Project Based English Language Learning in Vocational Courses

Presented by Ameena Aziz
Bahrain Training Institute
Project Based English Language Learning in Vocational Courses

- 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

In today’s discussion

Ameena Aziz, ameenaziz@hotmail.com
Introduction to PB-ELL

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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”.

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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

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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 is collaborative and interdisciplinary practical ELT method

PB-ELL advocates experience-based education

PB-ELL promotes learning and thinking strategies

Incorporating realia is a critical issue

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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

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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

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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
What is PBL? Inquire 100+ educators investigated & discussed

The goal is to collaboratively create a model & vision for High Quality Project Based Learning

You Join the #PBL Community

Process

Join the #PBL Community

Audience

Iteration & Feedback

Products & Processes

Public Product

Created by Talia at https://sketchingscrummaster.com/
Vocational Courses and Learning Outcomes

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

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Evaluating and Selecting Learning Material

- Establishing aims
- Exploring opportunities
- Identifying and gathering resources
- Designing and creating materials and programmes
- Planning for delivery, monitoring and evaluation

WORKING IN PARTNERSHIP

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Evaluating and Selecting Learning Material

Understand
- Who for?
- What?
- Why?

Methods
- Goals
- What exists?

Map
- When? Who? Schedule

Outline

Evaluate & Review
- Reactions
- Learning
- Behaviour
- Results

Implement

Engage
- How to improve?
- Gain buy in

Test

Develop

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# Evaluating Learning Material for PB-ELL

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<table>
<thead>
<tr>
<th>S. No.</th>
<th>CRITERIA</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SOURCE AND RELEVANCE OF TEACHING / LEARNING MATERIAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Is the learning material relevant to the subject and theme of the project?</td>
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<tr>
<td>2</td>
<td>Is the learning material aligned with the learning outcomes?</td>
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<tr>
<td>3</td>
<td>Is the teaching / learning material retrieved from an authentic source?</td>
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<tr>
<td>4</td>
<td>Is the source of the content mentioned? Is the content referenced correctly?</td>
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<tr>
<td>5</td>
<td>Is the content relevant to the ESP / specialization?</td>
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<td>6</td>
<td>Is the learning material self-directed, practical and logical?</td>
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<td>7</td>
<td>Is the learning material and further referencing easily accessible?</td>
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<tr>
<td>S. No.</td>
<td>CRITERIA</td>
<td>YES</td>
<td>NO</td>
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<tr>
<td><strong>CONTENT OF THE LEARNING MATERIAL</strong></td>
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<tr>
<td>8</td>
<td>1. Does the teaching / learning material match with project requirements?</td>
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<tr>
<td>9</td>
<td>1. Is the level of difficulty appropriate for the level of learners?</td>
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<tr>
<td>10</td>
<td>1. Is the language level of the learning material appropriate for the learners?</td>
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<tr>
<td>11</td>
<td>1. Is the content relevant and accurate?</td>
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<tr>
<td>12</td>
<td>1. Is the learning material level-appropriate for self-reading and for comprehending accurate details?</td>
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<tr>
<td>13</td>
<td>1. Is the content aligned with the assessment pattern?</td>
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<tr>
<td>14</td>
<td>1. Does the learning material have enough scope for practice and proficiency?</td>
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<tr>
<td><strong>LEARNING AUTONOMY</strong></td>
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<tr>
<td>15</td>
<td>1. Are the instructions clearly stated to accomplish the task?</td>
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<tr>
<td>16</td>
<td>1. Is there clarity of instructions in the task requirements that guide towards the learning goals?</td>
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Designing Roadmap for Learning and Teaching

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Designing Roadmap for Learning and Teaching

Teaching Strategy

Task

- The real-world projects / problems are engaging
- The project provides opportunity for learning and exploring
- Project asks questions and develop critical thinking
- The project provides opportunity for analyzing and comparing options
- The project guides learners to select solutions with justifications / reasons

Activity

- There is scaffolding from LOTS to HOTS
- Time limit is defined
- Material used in the activity and references is authentic
- Encourages out-of-class learning

Assessment

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Designing Roadmap for Learning and Teaching

10 Learning Strategies For Modern Pedagogy

- Crossover Learning
- Incidental Learning
- Stealth Assessment
- Context-Based Learning
- Adaptive Teaching
- Computational Learning
- Science
- Argumentation
- Analytics of Emotions
- Embodied Learning

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Designing Roadmap for Teaching and Learning

