

## MARILLE: Template for practice examples

<b>Author of this description:</b> ALEXANDRA MELISTA	
<b>Title/ name of example:</b> <b>READING AND WRITING NEWS (language of newspapers)</b>	
<b>Internet address (URL) of example (if available):</b>	
<b>Person responsible/ contact person:</b> Alexandra Melista	
<b>Example from</b> <input checked="" type="checkbox"/> Mainstream majority language teaching <input type="checkbox"/> Special classes for non-native speakers of majority language (second language classroom) <input type="checkbox"/> Other subject: _____	
<b>Type of example:</b> <input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Classroom video <input type="checkbox"/> + Lesson plan/ scenario <input type="checkbox"/> Other:	
<b>Target group (Age, type of school, languages, ...):</b>	16-17 y.o., 2 <sup>nd</sup> Grade/Senior High School, “Experimental” Senior High School (the school serves as a pre- and in-service training centre for university students and newly appointed teachers) Greek/English All students speak Greek as a first language. All of them speak, read, understand, and write good English (C1 and C2 level) but they do not use English in their everyday life
<b>Detailed description of example:</b>	<p>Students bring pieces of news from Greek and English newspapers (paper edition) in the classroom referring to accidents and teenagers.</p> <p>Students work in groups. Half of the groups read pieces of news in Greek while the rest read pieces of news in English. They choose 2 stories in English (now available in web edition/The Independent, The Guardian) and 2 Greek pieces (Ta Nea). Then they answer the questions on worksheets A and B correspondingly (A for the news in Greek, B for the news in English).</p> <p>As soon as they finish, groups exchange worksheets and newspaper pieces. They check their classmates’ answers and discuss problems in the plenary using worksheet C. Then they rewrite (they do not translate) the English news in Greek and the Greek ones in English and finally they discuss in the plenary the issues raised and they evaluate their own texts.</p> <p>Homework: they have to write two short pieces of news in Greek for the school magazine (in Greek) or for the</p>

school's web page (in both Greek and English) on events going on at school

**Which aspects of knowledge, skills and attitudes relevant for plurilingualism are promoted in this example?**

**Knowledge and understanding**

The relation between language forms and text forms in different languages,

The influence of foreign languages on their own as far as newspapers' language is concerned

The ways messages can be presented in order to serve certain purposes in different languages in newspapers

The relation between culture and language usage in newspapers

**Skills (language use)**

Switching codes effectively, awareness of similarities and differences between languages, awareness of their own languages by comparing structures and communicative strategies, awareness of the speaker's choices in encoding similar or different messages in different languages, transferring messages from one language to another in the framework of the same text form

**Attitudes**

Respect languages and cultures through discovering the similarities in encoding similar messages and appreciating varieties in expressing similar things in the framework of the same language

**Evaluation of example**

**Positive:**

students could produce much better texts both in Greek and English  
students connect different areas of knowledge and understand the interrelations  
they feel more secure in both languages and cultures

**Negative:**

1) Takes more time to teach a unit  
2) Students wouldn't like to be taught more than one language simultaneously. They thought they would be tested in more than one subject at the same time. They wouldn't like it, even if the other language(s) was their mother tongue. Students' reaction can be interpreted in the framework of the Greek education system, which is exam orientated and competitive, while it

		practically favours mechanistic ways of learning.
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**Other comments:**

The teaching subject and this lesson plan are integrated in the curriculum. This approach can easily be adapted to become plurilingual including the heritage languages of children in the class through a similar process which has been implemented in teaching text summarizing.

Four languages were used (Greek, English, Albanian and Ukrainian). Students chose the texts from newspapers (or from the web). All summaries (the end-product) should be in Greek, while the original texts were in all four languages/ group work). Albanian and Ukrainian speaking students had many problems in reading and understanding the texts in their heritage languages. The Greek summaries reflected exactly these problems. However, their classmates who didn't speak those languages asked them questions focussing on the problematic passages of their summaries. Students had to reread the text closely and focussed, use reference books and web sources (or call their parents during the break), in order to solve the problems and revise their summaries. Once again, the summaries of the English texts were rather better than the ones of the Greek texts, maybe because Greek students practise reading skills much more systematically and intensively in English classes or maybe because they are much more aware and alerted about text understanding processes, while reading foreign language texts.

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