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Implementing Project-Based Learning (PBL) as a Formative Assessment Tool

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PBL: definition

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Project-Based Learning (PBL) “in the additional language classroom (e.g., TESOL) involves learners working in **fixed groups** for a **planned period** to **research** a phenomenon or study a problem, and **produce one or more ‘products’** in the **target language** (e.g., English) as evidence of their enquiry” (Anderson, 2021, pp.45-46).

Overview

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1. PBL: Definition and main principles

2. Strategies to enhance YL assessment in PBL

3. Real-life examples from YL's projects in Vietnam

PBL: Main principles

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- learner-centredness
- scaffolding (providing support)
- collaborative problem-solving
- a public presentation

in EFL specifically:

- *focus on form and explicit language instruction*
- *simultaneous development of language, content, and skills*
- **and (most importantly) ...**



1. What is PBL?



Formative Assessment of YLs with PBL

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Peer Feedback

- students providing constructive comments on classmates' projects
- promotes collaboration and shared learning experiences



Self-Evaluation & Reflection

- students assess their own work to identify strengths and areas for improvement, and reflect on their learning experiences

Teacher evaluation

- supervision of the project
- focus extends *beyond* linguistic accuracy to include presentation skills



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- use guiding questions and/or a 5-star system for peer evaluation
- introduce reflection journals and/or portfolios for YLs to refer to

- provide templates, functional language and guidance to help YLs build their language and project skills

- use mini-group presentations, 'science fairs', whole-class talks, performances, compile 'a book of students' writings'
- invite other classes to watch and give feedback, etc.

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SIA Project 2 PEER FEEDBACK		Name: _____
TEAM NUMBER		
What problem / goal / task about?		
Who / problem / object? Why? How?		
Why / think /is serious problem?	SELF-REFLECTION	
First rule? Why / highlight?	After my presentation I feel _____ because _____	
second / rule? Why / necessary?	I THINK I did/didn't do well because _____	
Third rule? Why / need?	_____	
fourth rule? Why / important?	I liked / didn't like this project because _____	
fifth rule? Why / necessary?	I enjoy / didn't enjoy working with my team because _____	
What did you like about their project? Why?	What I learn from this project is/are _____	
What should they change? Why?	Next time I will _____	
Who is the best presenter? Why?		

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Name: _____ Project Group #: _____

What rules or laws could make Vietnamese cities safer?

1. Choose a safety problem that affects Vietnam. Here are some examples:

- ☐ Dangerous roads
- ☐ Not enough public transportation (buses, trains, etc.)
- ☐ Healthcare for the poor
- ☐ Bad animal treatment
- ☐ Unsafe buildings
- ☐ Air pollution
- ☐ Environmental protection
- ☐ Another problem? _____

The safety problem our group chose to research is _____

This problem affects _____

We think this is a serious problem because _____

2. Research your topic and come up with some ideas for rules or laws that could help.

1. (rule) _____
(how it will help) _____

2. (rule) _____
(how it will help) _____

3. (rule) _____
(how it will help) _____

4. (rule) _____
(how it will help) _____

5. (rule) _____
(how it will help) _____

NAME: _____ TEAM # _____

PRESENTATION NOTES

Good evening. We are group number _____. Our group consists of _____
_____ and _____. Today we are going to teach you about _____
_____ why it's a problem, and what we want to do to help.
_____ affects _____ and _____

First, it's a problem for _____ because _____

To help fix this problem, our group came up with some rules. The first rule is _____
_____. It will help (how?) _____

The second rule is _____

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S4 Project 1 Cheat Sheet

TEAM # _____

Questions to answer in your groups:

- What are your hobbies?
- What hobbies would you like to try?
- What are some extreme hobbies?
- Where can we learn new hobbies?

Language to use:

- I love/like/hate... "gerund (Ving)"
- "Gerund (Ving)" is more than... than...
- "Gerund (Ving)" is more/less... than...
- I'd like to try "gerund (Ving)"

EXAMPLES OF INFOGRAPHICS

Favorite Hobbies

Hobby	Percentage
Reading	25%
Swimming	15%
Walking	10%
Watching TV	10%
Listening to music	10%
Other	30%

What's your favourite hobby?

