Implementing a “5-i” show project in large EFL classes: Perceptions, practice & challenges

Wang Yi & Wang Jing
Waikato Institute of Technology
Shandong University of Technology

10 – 11 – 2018
Outline

Background to this study

Literature review & research questions

Research setting, participants & methods

Findings

Discussion and implications
Background to this study
**LEARNER AUTONOMY PROJECT FOR TEACHERS AT SDUT**

**PROFESSIONAL DEVELOPMENT WORKSHOP 1**

**WHAT IS LA?**

Roger Barnard  
Wang Yi  
June 2014

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**LEARNER AUTONOMY PROJECT FOR TEACHERS AT SDUT**

**PROFESSIONAL DEVELOPMENT WORKSHOP 2**

**HOW CAN LA BE PROMOTED IN YOUR CONTEXT?**

Roger Barnard  
Wang Yi  
June 2014

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**TASK 2: LEARNERS’ RESPONSIBILITIES:**

- Determining the objectives  
  1 2 3 4 5
- Defining the pace of learning  
  1 2 3 4 5
- Selecting methods and techniques  
  1 2 3 4 5
- Choosing learning materials  
  1 2 3 4 5
- Evaluating what has been learnt  
  1 2 3 4 5

- To what extent can your students do these things?
- Be yourself, indicate your opinion
  
  1 = not at all 2 = a little 3 = to some extent 4 = quite well 5 = very well
- Share your views with your group

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**TASK 5: INVOLVING LEARNERS**

- The teachers were asked to say how desirable it was to involve students in certain course decisions.

<table>
<thead>
<tr>
<th>Decision</th>
<th>Desirable</th>
<th>Undesirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom management</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Teaching methods</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Assessment</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Topics</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td>Activities</td>
<td>81%</td>
<td>19%</td>
</tr>
<tr>
<td>Materials</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Objectives</td>
<td>43%</td>
<td>57%</td>
</tr>
</tbody>
</table>

- How desirable is it for your learners to be involved in such decisions?
Learner autonomy (LA)

- “the ability to take charge of one’s own learning” (Holec, 1981, p. 3)
- “the capacity to take control of one’s own learning” (Benson, 2001, p. 47)
- Constructing learner autonomy through control shift (Wang, 2016)
Project-based learning (PBL)

- Project-based learning (PBL) is based on the use of authentic, significant (i.e. substantial and requiring some time) projects which require students to work through an inquiry process, often across courses, cohorts and even programmes.

- Project-based learning aims to tap into students’ decision-making abilities, curiosity and interests in ‘real world’ experiences that align with their own interests and vocational aims. 

(Thinglink, 2015)
PBL & LA (Thinglink, 2015)

- a powerful way to help learners develop skills of research, **autonomy** and collaboration.
- can **take many forms** and can be completed internally or in partnership with external stakeholders.
- applicable to **a diversity of cultural contexts**.
The project

- to intrigue
- to inform
- to inspire
- to interact
- to involve

5-i Show

WO

SHOW

Ai

LOVE
From sage on the stage to guide on the side

"The Sage on the Stage"

5-i Show Project
Research Questions

**RQ 1**: How did the students perceive the concept of learner autonomy and receive the “5-i” Show?

**RQ 2**: What effect did the project have on the development of learner autonomy?

**RQ 3**: What challenges were encountered in the project implementation and how were they met?
Research setting, participants & methods

A Chinese university

Six large classes (80 +/- ss in each) of non-English major ss

- Observations (Photos & recordings)
- Interviews
- Questionnaire
Project implementation

Prepare to show
- Choose what to show
- Decide on how to show it

Show it
- Peer teaching show
- Talent show

Evaluate it
- Teacher evaluation
- Peer evaluation

Reflect on it
- Benefits
- Challenges
REPORT FINDINGS
ss. Talent show-Zhao Solo

Peer evaluation-Scoring

Dance and Interaction
RQ 1: How did the students perceive the concept of LA and receive the “5-i” Show?