- **Title**
- **Skills Focused**
- **Prepare students academically**
- **Set Time**
- **RULES & PROCEDURES**
- **Learning Styles**
- **Individual Pace**
- **Cooperative Learning**
- **Materials**
- **Assigned Work**

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## Designing Roadmap for Learning and Teaching

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<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EFFECTIVENESS OF TEACHING STRATEGY</strong></td>
<td></td>
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<tr>
<td>1.</td>
<td>What is the dominant teaching strategy – lecture mode, discussion, inquiry-based, exploratory learning, flipped learning…………</td>
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<tr>
<td>2.</td>
<td>Does the facilitation strategy provide flexibility for various learning styles?</td>
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<tr>
<td>3.</td>
<td>Does the facilitation and instruction strategy reflect globally accepted methodology?</td>
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<tr>
<td>4.</td>
<td>Does the instruction strategy provide enough scope for out-of-class learning?</td>
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<tr>
<td>5.</td>
<td>Does the facilitation / instruction strategy incorporate enough visuals and</td>
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<tr>
<td>6.</td>
<td>Does the facilitation / instruction strategy provide scope for independent learning away from the class session and lectures?</td>
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Designing Roadmap for Learning and Teaching

PBL stages

Step 1: Problem Scenario
Step 2: Identify key facts
Step 3: Brainstorm missing information
Step 4: Self-directed learning
Step 5: Assimilate the new knowledge
Step 6: Apply the information
Step 7: Analyze the results
Preparing Assessments and Grading Criteria

Gold Standard PBL

Seven Project Based Teaching Practices

LEARNING GOALS
- Key Knowledge
- Understanding
- Success Skills

Design & Plan
Build the Culture
Manage Activities
Scaffold Student Learning
Assess Student Learning
Engage & Coach
Align to Standards

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Preparing Assessments and Grading Criteria

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

INTENDED LEARNING OUTCOMES

TEACHING AND LEARNING ACTIVITIES

The activities and experiences that support students in succeeding in the assessment

ASSESSMENT

How students demonstrate that they have acquired the desired Learning Outcomes
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
- Lecture
- Activity
- Quiz
- Lecture
- Activity
- Quiz
- Review
- Exam
+ Project

Project Based Learning Unit

Project Launch
- Engaging and authentic task designed to provide the context for learning
- Activities
- Workshops
- Lectures
- Homework
- Research
- Labs

Reflection
- Simulations
- Discussions
- Modelling
- Reading
- Interviews
- Quiz

Benchmark
- Creating
- Feedback
- Building
- Writing
- Preparing
- Drafts

Culminating Event and Presentations
- Authentic demonstration of deeper learning

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Reflections for Improvement and Conclusion

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Reflections for Improvement

Authenticity & Relevancy - Real world challenge, need, problem, concern
Inquiry
Student Voice & Choice
Collaboration
Content Knowledge & Skills
Employability Skills
Reflection
Publicly Presented Product
Feedback & Revision
Community Partnerships

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Reflections for Improvement

- Significant Content
  - Content Standards
    - Significant academic relevance
- Driving Question
  - Establish Learning Goals
    - Start with the End in Mind
    - No Distinct Course of Learning
- Student Voice and Choice
  - Students Choose the Direction of their Learning
    - Responsible Autonomous Learning
    - Student-Centered Learning
    - Inquiry Discovery
- Develop 21st Century Skills
  - Collaboration
    - Communication
    - Technology Rich
  - Presentation Skills
    - Critical Thinking
    - Knowledge Management
    - Intelligent Listening
- Inquiry Innovation
  - Instructor Facilitated
    - Meaningful Learning
    - Defined Concepts
    - Product Takes Shapes
- Feedback and Revision
  - Assess
    - Redirect
    - Rethink
    - Enforce Success
- Publicly Presented Product
  - Real-world Competence
    - Demonstrate Outcomes
    - Learning Ownership

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Preparing Assessments and Grading Criteria

10 Teacher Mindsets

1. Sees projects as the overarching framework through which they can address other academic content and ideas.
2. Manages personal improvement, lesson planning, PLCs, etc. as projects.
3. Connects other important personal development goals for students, such as social and emotional learning, into each project.
4. Possesses curiosity about the world and is a lifelong learner.
5. Views personal involvement, back to school, school improvement and other initiatives as projects.
6. Sees learning as a series of projects, all leading to deeper learning outcomes.
7. Has an innovation mindset.
8. Sees problems that need to be solved as a positive challenge.
9. Is able to balance right-brain and left-brain activities.
10. Embraces tension between clarity and ambiguity.

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Thank you