



Maximal input: language

accompanying action in the P.E.

Lesson

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## Background

- English is MOI
- Girls' school
- Teach F.1 to F.5 P.E.
- 3 years ago started using English as MOI to teach P.E.
- Teacher training: Chinese Language with English textbooks at College of Education and University

# Feelings about teaching P.E. in English

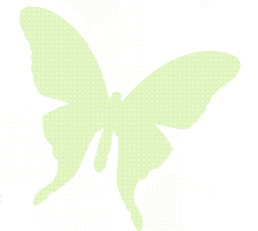
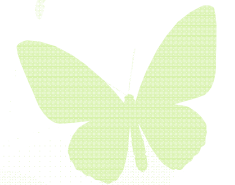
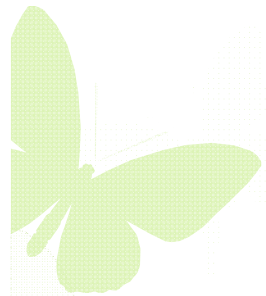
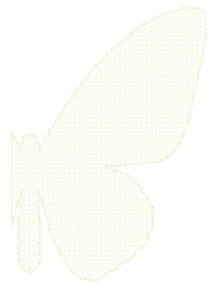
- Frightened
- Not very confident
- Feelings of doubt and uncertainty

# After the course & lessons observation

- Increased my confidence
- Enjoy teaching P.E. in English
- Increased my sense of achievement

During the course

I felt warm



# On the course

- Excellent support team to help you
- Native speaker coordinator: created a good English environment

## On the course

- Experienced how my students feel and the barriers caused by learning in a 'new' language
- Emphasized the importance of 'communication' in English, e.g. John taught us some Swedish to let us fully understand how the students feel
- Introduced a functional model of language

Golden words from John Polias

Prepare

not

Repair



# On the Course

- Emphasized strong teacher control and input
- Showed how to shift teacher responsibility to student responsibility in the “Teaching & Learning Cycle”
- Demonstrated the value of maximal input - multiple ways, to support the learners:
  - Visuals: pictures, videos and demonstrations
  - Language: oral language – recycle and repeat

Grp 6 : Wendy Teng Chi Wing  
 CHENG PO HING, BERN

Invite one student to show whole sequence  
 + give comment by other student  
 Repeat key points by students.

Show video to demonstrate the shot put Linear Technique -  
 whole sequence  
 Introduce the Phases of shot put (Preparation, Momentum Building,  
 delivery + Recovery)

Students complete the whole  
 pattern by themselves with  
 assistance provided to  
 the student if it is necessary

## Learning of the curriculum

### Assessment

Ongoing  
 development  
 of shot put skill  
 in delivery field

N4D

Grip

- Introduce objective
- Show a picture to demonstrate 'grip' method
- Teacher demonstrate + explain the technique of grip

Develop an understanding through question

G

- Student's practice in pairs - so modelled in the picture show in whiteboard

Gc

student come to the front of the class and show how to grip under teacher's guidance

Level 1  
 Delivery phase - Power Position

- Introduce objective
- show a video of i) whole sequence
- ii) Power Position
- show a picture of standing position

### Delivery Phase

Final Arm Movement  
 (Demonstrate by teacher  
 on video + picture)

Level 2  
 Main Acceleration

Introduce objective


## Most valuable points...

- Form a 'pattern' of learning
  - Use student as a model, in pairs for peer observation
  - Give instructions over a short distance, minimize the words and add actions
  - Give little things, break down some actions
  - Integrate language as a part of the activity
  - Keep your talk slow: reduce pace, speak less & speak clearly



