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Implementation of Blended Teaching Approaches in a Foreign Language Classroom

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Abstract

Effective language teaching is a continuously evolving process, where diverse student needs require adaptable approaches. Particularly in English language instruction, traditional and contemporary learning theories have shaped various teaching methods and techniques. Eclecticism, as an innovative and flexible approach, enables teachers to integrate multiple methods to enhance learning. This article/paper presents a lesson plan based on eclecticism, implemented in a primary school setting with students of varied English language proficiency levels and with a multicultural background. The plan incorporated diverse teaching techniques and was spread out in three teaching sessions. Results showed that the approach enhanced active students' participation, collaboration, and translanguaging. Also, results displayed that while eclecticism offers versatility, its success depends on the teacher's time management, material organization, and consistency in implementing the method. Effective teaching requires adaptability rather than adherence to a single method, and eclecticism ensures that students' needs are met inclusively and dynamically, leading the way to the post-method era.

Keywords: Eclecticism, Syllabus, Adaptability, Language Learning, Post-Method Era

Introduction

Teaching is an interactive, non-static procedure that continuously transforms itself and evolves. Teaching English, particularly nowadays, faces many challenges as teachers of English try to choose and implement the most appropriate approach to satisfy the diverse needs of their students – and also "to construct opportunities for learning" in "learning-centered language classrooms" (Cameron, 2001).

Over the years, numerous learning and teaching theories have been developed; from these theories, in turn, have derived various methods or "how we teach something" and various techniques or "the specific activities used to accomplish an immediate objective" as it is suggested by Anthony (1963 as cited in uny.ac.id).

Besides the traditional learning theories, an innovative approach has emerged in recent years: eclecticism. Eclecticism is mainly a philosophical approach that "allows teachers to combine different theories and choose those methods and techniques that best fit their students"

(Rousoulioti, 2022); it offers "versatility and adaptability" (Rousoulioti, 2022) - tools that are necessary and helpful for today's often multicultural schools.

Nevertheless, any approach cannot be fully realized and effective unless it is dispersed across a syllabus. A well-organized syllabus facilitates the teacher in every step on how to "...choose, collect, his or her material, edit and decide on its use" (Mattheoudaki, 2013). It is, therefore, necessary.

This study aims to investigate the effectiveness of eclecticism as a flexible model in contemporary English language learning in primary education. The research revolves around the following research question: Is the implementation of eclecticism appropriate and effective for English language learning in primary education?

To illustrate this, a lesson plan based on eclecticism is designed and implemented. Three learning approaches have been selected, and various corresponding methods and techniques have been chosen according to the unit the students were about to begin. The theoretical background provided supports these choices. Additionally, the syllabus was implemented in class only a short time ago, so it is appropriate to comment on it, discuss the outcomes, and assess the overall experience.

The motivation for developing and implementing the lesson plan stems from the composition of the class, which is multicultural and includes students from diverse cultural backgrounds with varying levels of English language proficiency. Despite these differences, the students often collaborate spontaneously and support one another.

Review of Literature
Eclecticism forms the basis of the lesson plan. It is a pluralistic approach, which, as Kumar suggests, "is a combination of different methods of teaching and learning approaches" (2013:1); it balances the fact that "each of the individual methods had strengths and weaknesses" (Mwanza, 2019). As a result, teachers are free to become flexible, adjust the material to the students and not vice versa - and "blend the practices of listening, speaking, reading and writing into an organic whole" (Kumar, 2013).

The flexibility and versatility offered by eclecticism are of paramount importance to this particular class: it is partly multicultural, some pupils are bilingual, and English is actually their third language; not only their English level but also their educational background is mixed, too. Thus, eclecticism operates as an "umbrella approach" under which the teacher, on one hand," takes into account all the characteristics and differences among students" (Larsen-Freeman, 2000), and on the other, uses the most suitable and appropriate modes of instruction intending to ensure participation and inclusion for all students.

