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Anastasia Papakonstantinou & Alexandra Anastasiadou

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## Evaluating and Improving the Reading Component of an A1 Level EFL Textbook

Anastasia Papakonstantinou & Alexandra Anastasiadou  
Hellenic Open University, Patras, Greece

### Abstract

This article aims to highlight the contribution of a textbook in the learning process. In this sense, textbook evaluation, concerning its components, that is the skills, grammar and vocabulary is of utmost importance. The present article delves into the reading skill and gives helpful insights about the students' strengths and weaknesses while dealing with A1 level reading texts and tasks. To this end, the researchers tried to evaluate a textbook used in the ELT classroom of a private language school at the level A1 of the CEFR (2018) which is Way Up 1 (Grivas, 2017). A students' needs analysis questionnaire disclosed the students' preferences in reading and attempted to explore whether these needs are met by the book, as well as, shed light on its strengths and any shortcomings. In an attempt to ameliorate the reading component of the textbook under investigation the present researchers designed appropriate tasks to supplement the reading component of one unit with the aim of aiding the learners to become autonomous readers.

**Keywords:** Young Learners, Reading Component, Reading Approaches, Reading Texts and Tasks, Authentic Material.

### Introduction

It is of utmost importance for the young learners to extract and construct meaning when reading in order to become more critical readers (Ruiz & Zenotz, 2015), since the reading process is based on the interaction of the reader and the text, helping the former become an independent reader as Grabe (2009) mentions. The reader becomes, thus, fluent, and in this sense the texts that should be taught to each student have to be appropriate to his/ her language proficiency level (Williams, 1986). Moreover, Widdowson (1979) supports the view that apart from the appropriate language proficiency, it is important for students to relate the text with what they already know using their background knowledge.

To this end, specific strategies can be exploited to help students become active readers and be more interested in the reading process. According to Dewitz, Jones and Leahy (2009), predicting, questioning, and making connections are some of them. Last but not least, effective comprehension can be promoted through cooperative reading activities, since working in groups

or teams could help learners share ideas and life- long learning could be promoted (Stewart, 1996).

The following sections will analyze the main components of the reading skill and the procedures followed during the process of reading. Moreover, the topics of the employed reading texts as well as their authenticity will be put under the lens.

### **The Nature of Reading**

As the reading skill of an A1 level textbook-Way Up 1 (Grivas, 2017) is under evaluation in the present paper, it was deemed appropriate to present its major components.

#### *The Reading Stages*

There are three stages that help the students' comprehension of the text and lead to a communicative interaction between the reader and the text: the pre-, while- and post reading stages according to Howarth (2006). The pre- reading stage activates the main idea and connects the readers' background knowledge with the text. The while- reading stage includes tasks like filling in the gap, answering questions or scanning. Lastly, during the post- reading stage the readers can consolidate what they have understood so far and put into practice what they have learnt combining other skills, as well.

#### *Factors that Influence the Reading Process*

In the following section the researchers are going to discuss particular factors that influence the reading process. These factors could help teachers select more communicative tasks and materials with a view to attracting the students' interest during the lesson. In this way, students will process the new information with critical thought and will be aided to gain life- long learning through motivation as Manuel and Brindley (2012) claim.

#### *The Language Level*

The students' level should be of high priority for a teacher, since the teacher has to find what has already been taught in order to decide to provide learners with new knowledge. If the text and its tasks are inappropriate for the specific level of the students, then, students may feel disappointed and discouraged (Birch, 2002).

#### *The Topic/Content of the Reading Texts*

Undoubtedly, the students feel motivated and willing to participate when there are reading texts that concern their interests (Harmer, 2001). Teachers should avoid texts that may cause boredom to young learners due to the recurring vocabulary or dull topics. Thus, challenging topics, which are age appropriate, could catch students' attention and encourage them to engage in meaningful activities.

#### *Authenticity*

Authentic materials are a major factor that influences the reading process. They expose students to real language in class and students feel more motivated (Martinez, 2002). Teachers can find these materials in the newspapers, magazines, movies, songs or on the Internet and in this way

they could challenge students to interact with each other on issues that they are familiar with (Guariento & Morley, 2001).

### *Skimming and Scanning*

According to Liao (2011), skimming entails speed reading, that is the quick coverage when reading a text as the students have to opt for the most important information and it demands concentration and critical thinking. Students have to skip unnecessary words ignoring long paragraphs.

Scanning, on the other hand, demands the students' full concentration during the reading process, according to Sutz & Weverka (2009). Students have to find specific information and in this light scanning relates to selective reading while casting aside irrelevancies (Calfoglou, 2019).

## **The Textbooks**

Since the textbooks constitute a main tool for teaching reading, this part will pinpoint the importance of selecting an appropriate textbook and put forward the need of coursebook evaluation.

### *3.1 The Importance of the Textbooks*

The right choice of the textbook is an important decision that according to Masuhara and Tomlinson (2008) influences both students and teachers as it can direct both of them during the learning process in the classroom. Despite the fact that teachers feel secure depending on the learning objectives that are presented in textbooks, due to their lack of experience, there are teachers who consider coursebooks a passive tool (Gabrielatos, 2000). It is believed by the most experienced ones that when a teacher is over reliant on a textbook he/ she cannot be imaginative, creative or inventive.

