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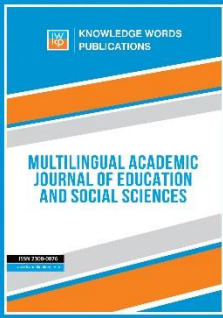
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# MULTILINGUAL ACADEMIC JOURNAL OF EDUCATION AND SOCIAL SCIENCES



## Redefining Schooling: Implementing Crosscurricularity to Create Critical Thinkers with Viable Learning Strategies

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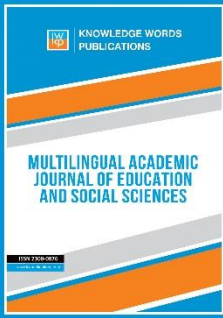
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# MULTILINGUAL ACADEMIC JOURNAL OF EDUCATION AND SOCIAL SCIENCES



## Redefining Schooling: Implementing Crosscurricularity to Create Critical Thinkers with Viable Learning Strategies

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### Abstract

The aim of this paper is to delve into the crosscurricular approach that will aid the students of the first grade of the Greek state high school to explore the Greek and English language in order to trace similarities and differences between the two subjects concerning vocabulary, morphology, pronunciation, grammar and pragmatics. In this way, the learners will develop transferable learning strategies which will render them autonomous learners. Furthermore, the concept of Multiple Intelligences will be fully capitalized on in the sense that the teaching methods employed in the classroom must correspond to the students' preferences and fend for all learning styles. Tentative suggestions are introduced for ameliorating schooling that will be appropriate to learners' needs for independence and social development as well as for redetermining the teacher's role as a facilitator rather than a transmitter of knowledge.

**Keywords:** Crosscurricularity, Learning Strategies, Young Learners, Fostering Learning Autonomy.

### Introduction

For the sake of our discussion, it is imperative to adopt a definition of the term "learning strategies" in order to clarify what they encompass and how they can be inculcated in students. Coyle and Varcarel (2002, p. 424) admit that despite the existence of abundant research on the importance of learning strategies in the learning process, the experts have failed to reach a unanimously accepted term for the notion of strategy. Thus, various conflicting or overlapping terms have been coined with reference to strategies:

- Wenden (1987) talks about learning behaviours,
- O'Malley and Chamot (1990) refer to thoughts and behaviours, whereas
- Oxford (1990) prioritises the affective dimension of learning strategies.

Even though it is evident that consensus is difficult to be achieved, in this paper we will follow the perception that strategies are specific techniques that individuals use to ease acquisition, storage, retrieval and use of knowledge (Oxford and Schramm 2007, pp. 47, 48).

### **Classification of Strategies**

In an effort to clarify the taxonomy of strategies, Cohen (1996) distinguishes strategies into strategies for *language learning* i.e. grouping together and strategies for *using language* namely retrieval and rehearsal strategies. The retrieval strategies entail recalling stored knowledge whereas rehearsal ones involve experimentation with target language structures with a view to tracing the one that fits best in each learning context. Compensatory strategies (i.e. guessing from the context, using synonyms) which aid the learner to make up for missing knowledge are considered to belong to both *language learning* and *language use* strategies by Oxford (2003). In an attempt to support her view, she contends that useful as they may be for language use compensation strategies of any kind are also indispensable for language learning.

Finally, Cohen (1996) further differentiates language learning and language use strategies into cognitive and metacognitive ones. Cognitive strategies embed identification, retention, storage and retrieval of appropriate components. Metacognitive strategies refer to planning our next move, solving a problem, testing the efficacy of the solution, revising and assessing the outcome.

### **Importance of Strategies: Literature Review**

Given the importance of strategies to the expand students' learning capacity, the need for strategy training has been stressed by various theorists (Willing, 1987; Vogely, 1995; Oxford, 2001) in order to empower students to develop awareness of these cognitive tools which will aid them to become independent learners. This need for strategy training has been substantiated by a host of research revealing statistically significant correlation between strategy use and language performance, pinpointing that more able learners apply strategies to a greater degree than their low-proficiency counterparts (Oxford & Nyikos, 1989; Green & Oxford, 1995; Dreyer and Oxford, 1996; Goh & Foong, 1997; Mochizuki, 1999; Sheorey, 1999; Wharton, 2000, Griffiths, 2003; Lan & Oxford, 2003; Peacock & Ho, 2003; Psaltou-Joycey, 2003).

When young learners are involved strategy training should reflect methodology focusing on how these children think and learn languages. Coyle and Varcarel (2002, p. 455) recommend "a supportive and affective learning environment". Such an encouraging learning milieu is ensured through taking account of different learning styles and intelligences (Gardner, 1983; 1999) and promoting learning across the curriculum.

The usefulness of applying crosscurricularity in the young learners' language classroom is also stressed by Brewster, Ellis and Girard (1992, p. 37) who claim that crosscurriculativity aids children to learn how to learn by developing thinking strategies, study skills and continuity of learning throughout the curriculum. In the Greek reality Matsaggouras (2003) highlighted the contribution of crosscurricularity to the synthesis of knowledge and the evolvment of the students' critical thinking.

### **Relating Crosscurricularity to Multiple Intelligences**

The key concept of the crosscurricular pedagogy is the synthesis of school knowledge by abandoning the separating lines of the school subjects which compartmentalise knowledge boosting, consequently, a multifactorial analysis of concepts that entails different subject areas. At the same time, its goal is the promotion of the learners' abstract reasoning, learning strategies, discovery of knowledge and socialisation through cooperation (Matsagouras, 2003).

Crosscurricularity is in alignment with the Multiple Intelligences Framework as presented by Gardner (1983, 1999). Instead of one unified type of intelligence Gardner (1983, 1999) corroborated that there are several types of intelligence and learners exhibit different combinations of intelligences, which must be accommodated in teaching. He identified the following kinds of intelligence:

Students with "linguistic intelligence" employ language in a creative mode, while those with "visual intelligence" need to see to assimilate knowledge. "Bodily-Kinaesthetic" learners need to move and touch things in order to learn, "interpersonal" students want to collaborate with others while "intrapersonal" ones opt for individual work. "Musical Intelligence" helps us to identify rhythm and relate it to knowledge and "logico-mathematical intelligence" refers to numbers, deductions and abstract thinking. Finally, "Naturalistic intelligence" embeds interaction with nature.

The crosscurricular approach is beneficial to the learners by advancing the multiple intelligences through the link of the different disciplines. Consequently, foreign language learning and mother tongue teaching are not constrained to language learning only but they also incorporate interpersonal and intrapersonal communication, rational thinking through comparison and problem-solving by making deductions.

### **Suitability of Crosscurricularity to Teaching Young Learners**

Having discussed the contribution of crosscurricularity to the advancement of the different frames of mind that the learners possess, this section will probe the efficacy of the cooperation of the Greek language and English language across the curriculum to assist young pupils to promote their critical thinking and acquire learning strategies.

Crosscurricularity is in compliance with the way young students think and learn. Young learners are still developing socially, cognitively and physically and require teaching methods appropriate to their needs.

Children require social interaction in order to access and process knowledge (Vygotsky, 1978). Vygotsky's (1978) theory of Zone of Proximal Development (ZPD) highlighted that children can ameliorate their performance through the cooperative interaction between themselves and a person more knowledgeable than themselves, namely the teacher or a more capable peer. In the crosscurricular framework, this collaboration and reinforcement can be attained by assisting learners to find ways to spot information and trace links, that is similarities and differences while working on L1 and L2.

Bruner (1975, 1978) contended that learners need "scaffolding", that is aid by the teacher and more capable peers so as to be empowered to perform better. A very significant factor in engaging students to collaborate with others rather than work on their own is by putting forward the importance of group work. The profit of pair and group work must be clarified to young

learners in order to involve them actively in the learning process and raise their expectations during the incorporation of crosscurricular activities concerning L1 and L2.

This active participation of learners in the learning process offers them the potential to become constructive and increase knowledge and intelligence (Wood, 1998). Only in this way, will children unfold their creativity and take on responsibility of their own learning process. Taking this notion a step further, Brewster, Ellis and Girard (1991) suggest that teachers facilitate students to discover knowledge instead of presenting it ready to them. This discovery is a focal issue to the fostering of learner autonomy. In comparing and contrasting L1 and L2 the students are given the opportunity to elicit rules and patterns and thus expand their metacognition.

Children need to feel safe in the environment where they learn (Williams, 1998). Their preferences and developmental level are of utmost significance and must be taken into account and promoted. Motivation is also a key element in an encouraging learning milieu (Grabe & Kaplan, 1996). Translated into the classroom setting, this stance calls for providing a positive, enjoyable atmosphere whereby students can work through synthesising information from the two subjects and gaining insight into the interrelations of the two languages.

Crosscurricularity offers them the opportunity to collaborate in an encouraging framework, whereby they discover knowledge, they cooperate actively in the learning process through the connection of the two subjects as in real life.

### **The Crosscurricular Component in the Greek Educational Reality: Defining New Educational Aims and Redetermining the Teacher's and Learner's Roles**

This part of the paper will centre on the Greek educational context and its accordance with the interdisciplinary approach. Besides, it will present the philosophical assumptions of the new national curriculum which was based on the crossthematic framework and will specify its aspirations of requiring the learners to find interactions, influences and variations between the Greek and English language.

Various social, political, financial and cultural changes have taken place lately both at a national and an international level, which along with sweeping advances in technology necessitate the restatement of the general goal of education (Government Gazette 303/13-03-03: 3733).

In this vein, the traditional role of school constrained solely to the passive transmission of knowledge is being questioned. As a result, the Greek school is demanded to determine new priorities with the aim of assisting the students to evolve holistically (ibid: 3734) as follows:

1. to ensure the opportunities that will provide all learners with the ability to develop emotional stability, critical thinking, as well as willingness for initiative and cooperation.
2. to empower students to critically access the technological innovations of information and communication and simultaneously give equal learning opportunities to all people.
3. to sustain the spirit of the European citizen without affecting negatively the national identity and cultural heritage, though.

These educational priorities and the students' holistic development could be best realised through the application of the crosscurricular approach. Karatzia-Stavlioti (2002, pp. 56-59) corroborates that the European Union following the global tendencies, selected alterations in the



educational systems of its member states recommending new curriculum orientations based on the crosscurricular approach. Therefore, the Greek Ministry of Education assigned to the former Pedagogical Institute with the design of the new Crosscurricular Unified Framework of Programmes of Study and the individual/discrete Analytical Programs of Study for the compulsory education, namely the primary and junior high school (Government Gazette, FEK 303/ 13-3-2003).

It is worth pinpointing that Matsaggouras (2003: 48-50) opts for the term inter-disciplinary approach rather than crosscurricular since the separate subjects are kept in the Greek curriculum as the basic structures of organising school knowledge.

The linkage between crosscurricularity and teaching is set in terms of reconceptualising foreign language and mother tongue learning as a means for real life communication through the interaction of the two subjects.

Furthermore, there is also a redirection of the role of the students and the teacher. In the crosscurricular context, the role of the student changes from a passive recipient of knowledge to a critical thinker who develops the ability of “learning how to learn” (Williams, 1991, p. 206) and monitors his own learning strategies and general learning process through experiential learning (Nunan, 2004).

Moreover, Matsaggouras (2003) stresses that one of the major targets of crosscurricularity is student-centredness in that the learners are trained to take decisions either individually or cooperatively, get involved in planning the activities they will engage in and eventually receive practice at evaluating both the product and the process of their learning according to the preset aims. The new national curriculum with its emphasis on the crosscurricular aspect favours self-development through personal and group exploration, because its foundation is learner-centredness (Nunan, 1988) and task-based learning. Thus, the learners’ needs and preferences are placed in the centre of the curriculum.

Finally, the teacher’s role is redefined abandoning the position of a judge to adopt the fruitful post of a facilitator who aids students to reach knowledge and develop learning strategies. Only in this way will the learners manage to become “learners rather than learners” (Byrne, 1988, p.26).

## **The Present Study**

### **The Theoretical Framework**

The proposed approach may be applied in the first or second grade of the Greek junior High School as young learners have different learning styles and face certain difficulties in learning an L2. Greek Language and English are the subjects to be ‘cross-examined’. What is more, we compare the Greek and English language at a linguistic level focusing on morphological, lexical and phonetic differences and similarities in loans by raising students’ awareness through various texts and contexts. Based on the findings that underlie the “utility of morphological analysis as a vocabulary acquisition strategy—regardless of language origin” (Bellomo, 2009, p. 1), as well as that “general L2 motivations are mostly affected by factors related to students’ pronunciation skills” (Kusey, 2010, p. 4) and that vocabulary has a significant role in both the L1 and L2 acquisition context (Graves, 2006) we study morphology, vocabulary and pronunciation. Our aim is to promote Learning Strategies (*i.e. guessing, recognising*), to fully exploit Multiple Intelligences, to redefine the teacher’s role as well as to create critical thinkers.

The main principle of the proposed approach is to engage students into abstract thinking gradually moving from easy patterns to difficult ones. Therefore, according to the pedagogical principle of graduated difficulty, we start our crosscurricular approach with morphology as its patterns are easily recognisable in both languages. Next we move on to vocabulary where patterns are more obscure than they are in morphology, but still easily identifiable and eventually we work with pronunciation. Finally, we are based on deductive (top-down logic) as well as inductive reasoning (bottom-up logic). In particular, aiming at driving our students to abstract reasoning we help them reach a conclusion by themselves either from general statements or from specific examples.

### The Practical Part

- Morphology

Based on studies of children's lexical innovations which reveal that children use quite often morphological generalisations (Lowie, 1998), we work deductively and students are given various examples in order to come up with the rule. We start with Greek patterns as we want to encourage them. Furthermore, as attitudes and motivation largely affect the students' achievement (Masgoret & Gardner, 2003), we give them technical words that they are familiar with in order to motivate them.

Examples:

<i>English</i>	<i>Greek</i>
Surf	σερφάρω /serfaro/ -suffix
google	γκουγκλάρω/ guglaro/

From these words they can easily form the following rule: "In Greek the words are assimilated by adding a suffix". In doing so, our students also learn that if they do not understand a word, they should first try to guess its meaning by decomposing this word into recognisable parts (morphemes) and arrive at its meaning on the basis of these parts. So, they are encouraged to use the knowledge of word analysis they have gained in Greek. Undoubtedly, the strategy a student will employ in this situation depends on a range of interrelated factors, such as the frequency of this word, its decomposability along with the student's level. Therefore, the choice of the examples to be given is critical. Concerning the above examples students of first grade are familiar with the verbal suffix -άρω and understand its meaning: somebody is doing what the root of the verb means.

Next the students are given Greek loans in English. For example:

<i>Greek</i>	<i>English</i>
Αθλητής/athlitis/	athlete (without the -s)
Αμνησία /amnesia/	amnesia

Students have already been taught that the English language does not exhibit a variety of suffixes. So they easily form another rule regarding the English language: "In English most loan words remain intact".

- Vocabulary

In this phase we work deductively. So we start with the rule and we ask our students to find similar words. The rule they are given with is the following one:

“Even though some words are loan words they display a different and sometimes opposite meaning” and additionally they are offered some examples:

*English*

*Empathy*=ability to understand other peoples’ feelings  
*Sympathy*=feeling sorry for sb

*Greek*

*εμπάθεια*= strongly disliking sb  
*συμπάθεια*= liking sb

Next, they are asked in groups, as this exercise is more difficult than the ones regarding morphology, to find a certain number of words (e.g. 10 words for each group). They are provided with certain links on modern literature and they are advised to use their dictionaries, both the Greek and the English one.

Then they are given the following rule: “The process of borrowing words may function both ways”.

*Greek*

Γλώσσα

Μεταγλώσσα

*English*

Language

Meta-language

We explain to our students that in Greek we say “γλώσσα” whereas in English they say “language”. The English borrowed the prefix ‘meta-’ from Greek and created the term metalanguage. Then the Greeks borrowed this word again from English and they formed the term “μεταγλώσσα”. Thus, the process of borrowing words may operate reciprocally. Additionally, knowing that researchers have indicated a noteworthy connection between vocabulary knowledge and reading comprehension (Carver, 1994), students are asked to study various texts (pedagogical and scientific articles would be appropriate as many of their terms are loans from Greek) and to trace similar words.

The above approach promotes the meaningful learning process in lexical acquisition. Contrary to strategies for rote learning vocabulary, the significant step of our methodology emerges in that the cognitive factors coincide with the main steps students are prompted to take in acquiring familiar words.

• Pronunciation

Finally, we move on to more abstract reasoning procedures than the previous ones studying pronunciation. Furthermore, there is considerable evidence showing that phonology plays a structuring role in both first and second language lexicons (Ellis, 2003). In this respect, the students are given various words with a view to eliciting the rule, that is even though the words are written in English in exactly the same way as in Greek, the English do not pronounce sounds which do not exist in their language either in the beginning or in the middle of a word (i.e. ps, gn, pn)

*English*

Pneumonia (silent p)

Psychology (silent p)

Physiognomy (silent g)

*Greek*

πνευμονία

ψυχολογία

φυσιογνωμία

After being exposed to various examples students are asked, either in pairs or in groups, to find similar words from a certain text that provided by the teacher (depending on the subject we are working with, e.g. health, education).

Next the students get insight into other pronunciation patterns like: Even though |ch| is pronounced /ts/, in loan words from Greek it is usually /k/, whereas in words of Greek origin

English prefer to use the compound |ph| as /f/ instead of the letter |f|. They are given relevant words in order to understand the rule.

Examples:

<i>English words</i>		<i>Greek loans</i>
Chair, cheerful	BUT	chronology, chemistry
Fur, fat		physics, phobia

Then, they are asked to find similar patterns. It is a quite pleasant procedure and students find it interesting and challenging.

### Discussion and Teaching Implications

The most striking difference between L1 and L2 learning is that L1 learners have to discover everything about language whereas L2 learners bring knowledge about language with them to the task (Ellis, 2003). L2 learners do not have to rediscover the phonological, morphological and/or lexical principles which operate in early L1 word learning. Rather, learners are called upon to seek for any connections between L1 and L2 that will help them apply any similarities on the specificities of the L2. After all, research shows that complete deletion of L1 in L2 situation is not appropriate (e.g. Larsen-Freeman, 2000; Nation, 2003). On the contrary, when used appropriately, the use of L1 can be very beneficial (Brown, 2000).

Furthermore, the growing literature on self-directed learning in the area of L2 education connects learner autonomy to success in language learning. 'Successful' or 'expert' or 'intelligent' learners are regarded those who have learned how to learn. As Wenden (1991: 15 in Gan, 2004: 389) states

*"They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher."*

Additionally, Critical Literacy (CL) is now a core component of Greek secondary school, both in Greek and English curricula (<http://dschool.minedu.gov.gr/>). Therefore, being literate involves more than decoding and passively absorbing text (Freebody and Luke, 1990). In response to this emphasis, it is vital for English as a Foreign Language (EFL) educators to identify the points of contention with L1 as well as the possibilities for promoting students' critical co-engagement with Greek and English texts.

Under this light, learners in the secondary education context should not be exposed to strategies of rote learning, which to a greater extent, limit the use of alternative learning strategies. Rather they should be motivated to use strategies which require deeper cognitive processes. At the same time, as teachers having to manage changes in the secondary school curriculum both in content and delivery, we realise that cross subject collaboration contributes to the synthesis of knowledge and the involvement of the students' critical thinking. Through the suggested approach language awareness is taught. Critical thinkers are developed within the framework of redefining schooling. The student's role changes. Instead of being a passive recipient of knowledge he/she becomes an active participant. Thus, learner autonomy is fostered. Besides, developing learner autonomy means that learners are prepared to define their own goals, take risks, and experiment with new materials (Psaltou & Sougari, 2010: 389). The

teacher's role also changes as from a transmitter of knowledge he becomes a facilitator of the learning process.

To be more specific, students are prompted to identify the influence of one Language on the other, to differentiate between the two languages, to use language for critical thinking, to gain insight into Greek and English and, also, to practise literacy across the curriculum. Furthermore, Multiple Intelligences are fully capitalised at a linguistic, logic mathematical, visual, interpersonal and, finally, intrapersonal level as student social development is achieved through cooperation. Additionally, various learning strategies are developed. To start with, students' metacognition is promoted as they are stimulated to plan their next moves, to solve problems concerning morphology, vocabulary and phonology in Greek and English, to test the efficacy of their solution, to revise and assess the outcome.

Concerning strategies students use a number of reading strategies as they are advised to guess meaning by using all the information available in a text, to notice links to similar words in their first language, namely Greek, to use a dictionary, to distinguish patterns and to group them for easier learning. As it is in the academic arena that students will come across an influx of content specific vocabulary throughout the curriculum, either for L1 or L2, recognising frequent roots and affixes that transfer across the disciplines can support students as they make sense and attempt to retain the meanings of new words. It is truism that in order to read effectively learners need different types of knowledge, such as semantic knowledge, lexical knowledge, grammatical knowledge and phonological awareness.

*"Cognitive and language processes of literacy operate with knowledge and skills at many different levels, and successful literacy is the integration of information from each of these processes in the larger process of making sense of written text".*

(Cameron, 2001:123)

Additionally, they develop rehearsal strategies, in other words strategies for practicing and comparing various language structures, as well as retrieval strategies, which means strategies to call up language material from storage, along with compensatory strategies that help students elicit and classify the new knowledge. All in all, in response to the lack of students' awareness of the cognitive tools and strategies available to them, the explicit teaching of how, when, and why students should employ L2 learning strategies is greatly attained to a great extent (Cohen, 1998).

Finally, the implications about teacher-training are that those who train teachers must continue to prepare them for collaborative working. In doing so, as we have shown, teachers will be able to apply it in their classes in order to help their students meet the aspirations of the school curriculum planners whilst at the same time be mindful of meeting the demands of a reshaped curriculum.

### **Concluding Remarks**

While the reported literature provides substantial support for engaging in collaborative working as well as learning and teaching strategies, there are certain limitations. At the moment, the strategies and the teaching methods suggested in this article must be considered as working hypotheses. Empirical evidence is needed in order to justify our claims in favour of using the suggested strategies and activities to achieve the proposed goals for the Greek and English class.

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## The Role of Persian L1 and English L2 on the Acquisition of French L3 Syllable Structure

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### Abstract

The aim of the present study was to investigate the role of two consonant coda clusters of first language Persian, second language English and third language French in the acquisition of French syllable structure when learners have achieved different levels of L2 proficiency. The purpose of this study was to find errors due to transfer of the syllable structure from the L1, i.e., Full Transfer/Full Access or L2, i.e., L2 Status or the combination of L1 and L2 into L3, i.e., the Cumulative Enhancement Model and find the role of typological similarities between L3 and the previously learned languages i.e. Typological Primacy Model. This study also investigated the role of L2 proficiency in acquiring a French syllable structure. To carry out the study, 30 Persian L3 French candidates at Tehran University who participated at Oxford Placement Test and French Placement Test were selected. In addition, two types of tasks were prepared to measure the L3 learners' ability in the perception and production of French syllable structure. The results showed that similarities between L3 and previously learned language and L1 played a role in the acquisition of L3 syllable structure. The results further proved 'Full access/ Full transfer' and 'Typological Primacy Model.

**Keywords:** Syllable Structure, Acquisition, Coda Cluster, L2, L3.

### Introduction

Nowadays the use of more than two languages has become a normal part of daily life for most human beings, and there are a lot of researchers and linguists interested in multilingualism to check and find some evidence to test both SLA and linguistic theories. However; research on L3 acquisition has reached its peak to the extent where, Aronin and Hufeisen (2009, p.2) call it "coming of age of trilingualism".

The aim of this study was to find out which language, L1 or L2, has the most effect on the acquisition of the third language (i.e. L3). Moreover; this study sought to find out whether the typological similarities and the level of proficiency have any effect on learning syllable structure

of L3 or not. It should also be mentioned that the participants were Iranian native Persian speakers who were quite proficient in L1. However, they are not native speakers of English and French. Therefore, their English and French proficiency were tapped. In this study, two groups of subjects, lower intermediate in English proficiency group and upper intermediate in English proficiency group participated. Both groups were lower intermediates in French.

This paper is organized in the following way. In section II and III the researcher introduces the concept of L3 acquisition and a brief background about it. Section IV presents the methodology of the study under investigation. In section V and VI the results and the conclusion are discussed respectively.

### **Theoretical Background of L3 Acquisition**

Bilingual and multilingual individuals present a different type of linguistic competence as compared to that of monolinguals (Grosjean, 1989; Cook, 1995; Jessner, 1999). Much of the current study suggests that learning a third language is not the same as learning a second one (Jessner, 1999; Cook, 1995). Herdina and Jessner (2002) stated that acquiring more than two language systems leads to the development of new skills such as learning how to learn; moreover it facilitates subsequent additional language acquisition as learners use metalinguistic awareness to explore the cognitive and linguistic mechanisms underlying language.

There have appeared four major hypotheses to account for third language acquisition: the Cumulative Enhancement Model (CEM, Flynn et al. 2004), the L2 Status Factor Hypothesis (LSFH, Bardel & Falk 2011), Typological Primacy Model (TPM, Rothman and Amaro, 2010; and Rothman, 2010), and the Full Transfer/ Full Access Hypothesis (FT/FA, Schwartz and Sprouse 1994, 1996; White, 2003). The CEM (Flynn et al. 2004, Flynn 2009) suggests that all the previously learned languages can be transferred into the  $L_n$ . The L1 or the mother tongue acts as a default language; that is, it is transferred into the L3 if it is available in the L1, and in case the structure is not present in the L1, then they transfer from the other languages.

According to Bardel & Falk (2011), "The L2 status factor hypothesis implies that the L2 can supersede the L1 as a source of transfer, because of a higher degree of cognitive similarity between L2 and L3, than between L1 and L3" (p. 61). The L2 status factor has its origin in Williams and Hammarberg's study on L3 acquisition of the lexicon (1998) where it was explained as a general tendency to activate a previously learned (second) language, rather than to activate the L1 in the acquisition of a third one. Bardel and Falk (2007) found in their first study that the same holds for the acquisition of L3 syntax.

The proponents of the TPM (Rothman and Amaro, 2010; and Rothman, 2010) believe that the typological proximity is the extent to which two or more languages share the similar features and determines the source of transfer in L3 acquisition. To put it in other words, transfer may take place from the languages which are typologically closer to the L3. Unlike the CEM model, the TPM considers both the positive and negative transfer from the language which is typologically closer to the target language.

Finally, according to the FT/FA Hypothesis (Schwartz and Sprouse 1994, 1996; White, 2003), L1 determines what will be transferred into L3 acquisition. The proponents of this hypothesis believe that the UG is there in acquiring any new languages to help the learners with the syntax of that language. This behavior might lead to either target-like structures or non target-like structures; this is what distinguishes this model from the CEM (see also the results from Rothman

& Cabrelli–Amaro 2010, where both the L2 status factor and the CEM are supported). Contrary to the findings of Pinto (2013) and Bardel and Falk, in this paper, we will demonstrate that there is no impeding role for the L2 in the L3 acquisition, and the L1 plays a significant role in acquiring the L3, which is in line with the FT/FA Model.

## Persian, English and French Syllable Structures

### Persian Syllable Structure

Persian is regarded as a syllable-timed language and the syllables occur at regular intervals of time; therefore, the amount of time it takes to say a sentence depends on the number of syllables in the sentence, not on the number of stressed syllables as in stress-timed languages like English and German. However, Persian syllables always take one of these patterns (i.e., CV, CVC, or CVCC) presented in Table 1 below:

*Table 1. Persian Syllable Structure*

Persian syllables	Examples	Meaning
CV	/ba/	with
CVC	/baq/	garden
CVCC	/zæng/	bell

### English Syllable Structure

English is considered as a stressed-timed language and the amount of time it takes to say a sentence depends on the number of syllables receiving stress. In English, possible syllable structures can be represented as (C) (C) (C) V (C) (C) (C) (C). This means that English permits up to four consonant clusters finally and three initially. For example, in a word like scrambles /skræmblz/ three consonant clusters together at the beginning and four at the end to produce a CCCVCCCC syllable. Consonant clusters can occur in both syllable-initial (onset) and syllable-final (coda) positions in English; moreover, unlike many languages like Turkish and Persian, consonant clusters in English are not limited to two consonants, but they permit up to three consonant clusters initially and four finally.

