Idioma estranger i la seva didàctica: Educació Física

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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.

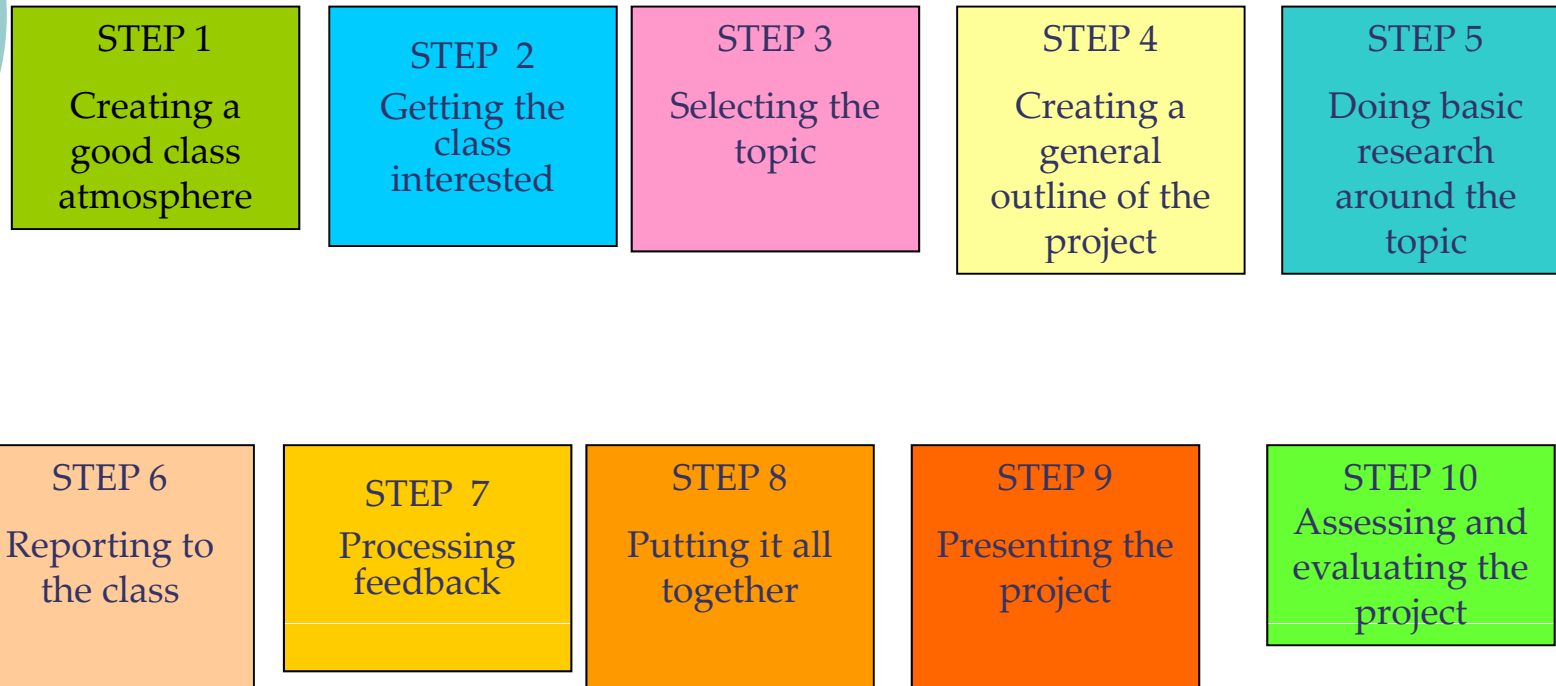... Maria del Mar wants to learn from you, students,...

