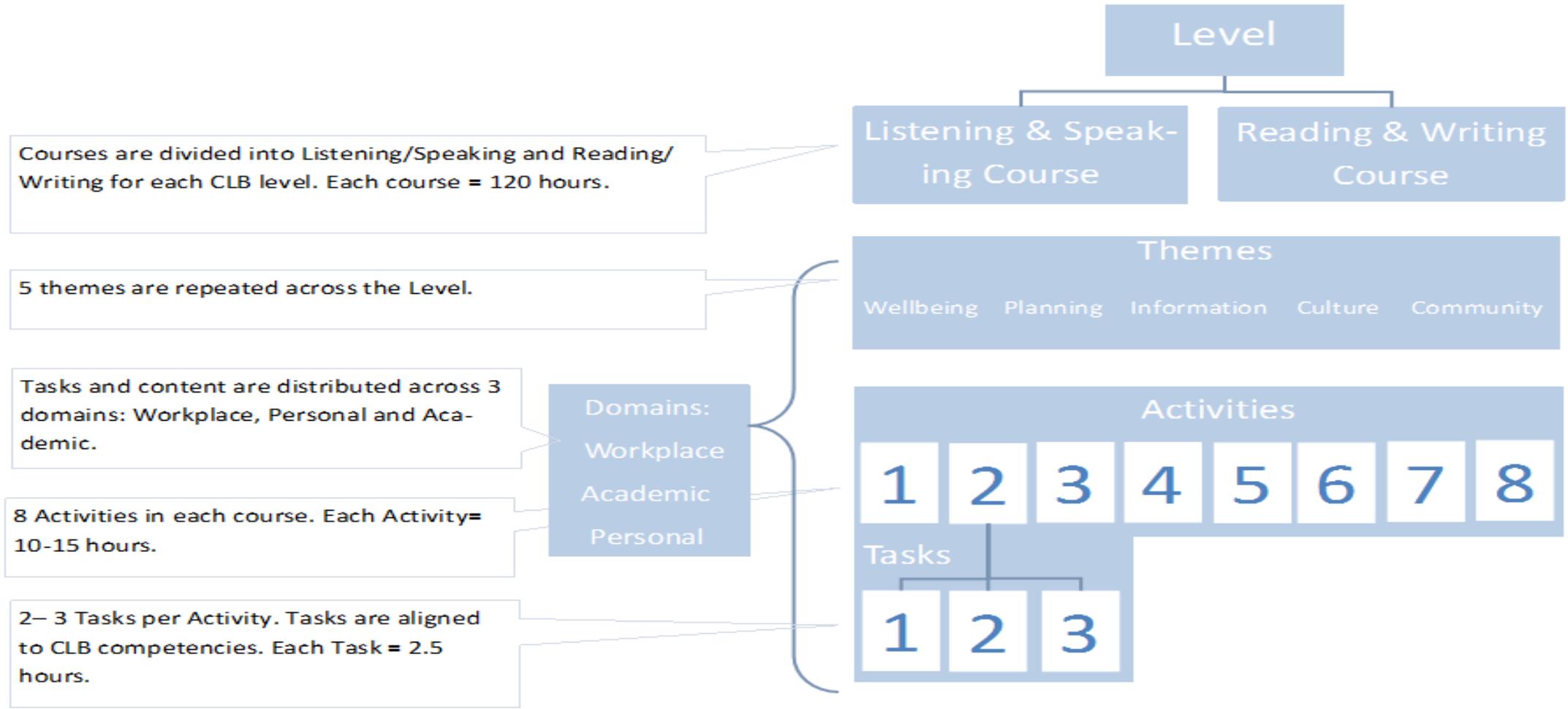




ESL Pathways Curriculum

Systematically Developing Students' Technological Skills and Awareness

Empowering and Building Capacity



Note: Tasks are organized into lessons of 2.5 hours each. A Task is NOT 2.5 hours.