### French Syllable Structure

French like Persian is classified as a syllable-timed language in which the syllable is used as a basic timing unit. That means that each syllable gets equal time, whether it is stressed or not. Vowels are never reduced. French permits up to three consonant clusters initially and three finally. It can be presented as (C) (C) (C) V (C) (C) (C). Moreover, the consonant-vowel pattern of French syllables contrasts with English syllables which tend to end with a consonant (CVC).

Learning French supra segmental syllable structure may pose some potential problems for Persian French L3 learners. The challenges are due to the differences between English and

Persian on the one hand and English and French on the other hand and particularly in the way that they are different from each other in terms of syllable structure. Herein, the contexts under study are highlighted in Table 2

**Table 2.** Persian, English, and French contexts

Context		L1 Persian	L2 English	L3 French
L1=L2=L3(TPM)	'-bl'	/tæbl/	/'lɪvəbl/	/pezibl/
L1=L2#L3(CEM)	'-ft'	/nəvəft/	/wa: ft/	∅
L1#L2=L3(L2status)	'-kt'	∅	/'fekt/	/ækt/
L1=L3#L2(FA/FT)	'-sm'	/tələsm/	∅	/mə'tlɛriəllsm/

According to the first context, the coda cluster of '-bl' is existent in Persian, English, and French. And it is assumed that this similarity is an indispensable part of learning second or third language and can facilitate learning L3. This context can play an important role to determine the role of Typological hypothesis.

Another difference among these languages is with regard to the coda cluster of '-ft' which is possible in Persian and English while it is not permitted in French. This context is an insightful hint to guide the researcher to come upon Cumulative Enhancement Model hypothesis.

Moreover, the status of coda cluster of '-kt' is another factor which differs in the languages under study. Both French and English allow '-kt' in coda position while the use of this context in Persian is not permitted. This context is an insightful hint to guide the researcher to come upon L2 Status Factor Hypothesis.

The last property of coda cluster which differs among these languages is the status of '-sm'. This context is acceptable in Persian, English, and French but with different pronunciation; in English it is pronounced /-zm/ while in Persian and French pronounced /-sm/. This context is an insightful hint to guide the researcher to come upon Full access/ Full transfer Hypothesis.

It should be borne in mind that Persian speakers are second language learners of English and learning French as a third one. This study investigates the role of transfer in learning syllable structures by two groups of learners, if there is any, and determines which one is more affective, L1, L2 or both.

## Methodology

### Participants

This study was undertaken among BA French language learners in Tehran University. The participants of this study consisted of 30 Persian native speakers who were in initial states of French acquisition. The age of the subjects ranged between 18 and 27. All of the participants were picked up among 70 learners who took part in French Oxford Placement Test and English Quick Oxford Placement Test. Furthermore, there were two types of experiments: an Oral Judgment Task (OJT) and a Production Task (PT).

### Experiment 1: Oral Judgment Task

This type of test was used to gather some information about learners' competency and underlying system. The test was constructed by considering the coda cluster under study mentioned in section 3.3 of this study. It consisted of 24 items out of which (a) 6 items were allocated to two consonant coda clusters possible in all three languages i.e. TPM, (b) 6 items were included for the permitted coda cluster of L1 and L2 /ft/.i.e. CEM. (c) 6 items consisted of coda cluster of /kt/ which is allowed in L2 and L3 contexts. i.e. L2 status factor and finally (d) 6 items were considered L1 and L3 i.e. FA/FT. At this stage, the subjects were asked to judge and determine the existent and non-existent sounds in French by choosing the right choice if the item was correct, incorrect choice if the item was incorrect, and if they were in doubt they would choose the option 'I don't know'. Table 3 shows the distribution of the test items in the OJT.

**Table 3.** Distribution of Test Items in OJT

Items	Number of Items	Items' Number
Coda cluster in all three languages	6	1,4,7, 10, 14, 18
Coda cluster in L1 and L2	6	3,6, 12,17, 21, 24
Coda cluster in L2 and L3	6	2, 8, 11, 15, 19, 22
Coda cluster in L1 and L3	6	5,9,13,16, 20,23
Total	24	

To illustrate the task, the coda cluster of / kt/ which is possible in English and French is pronounced /kæt/ which is existent in Persian. "Directe"----- /diRɛkæt/, the participants were asked to judge whether the pronunciation of the word heard was acceptable or not in French as follows:

- a. correct      b. incorrect      c. I don't know

### Experiment 2: Production Task

In order to compensate for the possible deficiencies of the OJT and also to tap the learners' performance, the second test which was a Production Test (PT) was administered. The test was in the written form and the subjects were asked to read aloud a 24-item list containing the words selected and the subjects were recorded and transcribed by two judges in order to achieve reliable judgment. In this test, four coda cluster under study namely, /ft /, /kt /, /sm/ and /bl/ were included. The following table illustrates the distribution of the above-mentioned clusters in the PT:

**Table 4.** *Distribution of Test Items in PT*

Items	Number of Items	Items' Number
Coda cluster in all three languages	6	1,5,10, 14, 17,21
Coda cluster in L1 and L2	6	4,7, 12,16, 20,24
Coda cluster in L2 and L3	6	2,6, 11, 13, 18 ,23
Coda cluster in L1 and L3	6	3, 8, 9, 15,19, 22
Total	24	

To illustrate, the word "despotisme" was pronounced by some of the subjects as /dɛspɔtizm/ which is not permitted in French and it is only existent in English. However, some other participants pronounced it correctly as /dɛspɔtizm/.

### Results and Discussion

For analyzing the data, the performance of the two groups in each test was compared on the property of French syllable structure by using descriptive and inferential statistics. The groups' mean percentages for each variable were calculated and between groups comparisons were carried out by using mixed between-within subjects ANOVA. Having collected the data, the researcher used Kappa Measure of Agreement to find out the extent of agreement between the two judges who rated the production test.

**Table 5.** *Kappa Measure of Agreement*

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx . Sig.
Measure of Agreement	Kappa	.661	.136	3.696	.000
N of Valid Cases		30			

*a. Not assuming the null hypothesis.*

*b. Using the asymptotic standard error assuming the null hypothesis.*

As it is shown in Table 5, the Kappa Measure of Agreement Value is .661 with a significance of  $p < .0005$ . Therefore, the above value, according to Peat (2001, p.228), represents a moderate agreement. This can be used as an indication of inter-rater reliability.

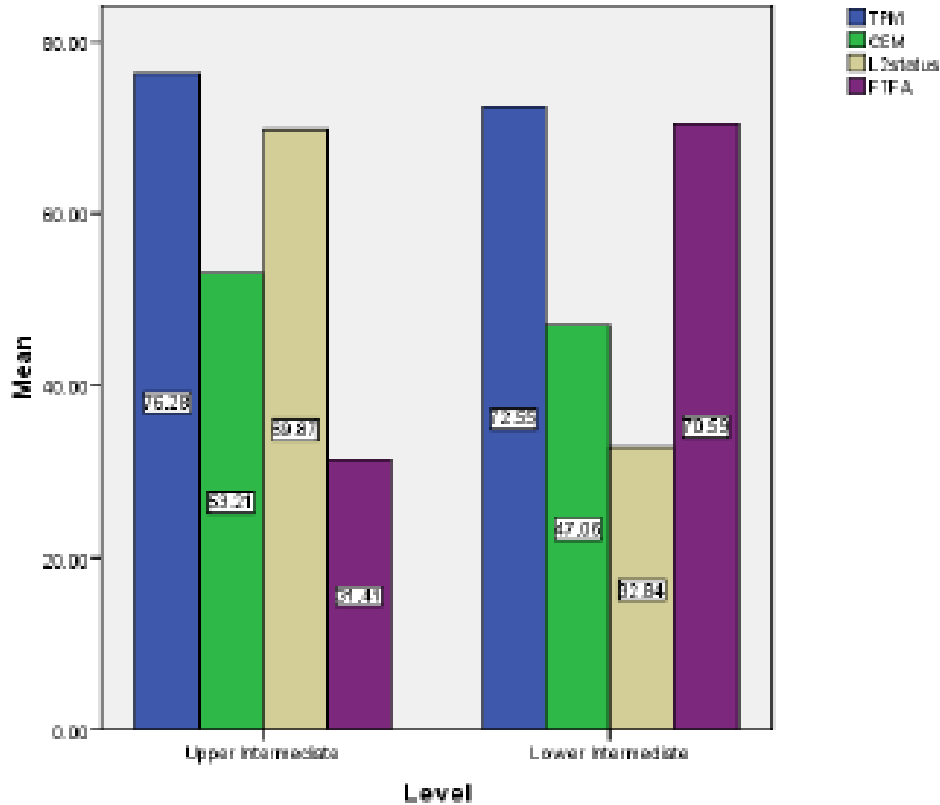
To address the research hypotheses, an attempt was made to merge the results obtained in the production and oral judgment tasks to arrive at unified results. To this end, the merged data were subjected to data analysis. Table 6 displays the descriptive results.

**Table 6.** Results of the Proficiency Groups in the Merged Tasks

TPM	Upper Intermediate	76.2821	13.54269	13
	Lower Intermediate	72.5490	16.86463	17
	Total	74.1667	15.37370	30
CEM	Upper Intermediate	53.2051	12.04662	13
	Lower Intermediate	47.0588	18.85185	17
	Total	49.7222	16.30107	30
L2status	Upper Intermediate	69.8718	12.51779	13
	Lower Intermediate	32.8431	16.78877	17
	Total	48.8889	23.84630	30
FTFA	Upper Intermediate	31.4103	14.09042	13
	Lower Intermediate	70.5882	13.21485	17
	Total	53.6111	23.84128	30

The above table indicates that the participants had the highest level of accuracy in TPM context (M=74). The lowest mean performance belonged to the FT/FA context where the lower intermediates outperformed the upper intermediates with a mean difference of 39.17. Such a result verifies the role of L1 in the acquisition of syllable structures for the lower intermediates not the upper ones. The subjects did not differ to a high extent in CEM and L2 Status contexts (See Figure 1 ). The mean performance for the CEM and L2 status contexts was 49.72 and 48.88 respectively.





**Figure 1.** Participants' Performance in All the Contexts Across Both Tasks

The multivariate test results, as displayed in Table 7, shows that there was a significant interaction effect for context and level [Wilks' Lambda=.131,  $F(3, 26) = 57.384, p = .000$ ]. There was also a significant effect for context [Wilks' Lambda=.263,  $F(3, 26) = 24.242, p = .000$ ]. The test of between subjects effect further showed that proficiency level did not play a significant role in the acquisition of syllable structure in L3 ( $F = 0.496, p = 0.487$ ).

**Table 7.** Results of Multivariate Test for Both Tasks

	Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Context	Pillai's Trace	.737	24.242 <sup>a</sup>	3.000	26.000	.000	.737
	Wilks' Lambda	.263	24.242 <sup>a</sup>	3.000	26.000	.000	.737
	Hotelling's Trace	2.797	24.242 <sup>a</sup>	3.000	26.000	.000	.737
	Roy's Largest Root	2.797	24.242 <sup>a</sup>	3.000	26.000	.000	.737
Context * Level	Pillai's Trace	.869	57.384 <sup>a</sup>	3.000	26.000	.000	.869
	Wilks' Lambda	.131	57.384 <sup>a</sup>	3.000	26.000	.000	.869
	Hotelling's Trace	6.621	57.384 <sup>a</sup>	3.000	26.000	.000	.869
	Roy's Largest Root	6.621	57.384 <sup>a</sup>	3.000	26.000	.000	.869

a. Exact statistic

b. Design: Intercept + Level

The mere indication of a significance effect for the context variable does not tell us which contexts were significantly different from each other. Therefore, a post-hoc analysis using Bonferroni adjustment was conducted to find out which contexts were significantly different from each other. The results are displayed in Table 8 below. The numbers 1 through 4 in the following table stand for TPM, CEM, L2 Status and FT/FA respectively. The highest mean difference across the context was for context 1 (TPM) and 2 (CEM) which reached 24.28. The lowest mean difference; however, belonged to contexts 3 (L2 status) and 4 (FT/FA) which was less than 1 (0.36).

**Table 8.** Pair-wise Comparison of Results for All Contexts Across Both Tasks

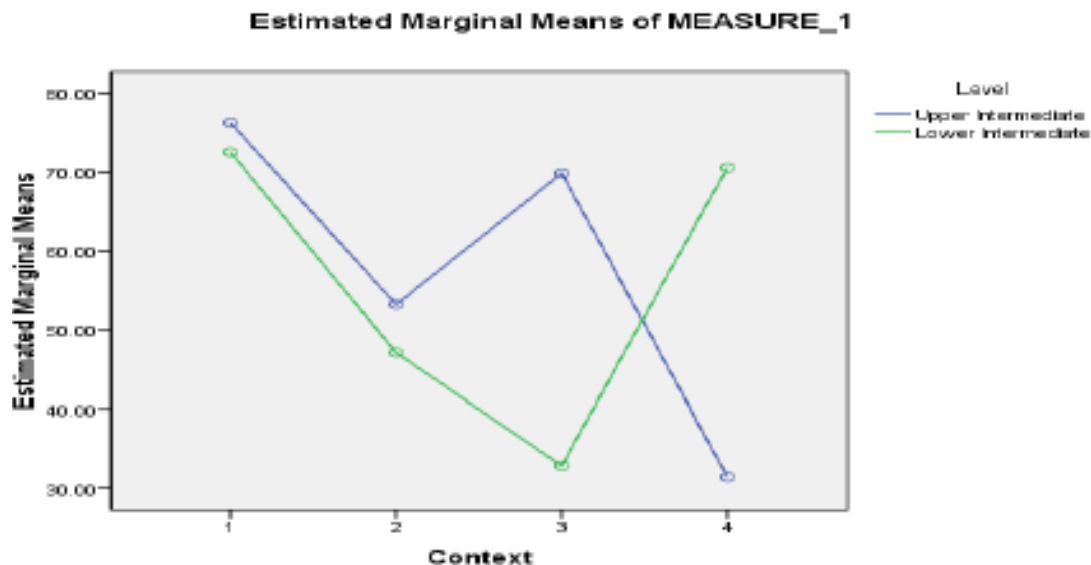
(I) Conte xt	(J) Conte xt	Mean Difference (I-J)	Std. Error	Sig. <sup>a</sup>	95% Confidence Interval for Difference <sup>a</sup>	
					Lower Bound	Upper Bound
1	2	24.284*	3.774	.000	13.569	34.999
	3	23.058*	3.662	.000	12.661	33.456
	4	23.416*	4.063	.000	11.882	34.951
2	1	-24.284*	3.774	.000	-34.999	-13.569
	3	-1.225	5.021	1.000	-15.480	13.029
	4	-.867	2.652	1.000	-8.396	6.661
3	1	-23.058*	3.662	.000	-33.456	-12.661
	2	1.225	5.021	1.000	-13.029	15.480
	4	.358	4.277	1.000	-11.783	12.500
4	1	-23.416*	4.063	.000	-34.951	-11.882
	2	.867	2.652	1.000	-6.661	8.396
	3	-.358	4.277	1.000	-12.500	11.783

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Bonferroni.

The data displayed in the above table indicate that context 1 (TPM) was significantly different from the rest of the contexts ( $p= 0.000$ ). However, contexts 2 (CEM), 3 (L2 status) and 4 (FT/FA) were not significantly different from each other ( $p>0.05$ ). The participants had the highest level of accuracy in the TPM context ( $M=0.74$ ) whereas their mean performance in CEM and L2 status contexts was roughly 0.50 which indicates that their interlanguage status exhibited variability and lack of consistency. However, as revealed in the means plot in Figure2 below, the FT/FA account can be verified as the lower intermediate subjects performed significantly better than their upper intermediate counterparts with a mean difference of 39.17.



*Figure 2. Means Plot for All the Contexts Across Proficiency Level*

## Conclusion

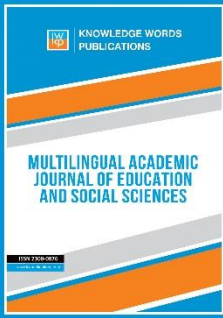
The results of the study proved that L3 group used their knowledge of L1 in L3 acquisition. In other words, in case of similarities between L2 and L3 (i.e. L2 Status Factor hypothesis), the upper intermediate proficiency group was found to perform higher than the lower intermediate proficiency group. This implied that the significant better performance of the upper intermediate proficiency group was correlated with their higher L2 proficiency level which caused them to take their L2 as a source of transfer. On the other hand, in case that there were similarities between the properties of L1 and L3 (i.e. Full access/ Full transfer), the lower intermediate proficiency group outperformed the upper intermediate proficiency group, since it appeared that due to their insufficient knowledge in L2 English, they took full advantage of their native language and transferred the properties of L1 into L3. Although proficiency groups acted differently on contexts of this study; however, the overall results of the two groups' performance on French syllable structure showed no significant difference between the performance of the two groups which in turn reflected the fact that L2 proficiency had no effect on the acquisition of French syllable structure.

Furthermore, the findings of this study did not prove the CEM hypothesis proposed by Flynn et al., (2004). Since the participants did not use their knowledge of L1 and L2 cumulatively in learning L3 French syllable structure. In addition, in this study the L2 status factor proposed by Bardel & Falk (2011) was rejected.

On the whole, the results of this study confirmed "Typological Primacy Model" proposed by Rothman and Cabrelli Amaro (2010) and the "Full access/ Full Transfer hypothesis" proposed by Håkansson et al. (2002). Moreover, this study rejected "L2 status Factor hypothesis" proposed by Bardel & Falk (2007) and the CEM proposed by Flynn et al., (2004) and disconfirmed the effect of L2 proficiency on learning L3 French syllable structure.

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# MULTILINGUAL ACADEMIC JOURNAL OF EDUCATION AND SOCIAL SCIENCES



## Educational Aims and Professional Fulfillment

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### Abstract

The present study records the level that employability and professional fulfillment in the globalized post-modern social era should be considered in the formulation of educational aims. The purposefulness of the gravity in the professional dimension of the given knowledge and in the labor market priorities/needs for employment is justified. It is maintained that the strategic keystones during the stage of preparation should be based first on the instillation of the cognitive and technical skills which the profession demands and second on the formation of the psychological and social traits of personality.

**Keywords:** Profession, Education, Aims, Skills, Society.

### Introduction

The determination of education aims starts from the antiquity and continues until today to capture the interest and to raise the concern first of the scientists in the fields of Pedagogy, Sociology, Anthropology, Philosophy, Psychology, Economics, comparative and cultural studies, second of the political officials and third of every concerned citizen.

Plato is the first intellectual who systematically delved into education, presenting an entire educational system, which he founded and developed in his two longest works, the *Republic* and the *Laws*. His educational philosophy is grounded in his vision of the ideal state, wherein the individual is best served by being subordinated to a just society. Within this context, he asserts that it is the formal education's responsibility first to identify children's skills and natural abilities and second to significantly improve these skills and abilities, in order to prepare every person for the suitable profession and generally for his/her duty in the society as a citizen (Resp, 327a-330c, 433a, 519e-520a, Menex, 238c, Criton, 51b-c).

The educational concepts of Plato's student Aristotle are detailed mostly in the *Nicomachean Ethics* and in the *Politics*, in which the philosopher introduces a unified educational system, aiming to develop the natural skills of the individual, enhance his talents so as to accomplish the education of a man as an individual and mainly as a good citizen (*Pol.* 1260b 15-18, 1337a 21-30). The cultivation of the soul, the implementation of ethical behavior and the pursuit of virtue will safeguard both the individual's serenity and stability of the city. Only thus, happiness as the ultimate educational goal can be achieved (*Pol.* 1310 a12-17, 1334b 24-26).

At the same period of time, Isocrates analyses his educational thoughts mainly in *Against the Sophists* and *Antidosis*. He maintains that education should focus on the development of sound judgment and on the shaping of wisdom, in order to enable people to confront the hardships of life effectively and to adopt opinions which contribute to the implementation of excellent acts (Soph, 17, Nik. 41, Antid, 184, 271). The orator, considering that the only way to secure peace and prosperity in Greece is the moral reform, appears as a devotee of the moral purpose of education, through which the shaping of a virtuous, selfless and honest individual can be achieved (Antid, 281).

Thenceforth, through the ages, investigating the role and purpose of education has become a fairly attractive topic among the scientific community. In our era an agreement -in general terms of course- has been reached concerning the aims and functions that the formal education should undertake and implement. Among the almost endless, as White noted (1982: 2), list of aims, we can include socialization, skills transmission, spiritual development, shaping of personality, instilling moral values, facilitation of professional and social role selection and undertaking.

However, an intense debate is developing regarding two aspects: first, priorities given and second means selected or processes followed or policies implemented. As far as the first aspect is concerned, many argue that educating children is as much a matter of shaping character as of imparting knowledge· some believe in a balance between intellectual and practical achievements or between the arts and the sciences· many consider individuality or personal autonomy as of first importance, while some stress art and culture or moral character and others promote the stimulation and guidance of self-development, the development of potentialities and the growth of understanding· also, many argue that the main role of education is to take over responsibility for the socialization or the citizenship process primarily carried out within the family· moreover, several scholars speak of the needs of ensuring a literate and numerate workforce, emphasizing on the purposefulness of the professional dimension of the given knowledge and on excellence within specialisms.

This last dimension was acknowledged by prominent sociologists. Specifically, Durkheim (1983) argued that in industrialized society education provides the opportunity to learn skills that will place the individual in an advantageous position for the future· he concluded that one of the ways to maintain the division of labor is that schools should sort students into skill groups, encouraging them to take up employment in fields best suited to their abilities. Similar was, more than half a century later, Parsons' approach (1954), who stated that an important education purpose was to inculcate certain technical skills and requirements and separate out potential workers for different points of entry to the labour market. He argued that occupational decision making occurs when people have achieved first an accurate understanding of their individual traits, second knowledge of jobs and the labour market rational and third an objective judgement about the relationship between their individual traits and the labour market. Generally, since the 1960s a gradually growing understanding among scholars concerning the fundamental role of education to the reinforcement of employability has been observed. In such a theoretical direction, Eliot (1965: 69) advocated that education aims mainly to prepare a child to make a living (for a vocation), to equip him/her to be a good citizen, to develop his/her powers and so enable him/her to enjoy a good life. Three decades later, Taylor (1997: 15) noted that high quality secondary provision is an essential basis for the vocational and specialized education and training

necessary for the competitive success of individual countries within world economies. More recently, Winch (2002) recognized the development of a particular conception of education, which involves a significant vocational aspect, with two aims: individual fulfillment through employment and social well-being through economic prosperity.

The gradually growing body of literature arguing for the pivotal role of secondary education to to the reinforcement of employability made Zinser (2003) conclude that there is general consensus that career skills should be taught in high schools. On the contrary, Cohen (2006) recognized a lack of consensus on the desired content and aims of basic and secondary education, as many schools do not sufficiently emphasize such skills. This estimation seems to reflect more the reality, while the scientific community has not unanimously concluded yet to the education level that the instillation of employability skills should be implemented. Even though it is becoming increasingly important for graduates to be able to apply the knowledge and skills learned in education institutions to the workforce (Crebert et al. 2004a), surveys consistently show that, because many high school graduates do not meet employers' standards in a variety of academic areas as well as in employability skills, they are not prepared to enter the workforce (Brown, Hesketh and Williams, 2003; Crebert et al. 2004b; National Association of Manufacturers, 2005; Peddle, 2000; Peter, Hart Research Associates, 2005). Thus, Harpe's et al. (2000) conclusion that the existing undergraduate programs are not producing graduates with the skills required in order to be successful in their careers is valid.

### **Educational Aims in the Post-Modern World for Professional Fulfillment**

Education, considered as the keystone for a country's progress and development, cannot be excluded from the current trends and not stay in line with the varied demands and high expectations of modern society. In the postmodern globalized world and the "information society" (Bell, 1973) educational systems cannot remain unchanged· education policy should be established under the careful consideration of the existing social reality. The more decisive implications of globalization for education lie, according to Morrow and Torres (2000: 35), in three areas. First, the changing role of the state in the global, informational economy in response to the failures of the previous welfare-state. Second, neoliberal pressures to develop educational policies that attempt to restructure postsecondary educational systems along with entrepreneurial lines, in order to provide flexible educational responses to the new modes of industrial production. Third, a related call for the reorganization of primary and secondary education and teacher education along lines that correspond to the skills and competencies ostensibly required by workers in a globalizing world. Indeed, the expectations specifically about the role of workers in society naturally and inevitably make more necessary first the linking of national education policies and plans to employment under a neoliberal framework and second the adaptation of educational objectives to market demands for new skills and types of work which will be applied to the globalized work environment. It is necessary, therefore, that the objectives of the typical formal education should become more flexible and adjustable to new data, by equipping learners with the skills to manage globalization demands and to survive in the competitive labor market. Especially as far as the second part is concerned, which of course stems largely from the first, it is necessary to promote the employability of each trainee as a main task in education through the transmission of the skills required in the workplace (Shavit and Muller, 1998).



The division of labor and specialization of roles and duties is an important characteristic of developed societies. A malfunctioning educational system would be one in which individuals are not assigned the most appropriate role, and will hence lead to inefficiency. This implies the need to prepare young people for different roles and to assimilate different kinds/types/dimensions of knowledge and skills which are required by the specific roles they will undertake. This preparation procedure is directly related to the function of skills transmission, which is one of the main purposes of education, and includes the acquisition of specific knowledge and skills which result (in the context of social division of labor) in specific occupations leading to two outcomes. First, this function of skills transmission enhances the national economy and creates better conditions of life, as in the globalized economy the creation of educated manpower/work force reinforces the competitive advantage of states (Brown et al. 1997: 8). Generally speaking, the economic aims of education (even from its early level) are as legitimate as any other aims, and by no means should be downgraded. Second, the level of usefulness of the transmitted skills determines the degree of achievement of the individual's professional and social aspirations, as the rapidly changing conditions in the workplace demand the update of knowledge. Only under this condition can the individual increase the odds of improving his/her professional and social status in accordance with his/her career requirements and expectations.

Employment in the post-industrial society is characterized by the growth of the tertiary sector of services comparing with the secondary industrial production sector, first as far as the number of employees and the percentage of GDP are concerned and second as far as the general restructuring of jobs is concerned. This restructuring along with the scientific and technological development contributed to the liberation of man from the direct production process and to the subsequent undertaking by him the role of supervisor, designer and developer of the overall production process. The result of this stage of social evolution in macro-social level is the radical change in the economic, professional, political and cultural structures of society and also the shaping of a new reality, which, as noted by Kelpanides and Vrinioti (2004: 71-72), has led to two necessities. First, to the acceleration of the preparation of human resources to undertake scientific and technological roles. Second, to the preparation of the non undertaking scientific roles society members for the assimilation of new knowledge and technologies, in order become active users of the potential opportunities offered by their society. A necessary condition, however, for the use and exploitation of these opportunities is at least a basic level of literacy, which of course nowadays is far higher than ever before.

