

Bahrain Polytechnic



بوليتكنك البحرين

# Project Based English Language Learning in Vocational Courses

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Bahrain Training Institute

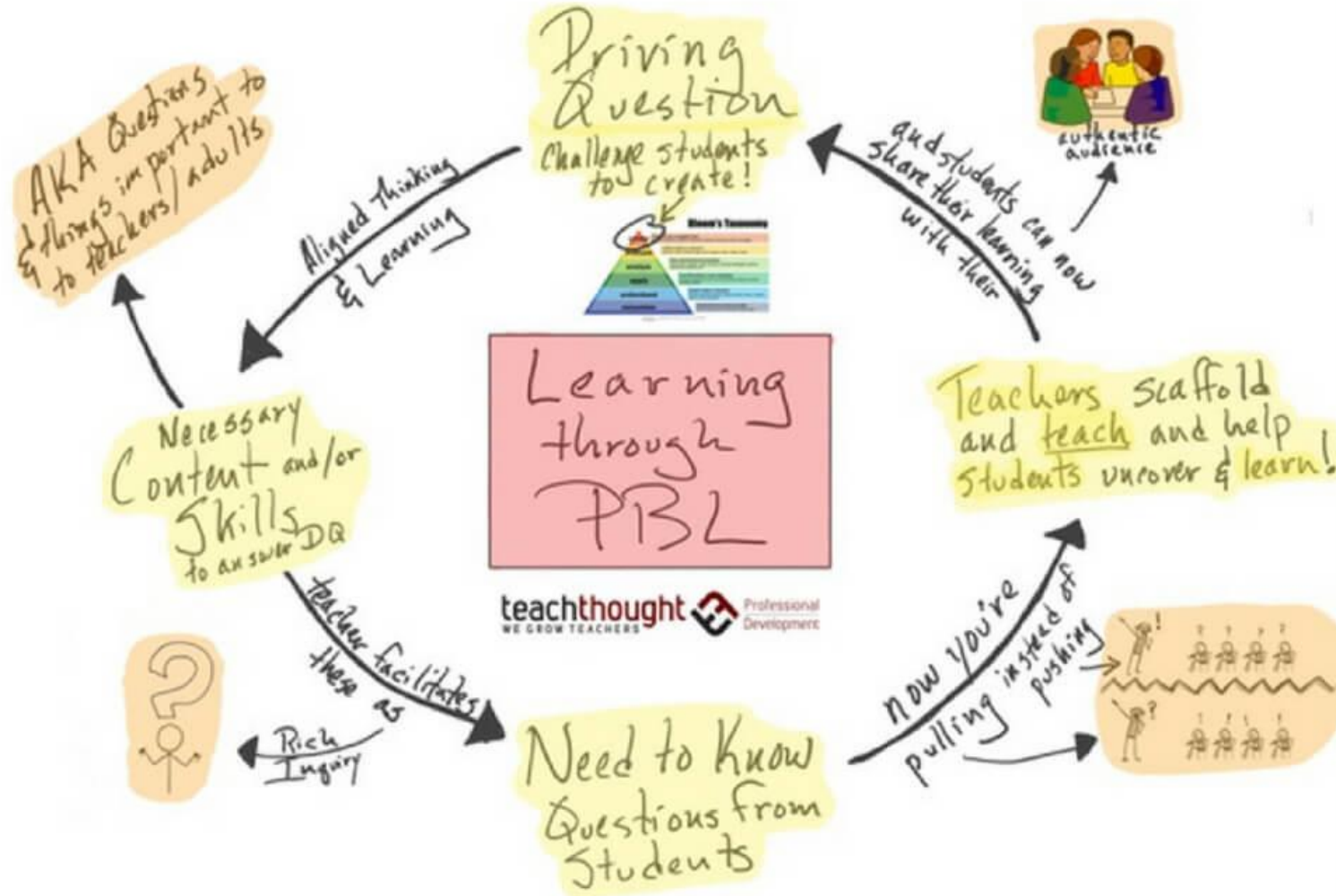


# Project Based English Language Learning in Vocational Courses



**In today's  
discussion**

- Introduction to PB-ELL
- Vocational Courses and Learning Outcomes
- Evaluating and Selecting Learning Material for PB-ELL
- Designing Roadmap for Learning and Teaching
- Preparing Assessments and Grading Criteria
- Reflections for Improvement
- Discussion
- Conclusion



## Introduction to PB-ELL

# What is PB-ELL?

PBL is “learning that results from the process of working toward the understanding or resolution of a problem”

PB-ELL is Project Based English Language Learning in which “learners acquire vocabulary and concepts related to realistic industry situations, apply grammar principles to use appropriate language in context and use writing mechanics and speech techniques to communicate in formal and informal professional scenarios”.

# BASICS OF PB-ELL

## EDUCATION

- Develop knowledge & scientific thinking
- Develop critical thinking ability
- Develop effective communication skills
- Develop intellectual ability
- Promote forward thinking

## PB-ELL

- Interesting, practical, active approach to enhance language usage skills
- Relevant instructional approach for ESP
- Use projects and themes which are the focal point of learning



# Introduction to PB-ELL

PB-ELL is not a new concept

PB-ELL prepares learners for academic, professional excellence

PB-ELL is a self-directed investigative style of learning

PB-ELL advocates experience-based education

PB-ELL is collaborative and interdisciplinary practical ELT method

PB-ELL promotes learning and thinking strategies

Incorporating realia is a critical issue



# Features of PB-ELL

Engages and  
motivates learners

Promotes knowledge  
acquisition

Develops  
communication skills

Enhances analytical  
skills

Stimulates critical  
thinking ability

Initiates explorative  
learning / research

Develops problem-  
solving skills

Provides flexible  
knowledge

Improves  
collaborative skills

Creates self  
development goals

Instills lifelong  
learning skills



# Project Based English Language Learning

Stoller (2006) defined PBL as :

1. Having a process and product
2. Giving learners partial ownership of the project
3. Extending over a period of time (several days, weeks, months)
4. Integrating skills
5. Developing learner's understanding of topic through the integration of language and content
6. Collaborating with other learners and working on their own
7. Learn through gathering, processing and reporting information from target language resources
8. Assigning new roles and responsibilities to learners and trainers
9. Provide tangible and assessable final product
10. Reflect on process and product





