

SUBJECT

THE FOREIGN LANGUAGE TEACHER AS A CHANGE AGENT

Teacher as a Change Agent

Verónica Asensio

Doctoral Student in Innovation at teaching, at University of Barcelona

English and Music teacher at state school Can Vidalet, Esplugues de Llobregat, Departament d'Ensenyament de Catalunya.

Author of the blog: www.inthenewschool.wordpress.com

Let's break the ice! Let's play!

- Instructions: Everybody take a card but don't look at it. You have 30 seconds to form the correct sentence! Move and sit down in the correct order.



1. INTRODUCTION: BRAINSTORMING ACTIVITY



- 1.1 Let's think and share our ideas ...



SOCIETY
NECESSITIES

CHANGE

INTERDISCIPLI
NARY
METHODOLOG
Y

GROUP WORK

DID YOU THINK
ABOUT SOME OF
THESE IDEAS ? /
CAN YOU SEE
ANY
CONNECTION?

INNOVATION

IT TOOLS

TO BE
COMPETENT

MININGFUL
LEARNING

PLURILINGUALI
SM

MOTIVATION

2. TIME FOR AN EXPERIMENT!

- Experiment 1: Listen and think what can you use it for in a real class. Think about the concept of “change”.
- <https://www.youtube.com/watch?v=PIh2xe4jnpk>



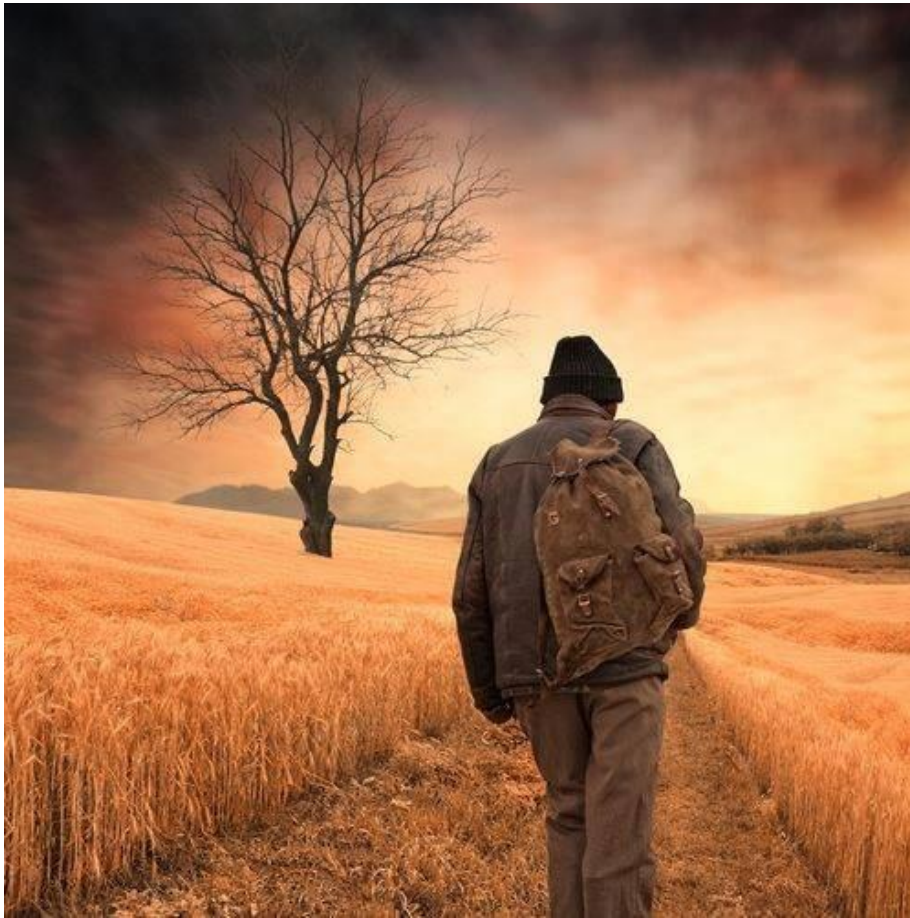
b) Experiment 2

- Look at these pictures. Guess!