<table>
<thead>
<tr>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learner autonomy requires the learner to be totally independent of the teacher.</td>
<td>38(15.7%)</td>
<td>47(19.42%)</td>
<td>101(41.74%)</td>
<td>43(17.77%)</td>
<td>13(5.37%)</td>
<td>2.78</td>
</tr>
<tr>
<td>2. Autonomy means that learners can make choices about what to learn and how to learn.</td>
<td>13(5.37%)</td>
<td>18(7.44%)</td>
<td>73(30.17%)</td>
<td>81(33.47%)</td>
<td>57(23.55%)</td>
<td>3.02</td>
</tr>
<tr>
<td>3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.</td>
<td>8(3.31%)</td>
<td>27(11.16%)</td>
<td>63(26.03%)</td>
<td>90(37.19%)</td>
<td>54(22.31%)</td>
<td>3.64</td>
</tr>
<tr>
<td>4. Individuals who lack autonomy are not likely to be effective language learners.</td>
<td>316(55%)</td>
<td>23(2.68%)</td>
<td>84(14.59%)</td>
<td>72(13% )</td>
<td>72(29.75%)</td>
<td>3.75</td>
</tr>
<tr>
<td>5. It is earlier to promote learner autonomy with beginners.</td>
<td>65(26.86%)</td>
<td>88(36.36%)</td>
<td>59(24.38%)</td>
<td>57(23.55%)</td>
<td>3.69</td>
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</tr>
<tr>
<td>6. Motivated language learners are more likely to be learners who are not motivated.</td>
<td>56(29.34%)</td>
<td>66(27.27%)</td>
<td>102(42.15%)</td>
<td>3.91</td>
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<tr>
<td>7. Confident language learners are motivated language learners who lack confidence.</td>
<td>57(23.55%)</td>
<td>73(30.17%)</td>
<td>91(37.6%)</td>
<td>3.94</td>
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<tr>
<td>8. Learner autonomy allows language learners to do activities otherwise would not do.</td>
<td>64(26.45%)</td>
<td>85(35.12%)</td>
<td>62(25.62%)</td>
<td>3.69</td>
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<tr>
<td>9. Learner autonomy is promoted when they do activities that they do.</td>
<td>78(32.23%)</td>
<td>92(38.02%)</td>
<td>49(20.25%)</td>
<td>3.66</td>
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<tr>
<td>10. Learner autonomy cannot be promoted in teacher-centred classrooms.</td>
<td>26(10.14%)</td>
<td>51(21.07%)</td>
<td>46(19.01%)</td>
<td>17(7.02%)</td>
<td>2.92</td>
<td></td>
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<tr>
<td>11. Learner autonomy is promoted by activities that encourage learners to work outside the classroom.</td>
<td>5(2.07%)</td>
<td>20(8.26%)</td>
<td>72(30.17%)</td>
<td>51(21.07%)</td>
<td>3.69</td>
<td></td>
</tr>
<tr>
<td>12. To become autonomous, learners need to develop the ability to evaluate their own learning.</td>
<td>6(2.48%)</td>
<td>15(6.32%)</td>
<td>67(27.69%)</td>
<td>104(42.98%)</td>
<td>3.73</td>
<td></td>
</tr>
<tr>
<td>13. The ability to monitor one’s learning is central to learner autonomy.</td>
<td>6(2.48%)</td>
<td>13(5.37%)</td>
<td>57(23.55%)</td>
<td>99(40.91%)</td>
<td>67(27.69%)</td>
<td>3.86</td>
</tr>
<tr>
<td>14. Co-operative group work activities support the development of learner autonomy.</td>
<td>6(2.48%)</td>
<td>20(8.26%)</td>
<td>75(30.99%)</td>
<td>86(35.54%)</td>
<td>55(22.73%)</td>
<td>3.68</td>
</tr>
<tr>
<td>15. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.</td>
<td>7(2.89%)</td>
<td>11(4.55%)</td>
<td>58(23.97%)</td>
<td>102(42.15%)</td>
<td>64(26.45%)</td>
<td>3.85</td>
</tr>
</tbody>
</table>

Likert Scale: Perceptions of LA
13 / 15  3.62 to 4.01
RQ 1: How did the students perceive the concept of LA and receive the “5-i” Show?

