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# **Enhancing English language skills: Skateboarding and rollerblading as a cultural window to motivate senior students.**

**TRABAJO DE TITULACIÓN**

**Para optar al grado de Licenciado en Educación y al Título de Profesor de Inglés**

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## Introduction

Culture has been defined in many ways due to its adaptability to and dependence on the speaker's perspective; moreover, culture, as an abstract concept, helps us to understand the connection between an individual and his or her experience in a society. As there is reciprocity between experience and culture, teachers have to place students in a suitable context in order to help them to grasp what culture means. Music, films, literature, sports, art, dances, food, traditions, are some of the areas that the cultural experience involves, bridging the relationship gap among citizens all over the world. Therefore, these areas have to be considered at the moment of motivating and managing a class; that means, that it is acutely important to have in mind the students' current context when teaching contents; each classroom is different, each student is different, each interest is different and each approach to motivation works individually, and being aware of that, helps teachers to contextualize students and improves students' motivation toward the learning goal.

In that event, the practice of urban sports such as Rollerblading and Skateboarding - topics to be covered during senior lessons - provides suitable information (including vocabulary) that will be used when students take part as referee and/or voting audience in a skating event at their own school; in that manner, the students will be placed into an innovative context to learn English in a different way.

To do so, this project will provide students with the necessary tools to practice and to improve their English skills through the acquisition of specific vocabulary for urban sports, aimed not only to participate in the urban event but also to increase students' confidence by developing their productive/receptive skills and by increasing their cultural awareness from other perspectives.

## **Literature Review**

### Motivation Toward Second Language Acquisition

Motivation is considered the learner's orientation with regard to the goal of learning a second language, as Mowrer (as quoted by Norris 2001) proposes that "a child's success when learning a first language could be attributed to the desire to gain identity within the family unit and then in the wider language community".

Gardener's (1983) model provides four influential dimensions that are involved in second language acquisition: the variables of intelligence, language aptitude, motivation and situational anxiety (Giles and Couplan, 1991). Focusing on motivation, there are three essential elements that constitute it: effort, desire and affect. According to Gardener (1982), *effort* refers to the time spent studying the language and the drive of the learner; *desire*, indicates how much the learner wants to become proficient in the language; and *affect*, illustrates the learner's emotional reactions with regard to language study.

In light of motivation as an aspect strongly connected to learners' learning, if neither teachers nor the educational system takes into consideration such an important matter, the lesson's objective and the students' engagement would not be achieved in a proper way. As Doostparast (2012) points out, motivation fluctuates and it is a challenge to keep language learner's motivation at a high level all the time. When designing a language course, the teacher must take into consideration that each learner has different interests and expectations. The process of acquiring a second language is a long road in which children have to feel included and motivated toward the culture and its language, being able to establish a relationship in order to get involved in the cultural experience; in that sense, motivation in the process of learning a language leads to effective teaching:

The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion. And instructors should find ways to connect to this passion (Doostparast 2012: 1).

So, if teachers were not able to understand the student's affinity with certain topics, their lessons would miss the objective. Second language acquisition is not only based on the input received from the teacher or guide.

The social interaction - based on student-teacher and student-student relationship inside the classroom setting - leads to shared knowledge about interest, passions, specific events, feelings, thoughts, experiences, traditions, beliefs, etc. Thus, students' interaction hinges on sharing part of the self in order to build up a wider

range of experience and knowledge; but, what happens when students do not feel motivated about the topic that has been covered during an in-class conversation imposed by the teacher? As quoted by Wilson and Korn (2007:88), the students' attention span and interest in the lesson would not be even close to the objective of the lesson, because children by nature have difficulty sustaining attention for long periods of time. It is part of a classroom's reality to see at least one student wandering, nodding off, sleeping, texting, or working in something that is not related to the class; however, more students will maintain interest for a longer time when the topic is interesting and delivered with clarity, enthusiasm, and drama, with a cognitive break every now and then To create a situation in which students will feel a sense of accomplishment motivates the language learning due to the empirical use of their acquisition; in that sense, connecting language learning to student's interest outside the classroom is indeed fundamental to this process.

### Sports as a Cultural Phenomenon

The traditional methods used by teachers in their classroom do not fit properly in present school settings; the range of inputs provides by the teacher tend to be very limited due to the lack of first-hand experiences of the students within the classroom, but since people and interests have changed, other kinds of teaching methods need to be considered.

As far as interests are concerned, practicing some sport - such as skateboarding and rollerblading - can be very influential in youngsters' lives, not only because the

sports themselves, but also because through authentic language input provided mainly by English-spoken videos may fully engage them . (In the needs analysis section, references to the above can be found.) Over the years these two urban sports - skateboarding and rollerblading - have been coming into more prominence even though the Chilean society frequently underestimates them due to some misconception; for instance, there was high demand for Cupertino (located in California) to build a skate park, however, people who were not involved in the skateboarding culture, attributed negative stereotypes to the skateboarders, rejecting the idea of building the skate park in their city. In that sense, Junior Greg Ellis (2015) , a passionate skateboarder, believes that those who don't skateboard often ignorantly assume that skateboarders "smoke pot" or "vandalize property". Nevertheless, the impact that Rollerblading and Skateboarding may have on the understanding of English can lead to an improvement on the learner's language skills.

Rollerblading and Skateboarding are categorized as urban sports, and as "expressions of a particular cultural, economic, and political arrangements, structuring relationships between people and space, representing collective attitudes, values, and identities, and embodying the perpetual dynamism so characteristic of modern existence"( Wilcox & Andrews 2003:1). Hence, sports, in particular urban sports, are related to the social and cultural context in which we live, providing stories and images, thus becoming a window to culture and society.

The ways in which people live and interact in a society portray the culture in which they are immersed; in that sense, sports are sociocultural constructions that have forms and meanings and that vary from place to place; so, why are sports part of the social phenomena? Because sports are strongly connected with the spheres of social life, such as family, economy, media, politics, education and religion. Considering the above, students can easily connect their personal experiences to these two sports and work toward the acquisition of English through them.

#### The influence of skateboarding.

The history of skateboarding has been a complete rollercoaster, going through good and bad times. From the very beginning, skaters had to create their own boards in order to imitate the feeling when surfing. Throughout time skateboards have been adapted according to skaters' necessities and improvements on their skateing abilities; thus, this urban culture has been taking place all over the globe, carrying out with it the English language. People who are into skateboarding tend to watch videos about the discipline, and as these are mostly English-spoken videos, the input received is being processed by the listener in order to understand what the video says; thus, language acquisition takes place in an unconscious way, improving and developing English skills whilst watching something different from the common topics.

## The influences of rollerblading.

In-line skates were created in the early 1700s, when a Dutchman attached wooden spools to strips of wood and nailed them to his shoes. Since then, more and more innovative ways of assembling have been created. In 1980, Scott and Brennan Olsen improved the skate design by creating the first Rollerblade in-line skates; hence, marketing started to increase awareness among people. In that matter, the rollerblading field increased due to the sub-categories that popped up, such as slalom, races, derby, among others. Thus, its approach to the different social spectrum developed a certain level of proximity towards people considering, just like in skateboarding, the input coming from the English-spoken videos that rollerblading followers tend to watch in order to become closer to this, or these, disciplines.

## Student's needs

Inside a classroom the students' performance varies depending on different factors; the motivation for and the approach to the subject matter are core aspects that have to be taken into consideration when planning a lesson in order to tailor the content to the student's needs and their prior knowledge. As Vahedi (2011) mentions that motivation and attitude are the primary input to initiate learning language acquisition, and the lack of attention to these factors can lead to inefficiencies in developing English skills.



Under these circumstances, a Needs analysis ( see Appendix) gives a subtle close up to how students react when facing topics related to urban sports and how they impact on the motivatiof of learning English . According to a survey carried out at Agustin Edwards' school, and answered by seniors, mostly female, agreed on motivation is a fundamental factor when the goal is learning English (90%) whilst the remaining percentage (10%) believed that motivation is important but not everlastingly. Around 80% of the students enjoy watching English-spoken videos, and around 50% of the class agreed on the fact that they learned by watching them.

In the mainstream of the culture of urban sports, and according to the survey's results, students are immersed in this enviroment. More than half of the class are keen on neither rollerblading nor skateboarding; nonetheless, nearly 60% of the students are likely to learn at least one of them and almost a quarter of the interviewees are willing to participate in a Rollerblading and Skateboarding event. Looking over these figures, Rollerblading and Skateboarding are offbeat topics that have been neither considered nor explored as an innovative proposal inside a classroom for motivating students.

Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning. And as Vahedi (2011: 995) mentions:

A good teacher, then, must tap into the sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to a classroom setting. This is especially significant when English is not seen as important to the students' immediate needs, other than to pass exams. Because learners have different purposes for studying a language, it is important for instructors to identify students' purposes and needs and to develop proper motivational strategies. Students should understand why they need to make an effort, how long they must sustain an activity, how hard they should pursue it.

