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### **Application of TGfU for catering learner diversity in Volley ball**

### 於排球課中應用領會教學法 以照顧學習差異

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此簡報只供學術及教學參考之用，不能作任何商業用途。

# Introduction

- ▶ Nowadays, students with different learning abilities are **integrated into the mainstream education**.
- ▶ As a teacher, we have the responsibility to cater learners' learning diversity so as to **stretch students' potential and arouse their interests in learning**.

- ▶ In a normal class, there are about 35-40 students who have great **individual differences** among themselves.
- ▶ They have **different learning abilities**.
- ▶ According to CDC (2002), roughly about **2-4%** of students population belong to **the gifted** in the general sense while **20%** of the students population are **low achievers or have special learning difficulties**.

- ▶ In PE, nowadays, most PE teachers adopt **traditional skill-based approach** because they think that skill-based approach can be easier to manage and it has been admired by others as a sign of good discipline and class control (Butt T., 1991).
- ▶ However, there are **limitations** in catering learning diversity.
- ▶ in a mixed-ability class, skill-based approach is problematic because the level of skill is often that of the norm; **‘too hard for the less able and too easy for the very able’** (Fleming, 1994).

- ▶ some learners **never develop the technical competence** to play the game.
- ▶ students **lacked interest** in learning skills and techniques in the game lesson.
- ▶ **In order to improve this teaching problem, a new teaching approach, Teaching Game for Understanding (TGfU) was introduced.**

# Purpose of The Study

- ▶ To investigate **the effectiveness of applying TGFU** teaching approach in catering learner diversity in volleyball.



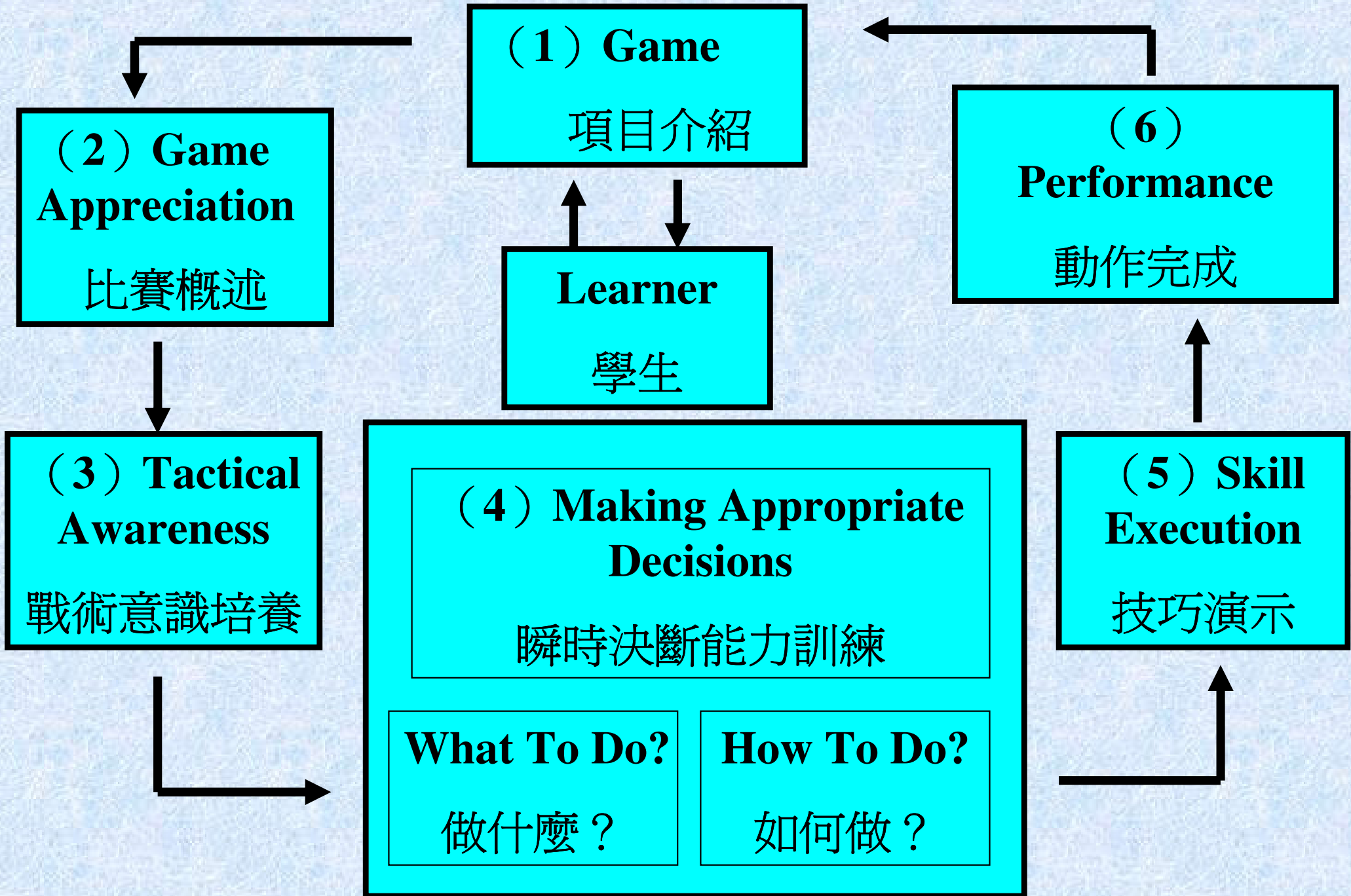
# What is Teaching Game for Understanding (TGFU)?