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3. ME AS A PERSON AND AS A TEACHER



Each person, teacher or student has got a background that he/she carries on.

3.1 My background

I started my English studies in 5th grade.

At school and high school I studied English with a no communicative approach.

I have lived and studied abroad for several years.

I love teaching, learning, travelling and communicating with other cultures.

I am an English and Music teacher since 2008.

I studied Translation and Interpreting at UPF.

I am a PhD student in Innovation at UB. I like to investigate in teaching-learning processes.

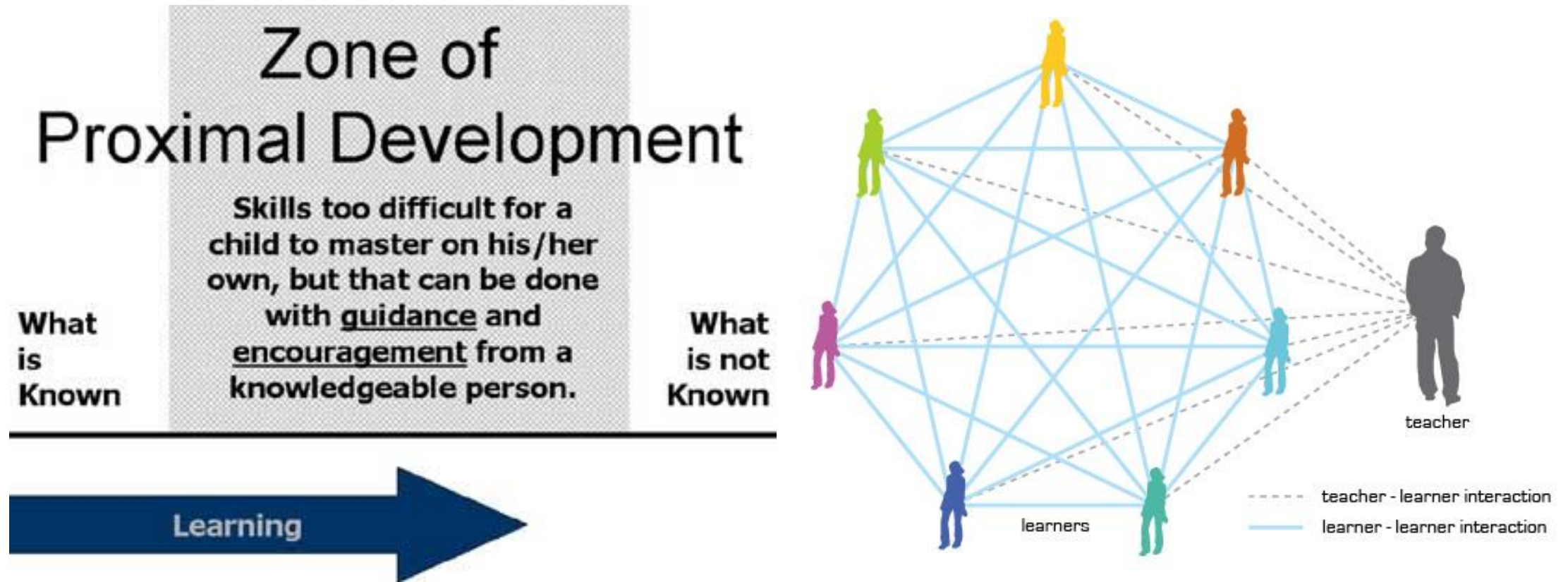
I studied Music Degree and Musicology at UAB



3.2 My educational approach: Sociocultural Approach.

- All learning produced at school has a previous story. Each student has lived different experiences before the scholar stage.
- “Zone of Proximal Development” (Vigotsky): There are two levels of development. The first one is the “real” evolving level. It includes all the actions that a student can do automatically without help. The second one is the “potential development level”. It means the point where a student can arrive with the help of another person, teacher or classmate. The distance between the level 1 and 2 is the “zone of close development”. The less expert achieves the new knowledge (intrapsychologic process) and evolves to the level 2 thanks to the dialogue and interaction with other people (interpsychologic process).
- Contingent interaction (Van Lier): the learning is the evolution from level 1 to level 2. It is only possible if a connection bridge between the personal and previous contents and the new contents is created and it is also the expectation for the new ones. The teacher’s principles, the strategies of reflect that he/she uses and the actions that take place are included in that process. Learning is seen as a social activity where teacher and students create something together through the dialogue and the collaboration (Lantolf, 2001).

