



ENGLISH

The Bucket List

BELTA2021

Catherine Avery – Jean-Luc Delghust



WEB

- 1 Connect to www.wooclap.com/ZGBPMU
- 2 You can participate



SMS

- 1 Not yet connected? Send **@ZGBPMU** to **0460 200 711**
- 2 You can participate

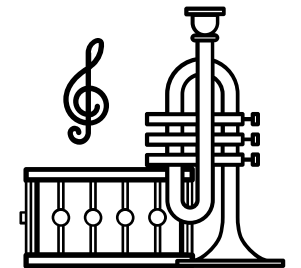
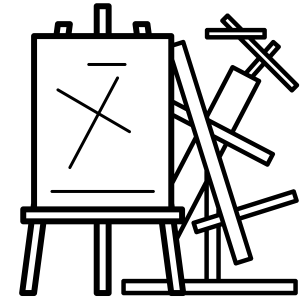
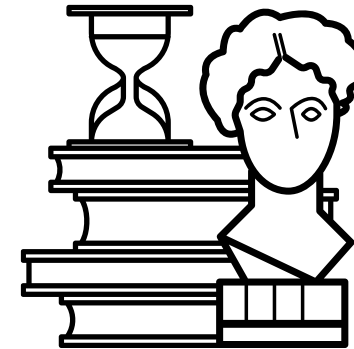
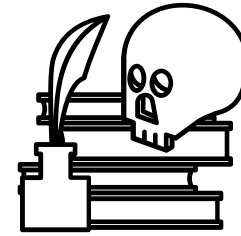


The origins...

LANGL1212

English for Arts Students

- Faculty of Arts & Letters
 - 2nd year students



...





HOW do we get
students to practise
English IRL?



't was the time of...

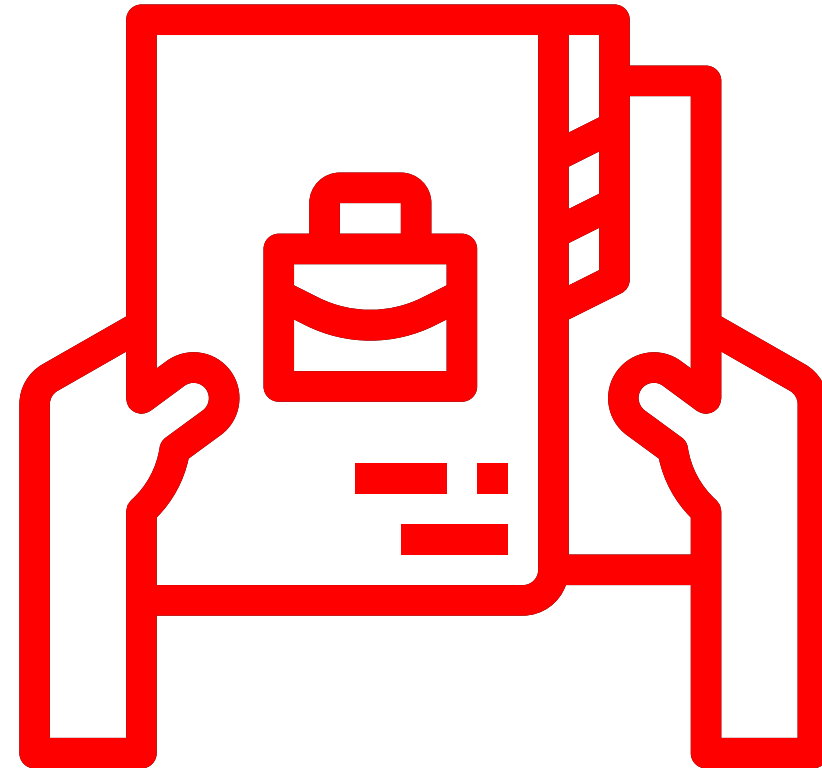
- e-portfolios
- TED talks
 - [Do schools kill creativity?](#)
– *Sir Ken Robinson*
 - [A short introduction to the Studio School](#)
– *Geoff Mulgan*



