

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

Dr Gail Forey

Department of English

Hong Kong Polytechnic University

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

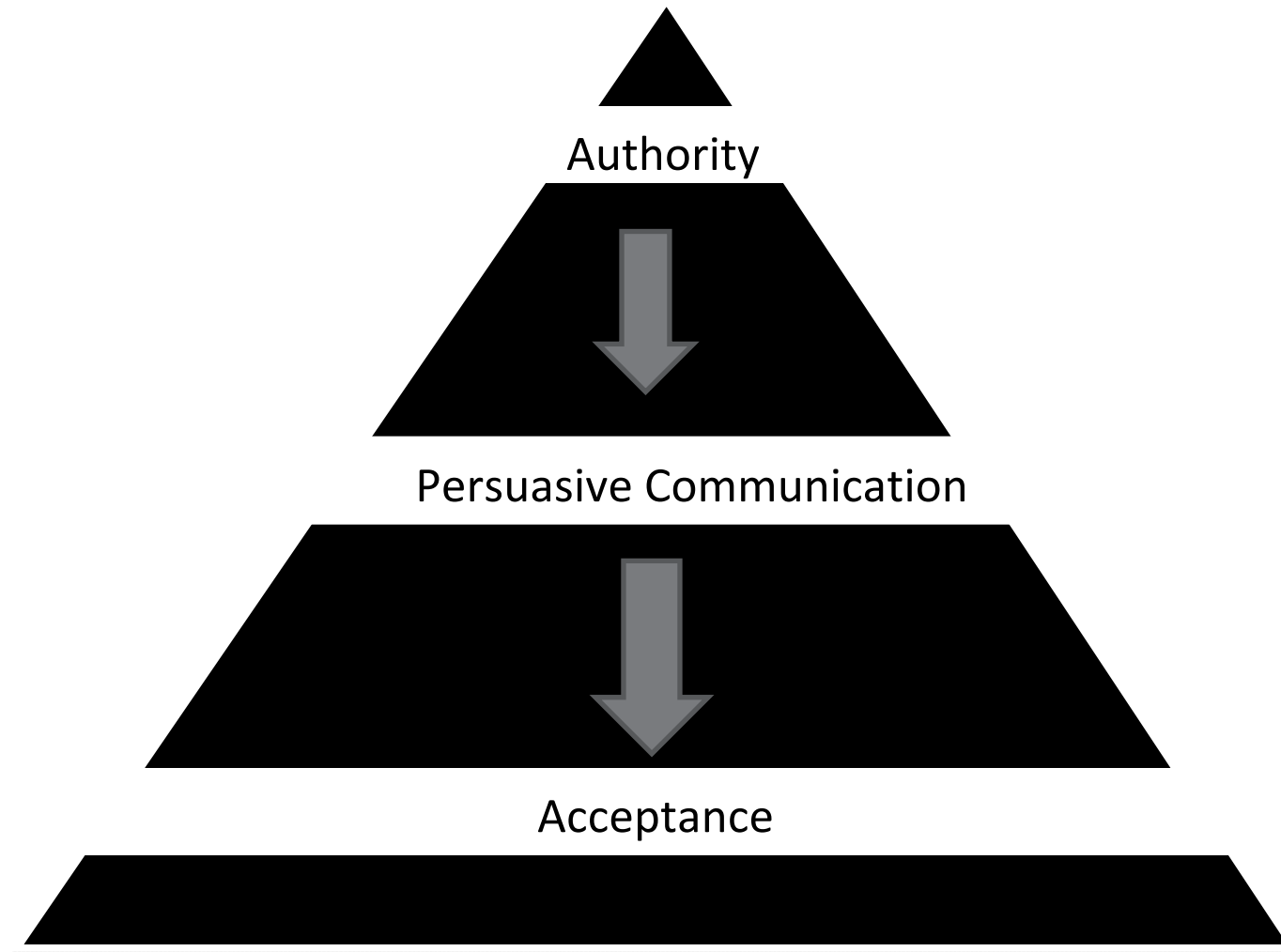


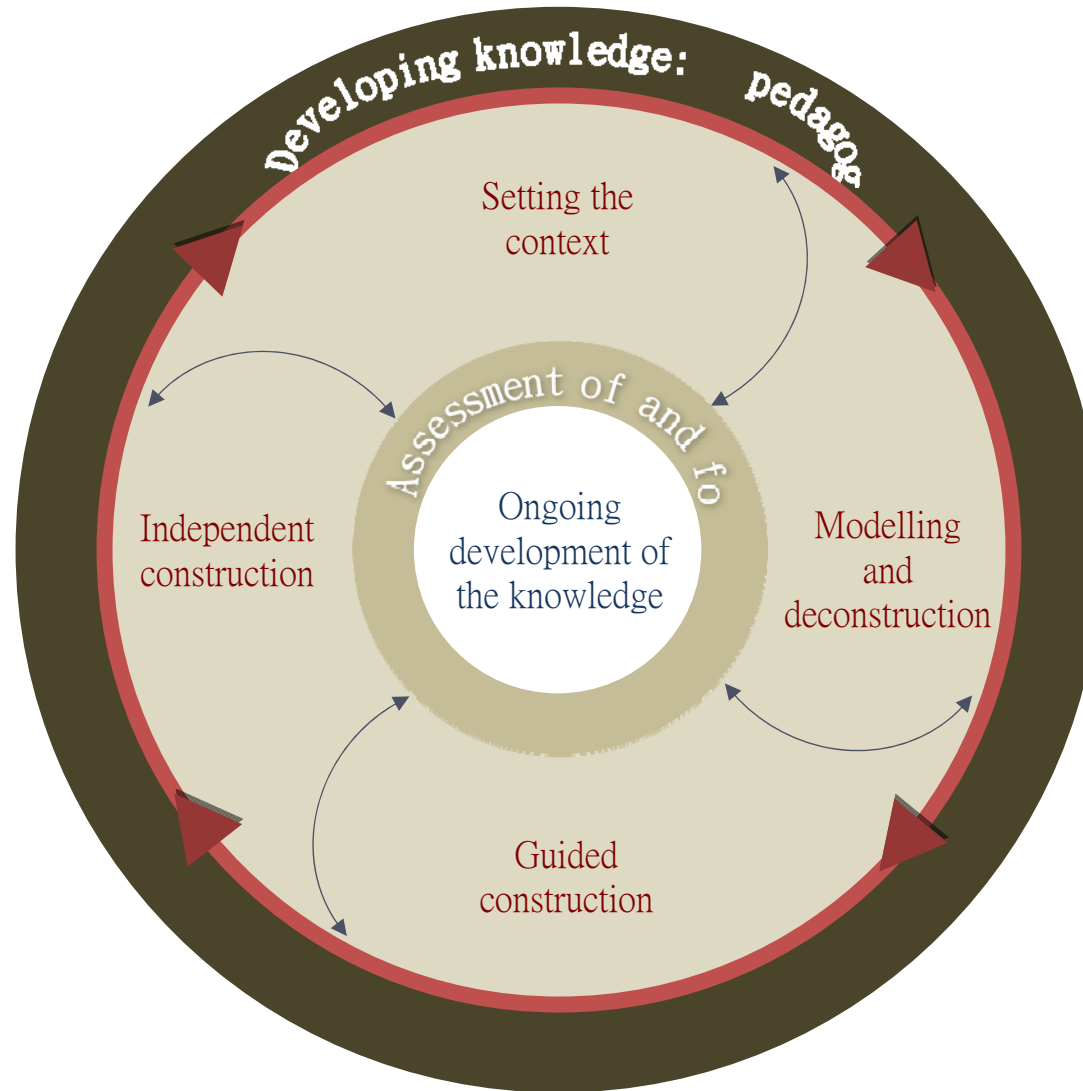
Figure 1. Top down management style (Adapted from Kerber & Buono, 2005)