Visual Learning Process



4. FRAMEWORK: 4.1 EDUCATION PRESENT GOALS. CURRÍCULUM:

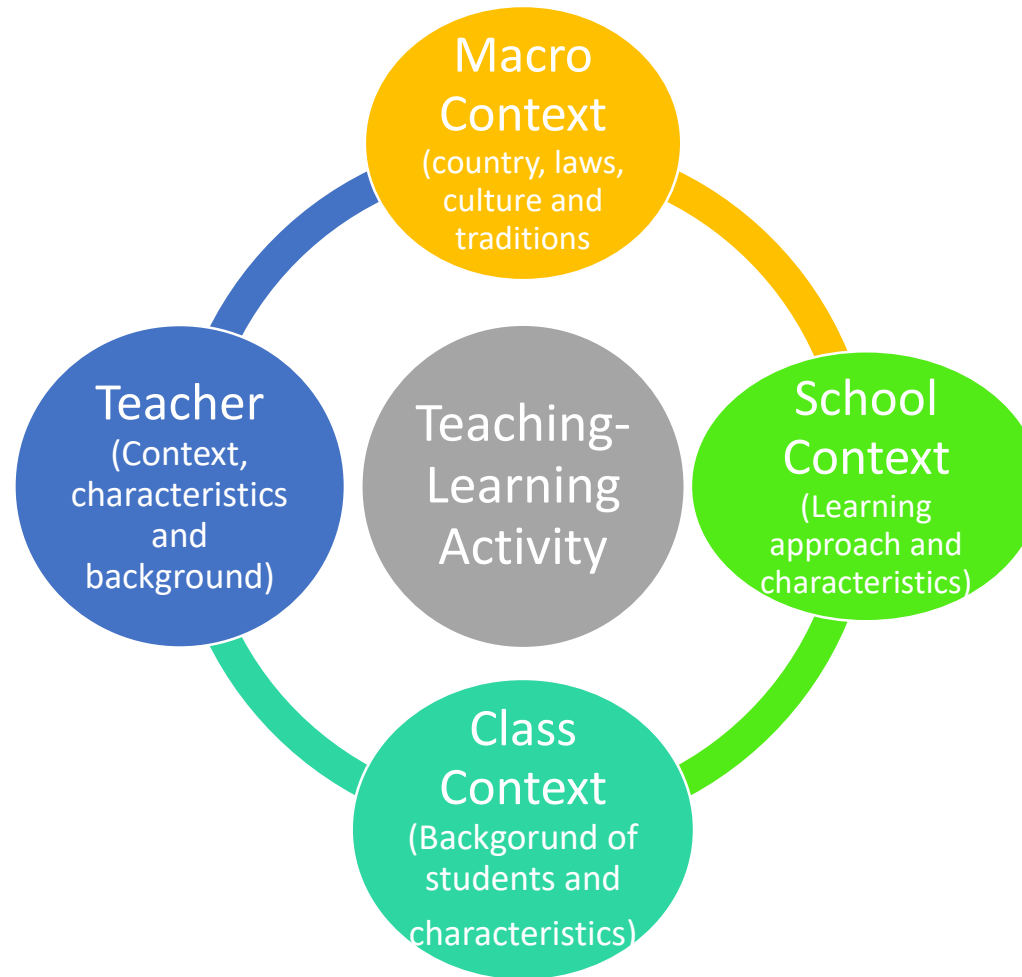
http://xtec.gencat.cat/web/.content/alfresco/d/d/workspace/SpacesStore/0031/034fc257-4463-41ab-b7f5-dd33c9982b4f/curriculum_ep.pdf