As far as the first necessity is concerned, namely the adequate preparation of young people for the undertaking of scientific and technological professional roles, the orientation of education, according to Castells (1996: 204, 229), should not stem from the needs of the post-industrial economy, but from the needs of the dissemination of information (informationalism). This reality has led to the gradual decline of the traditional manufacturing employment and to the significant increase of work that require specialized academic knowledge. In this development and through the internationalization of markets and the reduction of national borders, it is observed that a remarkable salary difference (mainly in multinational companies with a large workforce) between well-trained skilled workers and unskilled exists in countries with standardized, stratified and professionally orientated education system (Zakhilwal, 2000). Moreover, three things can be observed: first, the factor "qualifications" reduces the risk of being unemployed and increases, in a situation of unemployment, the chances of a quick finding o new

job (Gangle, 2003). Second, there is a closer connection between the level of education and the quality of the first job· third, the level of labor mobility is usually lower in scientifically trained employees (Pollmann-Schult and Mayer, 2004).

Of course, in today's globalized labor reality, the changing of working environment is not an uncommon phenomenon even for a scientifically qualified individual. Therefore, education should promptly prepare young people for the possibility of following flexible career paths during their working lives (International Labour Organization, 2000). As eloquently noted by Bauman (1998: 147-148), "the flexibility of work seeking means freedom to move where the most fertile meadows are and abandonment of the litter and waste scattered in the land of the previous working settlement, in order to be cleansed by the indigenous." Thus, in response to the rapidly growing labor requirements and opportunities, the adaptability and flexibility and the capacity of efficiency and creativity in different working environments are considered as a means for the prevention of unemployment, especially in highly competitive societies (Burbules, 2000: 22).

At the same time, as the economic development of post-industrial societies and the consequent reinforcement of employability in these societies relies on the use of technology (mostly computer science) and physical and mathematical sciences, emphasis should be given in preparing young people to act in that type of society. Such preparation presupposes the acquisition at list of the basic and general knowledge of these sciences, the access to and use of computer and the development of e-business. Moreover, as the world of work undergo significant changes so quickly and is becoming so demanding, competitive and complex, only the continuous monitoring and learning of the changes, the updating of knowledge and generally the updating of people's cognitive readiness for the changing conditions in their professional field can lead to the improvement of the occupational and social status in accordance with the requirements of their career (Delors, 1996; Scottish Office, 1998: 4; Wilms, 1996). Of course, the objective of the school (integrated into the world of information and technology and into the knowledge society) is not only the learning of the adequate management of knowledge and technology, but also their critical, analytical and synthetic utilization, that will deliver new ideas, innovative actions and will lead to increased productivity and enhancing employability (Baumol, 2002).

The creative participation of the individual in the occupational group and its efficiency is not only a result of the acquisition of specialized skills (i.e. cognitive and technical skills necessary for the exercise of a profession) but also of the shaping of personality characteristics (namely the acquisition of broader social skills and competences). Thus, education should not aim only to instill profound scientific knowledge, but also to include elements that shape and develop behavioral characteristics, values and principles, to create social incentives in order to facilitate the young person's preparation for a smooth and creative integration into social relations especially in the working environment. Referring to this, Bowles and Gintis (1976: 131) assert that the structure of social relations in education not only inures the student to the discipline of the workplace, but also develops types of personal demeanour, modes of self-presentation, self-image, and social-class identification which are crucial elements of job adequacy.

According to Robinson (2000) employability skills are generally divided into three skill sets: (a) basic academic skills, (b) higher-order thinking skills and (c) personal qualities. In the first skill set, reading, writing, math, oral communication and listening abilities are included· in the second skill set, learning, reasoning, thinking creatively, decision making and problem solving capacities

are considered· the third skill set includes responsibility, self-confidence, self-control, honesty, integrity, flexibility, adaptability, team spirit, self-motivation, and good work attitude, namely the personal qualities required for the function of each working group -every member of which must be associated positively to the production of the collective result- and evaluated as necessary for the professional development and the completion of the individual. Particularly, the ability to implement a successful collaboration, to communicate effectively, to work on a team, to possess interpersonal efficiency and generally to work cooperatively with people of different personalities, race, sex, across different authority levels and organizational divisions are the skills most desired by employers (Billing, 2003). Suarez-Orozco (Cohen, 2006: 252) adds, thereon, that three are the prerequisites which will safeguard the accomplishment of a successful career in the 21st century: First, the capacity to work with others on complex problems that often cut across disciplinary boundaries; second, new forms of transcultural understanding; and third the development of hybrid identities indexed by the ability to navigate across discontinuous or incommensurable linguistic and epistemic systems.

Furthermore, considering that the overall result, production or performance in a business, firm, corporation, enterprise or department is considered as the sum of the contributions of its members, it is important that each of them should embrace common goals and comply with the rules, norms and codes of conduct at the specific given workplace whether it is personally pleasing or not. Generally, the acceptance of the prevailing rules of a group has, according to Kelpanides (2002: 233-234), a formal and an informal side. The former include the consistency with the obligations undertaken by the team member and the avoidance of selfish behaviors. The latter concerns the climate shaped by the positive attitudes of sympathy and acceptance of other members and by the reduction of tensions occasionally generated. The level of utilization/ application/ implementation of professional qualifications, skills and knowledge depends on the ability of individual's integration, contribution and operation in a group. In this context, therefore, a key concern of education is the development of the capacity of collaboration and team spirit as attitudes necessary for the proper functioning and coherence of a workgroup (Dunne and Rawlins, 2000; Popkewitz, 2000: 171) and moreover the acceptance of the social presuppositions of communication and cooperation with other people as a result of the internalization of the dominating values and normative principles of society.

## Conclusions

Based on the previous arguments and assumptions, it is essential that formal institutionalized educational process should emphasize the vocational dimension of the provided knowledge and the requirements of labor market for employment. Preparation phase should begin in the elementary schools with a realistic picture of the world of work and should also have dual orientation. The first orientation should be the transmission of cognitive and technical skills necessary for the practice of a profession· the second should be the shaping of personality characteristics, namely the wider social skills and competences for social inclusion and in particular for vocational integration. The first priority axis involves the concern about the person's knowledge acquiring and assimilation that will enable him/her to undertake scientific and technological professional roles, knowledge needed in the labour market. The second axis includes behavioral traits, personality characteristics, attitudes and values, namely the psychosocial skills necessary to utilize his/her academic qualifications.

This theoretical standpoint in favor of the emphasis that education should place to facilitate young people's employability must not be considered as contradictory to education's humanitarian dimension, virtues cultivating and personality development. Of course, the concern that pervades part of the scientific community is understandable, when it is realized that knowledge, technological competence and intellectual creativity in general are promoted as commodities-merchandise (external to the goods of knowledge and of rational and critical thinking) and are propounded to serve the purpose of increasing productivity and business profitability (Abbot, 2008; Bagnal, 2000; Fitzimons, 2000; Heath, 2000; Karavakou, 2011). Indeed, such a concern is founded, since it is valid to a great extent. However, technical and scientific training emphasizing professional fulfillment, as it had already been noted by Freire in the early 70ies (1972: 157), it is not necessarily contradictory to humanistic education provided that science and technology are at the service of permanent liberation, of humanization. Besides, if the educational process obtains pragmatic and realistic content so as to be closely related with the contemporary conditions and needs of the globalized society and with work activity, does not necessarily imply instrumental- mechanistic treatment of human personality and its potential. This is true, because syllabuses and curricula in this context do not only lead to the acquisition of encyclopedic knowledge or even to the strict specialization of the individual in a particular/concrete field of knowledge. On the contrary, as was stated by Hirst (1974: 47), they are constructed so as to introduce pupils into the interrelated aspects of each of the basic forms of knowledge, to cover at least to some extent the range of knowledge as a whole, to instill wider social skills, in order to facilitate the creative participation in a professional team. Thereby, the creation of the educated individual can be accomplished, an individual whose identity contains the specific knowledge and skills concerning his/her surviving needs and occupational activity, and also the perceptions on issues and phenomena of broader interest. Only with such equipment can the communication with current reality and the understanding of the world be facilitated and finally achieved. Only with such equipment can the successful transition to employment and the effective career management thereafter be accomplished.

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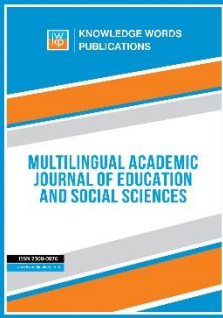
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## **Creative Writing Activities and TPR Plus: An Implementation of foreign Language Development Project to Students with Dyslexia**

Papadopoulos Isaak

EFL Teacher, M. A in Dyslexic Students and Foreign Language Learning.

### **Abstract**

This paper outlines the rationale for and the purpose of designing and implementing a project with the basic purpose to make dyslexic EFL learners develop their language skills through their participation and involvement in interactive psychomotor and creative writing activities. The project, which is a part of a longitudinal project, was implemented in 10 students with diagnosed dyslexia of a Greek primary school. The basic characteristics of the project were the cooperation, communication, verbal interaction, creativity and creative writing and active participation. When the school class was chosen as a teaching place, students participated in classroom activities included creative writing activities, memory and word games, drawings, constructions, role-play games, pantomime as well as songs. When the gym was taken the place of instruction, children participated in creative physical activities, relay races, chases and hopscotch, with the aim in all cases being the improvement of their oral and writing communicative skills. In order to examine the effectiveness and feasibility of the project, an evaluation study was conducted by using: a) a pre- and post- language test administered individually to the children; b) journals kept by the teachers once a week; c) structured interviews conducted with the children, at the end of the project. It was evident that overall psychomotor and creative writing activities had a positive effect on developing dyslexic learners' oral and writing skills, as well as on motivating them to participate in everyday.

### **Introduction**

It is an irrefutable truth lately that the issue of learning difficulties and dyslexia in particular, is the focus of major discussion. This fact may be explained by the progress made in the field of pedagogy and psychology and of course they are included within a broader social context. The concept of dyslexia loomed through the relationship between the individual's reading ability and brain injuries. To be more specific, studies have shown that the reading ability of man or its acquisition adversely are affected by brain injury (Koltsidas, 1993). By 1917, the work of research scientists focused only on the identification and description of dyslexia. Nevertheless, later systematic studies and investigations were carried out, which led to several conclusions and



definitions. It is true that all modern definitions emphasize the neurological basis of dyslexia. The neurological basis was assumed from the time of Orton (1925, 1937, 1966) and of course later presented evidence on neurophysiologic and neuropsychological investigations. During the last 20 years after modern brain imaging techniques there were remarkable findings that ensure consideration of neurological base. In 1997 the British Dyslexia Society, which is the most powerful organization in Britain for helping dyslexic children gave a definition of dyslexia which has prevailed in the wider, academic and scientific community.

"Dyslexia is a complex neurological condition which has constitutive origin. Symptoms can affect many areas of learning and activity, and can be described as a specific difficulty in reading, spelling and written language. One or more of these areas may be affected. The manipulation of numbers and music notation, the motor functions and organizational skills can still be involved. However, it particularly relates to the control of the writing, although speaking is influenced to some extent (Anastasiou, 1998).

### **Types of Dyslexia**

Dyslexia, as a problem of processing the written word, is divided into two major categories, acquired and special / developmental dyslexia. Regarding Acquired dyslexia (acquired dyslexia), it refers to people who even though had conquered the mechanism of reading, writing and spelling, acquired difficulty or inability in processing the written word, because brain lesions (Anastasiou, 1998). In this category we can distinguish individual sub - branches of acquired dyslexia as deep dyslexia (deep dyslexia) in which the student carries visual and semantic errors, surface dyslexia (surface dyslexia) where students find it difficult to read words with quirky spelling and phonemics, make mistakes and broadcasting (Karapetsas, 1991). Also, as a subcategory of acquired dyslexia exists phonological dyslexia (phonological dyslexia), where people read familiar words and there are several difficulties in reading unfamiliar words and can not read at all pseudo words. In Direct dyslexia (direct dyslexia), where students can read aloud, however, difficulties are noticed in understanding the meaning of those words (Critchley, 1970). Finally, in the Verbal type the word form or letter – by letter dyslexia (word form or letter-by letter dyslexia), they can not recognize words as a whole or read into syllables. Furthermore they recognize individual letters and can read the word letter - by letter, one at a time.

The second major category is Special dyslexia or developmental dyslexia (specific or developmental dyslexia): Johnson and Myklebust (1962, 1967) argue that deficits in this case may be in their nature acoustic and or visual. Thus they distinguish two types of dyslexia: the visual and the aural (Stasinos, 2003). In visual dyslexia, people have difficulty in understanding and reproducing visual sequences and also can not distinguish complex designs and illustrations. Additionally, the confused understanding of written symbols dominates and the general kinetic clumsiness is especially obvious. Many children have difficulty distinguishing between words or letters that have a visual similarity and are shown at the trend of the first contact with the word. During acoustic dyslexia which is perhaps the most difficult form, the student is characterized by deficient ability towards mental representations of the individual sounds of spoken language. He also faces major challenges in the synthesis of sounds, naming people and property and maintaining sound sequence. So, students have difficulty in remembering relevant information, while respecting their proper order and sequence. Sometimes what happens is that he replaces words with other ones that resemble the visual contours (Boder, 1971; Kostaridis, 1998). Typical

difficulties of students with auditory dyslexia relate to the analysis of words into syllables, syllables in the composition of words with text and audio discrimination and detailed audio reproduction sets (Porpodas, 1997). Clearly the weakest performance in writing and spelling than reading is evident in students with auditory dyslexia.

### **Dyslexia and Foreign Language**

One of the long and integrally important pieces of educational programs in Europe is learning the language while the current data show the dominance of a model in which students learn at least two languages from an early age (Grivas, Semoglou, 2012). Languages are becoming increasingly important as an assistant in education and work and language skills improve cognitive flexibility and academic performance (The MCEETYA National Statement). More specifically, the student improves mentally, educationally and a culturally since contact with the language engages him in making comparisons and contrasting elements of one with the other. This results in making him a more active member of the educational community while enriching the knowledge about the culture of the country whose language he is learning. The current requirements and the last sentence of the last model did not leave indifferent students with dyslexia. Generally speaking, students with dyslexia have great difficulties in learning a foreign language, and especially when that language is English because of the special characteristics.

It is an undeniable fact that students with dyslexia exhibit great difficulties in reading and writing grammatically correct, because of the weakness of the conquest of the alphabetic principle of reading (alphabetic principle), ie the ability to use the matching graph-phoneme to decipher the words (Snowling, 2000).

Cross- linguistic studies in the field of dyslexia have shown that (cross linguistic studies) the ways of expression of the difficulties caused by dyslexia and the way those are expressed are affected by the characteristics of spoken language, whether it is the native or a foreign language, the characteristics of the spelling system and teaching methods. Therefore, the Greek dyslexic students who are taught English as a foreign language, are called to practice a new language system, which differs to a great extent and importance than their native language, because the English language is distinguished by a complexity at a phonological and morphological level.

Both the Greek and English language belong to the so-called alphabetic languages in which graphic symbols represent phonemes, ie audio units. The level of transparency of a language, ie the degree of reliability with which a letter ' maps ' a sound, distinguishes languages to shallow or transparent ' and ' opaque or deep ' and determines how easy or difficult it is for users to learn read. In transparent spellings, like in the Greek language, the correspondence between a graph and a phoneme is reliable and students are able to use this information to pronounce unfamiliar words (Goode, 2010).

In opaque or deep spellings, such as in English, there are many mappings between letters and sounds and the phoneme correspondence rules - graph is much less reliable. The degree of consistency of mappings graph - phoneme can also vary depending on the position of the graph within the word (Frith, 1997). In spellings of high degree of consistency, a graph is always pronounced the same, regardless of its position in the word. Transparent spelling systems are clearly much more consistent than the opaque ones, thus making access to unknown words quite smooth. With these data, Greek students with dyslexia who are taught English as a foreign

language are faced with a multitude of "unreliable" rules of pronunciation, as the spoken phonemes in various ways through words.

### **Teaching Methodology in EFL**

The needs of dyslexic students fill or tries to cover the experimental intervention of this work with the help of creative writing and the method of TPR Plus (Total Physical Response Plus).

### **Creative Writing**

The term "creative writing" could be defined as the power to create an imaginative, original literary production or composition and can be applied to a very wide range of types of writing (Ramet, 2007). While, according to Morley (2007) the process of the invention or the best presentation of the ideas in an attractive way. The author thinks critically and reshapes something familiar to something that is different and original. Every piece of writing has a purpose and is aimed at an audience. As for the organization there is cohesion, clear beginning, middle and end. Special attention is paid to the choice of vocabulary, the figurative use of language and style.

There are some keys that help creative writing made more understandable. The first key is the beginning. Creative writing takes its first breath, when the author wonders what could create a certain feeling, an image, experience or memory. The second is the form. Any form that uses the imagination of the author is suitable for the creative development of some fantasy elements (Ioannidou, 2012). Some of the most common types of creative writing is poetry, essays, character sketches, short novels, jokes, songs, parodies, memories, historical fiction, etc. Another key is the audience. A specific audience can not be known at the beginning, and every situation is different. However, if the final piece has a universal significance, history will speak to a wide range of readers and can be of varying importance for different people. Finally, the key to creative writing is the style of the author. For one to succeed in unique writing style focused control is required (Earnshaw, 2007).

However, while creative writing is not a panacea, some authors find its implementation therapeutic. Some teachers of writing believe that writing is a powerful aid to various types of therapy, treatment of depression to social rehabilitation. More precisely, writing can contribute to self - development and self-awareness (Morley, 2007)

### **TPR Plus**

The most popular approach to the language development of children with the involvement of motion is the Total Physical Response, which was firstly designed and implemented by James Asher (1966, 1969). At the initial stage of this process the teacher gives some instructions to students (eg, 'get up', 'Go to the door) and students are asked to carry out actively, while at a later stage, the teacher proceeds to more complex instructions. The method that was proposed by Asher and later was connected with the hypothesis of Krashen (1985), who suggested that the acquisition of a second / foreign language is a necessary period of 'silence' for students to understand the language before they mentally use it. This reduces anxiety and fear of students as to the correctness of language use and they talk only when they feel ready to talk, something that happens during the learning of the mother tongue (Wolfe & Jones, 1982).

The approach of Tomlinson (1998), TPR-Plus (Total Physical Response-plus) is considered as an extension of the TPR. The TPR Plus, as can be derived from the name of English literature, includes the Total Physical Response method of Asher, but which is enriched and enhanced (plus). The TPR Plus as well is a sensory and motor Forming approach, but in a more complex framework. This approach involves the oral instructions of the teacher to the students not only to produce a series of these operations, but goes one step further by inviting students to combine these operations physically and linguistically. As the learning process proceeds the program is enriched with new events and information. Students can engage in physical games, play role playing games, to dramatize a story, etc (Davis & Rinvoluceri, 1995; Tomlinson & Masuhara, 2009). Of course, all this along with directives of the teacher himself, who supervises, coordinates and directs the students of the program.

### **The Proposed Project**

#### **Rationale and Objectives of the Project**

According to current bibliography, the impact of physical games in the integration of students with dyslexia is crucial (Chiappetta, 2012). Also, the TPR plus creative writing and acting in accordance with the bibliography on effective learning of foreign language encompasses a number of advantages, which are not related only to the language development of students in a foreign language, and are beneficial to the development of social, cognitive and post cognitive skills by students.

However, the limited research on the effect of kinetic interdisciplinary and creative activities in the development of dyslexic students in a second / foreign language resulted in conducting this research. More specifically, the present study attempted to investigate the efficacy and potential advantages of implementing a program of teaching English as a foreign language through motor games on primary school students diagnosed with dyslexia.

In addition, posed are the following research questions:

- a) Does the implementation of a program of creative writing and TPR contribute to the development of speech of dyslexic students in a foreign language?
- b) Does the implementation of a program of creative writing and TPR help create incentives for student learning through recreational and constructive learning processes?
- c) Will the implementation of a program of creative writing and TPR for learning English as a foreign language enhance the social interaction of students with dyslexia?
- d) Will the implementation of a program of creative writing and TPR for learning English as a foreign language develop cognitive and post cognitive skills of students with dyslexia?

#### **Implementation Procedures**

The experimental intervention was applied to students of a Greek public elementary school, aiming at the development of dyslexic students in English as a foreign language and to obtain a plurality of individual objectives, through the kinetic interdisciplinary and creative activities. More specifically, students were 12 years and dealt with foregone issues from the course Environmental Studies.

The pleasant learning environment, the effortless learning and fun and entertainment during the intervention were the main objectives of the training. Particular emphasis was given to the interests of students, in particular talents and inclinations and learning styles so as to achieve the

best possible results. Finally, particular emphasis was placed on the development of cooperation and to provide multiple opportunities for learning through a variety of motor activities of free expression, creativity and general activities.

As mentioned earlier the intervention conducted was performed weekly in two hours of instruction with modules based on the course "Environmental Studies " to achieve the interdisciplinary aspect of the intervention with all those positive factors that interdisciplinary aspects involve.

In the first period, the teacher conducted the teaching in the classroom with games suitable for carrying out in the context of a classroom. In the pre - stage, the students were viewing through power point words of the corresponding section visually through the image of the word and through the written form of the word. For example, in the section of the district, for the word bank the image of a bank was shown and underneath appeared the word bank, to achieve phonological awareness.

With the completion of this process, what followed were either creative writing games aimed at consolidating the vocabulary or played songs and which students either sang or viewed videos with very short stories made by both the teacher and either ready ones. Finally, the post - stage was the consolidation of new knowledge in a playful type of consolidation motor activities and creative writing.

In the second period, teaching took place in the gym, which each time was decorated according to the theme of each day. The teacher applied again a program of hourly teaching based, however, on physical interdisciplinary and creative games that aimed at effective and further consolidation of new words from their students. Regarding motor activities, these included games like hopscotch, chase, pantomime, wreaths, dance. Particular attention in the design of the programs for the gym was given by the teacher, so that the activities which would engage the students to give impetus to the development of speech and thus avoid activities that were based on too high speed, since students would give emphasis on speed rather than the development of discourse.

Also, as in every educational, scientific and research intervention as a control group consisting of 10 children of the same age with diagnosed dyslexia was used. The difference was that the control group was taught English as a foreign language through the traditional method. Teaching language! The hours and frequency of courses as well as thematic engagement remained the same.

### **Special Objectives of the Project**

In particular, there were linguistic, cognitive and social - emotional goals, which are:

Linguistic objectives

The dyslexic students / surrogate partners to develop and cultivate skills of spoken and written English as a foreign language, using language as a medium of communication in authentic situations.

### **Cognitive Objectives**

The dyslexic students

a) to learn about the " School", the " Quarter ", the " Days", the "Ages ", the " Weather ", "animals ", the " Fruits and Vegetables ", the " Transport ", "the Land of our country ", the " Tradition ",

the " Sports " as a means of using the English language, following an interdisciplinary approach to the issues to be investigated.

### **Emotional - Social Objectives**

Students with dyslexia:

- a) to use their imagination to achieve their goals.
- b) learn through active play, imitation and songs.
- c) To develop curiosity and diversity.
- d) be familiar with the group and form of collaborative teaching and learning, fostering interaction and relations among students.
- e) to raise awareness on issues of particular thematic interest on topics like 'Animals ', the animals and extinction, "Water" with emphasis on protecting the environment, " Tradition ", the " Fruits and Vegetables " and relate them to their everyday life.

### **Participants**

This experimental intervention involved a sample of 10 students diagnosed with dyslexia. Students enrolled in various primary schools in the prefecture of Larissa and gathered in the municipal gymnasium and classroom of the Association of Omorfochori. It is worth noting that all the children were native Greek language speakers.

The teaching intervention was implemented during the months of June 2013 - October 2013. During these months, the students were taught English as a foreign language with a program based on kinetic interdisciplinary and creative games and activities of creative writing.

### **Evaluation of the Effectiveness and Feasibility of the Project**

In order to evaluate the effect of educational intervention for students with dyslexia and to determine whether the objectives chosen a priori, three methodological tools were used, an initial test (pre-test) before implementation of the intervention ,a record log by the teacher throughout the duration of the intervention, a final test (post - test) after completion of the intervention, while during and at the end of the intervention alternative specific questionnaires for students were employed.

An initial test was distributed to all students in the experimental group and control group before implementing the intervention. The test focused on identifying speaking and writing skills in a foreign language. The final test was distributed to the same students after completion of the experimental intervention. It should be noted and emphasized that the two tools referred to the same skills and that the results were to be collected, to give possible best information on the effectiveness of the intervention (Stocking, 1999). Initially, the teacher showed students a poster showing a district, to which a special effort was made to have the words of all the thematic intervention. The teacher encourages the individual student to identify any words he knows by observing the poster bibliography illustrated and then the student writes the words on a special form which is given by the evaluator. Additionally, the teacher reads some suggestions in the foreign language and invites the student to find and tell the correct answer. Then the student reads an unfinished sentence and is asked freely and creatively to complete the sentence using the foreign language. Finally, the teacher gives some oral instructions to the student in the foreign language and the student is asked to perform the corresponding kinetic activities.

As a research data collection tool that was chosen by the teacher - researcher was a diary which is a very effective tool to assess experimental and educational interventions organized by teachers (Altrichter et al, 1993). The recording of the diary was at the end of each instruction, while the structure was based on " questions to guide reflection journal entries " of Richards & Lockhart (Richards & Lockhart, 1994: 16 -17). It is worth noting that the questions of the diary were based on three areas a) questions related to teaching b) questions related to students and c) a general assessment of teaching.

The last research tool used in this experimental intervention was the interview with the students. The teacher designed and used some basic but important questions for the students. The questions aimed at the evaluation of the program by the students themselves and primarily referred to the extent at which they enjoyed the project, on the knowledge they gained in motor activities involving as well as creative writing activities. The questions which were included in all the interviews conducted were 5 and they were open questions.

**Results of the Project**

Dealing with the results, there was used the full statistic packet SPSS for Windows.

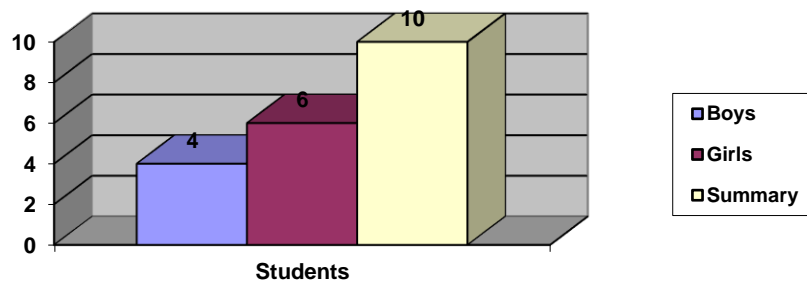
**Profile of the Participants**

In this particular educational project, the sample consisted of 10 students of a primary school of Larissa as an experimental group and other 10 students of primary school as a control group. In the table 1.1 and 1.2, there is the distribution of students by sex and for each group. In fact, the experimental group consisted of 6 girls and 4 boys.

**Table 1.1 Distribution of students by sex (Experimental group)**

Sex	N	Percentage
Male	4	40%
Female	6	60%
Summary	10	100%

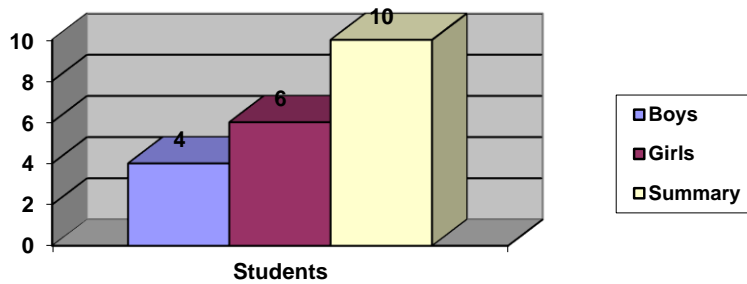
**Participants of the Experimental Group**



**Frame 1.2 Distribution of students by gene (control group)**

Gene	N	Percentage
Male	4	40%
Female	6	60%
Summary	10	100%

**Participants of the Control Group**



**Word Reference**

During the initial activity, the teacher showed the students a poster depicting a neighborhood with all the places that is characterize with and students were asked to mention as many words as they know based on what they observe in the picture and then to record them in the specific forms that were given by the assessor. The following tables present the sets of words for each student, the average for all the class and the average words by gene.