For this reason, the evaluation of the textbooks is necessary and concerns the nature of the textbook material. As Karavas (2004) claims, the evaluation of the textbooks concerns mostly the students' needs and the language performance, that is why, teachers should make critical judgments by examining their strengths and weaknesses to investigate whether a textbook can create a positive educational environment, motivation through exchanging ideas or authentic language so that students can feel more willing and enthusiastic to participate in the learning process (Gabrielatos, 2000).

This specific survey focuses on pre-, in- and post evaluation because the textbook is used in the class for A1 level learners and the researchers evaluate the reading component and tasks by examining its materials (pre-), the effectiveness of the learning materials (in-) and the strengths and weaknesses of the reading materials (post-) (Tomlinson, 2003, p. 15).

## **Research Background**

A significant body of research focused on the evaluation of the reading framework of various textbooks with regard to the learners' linguistic proficiency and revealed interesting findings in relation to the strong and weak points of these coursebooks. Some of them are the following:

Having evaluated the reading framework of two diverse B1 level EFL textbooks, used not only in the private educational sector in Greece Kaskani (2017) concluded that the strong point for the reading part was the recycling of the new vocabulary, which proved the appropriacy of the textbooks for B1 level.

Karapanou (2015) assessed the reading component of two different A1+ level textbooks taught in Foreign Language Centers and similarly to Kaskani (2017) she aimed at evaluating their reading texts and tasks to find their effectiveness or lack thereof. Her results disclosed a significant weakness, since the textbooks did not contain reading tasks that promote team or group work, consequently, the interaction of the students in the reading process was not successful.

Psarra (2017) surveyed the reading tasks of the textbook used in the fifth Grade of the Greek State Primary School, which is «Αγγλικά Ε' Δημοτικού English 5<sup>th</sup> Grade» (Κολοβού, Κρασιώτου, 2002). She aimed at examining their appropriateness through a completion of a checklist she had prepared and the interviews she had conducted concerning the teachers who teach English and work at the State Primary sector. The findings revealed that the reading texts and tasks exhibited weak points and were inappropriate for the students' learning styles, since they did not foster reading strategies that could motivate students or authentic material to enhance critical thinking.

Koutsoupia (2016) evaluated the reading texts and tasks incorporated in the English textbook of the sixth grade of the Greek state Primary school, «Αγγλικά Στ' Δημοτικού» (Efraimidou, Reppa, & Frouzaki, 2009). A strong point which emerged was that the reading tasks included reading strategies such as activation of background knowledge; however, the lack of authentic material arose along with tasks that promote self-evaluation, skimming, scanning or guessing.

The accrued data from the above surveys were illuminating enough to aid the researchers acknowledge the significance of the evaluation of the reading texts and tasks in a textbook. They also realized that if any shortcomings arise, they could attempt to remedy them by designing supplementary material.

### **Aim and Scope of the Present Study**

This study prioritises one specific dimension of textbook evaluation that is the appropriacy of a textbook to meet the needs and preferences of A1 learners as far as the reading skill is concerned.

This experiment was conducted with A1 level students trying to depict their attitudes towards their own progress in the reading skill as well as attempt to design appropriate supplementary material to fend for any inconsistencies in the students' reading ability.

The original assumption of the current research was that the reading framework of a textbook should be appropriate to the students' level and any shortcomings must be amended in order to render the learners autonomous readers.

To this end, the following research questions were articulated.

1. What strengths emerge from the research with regard to the reading component?
2. What weaknesses arise from the research in relation to the reading skill?
3. To what degree will the findings of the needs analysis questionnaire assist the researchers determine the supplementation of the reading texts and activities of the current textbook?

### **Methodology and Design**

An exploration of the participating students' needs concerning reading was carried out and an evaluation of the specific book was conducted centering on the reading skill in order to identify

its strengths and weaknesses and attempt to suggest ways of supplementation to rectify the limitations in the reading section.

### *Participants*

#### *Students*

Ten young learners participated in the research attending a class in a private foreign language school in a Greek town. They are between nine and ten years old and they have been learning English as a FL. They can understand simple texts of A1 level (CEFR, 2018), interact in a simple way concerning everyday situations, they can use simple words and are in need of visual support.

As far as the reading skill is concerned, they do not feel so confident when there are unknown words in the texts or tasks and as a result they resort to translation. When the text does not meet their preferences they feel bored but whenever there are challenging tasks they feel enthusiastic. They can be characterized as kinesthetic since they prefer movement in order to get familiar with the new vocabulary, visual, auditory and reading/writing types of learners.

#### *Instrumentation*

A combination of methodological tools were used in order to attain triangulation which relates to using results from different sources (Dörnyei, 2007; Flick, 2009; Hyland, 2009) and is considered to achieve validity and objectivity as the results are double checked and thus more reliable.