To that effect, the students' motivational needs can be achieved through the learning of these urban sports in order to engage their attention and develop further English skills.

## **Syllabus**

A teacher's methodology has to be tailored according to the students' necessities and the specific objectives that want to be achieved throughout a lesson. Considering the general types of methodologies used by an EFL teacher, there are basically two that are commonly used: ESA (engage-study-activate) and PPP (present-practice-production). In order to achieve the lesson's objective and also to motivate students, this graduation project has been based on ESA due to its flexibility that allows the back- and-forth movement between the three stages; thus, a Content-based syllabus would perfectly fit the main purposes of this project.

This type of syllabus involves the integration of rollerblading and skateboarding, hence, the activities will be specific and are expected to stimulate students' English acquisition by using scaffolding properly. When skills are too difficult for a children to master on his/her own, it can be done with guidance and encouragement from a knowledgeable person. So, once the student with the benefit of scaffolding masters the task, the scaffolding can then be removed and the student will then be able to complete the task again on his own (Wood et al. 1976).

Content-based syllabus emphasizes the exposure of students to 'highly contextualized' second language environment by using the subject matter as the content of language learning" (Wesche & Skehan 2002: 220). A second language classroom should focus on something meaningful for students, something that motivates and engages their attention: As Jalizadeh and Tahmasebi (2014: 224) explain:

In a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an approach lends itself quite naturally to the integrated teaching of the four traditional language skills. For example, it employs authentic reading materials which require students not only to understand information but to interpret and evaluate it as well. It provides a forum in which students can respond orally to reading and lecture materials. It recognizes that academic writing follows from listening and reading, and thus requires students to synthesize facts and ideas from multiple sources as preparation for writing. In this approach, students are exposed to study skills and learn a variety of language skills which prepare them for the range of academic tasks they will encounter.

In that sense, engaging, studying and activating English skills through a motivational context would lead the student to a better approach to the acquisition

of the second language; in this case, urban sports, such as rollerblading and skateboarding, are the contents used to motivate and engage students' attention not only to develop and reinforce their English skills, but also to enhance them to participate as judges and active spectators of a skating-cultural event at their school.

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## **Rationale**

Rollerblading and Skateboarding are unusual topics in the English classroom even though they can perfectly work as motivational tools for teenagers who are interested in exploring different sources of language input to learn English. In this workshop, rollerblading and skateboarding are used as motivational matter to engage seniors in a more contemporary field. This syllabus is divided into four units : Urban Sports and Culture, Let's Get into Skateboarding and Rollerblading, Pursue Your Dreams and Contests and Games. Each unit includes three or four lessons in which the receptive ( listening-reading) and the productive ( speaking-writing) skills are integrated according to a specific objective. Hence, students will embrace contents through debates , oral presentations, videos, social media, readings, and games as workshop in the activities; thus, students learning outcome will be based on real situations such as the urban sport event at the end of the semester.

### **General objective**

Students will be able to participate as referees and/or voting-audience in an urban sport event by applying the knowledge acquired from the workshop contents.



## **Specific objectives**

Some of the specific objectives are the following:

- ❖ Understand the history and roots of the urban sports culture, rollerblading and skateboarding above all.
- ❖ Recognize the elements of a rollerblade and a skate.
- ❖ Identify key concepts about the practice of rollerblading and skateboarding.
- ❖ Differentiate other sports connected to rollerblading and skateboarding.
- ❖ Explain briefly the social impact of urban sports .
- ❖ Debate about the pros and cons of these sports.
- ❖ Use corresponding content vocabulary
- ❖ Read acceptable without undue clumsiness
- ❖ Writing and speaking skills are well produced with a suitable use of structures.

## **Assessmet criteria**

The student will be assessed in unit I, III and IV considering content, vocabulary, writing, listening, speaking and reading skills. There is an extra assessment in which students will be evaluated according to their participation and extra activities (cumulative grades).

As final assessment, students will have to participate in an urban sport event in which they are going to be either participants as referees and/or voting audience, who will assess and make comments about the rollerbladers' and skateboarders' performances by using the content vocabulary.

<b>Unit</b>	<b>Skill</b>	<b>Specific Object</b>	<b>Percentage</b>	<b>Type of evaluation</b>
<i>I</i>	Reading Speaking Writing	To recall data about the history of rollerblading and skateboarding in order to comprehend and build up (critical) knowledge.	20%	Formative
<i>III</i>	Speaking	To describe/criticize/ defend/ explain the life of a famous rider to apply the use of content-related vocabulary related to the contents.	25%	Formative
<i>IV</i>	Listening Speaking	To recognize the different tricks and body parts involved in the rider's performance. To categorize the different participants according to skating levels.	40%	Formative
<i>Cumulative grades/ participation</i>	Writing Speaking	To develop and intensify English skills through active participation in lessons	15%	Process

### **Attendance**

Student attendance is 80% compulsory. If the student misses more than the 80% of the lessons, they will fail the subject. Exceptions only under medical conditions.

### **Academic dishonesty**

Plagiarism and cheating are both considered major faults in this workshop, if a student is plagiarizing he or she will be punished under the school rules.

## Syllabus

<b>Unit</b>	<b>General Objectives</b>	<b>Lesson</b>	<b>Skill</b>	<b>Didactic</b>	<b>Specific Objectives</b>
<i>Unit I: Urban sports and culture</i>	To understand the basis of skateboarding and rollerblading in order to approach, from each sport, the English culture.	<p>Lesson 1: The history of urban/street sports</p> <p>Lesson 2: History of Skateboard</p> <p>Lesson 3: History of Rollerblade</p> <p>Lesson 4: Assessment</p>	<p>L1R L1W</p> <p>L2R L2W</p> <p>L3L L3S</p> <p>L4R L4S L4W</p>	<p>L1 : Skimming/ Scanning for specific information L1 W: Write down the answers about the history of skateboarding</p> <p>L2R: Skimming and scanning for specific information L2 W: Answer questions related to the text</p> <p>L3L: Identify key words</p> <p>L4: Read and fill in a time line with the history of rollerblading or skateboarding L4S Share and comment about the activity L4W Write down the answers using your own words.</p>	<p>To understand the history and roots of urban sports .</p> <p>To comprehend texts in order to answer questions and the history of skateboarding being able to explain it through a time line later on. To infer the meaning of core vocabulary. To understand the history and background of rollerblading.</p> <p>To recall data about the history of rollerblading and skateboarding in order to comprehend and build critical and participative knowledge and vocabulary.</p>
<i>Unit II: Let's get into Skateboarding and rollerblading</i>	To comprehend and distinguish the aspects involved in skateboarding and rollerblading.	Lesson 1-2: Skateboarding , Longboard, Surf.	L1 R L1 S L2L L2W	<p>L1R: Read and listen to descriptions about each discipline derived from skateboarding. Watch a video about how skateboarding it is assembled L1W: Answer questions about the text. L2L: Watch a video about the history of skateboarding and skateboarding v/s Society L2W/S: Answer questions about the text. Share and discuss the information gathered.</p>	<p>To distinguish the different types of skating sports. To identify specific information about skateboarding and its influences. To discuss about the misunderstanding of skateboarding's lifestyle. To illustrate how skateboarding it is assembled.</p>

	Lesson 3-4: Rollerblading, Roller derby, Slalom and BMX	L3 R /W L4 W/L	L3R: Read description about each discipline related to rollerblading L3W: Write a brief description about one discipline. L4R Read and connect the different parts of a rollerblade. L4W Identify the different parts of a rollerblade and write its corresponding parts. L4L Watch a video about each discipline to clarify them.	To differentiate between roller derby and slalom To comprehend the relationship between BMX and Rollerblading. To identify the different parts of a rollerblade. To identify the principal aspects of each discipline shown in the video.
	Lesson 5: The impact of rollerblading and skateboarding in the human body	L5R L5W L5L L5S	L5R Read about the physical consequences that impact sports have in the body L5W Answer questions about the reading L5L Watch a video about rollerblading and skateboarding fails. Discuss and share your comments about the video connecting it with the reading.	To comprehend the physical impact that rollerblading and skateboarding have in order to learn vocabulary and to explain the main parts of the body involved in the practice of these sports.
<i>Unit III: Pursue your dreams</i>	To deconstruct the information given through videos and readings to motivate students from a context in which rollerblading and skateboarding icons will share personal experiences dealing with frustration and how these urban sports have influenced on that.	L1L L1W	L1L Watch a segment taken from the video “ Motivation”. L1W Explain the main ideas of the video	To identify main ideas of each text. To explain and criticize the different perspectives of the videos about dealing with frustration through the practice of rollerblading and skateboarding
		L2 L L2 W L2 S	L2L/W Listen to a special guest who will share information about the disciplina that they practice. L2S: Share notes about L1L and L2L with your classmates.	
	Lesson 3: Oral presentation	L3 L L3 W L3 S	L3 Follow a famous rider (skater-roller) . Inform your classmates about his/her life and events. Prepare an oral presentation about him/her.	To describe/criticize/ defend/ explain the life of a famous rider to apply the use of content-related vocabulary.