# What happens in PB-ELL?

## The learners :

Use existing knowledge  
Build upon acquired knowledge

Reflect upon concepts and existing trends

Apply critical thinking skills, evaluate existing systems

**PB-ELL**

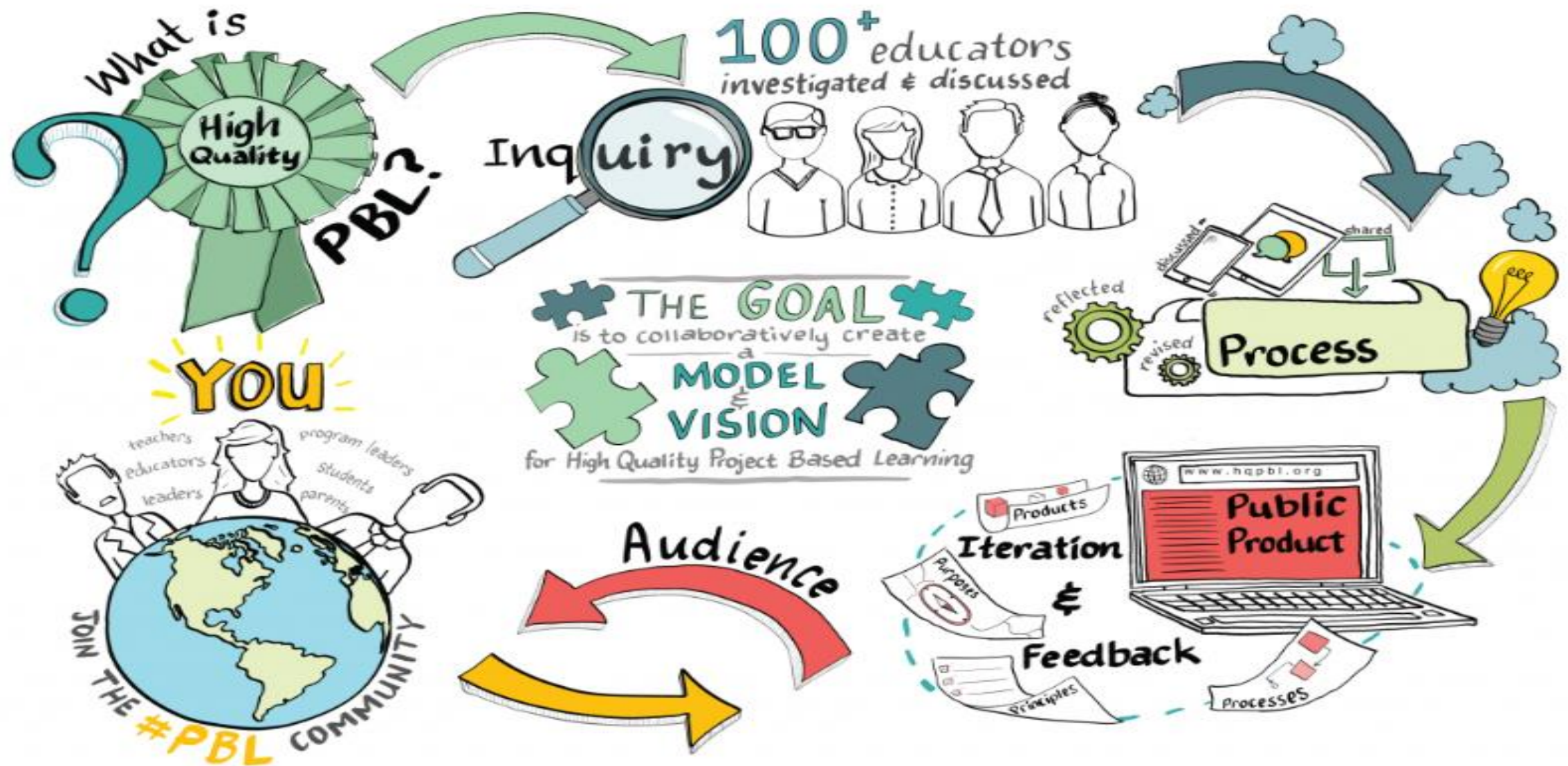
Recommend modifications  
Suggest extension and development  
Innovate for future



# Role of Trainer in PB-ELL

- Is a moderator and facilitator
- Leads, monitors and stimulates collaborative learning
- Observes and evaluates self-directed and guided learners
- Encourages language learning in practical workplace scenarios
- Creates explorative language learning environment
- Stimulates reasoning, analytical and critical thinking abilities
- Promote autonomous and self-directed learning habits
- Motivate learners to research and apply language in realistic scenarios





Created by Talia at <https://sketchingscrummaster.com/>





## Vocational Courses and Learning Outcomes

# Learning Outcomes in PB-ELL

NQF Sub-strand	Learning Outcomes
Knowledge: The cognitive representation of ideas, events, activities or tasks derived from practical or professional experience as well as from formal instruction or study (e.g. memory, understanding, analysis).	1. Use specific structure and format for writing and presenting various technical reports.
Skills: The ability to perform cognitive tasks, or tasks related to communications, ICT and numeracy).	2. Use appropriate technical terms and relevant English grammar in technical writing tasks. 3. Prepare and present an audience-centered, formal organized presentation.
Competence: The proven ability to use knowledge, skills and personal or social abilities in work or study situations and in professional and personal development).	4. Write informative, expressive and persuasive reports or compilations – specific instructions, process description, accident reports, recommendation reports and innovation report.



# Learning Objectives and Outcomes

## LANGUAGE ACQUISITION SKILLS

- Listening
- Reading
- Speaking
- Writing
- Acquire and use vocabulary
- Learn and apply grammar concepts

## ACTIVITIES FOR LANGUAGE ACQUISITION

- Explore reading texts
- Watch videos
- Listen to podcasts
- Make notes from texts and discourses
- Acquire theme-related vocabulary
- Apply appropriate grammatical structure
- Write descriptions and comparisons
- Write reports and recommendations
- Write product innovation reports



# Evaluating and Selecting Learning Material



# Evaluating and Selecting Learning Material





# Evaluating Learning Material for PB-ELL

S. No.	CRITERIA	YES	NO
SOURCE AND RELEVANCE OF TEACHING / LEARNING MATERIAL			
1	Is the learning material relevant to the subject and theme of the project?		
2	Is the learning material aligned with the learning outcomes?		
3	Is the teaching / learning material retrieved from an authentic source?		
4	Is the source of the content mentioned? Is the content referenced correctly?		
5	Is the content relevant to the ESP / specialization?		
6	Is the learning material self-directed, practical and logical?		
7	Is the learning material and further referencing easily accessible?		



