Idioma estranger i la seva didàctica: Educació Física

Maria del Mar Suárez Vilagran
Curs 2008 - 2009
Idioma estranger i la seva didàctica: anglès – Mestre Educació Física

- POAs
- Assignatura “notable”
- Especialitat Educació Física
- Sharing the subject
- What my partner is going to do...
- What I’m doing with the students of Primària...
Teachers....

- Some teachers like teaching didactics theory,
- some teachers like teaching language,
- some teachers like teaching language acquisition
- ... and some teachers just don’t like teaching. 😞
Maria del Mar…

- You’ve bumped into a teacher who does like teaching and who cares about her students.
- She has been wondering what to do with you for three months, she has been doing research into that and still,
- she doesn’t know exactly what to do with you.
Maria del Mar…

- She does know there are three “musts” in this subject that should definitely be approached:
  - 1. Classroom language
  - 2. TPR (Total Physical Response)
  - 3. Teaching methodologies (project work)
Maria del Mar’s students… YOU…

- Have to do this subject
- Have to PASS (and hopefully get a good mark in) this subject
- Should not have much extra work
- You all may have different preferences, interests…
This subject…

- Should be of some use to you
- Should be done exclusively in whatever English you have.
... Maria del Mar wants to learn from you, students,...
And the only way is by...

Teaching your teacher what to teach!!!
Catering for diversity: PROJECT WORK

Steps

STEP 1
Creating a good class atmosphere

STEP 2
Getting the class interested

STEP 3
Selecting the topic

STEP 4
Creating a general outline of the project

STEP 5
Doing basic research around the topic

STEP 6
Reporting to the class

STEP 7
Processing feedback

STEP 8
Putting it all together

STEP 9
Presenting the project

STEP 10
Assessing and evaluating the project

Ribé & Vidal (1993)
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Ribé & Vidal (1993)
Remember…

- We are definitely doing the following:
  - 1. classroom language
  - 2. TPR (Total Physical Response)
  - 3. Teaching methodologies (project work)

- And now... what would you like to do?
**Step 5: DOING BASIC RESEARCH AROUND THE TOPIC**

Our group’s preferences

<table>
<thead>
<tr>
<th>Names</th>
<th>Choices</th>
<th>Why</th>
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Prepare a short paragraph about your group’s preferences. Take notes and be sure to use first person plural forms.

F. ex.: **We** like ‘X’ and ‘Y’. **Our** preferences are... because ... and ...
Step 5:  
Doing basic research around the topic

<table>
<thead>
<tr>
<th>Names</th>
<th>Choice</th>
<th>Type (didactics theory, English language, cross-curricular)</th>
<th>Why (not)</th>
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Questions for the messenger

1. Who is in your group?
2. What activities do they like?
3. Which type of activities do they prefer?
4. Why?
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Ribé & Vidal (1993)
STEP 6: REPORTING TO THE CLASS

All together now!

- Classify the info from your charts.
- Make a graph.
- Find out the class’ favourite activity/-ies).
- Find out the least favourite activity.
STEP 6: REPORTING TO THE CLASS

- When you have all the info, write a paragraph summarising the info.
- Compare your paragraph with the others in class.
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Ribé & Vidal (1993)
STEP 7: PROCESSING FEEDBACK

WHAT WE KNOW:
- Favourite activities
- Favourite types of activities
- Least favourite activities
STEP 7:
PROCESSING FEEDBACK

WHAT WE WANT TO KNOW:
- What are the activities most of us want to do?

Discuss and make a chart like this one with your own conclusions.

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STEP 8: Putting it all together

Ribé & Vidal (1993)
STEP 8
PUTTING IT ALL TOGETHER

Prepare a poster / PowerPoint presentation about your favourite activity:

- Negotiate what you want to include on the poster.
- Decide whether you want illustrations or graphics.
- Decide whether you want it to be plain or elaborate.
STEP 8
PUTTING IT ALL TOGETHER

- Make a list of the materials you will need.
- Make a list of the facilities you will need.
- Distribute the work amongst the group members.
- Prepare the presentation of the poster / presentation for the rest of the groups.
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Ribé & Vidal (1993)
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 learning about your preferences.
STEP 9
PRESENTING THE PROJECT

General English
Outdoor & indoor games
CLIL
Treasure Hunt
Webquest
How to explain sports
Pronunciation
Understand spoken English

Your preferences
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STEP 10
ASSESSING AND EVALUATING YOUR PROJECT

- Evaluate whether you have fulfilled your own objectives (grammar, vocabulary, spelling, pronunciation, etc.)

- Write down what your teacher has learnt about your preferences.

Calendar distribution of the course
# OUR CALENDAR

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>September</td>
<td>25</td>
<td>Project work</td>
</tr>
<tr>
<td>October</td>
<td>2</td>
<td>Project work? + Classroom language</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>No class - reading</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Classroom language + TPR?</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Moodlemoot - No class?</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>TPR</td>
</tr>
</tbody>
</table>
## OUR CALENDAR

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td>6</td>
<td>TPR / Pronunciation?</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>CLIL</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>CLIL</td>
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<tr>
<td></td>
<td>27</td>
<td>CLIL</td>
</tr>
<tr>
<td>December</td>
<td>4</td>
<td>Outdoor &amp; indoor games</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Outdoor &amp; indoor games</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Outdoor &amp; indoor games</td>
</tr>
</tbody>
</table>
CHARACTERISTICS OF PROJECT WORK

- Student-centred, not syllabus centred
- Co-operative, not competitive
- Skill-based, not structure-based
CHARACTERISTICS OF PROJECT WORK

- The importance of the end product:
  - collection of writing and pictures
  - a formal written report
  - a collection of figures and statistics
  - a classroom display
  - a student performance
  - a radio or video programme
COURSEBOOKS AND OR VERSUS PROJECT WORK???

- Coursebooks...PPP
  - Controlled input
  - Controlled practice
  - Free language production which leads to...

- Project work...
  - Consolidation or extension activities
BENEFITS TO STUDENTS

- Contact with reality
- Participatory...
- Catering for all abilities
- Reintegration of language (skills combined)
- Balance between fluency and accuracy
- Break with routine
TEACHER’S ROLE

- Willingness to adopt a new teaching style
- Correcting students’ language
- In our case: feedback through Moodle: individual..., in group...?
TEACHER’S ROLE

○ INITIATING ROLE:
  - Thematic direction of the project
  - Group formation
  - Project timetable
  - Suitable end product
TEACHER’S ROLE

- DURING THE PROJECT:
  - Ideas and advice
  - Helping to resolve doubts
  - Materials and equipment
TEACHER’S ROLE

○ FINALLY...
  - Organiser
  - Evaluator
PROBLEMS

- Students’ lack of interest or motivation
- Too long
- Uninteresting topic
- Speaking one’s L1 instead of English
- Language learning
- Students do not see projects as “real” work
- Different speed
- Evaluation