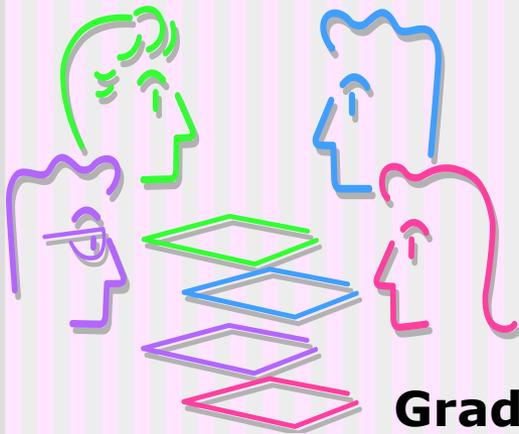


Project Based Approach in TOEIC® Preparation Classes

Nov. 21, 2010

JALT 36th annual
International Conference



Noriko Nakanishi

Grad. School Kobe City Uni. of Foreign Studies

nakanisi@ba.kobegakuin.ac.jp

1. Backgrounds

- ✧ 1st year university students (29 × 3 classes)
- ✧ Business Administration Dept.
- ✧ Semi-compulsory English classes
- ✧ TOEIC Bridge[®] as a final test.
⇒ $M=118.0$ (\doteq TOEIC 320), $SD=12.8$
The Next Stage to the TOEIC[®] Test. Kinseido.

2. Research question 1

“Getting higher TOEIC® scores” is not enough to **motivate** Ss to keep on studying English.

Q1. How can I get Ss actively involved in the class?

2. Research question 2

Test-taking strategies do not necessarily require **Ss' understanding** of what they listen & read.

Q2. How can I check & assess
Ss' work?

3. Project work

■ Definition

(in teaching) an activity which centres around the **completion of a task**, and which usually requires an **extended amount of independent work** either by an individual student or **by a group of students**.

Much of this work takes place outside the classroom.

Richards & Schmidt (2010:467-8)

■ **Stages of a Project work**

0. Needs analysis

1. Classroom planning

ex) content, scope of the project

2. Carrying out the project

ex) gather info., layout

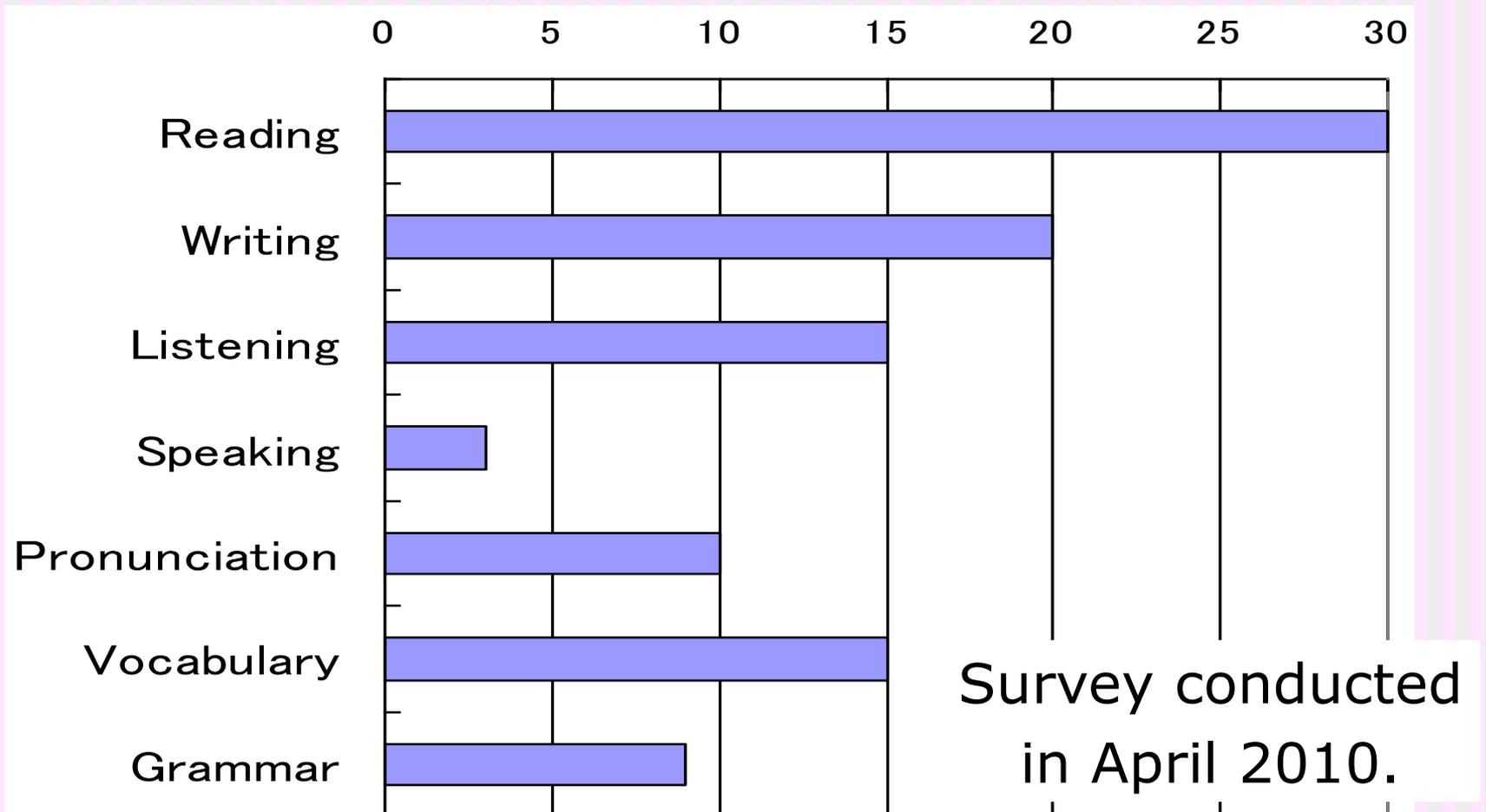
3. Reviewing and monitoring.