# Evaluating Learning Material for PB-ELL

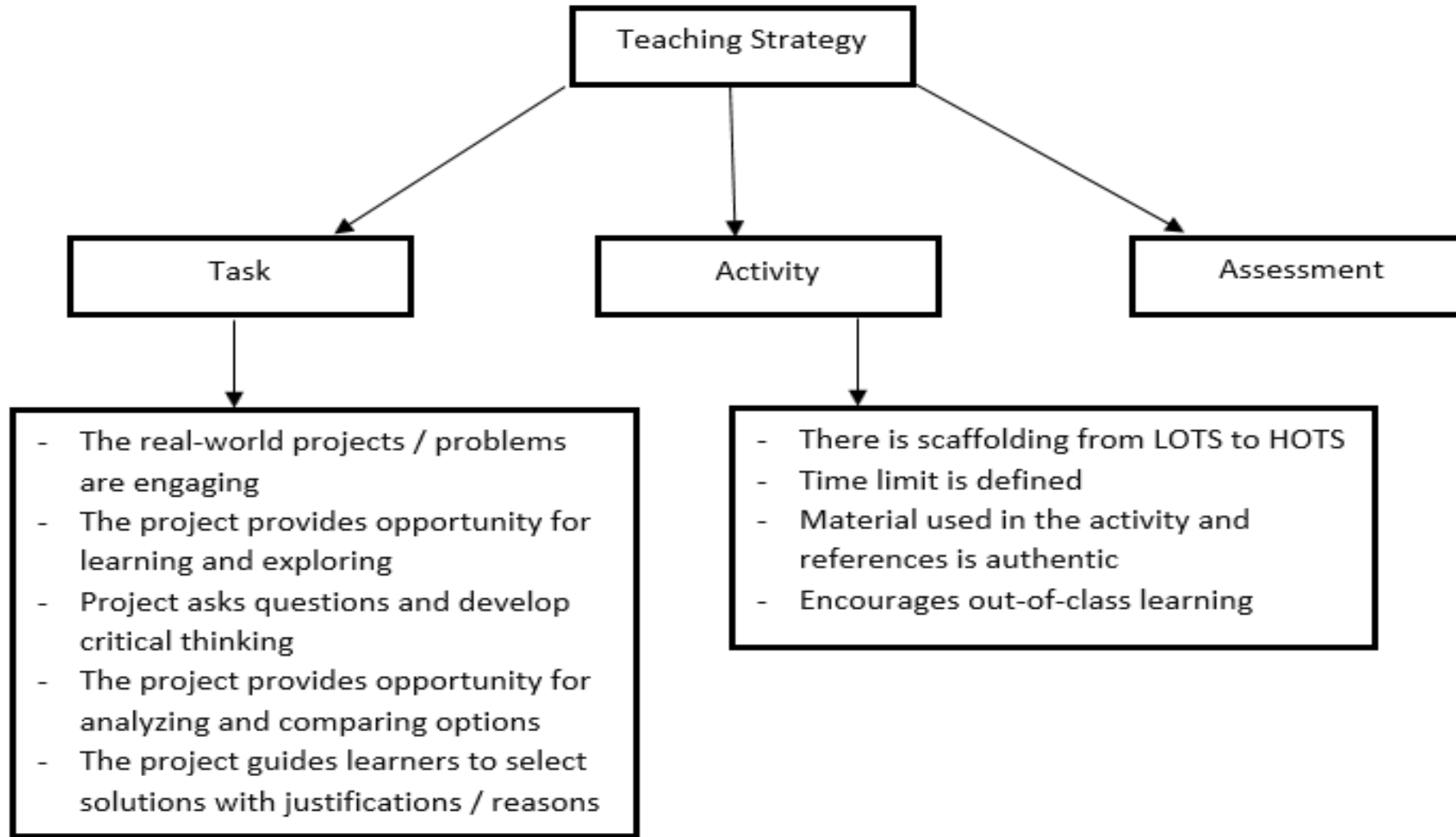
S. No.	CRITERIA	YES	NO
<b>CONTENT OF THE LEARNING MATERIAL</b>			
8	1. Does the teaching / learning material match with project requirements?		
9	1. Is the level of difficulty appropriate for the level of learners?		
10	1. Is the language level of the learning material appropriate for the learners?		
11	1. Is the content relevant and accurate?		
12	1. Is the learning material level-appropriate for self-reading and for comprehending accurate details?		
13	1. Is the content aligned with the assessment pattern?		
14	1. Does the learning material have enough scope for practice and proficiency?		
<b>LEARNING AUTONOMY</b>			
15	1. Are the instructions clearly stated to accomplish the task?		
16	1. Is there clarity of instructions in the task requirements that guide towards the learning goals?		





# Designing Roadmap for Learning and Teaching

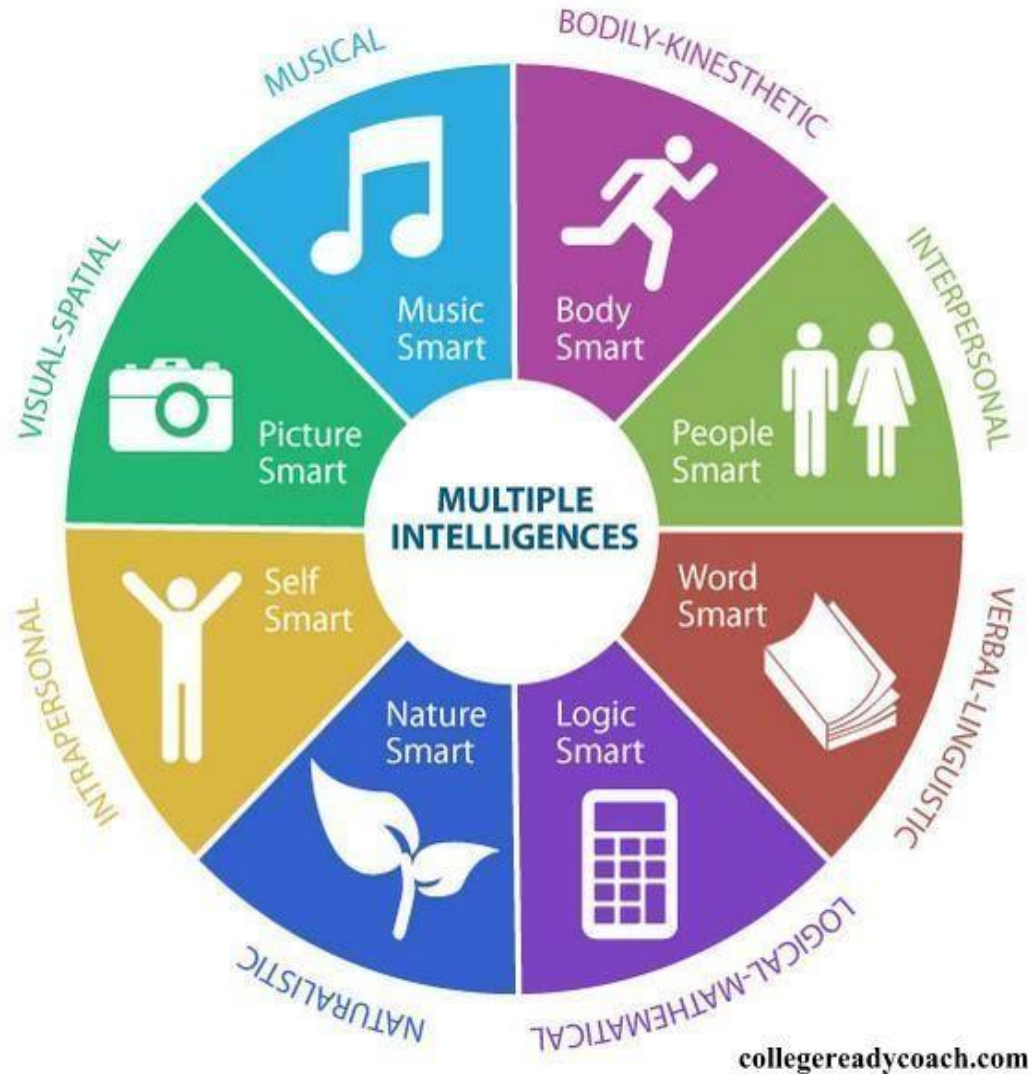
# Designing Roadmap for Learning and Teaching