Target Activity 5: Conducting Focus Groups

Task		Learning Outcomes
1	Understand the steps to conducting a focus group.	<ul style="list-style-type: none">• Give instructions and directions for tasks, procedures, and processes. 🗨️ 8 (II-i)
2	Listen to a sample focus group.	<ul style="list-style-type: none">• Identify implied meanings, feelings, attitude, purpose, and intent in social exchanges. 🗣️ 8 (I-i)
3	Prepare and run a focus group on an eco-friendly product.	<ul style="list-style-type: none">• Participate in a focus group and meetings. 🗨️ 8 (I-i)

Lessons at a Glance

Lesson	Overview
1	<p>Students will:</p> <ul style="list-style-type: none">• Listen to an audio recording on steps for conducting focus groups, following relevant sequence markers, and cohesive devices to identify the steps in conducting focus groups.• 🗒️ 👄 (II-i) Retell the steps to conducting a focus group.• Review indirect questions.
2	<p>Students will:</p> <ul style="list-style-type: none">• 🗒️ 🗣️ (I-i) View a video of a focus group identifying language features and key characteristics of this spoken genre.• Learn and practice group management strategies.• Prepare to conduct a focus group on an eco-friendly product.
3	<p>Students will:</p> <ul style="list-style-type: none">• Create a script for a focus group leader that uses key phrases appropriate to a standard and informal register.• Practice key functions and strategies of facilitating/participating in a focus group.
4	<p>Students will:</p> <ul style="list-style-type: none">• 🗒️ 👄 (I-i) Organize, conduct, and participate in a focus group.• Create and present a visual to summarize focus group feedback.
5	<p>Students will:</p> <ul style="list-style-type: none">• Research an environmental problem and develop an eco-friendly product in small groups.• Participate in PBLA Checkpoint 2
6	<p>Students will:</p> <ul style="list-style-type: none">• Present an eco-friendly product to a group• Participate in PBLA Checkpoint 2



PBLA Exercise and Tool: *Moderating a Focus Group*

Name of Moderator:	Date:	 
Name of Peer Assessor:		
Skill/Level/Competency: CLB Speaking 8 (I-i) Interacting with Others		
Learning Outcome: Participate in a focus group.		
PBLA Exercise: Moderate a focus group of about 10 minutes in length		
Type of Assessment: Peer		