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<th>5</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The 5i-Show Project arouses interest in learners by encouraging learners to learn by finishing their task or activity independently.</td>
<td>5(2.07%)</td>
<td>15(6.2%)</td>
<td>62(25.62%)</td>
<td>94(38.84%)</td>
<td>66(27.27%)</td>
<td>3.83</td>
</tr>
<tr>
<td>2. The 5i-Show Project promotes learner autonomy by involving learners in decisions about what and how to learn promotes learner autonomy.</td>
<td>3(1.24%)</td>
<td>16(6.61%)</td>
<td>69(28.51%)</td>
<td>92(38.02%)</td>
<td>62(25.62%)</td>
<td>3.8</td>
</tr>
<tr>
<td>3. The 5i-Show Project promotes learner autonomy through regular opportunities for learners to complete tasks alone.</td>
<td>3(1.24%)</td>
<td>11(4.55%)</td>
<td>73(30.17%)</td>
<td>86(35.54%)</td>
<td>69(28.51%)</td>
<td>3.86</td>
</tr>
<tr>
<td>4. Learners who are not likely to be effectively involved in the 5i-Show Project are individuals who lack autonomy.</td>
<td>45(18.52%)</td>
<td>36(14.89%)</td>
<td>83(33.42%)</td>
<td>65(26.86%)</td>
<td>41(16.94%)</td>
<td>3.33</td>
</tr>
<tr>
<td>5. The 5i-Show Project is more suitable to proficient language learners.</td>
<td>84(34.71%)</td>
<td>48(19.83%)</td>
<td>36(14.89%)</td>
<td>56(22.97%)</td>
<td>36(14.89%)</td>
<td>3.61</td>
</tr>
<tr>
<td>6. Motivated language learners are more likely to get involved in the 5i-Show Project.</td>
<td>95(39.26%)</td>
<td>69(28.51%)</td>
<td>38(15.65%)</td>
<td>42(17.15%)</td>
<td>27(10.86%)</td>
<td>3.89</td>
</tr>
<tr>
<td>7. Confident language learners are more likely to learn autonomously than those who lack confidence in the 5i-Show Project.</td>
<td>86(35.54%)</td>
<td>70(28.93%)</td>
<td>42(17.15%)</td>
<td>59(23.94%)</td>
<td>42(17.15%)</td>
<td>3.85</td>
</tr>
<tr>
<td>8. The 5i-Show Project helps learners develop autonomy more effectively.</td>
<td>103(42.56%)</td>
<td>59(23.94%)</td>
<td>42(17.15%)</td>
<td>63(25.62%)</td>
<td>59(23.94%)</td>
<td>3.82</td>
</tr>
<tr>
<td>9. Study tasks which require learners to make a project presentation in public promote learner autonomy in the 5i-Show Project.</td>
<td>5(2.07%)</td>
<td>46(18.52%)</td>
<td>78(31.4%)</td>
<td>97(40.08%)</td>
<td>58(23.94%)</td>
<td>3.79</td>
</tr>
<tr>
<td>10. The 5i-Show Project changes the teacher-centred classroom to student-centred classroom.</td>
<td>4(1.65%)</td>
<td>11(4.55%)</td>
<td>91(37.68%)</td>
<td>62(25.62%)</td>
<td>36(14.29%)</td>
<td>3.81</td>
</tr>
<tr>
<td>11. The 5i-Show Project can promote learner autonomy of learners through encouraging independent learning outside the classroom, such as surfing the internet for information and making PPT, etc.</td>
<td>5(2.07%)</td>
<td>15(6.2%)</td>
<td>73(30.17%)</td>
<td>47(19.07%)</td>
<td>50(20.08%)</td>
<td>3.75</td>
</tr>
<tr>
<td>12. The peer assessment system of 5i-Show Project could help learners develop learner autonomy by peer-evaluating their own learning.</td>
<td>6(2.48%)</td>
<td>10(4.13%)</td>
<td>81(33.47%)</td>
<td>87(35.95%)</td>
<td>46(18.52%)</td>
<td>3.75</td>
</tr>
<tr>
<td>13. The implementation of the 5i-Show Project in a large-sized classroom is helpful to develop learner autonomy since it requires the individuals to monitor their own learning.</td>
<td>7(2.89%)</td>
<td>11(4.55%)</td>
<td>76(31.4%)</td>
<td>95(39.26%)</td>
<td>53(21.99%)</td>
<td>3.73</td>
</tr>
<tr>
<td>14. The 5i-Show Project could promote the development of learner autonomy more effectively if more group work or collaborative work is involved.</td>
<td>7(2.89%)</td>
<td>14(5.79%)</td>
<td>77(31.82%)</td>
<td>87(35.95%)</td>
<td>57(23.55%)</td>
<td>3.71</td>
</tr>
<tr>
<td>15. The teacher should intervene as little as possible as to promote the development of students’ learner autonomy through the 5i-Show Project.</td>
<td>9(3.72%)</td>
<td>21(8.68%)</td>
<td>101(41.74%)</td>
<td>80(33.06%)</td>
<td>31(12.81%)</td>
<td>3.43</td>
</tr>
</tbody>
</table>