Université catholique de Louvain



First idea:
The English Portfolio

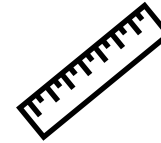


It was not
S.M.A.R.T.
enough

Specific



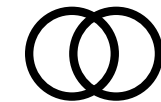
Measurable



Achievable



Relevant

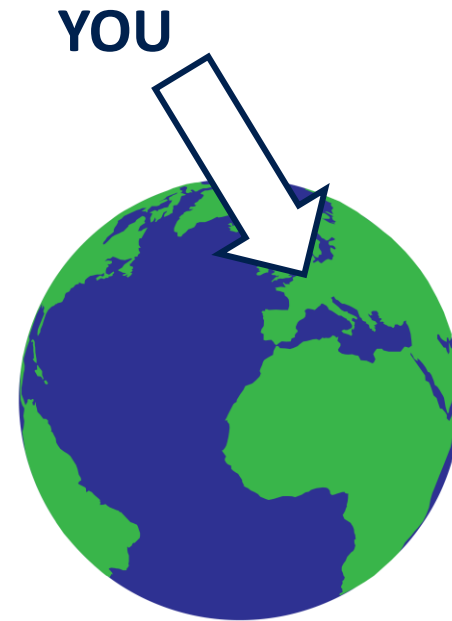


Time-based



The English Bucket List

