

# **Enhancing English Communication both inside and outside classroom through the implementation of Authentic Materials and Project- Based Learning**

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# Existence of Teaching English in Vietnam

*“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)

# Existence of Teaching English for communication

- 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

# Why This Workshop?

To enable the audience to design communicative tasks with the implementation of authentic materials in classrooms and project – based learning outside classrooms



- *to minimize the silence, hesitation and unwillingness in using English for communication*
- *to heighten awareness of World Englishes and Learning English as a must for social communication rather than a schooling*
- *to bridge classroom with real life and enhance both inside and outside classroom communication*

# What in this workshop?

I. Authentic Materials, its use and sample speaking activities

II. Hands – on activities (1)

III. Project – based learning as a take – away communicative assignment and a sample

IV. Hands – on activities (2)

V. Q&A

# Defining Authentic Materials (AM)

- 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
- play as an essential supplementary and stimuli in communication – oriented classes in which Communicative Approach and Task – Based Instruction are the dominant teaching approaches

# Authenticity in Authentic Materials

any item that offers learners a real sense and a complete comprehension facilitating their communication could be seen authentic

***“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”***

**Daves (1984, p.192)**

# Benefits of AM (1)

- 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)
- have a positive influence on learner motivation (Clarke, 1989; Kilickaya, 2004; Philips & Shettlesworth, 1978; Peacock, 1997, Richards, 2001; Su, 2009)
- “are inherently more interesting than contrived ones because their intent to communicate a message rather than highlight target language” (Gilmore, 2007, p106-107)

## Benefits of AM (2)

- 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
- keep students informed about what are going on in the world. (Sanderson, 1999; Martinez, 2002; and Su, 2009)
- enhance awareness of language variations (Oura, 2001, p69)

# Selecting AM

## AM should:

- be communicative potential and relevance (Shomoossi & Ketabi, 2007) (needs, styles, levels of understanding and the interactive potentiality)
- match learners' goals and expectations and contribute to their language development (Oguz & Bahar, 2008, p. 331)
- should be used with teachers' considerations, namely *“a clear pedagogic goal”* and *“what precisely we want our students to learn from these materials”* (Senior, 2005, p. 71; cited in Berardo, 2006, p. 65).

# Defining Project – Based Learning (PBL)

- “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”

(Buck Institute in [www.bie.org](http://www.bie.org))

- “a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge”

(Edutopia in [www.edutopia.org](http://www.edutopia.org))

# Defining PBL (2)

## Projects are:

- complex tasks, based on challenging questions or problems, involving students in design, problem – solving, decision making, or investigative activities.
- 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)
- include 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*).

# Benefits of PBL

- Helping students develop 21<sup>st</sup> century skills for living in a knowledge-based, highly technological society
- Increasing retention of content, improving students' attitude towards learning, promoting Lifelong Learning and accommodate students with varying learning styles and differences

(Edutopia)

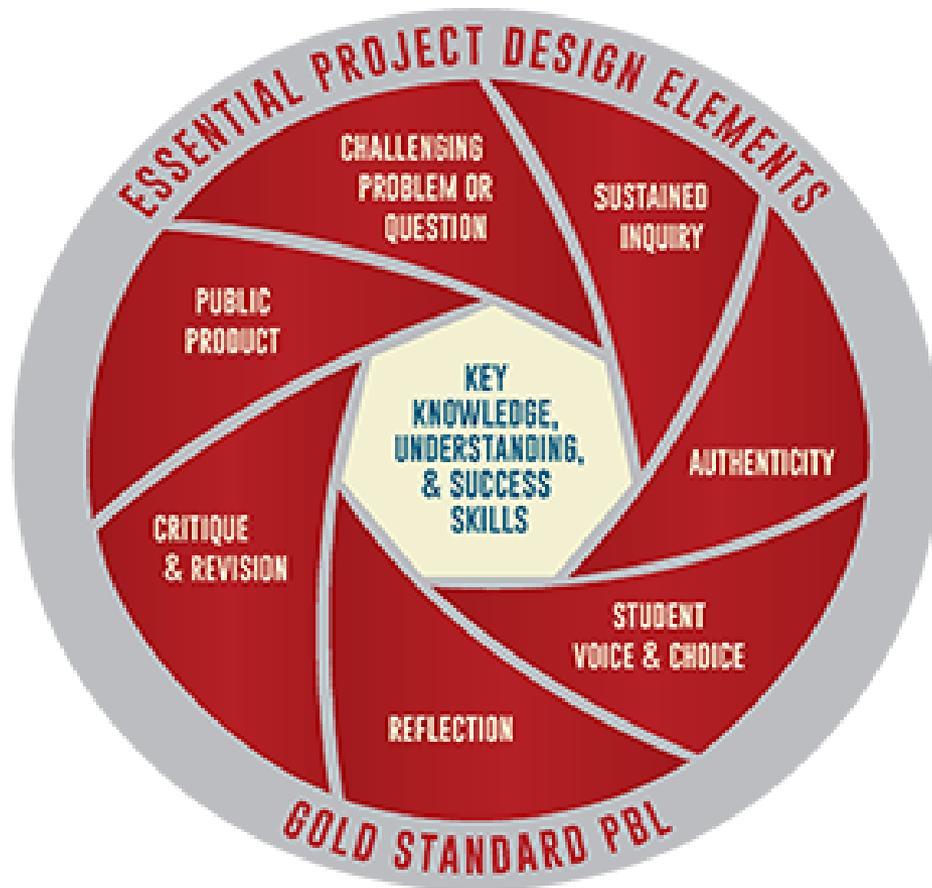
- Showing equal or better academic achievements in high-stakes tests