4.2 Evaluation of English as foreign language. Evaluation by dimensions.

ORAL COMMUNICATION	READING	WRITING	LITERARY DIMENSION	PLURILINGUAL AND INTERCULTURAL DIMENSION
<p>Competència 1. Obtenir informació bàsica i comprendre textos orals senzills</p> <p>Competència 2. Planificar i produir textos orals breus i senzills</p> <p>Competència 3. Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques.</p>	<p>Competència 4. Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills</p> <p>Competència 5. Utilitzar els trets visuals, discursius i lingüístics bàsics d'un text d'estructura clara per comprendre'l.</p> <p>Competència 6. Utilitzar eines de consulta per accedir a la comprensió de textos.</p>	<p>Competència 7. Planificar textos senzills</p> <p>Competència 8. Produir textos senzills</p> <p>Competència 9. Revisar el text per millorar-lo.</p>	<p>Competència 10. Comprendre i valorar textos literaris senzills, adaptats o autèntics, adequats a l'edat.</p> <p>Competència 11. Reproduir oralment i reescriure textos literaris senzills per gaudir-ne i fomentar el gaudi dels altres.</p>	<p>Competència 12. Utilitzar estratègies plurilingües per a la comunicació.</p>

4.3 Aspects that surrounds the Teaching-Learning activity:



. 4.5 The framework of the school of Can Vidalet



- It is a school of **Pre-school and Primary education**. It is located in **Can Vidalet**, the most populated neighbourhood of **Esplugues de Llobregat**.
- It was created in 1978. At that moment, the population of the neighbourhood was mainly composed by descendants of Andalusians and Extremadurans.
- Nowadays, it is **CMC school (maximum complexity center)** due to the high number of different cultures that make up the population of the neighbourhood and the school and the characteristics of them. **Less than the 50% of the families are Spanish** and the number of the countries of origin has increased. **South America, South Africa sub-Saharan and Marocco** are the main ones.
- **The Catalan is the L1 of the 2% of the students of this school.**

School Characteristics

POSITIVE ASPECTS

- Awareness of the difficulties in languages.
- The direction of school promotes methodologies that highlight the motivation and the plurilingual approach.
- The direction of school is engaged in teachers academic training.

DIFFICULT ASPECTS

- Maximum Complexity School
- Not Tradition of English role at school. Low level and instability of the English teacher role.
- Steady and old staff. Traditional vision of learning.
- Students do not have a learning support outside school.

