

TESOL

#ACTA2014 Meeting the Challenge
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vicTESOL



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EFFECTS OF THE USE OF ONLINE PROJECT ON ELLIS' COMMUNICATIVE COMPETENCE

By
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AGENDA

- Participants
- Purpose of the Study
- Communicative Competence
- Research Design
- Discussion

PARTICIPANTS

- First year of students in Applied English Department
- Enroll in the course: Oral and Listening Training

Group One

- Day division
- Pass Entrance Exam with similar English language proficiency level
- Full-time students
- Age 18-20
- 31 students
- 4 foreign students, 2 are Japanese, and 2 are Korean
- Meeting: once a week

Group Two

- Evening division
- Enroll the program without any test
- Have day-time jobs
- Age 19-45
- 29 students
- All Taiwanese students with Mandarin Chinese as dominated language
- Meeting: once a week

THREE MODES OF COMMUNICATION

1. Interpretive
2. Presentational
3. Interpersonal

4 Technological platforms

PURPOSE OF THE STUDY

- Communicative competence
- Increase their exposure
- Create an effective model

DATA COLLECTION-1

- ***Pre-survey***

- Age
- Language learning experience
- Competence in his/her language skills
- Exposure
- Use of technology

DATA COLLECTION-2

- ***Four models of technology practice***
 - Google presentation (PowerPoint) (One international organization)
 - Wiki (type of music)
 - Prezi (One piece of news related to traffic, environmental protection, or creativity)
 - Google Doc + YouTube (Private share only)

EACH MODEL OF PRACTICE

- Guidelines
 - *Topic of the project*
 - *Content that the project has to cover*
 - *Leading questions*
 - *Way of presentation (e.g. dialogue)*
 - *Deadline*
- Group/pair sign-up
- Demonstration
- Rubrics/ checklist
- Presentation (video-recorded)

SAMPLE GUIDELINE & RUBRICS

- Guideline of the 1st Project

[file:///localhost/Volumes/BACKUPDRIVE/Kainan U/1-Listening & Speaking \(I\)/Dialogue Project 1/Research Project 1-Faraway Friends.pdf](file:///localhost/Volumes/BACKUPDRIVE/Kainan%20U/1-Listening%20&%20Speaking%20(I)/Dialogue%20Project%201/Research%20Project%201-Faraway%20Friends.pdf)

- Rubrics of the 1st Project

[file:///localhost/Volumes/BACKUPDRIVE/Kainan U/1-Listening & Speaking \(I\)/Dialogue Project 1/Rubrics-presentation.png](file:///localhost/Volumes/BACKUPDRIVE/Kainan%20U/1-Listening%20&%20Speaking%20(I)/Dialogue%20Project%201/Rubrics-presentation.png)

DATA COLLECTION-3

- ***Post survey (midterm & final oral exams)***
 - Schedule available time during the week of exam
 - Learning experiences
 - Learning progress
 - Their preferred model of practice



STUDENT LEARNING BACKGROUND & EXPERIENCES

	Day Division	Evening Division
<i>Proficiency Level</i>	32% Beginning 35% Low-intermediate 32% Intermediate	22% Beginning 52% Low-intermediate 22% Intermediate 4% Advanced
<i>Communication Ability</i>	7% Worse 33% Bad 56% OK 4% Fluent	24% Worse 18% Bad 53% OK 6% Fluent
<i>Feeling about communicative ability</i>	15% Very unsatisfied 70% unsatisfied 15% OK 0% Satisfied	29% Very unsatisfied 29% unsatisfied 38% OK 3% Satisfied

ENGLISH COMMUNICATION CAN HELP ...

- School assignment
- Job market demand
- Share preferences
- Order meals and/or drinks
- Travel abroad
- Shopping
- Writing notes
- Discuss itineraries and/or activities
- Accommodation
- Ask the hospital for help
- Take public transportation
- Ask for directions
- Watching movies
- Listening to music
- Visit English websites
- Talk on the phone
- Chat online
- Make friends online
- Online social websites
- Talk with foreigners
- Describe different situations
- Play video games
- Others

ENGLISH COMMUNICATION CAN HELP ...

- ① Travel abroad
- ② School assignment
- ③ Chat with foreigners
- ④ Job market Demand
- ⑤ Visit English websites

THE WAY TO IMPROVE COMMUNICATIVE COMPETENCE (SELECT ALL THAT APPLY)

Day Division		Evening Division	
Amount of vocabulary	88%	Amount of vocabulary	64%
English reading	71%	Listen to English radio	25%
Watch movies/videos	71%	Talk with foreigners	21%
Listen to radio	56%	English reading	18%
Talk with foreigners	56%	Practice in class	14%
Improve grammatical skills	47%	Improve grammatical skills	4%
Practice in class	47%	Watch movies/videos	4%
Practice sentence structures	41%	Practice sentence structures	0%

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THE IDEAS PRESENTING-1

- p -value < 0.05 (significant)
- Non-verbal skills (eye contact, body language, poise) were getting better
 - Students still relied on reading texts while showing more and more eye contact each time
 - Some of the students memorized their scripts
 - [file:///localhost/Volumes/BACKUPDRIVE/Kainan U/1-Listening & Speaking \(I\)/1022/Project 2-Dialogues/Dialogue 1-Only One Child/Grace & Novia - 0519.wmv](file:///localhost/Volumes/BACKUPDRIVE/Kainan%20U/1-Listening%20&%20Speaking%20(I)/1022/Project%20Dialogues/Dialogue%201-Only%20One%20Child/Grace%20&%20Novia%20-0519.wmv)

