COMPASS

LESSON 12: PROJECT PRESENTATIONS

AGE: Adult
LEVEL: Upper Intermediate
TIME: 90 minutes
LANGUAGE FOCUS: peer-reviewing written and spoken language
SKILLS: speaking, writing
MATERIALS: student worksheet for Lesson 12; recording devices for groups that chose presentations or video projects; feedback forms; tablets/laptops (and headphones) for viewing completed projects during the feedback stage
OVERVIEW: to guide students through completion, upload and peer review of projects; to enable end-of-course reflection.
STUDENTS WILL:
• complete and upload their projects
• review and give feedback on their classmates' projects
• reflect on their learning from Compass lessons 1–12

REFLECTING ON COMPASS

ACTIVITY 1

Students review language learnt in Compass 11 for working effectively in groups

Put students in groups of four. Try to put them with classmates they don't usually sit with. Tell them to read the rubric and discuss the task. When they have finished, give each group an opportunity to explain their action plan to the rest of the class and justify it by explaining how they reached their decisions. Once finished, ask them to evaluate how well they worked together as a team in this activity.

TEACHING TIP: There is no right or wrong answer to this activity, so you should encourage students to be creative. As part of the evaluation, you could point out to students that the exercise was a test of the teamwork skills they will need to apply when preparing their group presentation. Have they learned any lessons they can apply now, or in the future?

ACTIVITY 2

Students review what they have learnt in Compass lessons 1–11

Still in their groups, ask students to complete the table by reviewing lessons 1–11 and filling in what they have studied in each lesson. If you have not done all the lessons either omit this activity or ask students to omit the relevant lessons.

Key (suggested answers):

Lesson	Title	What we learnt about
Compass 1	Culture shock	culture shock; what culture means; cultural interviews
Compass 2	Cultural interviews	making cultural interview film clips; how to use a wiki
Compass 3	Eating habits	cultural eating habits; using the passive voice
Compass 4	Expressing opinions	discussing controversial issues (e.g. horse meat scandal); giving opinions
Compass 5	Attitudes to culture	attitudes to culture; asking appropriate questions
Compass 6	Questions	question types; discourse markers and Yanomami tribal customs
Compass 7	Preparing an interview	analysing cultural interviews; language for stopping people in the streets
Compass 8	Politeness and dealing with problems	making questions polite; solving problems that may arise in interviews
Compass 9	Telling a story	language for storytelling; adjusting to life in a new country/culture (Botswana to England); looking back at the interview process
Compass 10	Preparing a project	looking at interview data; the structure of magazine articles
Compass 11	Teamwork	language for group work; how to make effective group presentations/video projects

THE SIX MOST INTERESTING THINGS

Students now use their plan, and what they have learnt about their chosen format, to help them write up or record their project ready for uploading onto the wiki. The worksheet guides them through this process.

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It is important that students do NOT focus on the uploading stage at the expense of the project creation stage. There are tips within the procedure to help you ensure that students benefit fully from the learning opportunities afforded. You do not need to use the wiki at all, if you have technical issues. Students could present in person, or print out their articles to pass around, rather than uploading.

ACTIVITY 1
Students work on their projects, using guidelines to help them

Students are given some guidelines to consider. This reminds them to consider issues of language and style as they create their project. Emphasize that students should use the three genre-focussed activities to help them meet the criteria of their chosen format. Recommend that they keep returning to these guidelines and checking that they are still following them. Remind them also to use the table and summary that they produced in Compass 10.

ACTIVITY 2
Students use a checklist to help them structure their project

Tell students to use the checklist to help them write or record their project. Remind them to pay careful attention to the language they are using. It will take students some time to produce a good quality piece of work suited to being uploaded onto the class wiki. Encourage them to take care over their work and not to rush through it. Monitor while they work, and if you notice any errors, point them out to the students and guide them to fix these.

> **TEACHING TIP:** When you monitor, check that students are using their handout, referring to the guidelines and using the table/summary they produced in Compass 10. During this activity, go round each group and ask them what they have been using to help themselves.

ACTIVITY 3
Students complete and check their projects

Tell students to use the checklist to verify that they have not neglected any of the project requirements. This is to ensure that their project is of a good quality. While preparing their project, students may forget about the criteria, so this gives them the chance to check their work and make any adjustments that may be necessary. Monitor and check they do this. You could spend a few minutes with each group and ask them what they think are the most important things to remember to include in relation to their genre.