#### *The Questionnaire*

The questionnaire is considered the most effective quantitative tool, since the students develop a critical eye towards their needs. Questionnaires facilitate data collection due to their systematicity, discipline, and structure (Dörnyei 2007; Dörnyei & Taguchi, 2010). Furthermore, the accrued data can be easily processed through computer software (ibid). Thus, they are considered a helpful methodological tool in research (Cohen, Manion & Morrison, 2011).

The needs analysis questionnaire of the survey was addressed to ten, A1 level students in Greece who have attended private tuition and it was carefully designed to reveal information about their personal reading style towards the English language. It sought to record the students' attitudes towards the reading skill and find the constraints that keep them behind while dealing with reading texts and tasks. A three point Likert scale (Likert, 1932, p. 15) was used in which the students depicted their attitudes using either "Yes", "No", "Not Sure" or "Definitely yes", "Probably", "Definitely not."

The questionnaire was piloted with two students of the same level, as it would unravel how a smaller sample of members of the same level would react to the particular questions compared to the ten students (Teijlingen van, Rennie, Hundley & Graham, 2001). The main reason was to trace any inconsistencies in the questionnaire so as to fine tune the final version. The researcher did not make any alterations as the two students could understand the items and easily answer them.

#### *The teachers' Checklist*

Various theorists (Harmer, 1991; Skierso, 1991) recommended the design of a textbook evaluation checklist to explore if the various parts of the specific book could be in line with the

students' level, needs and wants. The checklist aids researchers to canvass the evaluators' diverse attitudes on specific topics. In this vein, the researchers selected this tool to ensure that every possible weakness and strength of the textbook under consideration will be taken into account when the results of the checklist will be analyzed.

### Presentation and analysis of the needs analysis questionnaire results

This section interprets the results of the needs analysis questionnaire in an attempt to probe whether the research questions were verified or not. The researchers tried to search for plausible explanations and elaborate on the information from the retrieved data.

After providing demographic data, the students answered the various items of the questionnaire, the most important of which will be presented in this section.

In the first question the students were asked to state the reason why they learn English. Figure 1 showed the impact of Greek parents' attitudes about the foreign languages which is that their children have to finish studying English and get a certificate in English at an early age in order to have free time so that they can focus on studying for the Panhellenic University entrance exams (Anastasiadou, 2010). Consequently, most students answered that their parents pressured them to start learning English and it can be deduced that in some cases parents intervened in their children's learning process. The fact that most of the students stated that they want to travel abroad or live in another country necessitates the teaching of English as it is an international language. This strong desire puts forward the need for the researchers to try to design supplementary communicative activities in order to fulfill their students' needs.

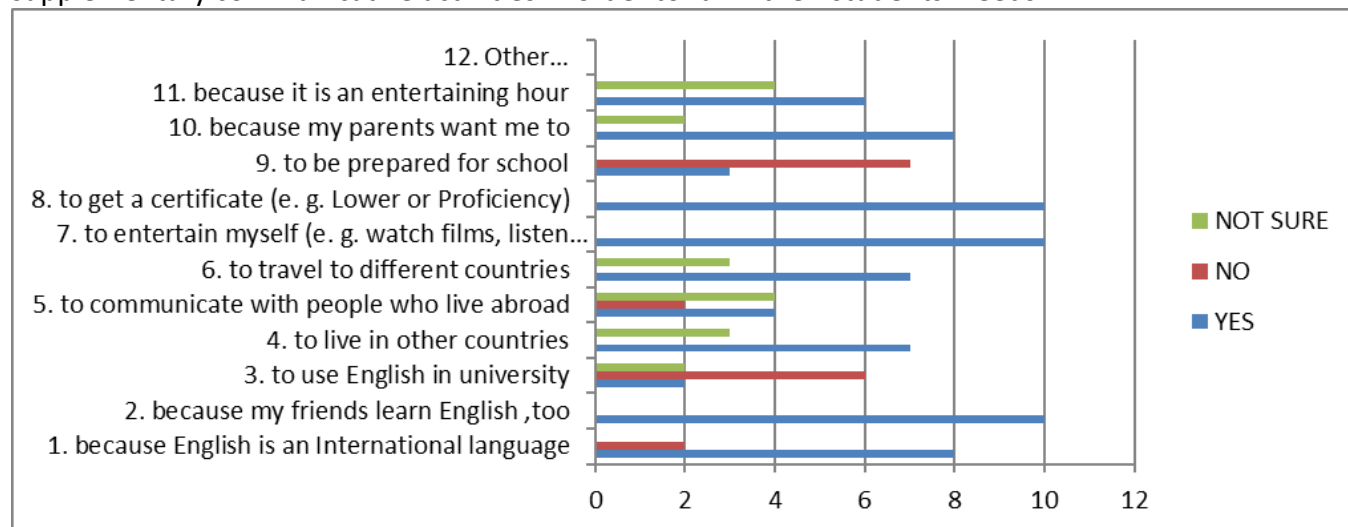


Figure 1. Why are you learning English?