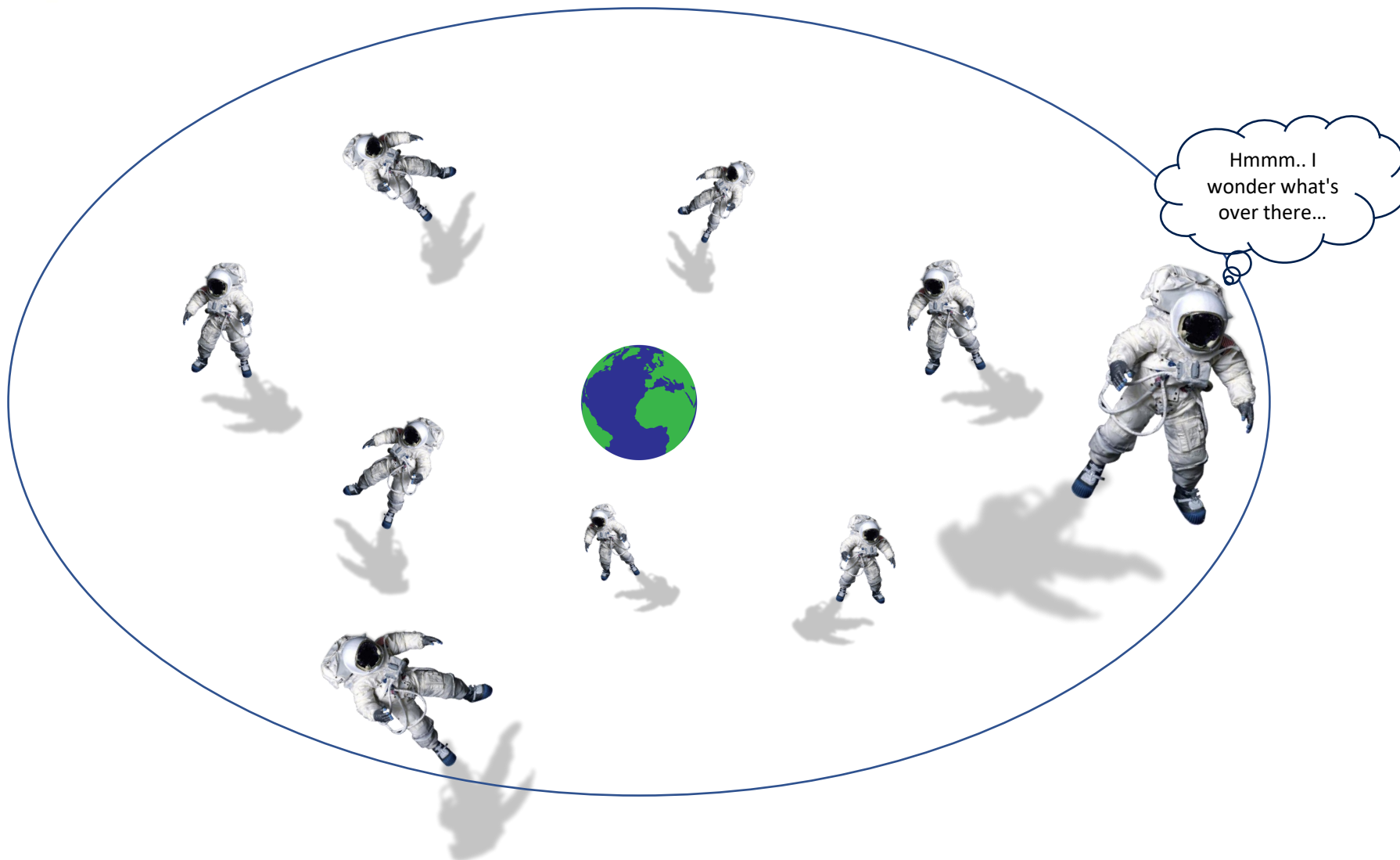




Your comfort zone in English

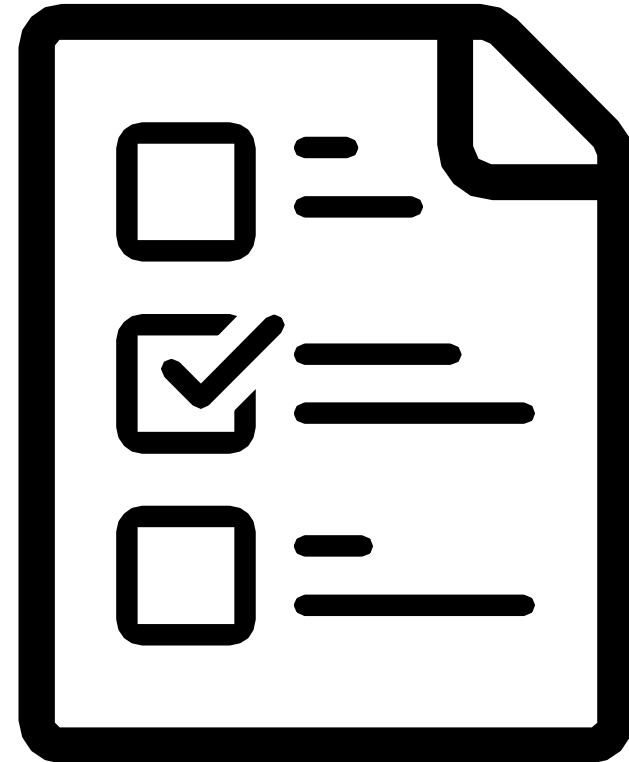




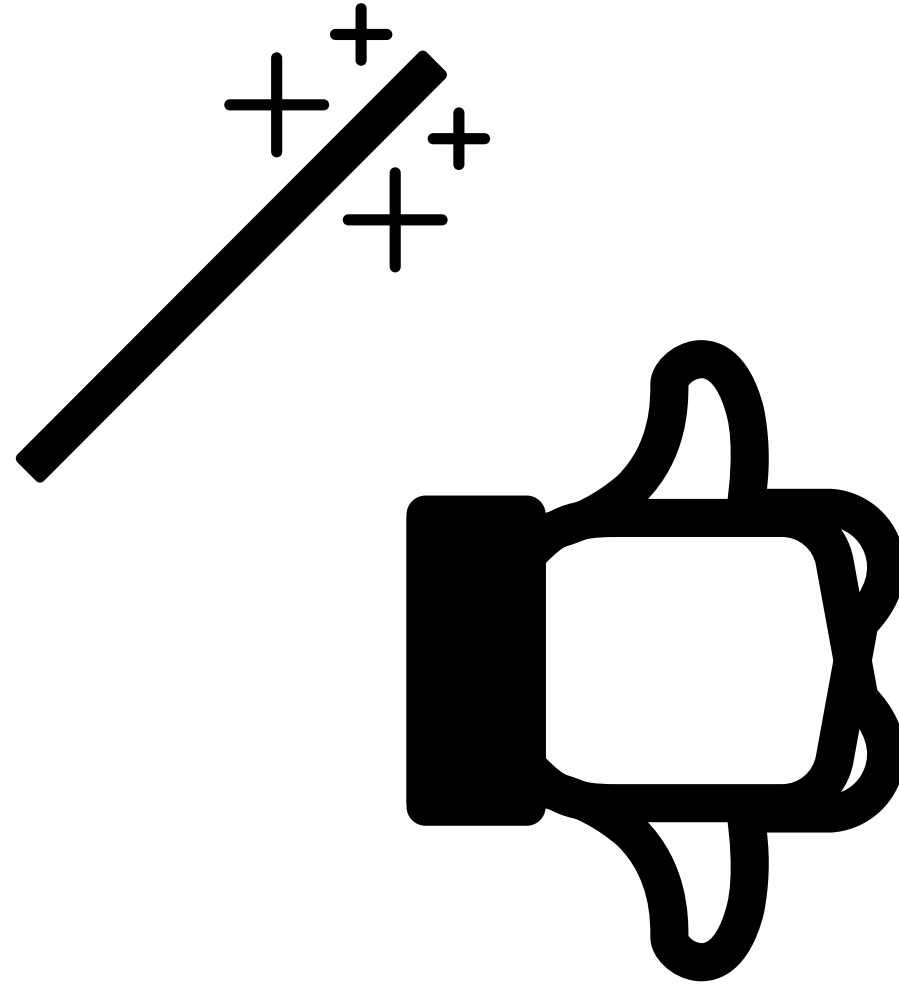


10 items

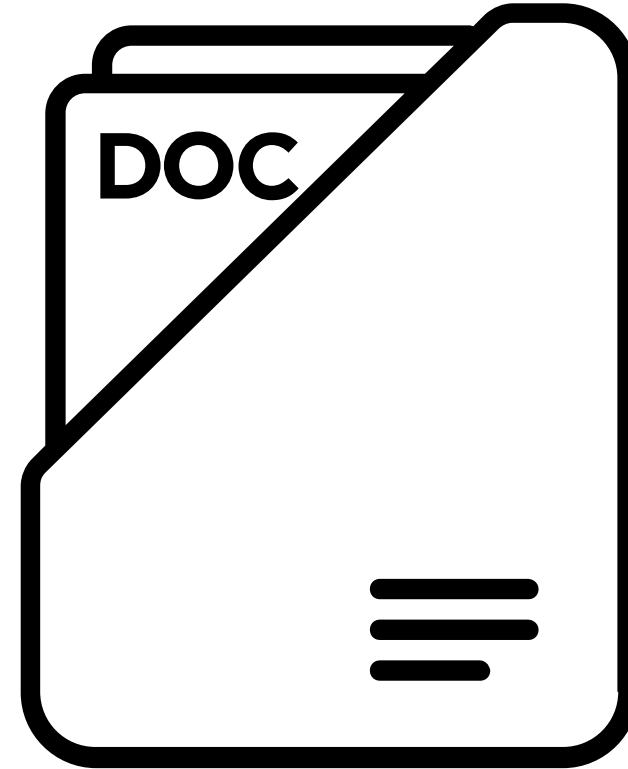
- ✓ S.M.A.R.T.
- ✓ Challenging
- ✓ Varied
 - ✓ skills
 - ✓ activities
- ✓ Fun



Hey you,
take a bad item,
and make it
better!



