

**Ημερίδες Συνεργασίας Σχολικών Συμβούλων
Αγγλικής Κεντρικής Μακεδονίας**

***«Καλές & Καινοτόμες Πρακτικές στην εκμάθηση
της Αγγλικής
σε Α/θμια και Δ/θμια Εκπαίδευση
Κεντρικής Μακεδονίας»***

**Πολιτιστικό Κέντρο Δήμου Πυλαίας Χορτιάτη:
Αίθουσα «Λίτσα Φωκίδα»**

Παρασκευή 20 Ιουνίου 2014

9.00 -13.00

13.30-18.30

ΗΜΕΡΙΔΑ Α/ΘΜΙΑΣ

Βορεοπούλου Αγγελική: 1^ο Δημοτικό Σχολείο Γουμένισσας, Κιλκίς:

“Poster/ Presentation. "Board Games in Foreign Language Learning”

All children love board games! When they are integrated into our English classroom, they become an inspiring tool to enhance foreign language learning and skills. Young learners are engaged into playful learning; they practice / revise vocabulary items and grammar structures while having great time.

Κιουπκιολή Μαρία: 7^ο Δημοτικό Σχολείο Γιαννιτσών
Σαρήγγολη Ευαγγελία: 11^ο Δημοτικό Σχολείο Γιαννιτσών:

“a) The caterpillar boardgame b) the fairytale card”

The "caterpillar boardgame" is about turning vocabulary revision into funtime by contriving a very simple and easy to make boardgame.

The "fairytale card" is based on the notion that children don't only like to listen to stories but also to look at them and have their own story books. In order to remember the story we helped them make their own fairytale card

Λαλοπούλου Αθανασία: 1ο Δημοτικό Σχολείο Φιλύρου

“Our school one team”

This is the product of an anti-bullying cross-curricular project with the title “All the school one team”. It was carried out with the 6th graders of 1st State Primary School Filyro. It lasted three months. The benefits were numerous. During this project the emphasis was on developing pupils’ ability to communicate in English. They were encouraged to participate in activities covering all four language skills. A variety of actions took place such as interviews, questionnaires, a film strip, a puppet show, posters, poems, slogans. The pupils got informed and sensitized towards social values. They were involved in creative awareness of relevant issues. Additionally their attitudes were changed and shaped accordingly. Finally the project was presented to parents and school staff.

Δράμα Σουζάνα: 20^ο Δημοτικό Σχολείο Σερρών

“Magic Book...on stage:transforming your coursebook into a...scenario”

When you teach English to very young learners one thing is clear. It is difficult to motivate your students and get them involved using traditional ways of teaching a foreign language. You need to turn your class into a theatre of life and happiness, your students into little actors and the learning process into a game of imagination. It's a pleasant surprise when your story-oriented course books Magic Book and Magic Book 2 offer the perfect material, motivation and language to achieve this. In my presentation I will attempt to present the activities my students have been involved in and the steps we have followed to transform the units of our coursebook into a ... scenario. The students become identified with the heroes of the book. It's wonderful to see young faces with a sense of expectation when they are preparing for the actual performance, a sense of satisfaction when they manage to “learn” their role, a sense of anxiety at rehearsals and a sense of achievement when they step on the stage and present their work. This natural, experiential, holistic way to learning ensures your students' participation as it involves physical movement, constant motivation and offers them an opportunity to discover their talents.

Κατερίνα Καϊση & Λίλα Σπόντη: 4^ο Δημοτικό Σχολείο Θέρμης

Developing Extensive Reading Skills via mediation

It is an alarming fact that the majority of our pupils do not read books to the extent we would wish them to do. In the framework of innovative practices for developing extensive reading skills (as promoted by the Ministry of Education & Religious Affairs) we proposed to familiarize our pupils with the joy of reading books, enhance their imagination and cultivate their emotional intelligence via mediation. The ability to mediate between Greek and English constitutes a basic need of our learners and a skill that needs to be practiced in class. Thus, a well-known Greek literary text was used by pupils of the 6th grade of primary school as the source for conveying information in the target language and a variety of activities - including the making of comics, the writing of a different ending to the story and its theatrical performance - were carried out to develop their linguistic skills and promote their creativity.