- ▶ TGFU was founded by **Bunker** and **Thorpe** in 1982.
- ▶ **a shift** from the development of techniques or content-based approach with highly structured lessons to a **more student-based approach which links tactics and skills in game context** (Griffin L., Butler J., Lombardo B. & Nastasi R., 2003)

- ▶ It emphasized **understanding of the games** and **the development of cognitive experiences** through the teaching of tactical awareness (Liu Y.K., 1997).
- ▶ **skills** of the game are often **'reduced' or substituted** and the games form are also **simplified and modified** to facilitate understanding of game principles and tactics (Mawer M., 1999)
- ▶ In the model of TGFU, there are **SIX stages**. They are **Games Form, Games Appreciation, Tactical Awareness, Making Appropriate decision, Skill Execution** and finally **Performance**.



# TGFU Model



# Literature Review



## 1. Skill-based approach and its limitation in catering learner diversity

- ▶ **Bunker and Thope (1986)** stated that skill-based approach to teaching means that the vast majority of learners have a very unsatisfactory experience of the game and only a few achieve any level of success.
- ▶ **Fleming (1994)** stated that in a mixed-ability class, skill-based approach is problematic because the level of skill is often that of the norm; **‘too hard for the less able and too easy for the very able’**.

- ▶ Liu (1997) stated that PE teachers discovered that because of **different sports ability**, students **felt difficult to perform skills**.
- ▶ Because of failure to perform skills well, students would **felt disappointed and lost interest in sports eventually**.

## 2. TGFU approach and its effectiveness in catering learner diversity

- ▶ **Laws (1990)** stated that TGFU approach can provide **greater equality of opportunity** to all learners, and empowering them to **take responsibility** for their own learning.
- ▶ shifting the emphasis to the cognitive rather than the purely technical aspects associated with games can offer all pupils the opportunity of equality of experience.
- ▶ each individual can gain equality of access to games, irrespective of their level of physical ability or skill and each child can have the opportunity to **experience success, satisfaction and enjoyment.**

- ▶ **Bedford (1990)** also agreed that TGFU can provide greater opportunity for as many learners as possible to participate in meaningful learning experiences, with an increased likelihood of **some success, satisfaction and enjoyment.**

# Methodology

## 1. Subjects

- ▶ **37 Secondary One girls** from Precious Blood Secondary School.
- ▶ They all come from the same class (F.1C).
- ▶ Their mean age was 12.
- ▶ About 5 girls had experience of playing mini soft volleyball at primary school.
- ▶ They are never taught by TGFU approach.



## **2. Instruments**

**a. Traditional Skill-based Lesson Plan**

**b. TGFU Lesson Plan**

**c. Physical Activity Enjoyment Scale  
Questionnaire**

# Physical Activity Enjoyment Scale Questionnaire

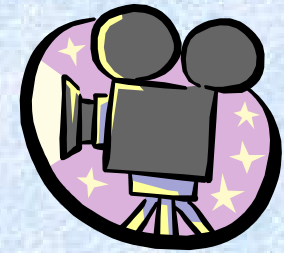
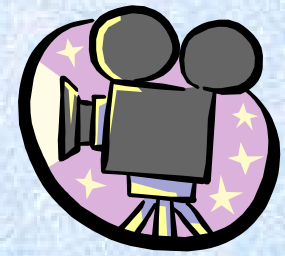
(Kendzierski, D., & DeCarlo, K. J., 1991)

- |                     |   |   |   |   |   |   |   |                  |
|---------------------|---|---|---|---|---|---|---|------------------|
| 1. 我享受課堂            | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 我討厭課堂            |
| 2. 我感覺良好            | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 我感到不快            |
| 3. 我很投入活動           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 我不大投入活動          |
| 4. 課堂很有趣味           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 課堂沒有趣味           |
| 5. 我感到有活力           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 我感到疲倦            |
| 6. 課堂令我快樂           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 課堂令我沮喪           |
| 7. 課堂時，我的<br>身體感覺良好 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 課堂時，我的<br>身體感覺很壞 |

