

Enhancing communication both inside and outside classroom through the implementation of authentic materials and project- based learning

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ABSTRACT

The paper aims to introduce two pedagogical techniques for increasing learners' level of contact with real English language inside and outside classroom, consequently boosting their communicative competency. On one hand, the first focuses on setting authenticity for classroom facets, namely instructional materials, delivery, interactions, atmosphere, tasks and activities. In this regard, learners tend to be much exposed to a variety of real-life topics, vocabulary and grammatical patterns as well as knowledge of native cultures, heightening their awareness of World Englishes and stimulating to learn English as a must for global communication rather than a subject within schooling. On the other hand, the second going beyond the rigid paradigm drives learners towards real-life projects viewed as supportive environments for implementing and sharpening a set of skills, notably communicative ones. The two techniques hold different educational purposes; nonetheless, they are interconnected in bridging classroom with practical life and enhancing both inside and outside classroom communication. The paper first offers a theoretical review on authentic materials and project based learning and then delineates related specific samples; hence it also acts as a guide which provides EFL/ESL educators with theoretical insights into the constructs and empowers them to incorporate these tools in their teaching contexts to mitigate existing communication related challenges.

Key Words: Communicative Competency, Authenticity, Authentic Materials, Project-based learning (PBL), Challenges of Teaching English

INTRODUCTION

Needless to say, the upsurge of English use for communication in diverse global settings has secured its place as the lingua franca and has transformed the way non – native people teach and learn this language since it has been now viewed as an essential tool of communication in the times of globalisation and integration rather than a foreign language or a subject to be fulfilled in schools. Given the radical changes of English teaching and learning worldwide, EFL/ ESL countries including Vietnam have conducted closer steps towards these innovations over decades. Specifically, the adoption of Communicative Approach and Task – based instruction has been strongly approved among Vietnamese stakeholders through the renewal of curricula, textbooks and methods as well as the hosting of intensive teacher training programmes. Notwithstanding, the quality of English teaching

and learning in Vietnam is still a concern for many educators (Le, 2007; Pham, 2004, 2007; Sullivan, 1996, as cited in Mai & Iwashita, 2012, p26)

A huge number of hindrances have been found, namely “uninteresting teaching style, insufficient time for communicative activities, grammar – driven teaching, unreasonable time – management, unclear instructions, large class size; teachers’ limited ability in classroom organization, unequal students’ English levels, inadequate lesson preparation, teachers’ limited use of teaching aids and technology, and students’ lack of confidence in using oral English in class activities” (Nguyen, Warren and Fehring, 2014, p 94). Besides the above reasons, the situation has been shaped by other factors such as learners’ low awareness of English learning for communication, a lack of teaching techniques encouraging the practice both inside and outside classroom, an overemphasis on form accuracy and teachers’ habit of giving immediate error correction, even for spontaneous utterances. In detail, learners may hesitate to speak English since it is feared by them that their weak pronunciation, non-native accent, or vocabulary misuse could be immediately and continually corrected by teachers. The teacher correction in this case to some extent causes learner demotivation and impedes the flow of their thoughts. It is true that among many language competence weaknesses, learners’ poor communicative ability seems most grave, particularly in the current 21st century among Vietnamese learners. The present paper endeavors to propose two teaching ideas with an aim to empowering the readers as the EFL/ESL practitioners to minimize the silence, hesitation and unwillingness in English speaking classes. During class time, it is suggested that learners are offered chances to work with authentic materials and tailored communicative tasks alongside the use of instructional textbooks. Outside classroom, they are grouped to accomplish a communication – oriented project based on a teacher guide. On one hand, the first focuses on setting authenticity in which learners will be much exposed to a variety of real life topics, vocabulary and grammatical structures as well as knowledge of target cultures, leading to their heightened awareness of World Englishes and Learning English as a must for social communication rather than a schooling fulfilment. On the other hand, the second going beyond the rigid paradigm drives learners to do real-life projects viewed as both learning products and supportive environments for sharpening a set of skills, notably communicative ones. The two techniques hold different pedagogical purposes, but are interconnected in bridging classroom with real life and enhancing both inside and outside classroom communication.