What's up
DOC?





Name: _____

| | | | |
|----|--------------------------|--|--|
| 1. | <input type="checkbox"/> | | As far as English is concerned, it's going to help me with... |
|----|--------------------------|--|--|



Name: _____

As far as English is concerned,
it's going to help me with...

| | (For the teacher) Bucket List validation: | Well done! / This needs some tweaking |
|----|---|---------------------------------------|
| 1. | Attention points: - Challenging | Comments: |
| 2. | - Precision | |
| 3. | - Variation | |
| 4. | - Other comments: | |



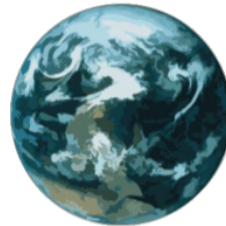
Name: _____

Reach for the stars!

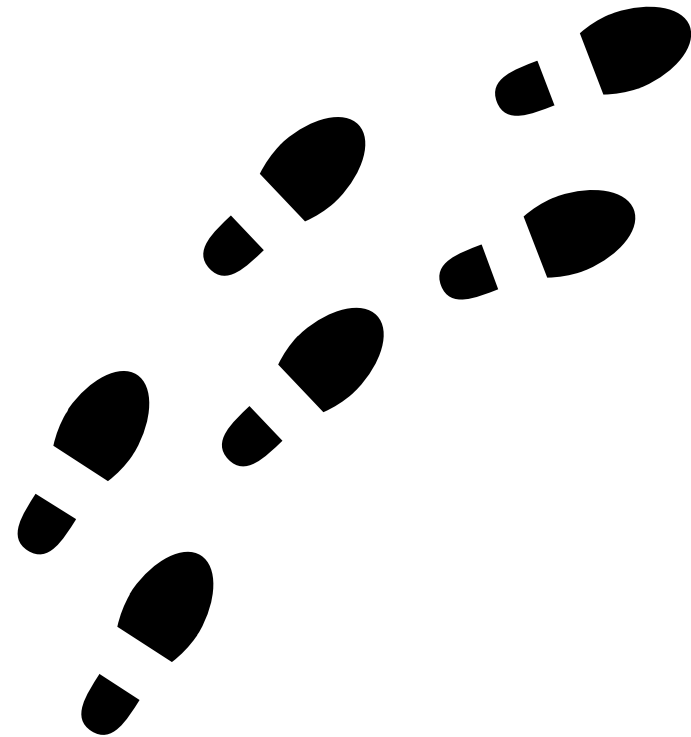
To picture how much of a challenge your list is, add stars to the sky. The earth¹⁸ is your comfort zone. The more challenging the item (whatever the reason), the further from earth you should put the star. It may also give you an idea about what item to start with.

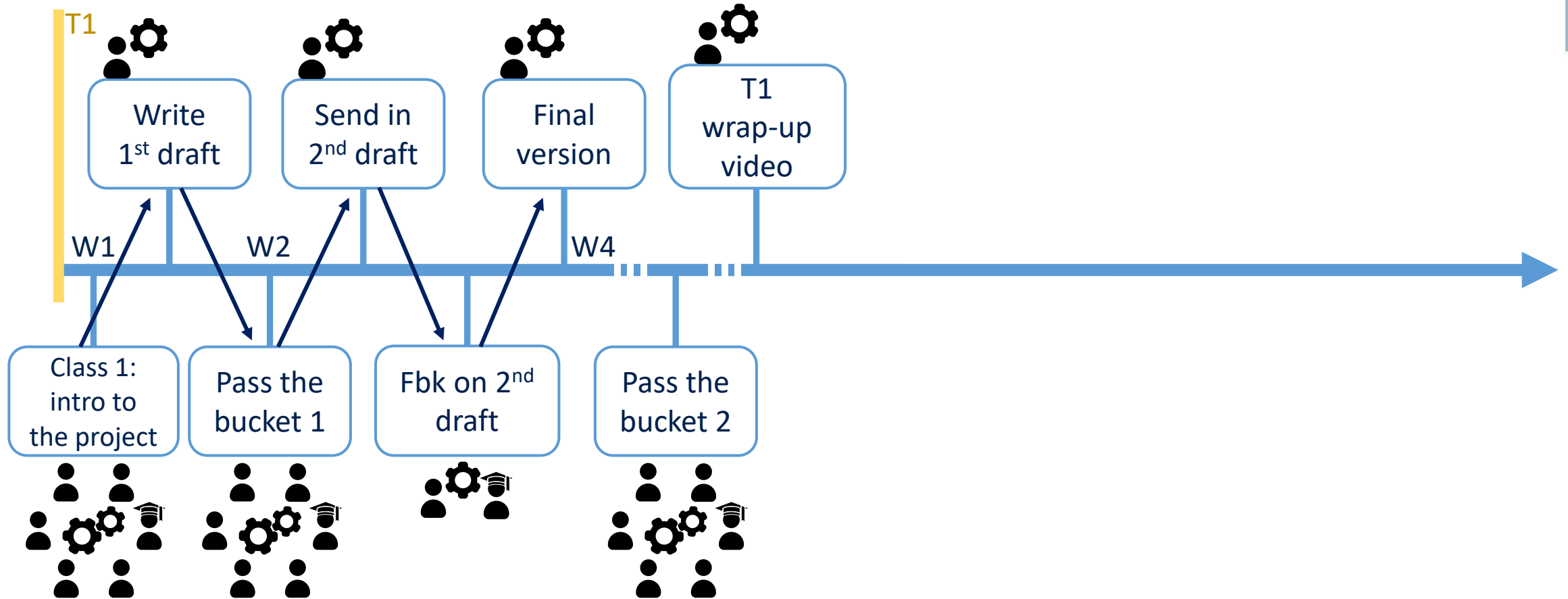
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To picture how much of a challenge your list is, add stars to the sky. The earth¹⁸ is your comfort zone. The more challenging the item (whatever the reason), the further from earth you should put the star. It may also give you an idea about what item to start with.