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)

Catering for diversity: PROJECT WORK Steps

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Creating a good class atmosphere	Getting the class interested	Selecting the topic	Creating a general outline of the project	Doing basic research around the topic
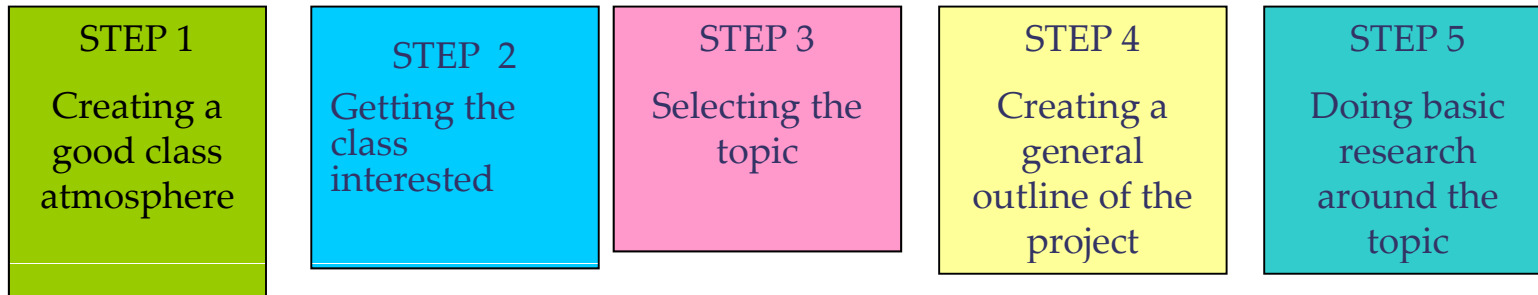
Ribé & Vidal (1993)

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

Names	Choices	Why

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

Messenger information

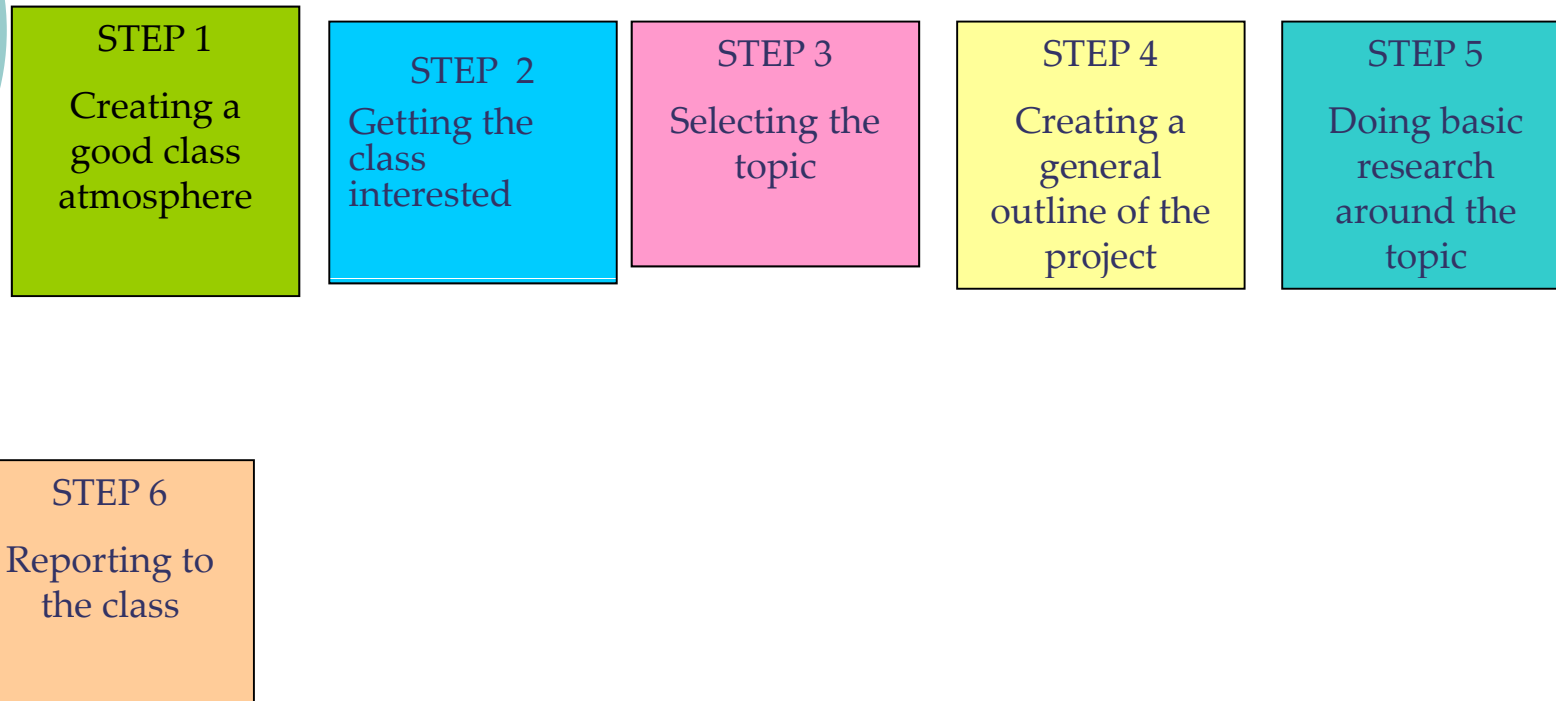| Names	Choice	Type (didactics theory, English language, cross-curricular)	Why (not)