LITERATURE REVIEW

Definition of Authentic Material”

In existing literature, there have been some slight variations in defining this concept in terms of what it is, who creates it, how it is created, for whom it is served and in which situation it is utilised. Some put forward that these types of materials are produced by native speakers for native speakers in native settings (Bacon& Finneman, 1990; Harmer, 1991), and are created “*to fulfil some social purpose in the language community*” (Little, Devitt and Singleton, 1989 in Peacock 1997, p 146). In fact, although the issue whether authentic materials are merely made by native speakers and for fellow people in their own

contexts has remained inconclusive, it is safe to state that the common point amongst the scholars is that authentic materials appear to serve human beings' needs in the community, and not for language educational aims. In other words, as Nunan (1989), Kwok, and Choi (1995) argue, they are any material in spoken or written form produced during genuine communication for purposes other than to teach language. There still exist two contradict sides towards the use of the materials in English language settings. Specifically, while many advocates pinpoint the benefits of authentic materials with a showcase of research - based evidence, the kinds of materials are still feared by some to lose authenticity if being brought into classroom for pedagogical purposes (Wallace, 1992, p79) and because they often contain difficult language, unneeded vocabulary items and complex language structures, they could become a huge challenge to the stakeholders (Richards, 2001). In this current paper, authentic materials could be viewed as any type of item in printed, audio, visual or audio-visual version produced by any individuals or groups regardless of native or non-native people for real – life aims excluding education. Due to unavoidable constraints of curricula and obvious benefits of instructional materials, authentic materials could play as an essential supplementary and stimuli in communication – oriented classes in which Communicative Approach and Task – based instruction are the dominant teaching approaches. Also, teachers could customise their contexts by adapting authentic materials and grading follow – up tasks. While the issue of authenticity in authentic materials has been under different views, this paper is line with the view by Daves (1984, p.192) “it is not that a text is understood because it is authentic but that is authentic because it is understood...Everything the learner understands is authentic for him”. With regard to this paper, any item that offers learners a real sense and a complete comprehension facilitating their communication could be seen authentic.

The Positive Effects of Authentic Materials

The utilisation of authentic materials has been strongly advocated by a great number of researchers thanks to numerous benefits. Among them, the most striking point is the authenticity of language in such materials. Whilst EFL or ESL learners often have a need to boost their practical skills for real communication, especially in the current era of global integration, traditional textbooks or other sorts of contrived materials with distorted and meagre language seem to fail in meeting their needs (Gilmore, 2007:103). Authentic materials, in contrast, provide exposure to real language, real discourse, and relate closely to their needs (Morrison, 1989; Peacock, 1997; Guariento & Morley, 2001, Martinez 2002; Kilickaya, 2004; cited in Su, 2009:175). In addition, authentic materials have a positive influence on learner motivation (Clarke, 1989; Kilickaya, 2004; Philips & Shettlesworth, 1978; Peacock, 1997, Richards, 2001; Su, 2009) since they encompass a huge variety of text types, language styles, and numerous interesting topics, so they serve as stimuli for learners' exploitation (Morrison, 1989; Peacock, 1997; Guariento & Morley, 2001, Martinez 2002; Kilickaya, 2004; cited in Su, 2009, p175). Also, they “are inherently more interesting than contrived ones because their intent to communicate a message rather than highlight target language” (Gilmore, 2007, p106-107). In addition, they supply learners with authentic cultural information (Richards, 2001; Kilickaya, 2004), assist them “facilitate cultural adaptation, language comprehension, and language use” (Duguet,et al,

1987, p 489; cited Su, 2009, p 176) and create a kind of “*integrative motivation*” from students since the more frequently students interact with the language produced from the target culture, the more the more they know about it and the more they wish to integrate and become a member in the native community. Authentic materials with Authenticity and Cultural Content embedded undeniably act as an effective tool in increasing learner motivation.