Top down change

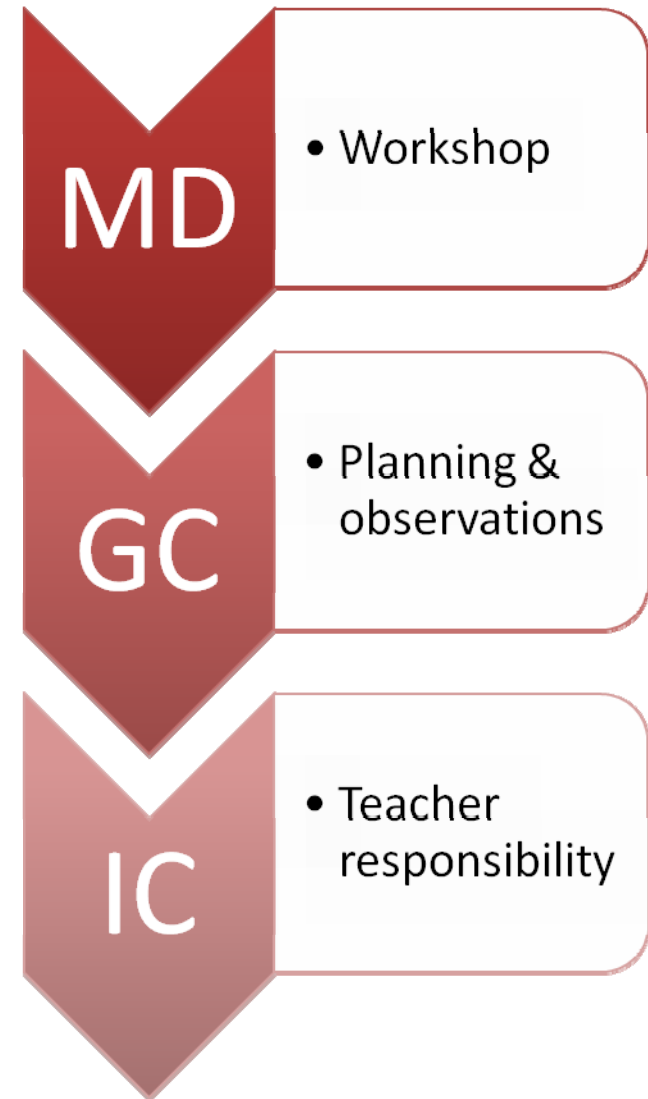
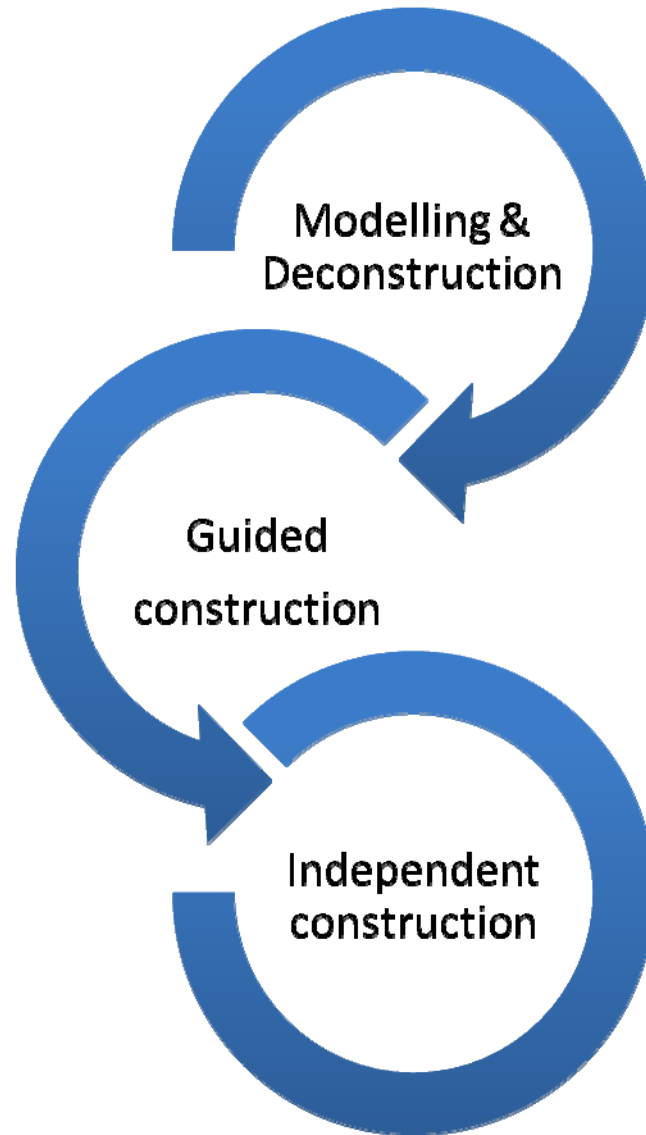
Teachers feel uninvolved & resistant