*Unit IV: Contests and Games*

To apply the vocabulary and knowledge in order to identify, discuss and explain the different aspects	Lesson 1: Contests: Xgames Winterclash - Nitro circus – FISE	L1 L L1 W	L1L Watch four extract taken from videos of each contest. L1W Take notes about the four videos and answer the information required.	To discriminate relevant information on the four contests in order to grasp their main features.
	Lesson 2 : Tricks	L2 L L2R L2W	L5L: Watch about aggressive rollerblading and skateboarding ( mainly tricks). Explain the difference between the three rider’s level: beginner, amateur, pro., L5R: Read a text about some skateboarding and rollerblading tricks. L5S: Identify and recognize the tricks whilst watching the same video that the students watched at the beginning of the lesson.	To identify and recognize some selected skateboarding and rollerblading tricks. To understand the meaning of each trick and its relation to the body posture.  To recognize the different tricks and body parts involved in the rider’s performance. To identify the participants’ category according to their levels in order to infer the type of performance.
	Lesson 3: Let’s be judges in an urban sports contest.	L3 L L3 S	L2L/S: Take part as either judge or spectator in the urban sport event at your school. Use suitable vocabulary and structures to talk about each performance, referring to tricks, body impact and muscles involved.	To apply the vocabulary and knowledge acquired in order to able to identify, discuss and explain the different aspects.

# **SAMPLE LESSONS**

# UNIT 1

## Urban sports and culture

### Lesson 2

By the end of this lesson you will be able to:

- ❖ Comprehend texts about the history of skateboarding and to explain it through a time line.
- ❖ Infer the meaning of core vocabulary.
- ❖ Understand the background to rollerblading.

### Before Reading

#### I. Get together with a partner and discuss the following questions.

1. What are the first things that come to your mind when you read the word: “skateboarding”?
2. According to your perspective, is skateboarding an extreme sport?
3. Do you believe that there is a misconception about skateboarding?

**1976:** A drought in California caused the Z-Boys to star riding in empty backyard pools. Starting in Florida the first outdoor skate parks were built, freestyle skating starts to die.

**1977:** Wes Humpston and Jim Muir (Dogtown Boards) start the trend of all boards having graphics on the bottom. Allan “Ollie” Gelfand became the first skater to pull a no-hands air out of a pool, a trick dubbed the Ollie.

**1980:** Increased concerns over injuries say skateparks closures, skateboarding declines in popularity. Skateboarding magazines covers BMX and changes its name to **Action Now**.

**1981:** **Trasher Mag** starts publication for the remaining hardcore skaters.

Adapted from

<https://es.pinterest.com/pin/414753446915304886/>

1950: Skateboarding was born with home-made boards bolted to roller skate wheels

1963: Over 50 millions skateboards sold. Flatland is the only skateboarding style

1965: Skateboarder magazine launches. International championships broadcast on National tv

1966: Skateboarding popularity plummets, Skateboarding Mag stops production. The small core of remaining skaters returns to mostly homemade boards.

1972: Frank Nasworthy releases Cadillac Wheels made from Polyurethane.

1973: The new wheels enable riders like Larry Bertlemann to start riding banks, pushing the sport style. Companies, like Tracker Trucks, begin building the first axes designed specifically for skateboarding.

1975: The Zephyr crew (Z-boys) tear apart a Del Mar contest, changing forever the sport. Skateboarding popularity starts to rise, Skateboarding Mag launches again. Boards started to get wider, giving riders more control.

**1982:** Tony Hark won his first major contest on Del Mar Skate Ranch. Rodney Mullen invented the flat ground ollie and the “Magic Flip” now known as kickflip. Rodney Mullen went on to invent many more tricks, including the shove it, 360 kickflip, casper slide, darkslide, underflip and more.

**1983:** Skateboarding starts to gain popularity again, Transworld enters the scene.

**1984:** The first ever skateboard video is made – The Bones Brigade Video Show. The first “Double Kick” boards started to hit the scene.

**1986:** Shoes companies begin marketing directly to the sk8 industry , with new skate –specific show companies starting in the years to come.

**1992:** The only remaining skateboarders are considered outlaws, illegally riding on the street and in parking lots. The standard design for a skateboarder began to shift towards the Popsicle stick style we see today.

**1995:** The first Extreme Games aired on ESPN, skateboarding begins growing back into mainstream.

**1999:** Neversoft and Activision release Tony Hawks Pro Skater, which goes on to be one of the best selling games series of all times.

**2000 - :** Skateboarding is continually being pushed to new heights, the average kids today doing things the pioneers only dreamt about.

### Let's check vocabulary

-  Home-made boards
-  Flatland
-  Launches
-  Plummets
-  Enable
-  Drought
-  Pioneers

## While Reading

- I. Underline key vocabulary and riders' names
- II. Identify main ideas
- III. Match column A with column B according to their connection.

A	B
Frank Nasworthy	___ Transmitted the first Extreme Games.
Larry Bertleman	___ Remains hardcore skaters.
Tracker Trucks	___ Built the first axes for skate.
Wes Humpston & Jim Muir	___ Releases Cadillac Wheels.
Trasher Magazine	___ Pushed the skateboarding style.
Tony Hawks	___ Dogtown Boards.
Rodney Muller	___ Invented at least six skateboarding tricks.
ESPN	___ Won the first major contest on Del Mar Skate Ranch.

## After Reading

### STOP AND SWITCH!

Write down five things that you have learned about skateboarding.

Get together with a partner.

You have two minutes to share what you have learned.

At the end of those two minutes, the teacher will call for a STOP/SWITCH. Now your partner has to talk for 2 minutes, but is not permitted to repeat anything that has been stated by the partner before.

After those 2 minutes, the teacher will call for a STOP/SWITCH and one from each couple has to move with a different partner. Then ,they will have just 1 minute to share what they have learned. Try to get together with as many classmates as you can in order to gather information. The more the merrier!

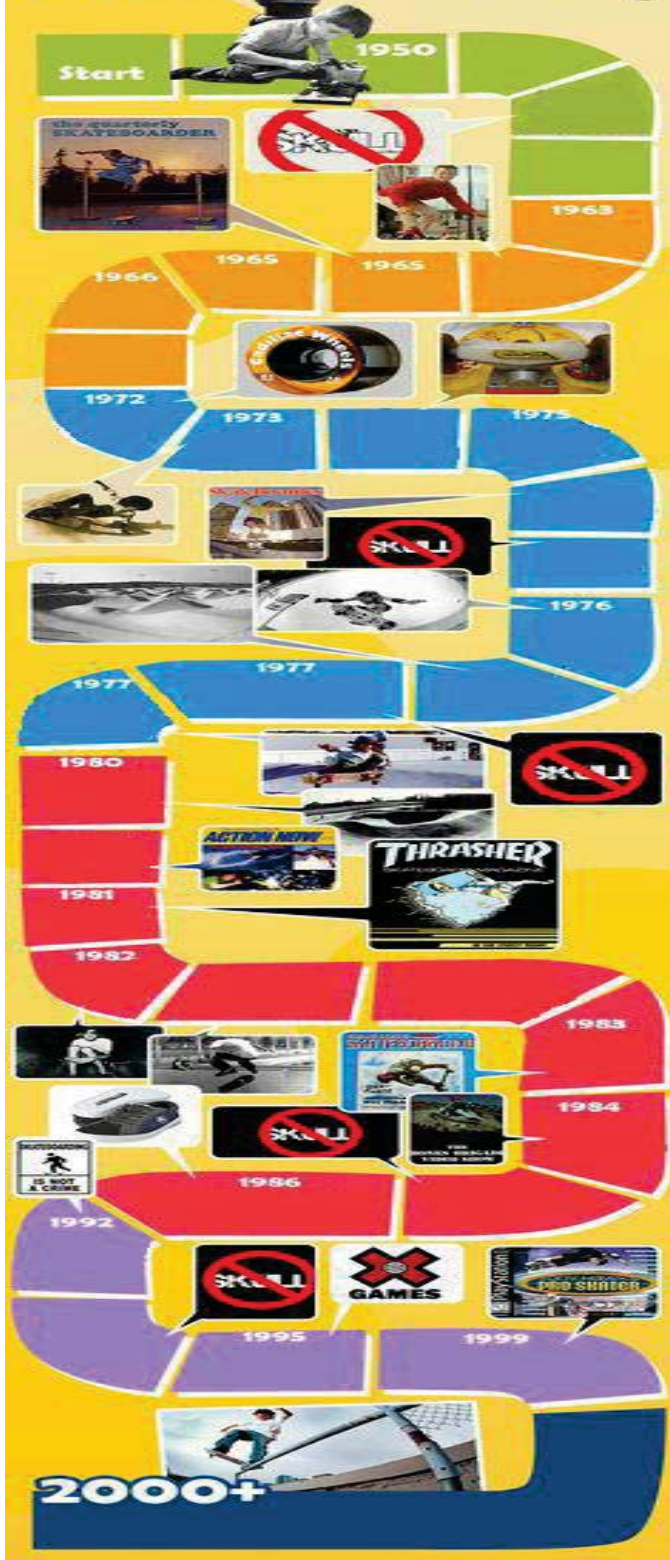
Finally, each pair take 30 seconds to write one sentence that summarizes what they have learned (collectively).