Through the prism of eclecticism, two other approaches are mainly adopted. The first is Gardner's Multiple Intelligence - which first appeared in Frames of Mind in 1983. It addresses all students "by teaching concepts in a variety of ways" (Phillips, 2010) and by combining their strengths and weaknesses: some like reading, some prefer to follow instructions and use their logic, others like painting; some feel comfortable when relating with their peers, but others

enjoy being on their own. Gardner's approach helps the teacher too as he or she can draw from "a larger set of procedures and curricula" (Gardner, 2011) and adjust it to his or her class The second approach is Communicative. Learning a foreign or a second language means that learners are trying to make meaning and "are involved in real communication", wherein "their natural strategies for language acquisition will be used" (British Council, 2022). In a mixed-level class, which is the case, the focus is not on mastery; the goal is to motivate students and create interest in what they can actually do and communicate with the help of and through the target language, as Richards describes (2001).

In trying to put the theory of Eclecticism into practice and make choices about "the particular choices to be taught, the content, and the order in which the content will be presented" (Richards, 2001), three methods have been used. The first is Task-based which stems mainly from the Communicative approach but embodies Gardner's MI too. It is appropriate as it serves the characteristics of the lesson, and students' language level and permeates the three-hour teaching session. Following (1996, as cited in Baleghizadeh, 2015) Willis's cycles (pre-task, task, and language focus cycle), offer satisfactory opportunities for language use and practice.

The second method, which has also been developed as the result of the Communicative approach, is Content-based: the emphasis is put on what students can learn by using the language and how to "advance students' language skills regardless of the institutional settings and language proficiency level of the students" (Yugandhar,2016), not on the language itself. English, in our case, becomes a tool and not a target; consequently, all students can participate and feel confident. One way to implement the method is by choosing a topic; often, pupils opt for it and then create or work on activities based on that topic.

Finally, PPP (Presentation, Practice, and Production) could be added here-even though it is not a method but "a paradigm or model used to describe typical stages of a presentation of the new language." (British Council, 2022) It is considered to be a form of Communicative teaching (Byrne, as cited in Jones et.al., 2015) thus pupils have the time and opportunities to practice the target form or structure. This is why PPP was chosen, as it takes "learners through some new language step by step, building their confidence to use it productively" (Jones et al., 2015).

As a result of combining different teaching approaches not only methods but techniques are blended too. There is the use of technology, first of all, which is both useful and necessary since today's students are surrounded by and practically use it every single day. It is important though to make sure that its implementation is pertinent to the target of the lesson (Markou, 2015). Hence, on one hand, the animation will support listening and vocabulary practice and increase "students' interest and skills in speaking" (Siregar, 2021); on the other hand, Padlet as a web 2.0 tool will strengthen collaboration and participation for all students, even for the "weaker" ones.

Apart from technology, question, and answer drills, repetition, filling gaps and matching are all helpful tools throughout the lesson and each of them serves a certain cause- whether it is comprehension, grammar structure, or language production. Last but not least, integrating Art and Geography activities in the lesson is a method that makes learning meaningful,

enhances the cross-curricular view of language as it helps students to "draw information from diverse subjects in order to process knowledge holistically" (Anastasiadou, 2017) and gives a playful touch which is vital to pupils at the age of twelve.

Method
The following lesson plan concerns the last class, class ST (12 years old, the eldest pupils) of the Primary school. The class officially consists of 14 pupils (three boys and 11 girls) but unfortunately, only ten come to the classroom on a regular basis (three girls, coming from Syria, appear only once every month, whereas another Rom girl attends school once a week and usually on Mondays). The pupils are about to start Unit 3, Lesson 1 of the official English textbook distributed by the Greek Ministry of Education. The title of the Unit is "Imaginary Creatures".

The pupils' level of English varies significantly: from absolutely basic knowledge of the English letters up to A2 + level (according to CEFR Companion Volume, 2020). Most of them are highly motivated and enjoy watching English videos or listening to English songs. Almost all the pupils are very extroverted, open-hearted, and with a vivid imagination; they prefer working together cooperatively and helping each other – even though they work equally well individually.