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

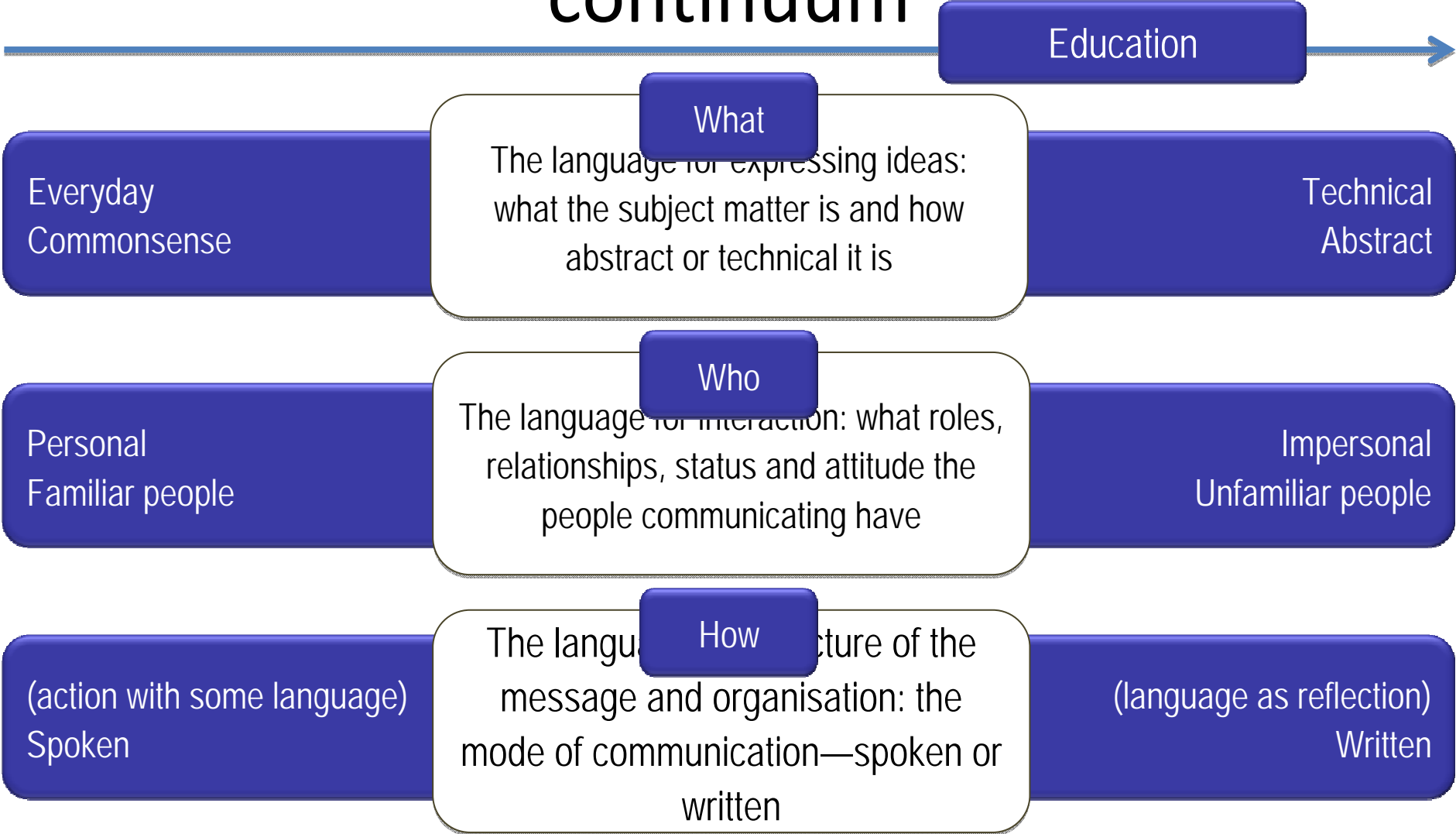
One PE Teacher in a tennis lesson...

