



Student Created Media Projects for Peer Grammar Teaching in EFL

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Introduction / Abstract

Many language teachers have experimented with having students present a grammar point to their peers with the understanding that a person really learns something when they teach it. This paper presents a qualitative analysis of a semester long project in which German students learning English at the B2 level created their own explanations of grammar points that they found difficult for their fellow students. The practice of peer teaching also shows students that teaching is not the same as presenting (c.f. Bradford-Watts 2011).

What we wanted to learn:

- 1) What media will students choose for themselves?
- 2) What structures do they find difficult?
- 3) What do they think their fellow students will find difficult?
- 4) How do students understand and explain the concept?

Literature Review

Over the past few years, language teaching has progressively evolved from teacher-fronted classroom settings to more complex, learner-centered scenarios, allowing learners to explore authentic contents, work collaboratively (Swain 2006) and create sophisticated and socially relevant products (cf. Seymour Papert 1991). In addition, these processes foster language learning, increase learner engagement (Schulz-Zander and Tulodziecki 2009) and support the acquisition of competences such as critical thinking and democratic competence.

In this view, second language development is a dynamic process in which concepts are developed, internalized and used for further development (Negueruela 2003). The speech that produced in the target language while negotiating a task has been called 'languaging' (Swain 2006). In order for 'languaging' to occur, the instructor needs to design socially based classroom activities that support the development of higher psychological functions and learning capability in the L2. One activity that fits this description is peer teaching.

There is a large stream of research that focuses on peer editing in various environment and how this benefits L2 writing (cf. Rouhi & Azizian 2013). These studies are necessary and useful, but this paper addresses peer teaching from the perspective of the student. Specifically, we explore how the range of technologies in use today in the foreign language classroom by instructors can be used beneficially by students for the purposes of peer teaching.

Assignment

University: Magdeburg-Stendal University of Applied Sciences

Course: Grammar and Style, First Semester

Students: B2 English

Directions: In pairs of two or groups no larger than three, create a piece that identifies and explains a grammar, mechanics-, or style concept that you initially had difficulty grasping, but now understand more.

You have a number of options for this project. You may create a poster, an infographic, an Instagram page, a video, a ! And remember that you are designing something to help other people understand grammar. So make it fun!

The piece you create should include the following:

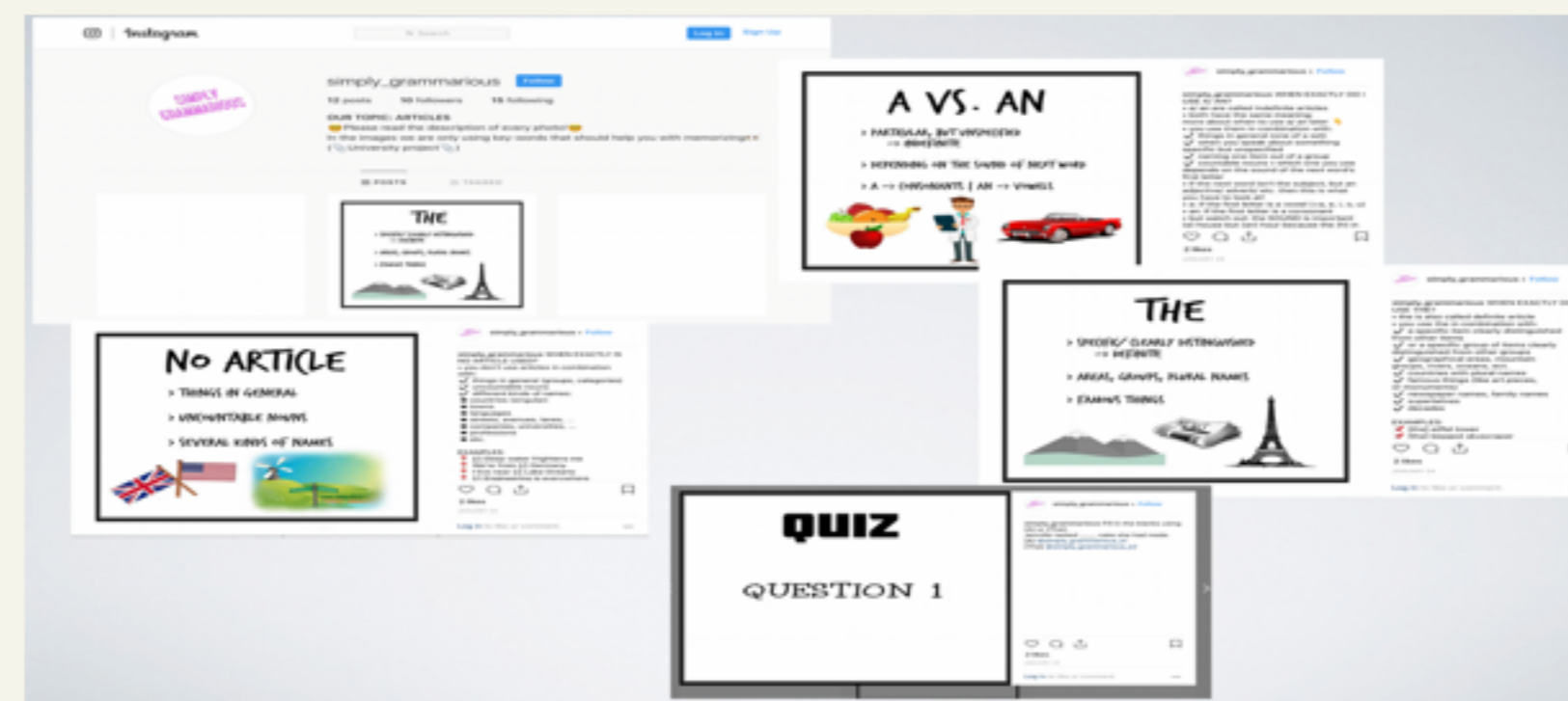
- Title ("The Cool Comma!" "Active Adjectives!", for example);
- Names of group members;
- The name of the element you are presenting;
- The form of the element;
- The function of the element;
- A graphic to demonstrate the element that people can identify with;
- A rhyme, mnemonic or other device to help people remember the "rules";
- Explanation of the rules that accompany the element;
- Five to six different examples to illustrate the rules.

