

# Using Final Presentations in the ESP Classroom as a Confidence and English Boost

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## 1. INTRODUCTION

- In the ESP classroom, there is often a mixture of levels of students' English.
- Scaffolded instruction and a reasonable amount of time will allow each student to successfully finish a project that the student demonstrates for a final presentation.
- Selecting a project that can be used even after the course is finished energizes students to produce excellent work.
- The student revises the text they use for their project, usually attaining a level of English that they would not be able to achieve by themselves.
- Students report a sense of accomplishment with their work. A good number of students have reported using their project in volunteer activities, and at their place of employment after graduating from St. Margaret's Junior College.

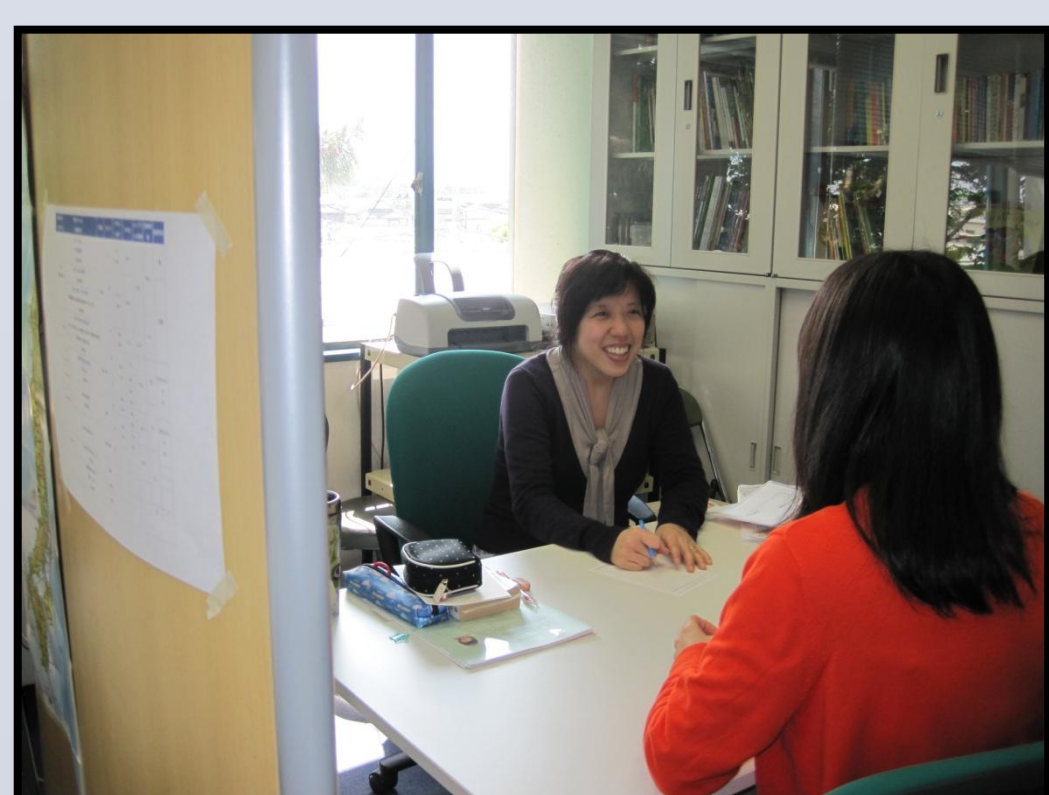
## 2. RATIONALE

1. Students are first and second year Early Childhood Education majors with a wide range of ability in English. (Eiken Level 3-pre 1)
2. An informal needs analysis showed that students would benefit from developing materials they could use as preschool teachers. Students selected storytelling as the activity they wanted to be able to do.
3. Two different theaters requiring an English script and craft work have been developed into final presentations for the spring and fall terms of the English Communication course.

## 3. TASK BREAKDOWN

1. Week 4 (out of 15 weeks): Submit title of selected story
2. Week 7: Submit first draft of written story in both English and Japanese for comparison. If student is using a story that was originally written in English, they may use that as their text and not need to submit the Japanese. Students with a low level of English, or low in confidence often choose this route. Students that are translating their stories may continue to revise until they are satisfied with the grade they receive from the teacher.
3. Week 13: Deadline for props. This is recommended as errors can be corrected before the final presentation.
4. Week 14 and 15: Final Presentations (2 class sessions to accommodate all students)

**"Production forces learners to pay attention to grammar and helps to automatize existing L2 knowledge." - (Skehan as cited in Ellis, 2003)**