As far as school facilities are concerned, the school has an internet connection, but not a very fast one. There are no laptops or tablets in the classrooms. There is, though, a rather small computer lab, with a projector, where pupils can go whenever they want to watch a story, a music video, or work online.

Implementation of the Lesson Plan
Session One (45')
The lesson focuses on developing speaking skills, reading comprehension, and vocabulary through engaging activities centered around imaginary creatures. It begins with a brainstorming session where students recall and discuss mythical beings from various sources, activating their background knowledge. Next, they read the handout *Monsters Around the World*, identify adjectives describing the creatures and their habitats, and locate these places on a world map. In the second part, they match sentences to the correct monsters. Finally, students work in pairs to label monster images with their names and descriptive adjectives, reinforcing their learning collaboratively and interactively.

Geography, supported by the use of the world map, emphasizes the universality of the topic "Monsters", and the common elements shared by different people and cultures around the world. Furthermore, this is a way that can "render learning more challenging and enjoyable by linking both the content and the foreign language" (Anastasiadou, 2017). The photos in the final activity serve the same cause; at the same time, they are linked to Gardner's visual-spatial intelligence and help students "capitalise on information derived from images, shapes, and pictures in order to internalise knowledge (Anastasiadou, 2017).

Session Two (45')
This time, the lesson is focused on vocabulary, writing, and grammar through interactive and collaborative activities centered on superheroes. It begins with a Padlet activity where

students, divided into groups, match superhero photos to their names and discuss their abilities. Next, they work individually on a worksheet covering comparative and superlative adjectives, deducing the grammar rules through guided examples before completing the exercises in pairs. The lesson concludes with a fun and engaging speaking activity where students share their favourite superheroes and explain their choices, promoting communication and interaction in a relaxed setting.

Padlet in this Session, according to Fuchs (2014), serves as a "student-centered instruction" and provides "a free, multimedia-friendly wall which can be used to encourage real-time, whole-class participation and assessment". The grammar exercises, on the other hand, even though they remind us of teacher-centered instruction, "are those likely to lead to noticing of grammatical patterns in the language" (Cameron, 2001). Additionally, this is appropriate when students are still weak in grammar, and the P-P-P method can "help them improve their grammatical accuracy" (Maftoon, 2015).

Session Three (45')
In the last session, the focus was on listening and speaking activities. It began with a brainstorming exercise where students learned about the term's "robot" and "Talos" to gauge their understanding. A new worksheet was provided, leading to reading and explaining unknown words. Students then watched a video titled "Talos the First Robot" twice, filled in gaps, and read the complete sentences aloud.

Shortly before completing the third session, pupils sketched and coloured their own imaginary robots, presenting them to the class through spoken descriptions or mimes. The completed drawings were displayed in the "English Corner" of the classroom. For the final activity, they were given a short self-evaluation form - which did not take more than 3-4 minutes to complete.
Audiovisual technology is used in the last Session, as according to Kamelia (2019), "is felt to facilitate the acquisition of student knowledge and stimulate active learning"; cartoons, especially, seem to attract pupils' attention instantly. As for implementing Art, it is not only a likable and fun activity: drawing is another way to "invite children to become involved" (Cremin, 2006); whereas miming, as a form of drama, allows pupils to express themselves openly and "understand what one means when one lacks the linguistic means for this purpose" (Joycey, 2015). Finally, self-evaluation is an important part of a teaching scenario - of the modern pedagogical proposal that "also assumes a different teaching identity/s on the part of teachers" and considers the learners' "learning specificities" (Koutsogiannis & Alexiou, 2012).

Discussion
The outcome of the three-hour session is characterized as positive. The topic was approached by a variety of methods, incorporated several techniques, and an attempt was made to address pupils' interests and content knowledge- since teaching awareness nowadays presupposes "the need to organise teaching in order to meet the learners' interests and needs" (TeMoLaYoLe, 2007). As a result, students did not feel bored or "left out" despite their diverse levels of English. On the contrary, they happily participated in the learning procedure and actively contributed to the lesson in adherence to their "different mental abilities, learning habits and intelligences" (Baturay, 2007).