Larsen-Freeman (2000:149-50)

⇒ Stages 1-3 in two 90 min. classes

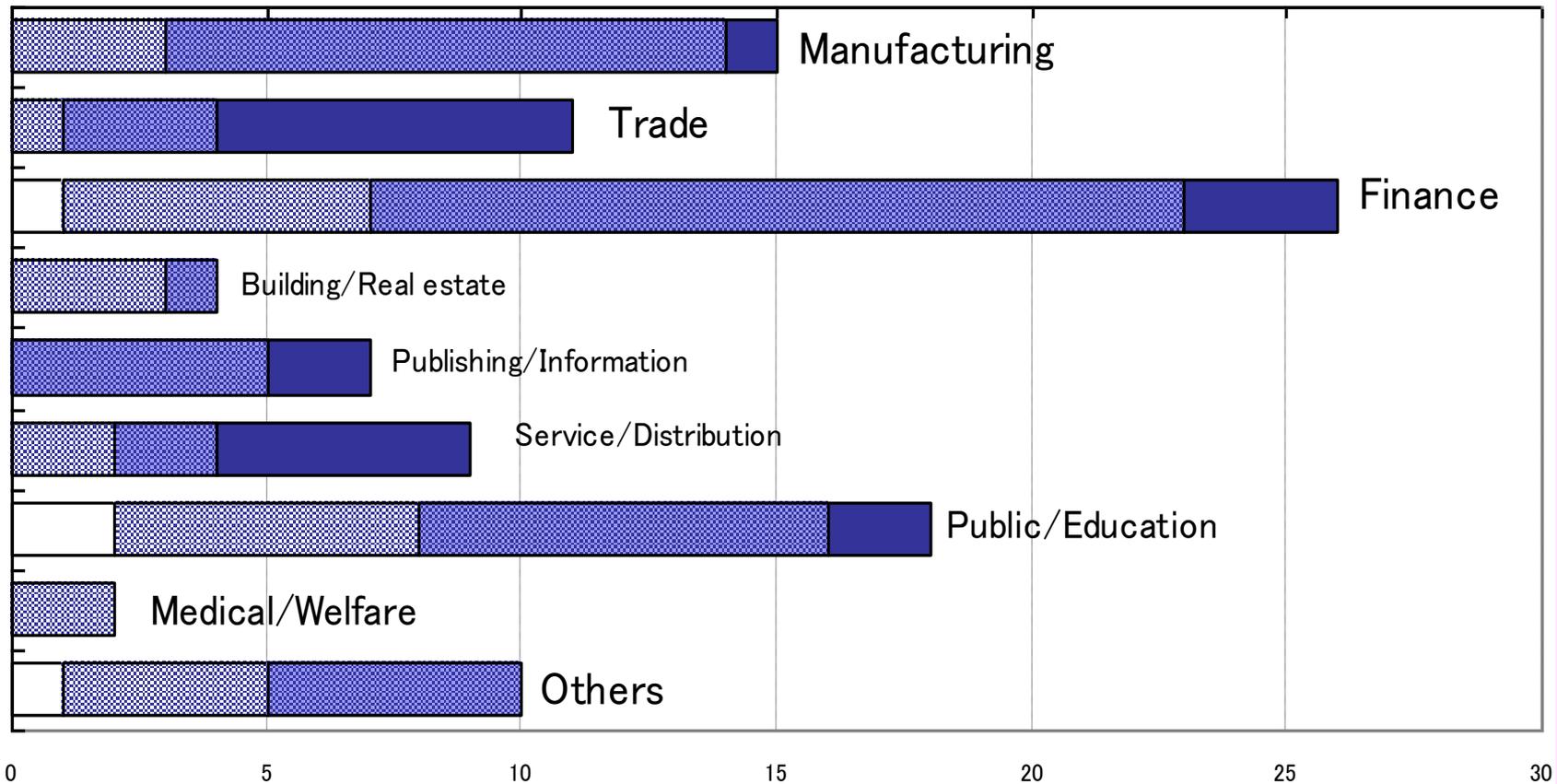
3.0. Students' Needs ($n=51$)