Share the findings as a class.



# The History of Skateboarding

**Let's have fun!**



Pay attention to the following timeline.

Get together in groups of four and try to recall the important facts about the history of skateboarding.

# The History of Skateboarding

## The History of Skateboarding's Board Game.

### Graded activity

#### Instructions:

Get together in groups of four.

Each group will be represented by one token that will be moved according to your luck with the dice!

Throw the dice and move as many spaces as the dice shows. For instance, if the dice shows 3, move 3 spaces forward. Once you have been located into one space, your partner has to read the question or the statement and you have to answer it. If you do it right you can move, if you don't you have to go back!

Each gap has different questions or statements that have to be answered according to the information provided in Unit 1. You will have to either provide full answers, fill in the gap or answer if the statement is true or false.

1950: Skateboarding was born with home-made boards (T/F)

- ✓: Move two spaces
- X: Stay in your place

1963: Over 70 million skateboarding were sold (T/F)

- F: Over 50 million
- ✓: Move two spaces
- X: Go back one space.

1966: Skateboarding popularity \_\_\_\_\_, Skateboarding Magazine stops production.

- Plummets
- ✓: Move three spaces
- X: Go back one space.

What was the predominant style during 1964?

The predominant style was Flatland

- ✓: Move three spaces
- X: Stay in your place

What was launched during 1965?

Skateboarding Magazine

- ✓: Move three spaces
- X: Go back one space.

MOVE TWO SPACES

# The History of Skateboarding

1972: Who releases the Cadillac Wheel?

**Frank Nasworthy**

✓: Move four spaces  
X: Go back one place

International Championships were not broadcasts on National TV. ( T/F)

**F: International Championships were broadcasts on National TV.**

✓: Move two spaces  
X: Stay in your place

Companies like \_\_\_\_\_, begin building the first axes designed specifically for skateboarding

**Trackers and Trucks**

✓: Move four spaces  
X: Go back three spaces.

1973: The new wheels did not have any impact on riders' performance. (T/F)

**F: New wheels enable riders, like Larry Bertlemann to start riding banks, pushing the sport's style.**

✓: Move three spaces  
X: Go back two spaces

UPS! GO BACK ONE SPACE

1976: Why did Z-boys start riding in pools?

**Because they found an empty pool due to a drought in California**

✓: Move three spaces  
X: Go back two spaces.

1975: What does Z-Boys mean?

**Zephyr crew.**

✓: Move one space  
X: Stay in your place

As boards got wider, riders' control decreased. (T/F)

**F: boards started to get wider in order to give riders more control.**

✓: Move two spaces  
X: Stay in your place

After the creation of skateparks, freestyle skating started to die. (T/F)

**True**

✓: Move one space  
X: Stay in your place

# The History of Skateboarding

1977: \_\_\_\_\_ and \_\_\_\_\_ started the trend of all boards having graphic on the bottom.

**Wes Humpston and Jim Muir**

✓: Move two spaces

X: Stay in your place

1981: Thrasher Magazine starts its publication (T/F)

**True**

✓: Move two spaces

X: Stay in your place

Now Action was the new name given to Skateboarding Magazine (T/F)

**F: Action Now**

✓: Move one space

X: Stay in your place

Who invented the flat ground Ollie and the Magic Flip?

**Rodney Muller**

✓: Move four spaces

X: Go back three spaces

1982: Rodney Muller won his first major contest on Del Mar Skate Ranch (T/F)

**F: It was Tony Hawks**

✓: Move three spaces

X: go back two spaces.

1983: Transworld disappears. (T/F)

**F skateboarding start to gain popularity again, Transworld enters the scene.**

✓: Move two spaces

X: Stay in your place

Rodney Muller went on to invent many more tricks, including \_\_\_\_\_, 360 \_\_\_\_\_, casper \_\_\_\_\_, darkslide, \_\_\_\_\_ and more.

**Shove it, 360 kickflip, casper slide, darkslide, underflip and more**

✓: Move five spaces

X: Go back 3 spaces

1984: Name of the first skateboarding video.

**The Bones Brigade Video Show**

✓: Move two spaces

X: Stay in your place

The first \_\_\_\_\_ boards started to hit the scene.

**Double Kick**

✓: Move three spaces

X: Go back three spaces

# The History of Skateboarding

1986: Shoes companies were marketing the skate industry (T/F)

True

✓: Move two spaces  
X: Stay in your place

1992: It was illegal to ride on streets. (T/F)

T

✓: Move two spaces  
X: Stay in your place

COME ON!! MOVE THREE SPACES!

1999: \_\_\_\_\_ & \_\_\_\_\_ releases Tny Haws Pro Skater.

Neversoft and Activision.

✓: Move three spaces  
X: Stay in your place

1995: the first etreme Games aired on \_\_\_\_\_

ESPN

✓: Move two spaces  
X: Stay in your place

Skateboarding is continually being pushed by its pioneers, but with no success, specially, among children. (T/F)

F: Skateboarding is continually being pushed to new hights, the average kid today doing things the pioneers only dreamt about.

✓: Move to the end !  
X: Go back to the first space ☹

# UNIT 2

## Let's get into skateboarding & rollerblading

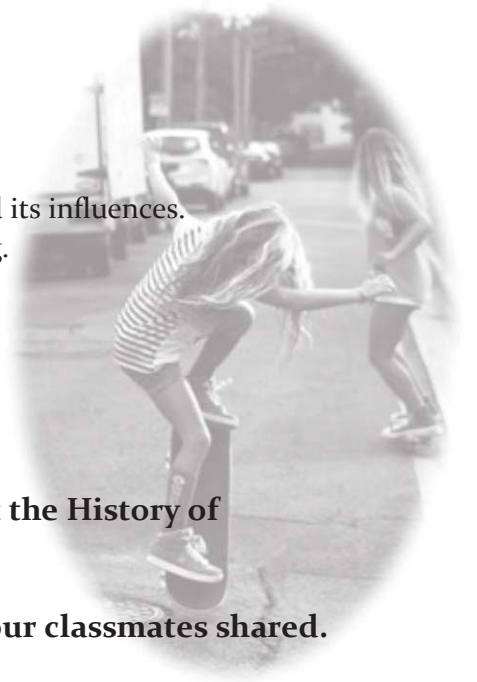
### Lesson I

By the end of this lesson you will be able to:

- ❖ Distinguish the different types of skating sports.
- ❖ Identify specific information about skateboarding and its influences.
- ❖ Discuss about the misunderstanding of skateboarding.

### Pre listening

- I. Get together in groups of 4.
- II. Share the information that you remember about the History of skateboarding that was covered in Unit 1.
- III. Take notes about the main ideas that you and your classmates shared.



### Listening

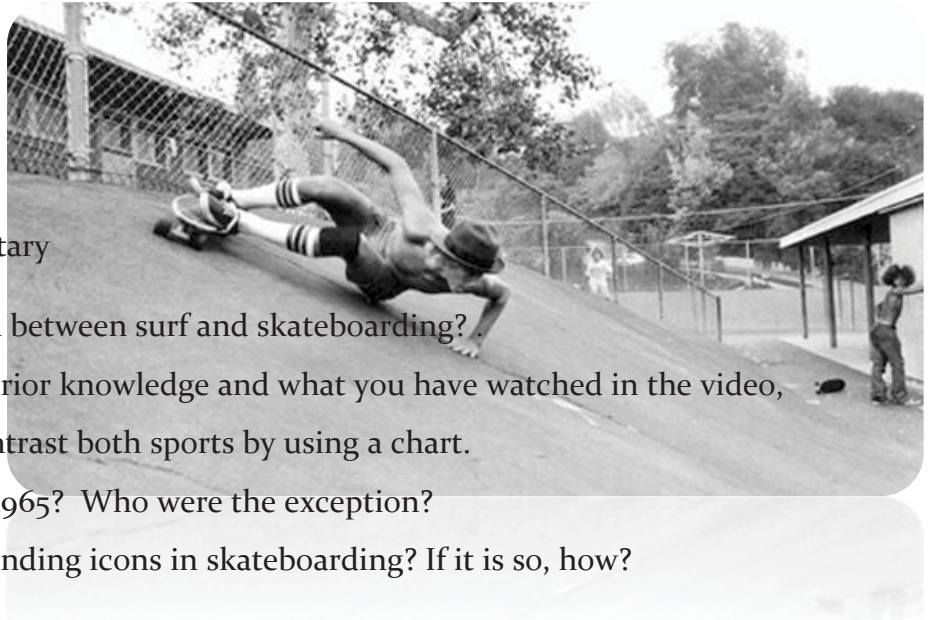
Let's watch a nine-minute documentary about Skateboarding and its influence in society; then try to answer the following questions:



## Part I

### A Skateboarding documentary

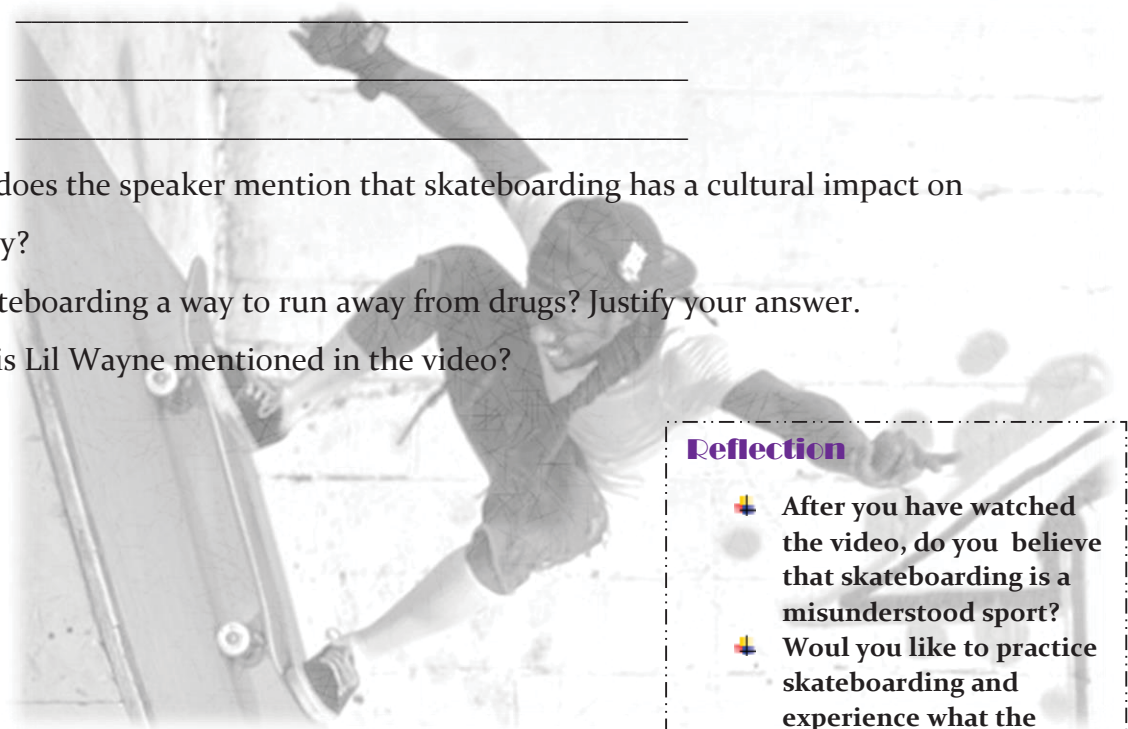
1. Is there any relation between surf and skateboarding?
2. According to your prior knowledge and what you have watched in the video, compare and/or contrast both sports by using a chart.
3. What happened in 1965? Who were the exception?
4. Were the Z-boys trending icons in skateboarding? If it is so, how?



## Part II

### Skating and society

1. Is there a misconception about skaters? Based on your personal experience, Do you agree? Explain your answer.
2. Name the three motivational engagements that skateboarding provides.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. Why does the speaker mention that skateboarding has a cultural impact on society?
4. Is skateboarding a way to run away from drugs? Justify your answer.
5. Why is Lil Wayne mentioned in the video?



### Reflection

- ✚ After you have watched the video, do you believe that skateboarding is a misunderstood sport?
- ✚ Would you like to practice skateboarding and experience what the speakers mention in the video?

## Lesson 4

By the end of this lesson you will be able to

- ❖ Identify the different parts of a rollerblade in order to acquire specific vocabulary.



## How are rollerblades assembled?

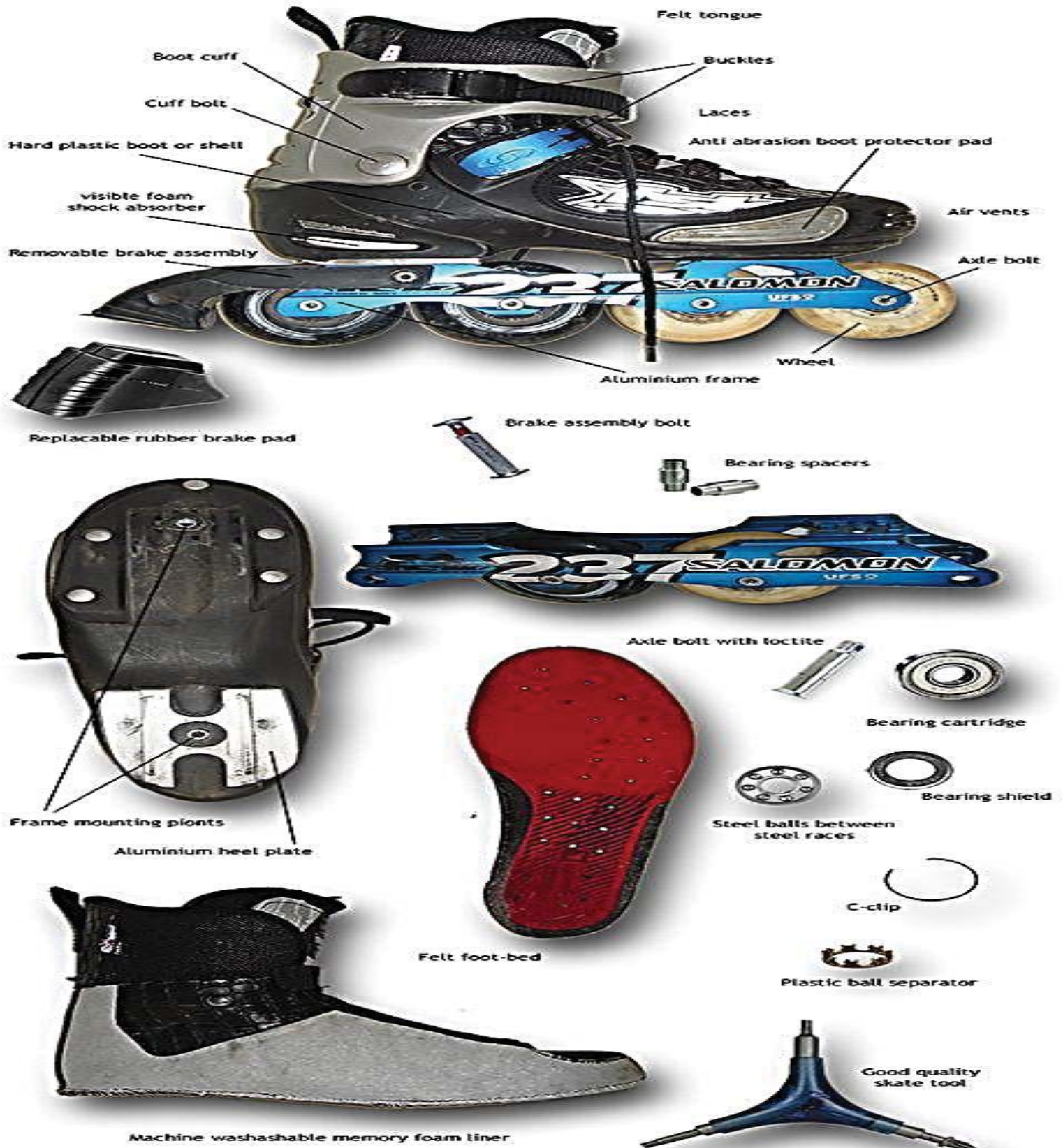
1. Check out the image below and try to memorize as many parts as you can.
2. Your class will be divided in four lines. At the beginning of each line, there will be a picture of a rollerblade with empty spaces to be filled in with the correspondent name.
3. One by one come to the front and complete the image with the corresponding names.
4. Each student will have only three opportunities to write down what they remember. The team that remembers more concepts, wins!

**LET'S PLAY!**  
LET'S PLAY!

### Vocabulary

- Boot Cuff
- Cuff bolt
- Hard plastic boot / shell
- Shock absorber
- Felt tongue
- Buckles
- Air vents
- Axie bolt
- Wheel
- Aluminium heel plate
- Felt foot-bed
- Plastic ball separator
- C- clip
- Bearing shield/ cartridge
- Machine washable memory form liner
- Anti abrasion boot pad
- Aluminium frame
- Bearing spacers







# UNIT 4

## Contests and Games

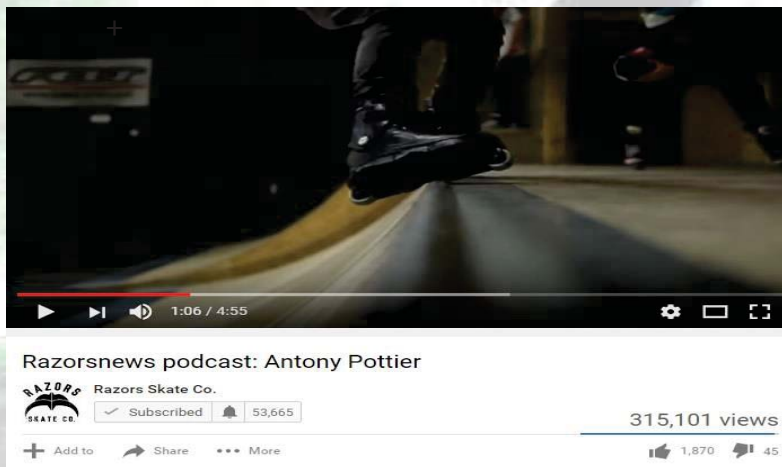
### Lesson 2

By the end of this lesson you will be able to

- ❖ Identify some skateboarding and rollerblading tricks.
- ❖ Understand the meaning of each trick and its relation with body postures.
- ❖ Recognize the different tricks and body parts involved in the rider's performance.
- ❖ Infer the type of performance by identifying the participants' category.