Receptiveness of the Show: 13/15 3.33 to 3.89
S1: It’s interesting. It’s different from the way I learnt English before. I think it’s good. Everyone can practice. I learned a lot.

S2: This project gave everyone an opportunity to present. We learned how to make a good presentation. We now understand how hard our teacher works. I will study harder.

S3: Although I spent a lot of time preparing, I still felt nervous. However, I’m more confident than before. I think I can do better next time.

S4: Learning this way is more fun. It’s kind of autonomous learning and we had to do a lot by ourselves, but it pushed me to learn more.
RQ 2: What effect did the project have on the development of learner autonomy?

- Allowed students’ decision making / individual choices on ‘what’ and ‘how’ about learning
- Made learning more interesting
- Provided opportunities for students’ active ‘learning by doing’
- Empowered students by letting them be ‘the sage on the stage’
- Allowed students to evaluate their own work (self or peer)
- Enhanced students’ willingness to learn (more and harder)
- Built up students’ confidence (esp. in public speaking & presenting)
S5: It improves all kinds of skills... It’s good for our future employment. Through participating in the project, I learn how to make plans, how to monitor and assess my learning. I enjoy this kind of autonomous learning.
Christmas

- exchanging gifts
- decorating the home with evergreens and colorful lights
- going to the church
- singing Christmas carols
- sending Christmas cards
- Father Christmas (Santa Claus)

Spring Festival

family gathering; fire crackers; put up red couplets and Fu on gates; eat Jiaozi or dumplings; watch Spring Festival Gala; greeting each other; give children red envelopes...
Cultural expansion:

Should colleges and universities set up special courses in career planning? Why?

- Rugby is a symbol of vitality and health.
- The friendship is fast and reliable.
- The rugbyman is simple and persistent.
- The process of fighting with friends is the most meaningful.
**RQ 3:** What challenges were encountered in the project implementation and how were they met?

<table>
<thead>
<tr>
<th>Challenge 1</th>
<th>Strategy taken to cope with it</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Getting everyone involved and keeping a balance between individual work and collaborative work in a large class</td>
<td>• Dividing a big job into small learning tasks (the number approximately equal to the number of students), some for individual completion, some for group/team work.</td>
</tr>
<tr>
<td>Challenge 2</td>
<td>Strategies taken to cope with it</td>
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<tr>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>• Managing the large number of ‘audience’ students and keeping them engaged while only a few were presenting / showing</td>
<td>• Helping presenters to make engaging PowerPoint slides</td>
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<td></td>
<td>• Occupying the audience with peer-evaluation</td>
</tr>
<tr>
<td></td>
<td>• Allowing students to record the presentation / show using various self-selected APPs</td>
</tr>
<tr>
<td>Challenge 3</td>
<td>Strategies taken to cope with it</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>• Insufficient time, support and flexibility to apply PBL under the current educational system</td>
<td>• Requiring students to do a combination of tasks with an item of their own choice and a ‘must-do’ topic from the textbook</td>
</tr>
<tr>
<td></td>
<td>• Keeping out-of-class learning support ‘on’ via QQ &amp; WeChat group</td>
</tr>
</tbody>
</table>
Discussion and implications

• Interest and motivation is the key to PBL and LA, therefore allowing students’ choices is essential.

• Appropriate teacher support is crucial to effective use of PBL and genuine improvement of learner autonomy.