8. 課堂沒有令我感到困擾	1	2	3	4	5	6	7	課堂令我感到困擾
9. 課堂令我滿意	1	2	3	4	5	6	7	課堂不能令我滿意
10. 課堂十分刺激	1	2	3	4	5	6	7	課堂沒有刺激
11. 課堂帶給我 <strong>很强烈的成功感</strong>	1	2	3	4	5	6	7	課堂沒有帶給我任何成感
12. 我沒有意圖進行其他活動	1	2	3	4	5	6	7	我寧願進行其他活動

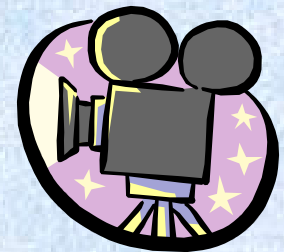
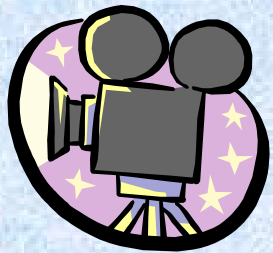
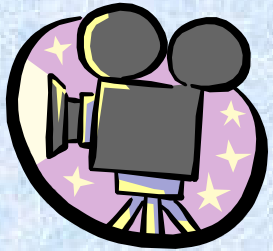
### 3. Design of the Study

4 節課—主題：下手傳球  
教學法：傳統技巧教學法



學生填寫體育課學生  
興趣調查問卷

2 節課—主題：運用空間進攻及防守、  
與隊友合作  
教學法：領會教學法 (TGUFU)



學生填寫體育課學生  
興趣調查問卷



訪問兩位學生  
對以上體育課的意見

# 4. Data Analysis

## a. Data from Questionnaires

- ▶ The 37 students were asked to complete **the Physical Activity Enjoyment Scale Questionnaires** after the first 4 periods (traditional teaching approach) and the last 2 periods (TGFU teaching approach) respectively.
- ▶ After collecting the two sets of questionnaires (traditional approach and TGFU approach), the **mean score** of each question of the whole class will be computed.
- ▶ Compared the mean scores of each question between the two sets of questionnaires.
- ▶ mean scores of each question were used as the statistic tools for data analysis.

## **b. Data from Interviews**

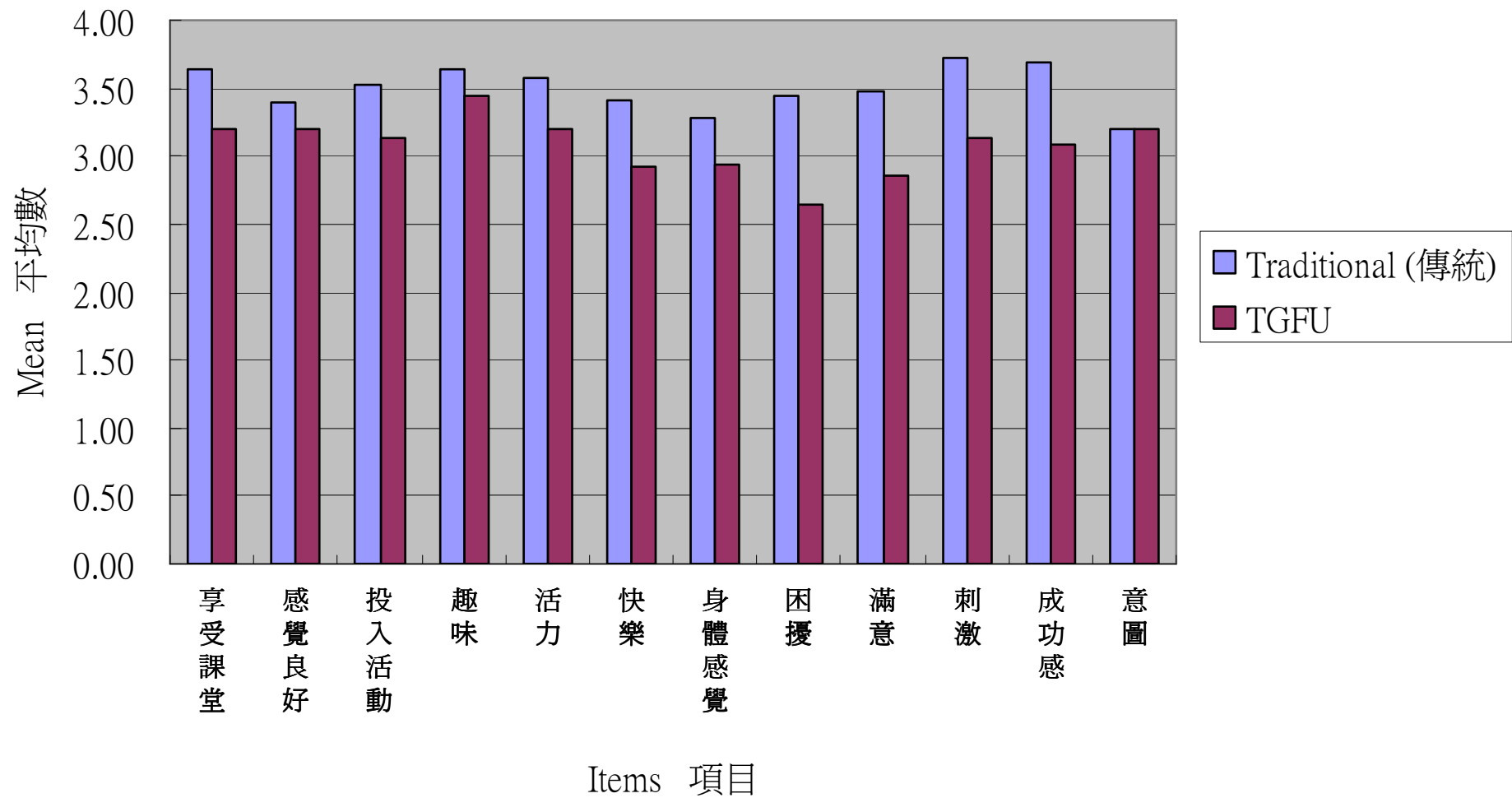
- ▶ Interviews of the two students were recorded.**
- ▶ Their feeling of the lessons will be analyzed.**