In the second item, the students were asked to reply about the difficulties they face when learning English. The results depicted in Figure 2 are related to the skills in which students feel weak in the reading component, revealing at the same time that the shortage of reading activities that trigger prior knowledge, guessing what the text is about and summarizing the text are problematic areas during the pre- reading stage. These results are partly in accordance with Karapanou's research (2015) as she indicated that one of the textbooks she evaluated was satisfying enough for both the teachers and students regarding pre-reading activities, while, the

other one lacked pre- reading activities which impeded the reading process. The findings of the two surveys, namely the researchers’ and Karapanou’s (2015), come in terms with Brown (2001) who claims that failure and insecurity can be an outcome of the lack of pre- reading activities that connect what the students already know with the following reading text.

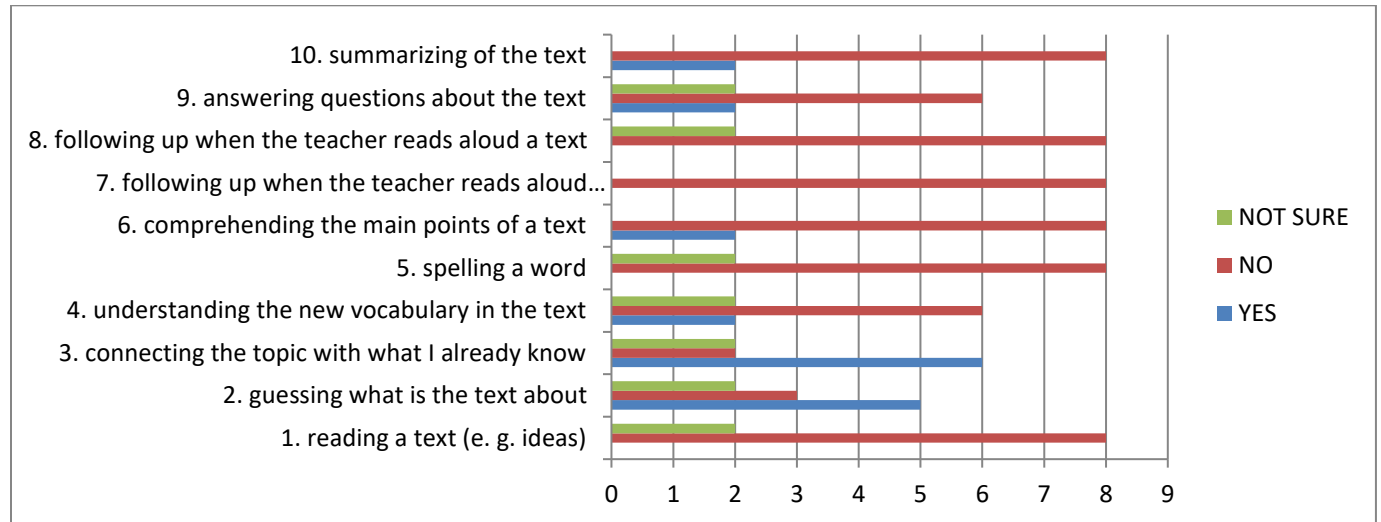


Figure 2. Are there any skills in which you face difficulties?

The third item analyzes the reasons why students fall behind in reading Figure 3. The results indicated that most of the students want learning to be in accordance with their style because, if their learning preferences are not taken into consideration during the reading process, learners may be demotivated. The results agree with the data retrieved by Psarra (2017) in which the students also considered the lack of reading activities according to their personal style very boring. Reddy (2013), supports the view that when the activities appeal to students, their interest is activated. The majority of the students consider the specific textbook appropriate for A1 level and they think that the teacher’s role is satisfying. However, the results that relate to the use of extra reading material are disappointing and come in terms with Koutsoupia (2016) who concluded that the lack of authentic material may cause indifference to students.