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

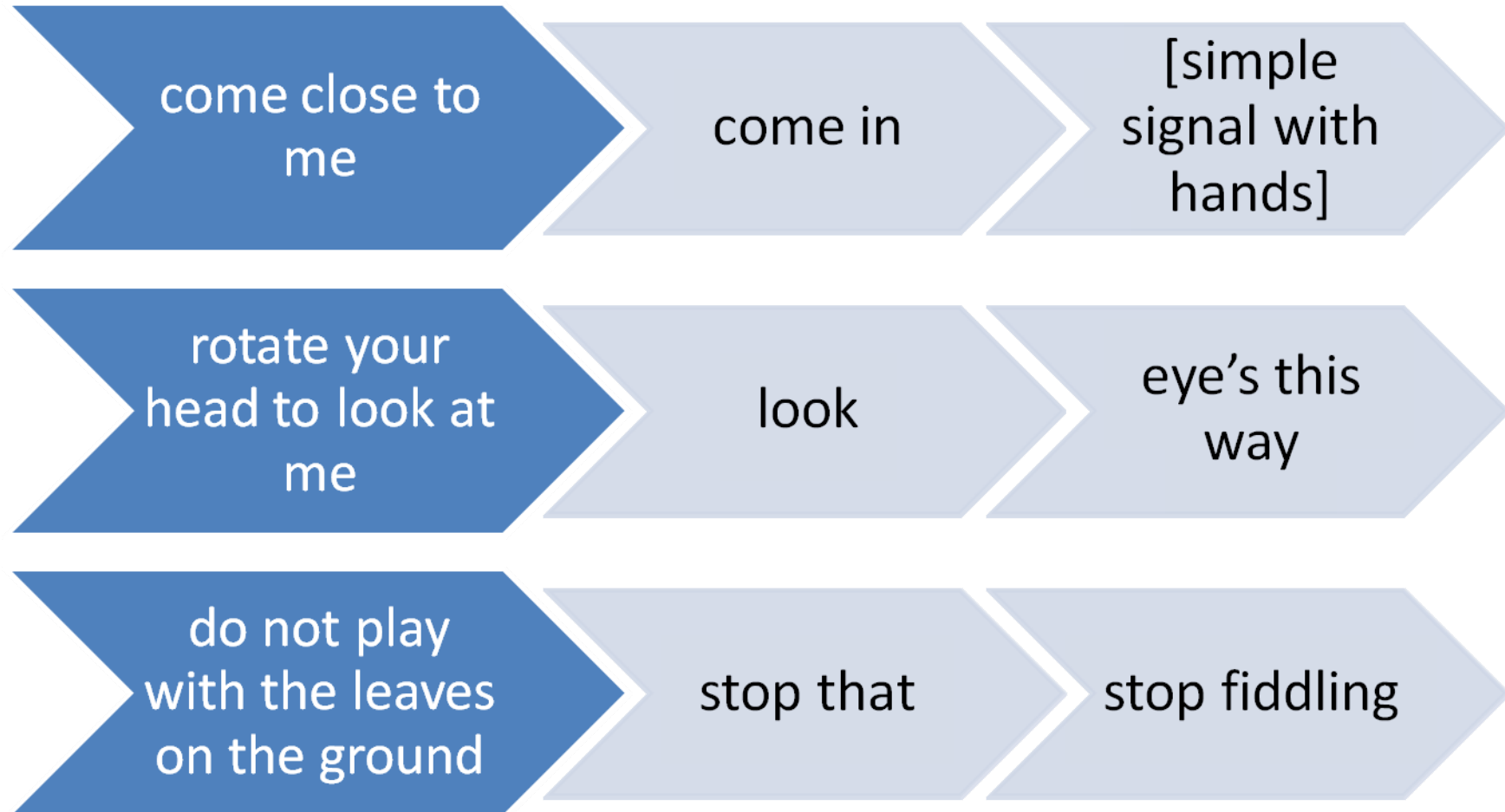
Regulative genres

- 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**



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