Meeting with a student one-on-one at our Learning Center to help revise her story or practice her pronunciation

Paper Prop Theater



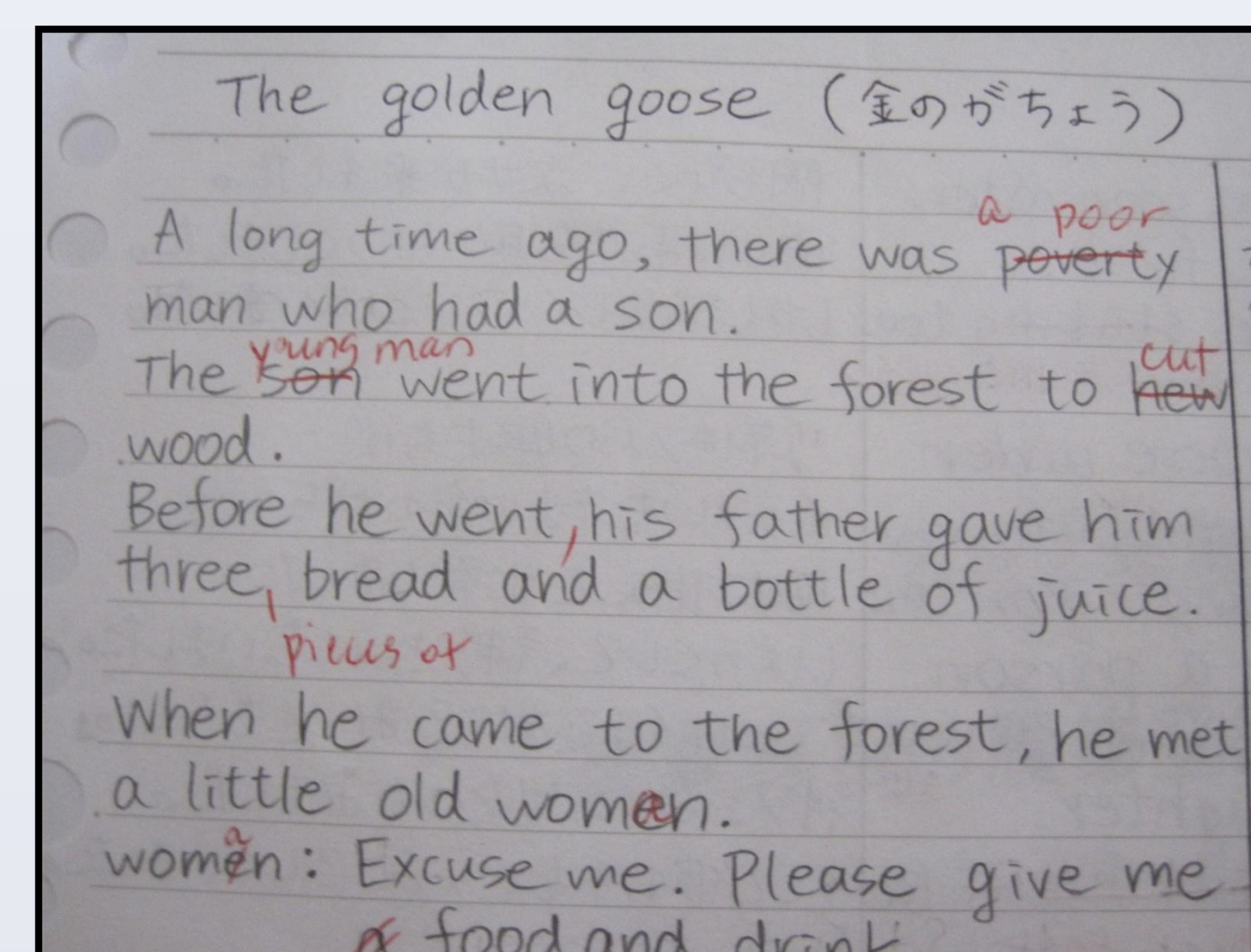
Apron Theater



## 4. TEXT SELECTION

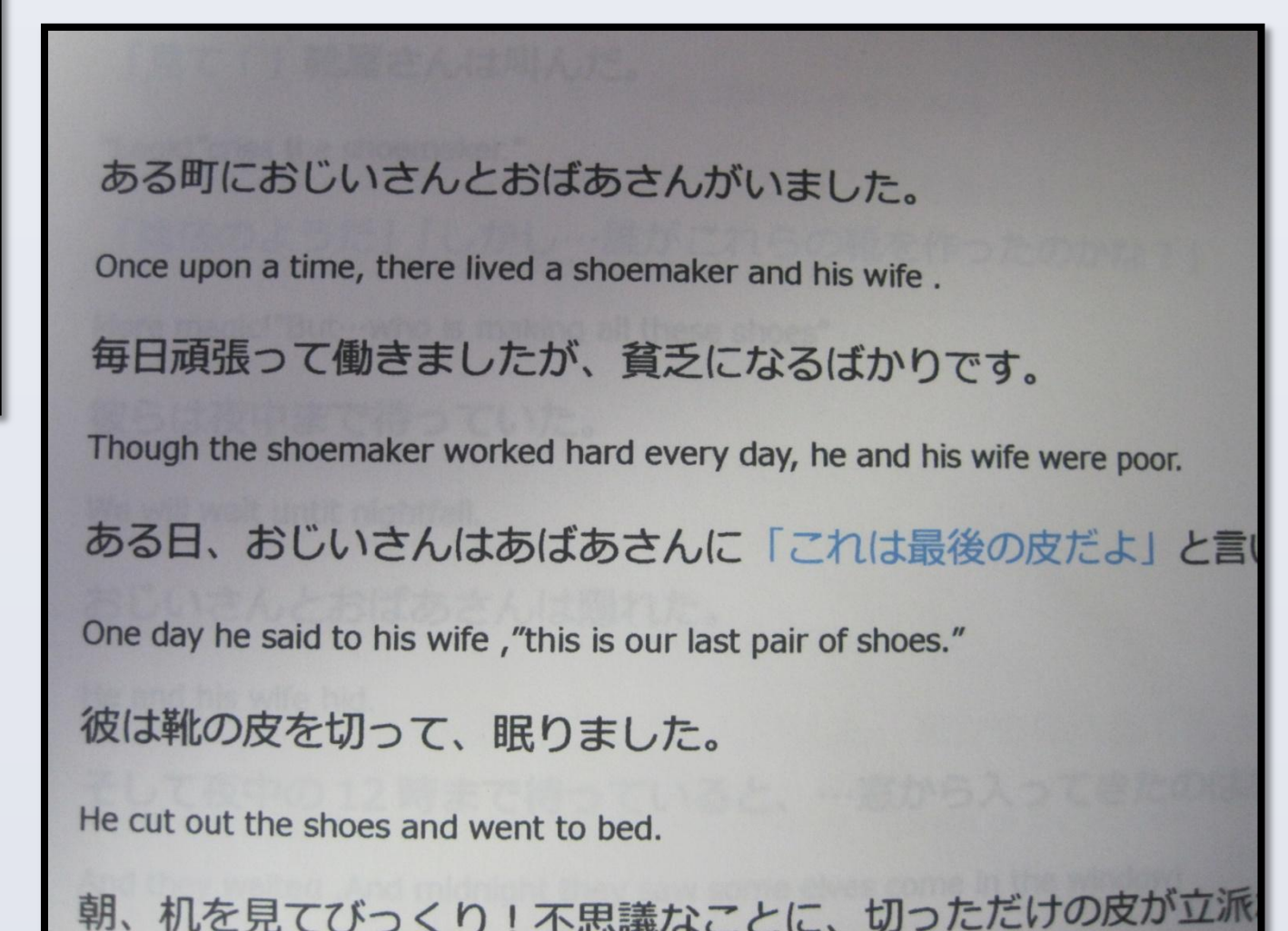
- Students select their story, but they must have teacher approval before starting the project.
- Students are reminded to select a story they enjoy, but not to forget their target audience's age (3-5 years old).
- Guidance is provided in class for story selection and project development.
- Students are encouraged to make use of the college learning center for one-on-one assistance. Bilingual teachers can assist with text translation and both Japanese and native English teachers with pronunciation and fluency practice.

## 5. TEXT DEVELOPMENT



Example of student work with instructor's revisions

Example of student's bilingual text



**Pressure on language production can include scaffolding by teacher, both negative and positive to encourage accuracy, experimentation, and complexity. - Willis and Willis, p. 157**

## 6. REFERENCES

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## 7. ACKNOWLEDGEMENTS

Grateful thanks go to my students who kindly allowed me to photograph their work for this presentation. Also, much appreciation to the West Tokyo JALT members on Facebook who kindly alerted me to this wonderful SIG in JACET who sponsored this symposium along with UEC Tokyo.

Some students wrote an original story and saw it published in the college student journal



Preparing students for a successful future