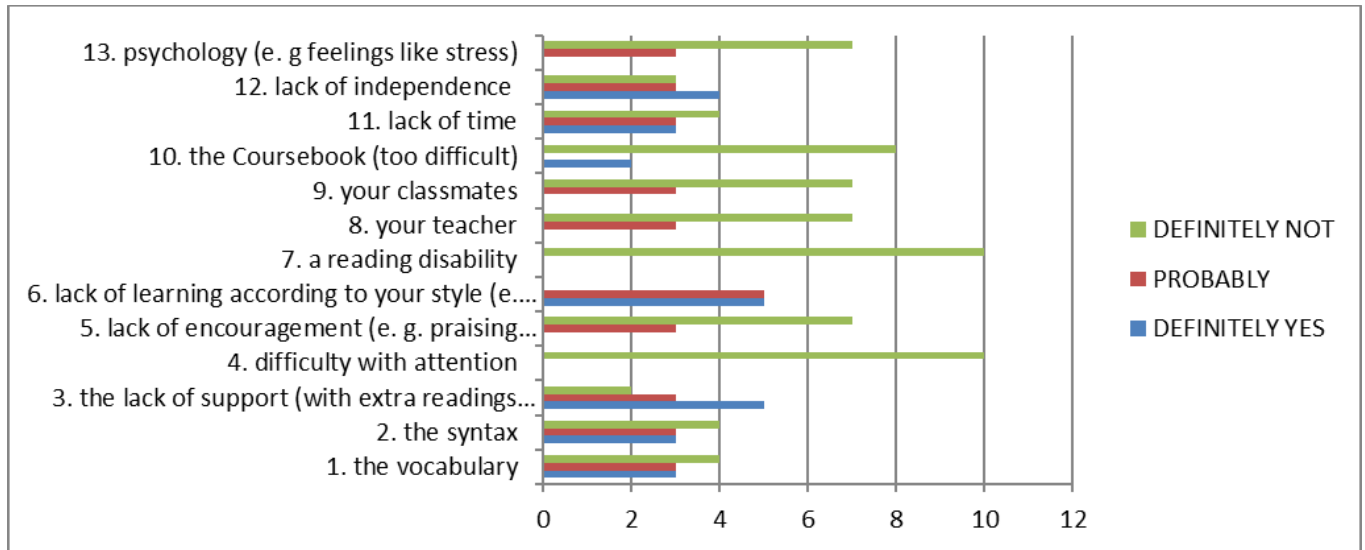


Figure 3. Why do you fall behind in class?

The findings in figure 4 expand the ones in figure 1 as the majority of the students rate very highly the contribution of communicative strategies such as prediction, summarization and background knowledge to the establishment of their long-term memory (Richards, 1995). The fact that eight out of ten students answered that they want to be aware of the new vocabulary before reading the text agrees with Kaskani’s (2017) results which indicated that the strong point of the reading part of her own survey was the repetition of the new vocabulary. This highlights the significance of pre-teaching vocabulary in the reading process (Miller and Veatch, 2011). Therefore, it could be concluded that the employment of communicative strategies, namely anticipating and inferencing can fortify students’ long-term memory (Richards, 1995).

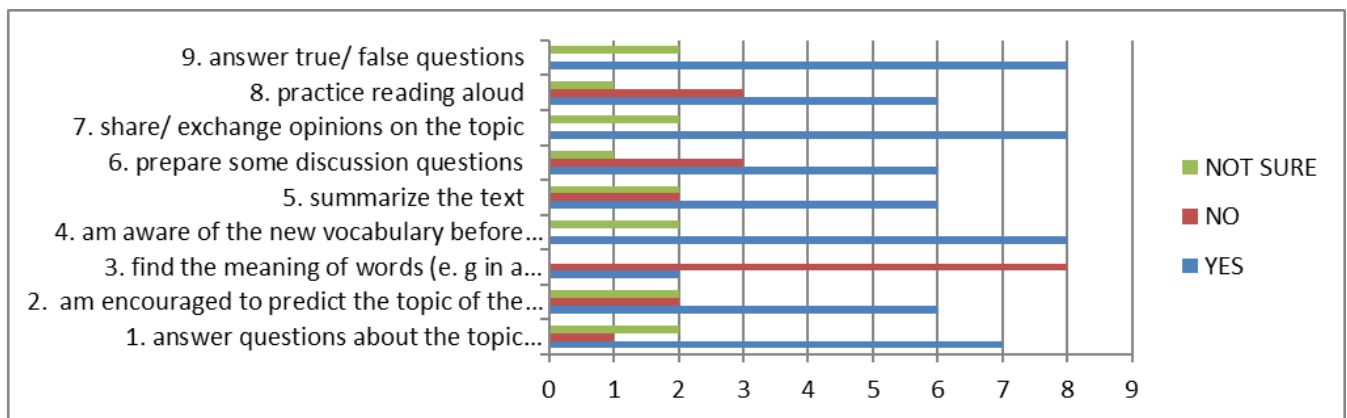


Figure 4-What do you prefer when a new text with new vocabulary is taught?

The findings in figure 5 highlight the importance of working in a sociable environment that is in teams or as groups. According to Brown (2001), working as a team can promote negotiation, students can learn from exchanging views on arguing or disagreeing with one another on a topic, which comes in terms with the researchers’ finding about the necessity of the reading tasks that promote collaboration. Another striking finding is the students’ preference to work with the use

of computers or by doing projects. Nowadays, the students' interests are related to the internet and teachers should become more familiar with how to use technology for educational purposes; learners can complete extra online reading activities which provide instant feedback helping them to be more focused and engaged in the learning process (Romer, Bagdasarov & More, 2013; Romer, Jamieson & Pasek, 2009).

