

## **Omiya: September**

### **Are they experienced?: designing projects for English language learners**

**By Mr. Michael Stout**

The presenter first summarized the situation how English is taught and learned in Japan. Japanese high school students, in general, learn English as a test tool. That is, their purpose for language learning ends when their tests end. Accordingly, EFL teachers do not put enough efforts for cooperating project work in their classes, which Mr. Stout does not support.

In the next session, Mr. Stout demonstrated how projects can be implemented. Models proposed by Kilpatrick and Stoller, lesson plans, task worksheet, and materials created by students were introduced. In terms of the models adopted by Stoller', there are following steps: (1) Agree on a topic or theme, (2) Determine the final outcome, (3) Structure the project, (4) Instructor prepared students for the language demands of information gathering, (5) Students gather information, (6) Instructor prepares students for the language demands of compiling and analyzing data, (7) Students compile and analyze information, (8) Instructor prepared students for the language demands of the culminating activity, (9) Students present final product, and finally (10) Students evaluate the project.

Each participant spent time to produce an outline for the project which can implement into their own classroom contexts. By the end of the workshop, the individual shared their project work to other group members. The presenter successfully demonstrated and persuaded the participants to the benefits of project work.