103 Speaking Project Information for Teachers
ELI-S 103
Module 1, 2018

Overview

The 103 speaking project is a project that involves multiple steps that will end with students giving a 4-5 minute presentation at the end of the module. The main product of the project is related to speaking. However, students will also practice other English skills in preparing the project including listening, reading, and writing.

They will need to:

- Turn in a list of topics for you to approve.
- Turn in a list of sources for you to approve.
- Read and/or watch the sources to learn information about the topic.
- Turn in short paragraphs about what they learned from the sources.
- Prepare and present a final spoken presentation.

Rationale

The ELIS 103 project exposes students for the first time to academic project work. The aim of the project is to develop students' academic and critical thinking skills and give them an opportunity to critically engage with written and audio/visual material on a selected topic. As this may well be the first time students have engaged in this type of academic activity, it is important the instructors give students sufficient guidelines and feedback about selecting an academic topic, searching for appropriate informational sources on that topic, studying those sources, summarizing the main points/details they glean from the material, and presenting the information in an appropriate academic format.

Important Information about Forms

Each step of the project (except step 4) requires students to turn a form in to you. You will be able to pick up the form early in Week 2 according to instructions provided by the AMU. For the first two forms, you will need to write "yes" or "no" in **each** row of the "approved?" column. For all forms, you will need to sign and date, assign the appropriate grade for the step according to the rubric, and provide any necessary comments. Be sure to write the grade both in your permanent records (for example the CA sheet) **AND** on the form you return to the student.

Please remind students that they need to keep the forms in a safe place all module. **They will need to turn them in again on the day of their final presentation. In addition, if there is any complaint about grades, they must have the form.** If students lose a form in between steps and you have to give them a new one, please write "Original Form Lost" beside the earlier steps and sign and date. So, for example, if they lose the form before they turn in Step 3, write "Original Form Lost" beside steps 1 and 2 and sign and date.

Step One: Topic Selection

Tell your students NOW that they need to start thinking of their 3 topics and make sure they are academic. They should turn the topics in to you on **Monday of Week 2** or the very first day you receive the forms mentioned above for step 1**.**   For this step only, you can give them a small amount of class time to complete the form if needed (but they should have already thought about the topics they want to do ahead of time). You need to inform students of which topic you approved **no later than Thursday of Week 2.** There is a simple rubric and small grade for this step. **Please be sure to show students the grading rubric for this step on your projector.**

It is your job as a teacher to ensure that students choose topics that are sufficiently academic in nature and that will require them to actually read or listen to some sources as opposed to just relying on their world knowledge.

Topics should be:

- Academic in nature
- Related to the themes in the course
- NOT be related to religion or politics in **any** way

To reduce students copying and memorizing from each other, **each student should choose a DIFFERENT topic**. For each student, it is your job as the teacher to clearly mark on the "Step 1 Form" which topic you have accepted and the 2 you have not accepted. It is also your job to make sure that no 2 students are doing the same topic.

To guide you, here are some examples of acceptable and unacceptable topics. You can feel free to ask a colleague, coordinator, or the CTU about any topic suggested by students that you aren't sure whether it is "academic" enough.

Book 2, Unit 7	Sports & Competition	Why?
Acceptable:	1. The History of Football in Saudi Arabia. 2. The influence of advertising on sports.	1. Topic is specific and focused. 2. Topic is academic.
Unacceptable:	The life story of Lionel Messi.	Not sufficiently academic. Information known without reading or watching anything.
Book 2, Unit 8	Business	
Acceptable:	How Facebook Started	
Unacceptable:	How my father started a business	The information is personal and does not require the student to read or watch anything.
Book 2, Unit 9	People	
Acceptable:	The Life of a Famous Historical Figure (e.g.: a writer, scientist, thinker, etc.)	Written and spoken material about these kinds of people will be more academic.
Unacceptable:	A Famous Saudi Youtuber.	Information might not be in English. Written and spoken material about current popular people is often more informal and less academic.
Book 3, Unit 1	Animals	
Acceptable:	An Endangered Species and why they are endangered (e.g.: Whales, Elephants, Eagles, etc.)	Topic is specific and focused.
Unacceptable:	Horses	Topic is too broad.
Book 3, Unit 2	Customs and Traditions	
Acceptable:	The Japanese Tea-Ceremony	
Unacceptable:	Traditional ways to celebrate Eid Al Adha.	Related to religion.
Book 3, Unit 3	History	
Acceptable:	The History of Cairo	
Unacceptable:	The Gulf War	Related to politics.

Step 2: Source Selection

This project requires students to find information **outside of class and outside of the course book** on an academic topic. For now both www.bbc.com/learningenglish and www.discoveryeducation.org are being recommended as possible places for students to find information. Websites for magazines, newspapers, and news programs from native English speaking countries may also provide information but, of course, students must be warned that not all will be culturally sensitive. Students, of course, can also do Google searches to find information on their topics. If you know of websites that might help students find reliable information, you can also share them with your students. The CTU also appreciates any recommendations of reliable websites that faculty might want to share with them.

By Monday of **Week 3**, students need to submit to you a list of 3-4 sources (written, audio, or video) that they will use to find information about your topic. You need to look at the list and approve whether you think the sources sound reliable **and** academic enough. Students need to know as soon as possible if you think they need to change one or more sources. **Please return to students their list of sources with your approval NO LATER than Thursday of Week 3.** There is a simple rubric and small grade for this step. **Please be sure to show students the grading rubric for this step on your projector.**

Step 3: Submission of Paragraphs about what Students Learned

Students will submit to you a paragraph about what they learned from each source by **Thursday of Week 5.** You will need to return it to them, graded according to the rubric by **Wednesday of Week 6.** The rubric will focus on the content of what students and **will also require students to give full and complete source information** for each source if they want to receive full marks. This should be emphasized to the students.

Step 4: Final Presentation

The CTU will provide you full details about the final presentation and its grading rubric no later than the end of Week 5. In early Week 6, you will need to present and explain this information to your students. Students will give their final presentation on the day mentioned in the Week 7 Calendar. Students will **not** be required to use Power Point or other visual aids in the presentation.

Summary of Steps and Speaking Project Grade Components

Step #	Task	Due	Return to Students By:	% of Project Grade
1	Topic Selection	Mon, Wk 2.	Thurs, Wk 2	5
2	Source Selection	Mon, Wk 3	Thurs, Wk 3	5
3	Submission of Paragraphs about what Students Learned	Thurs, Wk 5	Wed, Wk 6	30
4	Make a final Presentation. (4-5 minutes)	Wk 7	n/a	60
			Total:	100%