Sanderson (1999), Martinez (2002) and Su (2009) hold the same idea that authentic materials have an intrinsic educational value and keep students informed about what are going on in the world. As a matter of fact, there have been considerable changes in English language in general and the advent of “*World Englishes*” among different English speaking countries. Furthermore, as to Oura (2001:69), in terms of spoken language, there is a wide disparity often found between conversations in instructional materials and in normal life. For instance, recorded talks have slow pace, well- structured whilst authentic ones are natural with hesitations and few mistakes. He then concludes that the language students hear in classrooms is different from that in the real world and the authenticity is hence lost. Due to authentic materials, students are aware of these variations and their sense of authentic life has been then established.

Evaluating, Selecting and Using Authentic Materials

Before deciding to bring any teaching material for classroom use, teachers normally ought to fulfil the foremost task of evaluating it since as Mc Donough and Shaw (2003:59) claims that: “*the ability to evaluate teaching materials effectively is a very important professional activity for all EFL teachers*”. A plethora of authentic sources available in modern technology has made evaluation of authentic materials more intricate. In order to produce an adequate appraisal of an authentic source, a number of points are worth considering such as the reliability and the authoritativeness of the source, the properness to the receivers, the cultural and social values. Amongst these, there should be an emphasis on two features which are suggested to be at least embedded in authentic materials are *communicative potential and relevance* (Shomoossi and Ketabi, 2007). Not only teachers but also students who would like to use authentic materials to learn English by themselves need to consider whether they are suitable for their needs, styles, levels of understanding and the interactive potentiality. Oguz and Bahar (2008: 331) come to a conclusion that authentic materials should match learners’ goals and expectations and contribute to their language development. They (ibid, p 332) go on to suggest: “*a teacher should be aware of different kinds of authentic materials, what these materials can offer and how he or she can make use of them in the best way to develop the students’ foreign language skills*”. In a nutshell, evaluating any teaching material is great of necessity because it straightforwardly entails a decision of using it. Authentic materials are also in this point. If no material judgement has been made, they could turn out counter-productive.

“*At what level of language proficiency could authentic materials be utilised?*” is the key question with great controversy. According to Guariento and Morley (2001) they can be widely used at post-intermediate level as the majority of students at this level have a fair

command of English and a good mastery of vocabulary. They further explain that they probably de-motivate, confuse and frustrate learners at lower grades. Conversely, Chavez (1999; cited in Kilickaya, 2004) explore that lower level learners do not see authentic situations or materials intrinsically hard but enjoy working with them; still, it is necessary to offer them pedagogical support especially in listening situations and reading texts. In terms of task design, as Rodgers and Medley (1988), and Karaduman (1990) (cited in Oguz and Bahar, 2008:332) highlight, “*the appropriateness*” involving tasks, texts, sequence and student level should be taken into great consideration before using authentic materials. Several linguists offer implications that the use of authentic materials could be in tune with the Task-Based Approach or Communicative Language Teaching since they hold common targets of producing and boosting learner interactions.

Briefly, authentic materials offer learners opportunities to connect themselves with the real world and to activate language in realistic situations; however, “*choosing and using authentic materials haphazardly is detrimental rather than advantages*” (Oguz and Bahar, 2008, p331). Thus, a series of abovementioned factors should be taken into account before introducing them into classroom and teachers should bear in their minds is “*a clear pedagogic goal*” and “*what precisely we want our students to learn from these materials*” (Senior, 2005, p71; cited in Berardo, 2006, p65).

Definition of Project – Based Learning

Project – Based Learning (PBL) has been a buzz word in education in general and English language education in particular. The approach has been welcomed and appreciated by a wide number of educators and experts with positive research outcomes. Currently there exist some online educational organisations with premier websites on PBL providing specific guidelines and samples for those who are interested in implementing it in teaching and learning; to illustrate, Buck Institute with www.bie.org, Edu with www.edutopia.org, www.hightechhigh.org, or www.pblu.org. It is not hard to find an available definition of PBL and there seems no clear contradict view in defining the term. According to Buck Institute – the most renowned group on PBL, “PBL is a teaching methods in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge” or it is “a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge” (Edutopia).