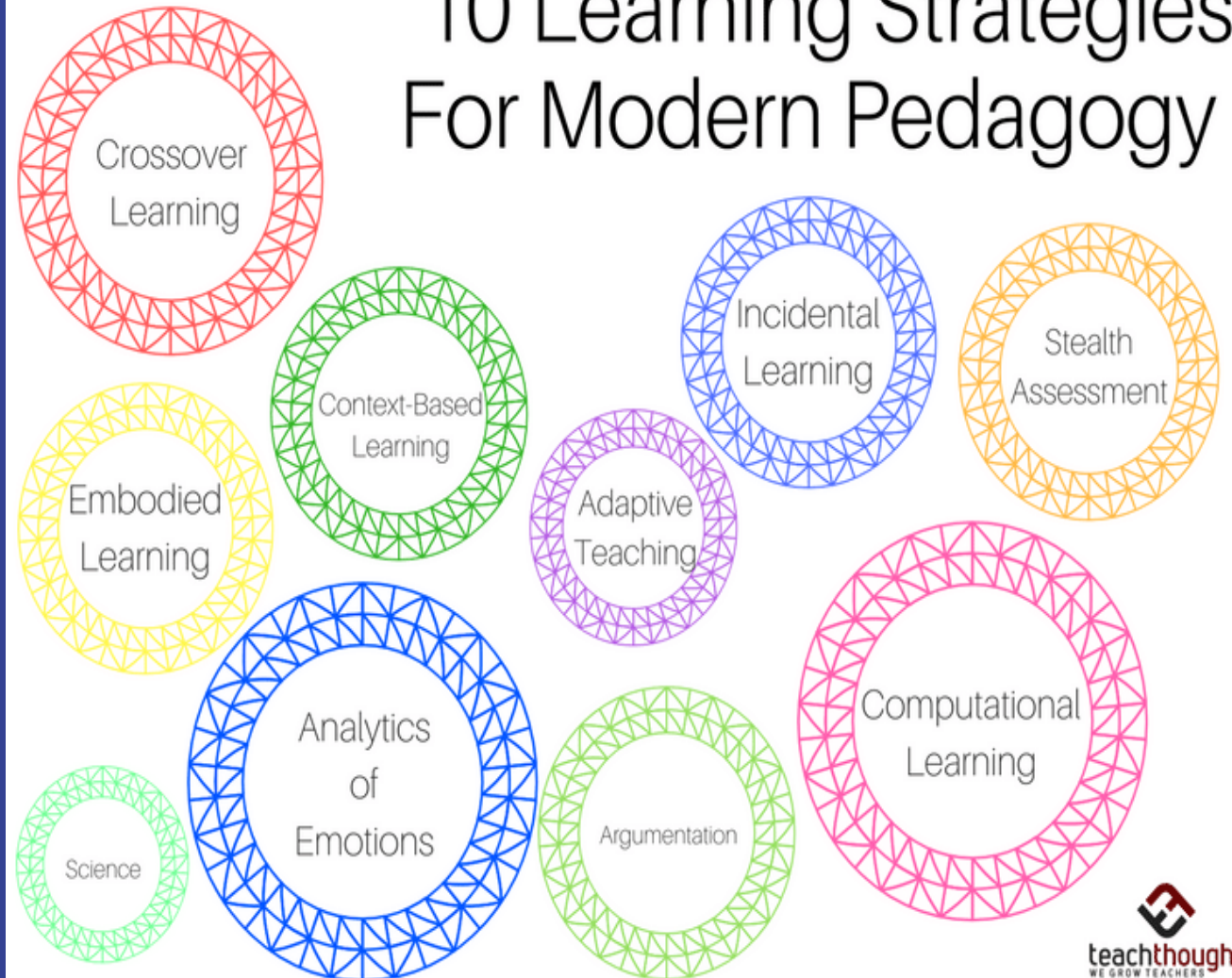




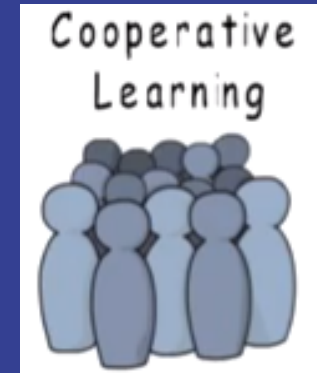
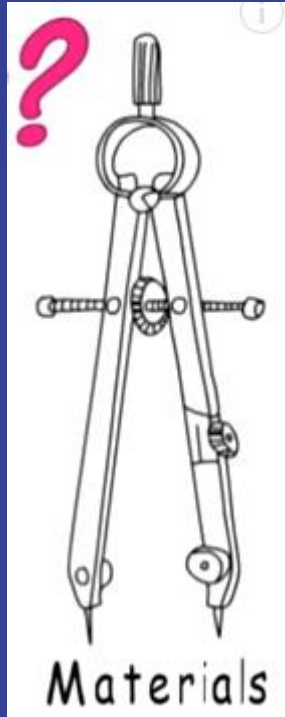
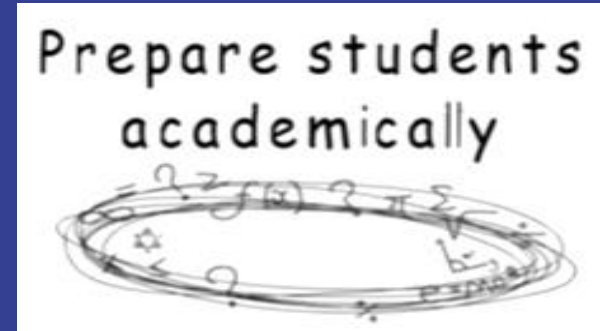
# Designing Roadmap for Learning and Teaching