**Table 4.2.1 Summary of the words referred by each student (experimental group)**

Students	Number of words pre-test	Number of words Post test
Student 1	31	46
Student 2	22	48
Student 3	24	44
Student 4	30	39
Student 5	21	52
Student 6	20	47
Student 7	15	43
Student 8	21	48
Student 9	12	45
Student 10	25	44



**Table 4.2.3 Summary of the words referred by each student (control group)**

Students	Number of words Pre-test	Number of words Post test
Student 1	30	26
Student 2	21	32
Student 3	24	29
Student 4	25	34
Student 5	22	35
Student 6	14	29
Student 7	12	28
Student 8	15	33
Student 9	13	28
Student 10	17	49

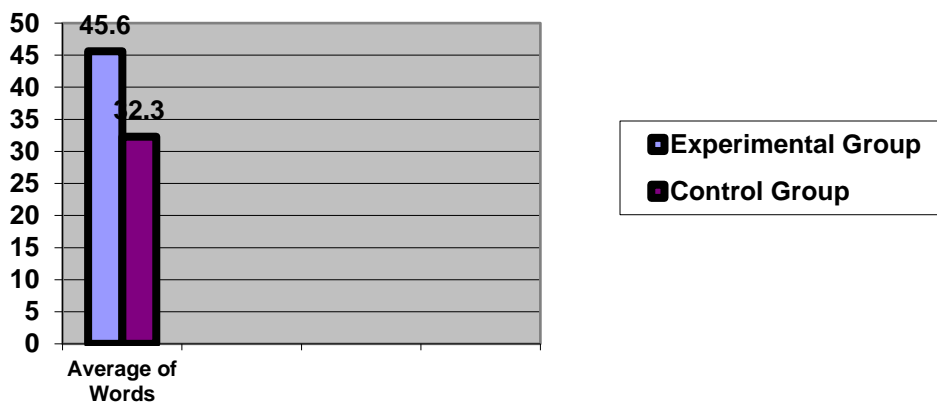
Based on the data of the above tables, there are the results shown in following tables and the chart on the average reference words from the students in the experimental group as well as the control group. Also, there are presented the following short specific tables of data analysis and results of the experimental group and the control group by gene.

**Table 4.2.3 Mean of words of the experimental group**

	Mean scores	Std. Dev.
Words	45,6	3,32

**Table 4.2.4 Mean of words of the control group**

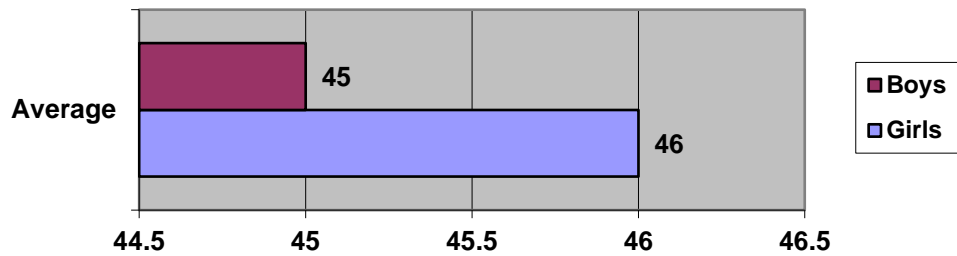
	Mean scores	Std. Dev
Words	32,3	6.22



**Table 4.2.5 Mean and the Std. Deviation of words by gene  
 Experimental group**

Gene	Mean	Std. Dev
Female	46	3,95
Male	45	1,87

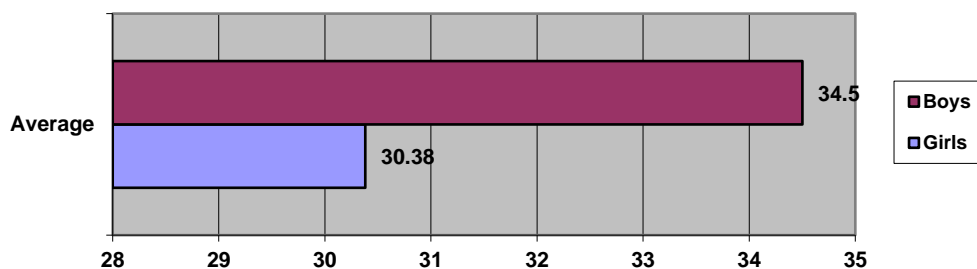
**Average of Words (Experimental Group)**



**Table 4.2.6 Mean and Std. Deviation of words by gene  
 Control Group**

Gene	Mean	Std. Deviation
Female	30,83	3,13
Male	34,5	8,61

**Average of Words (Control Group)**



**Word Spot**

Second activity of the test was the spot of the words from the students. The teacher read the students a sentence in the foreign language and the students were asked to indicate the point phase in which reference is made. The following tables show the mean and standard deviation of students overall.

- (1 = he/she immediately found the answer
- 2 = he/she found the answer with a little thought
- 3 = he/she found the answer with the help of the teacher

4 = he/she did not find the answer)

**4.3.1 Table of Experimental group**

<b>Word Spot</b>		
<b>Students</b>	<b>Pre-test</b>	<b>Post-test</b>
<b>Student 1</b>	<b>3</b>	<b>1</b>
<b>Student 2</b>	<b>4</b>	<b>2</b>
<b>Student 3</b>	<b>3</b>	<b>2</b>
<b>Student 4</b>	<b>4</b>	<b>1</b>
<b>Student 5</b>	<b>2</b>	<b>2</b>
<b>Student 6</b>	<b>3</b>	<b>1</b>
<b>Student 7</b>	<b>3</b>	<b>1</b>
<b>Student 8</b>	<b>3</b>	<b>2</b>
<b>Student 9</b>	<b>3</b>	<b>1</b>
<b>Student 10</b>	<b>2</b>	<b>1</b>

Based on the above data, the results obtained, are shown in the following table on the average word spotting of the students in the experimental group.

**Table 4.3.2 . Mean and Std. Deviation  
 Experimental Group**

<b>Mean and Std. Deviation Pre- &amp; Post- Test</b>			
<b>Mean (Pre-test)</b>	<b>Std. Deviation (Pre test)</b>	<b>Mean (Post-test)</b>	<b>Std. Deviation (Post-test)</b>
3	0,67	1,4	0,516397779

**Table 4.3.3 Control Group**

<b>Control Group</b>		
<b>Students</b>	<b>Pre-test</b>	<b>Post-test</b>
<b>Student 1</b>	<b>3</b>	<b>2</b>
<b>Student 2</b>	<b>3</b>	<b>2</b>
<b>Student 3</b>	<b>4</b>	<b>3</b>
<b>Student 4</b>	<b>3</b>	<b>3</b>
<b>Student 5</b>	<b>2</b>	<b>3</b>
<b>Student 6</b>	<b>4</b>	<b>3</b>
<b>Student 7</b>	<b>3</b>	<b>2</b>
<b>Student 8</b>	<b>4</b>	<b>4</b>
<b>Student 9</b>	<b>3</b>	<b>3</b>
<b>Student 10</b>	<b>2</b>	<b>2</b>

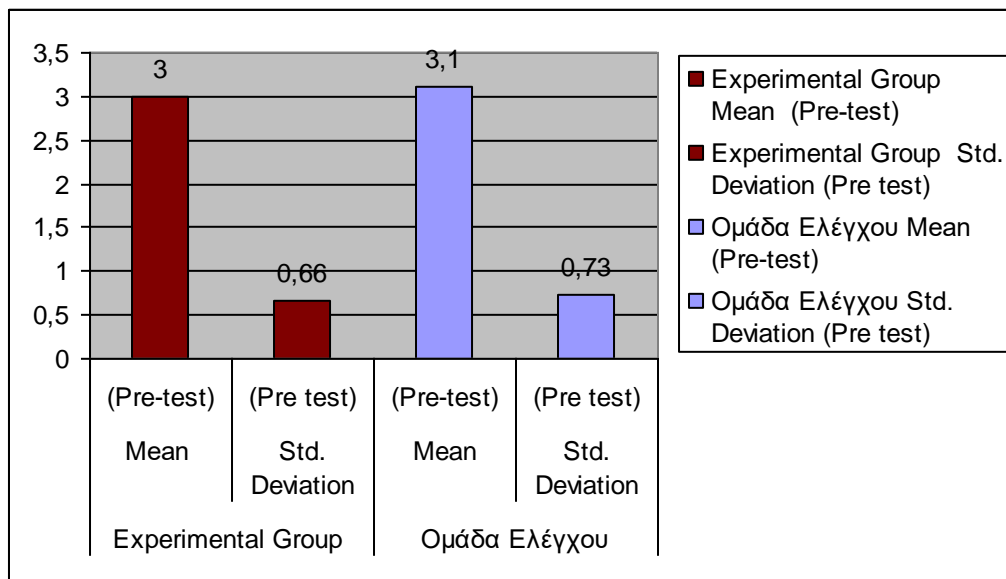
Based on the above data, the results obtained, are shown in the following table on the average word spotting of the students in the control group.

**Table 4.3.4 Mean and Std. Deviation  
 Control Group**

Mean and Std. Deviation Pre- & Post- Test			
Mean (Pre-test)	Mean (Pre-test)	Mean (Pre-test)	Mean (Pre-test)
3,1	0,73	2,7	0,67

**Table 4.3.5 Comparative Analysis pre-tests**

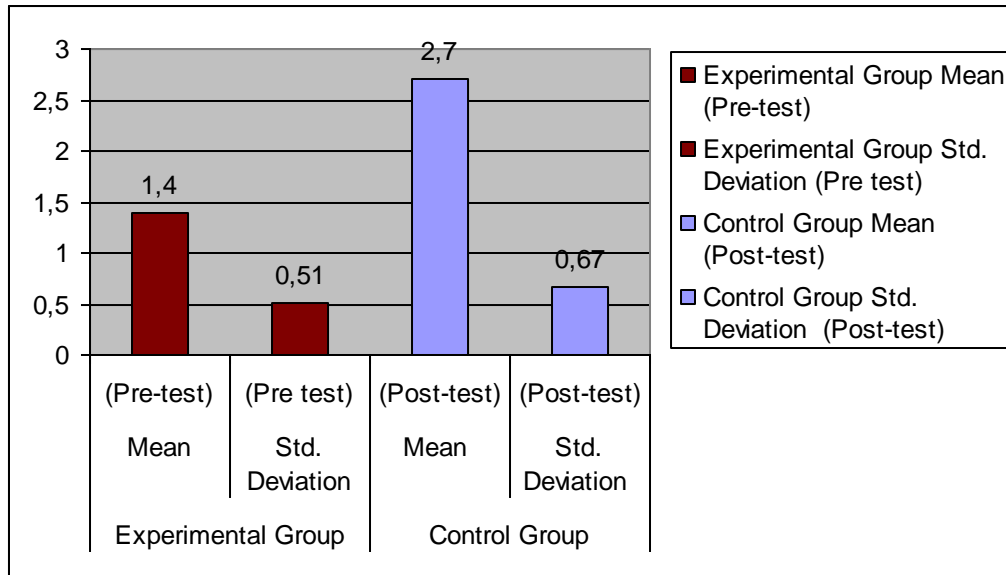
Experimental Group		Ομάδα Ελέγχου	
Mean (Pre-test)	Std. Deviation (Pre test)	Mean (Pre-test)	Std. Deviation (Pre test)
3	0,66	3,1	0,73



Finally, we present a comparative analysis of averages of words spots of the experimental group and the control group from pre-test to post-test.

**Table 4.3.6 Comparative Analysis post-tests**

Experimental Group		Control Group	
Mean (Pre-test)	Std. Deviation (Pre test)	Mean (Post-test)	Std. Deviation (Post-test)
1,4	0,51	2,7	0,67



**Creative Writing**

The third activity was the completion of a sentence in the foreign language (English) by students. The teacher showed a sentence to students in the foreign language and they had to write a possible continuation. The following tables show the average and standard deviation of all students in each group.

(1 = correct completion 2= correct completion with minimal errors 3 = correct completion with a sufficient number of errors 4 = incorrect completion (due to the meaning, many errors etc.).

**Table 4.4.1 Mean and Std. Deviation (total)  
Experimental Group**

Mean (Pre-test)	Std. Deviation (Pre test)	Mean (Post-test)	Std. Deviation (post-test)
3,2	0,79	1,4	0,51

**Table 4.4.2 Mean and Std. Deviation (total)  
Control Group**

Mean (Pre-test)	Std. Deviation (Pre test)	Mean (Post-test)	Std. Deviation (post-test)
3,3	0,48	2,7	0,67

**Follow the “Command”**

In the last activity, the teacher gave the students some verbal instructions in the foreign language and students were invited to follow the mandate and to perform physically and linguistically. The following tables show the average and standard deviation of all students in each group.

**Table. 4.5.1 Mean and Std. Deviation (total)  
 Experimental Group**

Mean (Pre-test)	Std. Deviation (Pre test)	Mean (Post-test)	Std. Deviation (post-test)
3,3	0,67	1,4	0,51

**Table 4.5.2 Mean and Std. Deviation (total)  
 Control Group**

Mean (Pre-test)	Std. Deviation (Pre test)	Mean (Post-test)	Std. Deviation (post-test)
3,6	0,51	2,7	0,67

**Interviews – Questionnaire**

The analysis of data from the student interviews was transcribed from the recordings. Their analysis led to the formation of the categories for each question that are presented below (Table 4.5.1). Note that each student gave more than one answers for each category.

**Table 4.5.1 Percentage of Students’ Answers During the Interview**

Questions	Categories	Percentage
<b>Question 1</b>		
<i>What did you like most?</i>	The occupation with topics of their c routine	80%
	Creative activities (drawings, constructions, posters)	70%
	Activities of Creative writing	80%
	Collaboration with classmates	90%
	Amusing environment	30%
	Projects Presentation	20%
	Role-play games	30%
	Drama play	10%
<b>Question 2</b>		
<i>What was the most difficult thing?</i>	I had not difficulty/ it was easy	30%
	Unknown words	20%
	Searching for information from various sources	20%
	Projects Presentations	10%
	Creative writing activities	20%
	Collaboration with classmates	40%
<b>Questions 3</b>		

<i>What would you like us to change?</i>	I would not like anything to change.	80%
	I don't know/answer	20%
<b>Question 4</b>		
<i>What did you learn in the foreign language that you didn't know?</i>	To write texts in English	50%
	To communicate orally	40%
	New words	70%
<b>Questions 5</b>		
<i>a. Would you like to participate in such a project next year?</i>	Yes	100%
<i>b. Why?</i>	...because I liked the activities of creative writing and expression	80%
	...to learn more things	60%
	...to learn better English	20%
	...to meet and collaborate with classmates	40%

**1st question**

Regarding the first question posed to the students of the teacher /researcher, about what they liked most during the experimental intervention, a large proportion of students (90%) reported the collaboration with their peers in the group, as well as the fact that it dealt with issues of interest to them (80%) and work with creative writing (80%).

**2nd question**

In the second question, the teacher asked students to answer about what they found more difficult. The data obtained show that many students (40 %) found it difficult to work in the team, although the teamwork was something they liked , as demonstrated by their answers to the previous question. Some of the responses to this question were as follows. Some students answered that they had difficulty in something during the project or that it seemed easy, while other students (20 %) reported that they made it difficult for them to complete creative writing activities.

### **3<sup>rd</sup> question**

Concerning the third question, the teacher asked students to answer what they liked to change on the project and the procedures followed. Students for the most part (80%) answered that they would not like to do something different, as they liked the way the project was implemented.

### **4<sup>th</sup> question**

Regarding the fourth question, students were asked about what they think they learned in the foreign language, ie what they can do in English that they could not do before their participation in the project. Students in the majority answered that they learned new vocabulary in a foreign language (70%), while also, 50% of students reported the writing skill development.

### **5<sup>th</sup> question**

In the final question, students were asked to answer whether they would like to participate in the project next year. All students responded positively and enthusiastically to this question, when asked why they wanted to participate again in the project. Students gave a variety of responses, with most (80%) reported the creative writing activities and the acquisition of new knowledge (60%)

### **Conclusion**

It is true, according to the survey results that the intervention was highly successful. Students showed great interest from the beginning to the completion of the intervention. The excitement about the innovative way of working and learning motivated them towards language development both in the classroom and outside the school environment. The issues dealt with by the participants were foregone by the Environmental Studies to be relevant to students and to identify with their skills and interests. In addition, working in groups gave students ample opportunities for interaction and interdependence at work while helping them learn to cooperate and follow democratic procedures in the classroom and demonstrate the importance of learning from those he works with (Krechevsky & Stork, 2000).

Indeed, the learning effect was a collaborative and enjoyable process where students felt comfortable to express their ideas, play, participate and learn. Furthermore, interaction with peers and the encouragement by the educator to the students seemed to help them gain confidence and desire to learn a foreign language. Besides, the games as a means of learning was something new for them. The teacher / researcher tried to create a learning environment that gives many stimuli to children, creates opportunities for each student separately, taking into account the inclinations and interests of students, the pace and speed of assimilation of matter and of course all these have helped in the success of the intervention.

During the intervention many teaching aids and teaching techniques were used with the aim of multisensory learning and the cultivation of creative thinking of students in a friendly, safe and playful environment. More specifically, the use of multimedia in every meeting as well as the encouragement of pupils for participation in experiential type activities was a new experience for them in the classroom while learning English as a foreign language. Role-playing games, activities creative writing, paintings, collages, computer use reinforced the linguistic development of students, their social skills, their autonomy and their capacity for lifelong learning.



Additionally, with the analysis of the results a significant improvement of students in the experimental group was noticed. More specifically, it became apparent that students in the experimental group who participated in this creative and psychomotor training program showed bigger and better results than students in the control group. Besides of course, of the positive cognitive effects, students in the experimental group showed a clear preference, pleasure and satisfaction throughout the educational intervention, as stated in the answers to a questionnaire which was distributed to students. Thus, it becomes apparent that the teaching process in conjunction with the game and not based on traditional teaching methods help dyslexic students and push them towards learning a foreign language.

The bibliography supports that the implementation of interventions based on games (creative writing and motor ones) for learning English as a foreign language enhances the development of skills in the foreign language, as significant improvements in all four skill areas are presented. Specifically, studies have demonstrated that learning based on movement and creativity lead to significant development of communicative skills of students both verbally and in writing. Regarding the first research question of this research study on whether the motor activities and creative writing activities contribute to the development of speech of dyslexic students in the foreign language, the survey results are very encouraging and show a significant apparent increase in the level of the students in English language and it also shows the post-control. Also, regarding whether the motor activities and creative writing activities help create incentives for students' learning through recreational and constructive learning processes, it can be argued that motor games, activities of creative writing in conjunction with the theme of the Study environment gave plethora of motives to students to learn and participate. Besides, the game, the students can learn effortlessly and spontaneously. Furthermore, on the question of whether implementing a program based on motor activities and creative writing activities for learning English as a foreign language will enhance the social interaction of students with dyslexia, it is evident with the recordings made that students have developed at large their social and communication skills as well as skills of mutual respect, mutual aid and the idea of totality and the team ! Finally, with regard to the question whether implementing a program based on motor activities and creative writing activities for learning English as a foreign language will develop cognitive and post cognitive skills of students with dyslexia, before despite the fact that it was quite a demanding piece with very careful and substantial involvement and effort by the teacher, the students through the results seemed to have developed their cognitive skills as well as by the recording rewards to the development of post cognitive skills were observed and students learned how to learn and what to learn.

Regarding the results of the initial and final test it is worth to emphasize that the intervention helped students / surrogate partners improve in all four areas of language skills in the foreign language skills and of special interest is the fact that all students showed improvement. Meanwhile, according to the analysis of diary records, during the intervention there was an attempt to develop the language skills of students , which was successful since participants were able to read sentences, to understand the spoken word, to produce their own their oral and written piece and of course it was confirmed that through the implementation of a project by motor and creative games and activities creative writing in the foreign language students have the opportunity to understand the language by using it in circumstances with "meaning" and to conquer simultaneously by learning the language, language skills and its content (Huyen, 2003).

The analysis of diary records suggests that participants entertained themselves while learning, and participated in experiential and playful activities and were given opportunities for creative work. Also, it is particularly important that students understand how they can use the talents they have to produce their own work and gain knowledge and learning effortlessly. So it could be argued that the multisensory learning achieved its goal (Favorini et al., 2011, 2012)

Interviews with students confirmed once again that students enjoyed the procedure and managed to learn a foreign language. They stressed that ultimately the learning of the English language is a very easy and fun trip as long as boring methods are not applied. Of course, the higher interest, the enthusiasm and appetite of all students facilitated the smooth flow of the intervention and of course its success.

The citation notes that the kinetic activities (Sorensen, 2007) and creative writing activities (Kotopoulos, 2013) help the students greatly and the findings of this research confirm and reinforce this view since the implementation of psychomotor interdisciplinary and creative projects even helped students with dyslexia to learn a foreign language, let alone the English language which is considered particularly difficult.

More specifically, as shown by the data analyzed a playful project which was based on the interests and needs of students led to growing inquiry skills while helping students to enhance their cognitive and post cognitive skills and to develop their learning strategies. As it is apparent from the diary records the participants during the meeting for the project learned to present the information, develop their critical capacity and use the spoken and written word in English as a foreign language. Still, it was observed that gradually students developed their curiosity and learned to plan learning actions.

Creativity and interdisciplinary approaches in accordance with the literature help the student to process and express themselves freely on various issues (Cone et al, 1998; Tzifas, 2006). By analyzing the results it became very apparent that student's creative thinking of s developed through all the interactive and creative activities designed by the teacher (Nichols, 1994). Also, the contact with a variety of topics and foregone everyday issues from dyslexics brought us closer to the students' knowledge, active participation, autonomous and collaborative learning in general, it is worth mentioning that it created and coined other trends in children (Ginsburg, 2007). During the first meetings with the students they seemed hesitant and uncooperative to each other, however, it evolved into a highly successful collaboration and a path.

Finally, it is noted that the implementation of a psychomotor interdisciplinary and creative intervention in the classroom while learning English as a foreign language for students with dyslexia is a time consuming process for their education, as it entails the detailed planning of activities in terms of their continuous guidance and support towards their students. The provided number of stimuli for opportunities for learning, finding the appropriate materials and supporting in the search and processing of material for the project by the participants themselves are prerequisites for the successful implementation of the method (Beane, 2009).

Summarising it is useful to mention that it would be good to implement more programs that help students with dyslexia. This requires a lot of hard work by teachers, but could be applied to various programs such as the role of board games in the language development of students, music and language development as well so students, coming into contact with a variety of methods that will be able to develop language, cognitively and socially. Of course an important

limitation is the number of students and the diversity in the appearance of different types of dyslexia. However, any interference can work constructively and helpfully towards students.

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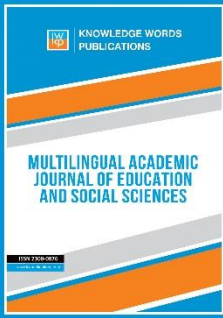
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## Teaching Mathematics in Inclusion Units of Primary Schools in Greece: Educational Perspectives

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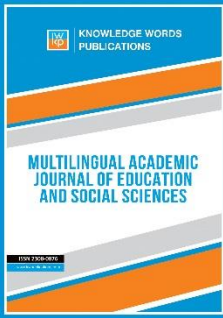
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## Teaching Mathematics in Inclusion Units of Primary Schools in Greece: Educational Perspectives

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### Abstract

The way Inclusion Unit teachers work in Greece does not depend only on their informed decisions about students' needs but on structural and organizational issues as well. The aim of this study was to explore how Inclusion Unit teachers organize students' groups during mathematics teaching. We tried to identify which students are taught mathematics in Inclusion Units, what are taught and how. Twenty teachers who worked at twenty Inclusion Units from different socio-economic areas of a big city in northern Greece were interviewed using semi structured open ended questions. The qualitative analysis revealed that students' needs as well as teacher's time and organizational issues were important factors that influenced mathematics teaching. The findings of this study highlight the need for school changes and reforms.

**Keywords:** Inclusion, Mathematics, Special Education, Inclusion Units.

### Introduction

Although there is a collection of many individual successful stories of special education instructions (Abbott et al, 1999) meta-analytic research revealed only small or even negative effects associated with learning outcomes of students participating in special education (Cook et al, 2003). Special education research has focused on evaluating children's characteristics and describing their educational achievement (Yang et al, 2005; Gersten et al, 2000). Plake (2008) has questioned the wisdom of standard testing and has suggested the development of alternative performance level descriptors with major consequences for students, teachers, curricula and educational policy (Elliott, et al, 2008).

Teaching mathematics in the field of special education is an issue that has been researched in an "inward" perspective examining students' learning of distinct special educational needs. Researchers have sought for the most effective method for children with similar needs or with similar difficulties. They have tried to identify evidence- based interventions and instructional procedures that could be implemented with specific groups of students as distinct categories of learners (Burns & Ysseldyke, 2009). This is a Bottom-Up perspective based heavily on behaviorism which places emphasis on individual needs. Controversies over what to teach (curricula) and how to teach (instruction) are at the core of the "math wars" and are analogous to phonics vs whole word reading debate (Kelley et al, 2008). According to Burns (2005) explicit teacher centered

instruction based on factual and strategic knowledge limits the conceptual thinking of students. The resulting belief is that teachers should let students discover mathematics problems and invent their solutions. Instructional materials should be everyday items such as paper clips, blocks, calculators rather than textbooks, worksheets and pencils. Opponents of the student-centered approach value the explicit and specific skill instruction and they support the implementation of teacher centered techniques with clear teaching objectives and specific instructional sequence (Fuchs et al, 2002; Hudson & Miller, 2006). Explicit teaching on algorithm is thought to be necessary and learning basic/prior knowledge is seen as a prerequisite for solving more complex problems (Howell & Nolet, 2000).

However teaching and learning in classrooms do not happen in a neutral sphere but within a context that influences both teaching and learning (Weinner, 1992). This is a Top-Down perspective based on constructivism which places individuals within specific contexts. Teaching is considered not as the outcome of informed decisions about children's needs fulfillment but depends on various structural factors as well (Malouf, 2005). How mathematics is taught in Inclusion Units in Greece does not depend only on students' needs and teachers' will but on organizational issues as well.

The aim of the study is to follow an "outward" perspective and explore mathematics teaching in Inclusion Units in primary schools in Greece. Our aim is to identify which students are taught mathematics in Inclusion Units, how they are taught and what they are taught. Our effort is not to reveal the different instructional procedures or interventions teachers use but to identify how teachers organize their study groups.

### **Setting the Scene**

Inclusion Units were established in Greek schools in 2000 and replaced the former Special Classes where students withdrew for some intensive instruction. According to educational legislation each child can attend the neighborhood school no matter what type of difficulty s/he has. However each school does not have an Inclusion Unit. Schools can establish an Inclusion Unit as long as there are registered students with a statement -diagnosis and they ask for a Special Education teacher.

Teachers who work at Inclusion Units are mainstream teachers with some extra qualifications in special education. They usually hold a diploma in Special Education and few have a Masters or a PhD in the field. Their teaching hours vary between 20-24 hours per week depending on their teaching experience; the newly appointed teachers teach 24 hours while the oldest colleagues teach 20 hours. There is only one Inclusion teacher appointed for one School. Fifty percent of the total population of students who attend the Inclusion Units are children with learning difficulties (Zoniou-Sideri, 2005). The other 50% of children have various disabilities. Students usually attend the mainstream class and they withdraw to the Inclusion Unit every day for one or more hours but they cannot exceed their attendance of 15 hours per week. While the students are at the Inclusion Unit their classmates follow their timetable. The way Inclusion Units function in the Greek educational system has not been discussed in the literature and this study gives us the opportunity to reveal some every day practices that can update the dialogue about necessary school reforms.

