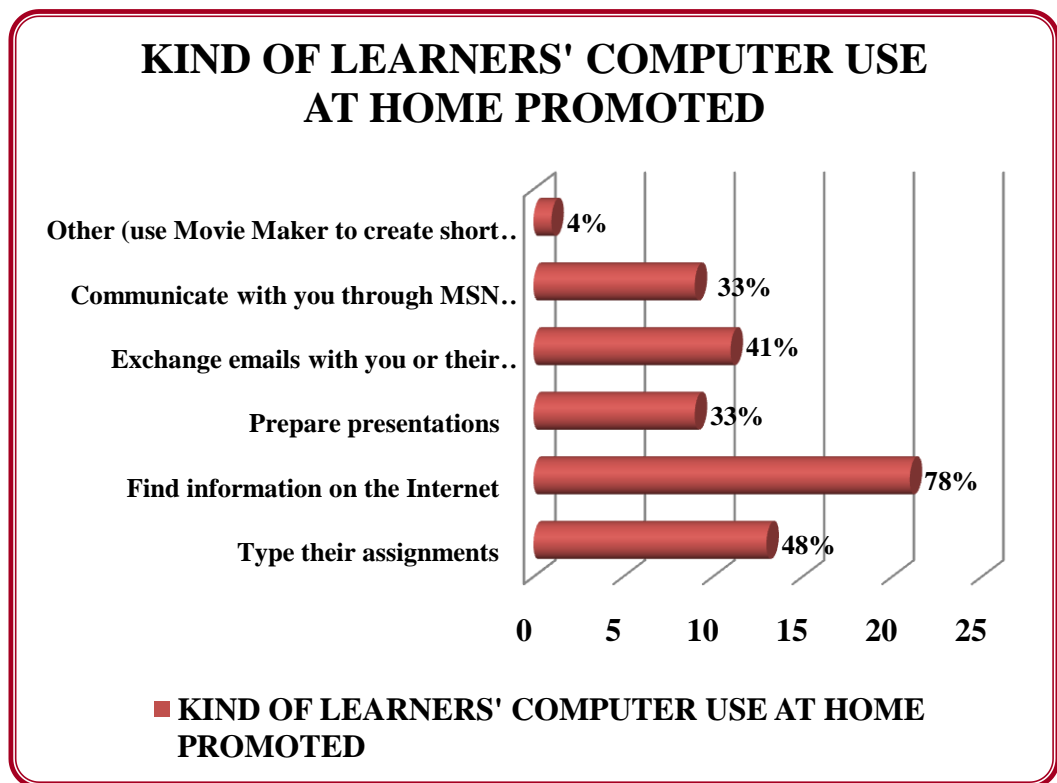
Graph 16

*Promotion of Learners' Computer Use at Home*



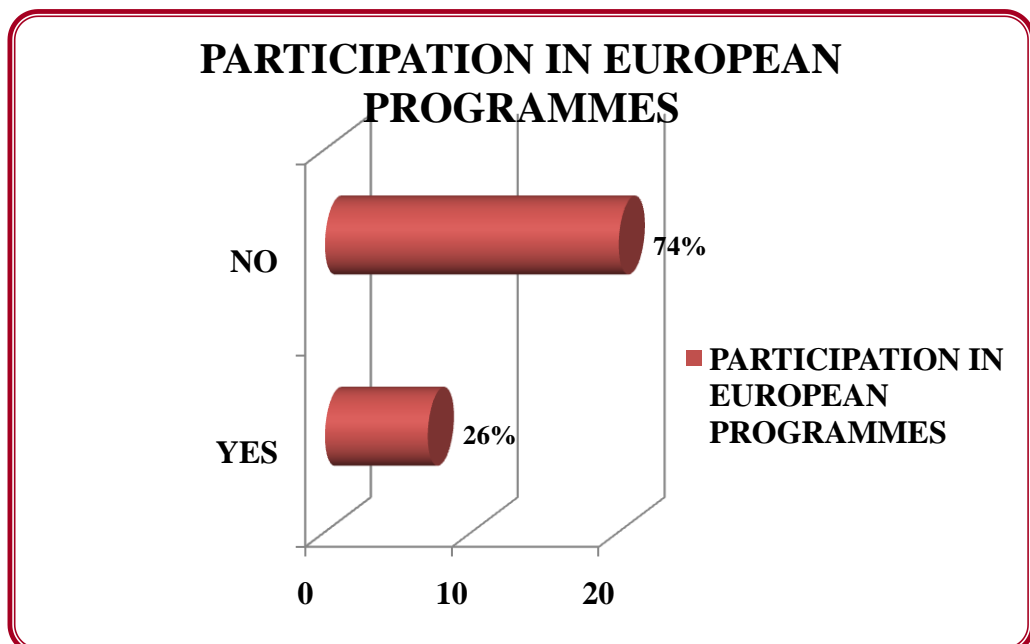
Graph 17

*Kind of Learners' Computer Use at Home Promoted*



Graph 18

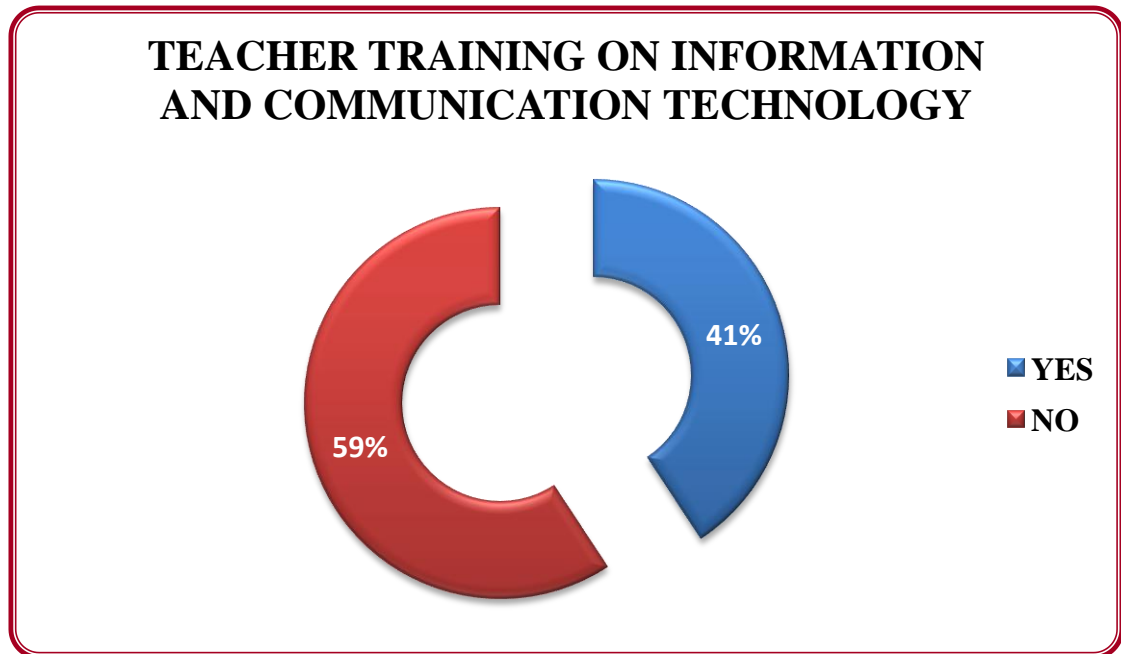
*Participation in European Programmes*