■ The two fields I'm relatively good at are...



- The two industries I'm interested in are...
- I will _____ use English at work.

Hardly
 Not frequently
 Sometimes
 Often



■ Students' Needs (summary)

1. TOEIC Bridge[®] for the final exam
2. Reading & Writing
 > Speaking & Grammar
3. Aware that they may need to use English at future work

⇒ Make Japanese versions of a flyer, billboard, letter, package design, etc., based on the English passages in TOEIC part 4, 6, 7.

■ Project example

Unit 9 Part VI

The Grand Canyon

For centuries nature used the power of the Colorado River and other tools and events to carve out what is now known as the Grand Canyon. This breathtaking formation is 277 miles in length, ...

You are working in an advertising agency. The Grand Canyon Tourist Bureau (your client) has asked your company to help them with the campaign to invite Japanese visitors. Based on the passage, **make a flyer sample.**

~~~~~**First week**~~~~~

Vocabulary Quiz (10 min.)  
Listening section (30 min.)  
Reading section (20 min.)

} Test-taking strategies

**Classroom planning in groups (30 min.)**

~~~~~**Second week**~~~~~

Final edition of the work sheet (30 min.)

Presentation (15 min.)

Peer/self feedback (15 min.)

Mini test (15 min.)

Comments to the feedback (15 min.)