ACTIVITY 4
Students upload their projects

Ask students to upload their projects. Students can use their handouts from Compass 2 to help them with the uploading process if they cannot remember how. If you have time, preface this activity with a brief whole class review phase in which you quickly elicit each stage of the uploading to wiki process. If you do, make a note of each stage on the board as you elicit it, to help students keep track – short prompts would be enough for this; long sentences are not necessary.

> **TEACHING TIP:** While students are working, turn on the computer and navigate to the wiki page. This way, you will be ready if any students need extra help with the process. You can then switch the projector on if your classroom has one and demonstrate whichever part of the process they are struggling with.

PROJECTS AND FEEDBACK

ACTIVITY 1
Students consider what feedback is and who can give it

Let students discuss the questions in their groups, then ask each group share their answers with the whole class. This should focus their minds on the importance of feedback, including positive feedback, and remind them that it is not only the teacher who is able to give feedback. When they have finished, conduct whole class feedback.

Key:
i.   The Macmillan English Dictionary Online defines feedback as 'comments about how well or how badly someone is doing something, which are intended to help them do it better'.
ii. No, feedback also includes positive comments about how good a piece of work is.
iii. yourself (self-assessment), your peers (peer review), your teacher
iv. Feedback helps you know what you are doing right and what you are doing wrong. Awareness of these things is the first step to being able to address what you are doing wrong and continue what you are doing right.

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TEACHING TIP: Now is a good time to check that students are open to the idea of peer feedback – and, if they are resistant to it, to explain the benefits of it. (You and your classmates' levels are all slightly different, so you can learn from those who are stronger from you; it gives you a wider range of suggestions to consider; looking at others' work can give you ideas for how to improve your own, etc.) If they are resistant, explain that they will still get feedback from you but can learn a lot extra through the peer review process.

TEACHING TIP: This final reflective activity is important as it helps students to consolidate their awareness of what they have learnt and will take away with them. An important thing to remind students of at this stage is that as well as the language and cultural information, they have learnt a way of using their environment as a learning tool. Encourage them to use it again in future. They do not need to produce a big project each time, but they can use everything they've learnt about questioning and analysing data to help increase their understanding of what is going on around them and their competence in managing intercultural encounters.

ACTIVITY 2

Students review their classmates' projects

Give students the feedback handout. Each group will need one handout for any other group that they will give feedback to. Explain to students that they need to complete one handout for each project. When they have finished, they should give each handout to the group whose project it refers to. You could fill in a handout for each group too – especially if they are dubious about peer review. Once each group has received all their feedback, they can decide what changes they want to make based on this. Encourage students to discuss the feedback in their groups and agree together on what changes they want to make and why, rather than noting down every single change that is suggested.

ACTIVITY 3

Students complete the checklist for Compass 11 and 12

Focus students' attention on the checklist for Compass 11 and 12. Explain that they should tick the items they feel confident about. If they do not feel confident enough to tick the item, they should make a note of why. After students have had time to do this, let them share their answers in groups.

ACTIVITY 4

Students reflect on what they have learnt during the whole Compass course

Conclude this lesson, and the course, by focusing students on the final reflection activity. Students first reflect individually, by answering the prompt questions and making notes in the space provided. Then, in groups, students discuss their answers to the prompt questions. Do whole class feedback to let them share what they have discussed in their groups.

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REFLECTING ON COMPASS

ACTIVITY 1

Imagine you are walking in the hills when one of your group members twists an ankle and cannot walk. There are two hours left till dark. The nearest town is 3.5hrs away. You have no mobile phone reception and need to decide what your plan of action will be. Working together as a team, what do you do?

Explain your decision to the rest of the class along with your reasoning.

ACTIVITY 2

In Compass lessons 1–11 you studied many different things. Looking back, can you remember what they were? With your group, fill in the final column, writing the things you learnt in each lesson.

Lesson	Title	What we learnt
Compass 1	Culture shock	
Compass 2	Cultural interviews	
Compass 3	Eating habits	
Compass 4	Expressing opinions	
Compass 5	Attitudes to culture	
Compass 6	Questions	
Compass 7	Preparing an interview	
Compass 8	Politeness and dealing with problems	
Compass 9	Telling a story	
Compass 10	Preparing a project	
Compass 11	Teamwork	

Compare your table with your classmates.