## APPENDIX XII - Graphs Related to the Survey Participants' Teacher Training

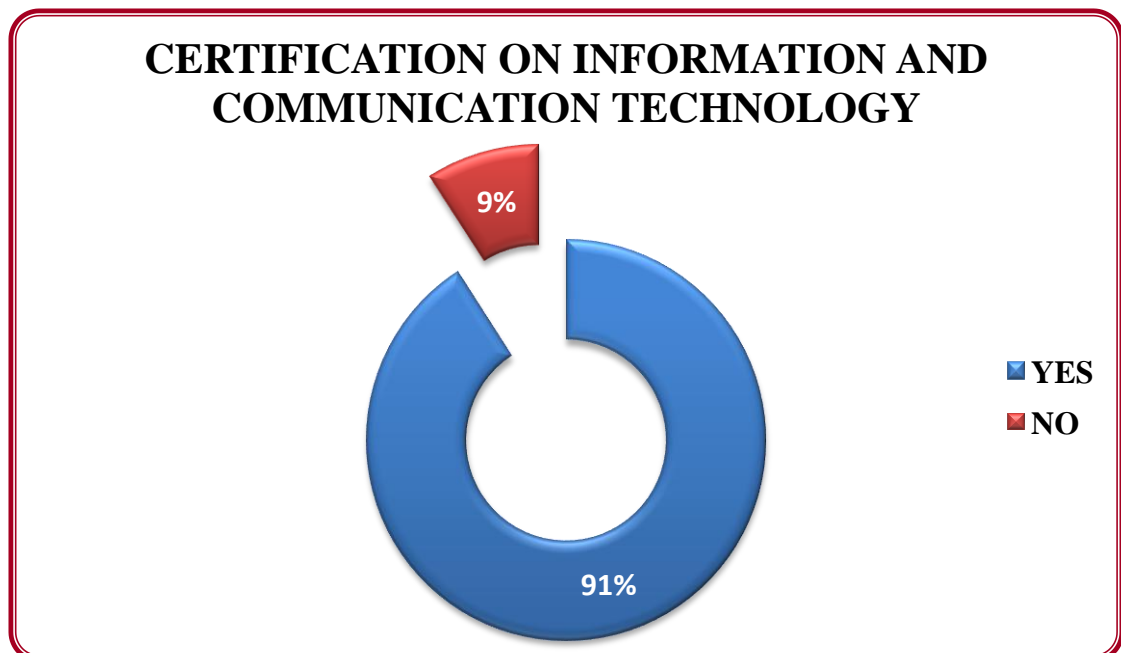
Graph 1

*Teacher Training on Information and Communication Technology*



Graph 2

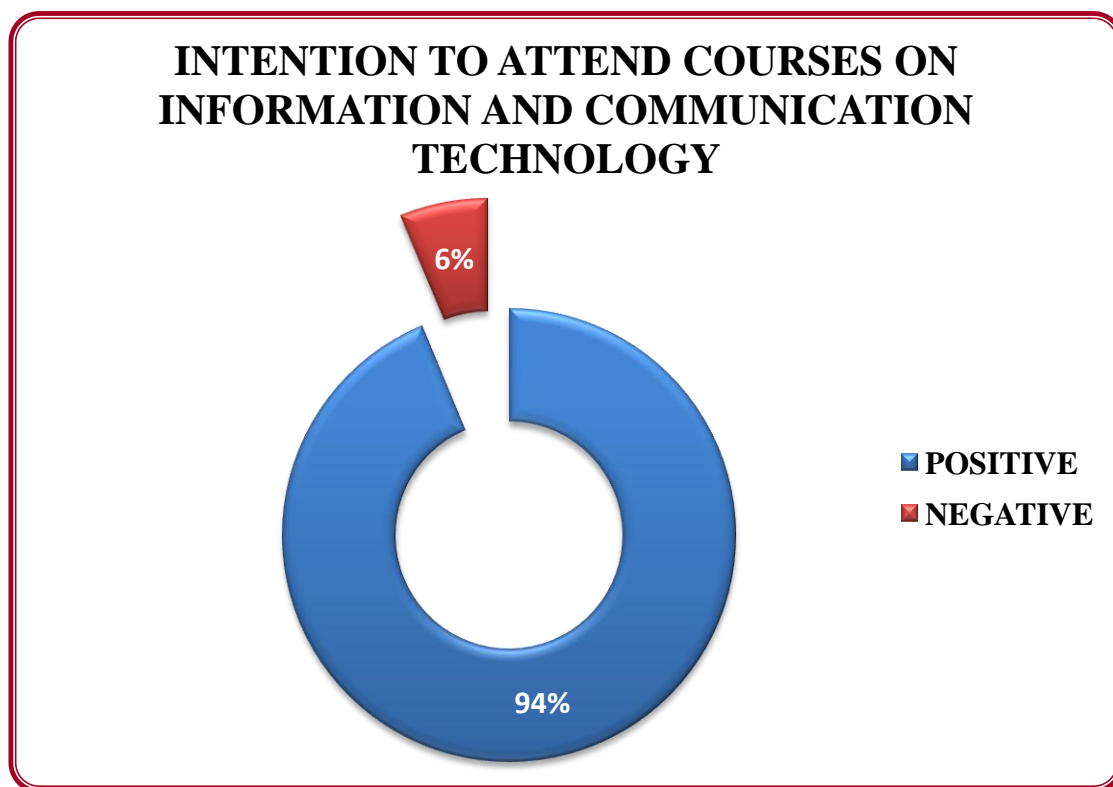
*Certification on Information and Communication Technology*