### Let's warm up!

I. Watch the video and discuss the following questions as a class:



Retrieve from <https://www.youtube.com/watch?v=pkpTXdXIS7E>

1. Have you ever watched an aggressive rollerblading video or something similar?
2. Do you think it would be difficult to practice it?
3. Do you know that all these body movements have specific names? Can you name some of them?


## Graded Activity

Now, look at the following image:



In pair, select five tricks each and look them up on the web.

Complete the following chart with the information found as a couple.

Name	Explanation	Pronunciation	Image
<p>Example:</p> <p>Backslide</p>	<p>Backslide: In this trick you grind standing on your back leg. Catching your balance while doing the backside is always challenging, so it's vital that your entry is clean and that you freeze your stance during the grind itself.</p>	<p>/'bæk,slaɪdɪŋ/</p>	

Get together with another couple. Pick three different tricks and ask the other couple about what they infer by their names; then, use your own words to explain the tricks according to the chart .

Now, take turns to share information.

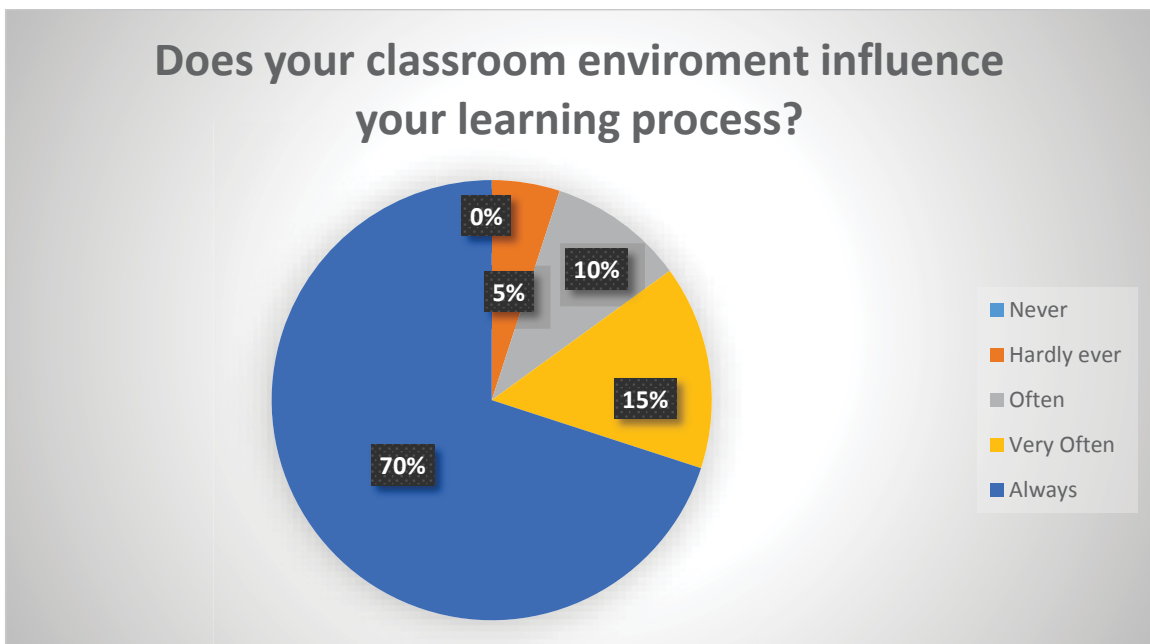
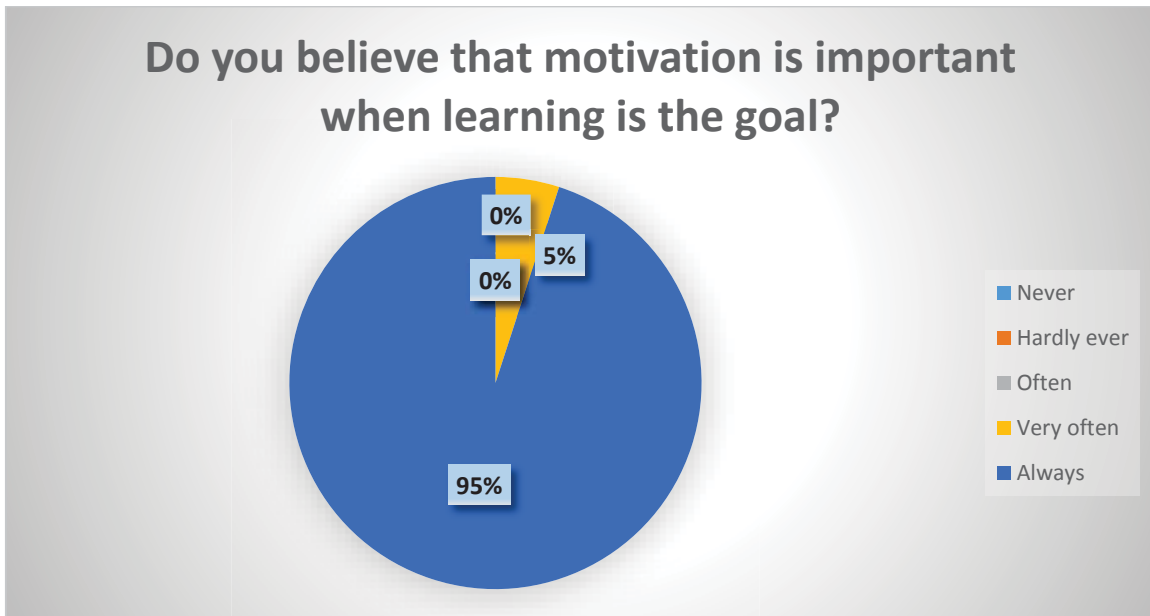
### Rubric for the speaking activity Unit I

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Score: 16 / \_\_\_\_\_

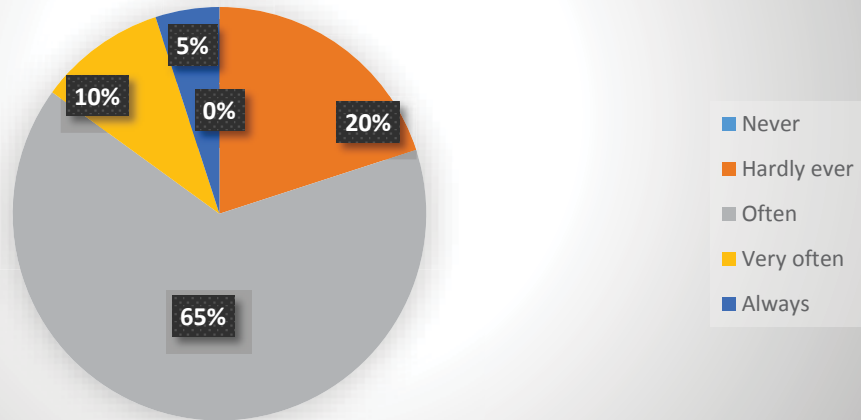
Aspect	4	3	2	1	Comment
<b>Participation</b>	Participates actively throughout the lesson, providing further information about the questions and showing enthusiasm toward the activity	Participates make not relevant comments about the content. Shows motivation and enthusiasm about the acitivity.	Lack of motivation and enthusiam about the activity.	Does not answer the questions.	
<b>Content management</b>	Answers all the questions with specific information provided, filling in all the gaps to move on to the next space.	The student answers most of the questions.	The student did not grasp the principal contents.	Does not grasp any of the contents covered in previous lessons.	
<b>Vocabulary</b>	Uses specficic vocabulary.	Recalls most of the vocabulary and it is used properly.	Does not manage content-based vocabulary.	Does not use specific vocabulary.	
<b>Pronunciation</b>	Pronunciation sounds accurate.	Pronunciation sounds proper with few mistakes. Self-monitoring is properly achieved when the mistake has been noticed.	Makes mistakes without noticing them. Self-monitoring is considered just a few times.	Inadequate pronunciation. No self-monitoring at all.	