Under the views of other scholars, projects are complex tasks, based on challenging questions or problems, involving students in design, problem – solving, decision making, or investigative activities. They also give students the opportunity to work autonomously over extended periods of time, and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999, cited in Thomas, 2000, p1). The construct includes authentic content, authentic assessment, teacher facilitation but not in direct and explicit way (Moursund, 1990, cited in *ibid*), cooperative learning, reflection, and incorporation of adult skills (Diehl, et al., cited in *ibid*). In line

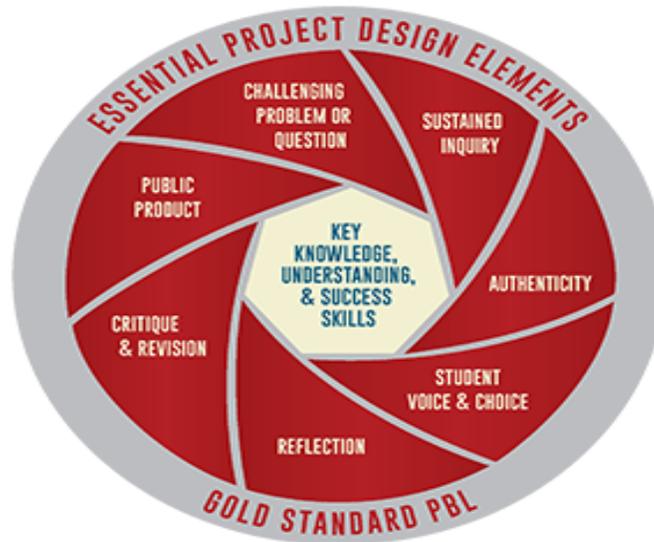
with all the above perspectives, Grant (2002, p1) offers a comprehensive understanding of PBL as an learner – centered instructional method without directing a learner down a specific path of learning outcomes in a rigid lesson plan, but allows for an in – depth investigation. He insists that PBL enables the expression of diversity in learners, such as interests, abilities and learning styles.

Benefits of PBL

In their websites, Edutopia and Buck Institute (BI) hold the sense of agreement to show a host of merits of PBL on the basis of previous research findings. They emphasize that PBL helps students develop 21st century skills for living in a knowledge- based, highly technological society, namely personal and social responsibility; planning, critical thinking, reasoning, and creativity; strong communication skills, both for interpersonal and presentation needs; cross-cultural understanding; visualizing and decision making and knowing how and when to use technology and choosing the most appropriate tool for the task. Also, PBL can increase retention of content, improve students’ attitude towards learning, promotes Lifelong Learning and accommodate students with varying learning styles and differences (Edutopia). Plus, in comparison with traditional, textbook and lecture driven instruction, students with PBL show equal or better academic achievements in high-stakes tests (Parker et al., 2011; cited in BI). What is more, according to Cengage Learning PBL makes school more engaging for students, makes teaching more enjoyable and rewarding, and connects students and schools with communities and the real world. At its best, project-based instruction can help teachers create a high-performing classroom in which students form a powerful learning community focused on academic achievement, mastery of the content, and contribution to the community. It allows focus on major themes in the curriculum, creates challenging activities in the classroom, and supports self-directed learning among students. Alongside the aforementioned benefits, PBL also pose a range of challenges for the stakeholders. To specify, while teachers may have difficulties in control, management and assessment, students are likely to face problems in managing complexity, time, and critical thinking skills such as evaluating and analyzing data, and developing a logical argument to support claims.