**Method**

Twenty teachers who worked at 20 Inclusion Units from different socio-economic areas in the city of Thessaloniki at the northern part of Greece were chosen randomly and interviewed using semi structured open ended questions. The interviews took place in the Inclusion Units and lasted from 30-50 minutes each one. They were tape-recorded and transcribed. The analysis of their responses was based on Grounded theory and the constant comparative method (Strauss & Corbin, 1990). Data was sorted into various categories trying to find similarities and differences with open coding. Then the properties of the categories were dimensionalised. Following axial coding the data was put back in new ways in terms of conditions, context, interactional strategies and consequences of these strategies in order to enhance theoretical sensitivity. As a third basic step of the procedure, selective coding was used in order to choose a core category and integrate the other categories in an analytic way. The analysis of the interviews stopped when we reached the “saturation point”. Journal notes of the interviewer as well as lists of registered students and teachers’ timetables were used as a way of triangulating the data.

One limitation of the study is the relative limited number of teachers’ sample. However, this study is a “snapshot” of how Inclusion Unit teachers teach mathematics at the particular time and place. This study makes implications for future research and highlights the need to discuss with practitioners in order to implement changes at schools. Another limitation might be the self-reported nature of answers which presents the possibility of receiving socially and educationally desirable answers. In order to reduce this possibility we used as a part of the triangulation procedure the Inclusion Unit timetable and the list of registered students so that we were able to cross check teachers’ answers. It might be interesting to replicate this study after some years and to examine whether there are any changes in teaching mathematics in Inclusion Units. Future research could also incorporate observational techniques as well.

**Results & Discussion**

**Who is taught: The profile of students taught mathematics in Inclusion Units & Assessment Implications**

Twenty Inclusion Units took part in the study where 180 students from Grade 1 to Grade 6 were registered. Almost half of the registered students (92 out of 180) attended mathematics at the Inclusion Unit. Only half of them (40 out of 92) had statements mentioning some difficulty in mathematics. It is interesting the fact that from the 92 children who attended mathematics at Inclusion Unit the ratio between male to female students is almost 1:1 and not 4:1 that is reported in the international bibliography.

**Table 1.** Number of students attending mathematics in Inclusion Units with and without statements

Total Number of students attending the Inclusion Units	
180	
Total Number of students attending mathematics in Inclusion Units	
92	
Statements with reference to mathematics	Statements without reference to mathematics
40	52



Half of the students who attended mathematics in Inclusion Units had statements that did not mention anything about difficulties in mathematics. This fact reveals that teachers and the committees of the diagnosis centers have different views. At this point dual interpretations could be made. On one hand someone could deduce that the committees of the diagnosis centers are right and teachers withdraw students from their mainstream class that should not. Teachers may overuse students' withdrawal at Inclusion Unit for various reasons and interests. On the other hand someone could deduce that teachers are right because some diagnostic centers may not use assessments in mathematics and thus statements do not mention difficulties in mathematics.

Teachers of the study reported that statements from different public diagnosis centers did not make any reference to mathematic skills:

*"There is not a single diagnosis mentioning difficulties in mathematics. However half of the children (who have a statement and were advised to attend an Inclusion Unit) have difficulties in mathematics"*

The reasons why difficulties in mathematics escape from statementing procedure reported by teachers are: a) the limited time of assessment procedure and b) the different level of perceived necessity between literacy and numeracy.

*"The statements, almost all of them did not say anything about mathematics. Probably the children were not examined or assessed in mathematics. I worked for two years at a Center for Diagnosis and when I made the child's assessment, I put an emphasis on the literacy and not on mathematics. It is the same as with other different status subjects. For example, we say that the Religion subject is less important than literacy. It is the same for the mathematics subject compared to reading. Since literacy is the most functional part of communication thus we assessed only literacy and we did not examine mathematics"*

Teachers do not feel that the statements help them in their work. When statements mention difficulties in mathematics they make a general, vague comment on mathematics.

*"Some statements make a short comment about mathematics. For example they say that the child has difficulties in mathematics and nothing more. The statements just confine to the label, to give the child a label and nothing else"*

*"Statements say that the child has Down syndrome or that the child has mental retardation. They do not explain anything about mathematics"*

Statements usually mention only what the children can not do. They underline children's disabilities and rarely mention what the children can accomplish.

*"Statements say that children do not have time perception or visual memory, he cannot do this, she cannot do that..."*

The statements are based on a check of the algorithm of the additions, subtractions, multiplications and divisions. They follow a mechanical view of mathematics focusing on number and arithmetic and not a functional level assessing geometry and measurement.

*"the statement says that the child cannot make additions or multiplications or she has difficulties in divisions"*

*"statements are written within two, three or lines and they do not give us any useful information. Even the longer statements do not give us a clue, at least in my case, how to work and what to do. I have to make an analysis of the children's problem I on my own"*

Even when statements mention difficulties in mathematics teachers themselves should assess each child in order to realize what the difficulties are. One aspect of their role is to make

informal testing and assessments. Each teacher uses his/her assessment tests which are personal and have different contents according to what the teacher thinks that the child should have already known. The domains of mathematics that are assessed create on the one hand representations of the “official knowledge” (what students ought to have learnt) and on the other hand they create the specific type of difficulty compared to this “official knowledge”.

*“It is November and I am still occupied with children’s assessment on literacy and mathematics. It takes me a lot of time to assess them and make a decision which activity and which exercise to choose to assess and which not to pick”*

Although teachers highlight the fact that statements usually do not mention anything about mathematics they report that they also devote less time in teaching mathematics because they feel that reading should be taught first.

*“the main goal is to teach literacy and later on you work on mathematics”*

*“Society makes me teach literacy more hours than mathematics because children should learn how to communicate”*

*“the truth is that I do not devote some much time to mathematics because the time is limited and when there are many problems with reading we work more on it”*

Since literacy is considered more important than numeracy, assessment procedures as well as teaching follow the saying “first things first” which is interpreted “teach literacy first and numeracy afterwards”. This fact presupposes that there is a linear development of abilities and skills.

In many cases children were the permanent attendants of Inclusion Units because there was no official re-assessment from the diagnostic center. Usually children are re-assessed after Grade 6 before they register at High School.

*“When I first saw the child I was wondering “what is he doing here (at Inclusion Unit)? What is his diagnosis?” “His diagnosis was learning difficulties when he was Grade 3 and now he is Grade 6 and there hasn’t been any recent statement. Now the only thing he needs is some practice, only this”*

### **How it is Taught: Teaching of Mathematics in Inclusion Units**

There was not a single case of a child that was taught only mathematics in Inclusion Units in this study. Children usually were taught both mathematics and literacy. The time of withdrawal at Inclusion Unit was differentiated according to the age of the children and their needs as well as the school timetable. The co-teaching of mainstream teacher and the inclusion unit teacher was something difficult to achieve within mainstream classrooms because of limited time. Co-teaching happened only occasionally (2-3 times a year) at very few schools mainly for Grade 1 and grade 2 when the Inclusion teacher wanted to see how the child interacts with others.

How mathematics was taught was a quite complicating issue and depended on the context and the number of students. It could take the following modes:

- 1) 45 minutes teaching mathematics as an autonomous lesson
- 2) The 45 minute lesson is divided in 25 minutes teaching mathematics and 20 minutes teaching literacy as separate lessons
- 3) During the 45 minutes lesson the teacher uses a project (cross thematically integrated lesson) and mathematics is taught as an activity within the project.

It is interesting to note that even the same teacher could use different modes of teaching mathematics in a lesson of 45 minutes for the same child.

Children were taught either individually or in groups.

- 1) Individually, the child stayed at the Inclusion Unit with the teacher for an individual one-to-one lesson for 45 minutes.
- 2) Two children of the same level (not the same age, not the same Grade) were taught the same or similar activities in mathematics. For example a 7 year old child of Grade 2 could be taught together with a 12 year old child of Grade 6.
- 3) Two students of different level (different age or different Grade) and different statements were grouped together because of limited time. The possibilities were:
  - a. Each child did his/her own mathematics activities and the teacher tried to help each one when s/he needed it for the whole lesson of 45 minutes
  - b. The lesson was divided in 22 & 22 minutes so half of the lesson the teacher was working with the one child and the other child was doing some drill and practice on the computer
  - c. One child was doing literacy activities and the other child was doing pen and pencil exercises in mathematics
- 4) There was a group of three students at the Inclusion Unit but the one student was working on the computer or was just present and the other two students worked as it was described above. The presence of the child within the group of two was a way of letting the mainstream class work without disturbances.

The above different modes of organisation might co-exist in the same Inclusion Unit by the same teacher. Teacher's decision depends on the how well each child can function with the presence of another child in behavioral and cognitive level as well as the teachers' working hours. The important factors are:

- whether children can cooperate or can just be compatible cases that cannot cause disturbances to one another
- whether children are at the same level so that the same teaching can be effective for all
- the number of children requiring withdrawal at the Inclusion Unit and the types of their difficulty
- teacher's working hours

Many times grouping children was used as a trick in order to have another child to interact with and create a more joyful learning situation. According to social constructivism learning is an active social process that learners construct meaning from interactions with others and thus classroom community is highlighted.

Teaching mathematics took different modes and this could be quite challenging. However the most decisive factors for mathematics teaching seem to be both child's needs but teacher's time as well. If a child attends a school and a few children require teaching at the Inclusion Unit it means that the teachers' working hours (20 -25 hours per week) will be divided to the number of the children. If the same child attends another school with fewer children that require teaching at the Inclusion Unit she/he should stay more hours at the Inclusion Unit.

### **What is Taught: Students' needs and Teacher Role**

The role of the inclusion Unit teacher during the mathematics lesson is diverse depending on the child. We created a typology of children with disabilities and learning difficulties but this

does not mean that the first is more important than the other and in no case we mean that they are homogeneous groups of people. However, school life and everyday teaching practice created the following categories.

a) Students with disabilities

If the children have severe disabilities they are withdrawn from their mainstream class while their peers do mathematics. In this case teaching mathematics is a main role of the Inclusion Unit teacher and s/he is quite autonomous to what and how s/he teaches. Actually the teacher delivers a Curriculum that has nothing to do with the Grade Curriculum. Students with disabilities are usually taught the number sense, time line, and algorithms of additions and subtractions. Greek teachers usually use the phrase “we learn” implying the common, shared effort towards learning.

“We learn the numbers, the number sense and the number line. We use real objects for counting. Some use their fingers and they can make additions and subtractions up to twenty. But not multiplication and division”

At higher grades students usually learn how to use the calculator and try to solve simple problems of real life. For example, handling money or telling time.

*“She is at Grade 6, her diagnosis says mental retardation. I cannot understand how she can solve something with hundreds and if I ask her a subtraction up to twenty she sometimes cannot find it. However now she can use the calculator when we try to solve problems. She can solve simple problems but after some discussion”*

Teachers try to connect mathematics with real life using games, role playing and every day apparatus. They are quite flexible to what and how they teach. They have the time to get to know with each student and realize where exactly their difficulty is. They can follow the students’ pace and work step by step. This creates a lot of responsibilities and stress because they feel that they are responsible for the things the children should or should not learn.

*“My main agony is if I make the right decisions and if I choose what has really meaning for the life of this child. The burden of the responsibility is only on my back”*

*“I feel insecure, where and how to start and how to proceed”.*

How each school responds to different children with the same disability is quite versatile. The disability per se can not imply what the child can achieve at mathematics over the years. For example a child with Down syndrome can solve additions.

*“She can solve simple additions up to 100”*

Another child with Down syndrome at another school can solve simple multiplications and divisions.

*“this child can solve simple one digit multiplication facts and few one digit division facts”*

A third child with Down syndrome at a third school was not taught mathematics at all because the teacher said that his state was quite difficult.

*“We decided not to work on mathematics because M. was not mature. I had to finish teaching basic literacy so that she could understand my directions and now we should start mathematics”*

The same happens with children that are in the Autism Spectrum. Some children manage to follow their mainstream text book but other children not. The most basic problem is children’s negativity towards mathematics. All the teachers mentioned that planning teaching in advance is difficult to achieve because students reactions to the mathematics activities cannot be

foreseen. Teachers should be reflective and ready to take advantage of the situation and student's mood in order to make mathematics meaningful for the children.

b) Students with learning difficulties

Students with learning difficulties usually stay during their mathematics lesson in their mainstream class. They attend the Inclusion Unit one or two hours per week when their peers do Religion, Citizenship or Nature lessons. Teachers' role in this case is supportive and they follow the mainstream class curriculum. Teachers usually say that these students want some more practice at algorithms

*"He comes only for some practice"*

*"As far as mathematics is concerned his problems are not with the understanding but with practice and he comes here in order to practice more"*

*"He finds difficult to do the algorithms, mainly at subtractions and he does additions right occasionally"*

*"There are children at higher grades that have the same difficulties as children of younger age at lower grades but at a different level. For example at Grade 4 or 5 children have difficulties with additions and subtractions of multi-digit numbers while children at Grade 1 or 2 have difficulties with additions and subtractions of two digit numbers. The difficulty at algorithms is something vague. Even if it sounds the same problem it is not the same. "One can achieve to solve additions within decade but when tries to do the same with three digit numbers he cannot do this"*

*"They have difficulties with memorizing the multiplication tables: "*

*"There are difficulties at the understanding of problems. Even at a very simple problem of two lines when he reads it he cannot get the meaning and if I read the problem he could understand it and he could find the correct fact at least the one and some time he could find the correct result"*

## Conclusions

Half of the students who are taught mathematics in Inclusion Units do not have a reported difficulty in mathematics in their statements. Despite the reference of mathematics at the definitions of learning difficulties, statements seem to ignore or underestimate mathematics. In the literature there are some studies reporting that Diagnosis committees often make questionable accommodations for students with special educational needs based on cost effective solutions (Gibson et al, 2004). On the other hand there is some research that has reported in practices that a number of factors weaken the connection between student's assessment and delivery of accommodation on assessment (Shriner & DeStefano, 2003).

The term learning difficulties on statements is used as a synonym to reading difficulties. Statements seem to mirror the overrepresentation of literacy compared to numeracy in research publications and may reflect the more important societal concern with literacy rather than numeracy. Similarly teaching and statementing seem to follow a mechanical view of mathematics and put less emphasis on geometry and measurement compared to algebra and algorithms. Dowker (2005) admitted that it is risky to assume that a child does not understand mathematics because he/she performs poorly at some calculation facts.

The results of this study revealed that students usually tend to stay in Inclusion Units until they graduate primary school because there is no re-assessment. Longitudinal studies reveal that

(Geary et al, 2000) mathematics difficulties are not stable over time for the same children and identified some children who showed difficulties on a standardized test in first grade but not in second grade. An explanation could be that either these children manage to keep up with the others and outgrew their difficulties or the children were initially misidentified as having a difficulty.

Students with disabilities do not attend mathematics in their mainstream classrooms and are taught an autonomous curriculum in Inclusion Units. Students with learning difficulties attend mathematics at their mainstream classroom and at Inclusion Unit they make more practice to the Curriculum of their grade. There are different modes of grouping students which depend on students' needs and teacher's teaching time as well. However, more research should examine whether teachers' decisions are based only on the category of disability and are not differentiated and individualized (Sireci et al, 2003).

Teachers' responses reveal that teachers place emphasis on rote learning, mastery of math facts and algorithms, rather problem solving and reasoning (Swanson, Hoskyn & Lee, 1999). Didactic teaching and rote instruction fail to make students achieve a sufficient conceptual understanding of the core concepts that underline the algorithms (Baroody & Hume, 1991). The technological advances and the everyday use of devices that can make computations fast and easily for the people question the usefulness of these pen and pencil drills and practices of operations. In other words teachers focus too much on technical issues and do not focus on the core of reasoning. They devote a lot of time trying to make students memorise facts and multiplication tables that students should not need since they can use a calculator or the mobile phone. We have to reconsider what students need to know in an era full of computing devices (Goldman, Hasselbring et al, 1997). Spending so much time on computational drill and practice may not be beneficial for students facing difficulties within the procedure but not with the reasoning. Replacing extensive pen and pencil practice with the thoughtful use of calculators could be beneficiary for the children (Woodward & Montague, 2002; Woodward et al, 1999). We should move from hand-computation practice to sense making in mathematics.

One constraint that came up in all interviews was the limited instruction time. Due to time restrictions teachers had to divide their time to both literacy and mathematics and this division worked in favor of literacy. However the time we devote to a subject influences what, how much and how long we teach certain concepts. Time constraints should make us examine carefully two issues. First we should dare ask what we want students to learn and how can we implement this. Second we should dare reform education placing students' needs at the center and appoint as many teachers as are necessary.

There is need to reform education and try to re-organise teaching. The students should be in the center of educational process (Covington, 1992) and their needs should be addressed without thinking for example, how many school children there are and how much time the teacher can divide to the students. Children need teaching time not teaching that remains after calculating and dividing teaching time. School teachers should decide how many hours each child needs special teaching and then there should be the appropriate allocation of the number of the teachers.

A critical challenge for future research is to focus on developing principles and concepts that permit the accumulation of more cohesive and conclusive body of research. Action research in different settings could provide working hypotheses and ideas that can be tested and

evaluated in practice. We hope that this study will be helpful to practitioners because a common practice of teaching mathematics in Inclusion Units is revealed. The findings will be of some value to policy makers in order to reorganize schooling and make necessary reforms.

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# MULTILINGUAL ACADEMIC JOURNAL OF EDUCATION AND SOCIAL SCIENCES



## Pedagogical Practices of Critical Media Literacy

### Παιδαγωγικές Πρακτικές Κριτικού Γραμματισμού στα Μέσα

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#### Abstract

Literacy practices are changing rapidly in daily life because of media. Consequently, there is an urgency for educational changes, in order the requirements for the new communication skills to be fulfilled and a critical awareness of media to be developed. This means that not only is media literacy a necessity in educational settings, but also it has to be critical. However, any update of the curriculum on the basis of critical literacy pedagogy has effect on the teaching practices. The aim of this paper was, after mentioning and analyzing the applied teaching practices of critical media literacy in different educational settings of developed countries, to provide suggestions of implementing critical media literacy in the Greek educational system.

**Keywords:** Critical Media Literacy, Teaching Practices.

#### Εισαγωγή

Η συνεχής εξέλιξη των μέσων επικοινωνίας και των γλωσσών τους φαίνεται ότι καθιστά αναχρονιστικές τις παραδοσιακές προσεγγίσεις της παιδαγωγικής, των προγραμμάτων σπουδών και των διδακτικών μεθόδων (Kellner & Share, 2007; Daniels, 2012), ακόμα και τον ορισμό της εγγραμματοσύνης σε μια κοινωνία πολυμέσων (Miller, 2007). Σε κάθε οραματισμό για τα μελλοντικά προγράμματα σπουδών θα πρέπει να ληφθεί υπόψη η σημαντική στροφή στον τρόπο επικοινωνίας των ανθρώπων –ειδικότερα των νέων– μέσω εικονικών αλληλεπιδραστικών εργαλείων (Doering, Beach, & O' Brien, 2007). Οι δυνατότητες και οι απαιτήσεις των νέων κειμένων επιβάλλουν την ανάγκη παιδαγωγικής αλλαγής, ώστε ο γραμματισμός στα μέσα και τα νέα κείμενα να «νομιμοποιηθούν» παιδαγωγικά και να τύχουν της ίδιας προσοχής στο σχολικό περιβάλλον όπως τα παραδοσιακά έντυπα (Hansford & Adlington, 2008; Flores-Koulis, Deal, Losinger, McCarthy, & Rosebrugh, 2011). Επιπλέον, ο γραμματισμός στα μέσα θα πρέπει να θεωρηθεί όχι ως μια σειρά από αποπλαισιωμένες επιμέρους δεξιότητες αλλά ως απολύτως πλαισιωμένη «*αναδυόμενη πράξη συνειδητοποίησης και αντίστασης*» (Giroux, 1993, σ. 367). Έτσι, έχει σημασία όχι μόνο η εξοικείωση των

διδασκομένων με τον κειμενικό λόγο από ένα ευρύ φάσμα μέσων αλλά και η κριτική ερμηνεία των διαφόρων σημειωτικών συστημάτων (Kalantzis & Cope, 2001). Βέβαια, μία αναδιαμόρφωση των προγραμμάτων με γνώμονα την παιδαγωγική του κριτικού γραμματισμού σηματοδοτεί διαφοροποιήσεις στις ισχύουσες διδακτικές πρακτικές. Οι πρακτικές αφορούν στο «πώς» της διδασκαλίας, το οποίο δημιουργεί τα περισσότερα ερωτήματα και δυσκολίες, προκειμένου να υλοποιηθεί το «τι» της διδασκαλίας, οι αρχές δηλαδή του κριτικού γραμματισμού στα μέσα.

Στην παρούσα μελέτη εστιάζουμε ακριβώς στην παιδαγωγική υλοποίηση του κριτικού γραμματισμού στα μέσα (critical media literacy), κάνοντας ανασκόπηση στη διεθνή βιβλιογραφία για τις παιδαγωγικές πρακτικές που εφαρμόζονται στο πλαίσιο ποικίλων εκπαιδευτικών περιβαλλόντων δυτικών κοινωνιών. Στο πρώτο μέρος της μελέτης προσδιορίζουμε τις βασικές έννοιες. Στη συνέχεια, καταγράφουμε εφαρμοσμένες παιδαγωγικές πρακτικές σε εκπαιδευτικά περιβάλλοντα κριτικού γραμματισμού στα μέσα, όπως αυτές παρουσιάζονται στη διεθνή βιβλιογραφία. Τέλος, επιχειρούμε μέσα από ανάλυση των δεδομένων μας να κωδικοποιήσουμε τα χαρακτηριστικά των εφαρμογών συνηγορώντας υπέρ της ενσωμάτωσης του κριτικού γραμματισμού στα μέσα στην ελληνική εκπαίδευση, όπου αν και έγινε το πρώτο βήμα στο πρόγραμμα σπουδών της Α' Λυκείου (Κουτσογιάννης, Ντίνας, & Χατζησαββίδης, 2011), δεν έχει βρει συνέχεια.

## Ορισμοί

Σύμφωνα με τον Buckingham (2003), ο όρος «μέσα» περιλαμβάνει το σύνολο των σύγχρονων μορφών επικοινωνίας: τηλεόραση, κινηματογράφος, βίντεο, ραδιόφωνο, διαφήμιση, φωτογραφία, εφημερίδα, περιοδικό, μουσική, ηλεκτρονικό παιχνίδι, διαδίκτυο. Τα κείμενα των μέσων είναι τα προγράμματα, οι ταινίες, οι εικόνες, οι ιστοσελίδες κ.λπ., που μεταφέρονται στους τελικούς αποδέκτες μέσω των ποικίλων μορφών επικοινωνίας. Σε κάθε περίπτωση τα μέσα χρησιμοποιούνται για να γίνει η επικοινωνία έμμεσα και όχι απευθείας, όπως θα γινόταν σε μία διαπροσωπική επαφή. Τα μέσα *«παρέχουν κανάλια, για να μεταφερθούν οι αναπαραστάσεις και οι εικόνες του κόσμου έμμεσα. Αποτελούν δηλαδή διαμεσολαβητές επιλεγμένων εκδοχών του κόσμου»* (Buckingham, 2003, σ. 3).

Ο γραμματισμός στα μέσα είναι το αποτέλεσμα –η γνώση και οι δεξιότητες που αποκτούν οι μαθητές– της διαδικασίας διδασκαλίας και μάθησης για τα μέσα και δεν πρέπει να συγχέεται με τη διδασκαλία με τα μέσα –για παράδειγμα, η χρήση της τηλεόρασης ή του ηλεκτρονικού υπολογιστή ως μέσα για τη διδασκαλία της ιστορίας. Περιλαμβάνει την «ανάγνωση» και τη «γραφή» των μέσων και γίνεται κριτικός, όταν στοχεύει στην ανάπτυξη της κριτικής κατανόησης κατά την πρόσληψη και της ενεργής συμμετοχής στην παραγωγή μέσων (Buckingham, 2003). Ένας από τους πιο γνωστούς ορισμούς είναι αυτός που δόθηκε από την Aufderheide: *«Ένα άτομο εγγράμματο στα μέσα –και οποιοσδήποτε θα έπρεπε να έχει αυτή την ευκαιρία– μπορεί να αποκωδικοποιήσει, να αξιολογήσει, να αναλύσει και να παράξει έντυπα και ηλεκτρονικά μέσα. Ο βασικός σκοπός του γραμματισμού στα μέσα είναι η σχέση κριτικής αυτονομίας προς όλα τα μέσα.»* (Aufderheide, 1992).

Ο κριτικός γραμματισμός στα μέσα, λοιπόν, ορίζεται καταρχάς μέσα από την εξοικείωση με την πρόσληψη και παραγωγή του λόγου των πολυμέσων αλλά και μέσα από την αποκωδικοποίηση των επιφανειακών και των βαθύτερων μηνυμάτων τους, την επίγνωση και τη δράση. Για την επίτευξη των στόχων σημαντικός είναι ο ρόλος της εκπαίδευσης με μία παιδαγωγική προσέγγιση που διευρύνει την έννοια του γραμματισμού περιλαμβάνοντας τις

έννοιες της ιδεολογίας, της ισχύος και της κυριαρχίας, προκειμένου να οδηγηθούν δάσκαλοι και μαθητές στη διερεύνηση των πάντα υπαρκτών σχέσεων ανάμεσα στην πληροφορία και στη δύναμη. Εστιάζει δηλαδή στην ανάλυση της πολιτικής φύσης των αναπαραστάσεων του κοινωνικού φύλου, της φυλής, της κοινωνικής τάξης και του σεξουαλικού προσανατολισμού στα μέσα, λαμβάνοντας υπόψη το κοινωνικό πλαίσιο, την εξουσία και την αντίσταση. Συγχρόνως, προωθεί τη δημιουργία εναλλακτικών μέσων αντίστασης απέναντι στα ηγεμονικά μέσα από ανθρώπους περιθωριοποιημένους και ελάχιστα εκπροσωπούμενους στα ηγεμονικά μέσα, οι οποίοι αποκτούν τη δυνατότητα να χρησιμοποιήσουν τα εργαλεία της τεχνολογίας, για να εκφράσουν τη δική τους ιστορία και ανησυχία (Kellner & Share, 2007).

Με ποιον τρόπο όμως μπορεί να ενσωματωθεί ο κριτικός γραμματισμός στα μέσα σε διάφορα επίπεδα εκπαίδευσης; Αν θεωρήσουμε ένα εκπαιδευτικό σύστημα ως λόγο, είναι απαραίτητο αυτός να αποδομηθεί και να επανεγγραφεί με νέα συστατικά στοιχεία και με διαφορετικούς τρόπους, προκειμένου να υπάρξει αλλαγή. Ο κριτικός γραμματισμός στα μέσα μάλιστα θα πρέπει να αποτελεί φυσικό και απαραίτητο συστατικό του επανεγγεγραμμένου σχολικού λόγου σε καθημερινή βάση και όχι απλώς μία διδακτική ενότητα περιορισμένης χρονικής διάρκειας (Alvermann & Hagood, 2000). Το πώς αυτό έχει υλοποιηθεί σε διάφορα εκπαιδευτικά περιβάλλοντα αποτελεί αντικείμενο έρευνας της παρούσας μελέτης με στόχο η διεθνής εμπειρία να γονιμοποιήσει την ελληνική εκπαιδευτική πραγματικότητα.