5. MY TEACHING AS A CHANGE-AGENT

- Watch this video:
- https://www.magisto.com/video/KQcaMgJXRDM_XUZpYw

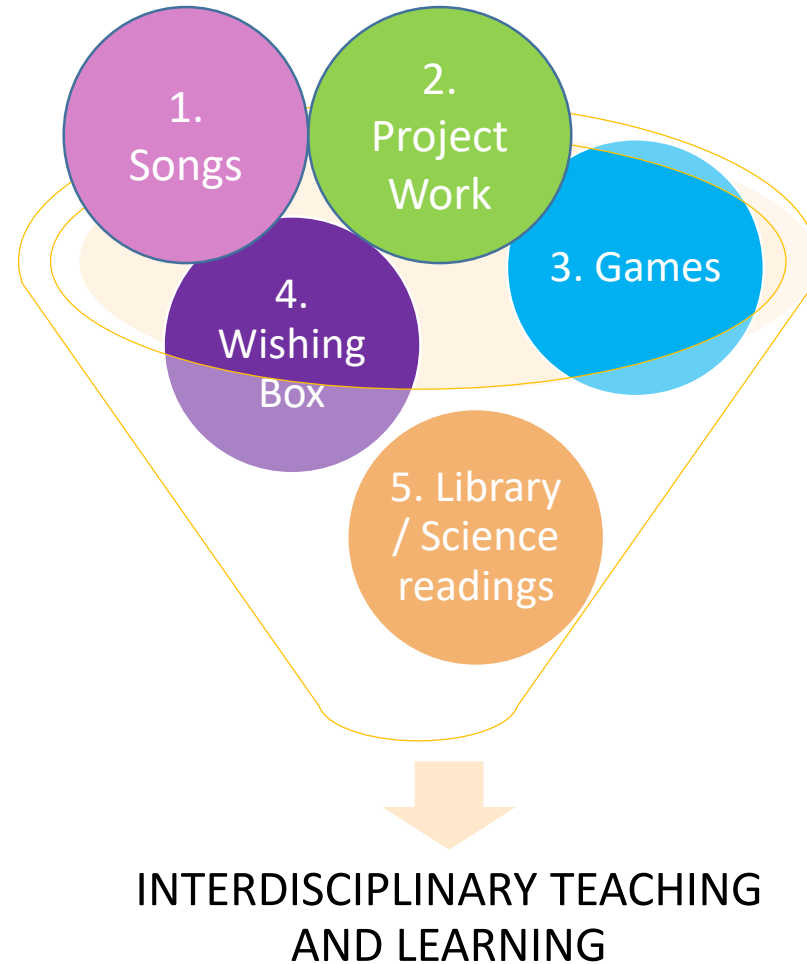
5.1 English Methodology per Competence

COMPETENCE	LISTENING	READING	WRITING	SPEAKING
METHODOLOGY	<ul style="list-style-type: none"> -CLIL: Music in English: SONGS -CLIL: Art in English - Project Work Expositions 	<ul style="list-style-type: none"> - English Library (once a week). - Science Dossier (one per trimester). - Pupil's Book - Project Works - Clil: Reading Music texts. - Clil: Reading comprehension of Art texts. 	<ul style="list-style-type: none"> -Wishing Box (once a week). -Projects Works/ Plurilingual Writen Projects (once per trimester) -Individual writing (once a week). 	<ul style="list-style-type: none"> -Games -Congratulation List. -Wishing Box -Conferences -Expositions Project Works (once per trimester). -Participation in Festivities. (once per trimester). -Participation in the school Radio (once per trimester). -Cooking Day (once a year).

5.2 Week Timetable

Lesson 1: ENGLISH	Lesson 2: MUSIC IN ENGLISH. CLIL	Lesson 3: ENGLISH	Lesson 4: ENGLISH WRITING	Lesson 5: ART IN ENGLISH. CLIL
<p>. 40': Work with Pupil's Book: reading, speaking, grammar practice, reading, dictation.</p> <p>. 15': Games.</p> <p>.5': Singing a song.</p>	<p>.15 ': Reading Music Text</p> <p>. 15': Music activities (dictation, rhythms, activities, dance)</p> <p>.15': Playing recorder</p> <p>.15': Song</p>	<p>.20': Science Reading Comprehension.</p> <p>. 40': Project Work (execution or expositions).</p>	<p>45': half group. Writing class. Individual writing and correction. / orally reading their compositions.</p>	<p>.15': Individual reading. Change book English Library.</p> <p>. 35 ': Art Work & Listening to English Songs.</p> <p>.10': Open Wishing Box.</p>