# Modelling and Deconstruction

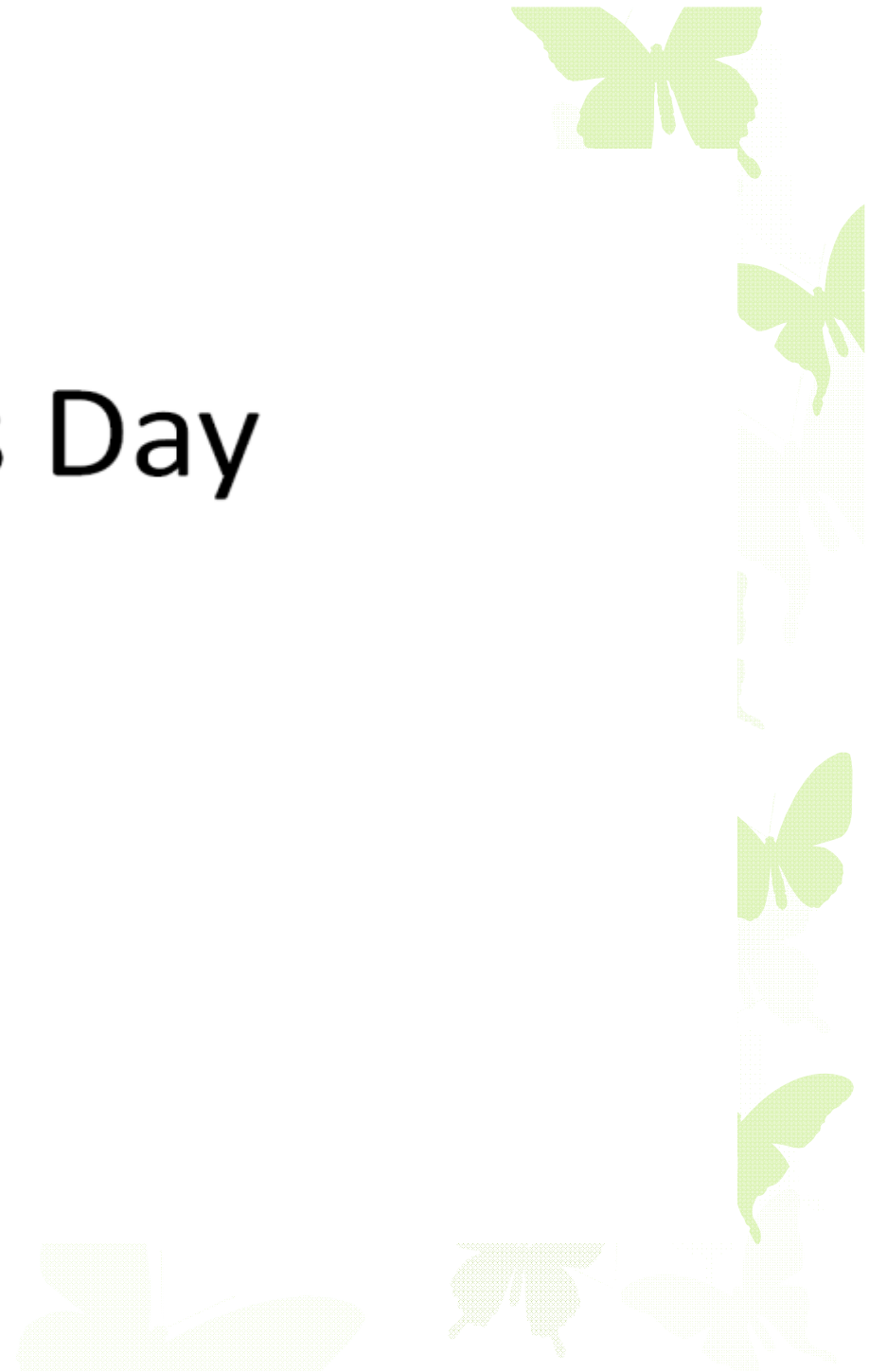
Introducing shot put in the classroom



# Development of Shot Put Skills for Secondary One Students

Tang Chi Wing, Wendy

# Sports Day



# Athletics Competiton

- Two Types of Events
  - Track Events
  - Field Events

# Track Events

- Short Distance Running  
e.g. 100m, 200m, 400m
- Long Distance Running  
e.g. 800m, 1500m, 3000m
- Hurdles
- Relay Race