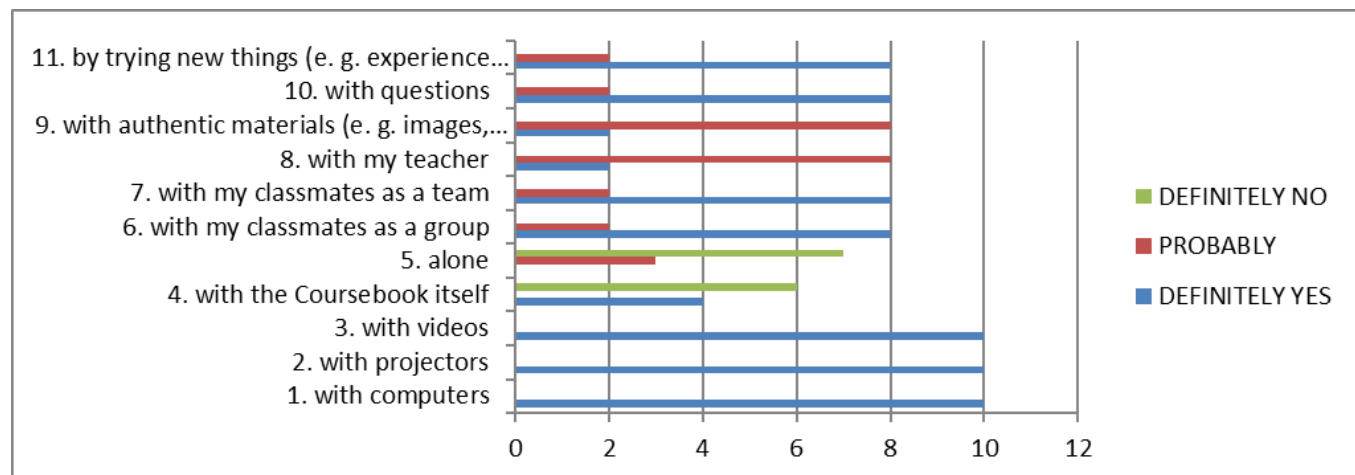


Figure 5- What ways help you during the English lesson?

**Presentation and analysis of the teachers' checklist (Appendix I)**

This section elaborates on the teachers' attitudes towards the suitability of the reading framework of the textbook Way Up 1 (Grivas, 2017).

To begin with, the employed aims and approaches were deemed appropriate for A1 level (3 agree, 2 absolutely agree, 1 not sure). Nevertheless, 4 teachers expressed the attitude that the reading texts are in need of more pre-reading tasks in order to instigate the students' background knowledge that is in line with the learners' needs presented in Figure 4. It could be deduced then that activation of prior knowledge conduces to better negotiation with a reading text (Hirsch, 2003).

The teachers' answers, also come to terms with the students' stances towards the efficiency of the design and organization of the textbook (Figure 6). As far as the range of language used the majority of the respondents agreed (5 agree, 1 absolutely agree) that the unit topics determine the selection of appropriate vocabulary which is relevant to everyday use. The lifestyle and customs of the British people are included and this finding is in accordance with the students' desire to travel to other countries and communicate with other people (Figure 1). These findings are in contrast with ones of Karapanou (2015) who concluded that the coursebooks which she evaluated did not integrate adequate topics related to British culture.

Another interesting finding was the teachers' demand to introduce new vocabulary in a table preferably in bold so as to attract the students' attention. Both teachers and learners rated the reading texts interesting but the latter demanded authentic materials. These results are in agreement with Karapanou (2015); Koutsoupia (2016).

Most of the teachers (2 absolutely disagree, 4 disagree) do not believe that this textbook provides chances for self- evaluation which is an issue that could be supplemented by the present researchers.

Last but not least, regarding practical considerations the practitioners admitted that the book is interesting and inexpensive, so parents will buy it willingly.

## **Discussion**

This part will revisit the research questions, present the limitations of the research, recommend further research and attempt to supplement the reading component of the book based on the students' needs and the instructors' attitudes.

### *Revisiting the research questions*

The researchers revisited the research questions (section 5) and concluded that the reading component of the book included some merits such as various pre reading activities, group work and use of the internet. The main disadvantage seemed to be the limited extra material. In this vein, the researchers decided to design extra materials to enrich the book under discussion.

### *Limitations of the research and suggestions for future studies*

Having analyzed the results from the questionnaire and the checklist, the researchers outlined some limitations that need to be taken into account. A small sample of students was addressed to, which may not lead to generalizable results. The research concerns only the reading component, while further research on other components, should also be conducted. Speaking, listening and writing are equally important for an A1 level student and studies should explore these components, as well.

### *Suggestions for supplementation of the reading skill in the current teaching situation*

The researchers, based on the data of the questionnaire and the teachers' checklist, took the role of the lesson plan designers and resource providers and prepared some supplementary tasks (Appendix II) to activate more background knowledge and produce extra materials. Extra activities were designed to meet the students' needs enriching the pre-, while- and post- reading stage.

The researchers, based on a unit entitled 'At school', tried to improve it following the relevant literature, the teachers' attitudes and the students' interests and preferences presented so far.

The unit included a brainstorming activity in the pre-reading stage but the researchers decided to improve it (Appendix II), by activating learners' prior knowledge asking them to fill in a table with their school subjects and the British school subjects which they are aware of. Then, they checked their responses to the ones of their classmates to trace which subjects were common and advance, in this way, collaboration. Moreover, whole class discussions empower students to air their view and listen to their fellow students' opinions and thus be ready for the while-reading stage (Fox- Cardamone et. al, 2003). So, not only an encouraging context is created but also speaking is integrated.