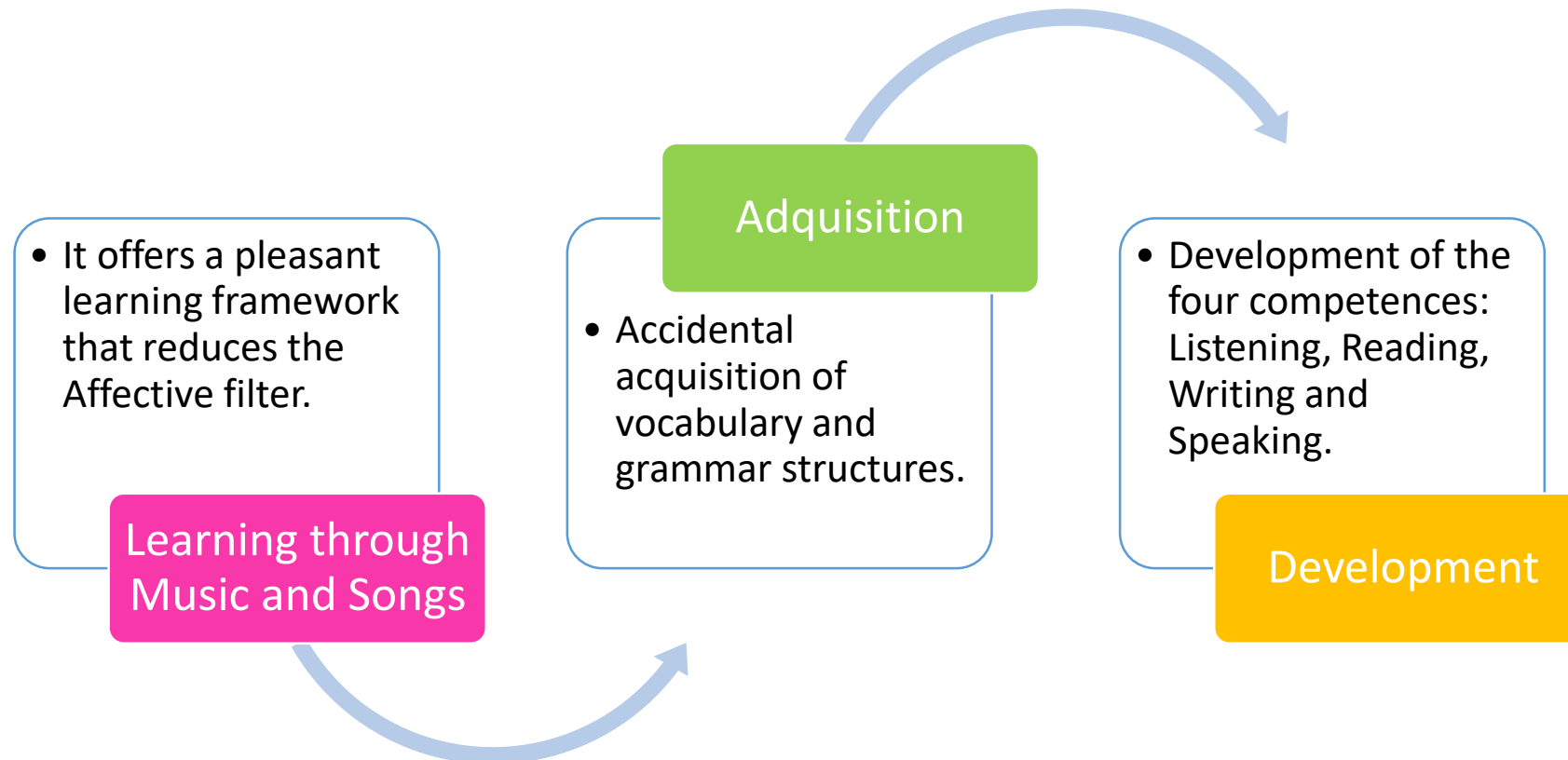
5.3 Strategies and main components



5.3.1. Learning English through songs.

<https://inthenewschool.wordpress.com/2017/04/20/music-english-en-educacion-infantil/>

- Input Hypothesis and Krashen's Affective Filter:



Example of a Programming Table

<https://www.youtube.com/watch?v=Plh2xe4jnpk>

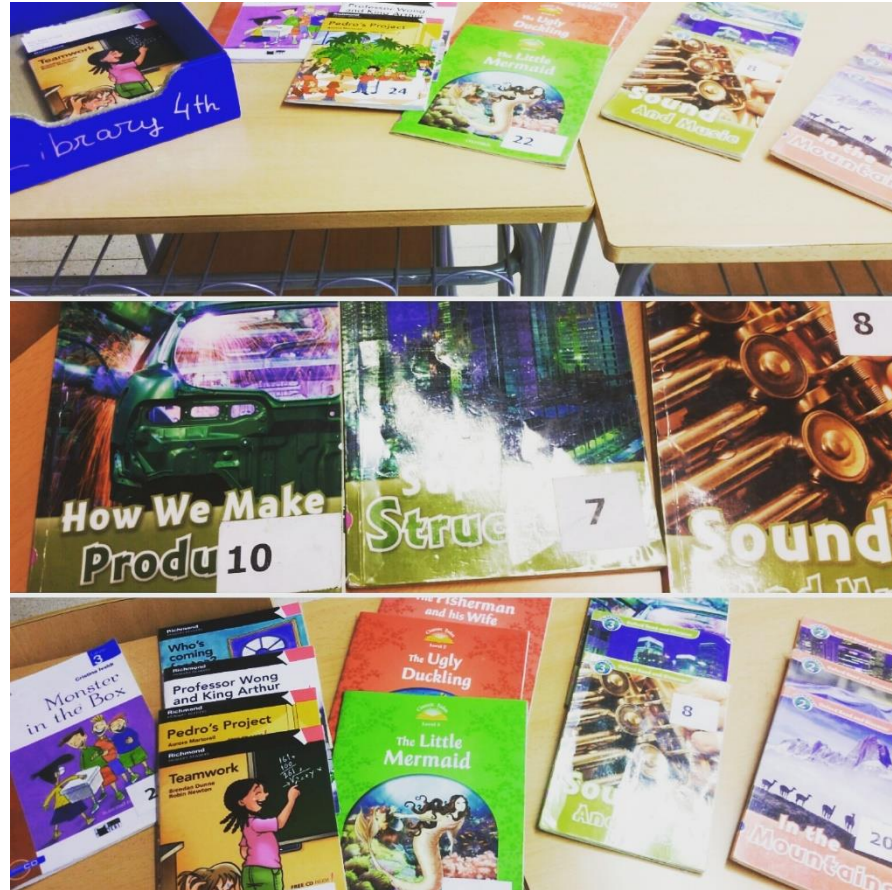
<https://www.youtube.com/watch?v=VPpd-6X3tEo>

Song	Grade	Objetives	Contents		Projection
			English	Music	
Rude (Magic)	6th grade	<ul style="list-style-type: none"> - To create an affective link with student's hobbies. - To motivate students to sing in English. - To practice the listening and reading comprehension. - To practice English pronunciation - To learn new vocabulary. - To introduce the Past Simple Tense (regular verbs). - To practice the Interrogative Sentence. - To accompany the song with corporal rythms. 	<ul style="list-style-type: none"> . New Vocabulary: <i>rude, marry her ...</i> . Past Simple: regular verbs (<i>jumped, knocked ...</i>) . The routine: <i>Saturday morning ...</i> . Interrogative sentences: <i>Can I ...; Why ...?</i> 	<ul style="list-style-type: none"> - Masculine voice. - Listening of electronic instruments. - Musical genre: pop/rock - The chorus - Tempo: Adagio 	<ul style="list-style-type: none"> - Singing at the school's radio. - Conference to another class. - Writing: My routine (in English, Spanish and Catalan).
I will follow him (Sister Act film)	6th grade	<ul style="list-style-type: none"> - To create an affective link with student's hobbies. - To motivate students to sing in English. - To practice the listening and reading comprehension. - To practice English pronunciation - To learn new vocabulary. - To introduce the Future Tense. - To practice grammar contents: Past Tense; <i>There is/There isn't</i> - To accompany the song with corporal rythms. 	<ul style="list-style-type: none"> . New vocabulary: <i>follow, touch my heart, high, deep...</i> . The Future: <i>I will follow him</i> . <i>There is/ There isn't: There isn't an ocean too deep.</i> . Past Simple: <i>touched, knew</i> . Adverbs: <i>ever since</i> 	<ul style="list-style-type: none"> - Choir and solist - Instruments: piano - Entonation - Corporal accompaniment. - Accelerando - The Chrous of a song - Dance choreography. 	<ul style="list-style-type: none"> - To perform at the Christmas School 's Concert. - Writing: Description of a place (class of language): <i>There is/There isn't</i>

5.3.2. READING: English Library

Love for Reading! Let's open the magic world of the pages!