200m, 400m



800m, 1500m



Hurdles



Hurdles



Relay Races

# Field Events

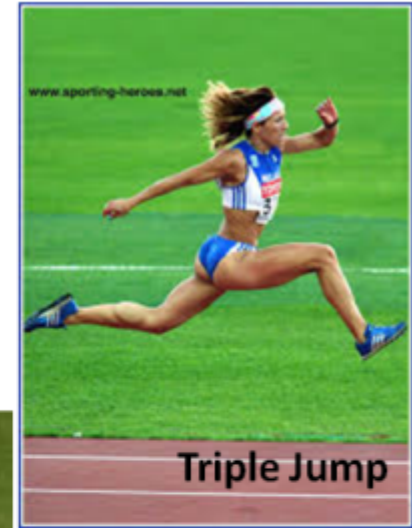
- Discus
- Javelin
- Hammer Shot
- Shot Put
- High Jump
- Long Jump
- Triple Jump
- Pole Vaulting



Discus



High Jump



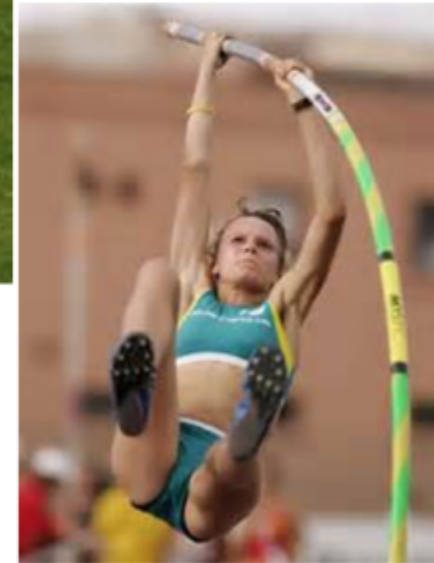
Triple Jump



Javelin



Shot Put



Pole Vaulting



Hammer Throw



Long Jump

## World class shot put technique:



# The Phases of Shot Put

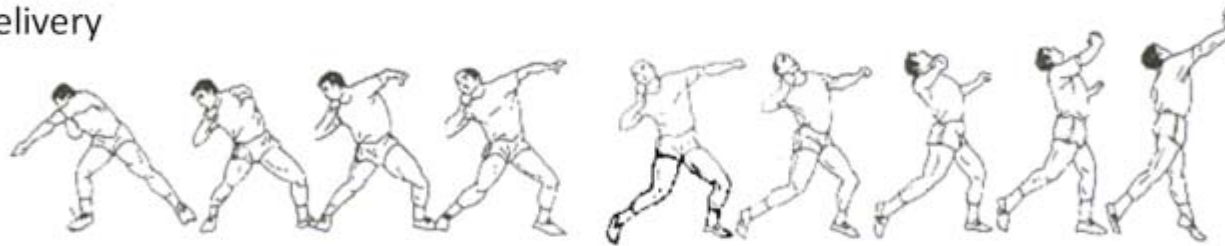
## Preparation



## Momentum Building



## Delivery



## Recovery



# Handling of shot – Grip

- Objective: To hold the shot firmly.



# Technique of Grip:

- Shot rests on the finger tips and the base of the fingers, not the palm
- Fingers are parallel and slightly spread.
- Shot is placed at the front of the neck, the thumb on the collarbone