Design Elements and Design Principles of PBL

Buck Institute in www.bie.org introduces a comprehensive, research – based model for PBL called Gold Standard PBL including eight essential project design elements with a view to assisting teachers do PBL successfully, and organizations measure, calibrate, and improve their practice. According to them, this term is utilised in many industries and fields to indicate the highest quality process or product. The conception of Gold Standard PBL has three parts: 1) Student Learning Goals (in the center of the diagram below) 2) Essential Project Design Elements (shown in the red sections of the diagram), and 3) Project Based Teaching Practice.



Specifically, the elements are elaborated as follows:

- Key Knowledge, Understanding, and Success Skills - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- Sustained Inquiry - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- Authenticity - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
- Student Voice & Choice - Students make some decisions about the project, including how they work and what they create.
- Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- Critique & Revision - Students give, receive, and use feedback to improve their process and products.
- Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom

High Tech High in their main website also proposed four project design principles including *personalization*, *adult world connection*, and *common intellectual mission*, *teacher as designer*. The design principles permeate every aspect of life at High Tech High: the small size of the school, the openness of the facilities, the personalization through advisory, the emphasis on integrated, project-based learning and student exhibitions, the requirement that all students complete internships in the community, and the provision of ample planning time for teacher teams during the work day. In a different way, Barron et

al., 1998 (cited in Cengage Learning) recommends four design principles involving (1) Defining learning appropriate goals, (2) Providing support, (3) Including multiple opportunities for formative self-assessment, (4) Developing social structures. Adapting from Hung (2008) who proposes a model for designing problems or projects focusing on content, context, calibration, researching, reasoning, and reflection, Vega (2012) encourages teachers to follow a seven-step procedure for setting the problem for students: (1) Define the Content, (2) Identify the context, (3) List possible problems, (4) Describe potential solutions, (5) Calibrate your project, (6) Describe the task, (7) Reflect on the learning. It should be worthy of comment that design elements and principle of PBL are not fixed, but varied according to context and target differences.

THE TOOLS IN PRACTICE – DETAIL SAMPLES

The use of authentic materials

Activity 1: Lead – in stage of the speaking lesson

- Topic: Leisure Time Activities
- Objectives:
 - Language Objectives:
 - Ss can use the phrases, verbs to show their interests and hobbies: “*be keen on, be interested in, be fond of, etc*”
 - Ss can use adjectives to describe what they like and dislike
 - Cognitive Objectives: Ss can express their choice
 - Educational Objectives: Ss will get to know other interests and hobbies of people in their context
- Language Material:
 - Grammar: verbs and adjectives to express/ describe interests and hobbies gained from home grammar exercises
 - Vocabulary: Theme-related vocabulary gained from home cloze reading and vocabulary exercises
 - Function: making decision, expressing choice
- Materials and teaching aids: Handouts with leaflets (Visual authentic material)
- Anticipated problems: lack time to cover all students
- Procedure:
 1. Pre – speaking activity: the teacher explains the task to students and makes sure that students possess necessary vocabulary for expressing their interests.
 2. Speaking activity: Students work individually first, they are given a printed leaflet on each of the following leisure time activities (see figure 1): seeing movies, travelling, shopping, eating and playing sports. In 5 minutes, they have to read short descriptions of the items in the leaflet and decide which items in the category they enjoy and do not enjoy doing. Then they turn to the person who gets the same leaflet and compare the choice. The total time for both individual and pair work is 10 minutes.

3. Post – speaking activity: At the end, the teacher asks some students to present their choices to the whole class. Alternately, the teacher may ask students to form groups of the same leaflet and compare the results.



Figure 1: The leaflets on leisure time activities

Activity 2: Main stage of the speaking lesson

- Topic: Leisure Time Activities
- Objectives:
 - Language Objectives:
 - Ss can use the phrases, verbs to show their interests and hobbies: *be keen on, be interested in, be fond of, etc*
 - Ss use adjectives to describe what they like and dislike
 - Ss can use the reasoning phrases: *“because, since, as, due to, because of, etc”*
 - Cognitive Objectives: Ss can reason and express their choice
- Educational Objectives: Ss will get to know the reasons why other people in their context take interests in something and doing something
- Language Material:
 - Grammar: verbs and adjectives to express/ describe interests and hobbies gained from home grammar exercises
 - Vocabulary: Theme-related vocabulary gained from home cloze reading and vocabulary exercises
 - Function: reasoning
- Materials and teaching aids: Handouts with leaflets (Visual authentic material)
- Anticipated problems: lack time to cover all groups
- Procedure:

1. Pre – speaking activity: the teacher explains the task to students and makes sure that students possess necessary vocabulary for expressing their interests. Then, the teacher shows a model. The total time is about 10 minutes.
2. Speaking activity: Students work in groups of three, they are given printed leaflets on different leisure time activities (see figure 1): seeing movies, travelling, shopping, eating and playing sports. They have to read short descriptions of the items in the leaflet and decide which items in their leaflet they enjoy and do not enjoy doing. Also, they have to think about the reasons for their choices. After 7 minutes, they turn to the group members to justify their choices. The total time for both individual and group work is 15 minutes.
3. Post – speaking activity: The teacher asks students who have the same leaflet to work in groups of four. In 8 minutes, they share their choices and vote for the best item. Also, they have to together think about the justifications for their voting. After 10 minutes, the teacher asks each group to present the key content of the leaflet and highlight their premium choice. The total time for group work and presentation is 30 minutes.

Activity 3: Follow - up stage of the speaking lesson – Home assignment

- Topic: Leisure Time Activities
- Objectives:
 - Language Objectives:
 - Ss can use the phrases, verbs to show their interests and hobbies: *be keen on, be interested in, be fond of, etc*
 - Ss use adjectives to describe what they like and dislike
 - Ss can use the reasoning phrases: “*because, since, as, due to, because of, etc*”
 - Cognitive Objectives: Ss can summarise and synthesise information; collect, gather and analyse data; and report their findings
- Educational Objectives: Ss will know how to design interview questions and conduct an interview, get to know the reasons why people of any age take interests in something and doing something
- Language Material:
 - Grammar: verbs and adjectives to express/ describe interests and hobbies gained from home grammar exercises
 - Vocabulary: Theme-related vocabulary gained from home cloze reading and vocabulary exercises
 - Function: questioning, summarising, analysing, synthesising
- Materials and teaching aids: Handouts with leaflets (Visual authentic material)
- Anticipated problems: lack time to cover all individuals
- Procedure: Students are given a printed leaflet on a particular leisure time activity (see figure 1): seeing movies, travelling, shopping, eating and playing sports. They have to read short descriptions of the items in the leaflet, summarise the key points, design questions and conduct interviews with five people of any age to examine their interests. After 2 weeks, they have to present a report on their findings to the whole class turn by turn.

 **The use of project based learning**

Project Title	Recreational Complex Centre
Project Idea	In groups of four, students will collaborate, plan, and design a pamphlet which introduces an ideal complex centre with a wide array of recreational activities aiming to serve teaching and administrative staff, university students and outside guests. They are also supposed to give a poster presentation on their pamphlet (30 minutes) and an individual report on their contribution during the project (3-5 minutes).
Entry Event	With aims to enhancing health and spiritual support among working staff and students and making further profits, the university administration has just decided to call for a design for the complex centre in which people within and outside university could join in a variety of recreational activities.
Project Guidance	Groups will have to carry out a four - week project in response to the call. The steps involved are (i) conducting large – scale interviews among students, lecturers, other staff and people of surrounding areas to canvass their attitudes and interests; (ii) investigating the recreational facilities of domestic and international universities through real visits or navigating websites for references; (iii) doing research from other authentic sources for further input; (iv) organising offline and online discussions for choices and decisions; (v) executing computer literacy and technology competence to design the pamphlet; (vi) delivering a poster presentation on the pamphlet and an individual report on their contribution during the project.
Project Aims	<ol style="list-style-type: none"> 1. Enhance multiple interactions between students and social partners (peers, teacher, interviewees) 2. Increase students’ contact time and promote their familiarity with real language through the diverse interactions outside classroom 3. Motivate authentic communication during solving authentic tasks 4. Boost students’ academic and soft skills during their planning, collaborating, designing and

	presenting their final project outcome
Pre-requisites for the project	<ol style="list-style-type: none"> 1. Research skills: searching information from sources, constructing questions for interviews, gathering and sorting information/ data 2. Interview skills: implementing the principles of politeness, ethical issues, questioning, and note-taking 3. Design skills: framing, editing, texting, and graphic designing 4. Grammar proficiency: up to pre-intermediate 5. Vocabulary: sports, movies, shopping, food, clubs, and other activities