## 10 Learning Strategies For Modern Pedagogy



# Designing Roadmap for Teaching and Learning



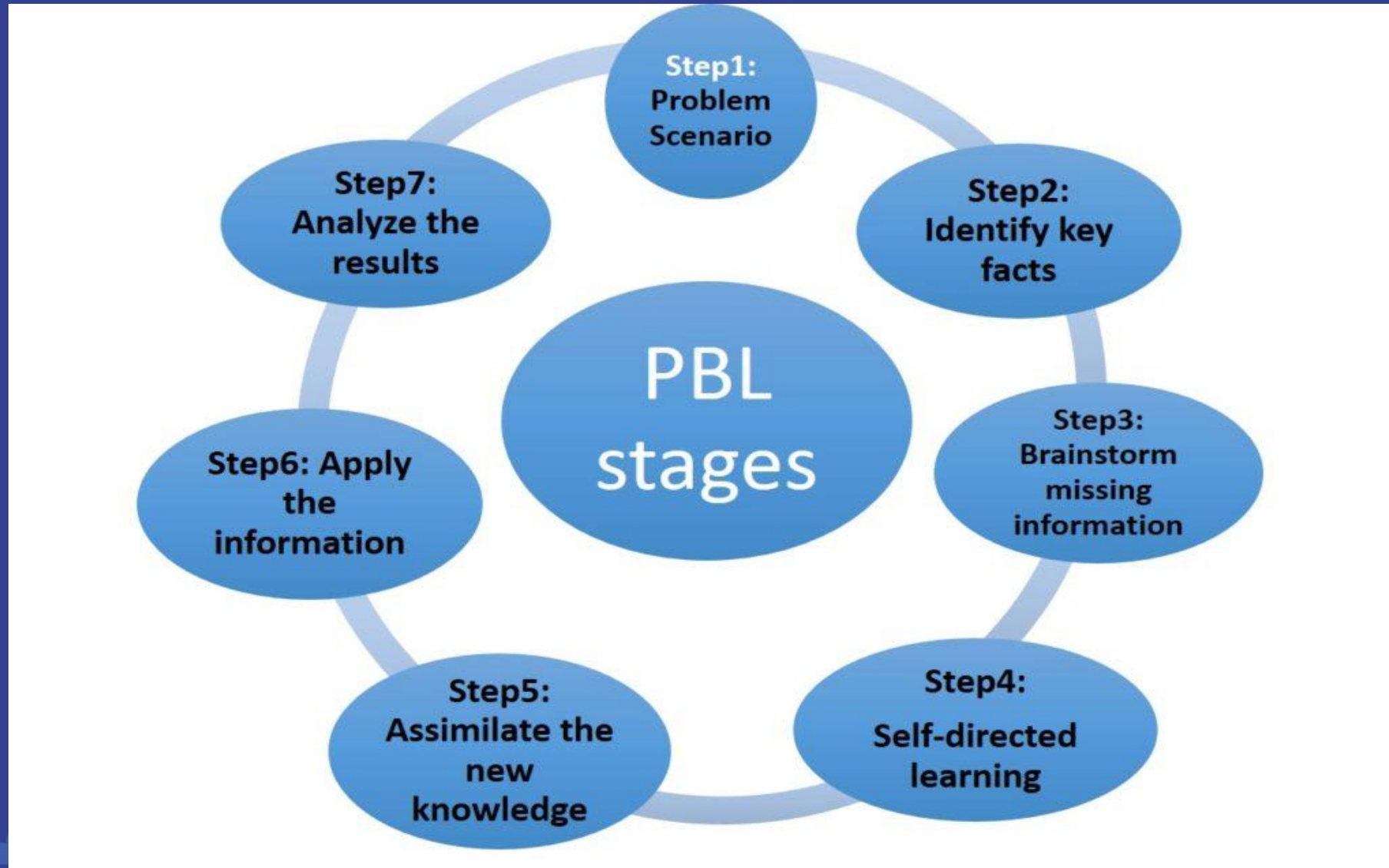
# Designing Roadmap for Learning and Teaching

S. No.	CRITERIA	YES	NO
<b>EFFECTIVENESS OF TEACHING STRATEGY</b>			
1.	What is the dominant teaching strategy – lecture mode, discussion, inquiry-based, exploratory learning, flipped learning.....		
2.	Does the facilitation strategy provide flexibility for various learning styles?		
3.	Does the facilitation and instruction strategy reflect globally accepted methodology?		
4.	Does the instruction strategy provide enough scope for out-of-class learning?		
5.	Does the facilitation / instruction strategy incorporate enough visuals and		
6.	Does the facilitation / instruction strategy provide scope for independent learning away from the class session and lectures?		