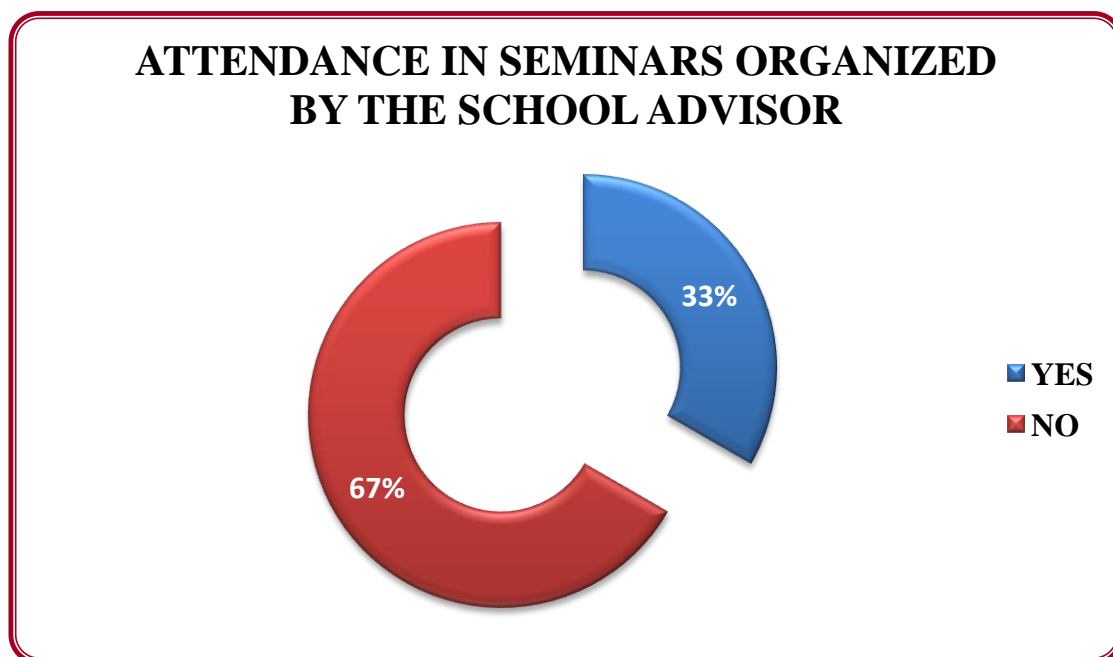
Graph 3

*Intention to Attend Courses on Information and Communication Technology*



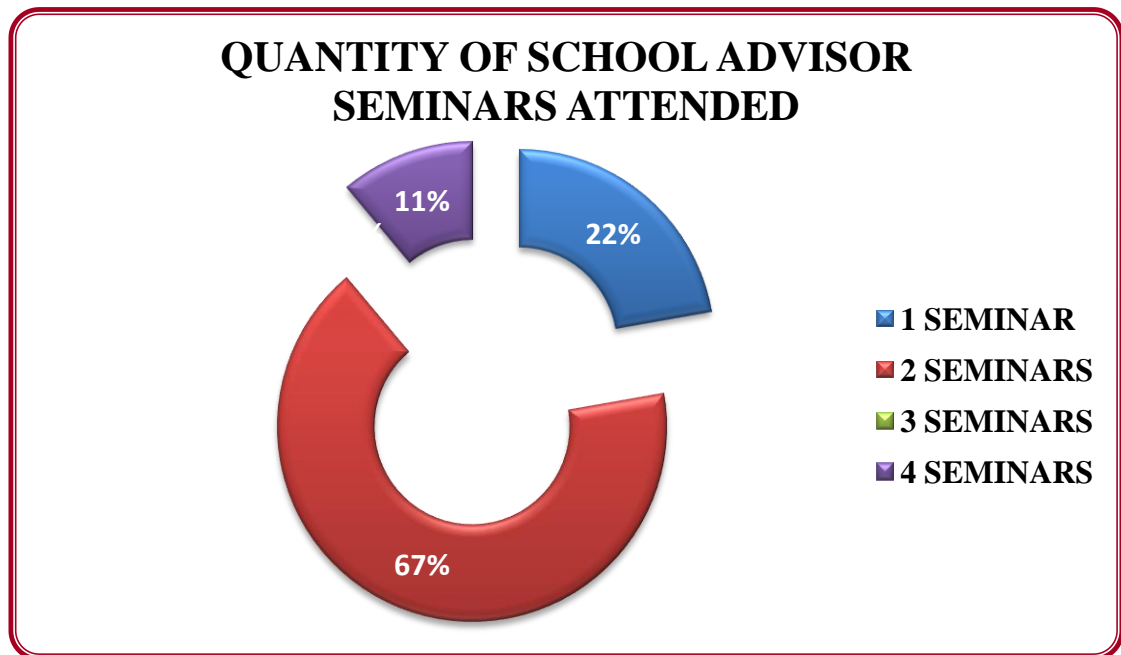
Graph 4

*Attendance in Seminars Organized by the School Advisor*