### **Μεθοδολογία**

Η παρούσα έρευνα ανήκει στο είδος της *ερευνητικής σύνθεσης (research synthesis)*, της συγκέντρωσης δηλαδή για περαιτέρω συζήτηση των αποτελεσμάτων, ευρημάτων και συμπερασμάτων προηγούμενων ερευνών (Weed, 2005). Για την αναζήτηση των εφαρμοσμένων πρακτικών κριτικού γραμματισμού στα μέσα χρησιμοποιήθηκαν ηλεκτρονικές βάσεις δεδομένων μέσω του Συνδέσμου των Ελληνικών Ακαδημαϊκών Βιβλιοθηκών (<http://www.heal-link.gr/>), όπου καταχωρήθηκαν λέξεις-κλειδιά. Συγκεκριμένα, έγινε αναζήτηση στους εκδοτικούς οίκους Wilson και Sage με λέξεις-κλειδιά: “teaching methods”, “teaching practices”, “critical media literacy”. Η επιλογή της βιβλιογραφίας έγινε βάσει των περιλήψεων. Στις περιπτώσεις που δεν υπήρχε περίληψη ή δεν ήταν επαρκής για την κατανόηση της έρευνας, η επιλογή έγινε μετά από μελέτη του συνόλου της δημοσίευσης. Επιλέγησαν 16 βιβλιογραφικές αναφορές. Κριτήριο της επιλογής ήταν να έχουν οι αναφορές ως στόχο, κύριο ή επιμέρους, την κριτική διάσταση της τεχνολογίας. Μελετήθηκαν επίσης εκείνες οι περιπτώσεις όπου οι διδάσκοντες χρησιμοποιούν τα κείμενα λαϊκής κουλτούρας (τηλεόραση, κινηματογράφος, μουσική, κόμικς κ.λπ.), για να βοηθήσουν τους εκπαιδευόμενους να καταλάβουν αφενός τις κοινωνικές, πολιτικές και οικονομικές δυνάμεις, αφετέρου τον ρόλο των μέσων στη διαμόρφωση και τον έλεγχο αυτών των δυνάμεων. Στη συνέχεια, οι πρακτικές κατηγοριοποιήθηκαν ανάλογα με το ηλικιακό επίπεδο των αποδεκτών τους. Η ποιοτικού τύπου ανάλυση των πρακτικών έγινε με κριτήρια τα βασικά χαρακτηριστικά της δομής τους, τα θέματα και τα είδη των μέσων που αξιοποιήθηκαν.

### **Πρακτικές διδασκαλίας κριτικού γραμματισμού στα μέσα**

#### **Προσχολική αγωγή-Πρωτοβάθμια εκπαίδευση**

α. Τρεις εκπαιδευτικοί-ερευνητές, που παρακολούθησαν ένα μάθημα κριτικού γραμματισμού στα μέσα κατά τη διάρκεια του μεταπτυχιακού κύκλου σπουδών του *Logola*

University Maryland για εξειδίκευση στον τομέα της ανάγνωσης (reading specialist), κλήθηκαν να ενσωματώσουν τις αρχές του στη διδασκαλία τους (Flores-Koulish et al., 2011). Στην πρώτη περίπτωση η εκπαιδευτικός εισάγει στην τάξη της προσχολικής αγωγής την κριτική ανάγνωση μέσα από την οπτική της ταυτότητας του φύλου. Επιλέγει κείμενα γνωστών παραμυθιών με χαρακτήρες ζώων, των οποίων δεν προσδιορίζεται το φύλο, και υλοποιεί μαζί με τους μικρούς μαθητές δραστηριότητες, όπως η ανάθεση του φύλου στους χαρακτήρες-ζώα, η δημιουργία ενός παραμυθιού με αντιστροφή των τυπικών ρόλων και η βιντεοσκόπηση της δραματοποίησης ενός παραμυθιού με αντεστραμμένους ρόλους (π.χ. Το παραμύθι της Σταχτοπούτας με κεντρικό χαρακτήρα ένα αγόρι-Σταχτοπούτα που έχει κακούς θετούς αδελφούς και τον ερωτεύεται μία πριγκίπισσα που αναζητά σύζυγο). Προηγουμένως, οι μαθητές συζητούν για τους ρόλους της μητέρας και του πατέρα, προκειμένου να δημιουργήσουν μία λίστα με χαρακτηριστικά (επαγγέλματα, χόμπι, οικογενειακές συνήθειες και δράσεις). Αυτά τα χαρακτηριστικά, με τα οποία προσδιορίζουν τα στερεοτυπικά κοινωνικά φύλα, τους βοηθούν να αιτιολογήσουν την ανάθεση του φύλου στους χαρακτήρες-ζώα και να δημιουργήσουν τους αντίθετους ρόλους στα παραμύθια που τους διαβάζει η δασκάλα. Η δεύτερη εκπαιδευτικός συμπεριλαμβάνει την κριτική ανάλυση και παραγωγή μέσων σε μία διδακτική ενότητα σχετικά με το περιβάλλον. Συγκεκριμένα, οι μαθητές της πρώτης τάξης, προκειμένου να μάθουν για τη διαδικασία παραγωγής και τη διαδρομή ενός προϊόντος μέχρι τον καταναλωτή, παρακολουθούν δύο ιστοσελίδες για την παραγωγή γάλακτος (η μία κατασκευασμένη για λογαριασμό μίας βιομηχανίας και η άλλη από μία οργάνωση για την απάνθρωπη μεταχείριση των ζώων στις φάρμες), αναλύουν τα μηνύματά τους και επιχειρηματολογούν γιατί τα μηνύματα της μίας ιστοσελίδας είναι πιο πειστικά και πώς θα μπορούσαν να επηρεάσουν τις μελλοντικές αποφάσεις τους. Σε άλλη δραστηριότητα οι μαθητές, χωρισμένοι σε τριμελείς ομάδες (ρεπόρτερ, κάμεραμαν και σκηνοθέτης), βιντεοσκοπούν τις συνεντεύξεις που παίρνουν από δασκάλους και μαθητές του σχολείου τους με θέμα την ανακύκλωση, τις συνθέτουν σ' ένα βίντεο και το παρουσιάζουν στον διευθυντή, για να τους επιτρέψει να ξεκινήσουν ένα πρόγραμμα ανακύκλωσης στο σχολείο. Η τρίτη εκπαιδευτικός αναπτύσσει τη διδακτική ενότητα του λόγου της πειθούς στους μαθητές της δεύτερης τάξης, οι οποίοι, χωρισμένοι σε ολιγομελείς ομάδες, ερμηνεύουν τους σκοπούς και τα μηνύματα διαφόρων πομπών και δημιουργούν τα δικά τους μηνύματα. Αφού οι μαθητές ενημερωθούν για τους τρεις σκοπούς της επικοινωνίας (ενημέρωση, ψυχαγωγία και πειθώ), δημιουργούν λεξιλόγιο πειθούς από την προσωπική εμπειρία, κατηγοριοποιώντας το σε λέξεις που απευθύνονται στη λογική, στο συναίσθημα και στο ήθος. Έπειτα, αφού αναλύσουν με τη βοήθεια της δασκάλας μία διαφήμιση κινηματογραφικής ταινίας, εφαρμόζουν μόνοι τους τον ίδιο τρόπο ανάλυσης σε διαφορετικές διαφημίσεις με εστίαση στον σκοπό του πομπού, το λεξιλόγιο και το κοινό-αποδέκτη. Η δασκάλα αξιοποιεί το σχήμα ανάλυσης της Hobbs (1997) με τις πέντε ερωτήσεις: (α) ποιος στέλνει το μήνυμα και γιατί; (β) ποιες τεχνικές προσέλκυσης της προσοχής χρησιμοποιούνται; (γ) πώς θα μπορούσαν διαφορετικά άτομα να προσλάβουν το μήνυμα; (δ) ποιες οπτικές ή αξίες εκπροσωπούνται; (ε) τι λείπει από το μήνυμα; Στο τέλος, γίνονται οι μαθητές δημιουργοί μηνύματος σχεδιάζοντας το δικό τους κουτί δημητριακών και δημιουργώντας το διαφημιστικό βίντεο.

β. Ένα από αυτά τα χρηματοδοτούμενα από την κυβέρνηση προγράμματα με σκοπό την ενσωμάτωση στο γλωσσικό μάθημα του γραμματισμού στα μέσα, είναι το Project SMARTArt

(Students using Media, Art, Reading, and Technology)<sup>1</sup> στην Πρωτοβάθμια Εκπαίδευση του Los Angeles. Συμμετείχαν 850 μαθητές, 25 δάσκαλοι και 10 καλλιτέχνες/εκπαιδευτές, οι οποίοι εργάστηκαν για τρία έτη σε τέσσερις περιοχές: πρόσβαση στην πληροφορία (ικανότητα συλλογής και κατανόησης της χρήσιμης πληροφορίας), ανάλυση πληροφορίας (ικανότητα εξέτασης της μορφής του μηνύματος, της δομής, της ακολουθίας), αξιολόγηση πληροφορίας (ικανότητα συσχέτισης του μηνύματος με την προσωπική εμπειρία και διαπίστωσης αν το μήνυμα είναι ακριβές και ολοκληρωμένο) και δημιουργία πληροφορίας (ικανότητα χρήσης λόγου, ήχων και εικόνων για να επικοινωνήσεις τις ιδέες και χρήσεις της τεχνολογίας, για να μοιραστείς τις ιδέες σου με άλλους). Για την πρώτη περιοχή, οι συζητήσεις γύρω από προσωπικές εμπειρίες των μαθητών, η δημιουργία «χαρτών σκέψης» και η συγγραφή παραγράφων σχετικά με την ποικιλομορφία των μέσων αποτελούν τα πρώτα βήματα πρόσβασης στην πληροφορία. Τα επόμενα βήματα εμπλέκουν τους μαθητές στην ανάλυση των μηνυμάτων και στην αξιολόγηση της μορφής και του νοήματος. Σ' αυτή τη φάση παίζει σημαντικό ρόλο ένα πλαίσιο από πέντε ερωτήσεις-κλειδιά,<sup>2</sup> οι οποίες υποστηρίζουν την κριτική σκέψη στη διαδικασία αποκωδικοποίησης των μηνυμάτων. Το πρόγραμμα ολοκληρωνόταν κάθε έτος με την παραγωγή από τους μαθητές ενός σύντομου κινούμενου γραφικού (animated public service announcement), με το οποίο επικοινωνούσαν το δικό τους μήνυμα για το θέμα που είχαν επεξεργαστεί, π.χ. η βία και η πρόληψή της (Kellner & Share, 2007).

## Έφηβοι

α. Στο Open Youth Networks, ένα καινοτόμο πρόγραμμα γραμματισμού των μέσων με αποδέκτες νέους στο Columbia College του Chicago, η δημιουργία του YouthLab<sup>3</sup> αποτελεί ένα τέτοιο δείγμα παιδαγωγικού πλαισίου, όπου νέοι άνθρωποι διαφορετικής εθνικής και κοινωνικής προέλευσης μπορούν να χρησιμοποιήσουν τα εργαλεία των «συμμετοχικών μέσων» (ιστολόγια, wikis, κοινωνική δικτύωση κλπ.), για να συνδεθούν και να δραστηριοποιηθούν σε κοινωνικό και πολιτικό επίπεδο. Έτσι, είκοσι συνολικά έφηβοι (16-18 ετών) από το Chicago και τα νησιά Barbados ενεπλάκησαν σε έναν διαδικτυακό διάλογο για τον ρατσισμό, τις διακρίσεις, την ανισότητα και τη μετανάστευση. Ειδικότερα, οι παιδαγωγικές πρακτικές που εφαρμόστηκαν από τους εκπαιδευτές ήταν οι εξής: (α) Διατύπωση ενός ερωτήματος που θα οδηγήσει τους μαθητές σε έρευνα, σε διάλογο και θα πυροδοτήσει νέα ερωτήματα, (β) διεξαγωγή ερμηνευτικών συζητήσεων σχετικά με βίντεο που οι ίδιοι δημιουργούν και αναρτούν στο ιστολόγιο, (γ) δημιουργία βίντεο με τα οποία να απαντούν σε ερωτήσεις προηγούμενων βιντεοσκοπήσεων, (δ) διεξαγωγή διαδικτυακών συνομιλιών, ώστε να αναπτύξουν οικειότητα, (ε) δημιουργική συνεργασία μέσω ψηφιακών εφαρμογών διαμοίρασης και ανάμιξης περιεχομένου, (στ) διακριτική υποχώρηση του εκπαιδευτικού και παραχώρηση πρωτοβουλιών στους μαθητές για τη διαμόρφωση τόσο της διδακτικής ύλης όσο και της διδασκαλίας (συλλογική ανταλλαγή πληροφοριών, δημιουργία από κοινού των σύννεφων-ετικετών (tag clouds), που λειτουργούν ως υπερσύνδεσμοι για λίστες με σχετικές ιστοσελίδες) (Tyner, 2009).

<sup>1</sup> Βλ. [http://www.medialit.org/sites/default/files/SmartArt\\_casestudy.pdf](http://www.medialit.org/sites/default/files/SmartArt_casestudy.pdf)

<sup>2</sup> Five Key Questions in the CML MediaLit Kit™

βλ. [http://www.medialit.org/sites/default/files/14A\\_CCKQposter.pdf](http://www.medialit.org/sites/default/files/14A_CCKQposter.pdf)

<sup>3</sup> <http://youthlab.net>

β. Έμφαση στη δημιουργία των νέων μέσων δίνεται στα προγράμματα Educational Video Center (EVC)<sup>4</sup> στη Νέα Υόρκη και REACH LA<sup>5</sup> στο Los Angeles. Πρόκειται για εξωσχολικούς εκπαιδευτικούς οργανισμούς που διακηρύσσουν ως σκοπό της λειτουργίας τους την εκπαίδευση των νέων με την ενσωμάτωση των νέων τεχνολογιών, ώστε αυτοί να μπορούν να βελτιώσουν τη ζωή τους και γενικότερα τις συνθήκες διαβίωσης στις κοινότητές τους. Οι εκπαιδευτές δίνουν τη δυνατότητα στους νέους ανθρώπους να εμπλακούν σε δραστηριότητες παραγωγής βίντεο, όπου εκφράζουν τις προσωπικές ανησυχίες τους και δημιουργούν τα δικά τους εναλλακτικά μέσα με έντονο το στοιχείο της αμφισβήτησης των κυρίαρχων αναπαραστάσεων. Ασκούνται δηλαδή στην παραγωγή βίντεο, στην κινούμενη εικόνα (animation), στις ψηφιακές μορφές τέχνης (digital arts), στη δημιουργία και διατήρηση ιστοσελίδων, στην ετήσια έκδοση ενός νεανικού περιοδικού, δουλεύοντας σε θέματα-προβλήματα που αντιμετωπίζουν στην καθημερινότητά τους, π.χ. HIV/AIDS, ομοφοβία, ρατσισμός, αστυνομική βία, άνισες ευκαιρίες εκπαίδευσης, υποτυπώδεις συνθήκες στέγασης (Kellner & Share, 2007).

γ. Η διδακτική πρόταση κριτικού γραμματισμού στα μέσα από τον Trier (2006) αφορά στην κινηματογραφική ταινία *Network*,<sup>6</sup> που αποτελεί πλέον μία διαχρονική ανάγλυφη αναπαράσταση του κόσμου των ΜΜΕ. Οι μαθητές εστιάζουν σε συγκεκριμένες σκηνές και στο σύνολο της ταινίας, για να κάνουν συσχετίσεις με τη σύγχρονή τους μιντιακή πραγματικότητα, π.χ. τα δελτία ειδήσεων ή τα reality shows. Πριν, όμως, προβούν στη δική τους κριτική ανάλυση, χρειάζεται να ενημερωθούν για τον αντίκτυπο που είχε η ταινία στους θεατές, όταν προβλήθηκε πρώτη φορά, αλλά και στις επόμενες γενιές των θεατών μέχρι σήμερα. Η διδακτική πρόταση περιλαμβάνει λοιπόν τη διερεύνηση από τους μαθητές των κριτικών του 1976 – αποδοκίμαστικών, που θεωρούν το φιλμ υπερβολικό ως προς το θέμα της δύναμης της τηλεόρασης, και επιδοκίμαστικών, που θεωρούν το φιλμ προφητικό– και των πιο σύγχρονων κριτικών –είτε με τη μορφή σχολίων στην ιστοσελίδα Internet Movie Data Base, είτε με τη μορφή άρθρων στον έντυπο και ηλεκτρονικό τύπο.

δ. Μία διδακτική πρακτική σύνδεσης της λαϊκής κουλτούρας με τη λογοτεχνία καταθέτει η Hobbs (1998). Κατά την εφαρμογή της πρακτικής οι μαθητές πρέπει να συγκρίνουν ένα επεισόδιο της τηλεοπτικής σειράς *The Simpsons* με επιλεγμένα αποσπάσματα από λογοτεχνικά έργα του αμερικανού συγγραφέα Mark Twain ως προς την κοινωνική κριτική που εκφράζουν. Οι δραστηριότητες αρχίζουν με τη δημιουργία μίας λίστας πληροφοριών για το εξωκειμενικό πλαίσιο της τηλεοπτικής σειράς, το κειμενικό είδος και το περιεχόμενο, στη συνέχεια η ανάλυση του συγκεκριμένου επεισοδίου εστιάζεται στην ανίχνευση και στον σχολιασμό των στόχων των χιουμοριστικών στιγμιότυπων, ενώ αργότερα οι μαθητές προχωρούν πέρα από το συγκεκριμένο επεισόδιο στη γενικότερη φιλοσοφία της σειράς, για να βρουν κοινούς άξονες κοινωνικής σάτιρας σε περισσότερα επεισόδια συζητώντας και γράφοντας απαντήσεις σε μία σειρά ερωτήσεων κριτικής φύσης: «Ποιος είναι ο σκοπός του συγγραφέα;», «Ποιος κερδίζει χρήματα από αυτό το μήνυμα και πώς γίνεται η συναλλαγή;», «Ποιος τρόπος ζωής και ποιες αξίες για την ανθρώπινη φύση και την κοινωνία αντιπροσωπεύονται σε αυτό το κείμενο;», «Με ποιους

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<sup>4</sup> [www.evc.org/about](http://www.evc.org/about)

<sup>5</sup> <http://webset.reach.la/about-us/>

<sup>6</sup> *Network* (1976). Σκηνοθέτης: S. Lumet. Σεναριογράφος: P. Chayefsky. Παραγωγή: Metro Goldwyn Mayer.

τρόπους είναι ρεαλιστικό ή μη ρεαλιστικό το μήνυμα;», «Με ποιες τεχνικές προσελκύεται η προσοχή του αποδέκτη;», «Ποια γνώση εκτός κειμένου σε βοήθησε να κατανοήσεις το μήνυμα;», «Με ποια ιστορικά, πολιτικά ή κοινωνικά γεγονότα συνδέεται το μήνυμα;», «Ποιες προσωπικές πεποιθήσεις του συγγραφέα ανιχνεύονται για τα ζητήματα που θίγονται στο κείμενο;» (Hobbs, 1998, σ. 50). Στη δεύτερη φάση των δραστηριοτήτων οι μαθητές ακολουθούν την ίδια διαδικασία (εξωκειμενικές και κειμενικές πληροφορίες, στόχοι σάτιρας και ερωτήσεις κριτικής ανάλυσης) κατά την ανάλυση των αποσπασμάτων από τα γραπτά κείμενα του Μ. Twain. Μέσα από τη σύγκριση των αποτελεσμάτων της ανάλυσης του τηλεοπτικού προγράμματος και των λογοτεχνικών χωρίων προκύπτουν αρκετά κοινά σημεία και οι μαθητές καλούνται να συζητήσουν γιατί συμβαίνει αυτό, κάνοντας αναγκαστικά συνδέσεις με την οικονομική, πολιτική και κοινωνική ιστορία του παρόντος και του 19<sup>ου</sup> αιώνα, όταν έζησε ο Twain.

ε. Υποκείμενα της τετραετούς έρευνας του Ο'Brien (2001) σχετικά με τις δυσκολίες γραμματισμού των εφήβων ήταν οι χαρακτηρισμένοι ως *ανεπαρκείς γραμματισμού μαθητές* ("at risk" ή "struggling" readers) του Jefferson High School (ΗΠΑ). Συγκεκριμένα, συνεργάστηκαν σε ένα σχέδιο εργασίας, στόχος του οποίου ήταν να δείξουν πώς τα μέσα απεικονίζουν τη βία που επηρεάζει τους εφήβους. Μεταξύ άλλων, αναφέρθηκαν στη δύναμη διαφόρων εικόνων πάνω στη συμπεριφορά των νέων και στη συνέχεια αξιοποίησαν ποικίλα μέσα, όπως τα οπτικά παραδείγματά τους, κλιπ ήχου, γραπτά κείμενα, ώστε να δημιουργήσουν ντοκιμαντέρ, για να ασκήσουν κριτική στον τύπο, π.χ. στη δημοσιογραφική απεικόνιση του ντουέτου κινουμένων σχεδίων του MTV Beavis και Butt-Head ή σε άλλες δημοφιλείς ταινίες και μουσική.

στ. Έχοντας την πεποίθηση ότι ο κριτικός γραμματισμός στα μέσα ενισχύει τη δυνατότητα που έχει η δημόσια εκπαίδευση να μετασχηματίσει την κοινωνία, ο Orłowski (2006) διδάσκει για 18 χρόνια την κριτική προσέγγιση της ηγεμονικής λειτουργίας των μέσων που ανήκουν σε εταιρικούς ομίλους (corporate media). Στο επίπεδο του Λυκείου κάνει χρήση της βασικής διχοτομίας του κοινωνικού και οικονομικού αξιακού συστήματος, καταγράφοντας σε έναν πίνακα το φάσμα των συντηρητικών, φιλελεύθερων και ριζοσπαστικών θέσεων για διάφορα κοινωνικά και οικονομικά θέματα. Η λίστα αξιοποιείται κάθε φορά που οι μαθητές διαβάζουν δημοσιογραφικά άρθρα έτσι, ώστε να τοποθετούν στο κατάλληλο σημείο του φάσματος καθεμία θέση που εκφράζεται από ένα άτομο ή μία ομάδα. Τα άρθρα προέρχονται από εφημερίδες που ανήκουν σε ομίλους ή από εναλλακτικές πηγές πληροφόρησης –οι περισσότερες από τις τελευταίες βρίσκονται στο Διαδίκτυο– και πρέπει να αναφέρονται σε ένα κοινωνικό θέμα (φυλή, τάξη, κοινωνικό φύλο, σεξουαλικότητα) ή σε έναν πόλεμο. Οι μαθητές επιλέγουν άρθρα σε παρόμοια θέματα (π.χ. οι ομοσπονδιακές εκλογές ή η αμερικανική πολιτική στη Μέση Ανατολή) και από τις δύο κατηγορίες πηγών διακρίνοντας τις υποβόσκουσες ιδεολογίες τους. Αναλύουν τις προκαταλήψεις και γενικότερα την ιδεολογία των άρθρων, για να δείξουν ποιες ομάδες ωφελούνται και ποιες ζημιώνονται από τη δεδομένη οπτική. Οι πηγές της διδασκαλίας του κριτικού γραμματισμού στα μέσα εμπλουτίζονται με κινηματογραφικές ταινίες και ομιλίες προσκεκλημένων ομιλητών με αντικρουόμενες απόψεις σε επίκαιρα κοινωνικά θέματα.

### **Ενήλικοι (Φοιτητές - Πτυχιούχοι υποψήφιοι εκπαιδευτικοί - Εν ενεργεία εκπαιδευτικοί)**

α. Σε πανεπιστημιακό επίπεδο με αποδέκτες φοιτητές, ο Daniels (2012) δίδαξε το εισαγωγικό μάθημα στην ιατρική κοινωνιολογία στο Hunter College της Νέας Υόρκης ενσωματώνοντας στις διδακτικές μεθόδους του τη χρήση ντοκιμαντέρ και συγχρόνως ερεύνησε



την αποτελεσματικότητα αυτής της πρακτικής στην κριτική ανάγνωση. Η πρακτική του αποτελεί έναν συνδυασμό ανάγνωσης γραπτών επιστημονικών άρθρων και ανάγνωσης ντοκιμαντέρ σχετικά με βασικές έννοιες του μαθήματος, όπως οι φυλετικές διακρίσεις, ο εθνοκεντρισμός, η ανισότητα των φύλων, η θρησκεία και η οικογένεια, και πώς αυτές επιδρούν στην ιατρική ηθική και πράξη.

Hammer (2006) υλοποίησε μία σειρά μαθημάτων στο University of California, Los Angeles (UCLA), με στόχο οι φοιτητές της να αναπτύξουν τον κριτικό γραμματισμό στα μέσα. Το θεωρητικό μέρος περιλαμβάνει υποχρεωτική μελέτη προεπιλεγμένης επιστημονικής βιβλιογραφίας, ταξινομημένης σε τέσσερις τομείς: (α) βασικές θεωρητικές έννοιες του κριτικού γραμματισμού στα μέσα και των πολιτιστικών σπουδών, (β) το κίνημα του κινηματογραφικού ρεαλισμού και εκπρόσωποί του, (γ) τεχνικές παραγωγής μέσων, (δ) διάφορα θέματα των ψηφιακών γραμματισμών και των πολιτιστικών σπουδών. Παράλληλα προς τη θεωρητική κατάρτιση οι φοιτητές, χωρισμένοι σε ομάδες, οφείλουν να εργαστούν σε ένα σχέδιο (project) στο οποίο, χρησιμοποιώντας τα πολυμέσα (δημιουργία βίντεο, ιστοσελίδας, περιοδικού (zine), παρουσίασης), θα αναλύουν κατ' επιλογή τις αναπαραστάσεις του κοινωνικού φύλου, του φυλετικού ρατσισμού, του ταξισμού ή του ομοφοβισμού σε διάφορες μιντιακές φόρμες. Κατά την εκπόνηση των ομαδικών εργασιών οι φοιτητές συμμετέχουν συγχρόνως σε πρακτικές ασκήσεις σχετικά με βασικές τεχνικές λήψης (camera techniques), πίνακα εξιστόρησης (storyboard), επεξεργασία (editing), δημιουργία ιστοσελίδας. Τα ευρήματα, η ανάλυση και τα συμπεράσματα του project μαζί με το υλικό από την επιστημονική βιβλιογραφία, τις διαλέξεις και τις προβολές διαφόρων μέσων κατά τη διάρκεια των μαθημάτων πρέπει να συμπεριλάβει ο κάθε φοιτητής σε μία τελική ατομική γραπτή εργασία.

γ. Η έρευνα μιας ομάδας πανεπιστημιακών καθηγητών γραμματισμού εστιάστηκε σε δώδεκα προγράμματα που απευθύνονται σε υποψήφιους εκπαιδευτικούς της Δευτεροβάθμιας Εκπαίδευσης (McGrail, Sachs, Many, Myrick, & Sackor, 2011). Οι πρακτικές διδασκαλίας των νέων γραμματισμών επικεντρώνονται στην επαφή με τα νέα είδη κειμένων, ώστε να εμπεδωθεί από τους εκπαιδευόμενους η διεύρυνση της έννοιας του γραμματισμού. Παράλληλα, η κριτική διάσταση των νέων γραμματισμών αναγνωρίζεται σε παιδαγωγικές πρακτικές που δίνουν την ευκαιρία στους εκπαιδευόμενους να αναλογιστούν τις κοινωνικές πρακτικές πίσω από τα νέα είδη κειμένων, τοποθετώντας έτσι την τεχνολογία στο ευρύτερο κοινωνικό και οικονομικό συμφραζόμενο. Ειδικότερα, η έρευνα στο Διαδίκτυο και η χρήση των εργαλείων της Google επιτρέπουν την ανάπτυξη κριτικής στις ιστοσελίδες, τα ιστολόγια, οι διαδικτυακοί χώροι συζητήσεων και οι ηλεκτρονικοί πίνακες ανακοινώσεων αποτελούν πεδία συλλογικού-συνεργατικού αναστοχασμού πάνω σε αναγνωστικές εμπειρίες, η βιντεοσκόπηση μιας διδασκαλίας ή μιας παρουσίασης παρέχει τη δυνατότητα κριτικής των θετικών και αρνητικών σημείων, τα λογισμικά συνιστούν αντικείμενα κριτικής ως προς τον εκπαιδευτικό ρόλο τους, τα κείμενα λαϊκής κουλτούρας (ταινίες, κόμικς, τύπος, μουσική, κολάζ κλπ.) χρησιμοποιούνται για τη διδασκαλία της πολυτροπικότητας και αποτελούν εναλλακτικά κείμενα κριτικής ανάγνωσης.