Practically
speaking...







My progress so far (indicate the % on the progress bar)

For Q2, I may have new ideas to improve my score on those aspects:



Nov 23, 2020

Q1 Wrap-Up Video

Share

Actions ▾

15 responses • 180 views • 3 comments • 14.1 hours of engagement

Wrap Up Q1 and upload a short video of yourself (approximately 2 to 4 minutes) where you

1. comment / give your opinion / react on one of the topics we have dealt with in class so far. You can choose to react to one video, text in particular if you wish.

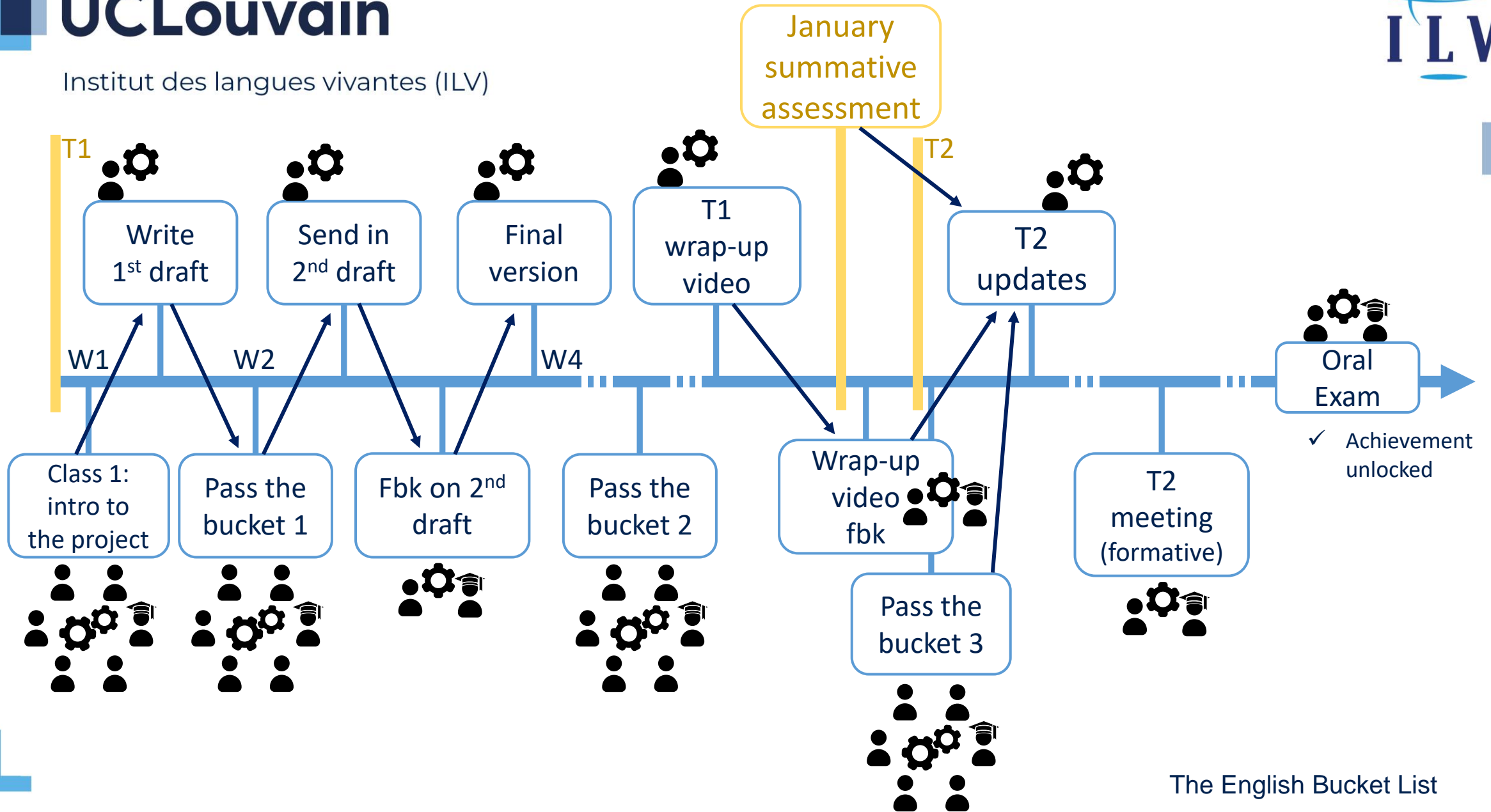
2. comment on your progress on the Bucket List : print and fill out the Bucket List Q1 Progress Sheet below first, so you can show it to the camera and comment it.