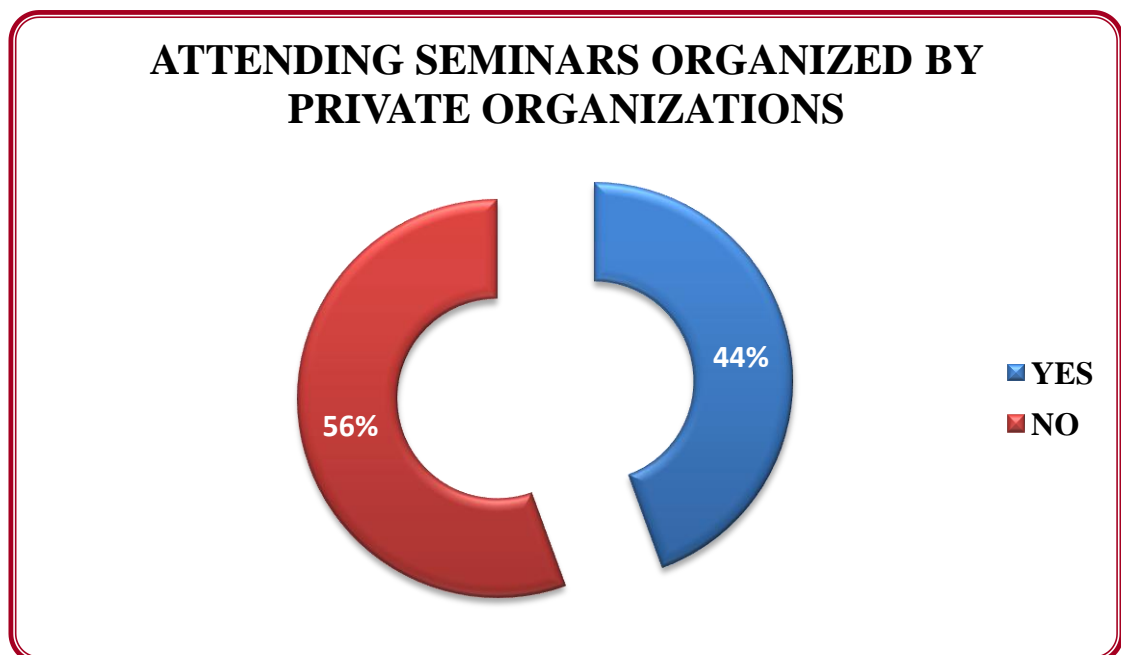
Graph 5

*Quantity of School Advisor Seminars Attended*



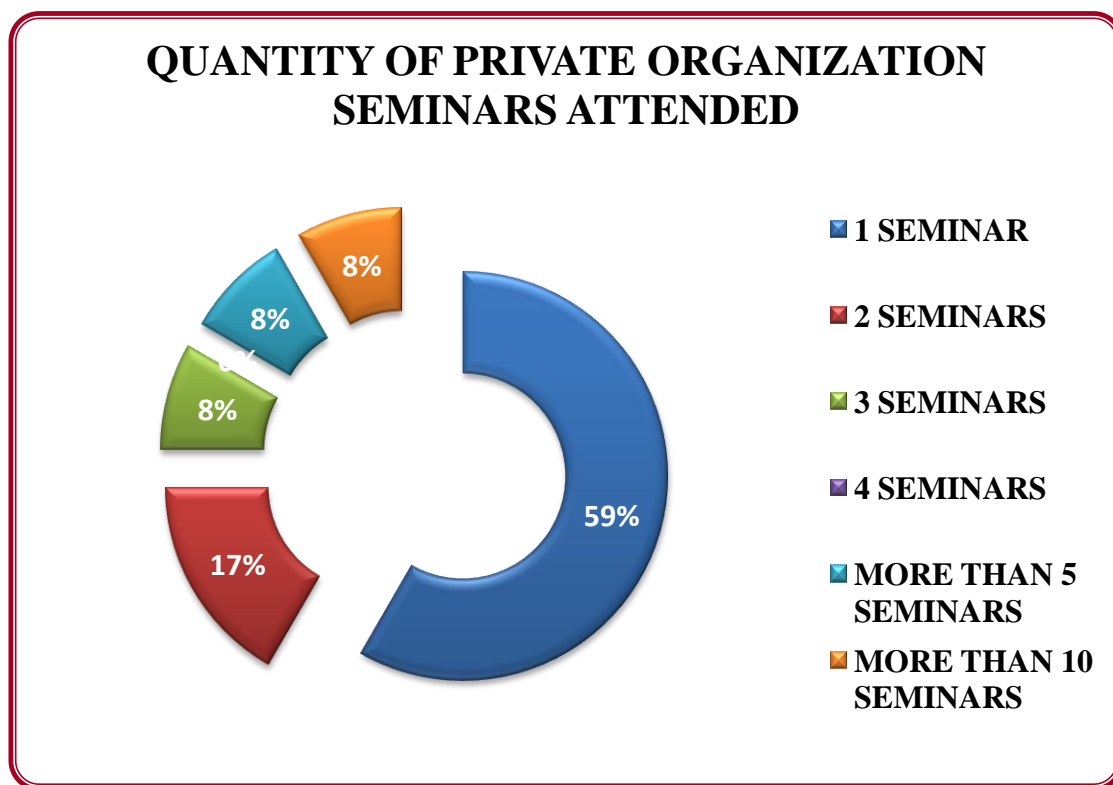
Graph 6

*Attending Seminars Organized By Private Organizations*