■ **Grouping**

6 groups work on 3 different projects

⇒ competition between 2 groups to get a contract

4-5 students in one group,
randomly chosen every other week

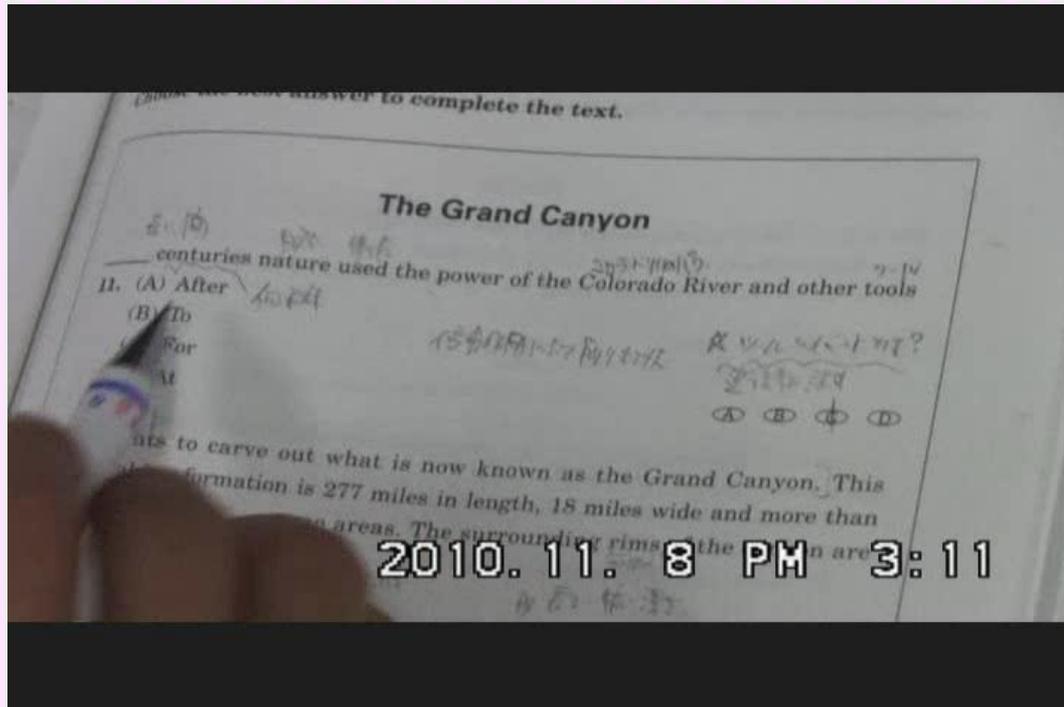
⇒ avoid the feelings of “unfairness”

4-1. Planning (Stage 1)

Topics that Ss tend to discuss

- ✧ E⇒J translation
- ✧ Casual? / Formal?
- ✧ Request? / Recommendation?
Advertisement? / Notice? etc.
- ✧ What are the selling points?
- ✧ Who should it appeal to?
- ✧ What kind of info. to be added?
- ✧ Design / Layout

■ Translation



nature used the power of the Colorado River's ...
⇒ natural Colorado River's power
events ⇒ rain and disaster..

4-2. Carrying it out (Stage 2)

✧ Finish the worksheet

⇒ Layout, color, design

⇒ Japanese grammar

✧ Plan the presentation

⇒ 2 min. max / group

⇒ 1 sentence / student

⇒ how to appeal their work

ex) complementary drink service
document folder present

■ Worksheet Example

Always observe your surroundings before conducting an ATM transaction.

Unit 3 Part 7

Group

ATM のそばに貼るポスターを作ってください。



ATMご利用上の 注意

① ATMを使う前に
周りを確認しよう!



③ すぐ車に乗れるよう
機械の近くに

Unit 3 Part 7

Group

F

ATM のそばに貼るポスターを作ってください。

安心・安全にATMを
御利用致くために...



✿ ATM取引を行なう前にいつもあなたの周辺を
確認して下さい。

✿ ATMにいる間は必ずお金を数えながら引き出す。

■ Presentation Example



Show our pamphlet, and ...
Get 10% discount on transportation,
and in the local restaurants.

4-3. Reviewing/Monitoring (Stage 3)

✧ Peer feedback (15 points+comments)

⇒ Design, layout (5)

⇒ Language appropriateness (5)

⇒ English reading comprehension (5)