(Parker et al., 2011; cited in BI)

- Making school more engaging for students, teaching more enjoyable and rewarding, and connecting students and schools with communities and the real world.
- Helping teachers create a high-performing classroom and challenging activities in the classroom, and supporting self-directed learning among students.

(Cengage Learning)

# Design Elements and Principles of PBL



(Buck Institute: [www.bie.org](http://www.bie.org))

# Speaking activities with AM

## Topic: Leisure Time Activities

**Activity 1: Lead – in stage of the speaking lesson**

**Activity 2: Main stage of the speaking lesson**

**Activity 3: Follow - up stage of the speaking lesson – Home assignment**  
(see further details in the handout)



# PBL activity – take away assignment



Recreational Complex Centre

# 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.

# Driving question

How can you help your university produce a pamphlet to promote the design of recreational complex centre?

# Project idea

In groups of four or five, Ss 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).



What steps should Ss do for the project?

# Project Guide

- Groups will have to carry out a four - week project in response to the call. There are 7 steps involved as follow:

# Project Guide

- (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:

# Project Guide

- (iv) organising offline and online **discussions** for choices and decisions;
- (v) executing computer literacy and technology competence to **design** the pamphlet;
- (vi) designing a **poster** for presentation;
- (vii) giving a **presentation** on the pamphlet.

# Project Aims

- Enhance multiple interactions between students and social partners (peers, teacher, interviewees)
- Increase students' contact time and promote their familiarity with real language through the diverse interactions outside classroom
- Motivate authentic communication for solving authentic tasks
- Boost students' skills during their planning, collaborating,

# Pre-requisites for the project

- **Research skills:** searching information from sources, constructing questions for interviews, gathering and sorting information/ data
- **Interview skills:** implementing the principles of politeness, ethical issues, questioning, and note -taking
- **Design skills:** framing, editing, texting, and graphic designing
- **Grammar proficiency:** up to pre-intermediate
- **Vocabulary:** sports, movies, shopping, food, clubs, and other activities

# Objectives gained

Questioning

Interview rubric

Opinion Giving

Individual Learning Log

Reflecting

Group Learning Log, Individual learning Log

Presenting

Oral Presentation Rubric

Answering questions

Oral Presentation Rubric

Arguing

Oral Presentation Rubric

Collaborating

Collaborative Work Skill Rubric

**Assessment tools**

# Products

- **Major Group Products**
  - Pamphlet
  - Poster
  - Presentation
  - Interview
  - Group Learning Log
  
- **Major Individual Products**
  - Individual Learning Log
  - Presentation

# Process

- **Grouping:** The students will work in teams of four or five. It is the teacher's discretion to either choose the groups or let the students choose themselves.

# Process

- **Process 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.

# Early in the Project: Teacher's tasks

1. 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.
2. 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.
3. 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.
4. Explain the expectations of the project.
5. Have the students either pick their group or assign the groups for the project.
6. Be available for extra time tutorials with the groups.

## Early in the Project: Teacher's tasks

1. Inform the administrative staff about the project and seek permission for your students to set up interviews.
2. 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.
3. Pass out the Individual and Group Learning Logs and assessment rubrics to the students.

## During the project: students' tasks

1. Create a spread-sheet to set-up a schedule of duties and create a time schedule with due dates for the planned recreational complex.
2. Split and delegate tasks using the Group Tasks Management Checklist.
3. Use the Internet to research university recreational complexes nationwide and worldwide
4. 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.
5. Keep a daily Learning Log.
6. Keep a log of amount of time spent on project and use the Group Tasks Checklist to check off tasks.
7. Develop their design for the pamphlet and the poster.

# End of the Project

1. Students are given detail feedback from their teacher and administrative staff on their products and performances
2. Project outcome is assessed based upon the following rubrics: Interview Rubric, Pamphlet & Poster Model Rubric, Teacher Weekly Observation Rubric, Oral Presentation Rubric, and Collaborative Work Skills Rubric.
3. Students will complete their final Individual Learning Log sheet upon completion of the project.

# How to manage and assess?

- Interview rubric
- Collaborative work skills rubric
- Pamphlet and poster model rubric
- Oral presentation rubric
- Teacher weekly management checklist
  - Group tasks management checklist
    - Group skills checklist
    - Group weekly learning log
    - Individual daily learning log

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