δ. Στην κριτική ανάγνωση των μιντιακών κειμένων εστιάζεται και το πρόγραμμα γλωσσικής εκπαίδευσης του University of Minnesota, το οποίο απευθύνεται σε πτυχιούχους που διεκδικούν θέσεις καθηγητών της γλώσσας στη Δευτεροβάθμια Εκπαίδευση (Doering, Beach, & O' Brien, 2007). Μία πρακτική κριτικής ανάλυσης είχε ως αντικείμενο τις εικόνες των μέσων και τα βίντεο. Αφού οι εκπαιδευόμενοι ενημερώθηκαν θεωρητικά για την κριτική ανάλυση της σύνθεσης των εικόνων και των τεχνικών βιντεοσκόπησης μέσα από ποικίλες οπτικές

(σημειωτική, μαρξιστική, φεμινιστική, μεταμοντέρνα, κριτική ανάλυση λόγου), εφάρμοσαν τις γνώσεις τους σε σκηνές από ταινίες περιγράφοντας πώς οι διάφορες τεχνικές (π.χ. σενάριο, γωνία της κάμερας, κοντινό πλάνο, μέσο πλάνο, γενικό πλάνο, κινήσεις της κάμερας, τεχνικές φωτισμού και ήχου) αναπαριστούν το νόημα, τις σχέσεις των χαρακτήρων, την αφηγηματική εξέλιξη. Σε άλλη δραστηριότητα δημιούργησαν κολάζ από εικόνες της Google ή Yahoo, προκειμένου να ερευνήσουν πώς τα μέσα αναπαριστούν ορισμένα θέματα, π.χ. τους εκπαιδευτικούς, τους άνδρες και τις γυναίκες, τους εφήβους και τους ηλικιωμένους, τον έρωτα, το έγκλημα κλπ. Ή δημιούργησαν παρουσιάσεις με εικόνες από ταινίες και τηλεοπτικά προγράμματα που αντανakλούσαν στερεοτυπικούς ρόλους, σκηνικά, λόγους, χαρακτηριστικά ιστοριών. Με στόχο πάλι την κριτική ανάγνωση των μιντιακών εικόνων και συγκεκριμένα ποιες είναι οι δημόσιες απεικονίσεις –συχνά στερεοτυπικές– των τοπικών ταυτοτήτων, συγκέντρωσαν πολυτροπικό υλικό σχετικό με μία πολιτεία του Αμερικανικού Νότου: εικόνες, χάρτες, άρθρα, συνεντεύξεις, ερωτηματολόγια, κινηματογραφική ταινία, τηλεοπτικό σίριαλ, βιντεοσκόπηση που πραγματοποίησαν οι ίδιοι στην περιοχή. Μάλιστα, η βιντεοσκόπηση ανέδειξε την οπτική των κατοίκων, σε ποιο βαθμό δηλαδή αποδέχονται ή απορρίπτουν τις θέσεις των άλλων απέναντί τους. Ακόμη, προκειμένου να κατανοήσουν περαιτέρω την οπτική ρητορική των μέσων, οι εκπαιδευόμενοι ερεύνησαν με μικρής έκτασης εθνογραφικές έρευνες πώς το νόημα των μιντιακών κειμένων εξαρτάται από την προσωπική ανταπόκριση του δέκτη. Εξέτασαν, δηλαδή, πώς άτομα από τον στενό οικογενειακό και κοινωνικό τους περίγυρο κατασκευάζουν το νόημα κειμένων όπως ιστοσελίδες κοινωνικής δικτύωσης, ιστοσελίδες φίλων (fan websites). Εκτός από αντικείμενο κριτικής ανάλυσης, η τεχνολογία χρησιμοποιήθηκε ως μέσο κριτικής συγγραφής. Οι εκπαιδευόμενοι δηλαδή δημιούργησαν προσωπικά ιστολόγια, όπου δημοσίευσαν τις αναλύσεις τους με ενσωμάτωση πολυμέσων (εικόνες και video clips), και ένα wikibook της τάξης, όπου συνεργάστηκαν για τη συγγραφή ενοτήτων σχετικών με τη διδασκαλία του γραμματισμού στα μέσα.

ε. Το City Voices, City Visions είναι μία εκπαιδευτική πρωτοβουλία του Graduate School of Education στο Buffalo University για την επιμόρφωση καθηγητών Δευτεροβάθμιας Εκπαίδευσης. Σ' αυτό το πλαίσιο η Miller (2007) ανέπτυξε ένα πρόγραμμα μαθημάτων με αποδέκτες 95 καθηγητές της αγγλικής/μητρικής γλώσσας, το οποίο εστιάζεται στις χρήσεις συγκεκριμένων κειμενικών ειδών ψηφιακού βίντεο ως εργαλείο εκμάθησης γραμματισμού. Με βασική παιδαγωγική πρακτική τη σύνθεση ψηφιακών βίντεο, οι καθηγητές ενεπλάκησαν σε διάφορες ατομικές και συνεργατικές δραστηριότητες, που είχαν ως τελικά προϊόντα ολοένα και πιο περίπλοκα κειμενικά είδη [π.χ. βίντεο ποίησης βασισμένα στη γνώση των μουσικών βίντεο, αντιδιαφημίσεις (uncommercials), όπου επαναχρησιμοποιούνταν και αναμιγνύονταν στρατηγικές οπτικής και γλωσσικής πειθούς, για να «πουλήσουν» μία διαφορετική έννοια από την αρχική, trailers για την προώθηση σύντομων ιστοριών κλπ.].

στ. Οι δραστηριότητες που σχεδιάστηκαν για το μάθημα *Κοινωνιολογία της Εκπαίδευσης* σε ένα πανεπιστήμιο του Ohio από τον καθηγητή-ερευνητή Carr (2009) στόχευαν να εκθέσουν τους μεταπτυχιακούς φοιτητές-εκπαιδευτικούς σε μία κριτική παιδαγωγική προσέγγιση που να συμβάλλει στην κατανόηση των μέσων, ειδικά σε σχέση με την εκπαίδευση (πώς τα μέσα επιδρούν στη διδασκαλία και στη μάθηση), και κυρίως τη θεμελιώδη σχέση τους με τη δημοκρατία και την εξουσία. Η κύρια εκπαιδευτική δραστηριότητα ήταν ένα σχέδιο εργασίας όπου οι φοιτητές, είτε κατά μόνας είτε σε μικρές ομάδες, παρακολουθούσαν, κατέγραφαν και ανέλυαν τουλάχιστον δύο μέσα έντυπης ή ηλεκτρονικής ενημέρωσης για μία εβδομάδα. Έπρεπε

να ανιχνεύσουν τι λέγεται, πώς, από ποιον, πότε και σε ποια έκταση, για να διατυπώσουν καθημερινές αναλύσεις που στη συνέχεια ενσωμάτωναν σε μία περιεκτική συνολική ανάλυση ως τελικό προϊόν του σχεδίου εργασίας. Προκειμένου οι φοιτητές να προετοιμαστούν για αυτή τη δραστηριότητα, προηγούνταν δύο προπαρασκευαστικές δραστηριότητες ανάλυσης μέσων σε θέματα κοινωνικών διακρίσεων. Για την κριτική ανάλυση των μέσων σε όλες τις δραστηριότητες χρησιμοποιήθηκαν πέντε τεχνικές: (α) *ανάλυση με βάση παράγοντες* (νομικό, οικονομικό, πολιτικό, κοινωνικό, εκπαιδευτικό κ.λπ.), (β) *ανάλυση με βάση τα ενδιαφερόμενα μέρη*, όπου επιδιώκεται να κατανοηθούν τα θέματα από την οπτική διαφόρων ομάδων, π.χ. μειονότητες, (γ) *ιδεολογική ανάλυση*, (δ) *ανάλυση με βάση τις προκαταλήψεις*, (ε) *ανάλυση με βάση τις σχέσεις ισχύος*.

ζ. Στο Pennsylvania State University πτυχιούχοι καθηγητές της Δευτεροβάθμιας Εκπαίδευσης ή εκπαιδευτές ενηλίκων μνήθηκαν στη διδασκαλία του κριτικού γραμματισμού στα μέσα εστιάζοντας στην ανάλυση διαφόρων μορφών λαϊκής κουλτούρας, προκειμένου να γίνει αντιληπτό πώς οι κοινωνικές σχέσεις –το κοινωνικό φύλο, η φυλή, η εθνικότητα, η κοινωνική τάξη, ο σεξουαλικός προσανατολισμός– βασίζονται σε δομές ισχύος (Stuckey & Kring, 2007). Οι εκπαιδευόμενοι έπρεπε να αναλύσουν μία αγαπημένη ταινία που είχαν δει στο παρελθόν και στη συνέχεια μία ταινία προτεινόμενη από τους εκπαιδευτές επιλέγοντας την οπτική γωνία ανάλυσης. Για την κριτική προσέγγιση αξιοποιούνταν οι κινηματογραφικές πτυχές (π.χ. οι κινήσεις της κάμερας, η σκηνοθεσία), οι θεατρικές πτυχές (π.χ. η ηθοποιία, η σκηνογραφία, η ενδυματολογία), οι λογοτεχνικές πτυχές (π.χ. τα θεματικά μοτίβα, η ανάπτυξη των χαρακτήρων, η χρήση των συμβόλων) σε διαδικτυακές ή διά ζώσης συζητήσεις, οι οποίες συνέβαλλαν στην επέκταση της ατομικής προσέγγισης και στην από κοινού ερμηνεία των αλληπάλληλων ιδεολογικών στρωμάτων των κινηματογραφικών κειμένων και κατά συνέπεια στην από κοινού οικοδόμηση της γνώσης.

η. Η ενσωμάτωση των κειμένων λαϊκής κουλτούρας στο γλωσσικό μάθημα ήταν επίσης στο επίκεντρο της έρευνας που διεξήγαγε η Xu (2004) σε 15 εν ενεργεία εκπαιδευτικούς. Παράλληλα με τη θεωρητική προσέγγιση οι εκπαιδευτικοί βίωσαν την εμπειρία κριτικής ανάλυσης δύο κειμένων λαϊκής κουλτούρας, ενός δημοφιλούς τηλεοπτικού show που απευθύνεται σε παιδιά και ενός που απευθύνεται σε ενηλίκους. Για παράδειγμα, στο παιδικό πρόγραμμα οι απεικονίσεις θηλυκών υπερηρώων, που συνδύαζαν τη χαριτωμένη εξωτερική εμφάνιση με την αντοχή και την ικανότητα, πυροδότησαν μία ανάλυση στο θέμα της συσχέτισης κοινωνικού φύλου και δύναμης. Επίσης, ενώ σύμφωνα με τη δεδομένη πλοκή οι υπερηρώιδες έχουν δημιουργηθεί στο εργαστήριο από έναν αρσενικό δημιουργό/καθηγητή, η υπόθεση του προγράμματος ξαναγράφηκε με διαφορετικά δεδομένα από τους εκπαιδευτικούς.

## **Ανάλυση**

Από την ανάλυση των παιδαγωγικών πρακτικών ως προς τη δομή, το περιεχόμενό τους και τα είδη των μέσων που χρησιμοποιούνται δημιουργείται ένα πλαίσιο συγκεκριμένων χαρακτηριστικών εφαρμογής του κριτικού γραμματισμού στα μέσα.

Έτσι, όσον αφορά τη δομή οι πρακτικές σε όλα τα ηλικιακά επίπεδα δομήθηκαν ως επί το πλείστον στον άξονα της κριτικής ανάλυσης-παραγωγής των μέσων με θέματα κοινωνικοπολιτικής φύσης που αναδεικνύουν τις σχέσεις ισχύος. Ως προς το περιεχόμενο των πρακτικών, οι εμπειρίες των μαθητών ως πηγές της γνώσης και οι έννοιες της ισχύος, της καταπίεσης και του μετασχηματισμού που ενυπάρχουν σε αυτές τις εμπειρίες αποτελούν

σημαντικούς παράγοντες διαμόρφωσης του μαθήματος. Το να διδάσκεις στους μαθητές να εκφράζουν τις εμπειρίες καταπίεσης σε ένα κοινωνικό σύστημα καταπίεσης είναι ένας κοινός παρονομαστής των διαφόρων διδακτικών εφαρμογών του κριτικού γραμματισμού. Ως κοινό χαρακτηριστικό όλων των εφαρμογών παρατηρήθηκε η συνεργατική δράση και οι συζητήσεις είτε διά ζώσης είτε σε διαδικτυακούς χώρους, προκειμένου να επιτευχθεί η αλληλεπίδραση των εκπαιδευτικών και των εκπαιδευόμενων. Επίσης, ως προς τα είδη των μέσων αξιοποιήθηκε μία ποικιλία μέσων είτε αυτά είναι των νέων τεχνολογιών επικοινωνίας είτε τα κείμενα της λαϊκής κουλτούρας. Τόσο η επιλογή των θεμάτων όσο και η χρήση των μέσων προσαρμόστηκαν στις ικανότητες και τις απαιτήσεις των αποδεκτών.

Αναλυτικότερα, για τους μικρούς μαθητές της προσχολικής αγωγής χρησιμοποιήθηκαν τα παραμύθια για τη συνειδητοποίηση των στερεοτύπων των κοινωνικών φύλων ενώ στην πρωτοβάθμια εκπαίδευση οι μαθητές ανέλυσαν ιστοσελίδες και διαφημίσεις και παρήγαγαν βίντεο και κινούμενα γραφικά σε θέματα περιβάλλοντος και κατανάλωσης. Η κριτική ανάλυση βασίστηκε σε ερωτήσεις που αφορούν στην αναγνώριση του πομπού του μηνύματος, στις ορατές και υπόρρητες ιδεολογίες και στόχους, στις σκοπίμες αποσιωπήσεις και στην πρόσληψη των αποδεκτών (Flores-Koulish, Deal, Losinger, McCarthy, & Rosebrugh, 2011; Kellner & Share, 2007). Οι έφηβοι, από την άλλη, ενεπλάκησαν σε θέματα που αφορούν στην καθημερινότητά τους και αγγίζουν την ψυχосύνθεσή τους, όπως οι φυλετικές διακρίσεις (στην αμερικανική πολυπολιτισμική κοινωνία), η βία σε βάρος τους, η ομοφοβία, οι ασθένειες HIV/AIDS, ο ταξισμός, η φτώχεια. Ανέλυσαν την πραγμάτευση των θεμάτων σε τηλεοπτική σειρά που συσχετίστηκε με τη λογοτεχνία, σε κινηματογραφικές ταινίες, σε βιντεοκλίπ και μουσικά άλμπουμ, σε δημοσιογραφικά έντυπα και ηλεκτρονικά άρθρα. Και σε αυτές τις κριτικές αναλύσεις κάποιων περιπτώσεων αξιοποιήθηκε ένα σχήμα ερωτήσεων σχετικά με τους σκοπούς, τις ιδεολογίες και τις τεχνικές των μηνυμάτων, ενώ ειδικά σε μία περίπτωση ανάλυσης δημοσιογραφικών άρθρων οι εκπαιδευόμενοι βασίστηκαν στην ιδεολογική τριχοτόμηση συντηρητισμού, φιλελευθερισμού και ριζοσπαστισμού. Στις μισές εκ του συνόλου των εφαρμογών οι έφηβοι εκπαιδευόμενοι παρήγαγαν βίντεο, ντοκιμαντέρ, ιστολόγια, animation, ακόμα και ετήσιο περιοδικό (Kellner & Share, 2007; Trier, 2006; Tyner, 2009; Hobbs R., 2004; O'Brien, 2001; Orłowski, 2006). Παρόμοιο περιεχόμενο με τις πρακτικές που απευθύνονται στους εφήβους και παρόμοια μέσα ανάλυσης και παραγωγής παρατηρήθηκαν στην εμπλοκή των φοιτητών σε προγράμματα κριτικού γραμματισμού στα μέσα. Βέβαια, σε αυτό το επίπεδο συμπεριλήφθηκε η θεωρητική κατάρτιση μέσα από προτεινόμενη επιστημονική βιβλιογραφία και η σύνταξη τελικών ατομικών εργασιών αξιολόγησης (Daniels, 2012; Hammer, 2006). Για τους υποψήφιους εκπαιδευτικούς αντικείμενα της κριτικής ανάλυσης ήταν, εκτός από τα μιντιακά κείμενα, τα εκπαιδευτικά λογισμικά, οι διδασκαλίες, οι αναγνωστικές τους εμπειρίες. Το σχήμα ανάλυσης σε μία περίπτωση βασίστηκε στις εξής οπτικές: σημειωτική, μαρξιστική, φεμινιστική, μεταμοντέρνα, κριτική ανάλυση λόγου. Αξιοποιήθηκαν το Διαδίκτυο και τα εργαλεία του Web 2.0 και παρήχθησαν κείμενα σε ιστολόγια, ιστοσελίδες, forum, παρουσιάσεις, ακόμα και κολάζ και ένα συλλογικό wikibook (McGrail, Sachs, Many, Myrick, & Sackor, 2011; Doering, Beach, & O'Brien, 2007). Τέλος, η εξοικείωση των εν ενεργεία εκπαιδευτικών με τον κριτικό γραμματισμό στα μέσα επιτεύχθηκε κυρίως με αναλύσεις μέσων έντυπης και ηλεκτρονικής ενημέρωσης και κειμένων λαϊκής κουλτούρας (τηλεόραση και κινηματογράφος), ενώ η παραγωγή βίντεο εντοπίστηκε μόνο σε μία εκ των εξεταζόμενων εφαρμογών. Κατά την κριτική ανάλυση αναζητήθηκαν και ανιχνεύτηκαν οι κοινωνικοί παράγοντες (οικονομικός, πολιτικός,

εκπαιδευτικός κ.λπ.), τα ενδιαφερόμενα μέρη, η ιδεολογία, οι προκαταλήψεις και οι σχέσεις ισχύος (Carr, 2009; Miller, 2007; Stuckey & Kring, 2007; Xu, 2004).

### Εν κατακλείδι

Ο γραμματισμός στα μέσα αναγνωρίζεται πλέον ως μία από τις βασικές δεξιότητες που απαιτούνται στην εποχή της πληροφορίας. Συγχρόνως, γίνεται αντιληπτό ότι η μάθηση για τις τεχνολογίες της πληροφορίας και τα μέσα επικοινωνίας του 21<sup>ου</sup> αιώνα πρέπει να εστιαστεί στην ανάπτυξη της κριτικής σκέψης των μαθητών απέναντι στις εφαρμογές των τεχνολογιών και όχι πια στην εργαλειακή χρήση, που ήταν κυρίαρχη διδακτική αντίληψη μέχρι τη δεκαετία του 1990 (Hobbs R. , 2004). Από την ανάλυση των δεδομένων της διερεύνησης των παιδαγωγικών πρακτικών κριτικού γραμματισμού στα μέσα, δεδομένα που καλύπτουν ένα μεγάλο ηλικιακό εύρος, προέκυψαν τα ανωτέρω χαρακτηριστικά εφαρμογής, τα οποία θα μπορούσαν να τροφοδοτήσουν και την ελληνική εκπαιδευτική πολιτική. Επιχειρήθηκε, δηλαδή, η δημιουργία μίας μικρής έκτασης «γραμματικής» της κριτικής διδακτικής των μέσων επικοινωνίας από την προσχολική αγωγή μέχρι και την επιμόρφωση των εκπαιδευτικών, μία γραμματική που περιλαμβάνει από τη μία πλευρά την ανάλυση των μέσων μέσα από συγκεκριμένα σχήματα που ανιχνεύουν τους κυρίαρχους λόγους ως προς τη φυλή, το κοινωνικό φύλο, την κοινωνική τάξη, τον σεξουαλικό προσανατολισμό και από την άλλη την παραγωγή των μέσων για τη διατύπωση της εναλλακτικής άποψης και τη δράση προς την κατεύθυνση της επίτευξης νέων πραγματικοτήτων.

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# MULTILINGUAL ACADEMIC JOURNAL OF EDUCATION AND SOCIAL SCIENCES



## Reading English Texts on Line: Identifying the Dispositions of 6th Graders using Webquest

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# MULTILINGUAL ACADEMIC JOURNAL OF EDUCATION AND SOCIAL SCIENCES



## Reading English Texts on Line: Identifying the Dispositions of 6th Graders using Webquest

### Ανάγνωση κειμένων από το διαδίκτυο στα Αγγλικά: Οι διαθέσεις παιδιών δημοτικού μέσα από ιστοεξερεύνηση (WebQuest)

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#### Abstract

The present research was initiated with the dual aim to investigate the use of WebQuest as a platform for designing language projects and evaluate the effectiveness of the tool in relation to its influence on the dispositions of primary education students who read English texts online for educational purposes.

For this reason, a WebQuest titled “Christmas without borders” was developed by the researchers and in total 40 sixth grade students at a primary school in Thessaloniki, Greece participated in the teaching intervention which lasted ten teaching hours.

Small scale action research was conducted employing both quantitative and qualitative research tools with the aim to identify whether the use of webquests develops positive feelings and dispositions concerning the on line reading of texts in the English language. More specifically, the following data-collection instruments were used: a) questionnaires, using a three-point Likert scale, completed by each participant before and after the teaching intervention, b) two stimulated recalls; one immediately after the learners had read the texts on the internet in order to collect information, and another one at the end of the project.

The data from this action research revealed that using WebQuests in combination with teaching procedures in the foreign language classroom can be promising in having a positive influence on the learners’ dispositions towards online reading, verifying their potential to bring optimal outcomes and facilitate learning the target language within the framework of blended learning.

Based on the positive results of the study, the pedagogical implications to be drawn are that EFL teachers in primary schools should be encouraged to use WebQuest applications in their



classrooms while the Ministry of Education should also consider promoting the use of this instructional tool in primary education contexts.

**Keywords:** Webquests, Project Work, Dispositions, Reading Texts Online, Primary Education.

### Εισαγωγή

Τα τελευταία χρόνια, ο αναγνώστης καλείται να παίξει ενεργό ρόλο στη διαδικασία της ανάγνωσης, δίνοντας τη δική του ερμηνεία στο κείμενο ενώ πολλές φορές δεν είναι τόσο σημαντική η τέλεια κατανόηση του κειμένου (Calfoglou, 2004). Στην καθημερινότητά μας, όταν διαβάζουμε για να βρούμε πληροφορίες, κάνουμε επιλεκτική ανάγνωση, διαμορφώνοντας μια γενική ιδέα ή ψάχνοντας για τη συγκεκριμένη πληροφορία. Επομένως, στην προσέγγιση της αναγνωστικής δεξιότητας στην εκπαιδευτική διαδικασία, οφείλουμε ως εκπαιδευτικοί να υιοθετήσουμε μια ανοιχτή, ευέλικτη και μαθητοκεντρική στάση, εστιάζοντας περισσότερο στη διαδικασία, την αποτελεσματικότητα παρά στην τέλεια κατανόηση.

Στην κοινωνία της πληροφορίας η έννοια του εγγραμματισμού έχει αποκτήσει νέες διαστάσεις ενώ η ανάγνωση μέσω διαδικτύου απαιτεί διαφοροποιημένες δεξιότητες σε σύγκριση με την ανάγνωση έντυπων κειμένων. Ο αναγνώστης στο διαδίκτυο για να κατανοήσει τις πληροφορίες, χρειάζεται να εντοπίζει τις πιο σημαντικές πληροφορίες στα πολυτροπικά κείμενα, να τις αξιολογεί, να τις συνθέτει και τέλος να τις αξιοποιεί και να τις μοιράζεται (Leu et al. 2011). Όλες αυτές οι δεξιότητες απαιτούν ευελιξία, κριτική σκέψη, αναστοχασμό και διάθεση για συνεργασία.

Η ενσωμάτωση της τεχνολογίας στη διδασκαλία της αναγνωστικής δεξιότητας έχει τη δυνατότητα να προωθήσει την ικανότητα αποτελεσματικής ανάγνωσης και κριτικής σκέψης (Boyd, 2007), υπό την προϋπόθεση ότι οι μαθητές εμπλέκονται σε διαδικασίες αναστοχασμού, συζητήσεων, μέσα από επαφή με πολυτροπικά και αυθεντικά κείμενα, συνδέοντας τα κείμενα με την πραγματικότητα. Πάνω από όλα όμως, οι θετικές στάσεις και διαθέσεις είναι απαραίτητες προϋποθέσεις στην κατανόηση ενός κειμένου (Coiro, 2012). Η αυτοπεποίθηση, η αίσθηση της δημιουργικότητας με την αξιοποίηση των πληροφοριών, η κοινωνική ευθύνη και η ικανότητα για συνεργασία είναι απαραίτητες για αποτελεσματικό διάβασμα (Guthrie et al. 2004; Porpham, 2009).

Στη χώρα μας, το κυβερνητικό στρατηγικό σχέδιο για το «Νέο Σχολείο» (Ministry of Education, 2010) φέρνει στο προσκήνιο την αναγκαιότητα για ανάπτυξη δεξιοτήτων στις ΤΠΕ (Τεχνολογίες των πληροφοριών και των επικοινωνιών) και ανάπτυξη της κριτικής σκέψης ώστε οι μαθητές να μπορούν να επιλέγουν τις κατάλληλες πληροφορίες από το διαδίκτυο. Επίσης, κύρια στοιχεία του Διαθεματικού Ενιαίου Προγράμματος Σπουδών για τις ξένες γλώσσες (Ινστιτούτο, 2001), είναι η δια βίου, ενεργητική μάθηση, τα ενδιαφέροντα σχέδια εργασίας (projects) και η διάδραση με αυθεντικές πηγές από περιοδικά, εφημερίδες και το διαδίκτυο.

Ωστόσο, σε ένα εκπαιδευτικό περιβάλλον, όταν οι μαθητές πραγματοποιούν ένα σχέδιο εργασίας χρησιμοποιώντας πηγές από το διαδίκτυο, η τεράστια ποσότητα πληροφοριών μπορεί να τους μπερδέψει ή να τους φοβίσει, ενώ στο τέλος μπορεί να καταναλώσουν πολύ χρόνο ψάχνοντας και να χάσουν το ενδιαφέρον τους, καταλήγοντας στην αντιγραφή- επικόλληση χωρίς κριτική σκέψη (Sen & Neufeld, 2006). Μια τέτοια κατάσταση θα ήταν αρνητικός παράγοντας στη διδασκαλία της ξένης γλώσσας κυρίως στα παιδιά του δημοτικού καθώς σύμφωνα με την 'υπόθεση συναισθηματικού φίλτρου' (Krashen, 1984) τα αρνητικά συναισθήματα αποτελούν εμπόδιο στη μάθηση.

## Ιστοεξερευνησεις

Οι ιστοεξερευνήσεις μπορούν να αποτελέσουν ένα εναλλακτικό, υποστηρικτικό περιβάλλον για τις σχολικές εργασίες. Τα διδακτικά αυτά εργαλεία περιέχουν ένα αυθεντικό σχέδιο εργασίας, το οποίο οι μαθητές πραγματοποιούν χρησιμοποιώντας κείμενα του διαδικτύου. Οι μαθητές διερευνούν σε ομάδες το θέμα της εργασίας και μετατρέπουν τις νέες πληροφορίες σε δικό τους τελικό προϊόν. Η αξιοποίηση και η μετατροπή των νέων πληροφοριών σε κάτι καινούργιο, προάγει υψηλού επιπέδου νοητικές διεργασίες και αναπτύσσει την κριτική σκέψη.

