

### **Project work practice**<sup>1</sup>

Maria del Mar wants to learn from you, students, about your preferences, what you expect from this subject, what you would NOT like to do... and the only way is by...

Teaching your teacher what to teach!!!

**Project title:** Teach your teacher what to teach!!!

What is/are the objective(s) of this project?

- a)
- b)

**STEP 1:**

**STEP 2:**

**STEP 3:**

**STEP 4:**

**STEP 5:**

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OUR GROUP'S PREFERENCES - Wish list:

- general revision of English using texts related to sports, health, hobbies, lifestyle, etc.
- individual differences in language learning (motivation, learning styles and strategies, age, aptitude, intelligence, ...) or any other theoretical contents you may think of...
- CLIL (Content and Language Integrated Learning) at your knowledge of contents level: vocabulary related to the human body and to movement, motor skills, etc.
- how to explain sports activities in English (by using imperatives, modal verbs, prepositions, ...) and general vocabulary
- designing a treasure hunt (gimcana) in English
- outdoor and indoor games and songs in English for primary education students (your teacher has already booked the Sala Sol just in case)
- webquest: organizing a (sports) trip to London (your teacher has already booked the computer room just in case)
- project work: e.g.
  - o the origins of sports,
  - o organizing an international sports event,
  - o investigating current sporting issues (drug-taking in athletics, amateur vs. professional status, too much sport on TV or not..., how young stars are affected by fame, ...),
  - o a single 'unknown' sport

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<sup>1</sup> Activitat adaptada de Vidal, N, Ribé, R., Fernández Santás, C. i Martín Soler, J.A. (1997). *Teach Your Teacher Music*. Madrid: Alhambra – Longman

Names	Choices	Why (not)

Prepare a short paragraph. Remember to use first person plural forms:

## OUR MESSENGER

Names	Choice	Type (didactics theory, English language, cross-curricular)	Why (not)

## ALL TOGETHER NOW

Classify the information from your charts. Make a graph. Find out the class' favourite activities, what type they are, and what your classmates would not like to do.

## **STEP 6: REPORTING TO THE CLASS**

CLASS PARAGRAPH:

### **STEP 7: PROCESSING FEEDBACK**

Names	Choice	Type (didactics theory, English language, cross-curricular)	Why (not)

Now discuss and exchange information about your preferences, dislikes...

### **STEP 8: PUTTING IT ALL TOGETHER**

1. Prepare a poster / PowerPoint presentation about your favourite activity:
  - Negotiate what you want to include on the poster / PowerPoint presentation.
  - Decide whether you want illustrations or graphics.
  - Decide whether you want it to be plain or elaborate.
  - Make a list of the materials you will need.
  - Distribute the work amongst the group members.
  - Prepare the presentation of your poster.

### **STEP 9: PRESENTING THE PROJECT**

1. Present your poster to the teacher (and to the rest of classmates).
2. Interview your teacher to find out how much he or she is learnt about your preferences and dislikes regarding this subject.

### **STEP 10: ASSESSING AND EVALUATING YOUR PROJECT**

1. Write down what your teacher has learnt.
2. Evaluate whether you have fulfilled your own objectives (grammar, vocabulary, spelling, pronunciation, etc.)