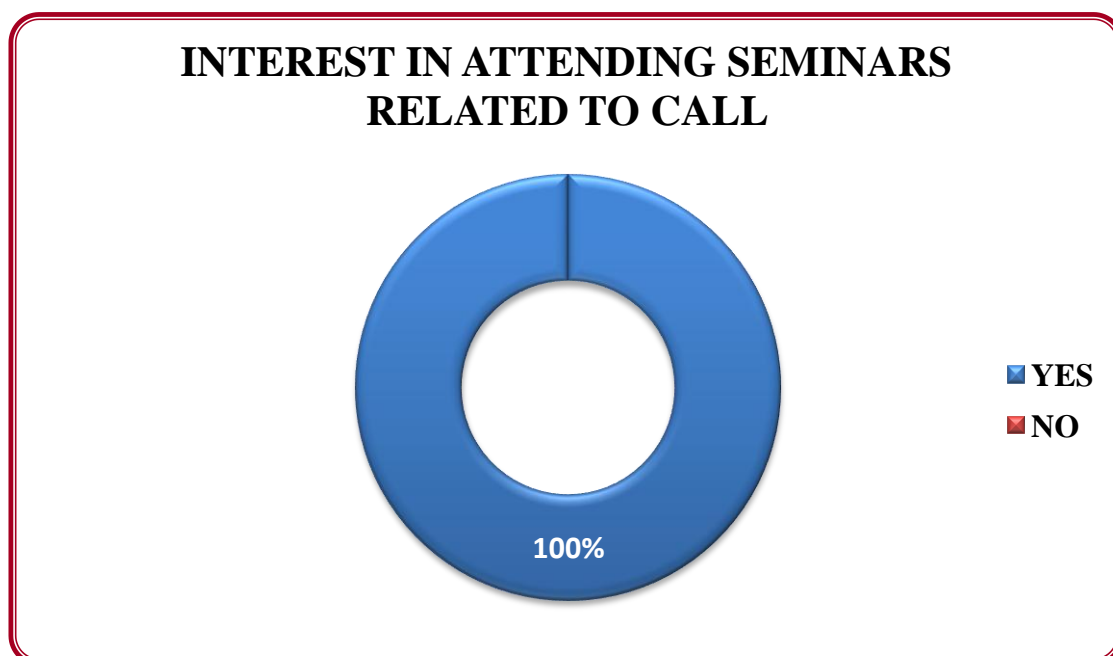
Graph 7

*Quantity of Private Organization Seminars Attended*



Graph 8

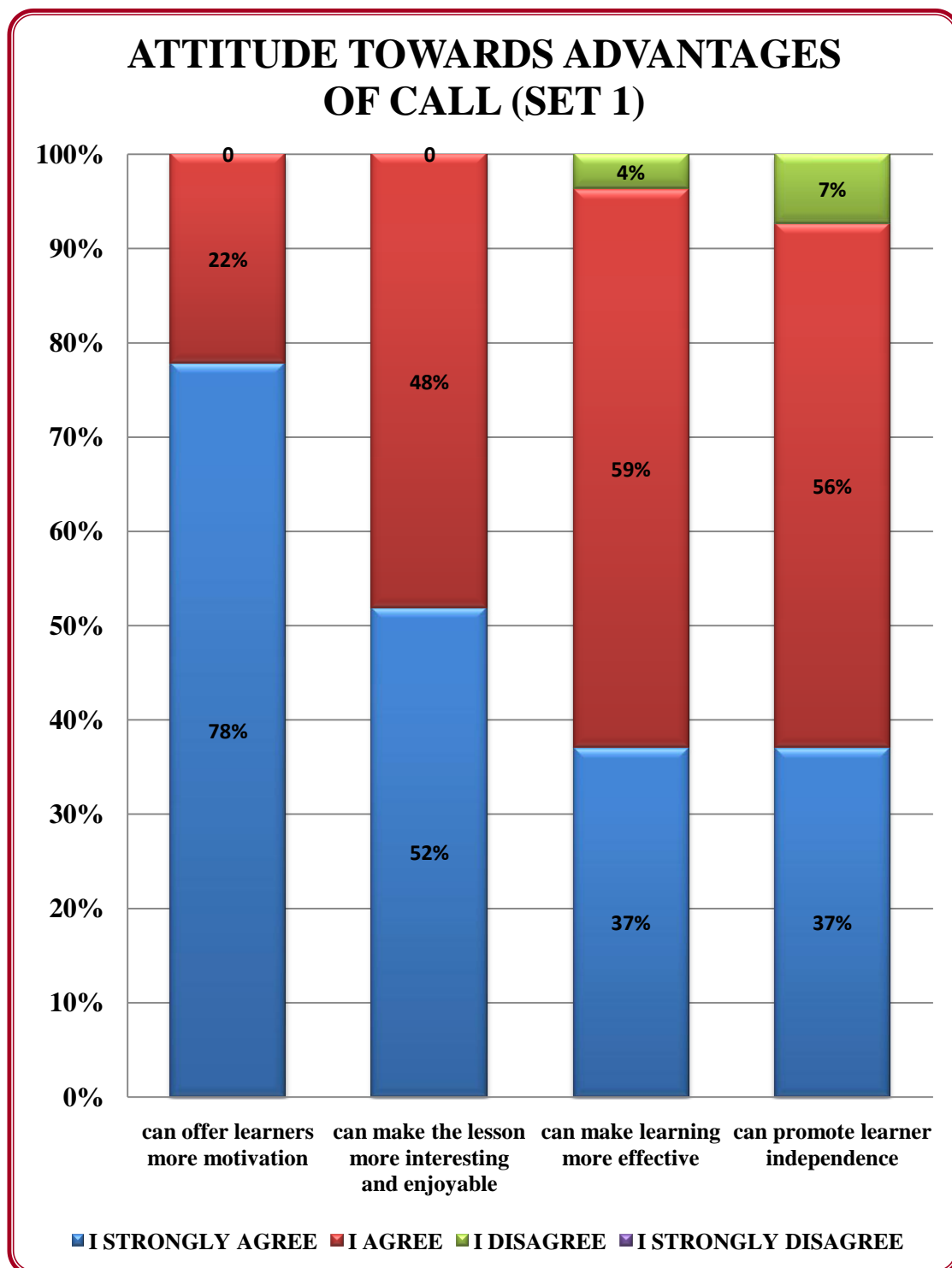
*Interest in Attending Seminars Related to CALL*