Objectives gained during the project		
Communicative Objectives	Interaction Targets	Assessment Tools (see Appendices)
1. Questioning	Interviewers	Interview rubric
2. Opinion Giving	Peers	Individual Learning Log
3. Discussing	Peers	Group Learning Log, Individual learning Log
4. Consulting (optional)	Lecturers as advisors	Teacher monitoring checklist
5. Presenting	Audience (Teacher, peers, and others)	Oral Presentation Rubric
6. Answering questions	Audience	Oral Presentation Rubric
7. Arguing	Audience	Oral Presentation Rubric
8. Reporting	Audience	Report Rubric

Driving	How can you help your university produce a leaflet to promote the design of recreational complex centre?
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question		
Assessment Plan	Major Group Products	Leaflet Presentation Interview Group Learning Log
	Major Individual Projects	Individual Learning Log Presentation Report

Manage the Process	<p>Grouping: The students will work in teams of four to five students. It is the teacher's discretion to either choose the groups or let the students choose themselves.</p> <p>Classroom Management: The teacher will need to monitor the working progress of each group by checking their individual and group learning logs every week. Groups will organise offline and online meetings via multi-media means to make sure that they are staying on task and the work is being completed in a timely manner.</p> <p>Early in the Project:</p> <p>The teacher will need to call the rector, university planner, and university marketing staff to inform them about the project and seek permission for your students to call them (university officials) to set up interviews</p> <p>Introduce the project to the students by talking about the entry event and public spaces in other universities around the world. Show students examples of recreational complex on the Internet.</p>
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Pass out the Individual and Group Learning Logs and Assessment Rubrics to the students. Make sure to make enough copies for each day of the week.

Teacher will explain the expectations of the project.

Have the students either pick their group or assign the groups for the project.

The teacher needs to be available for extra time tutorials with the groups.

The teacher will assess the groups weekly using Teacher Monitoring Checklist, Individual and Group Learning Logs

During the project:

Students will

Create a spread-sheet to set-up a schedule of duties and create a time schedule with due dates for the planned university space.

Split tasks between each other using the Group Tasks Management Checklist.

Use the internet to research university spaces throughout the world.

Conduct their interviews with university officials via Skype, face to face, or telephone while the teacher is present. The teacher will evaluate the interview using the Interview Rubric.

Keep a Daily Learning Log.

Keep a log of amount of time spent on project and use the Group Tasks Checklist to check off tasks.

Develop their design for the pamphlet.

Develop a poster presentation and rehearse the presentation

	<p>Develop their individual report</p> <p>End of the Project:</p> <p>Students are given detail feedback from their teacher and administrative staff on their products and performances</p> <p>Presentations are assessed based upon the following rubrics: Oral Presentation Rubric, and Collaborative Work Skills Rubric.</p> <p>Students will complete their final Individual Learning Log sheet upon completion of the project.</p>
Project Evaluation	<p>Students will evaluate the success of the project by reflecting through journaling in their learning logs and teacher/ administrative feedback</p>
Resources	<p>School-based Individuals:</p> <p>Language Arts Teacher, Social Studies Teacher, Media Specialist, Technology Integration Specialist</p> <p>Technology:</p> <p>Computers with Internet access, word processing and presentation software, Data Projector, Web Camera, Skype.</p> <p>Community:</p> <p>University staff and surrounding citizens.</p>

Note: Templates of rubrics and other documents are provided in the workshop.

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