Task 3 was inspired by the participating teachers' suggestion to present new words in a table in order to intrigue students. This task also aided students to make inferences about the content of the text (Alqahtani, 2015). Apart from the vocabulary box, the researchers also provided students with flashcards to assist them to figure out the meaning of unknown words. So, rather than resorting to translation, the students' critical reasoning was induced and visual

intelligence (Gardner, 1983, 1999) was enhanced during the process of word recognition (Thornbury, 2002).

In the while-reading phase, students have to do task 4 (Appendix II) in which they read the first paragraph from text 1 so as to verify their inferences. In this way, the learners' critical thinking is developed as they compare their guesses to the content of the paragraph (Vaezi, 2006).

Another supplementary task could be number 5 in which the students are asked to read all the texts and try to find another title for them in cooperation with their partner. Thus, pair work is encouraged (Dendrinou, 2013) and the students' metacognition is augmented in their attempt to trace any possible alternative titles.

In the post-reading stage, writing is incorporated as the students are requested to write a letter to their friends about ICT. Authentic material is used which ensures students' exposure to everyday language (Kilickaya, 2004). Moreover, vocabulary is recycled.

Finally, the researchers added two self-evaluation tasks (Appendix III) to meet the demands of the participating teachers as expressed in the checklist and since self-assessment assists students to augment their capacity of monitoring their progress (Anastasiadou, 2013).

### **Conclusion – Contribution of the research**

To sum up, the researchers drew interesting conclusions from the students' needs analysis questionnaire about their needs as well as the teachers' checklist and provided useful recommendations as far as the reading tasks are concerned. Metacognitive strategies and communicative activities, such as pair work, were proposed so that the tasks will be more suitable and appealing for the students of A1 level according to the CEFR (2018). Last but not least, suggestions of supplementation with authentic material were also added to promote active participation of the students in the reading tasks.

The novelty of the present research is that it showed that teachers can intervene and improve textbooks in order to fulfill their students' needs by supplementing the reading texts with activities which are appropriate to the learners' preferences and abide by the pre-, while- and post- framework. Thus, the learners are assisted through their Zone of Proximal Development to optimize their reading ability. Moreover, time consuming as it may be, self-evaluation is a very important strategy for students as it fosters their metacognition and aids them to assume responsibility of their own learning.

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**APPENDIX I  
 TEACHERS' CHECKLIST**

Tick the box which reflects your opinion.

<b>II. AIMS AND APPROACHES</b>	<b>Absolutely agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Absolutely disagree</b>
1. Can the teacher be guided for the aims and objectives of the Textbook?					
2. Is the Coursebook appropriate for students of A1 level?					
3. Is the Textbook suited to learners' background knowledge?					
<b>III. DESIGN AND ORGANIZATION</b>	<b>Absolutely agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Absolutely disagree</b>
1. Is the content page sufficient enough to guide the learner?					
2. Is the content page sufficient enough to guide the teacher?					
3. Does the content of the Coursebook sequence the various components?					

4. Is the content organized according to topics?					
5. Is the content of the reading material useful for the learners' wants and aims?					
6. Does the content page refer to all skills?					
7. Does the book need any supplementation?					
<b>IV. LANGUAGE CONTENT</b>	<b>Absolutely agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Absolutely disagree</b>
1. Does the language used in Way Up 1 prepare students to be able to communicate in English (ex. when they travel)?					
2. Is the vocabulary organized according to the topic of the Unit?					
3. Is new vocabulary given in a table with bold letters to catch the student's attention?					
4. Is the new vocabulary reviewed many times in the context?					
5. Can the students identify the main idea only through the new vocabulary?					
<b>V. SKILLS</b>	<b>Absolutely agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Absolutely disagree</b>
1. Do the reading activities follow a pre, while, post stage?					
2. Is the reading presented through authentic material?					
3. Do some texts address weak students?					
4. Do some texts address more able students?					
5. Is reading skill challenging?					
<b>VI. METHODOLOGY</b>	<b>Absolutely agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Absolutely disagree</b>
1. Do the reading activities help the activation of the students' background knowledge?					
2. Can the students predict what the text is about?					



3. Is skimming of the reading text promoted in the pre- reading part?					
4. Is scanning of the reading text promoted in the pre- reading part?					
5. Is there integration of other skills (ex. speaking, listening) in the pre- reading tasks?					
6. Are the while- reading tasks sufficient for the comprehension of the reading text?					
7. Can the students become independent learners in the while- reading part?					
8. Are the post- reading tasks combined with the practice of other skills? (ex. writing, speaking)					
9. Do the tasks give the opportunity for collaboration? (ex. team/pair work)					
10. Can students self-evaluate themselves after each task?					
<b>VIII. TOPICS</b>	<b>Absolutely agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Absolutely disagree</b>
1. Is there a variety of topics?					
2. Are the topics relevant to the learners' age?					
3. Are the topics relevant to the learners' interests?					
4. Can the topics help the learners expand their knowledge on cultural issues?					
5. Do the topics activate the children's background knowledge?					
6. Do the topics help strategies such as prediction?					
<b>IX. PRACTICAL CONSIDERATIONS</b>	<b>Absolutely agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Absolutely disagree</b>
1. Do young learners find the Textbook interesting?					
2. Do young learners find the Textbook attractive?					
3. Is the Coursebook worth its money?					