Another noticeable feature was that students managed to work successfully and productively either individually or in pairs and groups, as this is the case in "communicative, content-based, and task-based teaching", where students "engage in different roles and participant organization structures" (Lightbown&Spada, 2013). Pupils learn how to collaborate, support each other, and create bonds, thus, according to Zoghbor and Alexiou "motivation and self-confidence are increased" (2020).

It is worth mentioning that the language used throughout those three hours was mainly English-L2. Nevertheless, new words or colloquial expressions and grammar explanations were given with the help of the mother tongue or even instantly translated into L1. This is sometimes unavoidable, as Cameron (2001) suggests, when the children have a low level of the foreign language; or necessary when "the alignment of teacher and pupils" can have a positive effect by reassuring children that the teacher understands their "language learning problems". Instances of translanguaging could be traced here as well, especially when students –for which English is L3-used L1 to explain some English words to each other; such practice adds to their confidence, enhances their comfort zone, and manages "to bridge home and school multilingual literacy practices and identities" (Mwanza,2019).

Every choice, of course, has not only its strengths but its conditions too. In that respect, three factors play an important role and determine the success of eclecticism, to a large extent: time, good organization, and consistency (all three of them were taken into account while drafting the lesson plan). First of all, the duration of the activities should be decided beforehand so that the class manages to conclude all of them and does not run out of time- as in our case, in particular, students tend to perform activities at a different rate due to their diverse English level. Likewise, activities should be well-organized so that the coherence and continuity of the lesson are secured. Lastly, the approach should be implemented on a steady basis so that students feel safe with it; otherwise, "if an innovative technique is used only occasionally, and mixed in with other (potentially contradictory) ones, the effect of the new is diluted" (Weidemann, 2001).

Hence, the contribution of the proposed lesson plan is probably significant as it constitutes an attempt at practical implementation of a post-method teaching via eclecticism. Focusing on the flexibility and adaptability it offers to the teacher, but also on the satisfaction of the response and active engagement of all students in the learning process, this lesson plan bridges theory with classroom practices.

Conclusion

This paper presented an attempt to implement eclecticism in the context of primary education in the English language classroom. It is well known that teaching is a two-way and, at the same time, multidimensional procedure. It is a two-way one, as it includes and stipulates communication and participation of both the teacher and the students accordingly - as Fleming (2003) states students do best when "involvement, commitment, and interest" are encouraged. It is multidimensional because knowledge of the audience/students, willingness to support them, pre-determined goals, rightfully chosen and well-designed material, and selection of the most appropriate approach/strategy are the cornerstones of an effective lesson plan-which, in turn, is fundamental when attempting, if not struggling, to put theory into practice.

In light of these, eclecticism was chosen and presented. An approach that consists of "a fusion of distinctive techniques of teaching and language learning approaches" (Sarifa, 2020) - reflecting, thus, the continuous effort to motivate, support, and inspire students (Rousoulioti et al., 2022). Furthermore, it is an approach particularly suitable for our present multicultural classes that "caters to the individual needs of learners" (Al-Khasawneh, 2022)- trying to reach and address equally all students and their multiple intelligences.

Implementing a similar model on a larger scale that includes more classes and students of various age backgrounds may help us better understand how to utilize eclecticism, its limitations, and how to benefit from it. There are of course numerous paths in foreign language teaching through which pedagogical goals can be fulfilled. The available approaches are many, and for sure, new approaches, and methods will emerge and come into the spotlight. It is not always easy, even for experienced teachers, to choose the best teaching approach – probably because the "only one" best does not exist; or maybe because the best teaching approach is to adapt and not merely adopt, leading us into a post-method era (Kumaravadivelu, 1994: 30).