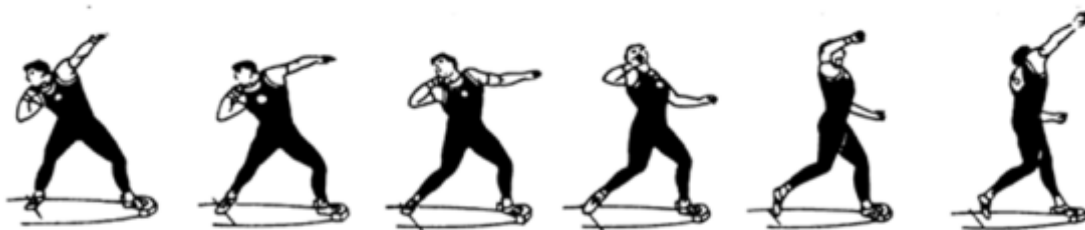


# Delivery Phase

Part I: Power Position

Part II: Main Acceleration &

Part III: Final Arm Movement





## On the course

- Show you the ways to teach: ask questions and give simple, clear instructions at an appropriate pace: repeated (recycled) properly
- Language as a part of the activity
- Let students learn language through the teacher
- Don't ask students to learn vocabulary beforehand

## On the course

- Prepared a lesson plan by using a teaching and learning cycle (shown in the picture)
- Micro-teaching: Presented the lesson plan, class members became our students

Gp 6 : Wendy Tang chiu wing  
 (HENTZ R. Hornitz, Bern)

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 whole sequence  
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### Learning of the curriculum

### Assessment

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 of shot put skill  
 in school  
 field

**MO** **Grip**

Introduce objective  
 show a picture to demonstrate 'Grip' method  
 Teacher demonstrate & explain the  
 technique of Grip  
 Develop an understanding  
 through question

**GC** \*

students practice  
 in pairs - no marks  
 in the picture show  
 in worksheet  
 student come to the  
 front of the class and  
 show how to grip under  
 teachers guidance

**Level 1**  
 Delivery phase - Power Position

# Introduce objective  
 show a video of i) whole sequence  
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### Delivery Phase

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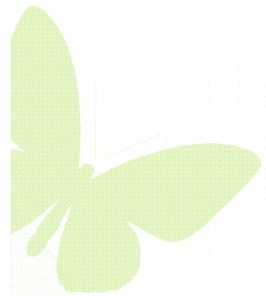
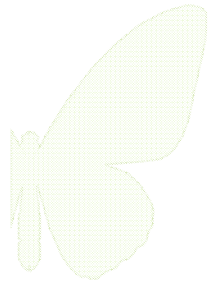
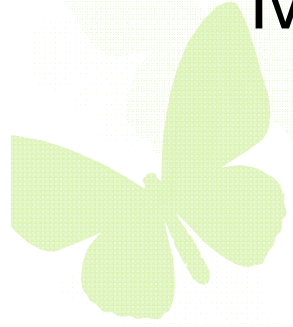
**Level 2**  
 Main Acceleration

Introduce objective

## After the course

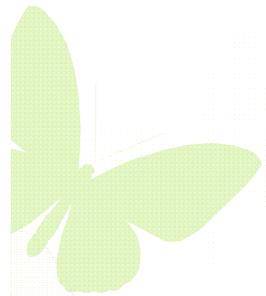
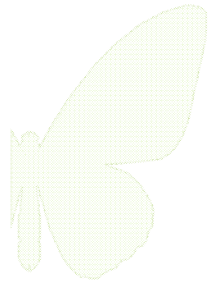
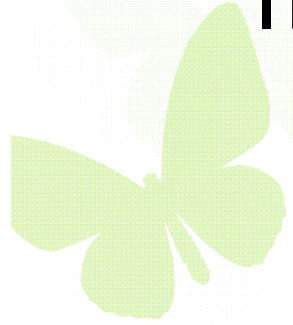
- Lesson observation in your school
- Video from lesson observation (from Dr. Forey)

# Modelling & Deconstruction



2013-12-9

# Independent Construction



2013-12-9

# Lesson Observation

- Not 'Assess" but give 'Support'
- Give useful advice and feedback
- Let you know how to improve teaching through 'English'



Mr John Polias, Dr Gail Forey and Ms Bette Li

Thank you for your full support!

A wonderful feeling when teaching!