You MUST include into your talk:

- minimum 10 words or phrases from the 'Gandalf Vocabulary'
- tenses / verbs must be correctly used

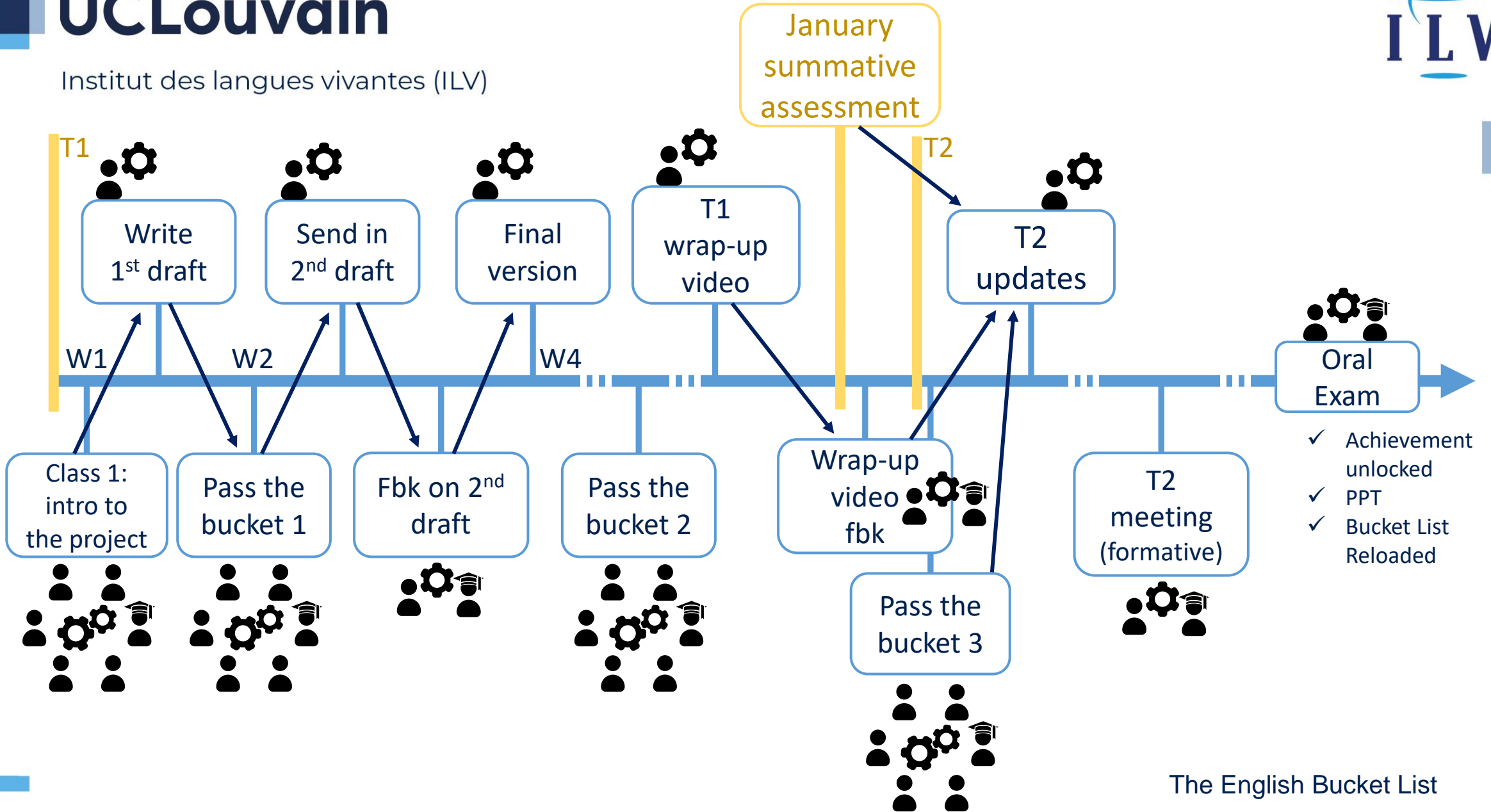



28 views




| | |
|---|--|
| Item | What did I do, exactly? |
| I have | What did I learn in English? (pronunciation, an expression...) - List more than one, ideally. |
| Enjoyed  | Did I learn anything else (about a topic, myself, life, the universe and everything?) |
| Aspects <ul style="list-style-type: none">▪▪▪▪ | Shall I do this again? YES / NO / Maybe but I'd change... Because... |







| Updated Bucket List (Q2) | | As far as English is concerned, it's going to help me with... |
|--------------------------|---|---|
| | To read books only in English this year (different literary genres). | Reading comprehension, |