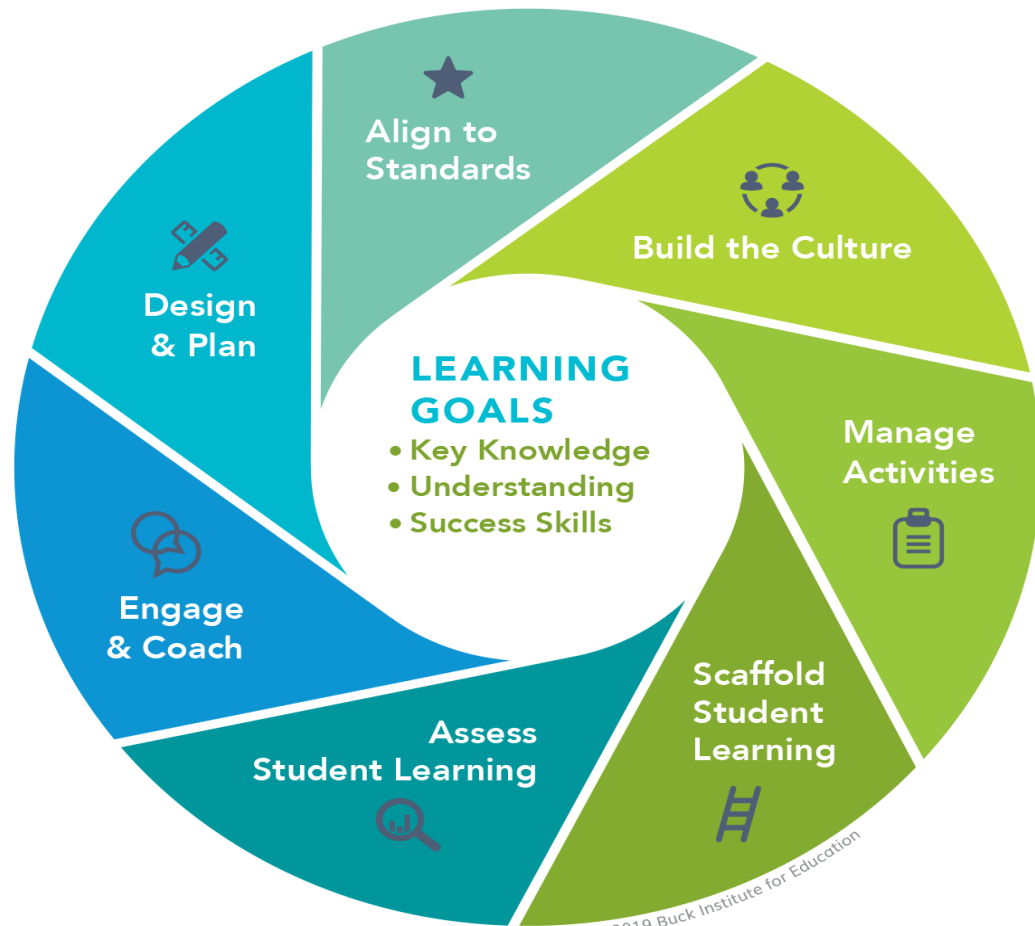


# Designing Roadmap for Learning and Teaching



# Gold Standard PBL

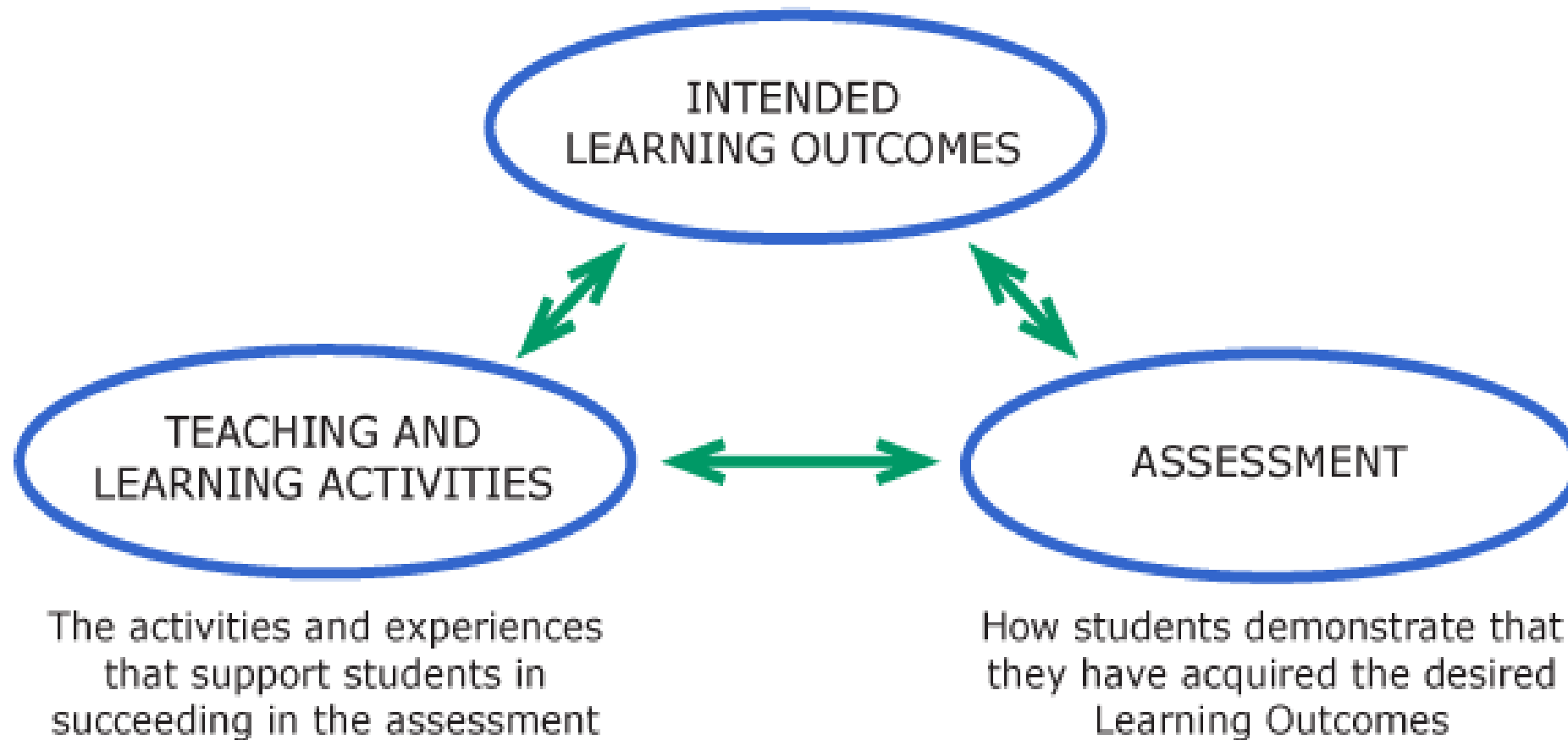
## Seven Project Based Teaching Practices



## Preparing Assessments and Grading Criteria

# Preparing Assessments and Grading Criteria

What students will know and be able to do as a result of the course



# Preparing Assessments and Grading Criteria

## Learning Outcomes

Measurable outcomes are articulated first. From these, the assessment criteria are developed.

## Assessment Methods

Once the (aligned) assessments have been designed, resources are chosen and activities are planned. The curriculum is designed to align the assessments with the outcomes.

## Teaching and Learning Activities

What the teacher does and what the students do are aimed at achieving the outcomes by meeting the assessment criteria. This takes advantage of the known tendency of students to learn what they think will be assessed.