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?

Catering for diversity: PROJECT WORK

Steps

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STEP 6 Reporting to the class

Ribé & Vidal (1993)

All together now!

- Classify the info from your charts.
- Make a graph.
- Find out the class' favourite activity/
-ies).
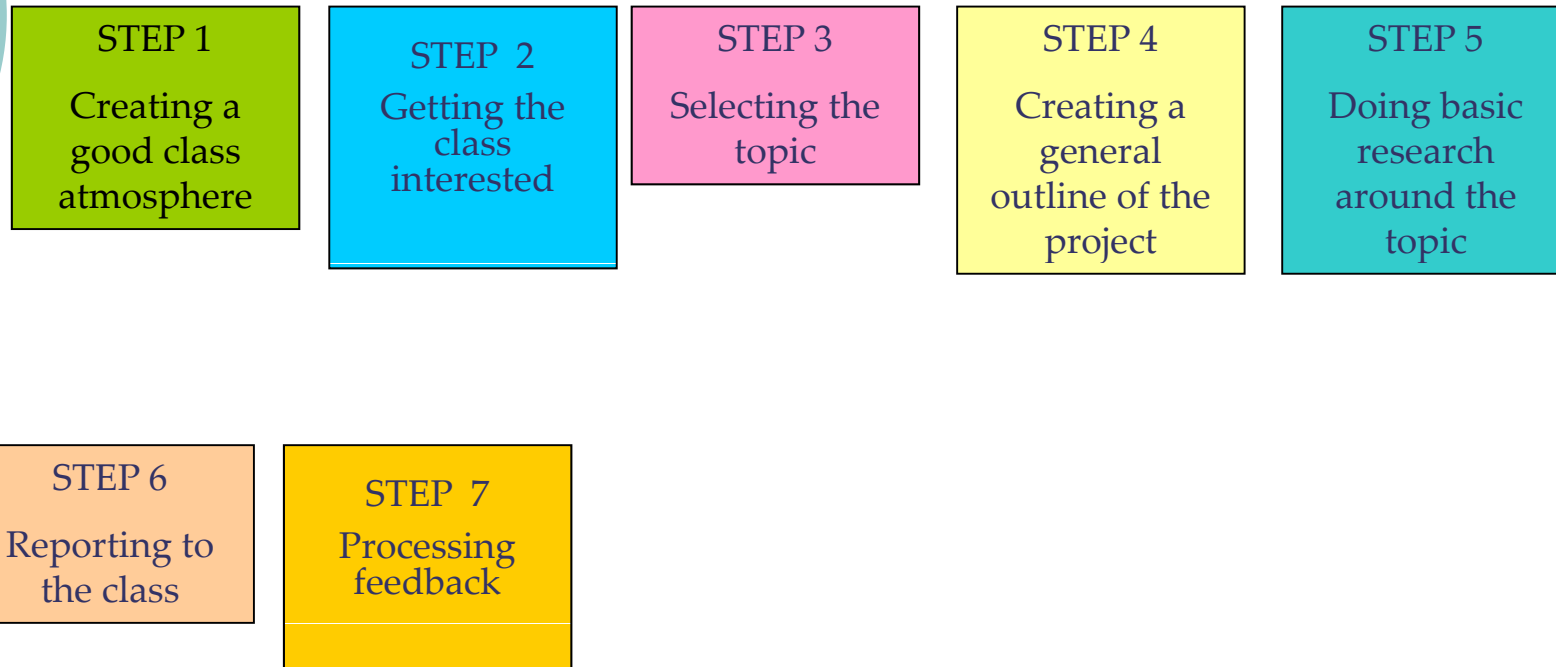- Find out the least favourite activity.