Η δομή των ιστοεξερευνήσεων αποτελεί από μόνη της ένα διαδικτυακό σχέδιο μαθήματος για την πραγματοποίηση ενός project. Τα εργαλεία αυτά περιέχουν μία εισαγωγή, μια περιγραφή του έργου, περιγραφή της διαδικασίας που πρέπει να ακολουθηθεί βήμα-βήμα, τις πηγές σε μορφή συνδέσμων του διαδικτύου, τα βασικά σημεία της αξιολόγησης τόσο του τελικού προϊόντος όσο και της διαδικασίας και το συμπέρασμα.

Πειραματικές μελέτες έχουν οδηγηθεί σε συμπεράσματα που τονίζουν τη σπουδαιότητα των ιστοεξερευνήσεων στη διαδικασία της μάθησης (Dodge, 1995; Sen & Neufeld, 2006; Sox & Rubinstein-Avila, 2009). Στην Ελληνική πραγματικότητα, λίγες μελέτες έχουν διεξαχθεί σε περιβάλλον δημοτικών σχολείων σε σχέση με την εκμάθηση της Αγγλικής γλώσσας οι οποίες ανέδειξαν ότι οι ιστοεξερευνήσεις έχουν τη δυνατότητα: α) να υποκινήσουν χρήση στρατηγικών μάθησης (Μανου, 2012), β) να ενισχύσουν μεταγνωστικές δεξιότητες, δημιουργικότητα και διάθεση για συνεργασία (Liakou, 2011), γ) να αναπτύξουν διαπολιτισμική συνείδηση στους μαθητές (Katsoulaki, 2010), δ) να ενισχύσουν τα εσωτερικά κίνητρα για μάθηση (Porota, 2011).

## Η Ιστοεξερεύνηση Και το Σχέδιο Εργασίας

Παίρνοντας υπόψη τα πολλαπλά οφέλη των ιστοεξερευνήσεων, σχεδιάστηκε μια ιστοεξερεύνηση, στο (<http://zunal.com/webquest.php?w=170227>), με τίτλο «Χριστούγεννα χωρίς σύνορα» (σχήμα 1) για να διερευνήσει τη δυνατότητα αυτού του διδακτικού εργαλείου να δημιουργήσει θετικές διαθέσεις απέναντι στα κείμενα του διαδικτύου. Στην πραγματοποίηση του σχεδίου εργασίας (project) της ιστοεξερεύνησης συμμετείχαν 40 παιδιά της ΣΤ΄ τάξης δημοτικού (19 κορίτσια και 21 αγόρια) σε δύο τμήματα ετερογενή, με μικτό επίπεδο γλωσσικής ικανότητας, που κυμαίνονταν μεταξύ Α1 και Α2 σύμφωνα με το Κοινό Ευρωπαϊκό Πλαίσιο για τις ξένες γλώσσες (Council of Europe, 2001).

Σύμφωνα με το σχέδιο, τα παιδιά έπρεπε να διαλέξουν μια χώρα, να συγκεντρώσουν πληροφορίες για τη γιορτή των Χριστουγέννων στην χώρα αυτή και να γράψουν μια σύντομη αναφορά για τη σχολική εφημερίδα, που να περιέχει στοιχεία για 3 από τις 5 κατηγορίες: έθιμα, διακόσμηση, φαγητό, δώρα, ευχές. Το σχέδιο είχε διάρκεια δέκα διδακτικές ώρες και πραγματοποιήθηκε στην τάξη και στην αίθουσα πληροφορικής. Οι στόχοι του σχεδίου ήταν:

- να αναπτυχθεί κατανόηση και εκτίμηση των διαφορετικών πολιτισμών στον κόσμο, σύμφωνα με τους στόχους του αναλυτικού προγράμματος
- να εξασκηθούν οι μαθητές στην ανάγνωση κειμένων στο διαδίκτυο
- να προωθηθεί η εξάσκηση δεξιοτήτων και στρατηγικών όσον αφορά τη διαχείριση πληροφοριών από το διαδίκτυο
- να αναπτυχθούν θετικές στάσεις και διαθέσεις σχετικά με την ανάγνωση στο διαδίκτυο.



**Christmas without borders**

Welcome

Introduction

Task

Process

Evaluation

Conclusion

Teacher Page

About Author(s)

Evaluate WebQuest

Reviews

Statistics

Export WebQuest

Share This WebQuest

**Welcome**

**Welcome:** Christmas without borders  
**Description:** Through this WebQuest the students will select information about Christmas in various countries to prepare reports in English for the school magazine.  
**Grade Level:** 6-8  
**Curriculum:** Foreign Language  
**Keywords:** EFL, Christmas, reports, school magazine.

Σχήμα 1. Η αρχική σελίδα της ιστοεξερεύνησης

Στο στάδιο προετοιμασίας, μέσα από την 'εισαγωγή' της ιστοεξερεύνησης, οι μαθητές είχαν την ευκαιρία να ανακαλέσουν τις γνώσεις που είχαν για το θέμα, παρακολουθώντας ένα εισαγωγικό βίντεο, και ένα βίντεο κλιπ με γνωστό χριστουγεννιάτικο τραγούδι, παίρνοντας μέρος σε δραστηριότητα καταιγισμού ιδεών και μελετώντας ένα σχεδιάγραμμα με χριστουγεννιάτικες εκφράσεις στα Αγγλικά. Πριν αρχίσει η εξερεύνηση στο διαδίκτυο, η εκπαιδευτικός, χρησιμοποιώντας τον βιντεοπροβολέα παρουσίασε στους μαθητές την ιστοεξερεύνηση, επέδειξε κάποιες στρατηγικές ανάγνωσης και τα παιδιά είχαν την ευκαιρία να περιηγηθούν σε κείμενα μέσω αυτού του εργαλείου για να αποκτήσουν εξοικείωση. Στο στάδιο αυτό επίσης συζητήθηκαν τα κριτήρια που θα αξιολογούταν η τελική εργασία, μέσα από την αντίστοιχη σελίδα της ιστοεξερεύνησης: Τα κριτήρια αξιολόγησης, ήταν η ποιότητα των σημειώσεων, τα διαγράμματα, η συνεργασία και η τελική εργασία.

Στην αίθουσα της πληροφορικής, οι μαθητές εργάστηκαν είτε σε ζευγάρια, είτε σε ομάδες των τριών. Διάβαζαν τα κείμενα μέσω των συνδέσμων-πηγών της ιστοεξερεύνησης και κρατούσαν σημειώσεις σε φωτοτυπημένο φυλλάδιο που περιλαμβανόταν στην ιστοεξερεύνηση. Η εκπαιδευτικός παρακολουθούσε, βοηθούσε, ενθάρρυνε, καθοδηγούσε. Κυρίως όταν κάποιες ομάδες έχαναν τον προσανατολισμό τους ή δεν μπορούσαν να προχωρήσουν, τους υπέδειχνε στρατηγικές για να ανταπεξέλθουν στις δυσκολίες. Οι στρατηγικές αυτές είχαν να κάνουν με την ανάκληση πρότερων γνώσεων, την υπενθύμιση του συγκεκριμένου στόχου, την οπτικοποίηση των πληροφοριών με εικόνες και σχεδιαγράμματα ή και τη χρήση του διαδικτυακού λεξικού.

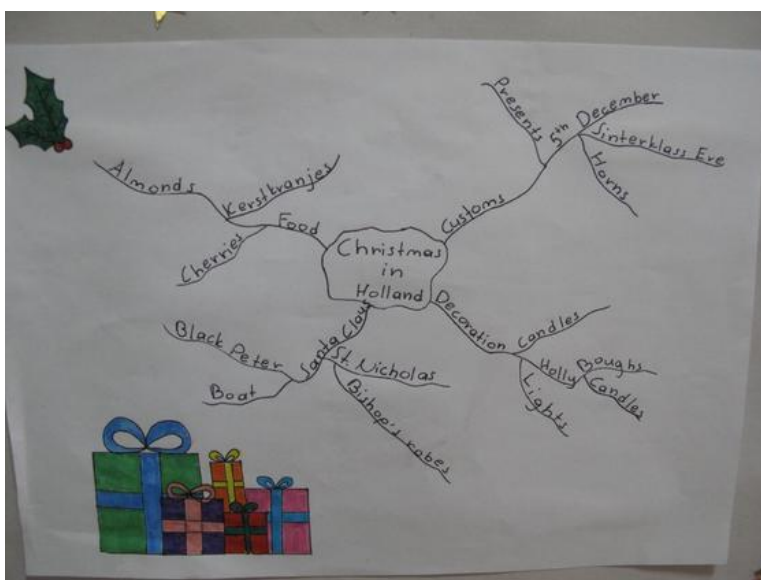
Τα πρώτα κείμενα που παρήγαγαν οι μαθητές χρησιμοποιώντας τον επεξεργαστή κειμένου συζητήθηκαν στην τάξη, όπου οι μαθητές είχαν την ευκαιρία να κάνουν αυτοδιόρθωση και αυτοαξιολόγηση όσον αφορά όχι μόνο τα κείμενα που παρήγαγαν, αλλά και τη διαδικασία που ακολουθήθηκε, εντοπίζοντας προβλήματα και συζητώντας πιθανές λύσεις. Τέλος, οι μαθητές, αφού βαθμολόγησαν μόνοι τους την ομάδα τους με βάση τη σελίδα της αξιολόγησης της ιστοσελίδας, προχώρησαν στη δημιουργία των τελικών τους προϊόντων, που δημοσιεύτηκαν στο wiki των Αγγλικών του σχολείου (σχήμα 2).

The screenshot shows a Firefox browser window with the address bar displaying [25thesschool.wikispaces.com/Christmas+without+borders](http://25thesschool.wikispaces.com/Christmas+without+borders). The page title is "Christmas without borders". A green notification bar at the top says "The page has been updated." The page content includes a section titled "Our magazine!!!!" with a cover sheet image and text describing a WebQuest project. Below this is a list of files for download, including "christmas in India.rtf", "British Christmas.odt", "Christmas in Holland.odt", "Christmas in Spain and Portugal.docx", "CHRISTMAS IN UK.docx", "Christmas in Argentina.odt", "Christmas in New Zealand.odt", "Christmas in Russia.odt", "Christmas in Sweden.rtf", "German Christmas.odt", "mexico.odt", "Christmas in Canada.odt", "People in Britain put presents in christm...", "More Christmas traditions all over the w...", "Christmas in Egypt B.G.N.odt", and "Italian Christmas.odt". A sidebar on the right contains a search bar and a list of links for learning more about the site.



Σχήμα 2. Οι εργασίες των μαθητών στο wiki των Αγγλικών

Μέσα από το «κλείσιμο» της ιστοεξερεύνησης, που περιείχε video clips, τα παιδιά τραγούδησαν Χριστουγεννιάτικα τραγούδια και έφτιαξαν σχεδιαγράμματα και ζωγραφιές εμπνευσμένες από την εργασία τους (σχήμα 3).



Σχήμα 3. Διάγραμμα που έφτιαξαν οι μαθητές

### Ερευνητικά Εργαλεία

Ποσοτικά δεδομένα συγκεντρώθηκαν με βάση ερωτηματολόγια που συμπληρώθηκαν από όλους τους συμμετέχοντες, ένα πριν και ένα στο τέλος της εφαρμογής.

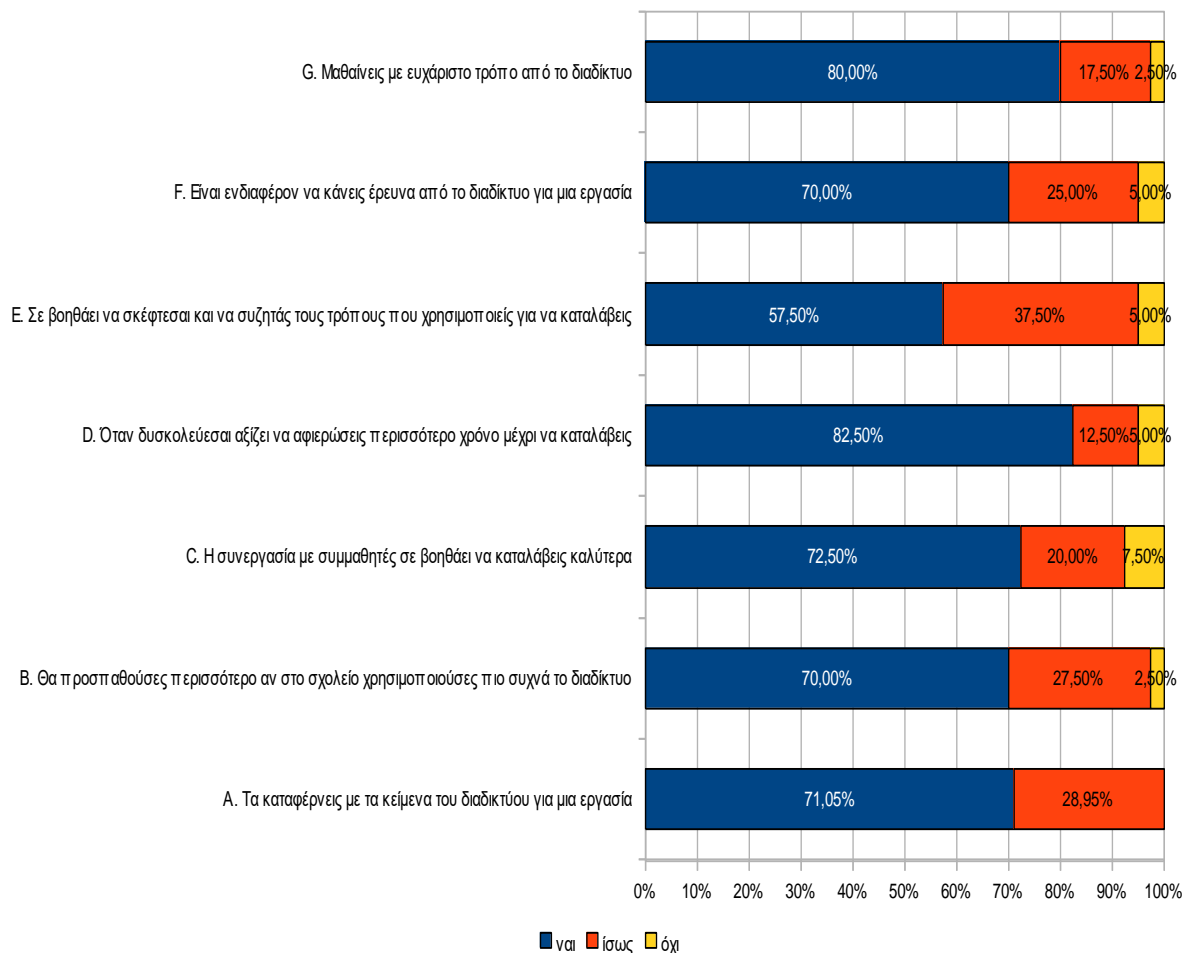
Ποιοτικά δεδομένα συγκεντρώθηκαν μέσω γραπτής καταγραφής των μαθητών σε δύο φάσεις της διεξαγωγής του project: Μία αμέσως μετά την πρώτη επαφή των μαθητών με τα κείμενα του διαδικτύου και μία στο τέλος όλης της εφαρμογής. Στην πρώτη φάση οι μαθητές ανακάλεσαν και κατέγραψαν τις πρώτες εντυπώσεις, τα συναισθήματα και τα προβλήματα που αντιμετώπισαν στο να κατανοήσουν τα κείμενα του διαδικτύου. Στη δεύτερη ανακάλεσαν και

κατέγραψαν τις τελικές τους εντυπώσεις και εξέφρασαν την άποψή τους για το αν τους φάνηκε χρήσιμη και ενδιαφέρουσα η εφαρμογή και αν θα τους ενδιέφερε να επαναλάβουν μια αντίστοιχη εργασία στο μέλλον.

### **Αποτελέσματα**

Εμπλεκόμενοι στην περιπέτεια της ιστοξερεύνησης βήμα-βήμα, οι μαθητές βίωσαν μια ποικιλία συναισθημάτων: Η ανασφάλεια και η αγωνία που εμφανίστηκε στην αρχή, σύντομα αντικαταστάθηκε από ικανοποίηση και ενθουσιασμό. Ακόμα από το εισαγωγικό στάδιο, οι μαθητές ήταν πρόθυμοι να αντέξουν τις δυσκολίες της ανάγνωσης των κειμένων στο διαδίκτυο, μιας και αυτό ήταν ένα 'διαφορετικό' μάθημα.

Οι μαθητές ξεπέρασαν τις δυσκολίες των αυθεντικών Αγγλικών κειμένων, αισθάνθηκαν ότι είχαν έλεγχο αυτών που διάβαζαν και οδηγήθηκαν σε θετικά αποτελέσματα. Με την καθοδήγηση της ιστοξερεύνησης, καθώς κατανοούσαν τις νέες πληροφορίες κατατάσσοντάς τις σε κατηγορίες μέσα στο φυλλάδιό τους, οι μαθητές βίωσαν την αίσθηση της επιτυχίας, με αποτέλεσμα να αναπτύσσουν θετική στάση και να προχωρούν ένα βήμα μπροστά στις νέες πληροφορίες. Όπως ανέφεραν, άξιζε τον κόπο να αφιερώσουν χρόνο για να πετύχουν το σκοπό τους και στο μέλλον θα προσπαθούσαν περισσότερο αν χρειαζόταν να χρησιμοποιήσουν το διαδίκτυο για παρόμοια εργασία (σχήμα 4).



**Σχήμα 4.** Οι διαθέσεις των μαθητών σε σχέση με την κατανόηση κειμένων από το διαδίκτυο μετά την εφαρμογή της ιστοεξερεύνησης

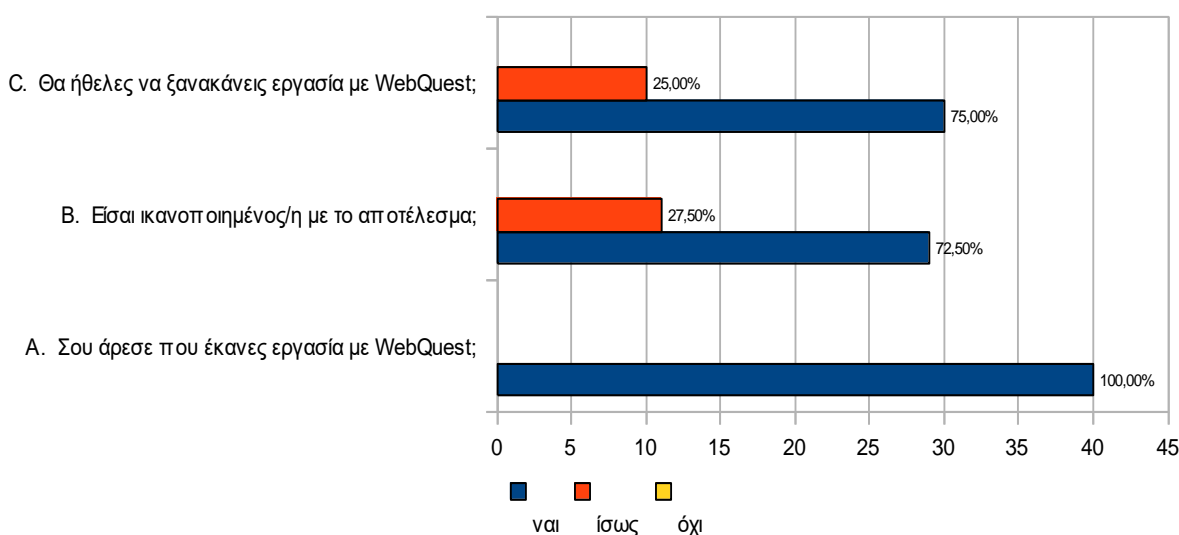
Η υποστήριξη και η ανατροφοδότηση που παρέχονταν από την εκπαιδευτικό και τους συμμαθητές τους, αποδείχτηκαν σημαντικοί παράγοντες στο να κρατήσουν την αυτοπεποίθηση των μαθητών σε υψηλό επίπεδο. Επιπλέον, η υποστήριξη της εκπαιδευτικού και των συμμαθητών έπαιξαν σημαντικό ρόλο στη διατήρηση της επιμονής όταν εμφανίστηκαν προβλήματα αποπροσανατολισμού από τον τελικό στόχο. Όσον αφορά τη συνεργασία, υπήρξαν κάποια προβλήματα στην αρχή: επειδή υπήρξε ευελιξία στο σχηματισμό των ομάδων και η εκπαιδευτικός επέτρεψε τους μαθητές να διαλέξουν ρόλους στην ομάδα μόνοι τους, μερικοί δεν είχαν την ωριμότητα να μοιραστούν ίσες ευθύνες με τους άλλους στην ομάδα. Παρόλα αυτά, μέσα από το διάλογο σύντομα λύθηκαν τα προβλήματα και τελικά τα περισσότερα παιδιά ανέφεραν ότι ήταν σημαντικό που μοιράστηκαν τις γνώσεις τους και τις απόψεις τους μέσα στην ομάδα.

Συνολικά, αυτή η έρευνα κατέδειξε ότι τα παιδιά ήταν ενθουσιασμένα στο τέλος της εφαρμογής. Σύμφωνα με τα δεδομένα του ερωτηματολογίου μετά από την εφαρμογή, οι μαθητές θεώρησαν την ανάγνωση στο διαδίκτυο χρήσιμη (100%), ενδιαφέρουσα (90%) και εύκολη (72.5%) (σχήμα 5).

	Πριν την εφαρμογή WQ	Μετά την εφαρμογή WQ
Εύκολη	70%	72.5%
Ενδιαφέρουσα	72.5%	90%
Χρήσιμη	92.5%	100%

**Σχήμα 5.** Αντιλήψεις των μαθητών σχετικά με την ανάγνωση στο διαδίκτυο μετά την εφαρμογή

Επίσης, στο σύνολό τους ανέφεραν ότι τους άρεσε η εργασία (100%), ήταν ικανοποιημένοι με το αποτέλεσμα (72%) και θα ήθελαν να επαναλάβουν την εμπειρία της ιστοεξερεύνησης (75%) (σχήμα 6).



**Σχήμα 6.** Τα συναισθήματα των μαθητών μετά την εφαρμογή

Επιπλέον, στις γραπτές καταγραφές εξέφρασαν συναισθήματα επιτυχίας, αυτο-αποτελεσματικότητας, ικανοποίησης, ενώ χαρακτήρισαν την ιστοεξερεύνηση σαν 'μια ευχάριστη εμπειρία, 'έναν ενδιαφέροντα τρόπο να μάθουν Αγγλικά', 'μια φανταστική περιπέτεια'.

### Συμπεράσματα

Σε αυτή τη μελέτη μικρής κλίμακας, η εκπαιδευτικός σχεδίασε μια ιστοεξερεύνηση και ενέπλεξε 40 μαθητές και μαθήτριες της έκτης τάξης του δημοτικού σχολείου σε ανάγνωση αυθεντικών κειμένων από το διαδίκτυο μέσα από μια εργασία. Χρησιμοποιώντας αυτό το διδακτικό εργαλείο και με τη βοήθεια της εκπαιδευτικού, οι μαθητές ξεπέρασαν τις προκλήσεις της διαδικτυακής ανάγνωσης έχοντας έναν στόχο και προχώρησαν στην κατανόηση κειμένων βήμα-βήμα. Αυτή η αίσθηση επιτυχίας τους ανέπτυξε θετικές στάσεις και διαθέσεις.

Επομένως, οι ιστοεξερευνήσεις θα μπορούσαν να αξιοποιηθούν από εκπαιδευτικούς Αγγλικής γλώσσας για την προώθηση της αναγνωστικής ικανότητας. Οι εκπαιδευτικοί, σε συνδυασμό με καλή γνώση του διδακτικού αυτού εργαλείου, θα πρέπει να κάνουν προσεκτικό



προγραμματισμό που να ορίζει το πλαίσιο της ομαδικής εργασίας, να υποστηρίζουν, να υποδεικνύουν τη χρήση στρατηγικών μάθησης και να εφαρμόζουν εκπαιδευτικές διαδικασίες που να εμπλέκουν τους μαθητές σε αναστοχασμό, αυτοαξιολόγηση και συνεργασία.

Ωστόσο, εμπόδια όπως περιορισμένη δυνατότητα στη χρήση της αίθουσας πληροφορικής και ο περιορισμός του χρόνου, δεν επέτρεψαν τη διεξαγωγή έρευνας μεγαλύτερης κλίμακας και επομένως τα συμπεράσματα δεν μπορούν να γενικευτούν.

Συνολικά όμως, σε ότι αφορά τη χρήση των ΤΠΕ από τους εκπαιδευτικούς της Αγγλικής, υπάρχουν συγκεκριμένα εμπόδια: Τα βιβλία του δημοτικού σχολείου χρειάζονται συμπληρωματικό υλικό (Μοσχίδου, 2010) καθώς και δεν περιλαμβάνουν κατευθύνσεις για δραστηριότητες που να εμπλέκουν τους μαθητές σε ανάγνωση διαδικτυακών κειμένων με συγκεκριμένο στόχο. Η κατάσταση αυτή έρχεται σε αντίθεση με το Διαθεματικό Ενιαίο Πλαίσιο Προγραμμάτων Σπουδών (Ινστιτούτο 2001) για την ξενόγλωσση εκπαίδευση σε ότι αφορά τη διάδραση των μαθητών με αυθεντικές πηγές και την απόκτηση στρατηγικών σημαντικών στην κοινωνία της πληροφορίας που οδηγούν στην αυτόνομη μάθηση. Έτσι, οι ίδιοι οι εκπαιδευτικοί χρειάζεται να σχεδιάσουν ή να οργανώσουν δικό τους υλικό ανάλογα με το πρόγραμμα σπουδών της κάθε τάξης.

Επιπλέον, αν και οι περισσότερες πληροφορίες στο διαδίκτυο είναι στα Αγγλικά και οι εκπαιδευτικοί των Αγγλικών θα μπορούσαν να διδάξουν σημαντικές δεξιότητες στα πλαίσια της δια βίου, αυτόνομης μάθησης, οι καθηγητές των Αγγλικών εξαιρούνται από την επιμόρφωση Β' επιπέδου στις νέες τεχνολογίες. Σύμφωνα με έρευνα (Παπαϊωάννου, 2011), υπάρχει διάθεση των εκπαιδευτικών Αγγλικής γλώσσας για επιμόρφωση στη χρήση των ΤΠΕ στη διδασκαλία της γλώσσας. Τα παραπάνω δεδομένα συμπίπτουν και με τα στατιστικά αποτελέσματα έρευνας για το 'Μείζον πρόγραμμα επιμόρφωσης' (Ministry of Education, 2010<sup>a</sup>) που αναδεικνύουν την ανάγκη των εκπαιδευτικών για επιμόρφωση αξιοποίησης των ΤΠΕ στην διδακτική πράξη.

Συνολικά, η μελέτη αυτή ανέδειξε ότι η προσπάθεια εφαρμογής καινοτόμων πρακτικών με χρήση των ΤΠΕ στη διδασκαλία των Αγγλικών, μπορεί να δημιουργήσει θετικό κλίμα στην τάξη και να φέρει πολλαπλά οφέλη στη δεξιότητα κατανόησης των κειμένων του διαδικτύου. Αυτό που μπορούμε να κάνουμε ως εκπαιδευτικοί, είναι, παρά τις αντιξοότητες, 'να αγκαλιάσουμε τις ΤΠΕ, να τις δαμάσουμε με παιδαγωγικές αρχές και να τις προσαρμόσουμε σύμφωνα με τις ανάγκες των μαθητών και των διδακτικών μας στόχων' (Carrier, 1997).

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