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THE SIX MOST INTERESTING THINGS

ACTIVITY 1

It is now time to carry out your group project – 'The six most interesting things we've learned from Compass'.

Whatever format you have chosen to use (article, video project or group presentation), make sure you think about:

✻ language and style
   Is the language and style you are using correct for your format?
✻ content
   Will it interest your audience?
✻ visual/aural appeal
   Does it look good? Do you speak clearly? Will it attract your audience?

ACTIVITY 2

Whatever format you have chosen to use, you will need to structure your information clearly. You need to include:

✻ a title, e.g. The six most interesting things we've learnt from Compass.
✻ an introduction.
✻ a clear description of each interesting thing:
   • what is it?
   • how did you discover it?
   • is it linked in any way to your other discoveries?
   • why is it interesting?
✻ a conclusion.

Using this checklist and your notes from Compass 10, now work in your group and write or record your project.

ACTIVITY 3

Once you have finished your project, use the checklist below to make sure you are ready to upload it:

✻ We have chosen interesting content to include in our project.
✻ Our information is clearly structured.
✻ We have used the correct language and style for our chosen format.
✻ We have made our project as attractive as possible for our audience.

ACTIVITY 4

When you are ready, upload your project onto the class wiki. Look at the handout from Compass 2 to help you remember how to use the wiki.

PROJECTS AND FEEDBACK

ACTIVITY 1

What is feedback? Work in your groups. Discuss the following questions:

i. What is feedback?
ii. Does feedback refer only to negative comments?
iii. In the classroom, who can give you feedback?
iv. How can feedback help you improve your language skills?

ACTIVITY 2

Watch or look at the projects your classmates have made. In your group, give them feedback. (Your teacher will give you a handout to help you.) Complete one handout for each project. Then give it to the project creators.

Look at the feedback you got from other groups. How could it help you to edit and improve your project? Write down what improvements you want to make in the space below:

_____

_____

_____

_____

_____

_____

_____

_____

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ACTIVITY 3

How do you feel about what you have done in Compass 11 and 12? Tick the items you feel about confident about. If you do not feel confident about an item, write why.

I can:

☐ make suggestions.

☐ ask other people for their suggestions.

☐ respond to other peoples' suggestions by agreeing, disagreeing and asking questions.

☐ present information using the appropriate language and style for my chosen format.

☐ give and respond to feedback.

ACTIVITY 4

Write your answers to the following questions in the space provided:

i. What have you learnt about culture?

e.g. *I have learnt that in Britain it is generally not considered acceptable to eat horse. I have learnt how to phrase questions in different ways.*

_____

_____

_____

ii. What similarities and differences have you found between your culture and other cultures?

_____

_____

_____

iii. What new pieces of language have you learnt?

_____

_____

_____

iv. What else have you learnt?

_____

_____

_____

v. Look at the following checklist. Tick the things that you can do.

After completing Compass I can:

☐ talk about cultural experiences

☐ make short film clips

☐ use a wiki

☐ use the passive voice

☐ make suggestions

☐ recognize and use different question types

☐ work well in a team

☐ tell stories

☐ create cultural questionnaires

☐ conduct an interview

☐ make polite questions

☐ stop people in the street

☐ deal with problems I might encounter when doing cultural interviews

☐ give opinions about controversial topics

☐ agree and disagree with others' opinions about controversial topics

☐ analyse interview data

☐ recognize and apply features of a magazine article

☐ recognize and apply features of a group presentation

☐ recognize and apply features of a video project

Now share your answers with your group. Listen carefully to the other students. Maybe they will remind you of something else that YOU have learnt too! Add anything you have forgotten to your notes.

Congratulations on completing the Compass course!

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Project title: _____

(If there is no title, just write the group members' names here)

CONTENT

I found this project interesting because _____

_____

I think this project could be improved by _____

_____

LANGUAGE

I noticed the following mistakes _____

_____

STYLE

(If spoken) I thought the participants did well because _____

_____ . I think they could improve by _____

_____

(If written) I thought the text was good because _____

_____ . I think they could improve by _____

_____

OVERALL

I think the best thing about this project is _____

_____

I think one thing that would really improve this project is _____

_____

Signed: _____

(The names of people in your group)