# Preparing Assessments and Grading Criteria

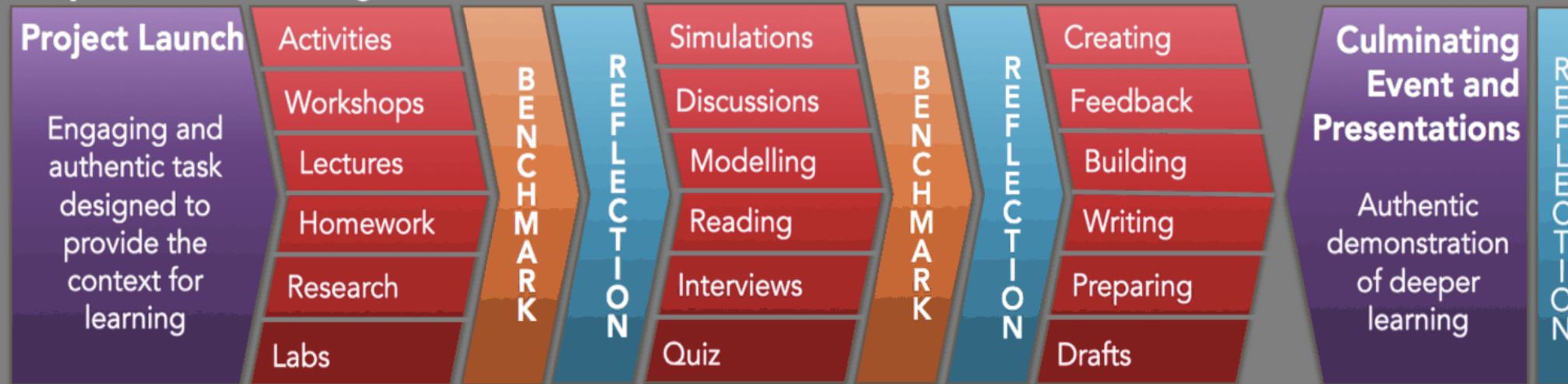
## Doing Projects vs. Project Based Learning

