

CESIRE – DEPARTAMENT D'ENSENYAMENT

Action Research as professional development: teaching Physical Education and motor activities in CLIL contexts.

GRUP DE TREBALL EN LA RECERCA-ACCIÓ COLLABORATIVA PER LA
MILLORA DE LA DOCÈNCIA DE L'EDUCACIÓ FÍSICA I DE LES ACTIVITATS
MOTRIUS EN CONTEXTOS AICLE

MEMÒRIA

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El grup de treball ha desenvolupat amb èxit i de forma col·laborativa una recerca sobre com facilitar la interacció oral en els jocs motors en un context AICLE, assegurant la comprensió de les accions motrius, interactuant en llengua anglesa i desenvolupant les mateixes accions motrius que en un context de L1. Es va partir de la següent pregunta inicial:

In motor games settings, how oracy can be improved while checking comprehension of motor activities, speaking in English and developing the same motor actions as in a context of L1?

Els objectius que es van formular són:

1/ Dissenyar tasques que facilitin la interacció oral en els jocs motors en un context AICLE. *Design tasks that facilitate oral interaction in motor games that are delivered in a CLIL context.*

2/ Comprovar que en les tasques proposades s'assoleix la comprensió i es desenvolupen les mateixes accions motrius que en un context L1. *Check that in such tasks comprehension is achieved and motor actions are developed similarly that in a L1 context.*

3/ Reflexionar sobre el tipus de suport lingüístic que s'ha de facilitar a l'alumnat per assolir els objectius 1 i 2. *Reflect on the type of language scaffolding that is needed in order to facilitate the achievement of goals 1 and 2.*

S'ha emprat la investigació-acció com instrument de formació del professorat per la millora de la pràctica educativa a través de la reflexió i els cicles de recerca en acció.

Les característiques del projecte definides inicialment van ser:

- Un únic cicle d'investigació-acció amb un reconeixement de formació equivalent a 40 hores.
- El problema identificat estava relacionat amb la interacció oral en el joc motor en un context AICLE.
- Els nivells educatius que abastava el projecte eren els de l'ensenyament primari i secundari.
- Els participants eren professors en actiu d'educació física, llengua anglesa i música de primària i secundària.

- La llengua vehicular del grup de treball ha estat l'anglès.
- La hipòtesi de treball que es va establir és:
 - *Students that participate in motor activities through CLIL:*
 - o *a/ Match motor actions with oral instructions.*
 - o *b/ Improve their oral English skills.*
 - o *c/ Develop the same motor actions than in L1.*

Els instruments utilitzats han estat els diaris de classe, els grups de discussió, les observacions externes, les entrevistes a l'alumnat i les gravacions en vídeo.

Els objectius establerts a priori s'han assolit amb escreix ja que:

- 1/ S'han dissenyat tasques que han facilitat la interacció oral en els jocs motors en un context AICLE.
- 2/ S'ha comprovat que en les tasques proposades s'assoleixi la comprensió i es desenvolupi les mateixes accions motrius que en un context L1.
- 3/ S'ha reflexionat sobre el tipus de suport lingüístic que s'ha de facilitar a l'alumnat per assolir els objectius 1 i 2.
- 4/ Les tasques han estat modificades i validades a través del procés d'I-A.

Finalment es recullen les conclusions finals elaborades pels participants i que es presenten ordenades per subgrups d'acord amb les especificitats docents i en base a sis tipus d'informació:

- *Knowledge that you have identified that you have when you came in.*
- *Knowledge gaps that existed when you came in*
- *Knowledge gaps that you filled in during the AR process.*
- *Knowledge gaps that still exist.*
- *Things that helped.*
- *Things that not helped.*

ENGLISH AND MUSIC TEACHERS

- *Knowledge that you have identified that you have when you came in.*

To be honest, we did not have a strong and solid knowledge about this matter. At first, we felt a bit insecure because our main objective was to enrol in this research group in

order to learn. The only knowledge we can refer to is our experience teaching at schools.

- Knowledge gaps that existed when you came in

We had a lot of questions about it. For instance, the way of putting into practice these PE activities in our speciality. For some of us, this has been the first time ever to carry out a PE activity through oral communication in English.