<https://inthenewschool.wordpress.com/2017/04/01/love-for-reading/>



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5.3.3 Writing: a) Project Work

- <https://inthenewschool.wordpress.com/2017/02/26/unique-buildings-el-secreto-del-trabajo-por-proyectos/>



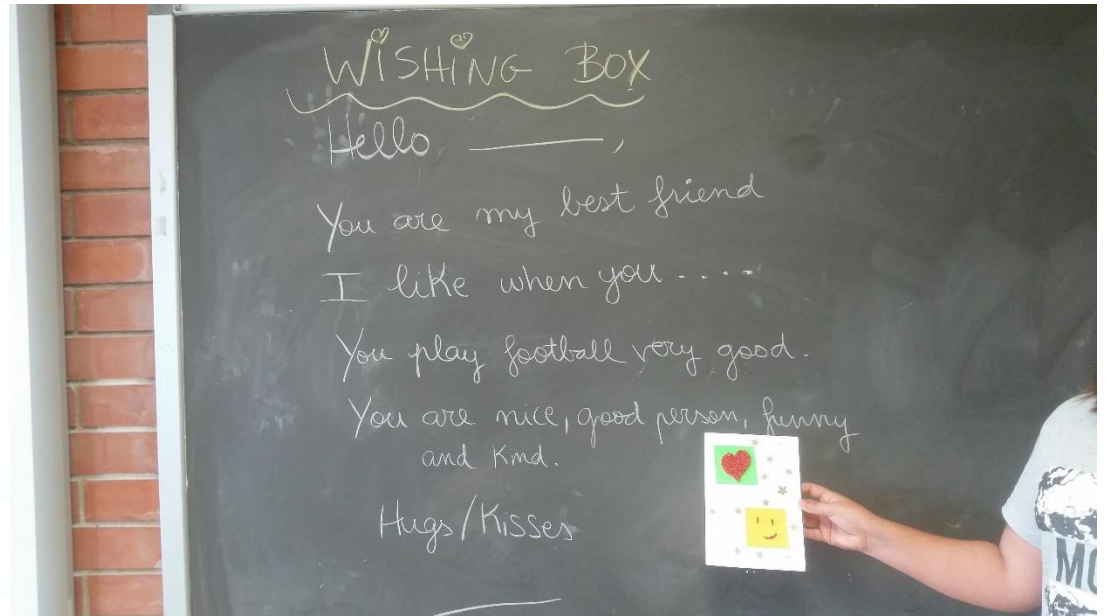
Projects 5th and 6th grade:



b) Wishing Box

- <https://inthenewschool.wordpress.com/blog-english-2/>





c) Diaries

- Love for writing!

<https://inthenewschool.wordpress.com/2017/03/22/diaries-love-for-writing/>



6. TIME FOR INNOVATION

- Per groups of 3, you are going to create an interdisciplinary activity as English teachers as a Change Agent.
 - 1: Choose a song.
 - 2: Think a game
 - 3: Think a Topic for a Project Work. Label three activities.
- You have to program the activity following the programming table.
- You will have to explain why this activity can produce a “change” in teaching English.
 - READY, STEADY, GO!

Activity 1: Choose a song

- I propose you some songs:
 - 1. All of me, John Legend.
 - 2. Prayer in C, Robin Schulz
 - 3. Stay with me, Sam Smith
 - 4. We could be heroes, Alesso
 - 5. A sky full of stars, Coldplay
 - 6. Black or White, Michael Jackson

Activity 2: Invent or choose a game

- Use the programming table to justify the use of the chosen game

Activity 3: Programming a Project Work

- Step 1: Choose a topic and define the objective.
- Step 2: Think and program 3 activities. Decide which subjects are included.
- Step 3: Define the contents of each subject.
- Step 4: Specify the projection of the Project.

6.1 Programming table for the three activities

TITLE		LESSONS NUMBER
JUSTIFICATION/ PURPOSE		
OBJECTIVES		
CONTENTS		

7. Time for questions!



THANK YOU VERY MUCH FOR YOUR ATTENTION!



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- If you are interested in more information about my work you can check it on:
 - My educative blog of innovation in teaching:
www.inthenewschool.wordpress.com
 - Twitter: @VeronicAsensio ; @inthenewschool
- Facebook: In the New School