**APPENDIX II**

Suggestions for Task Improvement

Task sheet: School Subjects

**Pre-reading stage**

**Task 1: Brainstorming School Subjects**

a) Think and write down as many school subjects in Greece and England as you can.

School subjects in Greece	School subjects in England

b) Now check your answers with your classmates. How many schools subjects do you have in common?

c) Complete the school subjects that you did not mention in your list.

2. a) Which subject are you good at? Can you describe what you do in this subject?

b) Which subjects do you find difficult? Why?

3. Here you can find useful vocabulary concerning various school subjects.

**The teachers have created a box with the new vocabulary words to introduce them to students.**

New Vocabulary:

favourite, school subject, history, art, good at, bad at, English, maths, classroom, different, lesson, Greece, fingers, Italy, geography, musical instrument, Physical Education, music



**Art**



**Fingers**



**Classroom**



**Musical Instruments**



**Physical Education**



**English**



**History**



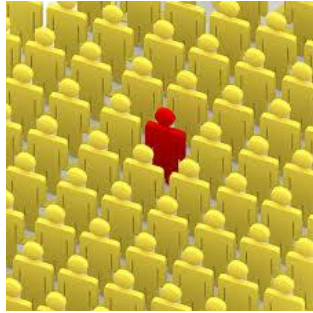
**Geography**



**Maths**



**Music**



**Different**



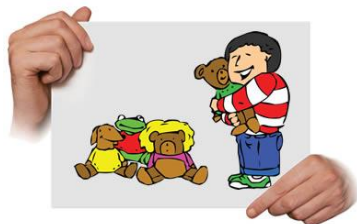
**Good at**



**Lesson**



**Bad at**



**Favourite**



**School Subjects**

School Subjects flashcard-Kids-Pages.com, at [https://www.kids-pages.com/folders/flashcards/School\\_Subjects/page1.htm](https://www.kids-pages.com/folders/flashcards/School_Subjects/page1.htm), accessed 18 April 2020.

**While-reading stage**

**Task 4: Strategy for students to verify their own predictions**

Read the first paragraph from the Text 1 in your book “Tim is in his....in a history lesson” to see if you guessed right.

**Task 5: Team work**

Read all the Texts from 1 to 5 in your book. Work with your classmate and choose another title for the Reading Texts.

**A) Various Subjects B) School Subjects C) Children in their Classroom**

## Post reading stage

### Task 6

The teachers assign students to surf the Net with the help of their parents and write an e-mail to their friend Maria about Paulo and Tonia who live in America and their favourite subject is ICT. The best e-mail will be published in the class blog.

Useful Vocabulary: favourite, subject, history, art, good at, bad at, English, maths, classroom, different, lesson, learn, interesting things, ancient, Greece, count, use your fingers, draw a map, Italy, geography, musical instrument, PE, music



### Tonia and Paulo

Children working on their computer, at

[https://www.google.com/imgres?imgurl=https://www.st-chris.net/wp-content/uploads/2017/09/ICT-\\_-Primary-Subject-\\_-Our-School-\\_-IMG\\_0315.jpg&imgrefurl=https://www.st-chris.net/primary-school/subjects/ict/ict-\\_-primary-subject-\\_-our-school-\\_-img\\_0315/&tbnid=F82eCg5Bemv87M&vet=1&docid=PPI2p9Wb9loqRM&w=1200&h=560&q=ICT-\\_-Primary-Subject-\\_-Our-School-\\_-IMG\\_0315&source=sh/x/im](https://www.google.com/imgres?imgurl=https://www.st-chris.net/wp-content/uploads/2017/09/ICT-_-Primary-Subject-_-Our-School-_-IMG_0315.jpg&imgrefurl=https://www.st-chris.net/primary-school/subjects/ict/ict-_-primary-subject-_-our-school-_-img_0315/&tbnid=F82eCg5Bemv87M&vet=1&docid=PPI2p9Wb9loqRM&w=1200&h=560&q=ICT-_-Primary-Subject-_-Our-School-_-IMG_0315&source=sh/x/im), accessed 21 March 2020.

## APPENDIX III

### Ways for Self-Reflection

#### 1) Self -reflection with emotions

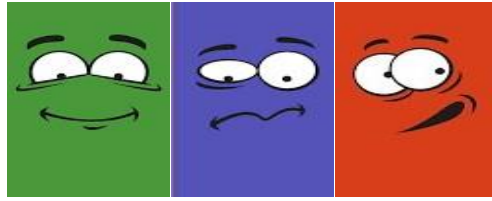
I learnt the English names of the school subjects



I can describe what students do in each subject



I can use Present Continuous in the classroom



4 Emotions of learning, at <https://knowledgeone.ca/4-emotions-of-learning/>, accessed 23 February 2020.

## 2: Self- Reflection with Questions

Figure Papakonstantinou Anastasia, 2020