ΗΜΕΡΙΔΑ Β/ΘΜΙΑΣ

Γκέκιου Δώρα: ΓΕΛ Πεντάπολης Σερρών

"Stories in History: E-twinning project integrating the English language and local history"

Study the Past if You Would Define The Future - Runner up of the European E-twinning Prizes 2014

The e-twinning project "Stories in History", which dealt with the topic of the life of children during the Second World War, was implemented in order to give the pupils the opportunity to learn history in an experiential and direct manner, incorporating elements of literature and using the working language, english, in an authentic communicative context. Having assumed the constructivist approach to learning, we approached history in a multifaceted manner, planning collaborative activities, asking our students to create their own content, to adopt a multicultural understanding of other nations' history, to express their thoughts, questions, conclusions using the language and media creatively. Moreover the project fostered qualitative inquiry methods, since our students conducted interviews with elderly people and researched our topic using a wealth of resources (books, the internet) and WEB2.0 tools. Our students had thus the chance to develop critical thinking skills, analyse and synthesize available information. Simultaneously we triggered intergenerational contact, active citizenship and extroversy, connecting our schools both to the european context as well as to the local society. <http://stories-in-history.webnode.cz/>

Κιουζέπη Μαρία: 2ο ΕΠΑΛ Γιαννιτσών

"Presenting the framework of the NEW European Erasmus+ Programme"

Η εισήγηση θα επικεντρωθεί σε βασικά στοιχεία του καινούριου Ευρωπαϊκού Προγράμματος Erasmus+, στις δομικές και άλλες αλλαγές του σε σχέση με το απερχόμενο πρόγραμμα Δια Βίου Εκπαίδευσης(LLP), σε εκείνες τις δράσεις του που αφορούν τη σχολική εκπαίδευση και σε λεπτομέρειες σε σχέση με την κατάθεση αιτήσεων.

Εφραιμίδου Κυριακή: ΓΕΛ Εξαπλατάνου

" Teaching Reading in Greek Lykeion classes"

The presentation will be about reading, processes, skills, strategies and principles. A taught lesson, the principles that govern its design and students' reaction will be presented. The integration of all skills will be discussed especially writing, and another example which entails the use of computers will be shortly described. English teacher involvement in the new subject of "project" will be suggested as it allows students' involvement in further, extensive and "authentic" text reading.

Θεοδωρούδη Ελένη: Γυμνάσιο Αγίου Γεωργίου Δυτ. Θεσσαλονίκης:

“An advertisement for a tourist guide about our local history....The Castle of Redina.”

Θα παρουσιαστεί μια διαφήμιση σε Movie Maker για το κάστρο της Ρεντίνας, το οποίο βρίσκεται 10 Km από το σχολείο μας, το Γυμνάσιο Αγίου Γεωργίου στην Ασπροβάλτα. Πρόκειται για ένα βυζαντινό οικισμό σε στρατηγικό σημείο στα στενά της Ρεντίνας, που έλεγχε το πέρασμα προς την Ανατολή και αποτελεί μέρος της ιστορίας του τόπου μας. Το διαφημιστικό αυτό είναι αποτέλεσμα ενός Περιβαλλοντικού Προγράμματος με θέμα «Ο φύλακας της αυτοκρατορίας, το κάστρο της Ρεντίνας». Αφού υλοποιήσαμε το περιβαλλοντικό πρόγραμμα συγκεντρώνοντας υλικό από διάφορες πηγές (βιβλία, διαδίκτυο) και πραγματοποιώντας επίσκεψη στο χώρο, σκέφτηκα ως καθηγήτρια της αγγλικής γλώσσας να αφιερώσω δύο διδακτικές ώρες με τα παιδιά της Β' Γυμνασίου που ασχολήθηκαν με το πρόγραμμα αυτό, με σκοπό να φτιάξουμε το διαφημιστικό για να το δώσουμε στους υπεύθυνους του Δήμου μας, ώστε να το χρησιμοποιήσουν για την προβολή της περιοχής μας. Στόχος μου ήταν να εξοικειωθούν οι μαθητές με το λεξιλόγιο και τη σύνθεση των προτάσεων, αλλά και με τη χρήση του ηλεκτρονικού υπολογιστή και πιο συγκεκριμένα του προγράμματος MOVIE MAKER.

Δόμβρος Παναγιώτης: 1^ο Γυμνάσιο Πανοράματος

“It’s a WIKI-edlong way to Tipperary”: Using Cross-curricular and mediatory techniques to promote learner autonomy and self-regulated learning”

This presentation tracks the stages of a learning event in which, with the aid of ICT, students immerse in World War I events and explore original material in both Greek and English. Working in groups, they navigate through electronic data, following electronic worksheets and produce original material which they post online. Throughout their work they are given the opportunity to go back and forth using the original material in any way they see fit and organize their learning input. Principles of enquiry-based, experiential and self-regulated learning come into play, leading students to autonomous learning practices.

Οικονομοπούλου Αγγελική- Μαρία: 2^ο Γυμνάσιο Πυλαίας, Θεσσαλονίκη

“Ireland to discover”

Students of the 2nd Junior High School of Pylaia who participated in the Cultural Affairs Programme ‘IRELAND TO DISCOVER’, under the supervision and guidance of their English teacher, acted as researchers and mediators to collect information about Ireland, mainly surfing the Net. The students chose to focus on various aspects of Irish culture and life according to their interests. A Poster about Ireland in Greek is only part of their experience!