# Results

## 1. Results of the Questionnaires

體育課學生興趣問卷調查結果



- ▶ According to the figure above, after compared the mean scores, it was found that besides the last item ) , **the mean scores of the first 11 items of TGFU approach were fewer than that of the traditional skill-based approach.**
- ▶ It might mean that most of the students had **better impression on the lessons taught by TGFU.**
- ▶ Most of the students **enjoyed** the TGFU lessons **more.** (mean:3.64 →3.19 )

- ▶ They have **better impression** on TGFU lessons. (mean: 3.39 → 3.19)
- ▶ They liked to **engage more** in the TGFU lessons. (mean: 3.53 → 3.14 )
- ▶ They had **more interests** in the TGFU lessons. (mean: 3.64 → 3.44 )
- ▶ They were **more energetic** in the TGFU lessons. (mean: 3.58 → 3.19 )
- ▶ They were **happier** in the TGFU lessons. (mean: 3.42 → 2.92 )

- ▶ They faced **less difficulties** in the TGFU lessons. (mean: 3.44 → 2.64 )
- ▶ They felt **more satisfactory** in the TGFU lessons. (mean: 3.47 → 2.86 )
- ▶ They felt that the TGFU lessons were **more exciting**. (mean: 3.72 → 3.14 )
- ▶ They had **more experience of success** in the TGFU lessons. (mean: 3.69 → 3.08 )

## 2. Results of the Interviews

1. 你們喜歡一般的體育課嗎？

答：喜歡，因為平日在課室上課很悶，體育課能讓我們舒展身心，沒有那麼沉悶。

2. 你們能說出之前的排球課(傳統)與之後的排球課(TGFU)有何分別呢？

答：之前的排球課主要學下手傳球，之後的排球課主要學排球策略，多些人一起參與，靈活些，多用腦思考。

3. 你們在之後的排球課學習了什麼策略？

答：我們要思考如何能把球落在對方場區以取得一分。

4. 你們較喜歡之前或是之後的排球課？

答：我想是之後的排球課，因為我們初期不懂打排球，打球時手又痛，又要時常拾回球，浪費體力。

5. 為何較喜歡之後的排球課？

答：我想是因為之後的排球課不太需要技巧，多用腦思考，遊戲簡單些，易於掌握，容易理解。

6. 在哪排球課中，學生有多些成功感？

答：之後的排球課，因為容易得分，有多些興趣和信心，多些成功感。

7. 最後，你們於之後的排球課學習了什麼？

答：比賽形式、策略，訓練思考，與隊友合作。



# Discussion and Conclusion

## 1. Discussion

### a. The effectiveness of TGFU approach in catering learner diversity

- ▶ The results showed that students taught by TGFU approach had **more experience of success, satisfaction and enjoyment**. They also had **more interests and engagement** in playing volleyball..
- ▶ Most of the TGFU games emphasis on **the use of tactics** in playing the games. Students **need not to be very skilful** to play the games.

- ▶ Also, the games are **simplified and modified** so students can be **easier to handle and score marks**. They will gain **sense of success and satisfaction**.
- ▶ It might mean that TGFU game activities can cater learner diversity.

## **2. Conclusion**

- ▶ TGFU approach is effective to cater learner diversity.**
- ▶ As TGFU approach is new to PE teachers, we need to practise more so as to implement it in classes effectively and efficiently.**

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&

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Thank You!