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.

Catering for diversity: PROJECT WORK

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Reporting to the class

STEP 7

Processing feedback

Ribé & Vidal (1993)

STEP 7:
PROCESSING FEEDBACK

WHAT WE KNOW:

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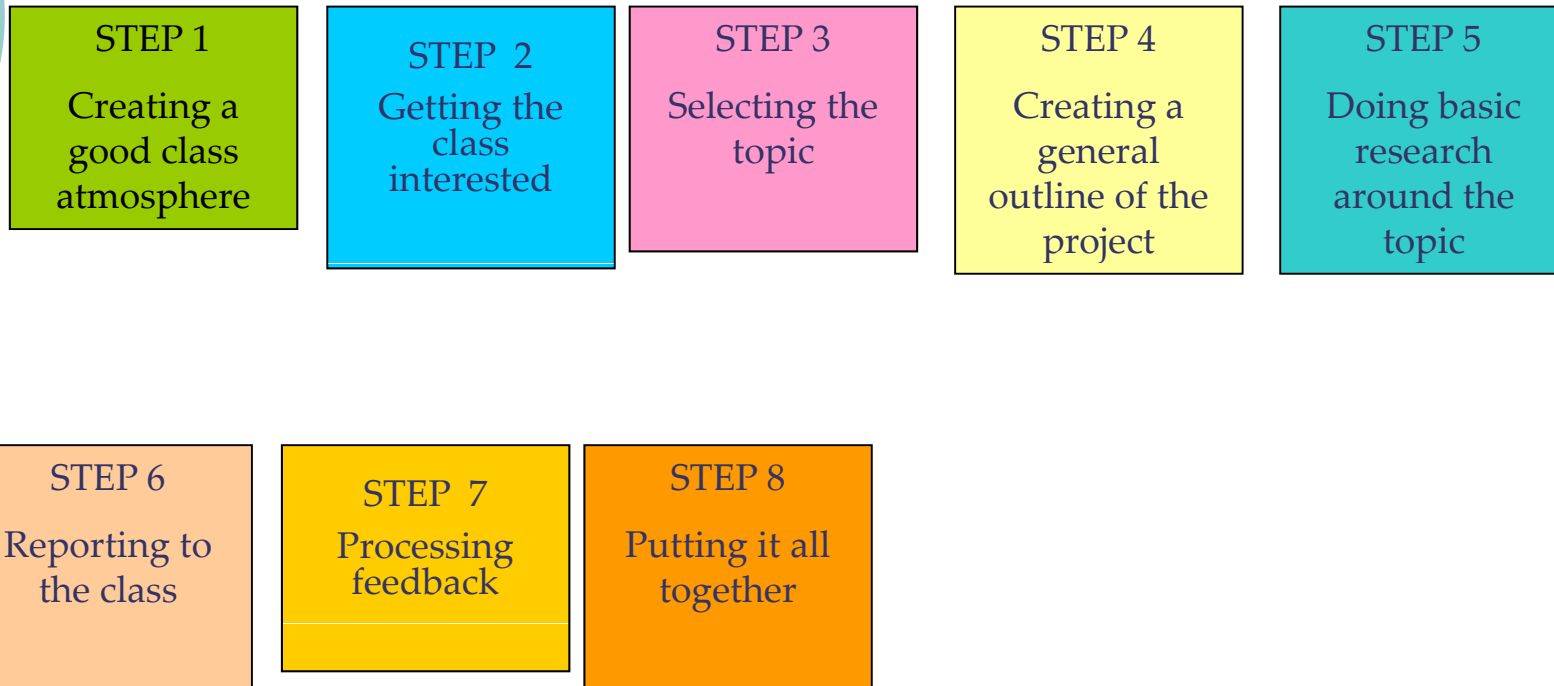
STEP 7:
PROCESSING FEEDBACK