## APPENDIX XIII - Graphs Related to the Survey Participants' Attitude Towards CALL

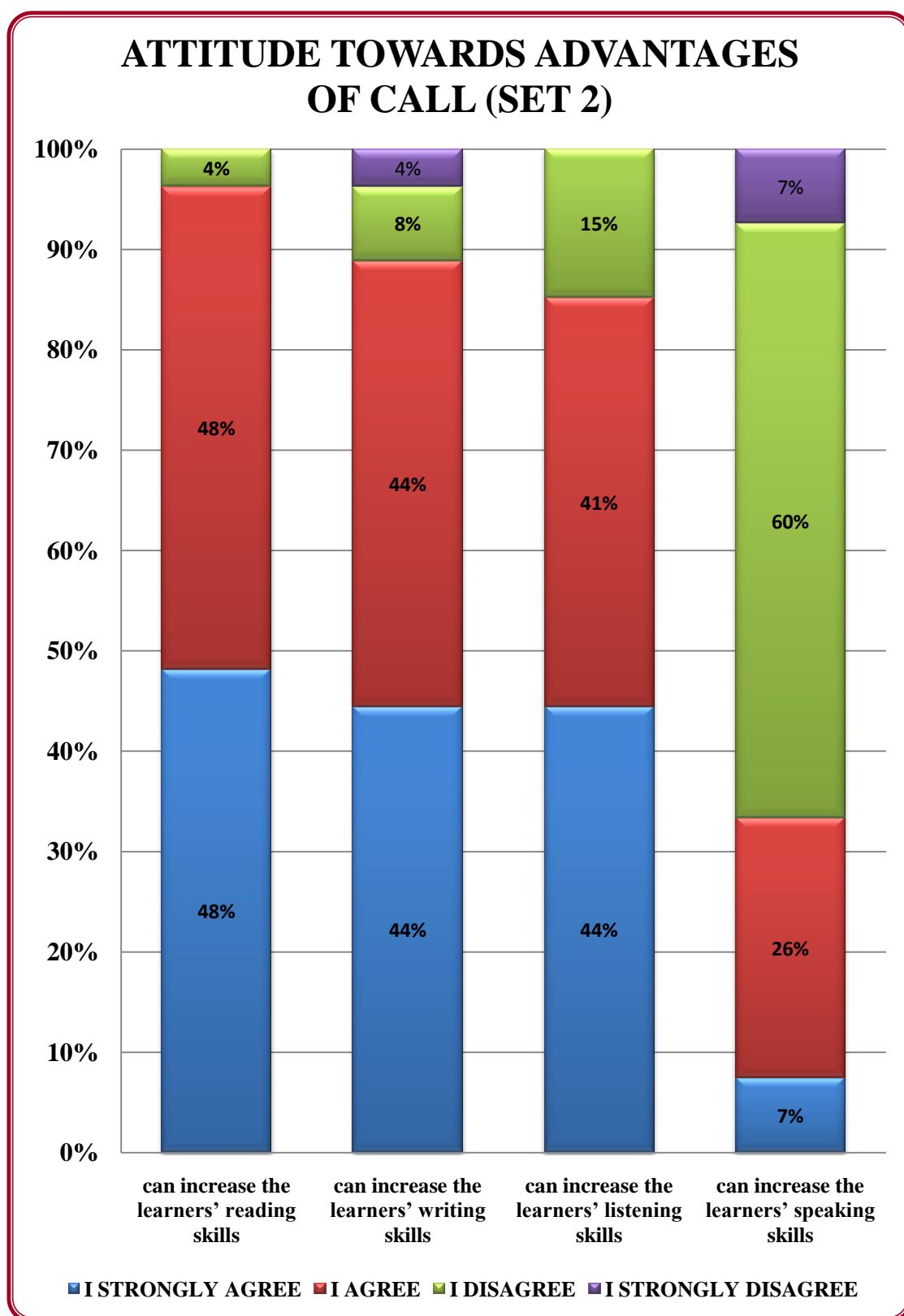
Graph 1

*Attitude Towards the Advantages of CALL (Set 1)*



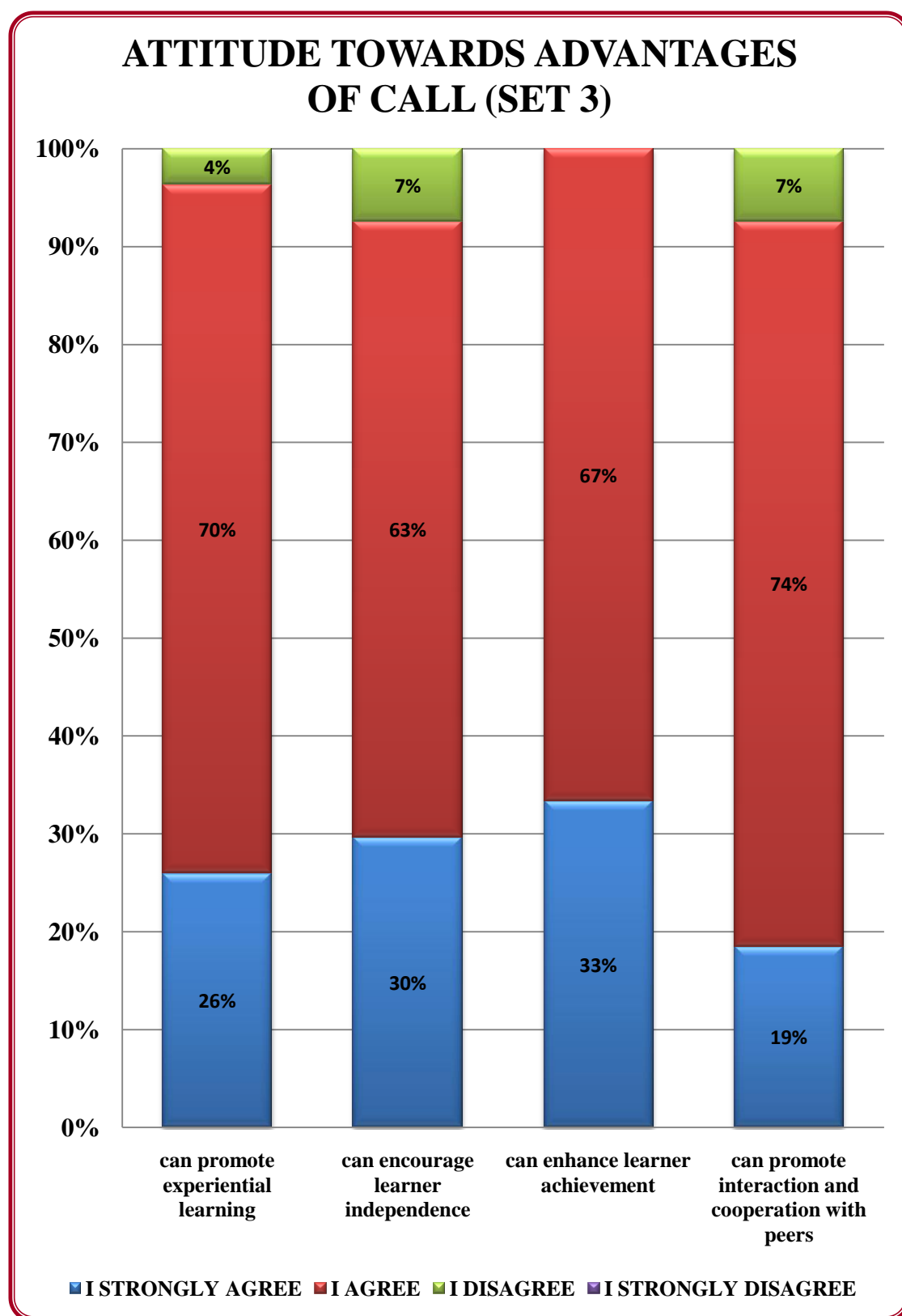