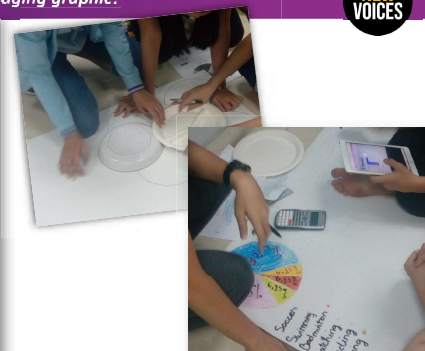
Gender	Reading	Swimming	Walking	Watching TV	Listening to music
Male	10	10	10	10	10
Female	15	15	15	15	15

What's your favourite hobby?

Year	Reading	Swimming	Walking	Watching TV	Listening to music
2010	10	10	10	10	10
2011	15	15	15	15	15
2012	20	20	20	20	20
2013	25	25	25	25	25
2014	30	30	30	30	30

S4 PROJECT 1 SURVEY & RESEARCH

Where	Favorite hobby	How often do you practice it?	How long have you been doing it?	What recreational facilities would you like to try? (what's not? because it's interesting or not)
Male	Reading	Once a week	10 years	Swimming
Female	Swimming	Once a week	10 years	Reading



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4/5 Level: B1. Driving Question: How can we visually represent the different hobbies of our class through an engaging graphic?

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SA PROJECT 1 PEER FEEDBACK & SELF-REFLECTION

ACTIVE LISTENING TEAM # _____ TEAM # _____ TEAM # _____

how long / doing? (the least popular activity)

new hobbies / would like / to try? Why?

UNUSUAL hobby? popular? who try? expensive? popular in WHO? You / take it up?

SA PROJECT 1 PEER FEEDBACK & SELF-REFLECTION

ACTIVE LISTENING TEAM # _____ TEAM # _____ TEAM # _____

how long / doing?

one most popular activities?

new hobbies / would like / to try? Why?

UNUSUAL hobby? popular? who try? expensive? popular in WHO? You / take it up?

SELF-REFLECTION

After my presentation I feel _____ because _____ I think I didn't do well because _____

I liked / didn't like this project because _____

I enjoyed / didn't enjoy working with my team because _____

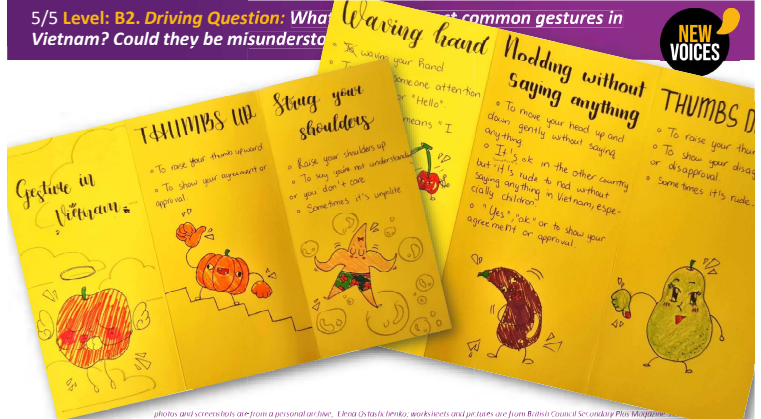
What I learn from this project is/are _____

Next time I will _____

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5/5 Level: B2. Driving Question: What are three most common gestures in Vietnam? Could they be misunderstood in other countries?

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5/5 Level: B2. Driving Question: What are three most common gestures in Vietnam? Could they be misunderstood in other countries?

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BRITISH COUNCIL Secondary Plus

NAMES: _____

Create an information poster

You should describe 3 gestures. How do you perform the gesture? What does it mean? Why is it used?

Gesture 1 _____

Notes: _____

Gesture 2 _____

Notes: _____

Gesture 3 _____

Notes: _____

12. WRITE A GUIDE

Follow the steps to write a guide about gestures.

- Look at the words and expressions. What gesture do you use to express these in your country?
- Think of three other common gestures in your country.
- Imagine how the gesture could be misunderstood. Brainstorm ideas.
- Imagine aliens have landed on Earth. They're friendly and have come to study humans. Choose three gestures from steps 1 and 2 to teach the aliens.
- Write a paragraph for each gesture, explaining:
 - what the gesture means
 - how to do the gesture
 - whether it's common in your country

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5/5 Level: B2. Driving Question: What are three most common gestures in Vietnam? Could they be misunderstood in other countries?

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5/5 Level: B2. Driving Question: What are three most common gestures in Vietnam? Could they be misunderstood in other countries?

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macmillan education

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advancing > learning academic programme

I'm a NEW VOICES speaker!



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THANK YOU

Please leave your feedback



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References and Further Readings

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