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

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

Catering for diversity: PROJECT WORK

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STEP 6 Reporting to the class	**STEP 7** Processing feedback	**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.
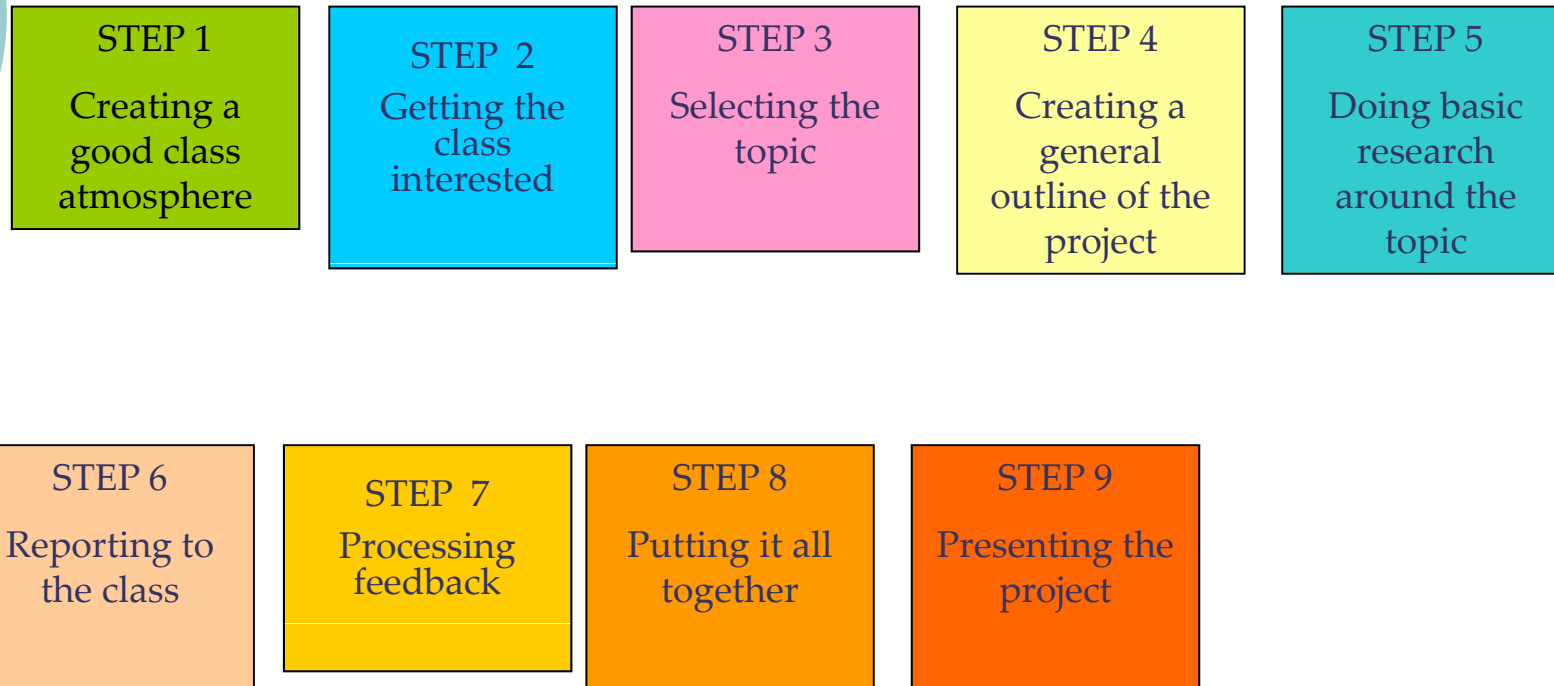
STEP 8
PUTTING IT ALL TOGETHER

- 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.