✧ Self feedback

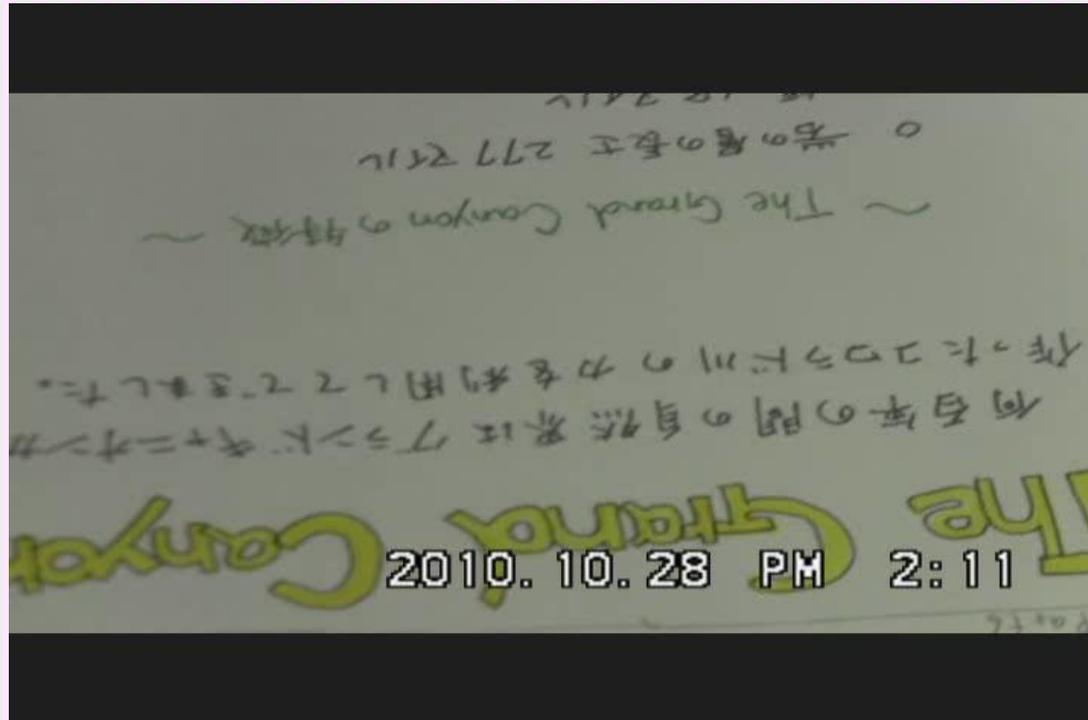
⇒ The same criteria for the peer feedback

Peer > Self ⇒ Self ≥ Peer

⇒ more self-confidence?

⇒ Ability to assess themselves?

■ Peer feedback (1)



S1: The power of the Colorado River made the Canyon. And ...

T: Ah ah ah... It's opposite.

S2: The canyon can't make rivers.

■ Peer feedback (2)



S1: ... used...used, power, Grand Canyon.

S2: read it from behind.

S2: the power of the Grand Canyon.

S3: So we were right.

■ Peer feedback (3)

S4: But the subject is “nature”...

T: What did the nature make?

S4: The nature made the Grand Canyon.

T: Using what power?

S4: The power of the Colorado river.

T: What did it make?

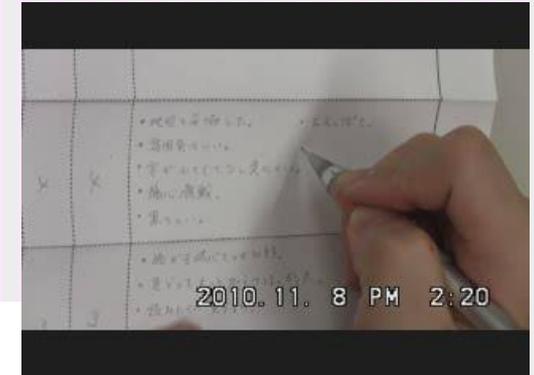
S4: Grand Canyon.

T: Then, was the Grand Canyon made, or did it make something?

S4: Yeah... It was made.



■ Self feedback



S5: The client will choose ours.

S7: Absolutely!

S6: We'll sell it for ¥30, 000.

S5: We need more than ¥10,000.

S6: Sell some thousand sheets,
and get ¥100,000.

S6: Let's bring this to the agent.

S7: Can we actually sell it?

5. Findings

Q1. How can I get Ss actively involved in the class?

⇒ Real-world topics

⇒ Collaboration

Q2. How can I check & assess Ss' work?

⇒ L1 use (translation)

⇒ Peer / self assessment

~~~~~**The next step**~~~~~

✧ Presentation in English

# References

- Blumberg, P. (2009). *Developing Learner-Centered Teaching: A Practical Guide for Faculty*. Jossey-Bass.
- Boud, D. & Falchikov, N. (1989). Quantitative Studies of Self-Assessment in Higher Education: a Critical Analysis of Findings. *Higher Education*, 18(5), 529-549.
- Dornyei, Z. (2008). *Motivational Strategies in the Language classroom*. Cambridge.
- Larsen-Freeman, D. (2000). *Techniques and Principles in language Teaching*. Oxford.
- Richards, J. C. & Schmidt, R. (2010). *Dictionary of Language Teaching & Applied Linguistics*. Longman.