• No context is flawless for any project. Teachers’ understanding of contextual factors (esp. challenges) and willingness to positively cope with them PBL plays an important part in the project implementation and its effect on the development of LA.
References


Acknowledgements

Waikato Institute of Technology
Shandong University of Technology

Jo Thomas  Director of CfL, Wintec
Jonathon Ryan  Research Manager of CfL, Wintec
Thank You

Wang Yi

Wang.Yi@wintec.ac.nz

Wang Jing

Maggie.Jing@wintec.ac.nz
# 口语展示评价表

**Oral Presentation Evaluation (2017-2018 Term2)**

- **一、要求与说明事项：**
  1. **目的：** 鼓励大家积极参与，提高课堂参与度和课堂学习效果，促进互相学习和交流。
  2. **形式：** 自愿参与，教师客观评价，参与一次获得 0.5 分班成绩荣誉分。
  3. **任务与形式**：对同学进行的展示进行记录和评价。当天展示结束后送出最佳展示者一名。
  4. **评估标准**：满分 3 分，每项 1 分，最后打出总分即可（可保留小数点后一位）。
  1. 材料组织准确无误（不严重错误）
  2. 语音语调准确
  3. 讲解清楚明白，声音洪亮
  4. 课件制作认真（详见附件文件或附页附录）
  5. 展示效果好（仪态大方，讲解突出重难点，有目光交流，适当提问等互动，听众能听明白并学到东西）

- **表格填写要求：**
  1. 将展示者和评价者的专业班级姓名写在相应的姓名栏下。
  2. 认真填写展示内容，记录展示的优缺点，提出意见和建议，自己在堂课的收获。

- **声明**：答案不设正误之分，教师会在对评价表匿名的情况下进行总结、反馈，不涉及材料只用于学习和研究。

- **授权签字**：我已认真阅读相关说明，同意以自愿者的身份参与此项研究。 签名（手写）：

<table>
<thead>
<tr>
<th>时间</th>
<th>展示主题</th>
<th>展示者</th>
<th>展示内容</th>
<th>优点与不足</th>
<th>成绩</th>
<th>收获</th>
<th>评价者</th>
<th>备注</th>
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</table>
### 口语展示评价表

**Oral Presentation Evaluation (2017-2018 Term2)**

<table>
<thead>
<tr>
<th>授课时间</th>
<th>口语展示</th>
<th>评价人</th>
<th>日期</th>
<th>备注</th>
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#### 评价标准

1. **语言流利度**
   - **语言流利度**：评价者对展示者的语言流利度进行评价。

2. **语法准确性**
   - **语法准确性**：评价者对展示者的语法准确性进行评价。

3. **内容丰富性**
   - **内容丰富性**：评价者对展示者的展示内容进行评价。

4. **印象分数**
   - **印象分数**：评价者对展示者的展示印象进行评价。

#### 评分标准

1. **语言流利度**
   - 1分：语言流利，语法准确，内容丰富。
   - 2分：语言流畅，语法基本准确，内容一般。
   - 3分：语言流利，语法正确，内容不够丰富。
   - 4分：语言流利，语法准确，内容非常丰富。

2. **语法准确性**
   - 1分：语法准确，内容丰富。
   - 2分：语法基本准确，内容一般。
   - 3分：语法正确，内容一般。
   - 4分：语法准确，内容非常丰富。

3. **内容丰富性**
   - 1分：内容丰富，印象深刻。
   - 2分：内容一般，印象一般。
   - 3分：内容一般，印象一般。
   - 4分：内容丰富，印象非常深刻。

#### 注意事项

1. 语言流利度、语法准确性、内容丰富性评分需达到3分以上。
2. 印象分数需达到4分以上。
3. 评分需公正、客观、具体。

#### 评分结果

<table>
<thead>
<tr>
<th>语言流利度</th>
<th>语法准确性</th>
<th>内容丰富性</th>
<th>印象分数</th>
<th>总分</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>13</td>
</tr>
</tbody>
</table>

#### 评分理由

1. **语言流利度**
   - 语言流利，语法准确，内容丰富。

2. **语法准确性**
   - 语法准确，内容丰富。

3. **内容丰富性**
   - 内容丰富，印象深刻。

4. **印象分数**
   - 印象非常深刻。

#### 结论

展示者语言流利，语法准确，内容丰富，印象深刻，总分13分。

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**注意**：此评价表为示例，具体评价标准和评分需根据实际情况调整。