THE IDEAS PRESENTING-2

- Verbal skills (enthusiasm, elocution) were improving greatly
- Content showed significant progress
 - The variety of sentences in students' project had been broadening gradually
 - Students were aware of how to develop and organize their ideas

E.g. progress made by Eva and Sandra (Day)

The dialogue for the 2 nd project	Part of dialogue for the 4 th project
<p>S: Do you like classical music? E: Yes, i do. S: Why or why not? E: Classical music makes me relax. S: When do you usually listen to the music? E: I listen to classical music in my free time. S: Who do you listen to classical music with? E: I listen to classical music alone. S: What others can you share with us about classical music? E: I think classical music is a good kind of music to listen.</p>	<p>E: I want to have another child, don't you? S: Hmmm... I think it is enough that we have our lovely Momo. E: Don't you like children. S: Yes, but if we have more, we need to spend more time to them and I don't want Momo feel disgraced. E: That maybe will let her become a selfish child and don't know how to share to others. S: I don't think so. She still can make lot of friends. E: Ok, but maybe she will be very dependent on us. ...</p>


E.g. progress made by Eva and Sandra (Day)



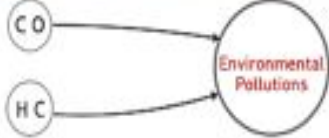
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SITUATIONS INTERPRETING

- Students learned how to express and communicate socially and culturally appropriate

E.g. progress made by Mike and Matt (Day)

Project 1 One Organization	Project 2 One type of music	Project 3 News	Project 4 Argument
<p>The Person (Who can belong to?): The member can be you and me, student, adult, and young or old people expect government official who</p>	<p>Rock music is started from late 1940s in U.S.A., and popular in early 1950s. Rock music combine many types of music, like blues, jazz, country</p>	<p>Adverse effects of HC (Hydro Carbon)</p>  <p>A) Formaldehyde (HCHO) is inhaled to contact the skin and operate harmful action.</p> <p>B) Especially the weather where is locally steam give a stimulus to the eyes, nose, throat and respiratory tract.</p>	<p>Mike: Honey, do you think we need another child?</p> <p>Mat: No, we don't have time to take care of one more child</p> <p>Mike: But our</p>

Project 1 One Organization	Project 2 One type of music	Project 3 News	Project 4 Argument
<p>The Person (Who can belong to?): The member can be you and me, student, adult, and young or old people expect government official who campaign to end grave abuses of human rights.</p> <p>Mission (What do they do?):</p> <ol style="list-style-type: none"> 1. Defend freedom of expression. 2. Protect women's rights. 3. Abolish the death penalty. 4. Demand justice for crimes against 	<p>Rock music is started from late 1940s in U.S.A., and popular in early 1950s. Rock music combine many types of music, like blues, jazz, country and gospel music. Rock music usually centered on electric guitar, and as part of a rock band with vocal, bass and drums. There are also add others instruments like strings, wind and keyboard, etc., and it is use more often today.</p>	<p>Adverse effects of HC (Hydro Carbon)</p>  <p>A) Formaldehyde (HCHO) is inhaled to contact the skin and operate harmful action.</p> <p>B) Especially the weather where is locally steam give a stimulus to the eyes, nose, throat and respiratory tract.</p> <p>Motorcycle cause Environmental Pollution in taiwan</p>  	<p>Mike: Honey, do you think we need another child?</p> <p>Mat: No, we don't have time to take care of one more child</p> <p>Mike: But our daughter seems lonely. She always plays alone.</p> <p>Mat: She can play with her classmates.</p> <p>Mike: Yeah, but they can not play with her all day. They have their family, too.</p> <p>Mat: But we don't have enough money to support</p>

INTERPERSONAL MODE

- Practice and discuss with each other before producing their work
- Mediate and negotiate meaning construction in real life situations
- Due to time constraint, some students in the evening division had problems to constantly communicate with their partners.

OTHER PERFORMANCE-1

- Not every group could cover all components of each assignment (Music project, esp)

<http://researchproject2.pbworks.com/w/page/70797198/Research%20Project%202%20-%20One%20Type%20of%20Music>

- Motivation of trying different technological models was varied
 - *After demonstration, students in the day division would try to find out how to conduct the project in the beginning*
 - *Some students in the evening division asked about how to use the technology when close to deadline*

OTHER PERFORMANCE-2

- The more focus on the content of dialogue design, the more creative students' work was
- The more focus on information digging, the less original work students offered
- Plagiarism (Students in the evening division, esp.)

POST-SURVEY-1

- Most of the students (both day and evening division) liked this style of practice
- Only one student (evening division) did not like communicating through technology
 - *Busy daytime job → limited time to communicate with partner(s)*
 - *Technical issues → deficient experience in using different technological modes*

POST-SURVEY-2

- 74% of day-division students preferred Google Doc and Presentation → Students can edit the file together
- 82% of evening-division students preferred working through Google Doc
- 10% of day-division students liked Prezi presentation

<http://prezi.com/omv7inn4b8dz/untitled-prezi/>

<http://prezi.com/te71ylxfmwsm/nuclear-focus-on-animal-production-and-health/>

POST-SURVEY-3

- Time of preparation → varied
 - *1 hour per time to several hours*
 - *Assigning work*
- Improving communicative competence → Significant
 - *Day Division – 100%*
 - *Evening Division – 95% (5% no answer)*

CONCLUSION

- Best practice in technology integration
 - **Clear guidelines**
 - **Basic assignment for each role**
 - **Encourage students to express their own perspectives (role-play, esp.)**
 - **Minimum amount of sentences for one dialogue is required**
 - **Make sure students are aware of how to use the technological platform**
 - **The chosen platform is able to facilitate students' communication**
 - **The importance of plagiarism**



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