## Appendix

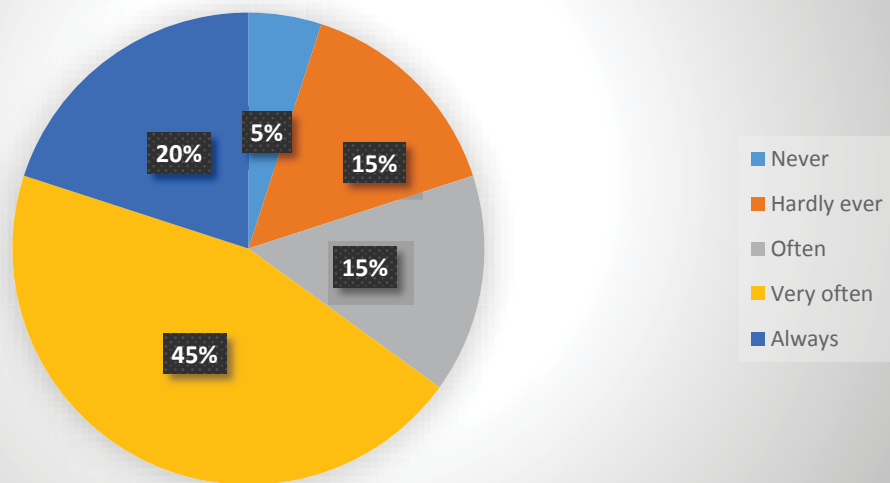
### Need's Analysis Results



**Do the topics selected for your English class covered during the semester have something to do with your interests?**

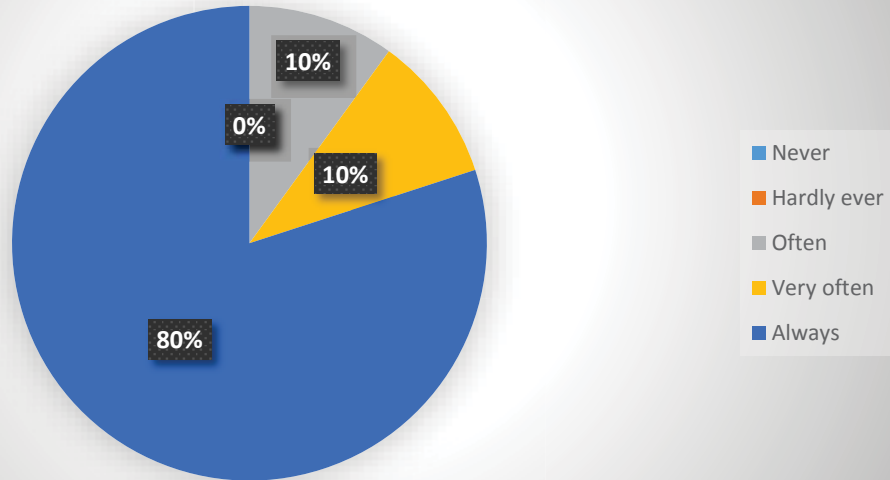


**Can you relate your life experiences to the topics covered by the English textbook?**

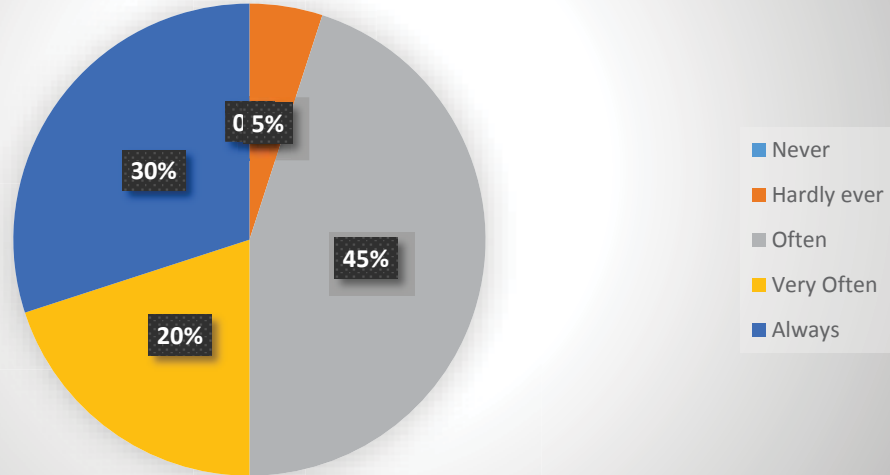




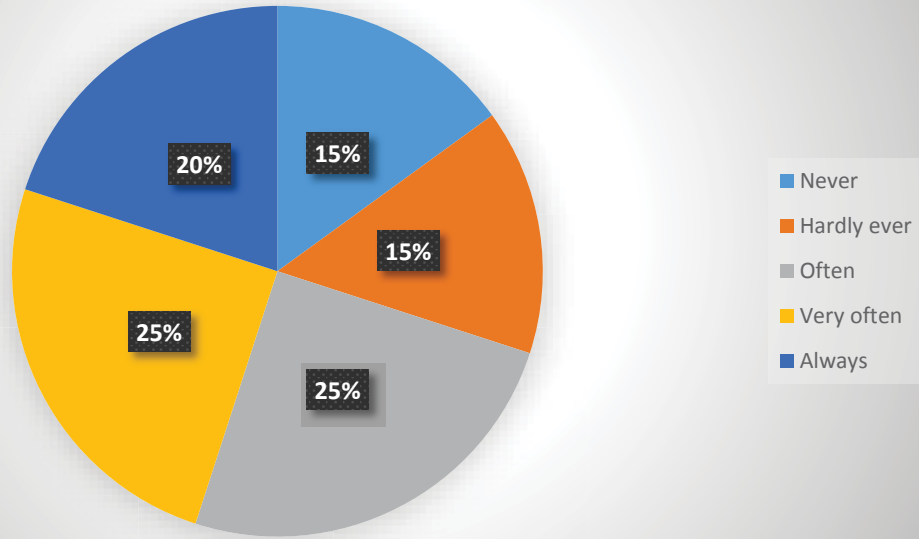
## Do you watch English-spoken videos?



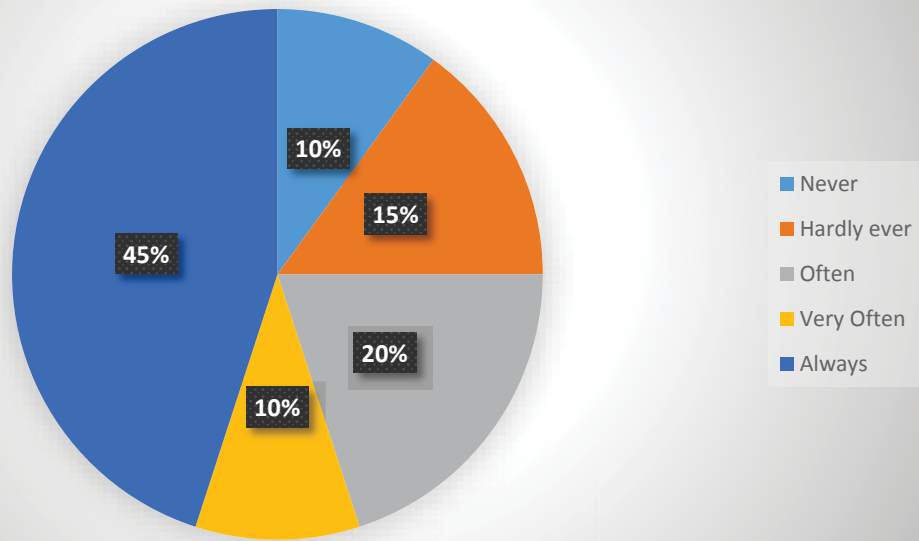
## After watching the videos, do you think that you have learned some English ?



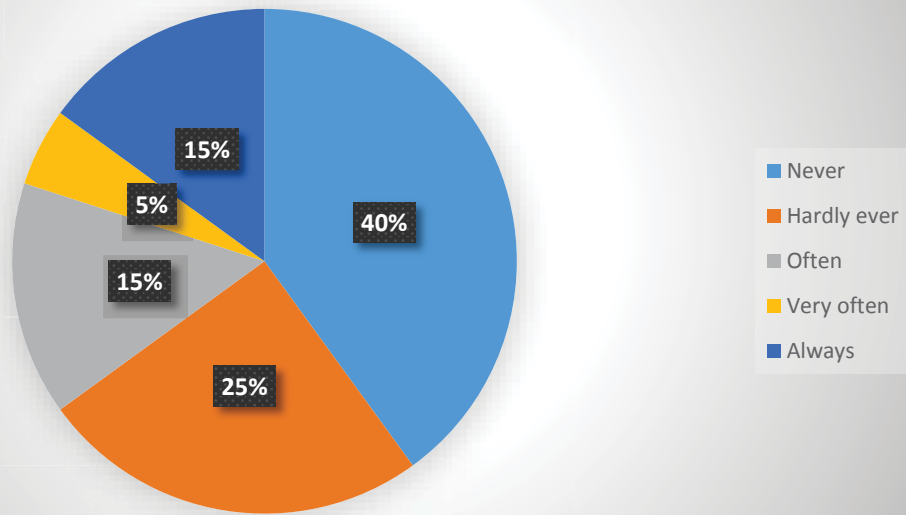
### Do you like urban sports?