| Updated Bucket List (Q2) | | As far as English is concerned, it's going to help me with... |
|--------------------------|---|--|
| 1. | <input checked="" type="checkbox"/> <p>To read books only in English this year (different literary genres). <i>Updating reason: each month implies its own rhythm, some months I can read two or three books, some none. My goal is to read them as many as possible</i></p> | Reading comprehension, comprehension and using of the expressions and memorizing of vocabulary |
| 2. | <input checked="" type="checkbox"/> <p>To write a text or short story in English during writing workshop.</p> | Sentence structure & instinctive tense's choice |
| 3. | <input checked="" type="checkbox"/> <p>To find an English penfriend to improve our languages' knowledge and to keep contact (the most difficult thing...). <i>Deleting reason: loosing of the motivation because of contact's difficulties (irregular participation, constant absence of abandon from my penfriends)</i></p> | Daily application of the English knowledge & socializing |
| 4. | <input checked="" type="checkbox"/> <p>To learn 3 new idioms every week (and to remember them) and of course try do use it as since as possible. <i>Updating reason: 3 idioms instead of 5 is easier to perform correctly and not to be under procrastination</i></p> | English general lexical skills (and looking less hopeless in English) |



Unlocked Achievements 12

Item n°12 : To play an RPG game in English.

I have unlocked this achievement:

- No
- Almost



Item n°12 : To play an RPG game in English.





I have unlocked this achievement:

- No
- Almost
- Yes
- **Yes, and then some!**



date: during Holiday week in January and in February

Indicate the levels

| | | | | |
|---|-------------------------|--|---|---|
| <p>Enjoyment level:</p>  | <p>Difficulty level</p> | <p>Progress level (how much progress have I done in English thanks to this?)</p>  | <p>Confidence level to do sth like this again</p>  | <p>How rewarding was it to do this?</p>  |
|---|-------------------------|--|---|---|

Aspects of English tackled here

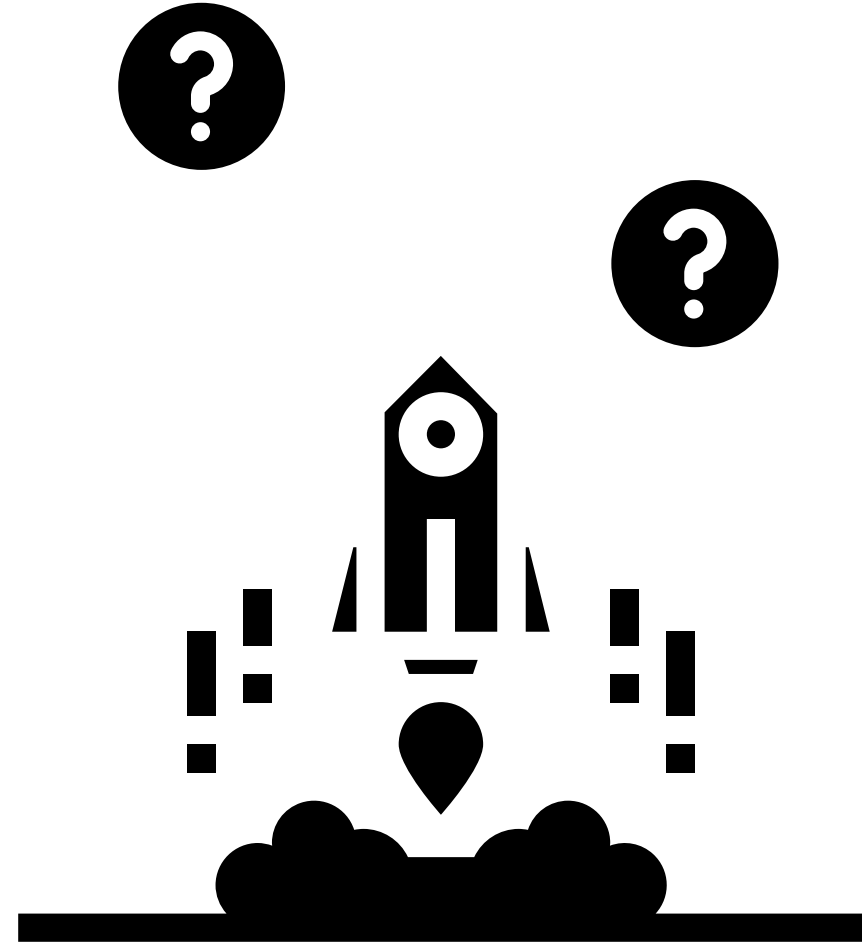
- **Reading, and more precisely**
- Listening, and more precisely with focus on narrative explanation.
- **Writing, and more precisely**
- Speaking, and more precisely explain my action and improvise different scenes and dialogues.

What did I do, exactly?

I play Shaan RPG but in English with 4 friend in my kot (I was a player). I also play at Werewolf in English during my stay in Tainé.



So, does it
work?



We humbly think so...

- Clear objectives
- Clear methodology (milestones, templates...)
- Adapted to mixed-ability groups
- Increased motivation
 - Variation
 - Choice
 - Responsibility
 - Fun
- Self-reflection (involvement, learning style...)