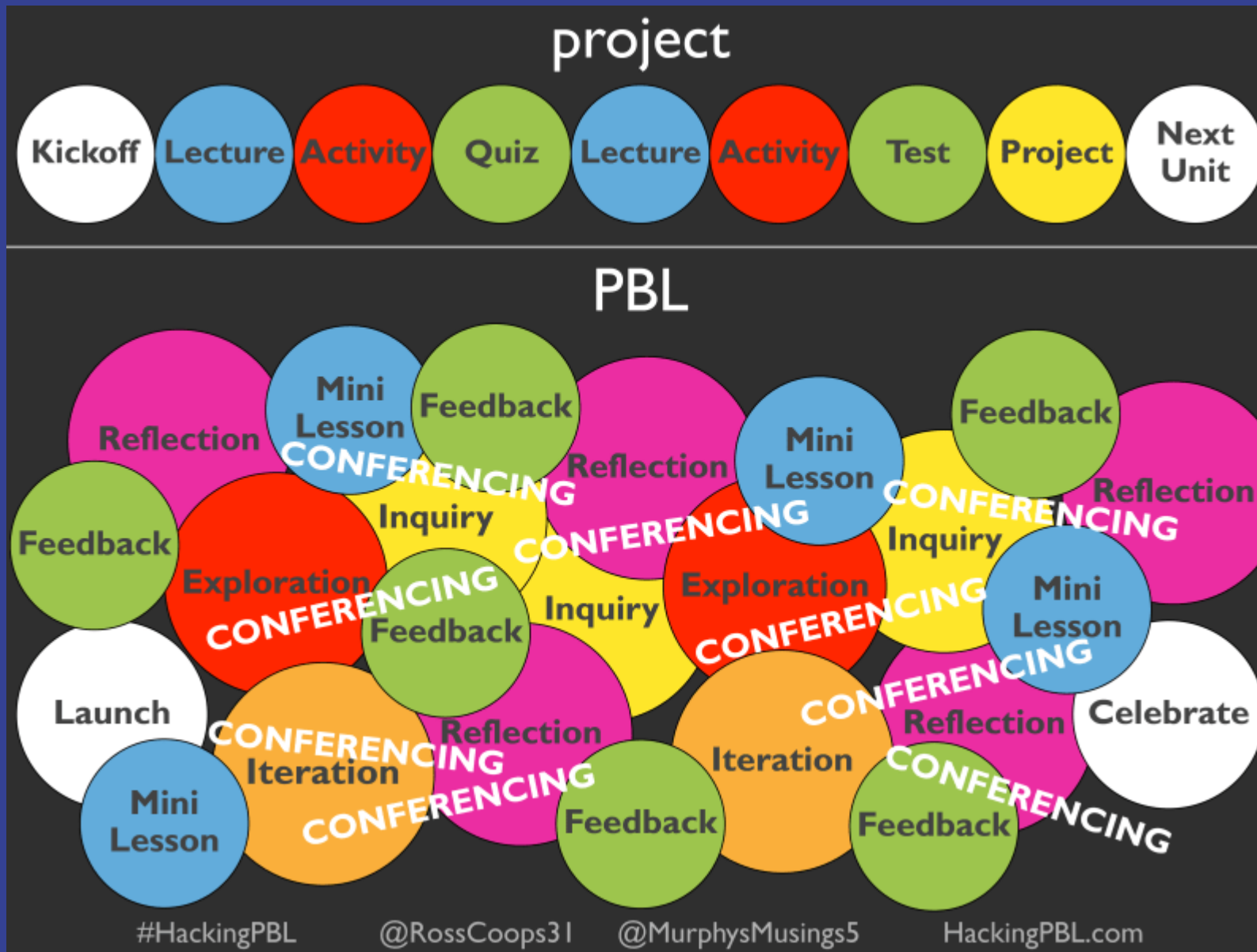


### Traditional Unit with Culmination Project



### Project Based Learning Unit





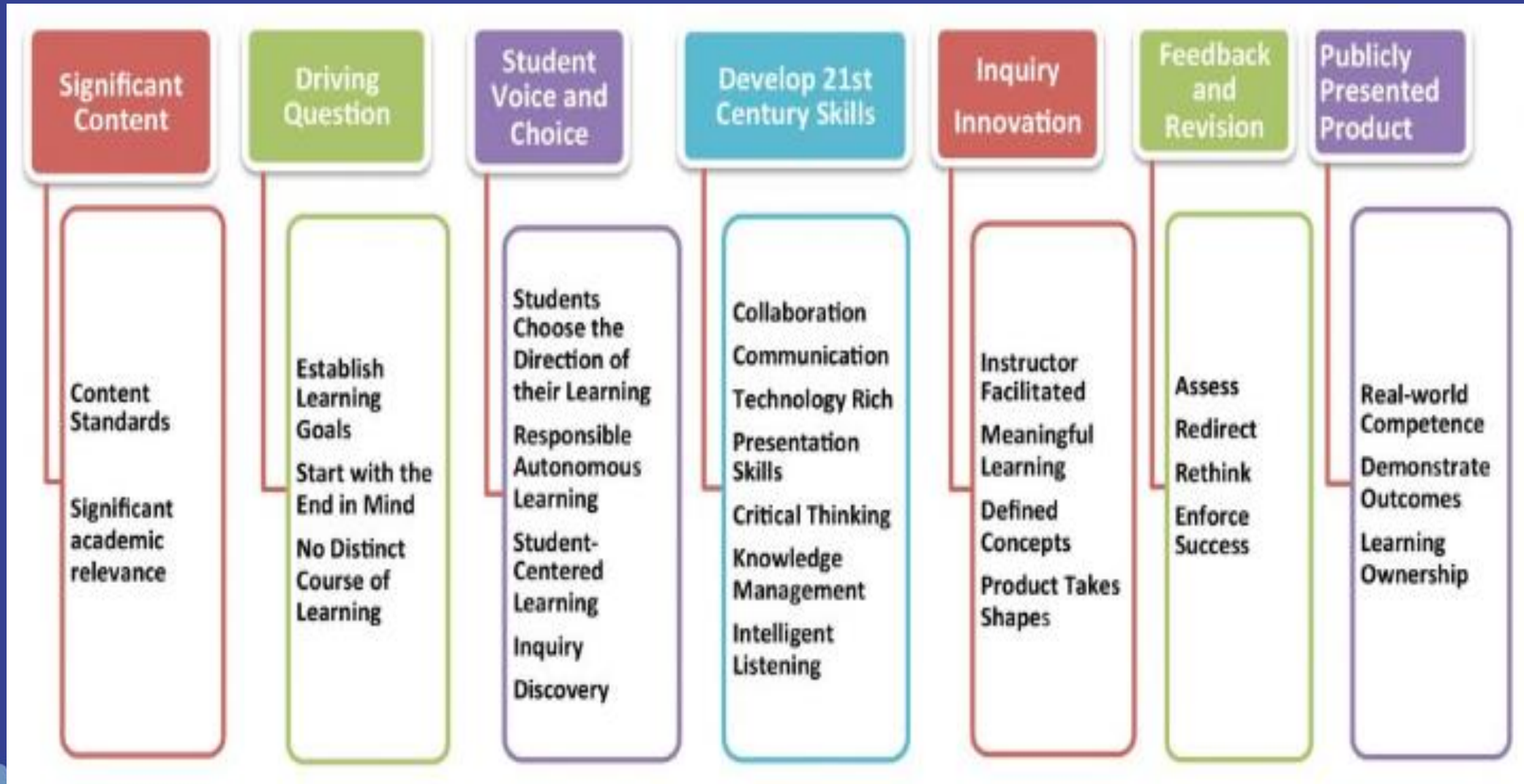
## Reflections for Improvement and Conclusion



# Reflections for Improvement

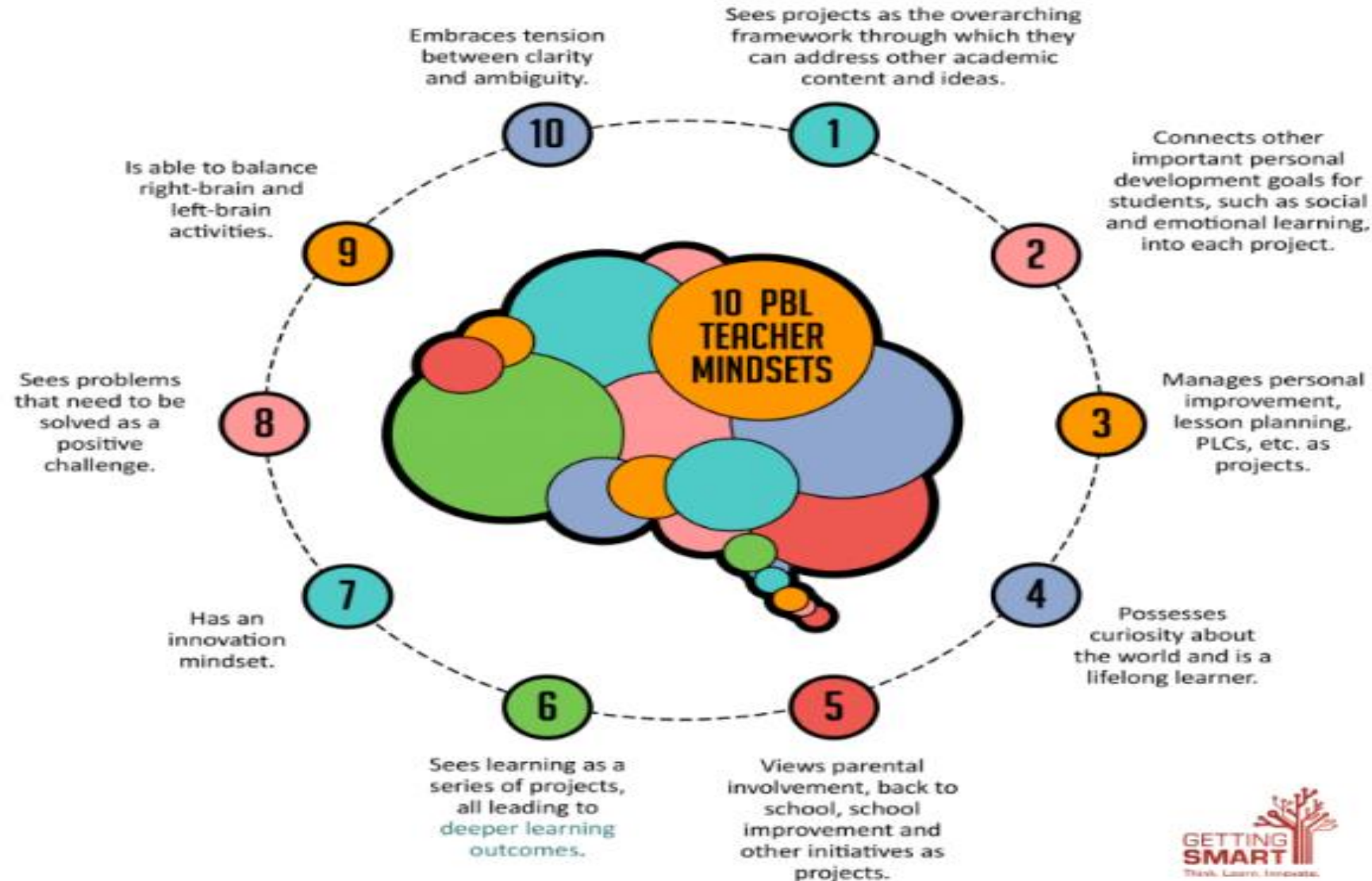


# Reflections for Improvement





# Preparing Assessments and Grading Criteria



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# Thank you