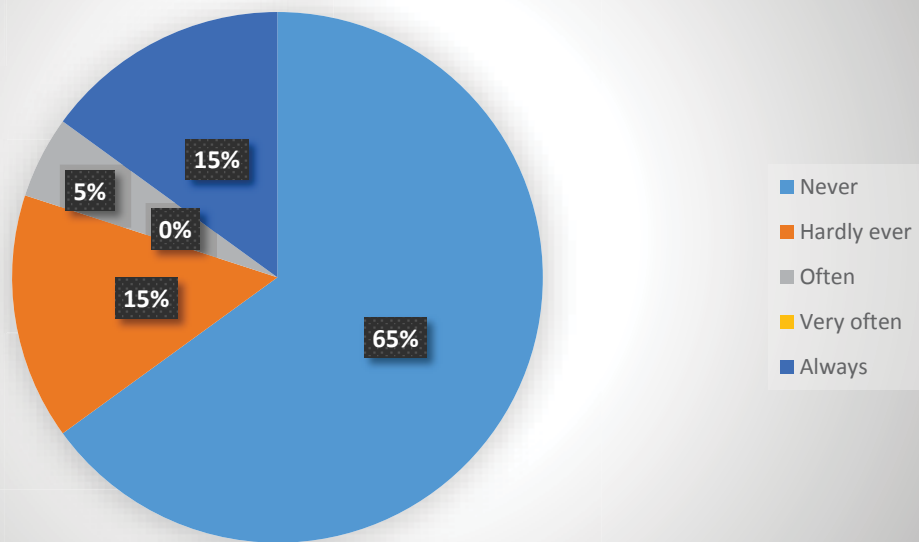
### Do you practice some kind of sport?



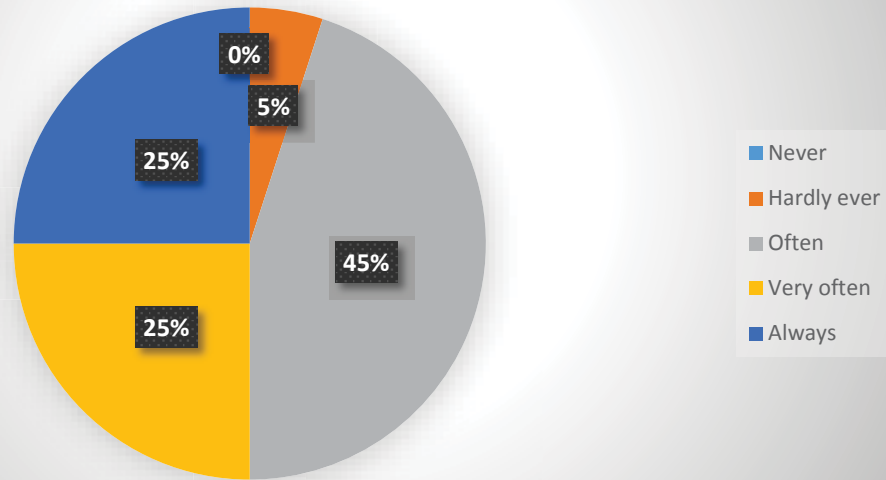
### Are you into skateboarding?



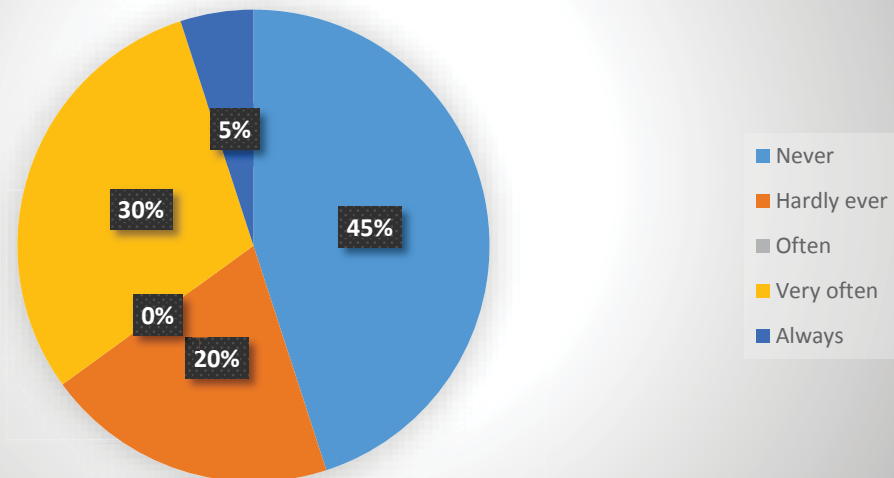
### Are you into rollerblading?



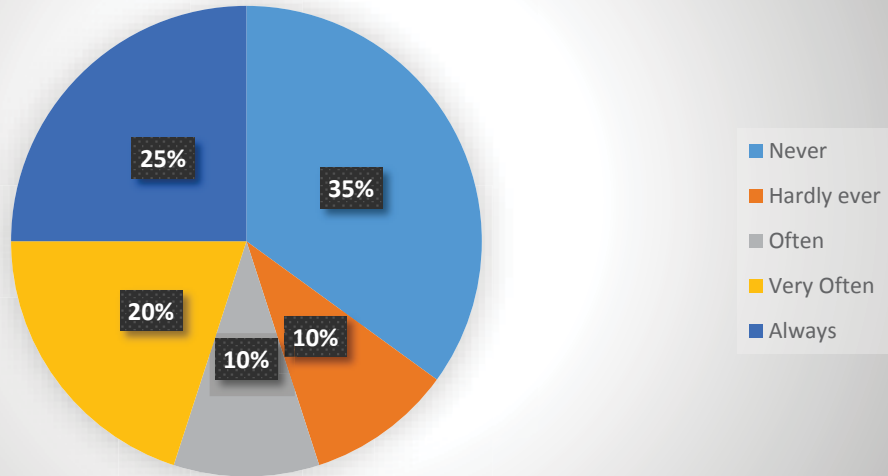
## Have you watched a video related to these sports?



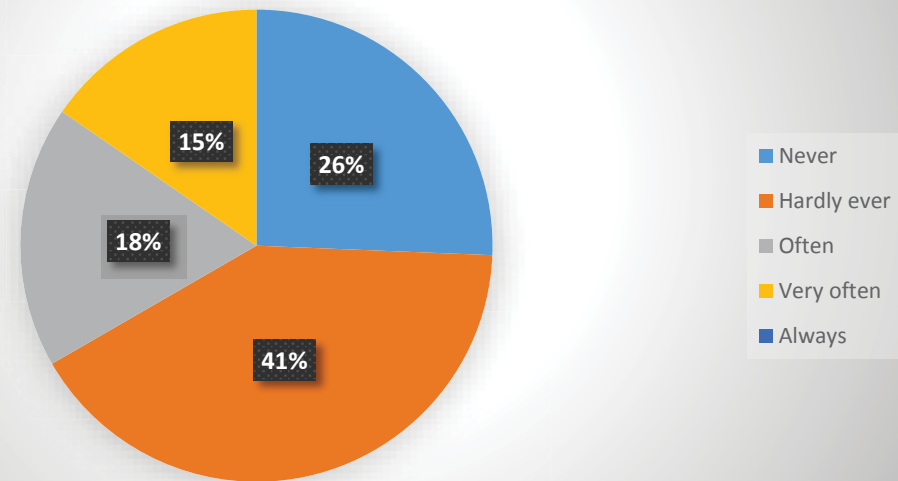
## Have you ever tried practicing one of these sports?



### Would you like to learn one of them?



### Would you like to be part of an English event based on urban sports?



## Needs Analysis Survey

In the following chart there are seventeen questions related to how motivation influences in process of learning a second language. Write an X in the number that fits with your opinion and experience as a student.

1= Never ; 2= Hardly ever ; 3= Often ; 4= Very Often ; 5= Always

	1	2	3	4	5
1. Do you believe that motivation is important when learning is the goal?					
2. Do you feel motivated when you are learning English?					
3. Does your classroom environment influence your learning process?					
4. Do the topics selected for your English class covered during the semester have something to do with your interests?					
5. Can you relate your life experiences to the topics covered by the English textbook?					
6. Is English part of your daily routine?					
7. Does your teacher of English use motivating material to engage your attention?					
8. Do you watch videos in English?					
9. After watching the videos, do you think that you have learned some English?					
10. Do you like urban sports?					
11. Do you like practicing some kind of sport?					

12. Are you into skateboarding?					
13. Are you into rollerblading?					
14. Have you ever watched a video related to these sports?					
15. Have you ever tried practicing one of these sports?					
16. Would you like to learn one of them?					
17. Would you like to take part of an English event based on urban sports?					