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APPENDIX A

Session 1 (45')

Objectives	Aims	Material
• To activate background knowledge • To revise vocabulary (adjectives, continents) • To introduce new vocabulary (countries, areas, names, adjectives) • Identification of right or wrong and matching • To practice speaking skills • To practice reading skills • To practice text comprehension	• Realization of common cultural traits around the world • Realization of the continuity of the language system. • Identification of a new code. • Creation of a relaxed atmosphere. • Facilitate student participation and collaboration. • Group and pair work	• Worksheet "Monsters around the World" (texts) • Worksheet "Monsters around the World" (exercise) • Photos - Pictures
Description		
• We are in the classroom. • Pupils sit in a circle. • The teacher initiates brainstorming by asking "What's a monster? Do you know any? "etc. • The teacher continues with the revision of what the students have said so far. • The first worksheet is given. The teacher asks, "Who wants to read?"- first they read it aloud in turns. While reading, they are asked to underline unknown words so that the teacher can explain them afterward. • The second worksheet is given. Now they are asked to work in pairs and collaborate to do the matching and show where these monsters live. • Finally, the teacher sticks the photos on the board. The students must identify the monsters, write their names, and add adjectives to describe them.		

A. Texts

Monsters around the World

1. ***Medusa***

Medusa, in Greek mythology, is the most famous of the monster figures known as Gorgons. She was usually represented as a female creature having a head consisting of snakes; unlike the Gorgons, she was sometimes represented as very beautiful. Those who gazed into her eyes would turn to stone. Medusa was the only Gorgon who was mortal; that is why the Greek hero Perseus, was able to kill her by cutting off her head. From the blood were born Chrysaor and Pegasus, her two sons by Poseidon. The head was given to Athena, who placed it in her

shield; according to another account, Perseus buried it in the marketplace of Athens. (Brittanica, 2023).

2. Nian

Long, long ago in ancient China, there was a fierce beast called "Nian". Its head looked like a lion with a sharp horn on it. It lived at the bottom of the sea most of the time and would go ashore only on the last day of the lunar year to eat people and livestock. So, on that day every year, people ate early, locked the livestock, and hid in the mountains.

Then one year, an old man with silver hair came to one of the villagers and promised to drive away the beast. However, the villagers were too scared and still left before nightfall.

Nian broke into the village as usual and just as it was ready to eat some animals, suddenly there were firecrackers, burning bamboo, and drums. Nian stopped. Then the old man appeared, dressed in red. Nian was terrified and went away.

On the second day, after the villagers returned, and found their houses and livestock safe and sound. They realized that the old man was right. He told them the three secret "weapons" to drive Nian away – "red item", "bright lights" and "firecrackers".

From then on, on the last day of the year, people put up red clothes, hung up red lanterns, set off firecrackers, kept the lights on, and stayed up late to keep safe from Nian. As time passed, this custom spread to almost every corner of China and thus developed into one of the most important festivals of Chinese people, the Lunar New Year`s Eve. (Confucius Institute, 2023).

3. Yeti

The Yeti is an ape-like creature that lives in the Himalayas in Nepal and Tibet, in Asia. In Western culture, the creature is called the Abominable Snowman. Many articles have been written about it. In 1832, a Journal in Bengal published the description of a trekker, Hodgson, talking about the Yeti. He did not see it but concluded it was an orangutan. This was the first evidence of the creature.

The Yeti is compared to Bigfoot of North America, as the two creatures often have similar physical descriptions. (Wikipedia, 2023).

4. Bigfoot

Bigfoot, also commonly referred to as Sasquatch, is an ape-like creature that lives in the forests of North America mainly in the northwest region of the United States and the Canadian province of British Columbia. The Indian native tribes describe him as a large, hairy creature, being between 1.8 and 2.7 meters tall – but there is no physical or scientific evidence. (Wikipedia, 2023).

5. Frankenstein

Frankenstein is actually a novel written by English author Mary Shelley in 1818. Frankenstein tells the story of Victor Frankenstein, a young scientist who creates a creature in an experiment and hopes to be the God of a new race. Shelley travelled through Europe in 1815, visited Germany, and stopped in Gernsheim, near Frankenstein Castle, where, two centuries before, an alchemist organized strange experiments. (Wikipedia, 2023).