→ Increased confidence

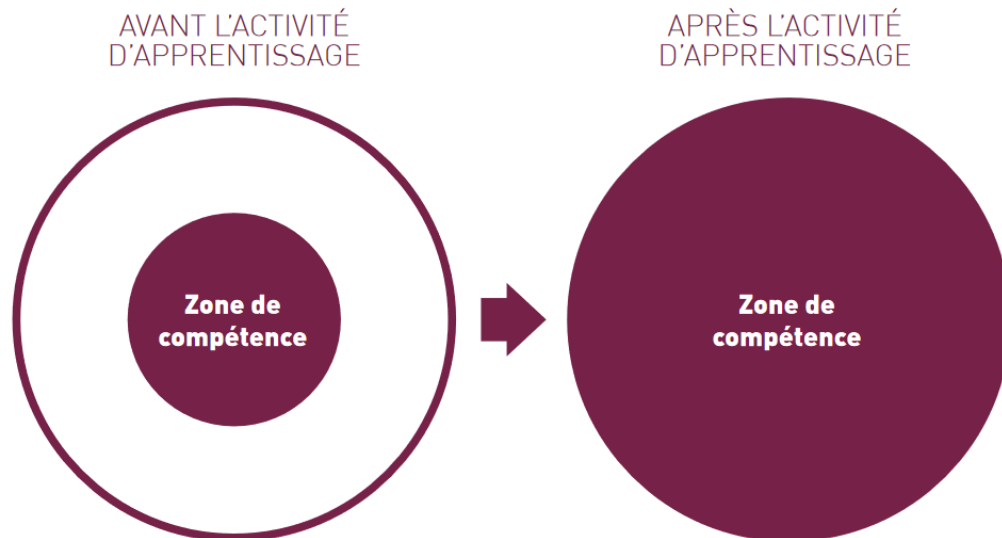


Les cahiers du LLL – N°13 : Oser la pédagogie active

<https://oer.uclouvain.be//jspui/handle/20.500.12279/791>

DE CLERCQ, Mikaël - WOUTERS, Pascale FRENAY, Mariane - RAUCENT, Benoît

December 2020 - [\(CC BY-NC-ND 4.0\)](#)



TROIS LEVIERS DE LA MOTIVATION

(Viau, Joly & Bédard, 2004)

✓ Le sens de l'activité

- Est-ce que le cours est utile ?
- Est-ce que ça m'intéresse vraiment ?
- Est-ce important pour moi de comprendre cette matière ?
- Est-ce que ça vaut vraiment la peine que je fasse des efforts ?

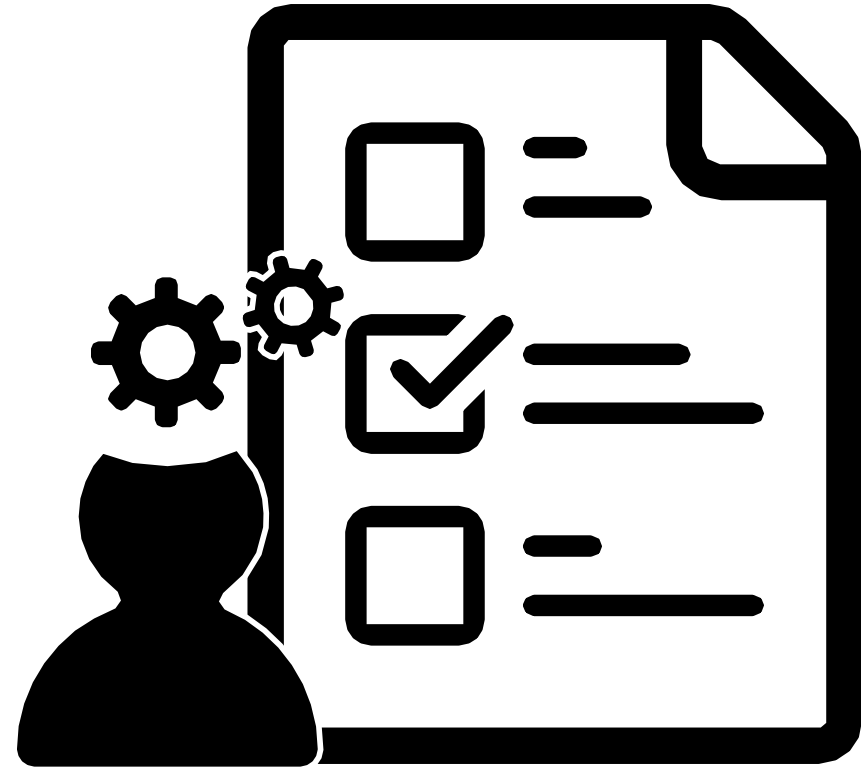
✓ Le sentiment de compétence dans l'activité

- Suis-je vraiment capable de comprendre cette matière, de réussir cet exercice ?

✓ La possibilité d'influer sur l'activité

- Ai-je mon mot à dire ?
- Puis-je faire des choix ?
- M'est-il possible de m'exprimer dans cette activité ?

Our own Bucket List for the English Bucket List



- ✓ Student assessment
- ✓ Read up on the literature to improve the project
- ✓ Expanding across the years?
- ✓ Happy Covid-19 accidents
- ✓ Spread the word



Question time!

Thank you!

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References:

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Scan the QR code for the
[PDF of the Presentation + Templates](#)

(link will expire 30th June 2021)