Proofread your accompanying texts to ensure grammatical appropriateness!

We will work on a model project in class to help you with your individual projects. Take notes and participate, and you will be fine.

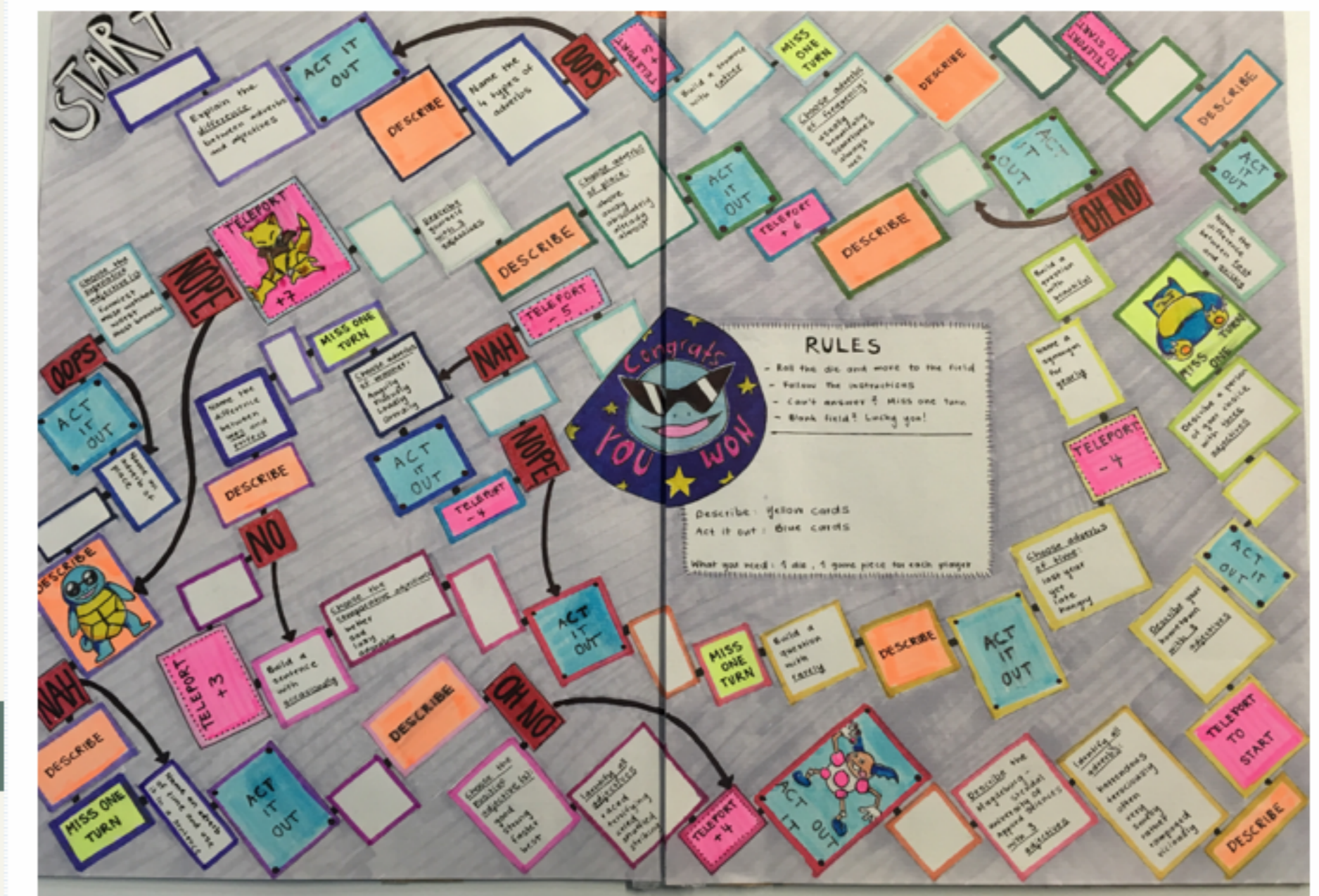
Student Work

Instagram



Student Work

Board Game



Pedagogical Implications

- 1) Students are creative!
- 2) Students used Instagram, Video, Posters and Games as media.
- 3) The product can be used by any English language learner anywhere.
- 4) More than a presentation and more than a group project.