6. Dracula

A myth based on the historical Transylvanian-born Vlad the 3rd, Dracula of Wallachia. During his reign (1456-1462) more than 20.000 civilians. The main sources for these events are records of German settlers, who fought with Vlad and may be biased. Vlad is a hero for Romanians for beating the invading Turks and Bulgarians. (Wikipedia, 2023).

7. Godzilla

Godzilla is a gigantic dinosaur with rough, bumpy scales, a long powerful tail, and coloured plates that roars. He is super strong and one of the most recognizable symbols of Japanese culture worldwide. He is considered to be a metaphor for nuclear weapons. He was a representation of the fears that many Japanese had after the U.S. attacks on Hiroshima and Nagasaki. (Wikipedia, 2023).

B. Exercise

"Monsters University" (2019)

Monsters around the World

a. He needs XXXL shoes!
b. A mythical man, whose main food is blood!
c. A monster that looks like a lizard or an iguana!
d. A creature that looks like a man but isn't actually a man.
e. The monster that lives in the highest mountains of the world!
f. It hunts people in the middle of the month!
g. Whoever sees her, turns into stone!

C. Photos

Studio Kirkland

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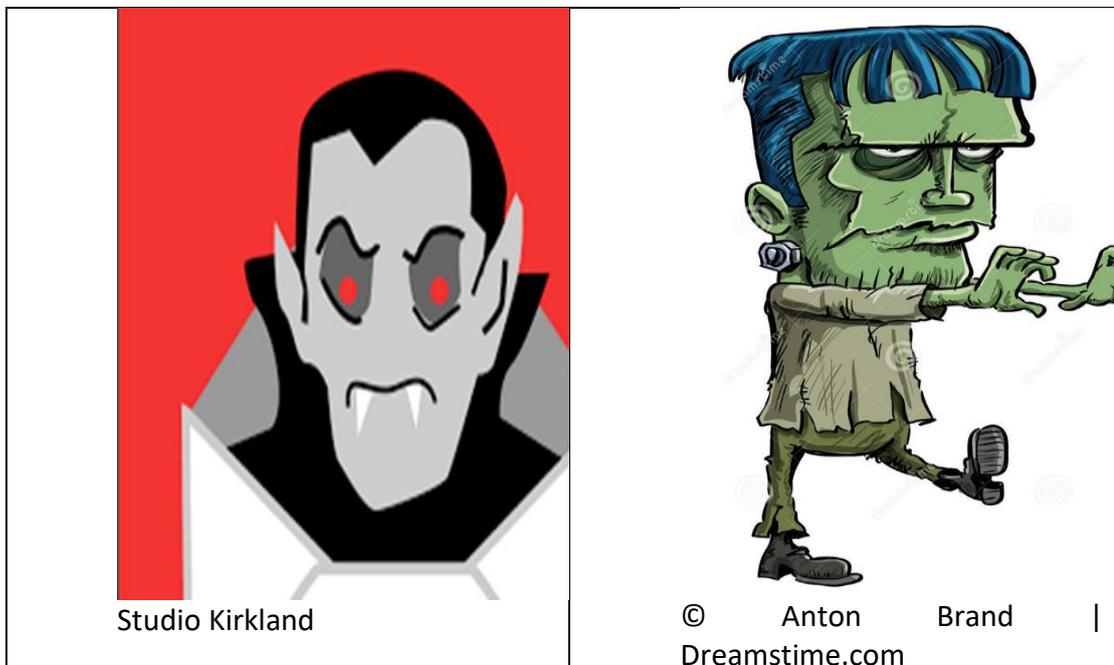
Liam, Legendary Chinese Monster
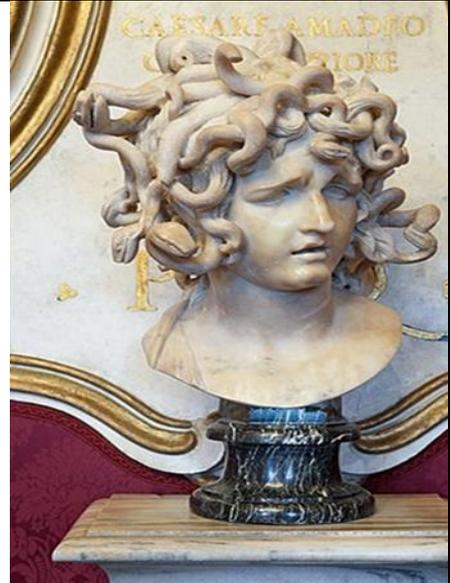
Medusa di Bernini