Catering for diversity: PROJECT WORK

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| STEP 6 Reporting to the class	STEP 7 Processing feedback	STEP 8 Putting it all together	STEP 9 Presenting the project

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.

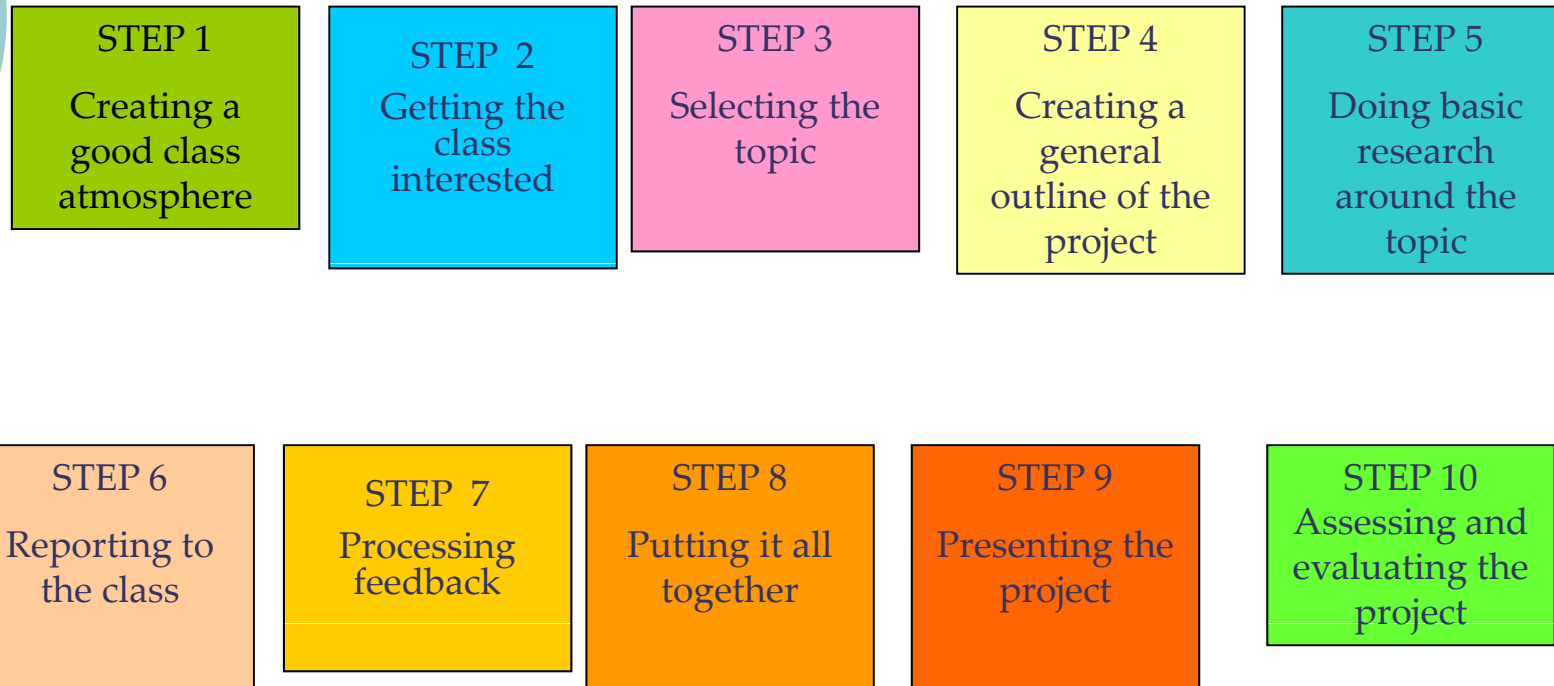STEP 9
PRESENTING THE PROJECT

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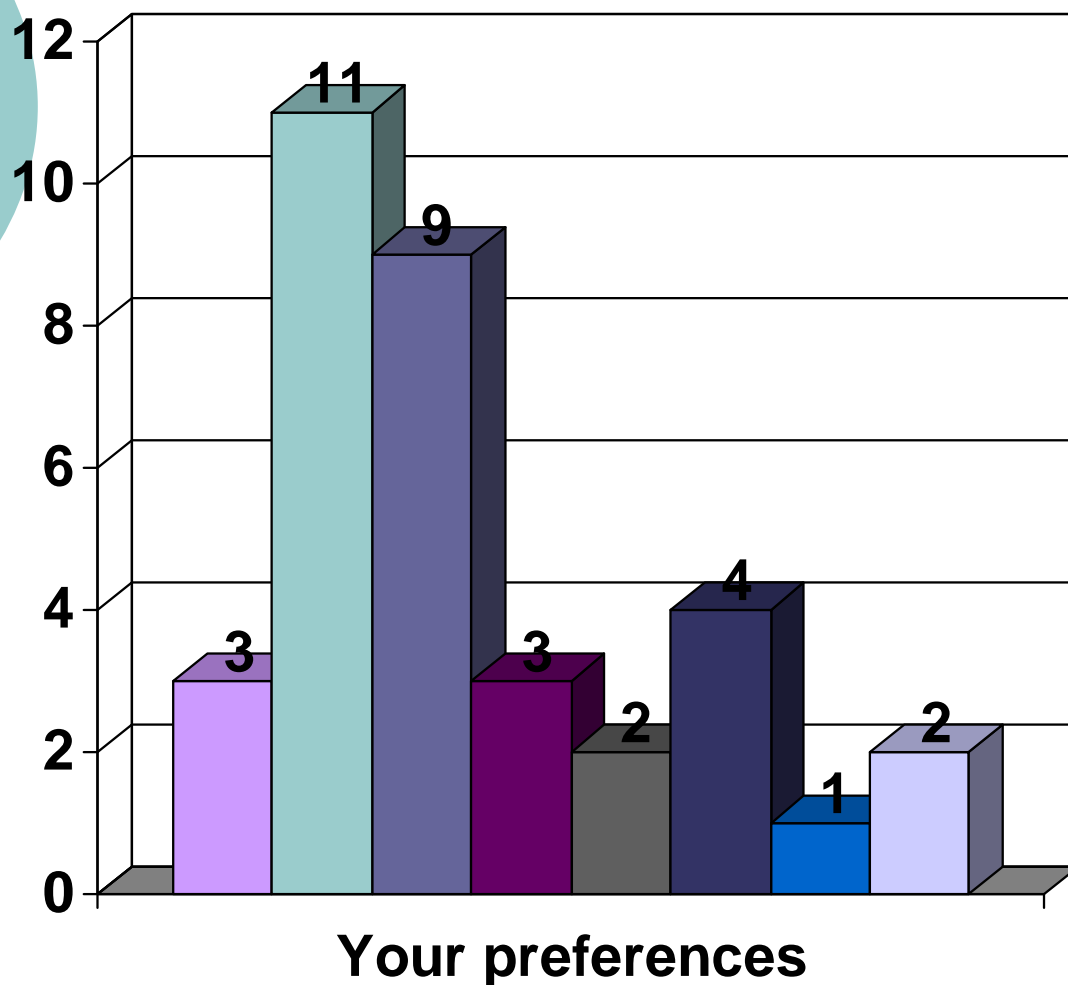
- General English
- Outdoor & indoor games
- CLIL
- Treasure Hunt
- Webquest
- How to explain sports
- Pronunciation
- Understand spoken English

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STEP 6	STEP 7	STEP 8	STEP 9	STEP 10
Reporting to the class	Processing feedback	Putting it all together	Presenting the project	Assessing and evaluating the project

Ribé & Vidal (1993)

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

September	25	Project work
October	2	Project work? + Classroom language
	9	No class - reading
	16	Classroom language + TPR?
	23	Moodlemoot - No class?
	30	TPR

OUR CALENDAR

November	6	TPR / Pronunciation?
	13	CLIL
	20	CLIL
	27	CLIL
December	4	Outdoor & indoor games
	11	Outdoor & indoor games
	18	Outdoor & indoor games

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