Graph 2

*Attitude Towards the Advantages of CALL (Set 2)*



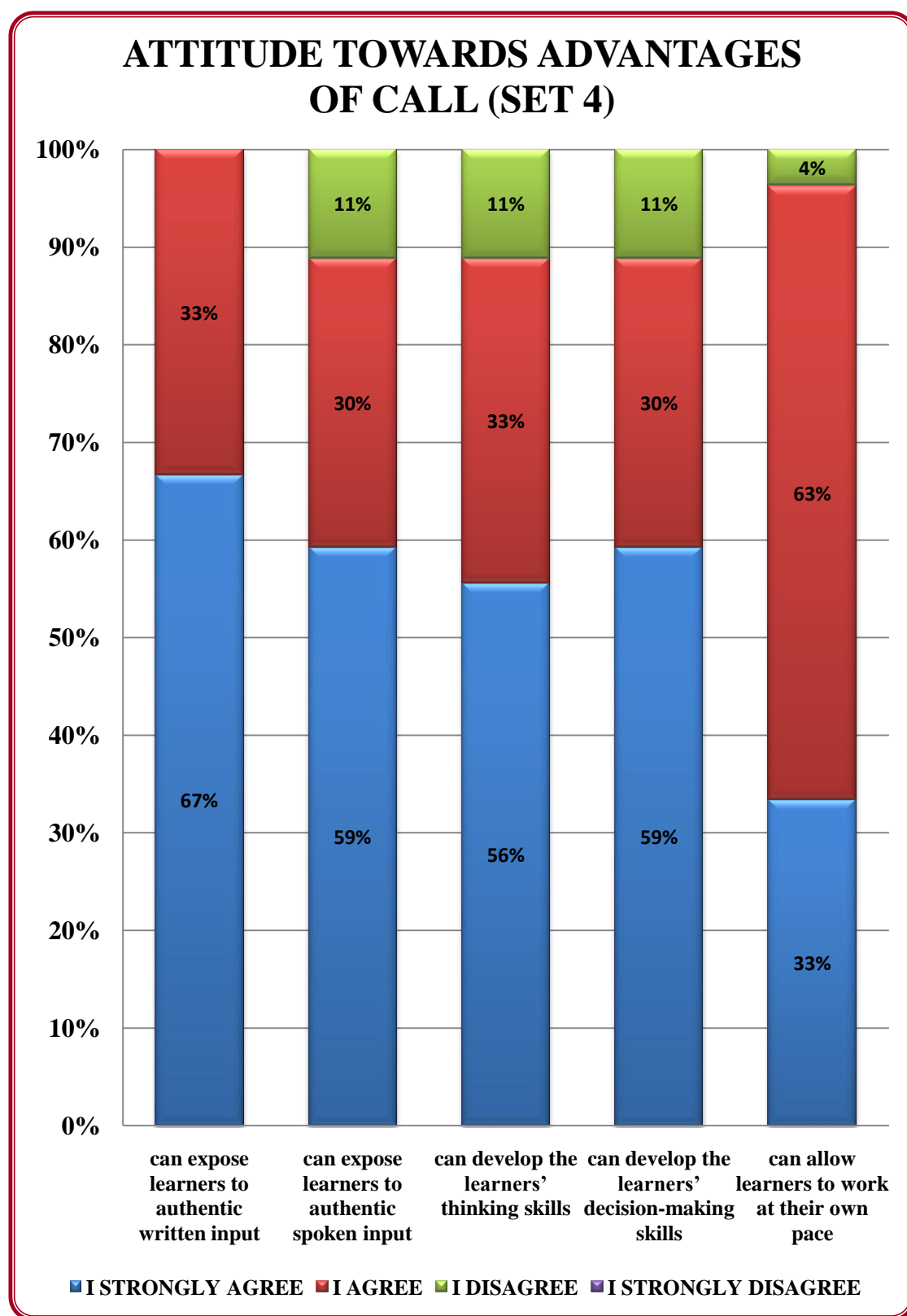
Graph 3

*Attitude Towards the Advantages of CALL (Set 3)*



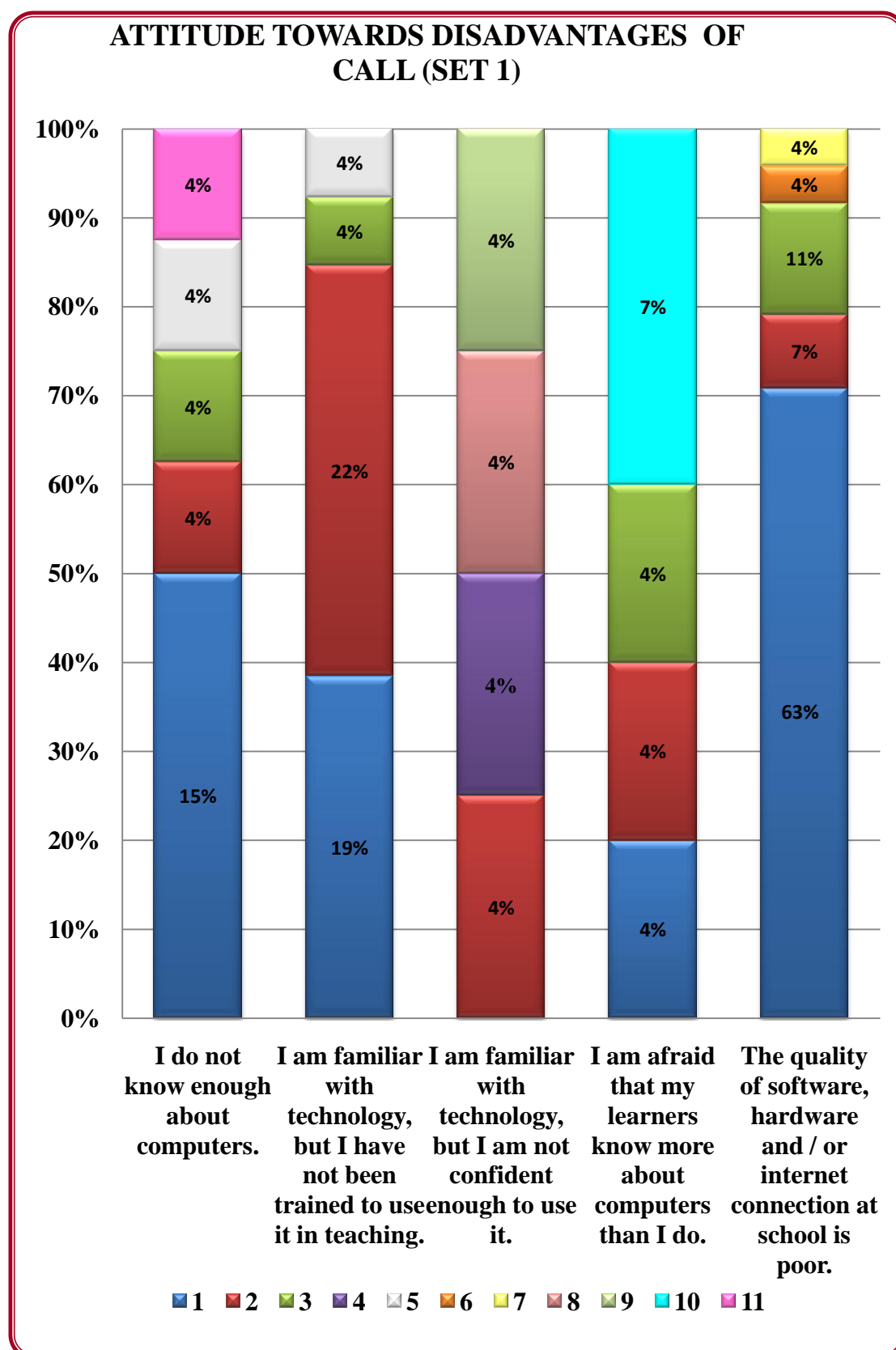
Graph 4

*Attitude Towards the Advantages of CALL (Set 4)*



Graph 5

*Attitude Towards the Disadvantages of CALL (Set 1)*





Graph 6

*Attitude Towards the Disadvantages of CALL (Set 2)*