Yeti

Godzilla (2017)

Bigfoot

Session 2 (45')

Objectives	Aims	Material
• To revise the names of familiar and famous heroes • To introduce new grammatical structures • To emphasize the different use of Comparative and Superlative • To familiarize with opposites • To familiarize students with metaphors (heroes' sayings) • To practice speaking and writing skills	• To apply new information and knowledge • Development of deductive skills • Creative thinking • Self-expression • Practice metacognitive skills • Reasoning • Group and pair work	• Padlet • Worksheet (Comparative – Superlative)

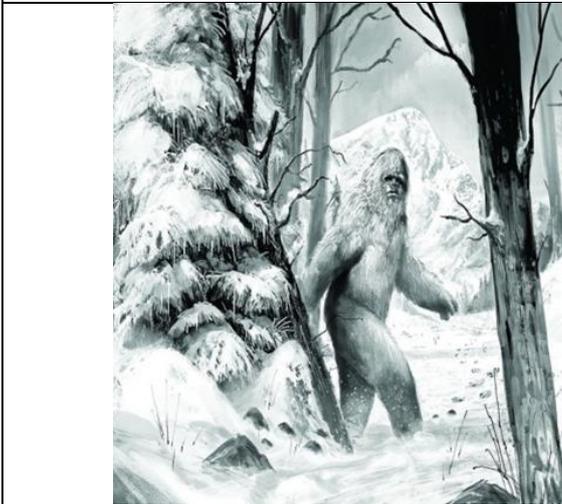| Description |
|---|
| • The class goes to the computer lab to see and "use "the Padlet. They form two groups.
• Looking at the Padlet first, they try to match the pictures to the names, and secondly, they try to explain the "sayings/phrases' of the Superheroes. They use both Greek and English. They say if they agree or not and why.
• The worksheet is given to the pupils; they look at the examples, and pupils are asked to notice and explain the new grammar rule. Explanations concerning the appropriate use of the new structures are also given. Pupils try to fill in and complete the worksheet collaboratively. The teacher offers explanations, clarifications, and information whenever it is needed.
• Finally, the pupils are asked to give their personal opinions and support their views. All opinions are welcome. |

A. Padlet

Superheroes

Batman...smart   **Superwoman...**pretty **Lava Girl...**hot **Superman...**tall   **Hulk...**strong   **Spiderman...**flexible **Ironman...**cunning   **Flash...f**ast **Captain America...good-hearted**

B. Worksheet

1. Form and fill in the ***Comparative*** form of the adjectives:

e.g., *Professor X is **shorter than** Ironman.*

- Batman is............................than Spiderman. (smart)

- Hulk is....................................than Professor X. (strong)
- Flash is..................................than Hulk. (fast)
- Ironman is.....................................Lava girl (cunning)
- Spiderman is...Superman. (flexible)
- Lava girl is...Superwoman. (hot)
- Superman is...................................Batman's. (tall)
- Superwoman is...than Hulk. (pretty)
- Captain America is...than Hulk. (good-hearted)

2. Guess who....
✓ He is able to climb on surfaces!
✓ See through a building!
✓ He can run super-fast!
✓ He can break everything into pieces (when he gets very angry!)!
✓ She is able to fly!
✓ She is able to burn down everything!
✓ He shows off in his super car!
✓ He is able to protect someone with a shield!

