Maximal input: language accompanying action in the P.E. lesson (& professional development)

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The value of PD

What should the focus be for PD courses?

Focus on language or focus on pedagogy – what's the benefit?

Educational Change Authority Persuasive Communication Acceptance

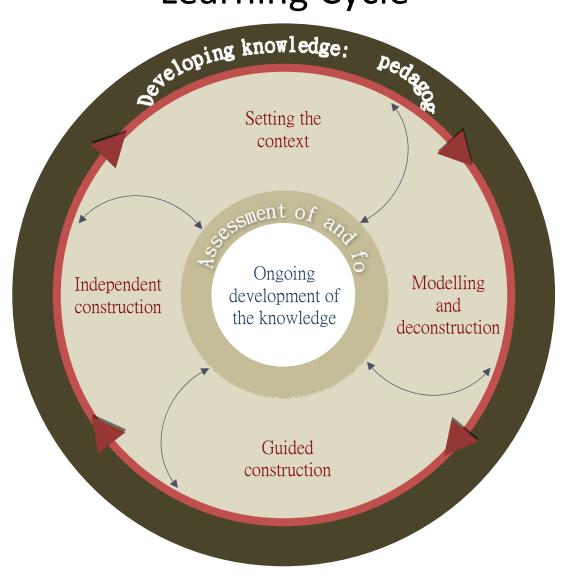
Figure 1. Top down management style (Adapted from Kerber & Buono, 2005)

Top down change

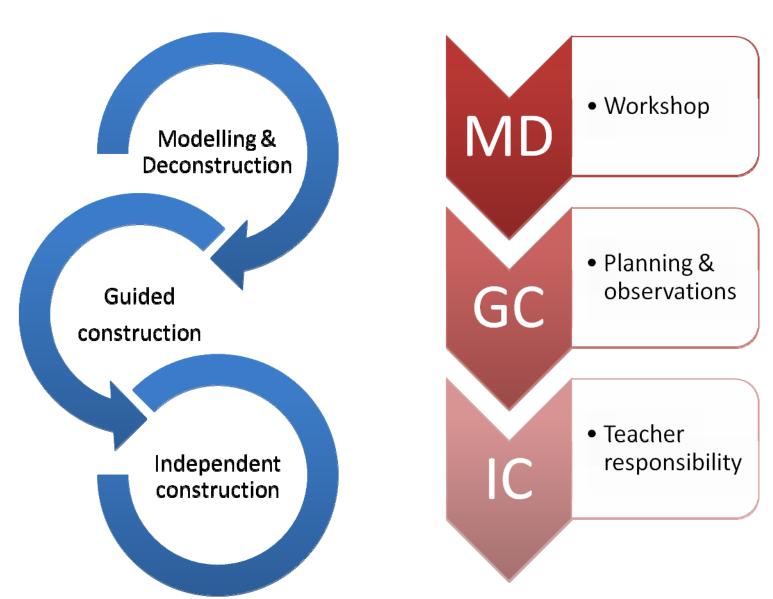
Teachers feel uninvolved & resistant

Difficult to implement

Professional Development: Teaching and Learning Cycle



Scaffolding and handing over



Classroom interaction

Need to look at classroom interaction:
 'interactions should be examined both for their effectiveness in fostering language development and also for the impact these interactions have on how students view themselves.'

(Gibbons 2007: 702)

Talk in the classroom

Subject knowledge (curriculum genre)

macro genres educational knowledge

Management & Interpersonal (regulative genre)

Setting goals Management Interpersonal

Talk in the PE Classroom

- Curriculum genres very efficient
 - Technical talk very good
 - Demonstrations excellent
 - Technical language available in text books

One PE Teacher in a tennis lesson...

'I've already looked up all the language I needed in a resource book, I knew how to say chopper grip'

Regulative genres

- Teachers observed have an excellent relationship with their students
- Caring, thoughtful & respectful
- English sometimes seems overly formal
- Technically correct, but uncommon use at times
- Best opportunity to model more informal, commonsense language

How language varies along the **register** continuum

Education

Everyday Commonsense The language for expressing ideas: what the subject matter is and how abstract or technical it is

What

Technical Abstract

Personal Familiar people

The language ror interaction: what roles, relationships, status and attitude the people communicating have

Who

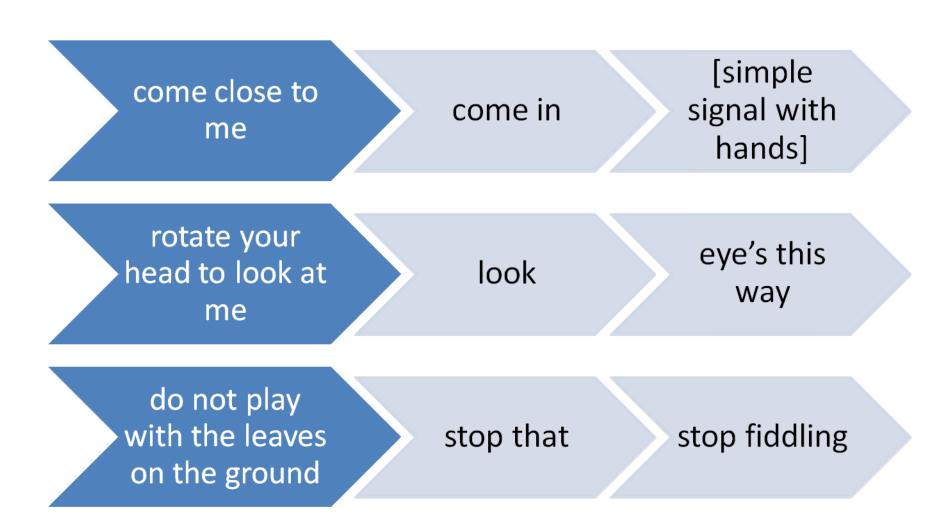
Impersonal Unfamiliar people

(action with some language)
Spoken

The languary How ture of the message and organisation: the mode of communication—spoken or written

(language as reflection)
Written

Simple commands



Importance of language in PE

Time – need appropriate language at the right time

Space – language needs to accompany action

Amount – small, sound bites which are memorable and recyclable

Knowledge of language, teaching through language essential

Relevance of PD...

Knowing about language construing knowledge

Knowing about pedagogy

Modelling good practice: videos & sample

Providing maximal input: multimodality

PD - Scaffolded scaffolding handing over to the teacher

Teacher becomes the change agent