

Activity 1: Description

The first activity was designed for a 4th grade primary school class of twelve students, whose level of English, according to the CEFR, is A1.

The activity was inspired and based on an activity suggested by the British Council (<https://www.britishcouncil.gr/en>). The activity is on the topic of culture, and was selected to fit the school's syllabus, as the 4th grade entered the corresponding unit.

First, I had a small talk with the students on the topic of culture. I asked them to tell me what culture is for them and report some of the areas of culture, such as music, art, traditions, etc. After the short conversation, I asked the students if they knew who Frida Kahlo was, and what her occupation was. I handed them the handout that I had prepared, which consisted of information about Frida Kahlo's life, career and paintings, and a short activity, in which students had to circle if the following sentences were true or false according to the text.

Through this activity students were introduced to new vocabulary related to the topic of culture, and they got to practice their skills on going through a text and finding the answers they are looking for. In addition, students got the opportunity to learn about one of the most famous artists of the 20th century.

Activity 1: Self evaluation of descriptors

Methodology: A) Reading

9 -> I can select texts appropriate to the needs, interests and language level of the learners.

The reading activity was selected to fit the unit that the class worked on during that time of the school year, the topic of culture. I wanted to include a more specific subject that the students would be interested and would acquire knowledge on one of the most famous painters of all time. The vocabulary and grammar of the text were simple and appropriate for the level of the students, and modifications were made in order to include the most useful information.

7 -> I can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text.

Because of the length and the topic of the text I chose, there would most likely be unknown vocabulary to the students. In order to avoid any misunderstandings, I asked the students to briefly go through the text by themselves and see if there are any unknown words that needed to be explained. Instead of giving the meaning of the words in L1, I tried to explain them in English, and contextualize the words into examples, so I made sure that they understood. After that, I would also ask them to give me their own examples using the unknown words. The problem that I encountered is that I didn't take notes on the unknown vocabulary that probably

the students would have before starting the activity, which resulted into the students asking me what words meant in the middle of the reading, and losing valuable time.

Methodology: B) Culture

9 -> I can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.).

As I mentioned above, the topic of the text was related to the topic of the textbook unit that the class was taught. While the activity took place in class, I could see that the students were very interested to know about the life and career of Frida Kahlo, and most of them didn't even need to look through the text while doing the 'True or False' activity. They grasped the information by only reading the text once, and it took less than two minutes to finish the activity.