3. Adjectives and their opposites/synonyms:

Tall	Weak	anemic, high
Fast..........................	Pretty..............................	beautiful, quick
Friendly	Attractive........................	appealing, open-hearted
Clever ………………………	Angry..............................	irritated, smart

4. Form and fill in the *Superlative* form of the adjectives:
e.g., *Flash is **the fastest** of all.*

- Superman has the.................................vision of all. (good)
- Superwoman is the................................of all. (beautiful)
- Hulk is the...of all Superheroes. (strong)
- Captain America is ....of all. (dangerous)
- Lava girl is .... of all! (hot)
- Batman is ....sensitive hero, even if you can't tell. (kind)
- Spiderman is...in the universe! (strange)
- Ironman is...of all, he's an expert on mechanics! (intelligent)

Nascimento (2015)

Session 3 (45')

Objectives	Aims	Material
• To inform about the word "robot", its origin, and meaning • To revise previous knowledge about mythology • To draw pupils' attention on understanding the meaning when listening • To familiarize pupils with new words • To practice writing skills	• To strengthen memory • Cultivation of a positive attitude toward listening • Creative thinking • Development of imagination • Entertainment and creation of a fun atmosphere • Artistic expression	• Video • Worksheet • A4 papers
Description		
• We leave the classroom and go to the computer lab. Pupils sit again in a circle. • The teacher introduces the word "robot" and asks about its origin and its contemporary uses. Then the teacher writes the word "Talos" on the board and asks whether the students know about it. • The teacher distributes Worksheet. The pupils read the sentences and ask about unknown words. Then, they watch the video twice and try to fill in the sentences. • Finally, the pupils are invited to draw and colour their monsters and if they want, to mime their imaginary gestures, walking, and posture. Their drawings are put in the English corner of the classroom along with the rest of their creations.		

A. **Worksheet**

 Shutterstock(n.d.)

TALOS

Talos, the first robot, existed oner a...................................years ago.
Talos was a bronze...........................and the guardian of..
He had a vein that ran from his.............................all the way to his heel.
There was no............................flowing in this vein but only.....................................
Talos travelled across the whole island.............................times a day.
He had...powers.
He would try to.......................................enemy ships.
He could also kill enemies with his...
He could squeeze the enemy to his..................................and turn them into...........................
He tried to sink the "Argo" and started throwing..............................at the ship.
…………………………cast a..on Talos.
Robots are part of our...life now.

***everyday   Medea   neck   copper   three   rocks   spell
thousand   chest   laugh   ashes   giant   blood   Crete
supernatural   sink***

Assessment
1. Vocabulary & Grammar Self-Assessment
✚   **Learning-Log:**
Today, I learned these new words/grammar rules: _____

I feel (✓ Confident / 🫤 Somewhat Confident / ❌ Not Yet Confident) using them.
✚   **Grammar & Vocabulary:**

Skill	I feel confident I (✓)	I need more practice (🫤)	I find this difficult (❌)
Using new adjectives correctly			
Forming comparative and superlative adjectives			

2. Speaking & Listening Self-Assessment
✚   **Speaking:**
• Did I speak clearly? (Yes / No / Sometimes)

- Did I use the new vocabulary correctly? (Yes / No / Sometimes)
  - 🔸 **Listening-Comprehension:**
    The main idea of what I listened to was: _____
    One strategy that helped me listen better: _____

3. Writing & Creativity Self-Assessment

🔸 **Writing Skill**   ✓ Yes 😕 Somewhat ❌ Not Yet

I used new vocabulary and grammar correctly.

I proofread my work for mistakes.

4. Group Work & Participation

🔸 **Activity**   I participated actively I listened but didn't talk much I need to improve

Group discussions

Pair work

Class presentations

5. Cultural Awareness & Language Learning Reflection

🔸

One similarity I noticed between my culture and another culture is: _____
One interesting new fact I learned is: _____
A new word/expression I learned today: _____

6. Engagement & Confidence

🔸 **Quick Self-Check at the End of the 3 Sessions:**

- One thing I learned today: _____
- One question I still have: _____
- I feel (✓ Confident / 😕 Somewhat Confident / ❌ Not Yet Confident)
- 🔸 **Confidence & Mood Check:** (Students mark one before or after an activity)
  😁   –   I   feel   great   about   this!
  😐   –   I'm   okay,   but   I   need   more   practice.
  ☹️ – I need help with this.