

Case study 5:

Religion – Power point presentation

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| School | Rothaugen skole, Bergen, Norway |
| Teacher | Andrianne Skjold and Kristine Fagerheim |
| Grade | An introductory class for newly arrived immigrants, in a lower secondary school |
| Pupils | 18 pupils, aged 13 - 15. Most of them had been in Norway between 6 months and a year. A few had been in Norway some months more, but none more than 18 months. Some of them had little previous schooling. |
| Subject and topic | Religion, PowerPoint presentation |
| Number of lessons | 8 lessons (each lesson is 45 minutes) |

Main teaching and learning goals

Subject goals

- To use digital tools to communicate and learn about different religions and moral orientations
- To prepare and present important features of a religion or moral orientation in a structured PowerPoint presentation (PP presentations)

The PP presentation

- The presentation should have a title page including a title and a suitable picture - to make the audience attentive and curious.
- Each slide should have an appropriate title, contain a small amount of text (not much!!!) and have a picture, that supports the content.
- The PP presentation should focus on important features of the religion.
- The students must speak in a loud and clear voice and look at their audience. They should not read from the slides, and they may say more than what is written.

Language goals

- To write and structure a PP presentation with text and pictures/graphs
- To talk about / mediate important features of a religion or moral orientation orally in a connected way

Specific linguistic features (remember that the students have not been in Norway for a very long time)

Sentences:

The teacher encourages the students to use short and simple sentences, for instance:

I will talk about [Islam].

This is [a picture of a mosque].

This is [the Muslims' house of worship].

There are [close to two billion Muslims in the world].

Verb tenses:

The students need to pay attention to verb tenses. They will have to use the present tense, but also the past tense when they talk about the past.

Verb in the second position of main clauses:

[Example of Norwegian sentence structure: In the holy month of Ramadan **fast** the Muslims]

Subject specific vocabulary:

The students will have to use subject specific vocabulary.

Spelling:

The students should check whether they have spelt words correctly (for example: names of religions are written with small letters in Norwegian).

Teaching methods and activities

Prior to working with the PP presentation, the pupils had learnt about different religions by reading simple, adapted texts in Norwegian, learning vocabulary, producing written answers to questions, talking and writing about the religions, watching pictures and short films related to the topic and more.

One of the teachers started the PP-work by modelling a PP-presentation in class, and then presenting it to the pupils. This was done in order to show the pupils what was expected from them, both with respect to how to make the presentation and how to deliver it. During this first modelling stage, the pupils were a bit nervous. As a result, they did not act as good listeners. Therefore, the other teacher made a simple PP presentation, which she presented to the class the next day. The

teachers and the students also talked about the criteria on the assessment form. The teachers did this by reading and talking about each criterion. The students asked questions, that the teachers then answered.

The students and teachers agreed on which pupils would work together in pairs, and which religion the different students would present. The decision was made partly by pupils and partly by the teachers.

The pupils picked out relevant information by reading again carefully the texts they had read earlier, deciding on what was going to be included in their presentation.

The pupils were encouraged to talk about the content on their slides in a natural way without reading what they had decided to include in their presentation.

Pupils' presentations

When the students eventually held their own presentations, they were a good audience who listened to each other and gave each other useful feedback. Many of the students had never held such a presentation before. A girl from Syria, who had little or no previous schooling, and who had only learned Norwegian for half a year, very much wanted to present Islam. She received a lot of help from another Syrian girl with some previous schooling - she had learned Norwegian for a year and a half. It was a lame presentation but taking her level of schooling into consideration, she did very well. The other pupils understood that this was a success for the presenter. Some students were not able to speak freely but read from the slides. Others were quite good at making an oral presentation.

Learning

What did the students learn or manage?

According to the teachers, the pupils learnt a lot from the task. They learnt:

- to work on and develop a PP presentation
- to present something in front of the class (and at the same time be conscious of the recipients)
- to give constructive feedback

Making a presentation in class is something the pupils will have to do later on in other classes. Therefore, it is important that they are introduced to such activities at an early stage. They have to practice such tasks in a "safe" environment. In addition, the teachers have the opportunity and time to support the students with the language, as they are two teachers in an introductory class where everyone needs linguistic scaffolding. The pupils stated afterwards that they had learnt a lot from the experience, and the teachers were pleasantly surprised by how well the pupils performed.

Their learning was documented through their presentations and their self-assessment afterwards.

Comments

The students participating in this study had to develop and make a PP presentation. All pupils were learning Norwegian as an L2, and a majority of them had been in Norway between 6 and 12 months. When we look at the phrases and sentence structure they are working with (see Main learning and teaching goals), we would expect the pupils to have language skills around an A1 level, some of them are maybe approaching A2.

According to the Language descriptors ([Tool 1](#)) pupils with language skills at an A2 level Can give a short, rehearsed and *simple presentation on a topic or talk about a topic the class has worked with*. This case study documents that this is exactly what the pupils aim for. The CEFR states that persons with language skills at an A1 level *Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast* (CEFR p. 22 – “Addressing audiences”. The teachers’ description of the study indicates that they and the pupils have higher ambitions than what is indicated for A1. The pupils make their own PP presentations, they talk to the class when they go through the presentation, and they answer questions from their classmates and their teacher.

Still, the pupils’ language skills also seem to differ to some extent. Therefore, it seems reasonable to say that the language skills in group probably is within the A1-A2 area.

Self-assessment

Pupil:

Grade 8 Subject: Religion

| Competence: | With much help | With some help | Without help |
|--|----------------------|----------------------|-----------------|
| To prepare and present a PP presentation To know what are the important features of one religion or moral orientation | | | |
| Main goal: I can prepare and present a PP presentation (orally) with text and pictures. I know important features of the religion / moral orientation I present. | | | |
| Sub goal: I have included <i>a title</i> and one (or more) suitable picture(s) on each slide. | | | |
| Sub goal: I have checked <i>word spelling</i> and <i>verb conjugation</i> . | | | |
| Sub goal: I have used <i>subject terms</i> in the presentation. | | | |
| Sub goal: Before I start my presentation, I say to myself: " <i>I know this! I will manage to do the presentation!</i> " | | | |
| Sub goal: I face the audience when I speak. | | | |
| Sub goal: I speak in a loud and clear way. | | | |
| Sub goal: I use my own words when I speak. I do not read from the PowerPoint. | | | |
| Sub goal: When my classmates do their presentations, I follow what they say. | | | |
| Sub goal: I give positive feedback, and perhaps one constructive tip on how my classmates can improve their next presentation. | | | |