- Knowledge gaps that you filled in during the AR process.

The first big gap was to choose the activity/game which suits a balance between motor skills and language skills. Also, the students' level of language and motivate students to communicate them in English.

- Knowledge gaps that still exist.

The most difficult thing to manage is to make them communicate in English. Combining both oral communication and PE contents is, from our point of view, a difficult goal to achieve.

- Things that helped

To plan the lesson thinking about the creation of the scaffolding was very helpful because we had to think in a content session through English language.

To share experiences with our colleagues.

The feedback provided by our students.

The process of designing the task, carry it out, get the feedback of the students, share the experience in the meetings, read the diaries of our peers and repeat the task again with the changes has enriched us a lot.

- Things that did not help

Our lack of experience in PE.

The difficulty of combining motor skills and oral communication skills.

SECONDARY PE TEACHERS

- Knowledge that you have identified that you have when you came in.

We didn't have any experience in applying CLIL approach in PE context.

We only experienced CLIL approach in some courses offered by the Departament d'Ensenyament.

- Knowledge gaps that existed when you came in.

Difficulty of the task/s concerning the English level of the target students.

How to create an understandable and useful scaffolding for the students to improve their English communicative skills.

How to apply the task/s in a PE class taking into account the CLIL approach.

Duration of the task/s proposed to the students.

How to create an available worksheet and the impact (positive and negative) that it may have among the students.

How to balance the Linguistic and Motor contents in the assessment of the PE subject.

- *Knowledge gaps that you filled in during the AR process.*

To achieve that the students communicate between them and to the teacher in English, no matter their level.

How the PE teacher becomes understandable for the students during the class when speaking to them.

How the PE teacher manages to communicate to the students that a behaviour is not correct in English and the student clearly gets the information.

To find reliable resources to prepare the activity/es.

The time that the PE teacher spends preparing the CLIL material.

- *Knowledge gaps that still exist.*

How to achieve to make a good use of the English in the PE class, when the students are playing as it was their mother tongue (L1).

To communicate to the teacher and classmates in English as a rule as it was normal.

To create a task/s that respect the time that you have previously planned.

The specific vocabulary of PE that the teacher uses to communicate to the students, because the students may have never hear or seen it before.

- *Things that helped to succeed.*

Reflection & assessment of the development of the PE class after applying CLIL approach.

Creation of useful and understandable scaffolding for the students to follow the PE class.

Interviews that we did to the students that helped us to improve our work.

Recording of the activity to assess our way of teaching in English.

Creation of the teacher's diary to write down all that happened before, during and after the execution of the class.

Modification of the initial work and the following execution in the class with its improvements.

- Things that did not helped to succeed.

Lack of English publications in CLIL approach in PE.

Lack of collaboration of English department colleagues.

Our lack of experience in CLIL approach in PE.

The difficulties related to the new PE vocabulary because of its specificity.

Find the balance between linguistic content and motor content to make the activity interesting and motivating for the students.

PRIMARY PE TEACHERS

- Knowledge that you have identified that you have when you came in.

We all had done the summer course about PE in CLIL. So we had some previous knowledge about it. We have more information about PE activities than English language activities. We had to focus on our effort in the linguistic aspects.

- Knowledge gaps that existed when you came in.

How to link language content with motor content and how to make pupils speak in English. How to relate PE and linguistic content. We lack enough knowledge about the steps to introduce English language progressively in PE lessons.

- Knowledge gaps that you filled in during the AR process.

To find the correct balance between linguistic and motor content.

- Knowledge gaps that still exist.

We do not know exactly what the best sentences are to work with and the suitable activities to improve it. We are still working in “trial and error methodology”.

Know the English level that the pupils have, because if you are not the English teacher is difficult.

- Things that helped to succeed.

The template was really helpful in order to structure our mind and then to design the task.

The process helped us to focus our attention on important aspects of the planned activity.

Adapt the language content to children level and trying to simplify it.

Few rules make the activities easier and more attractive.

Recording tasks in video.

- Things that didn't help.

The transcriptions that we did at the beginning.