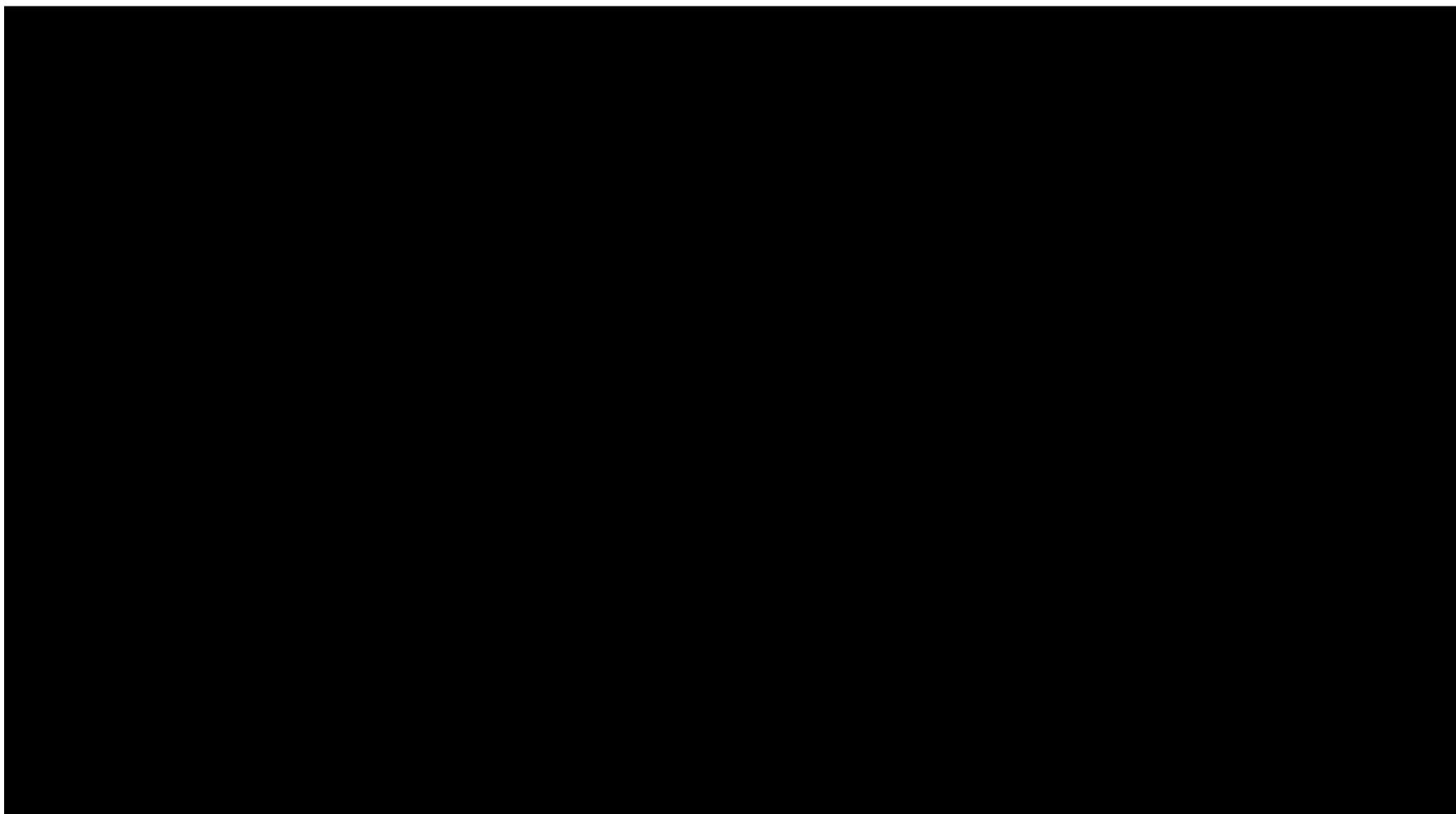


How well did the focus group leader do the following things in your group today? Put a check (✓) in the box that best describes him/her and add your comments.

Indicators of Ability	Did it well	Needs more practice	Did not do it	Comments (What did he/she say or do?)
1. Introduced self and purpose of focus group.				
2. Created a comfortable environment.				
3. Used appropriate register, tone, and vocabulary.				
4. Asked follow up questions to get more information.				
5. Encouraged others to participate.				
6. Held the floor, interrupted appropriately and resumed talk				
7. *Grammar, vocabulary and pronunciation seldom impede communication				

Instructor Comments (completed after peer check):

A / NA





Logistics of Filming / A Case Study

- Reluctance



Logistics of Filming / A Case Study continued

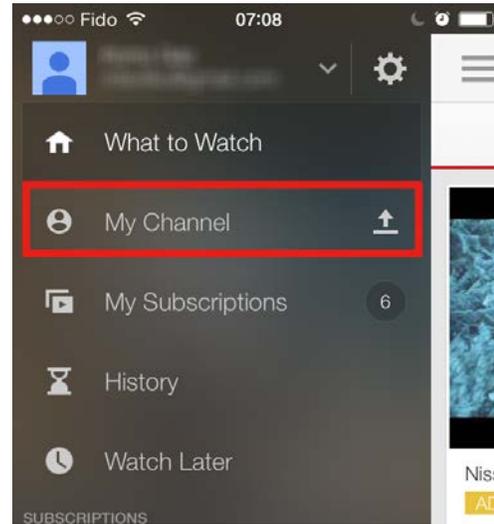
- Cultivating Videographers
- Students teaching students

How to Upload Your Videos

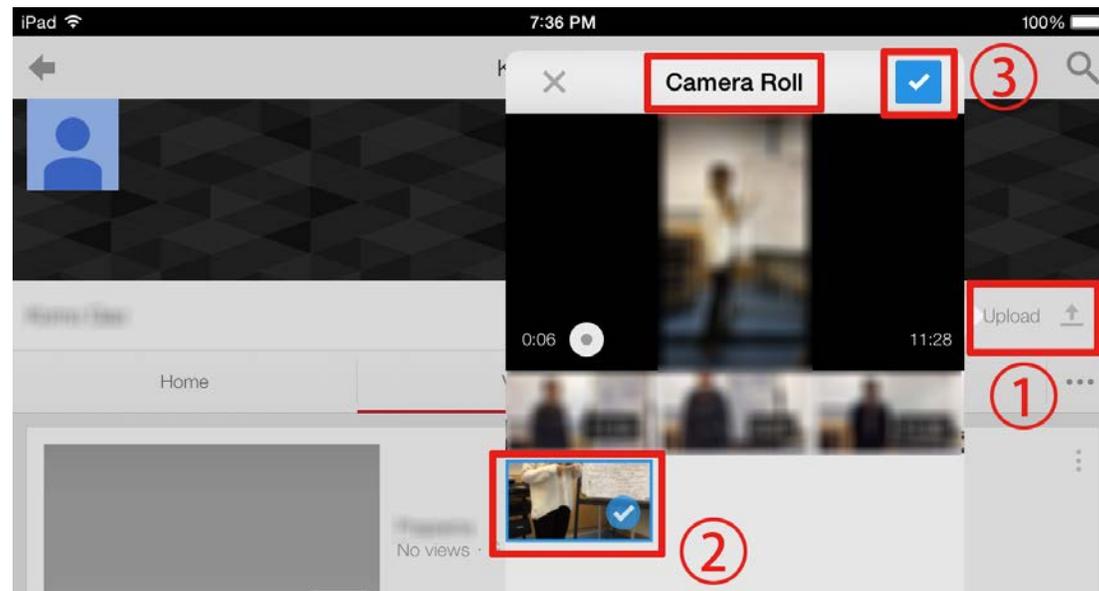
1. Equipment needed:

- A) iPhone/ mini iPad/ iPad/ Apple's laptop
- B) go to the Apple Store, download "YouTube"
- C) register a gmail account if you don't have it

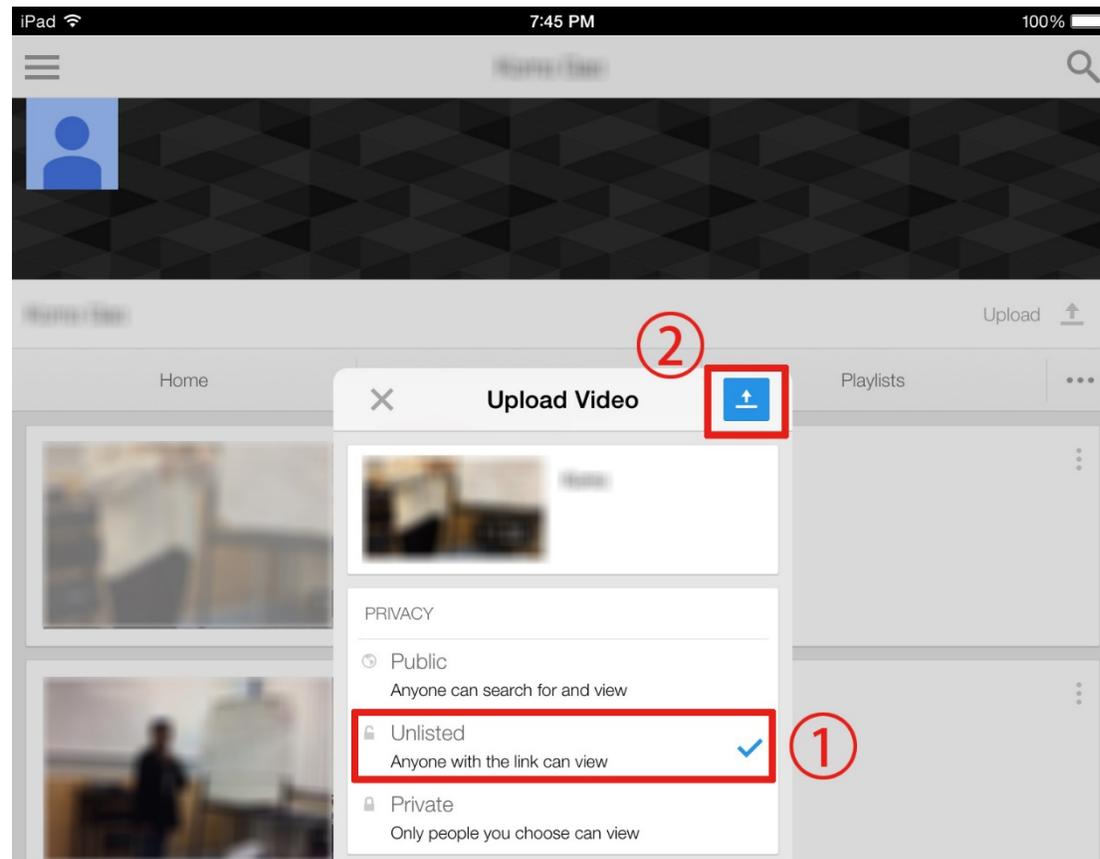
2. Open YouTube, go to "My Channel"



3. Go to “Videos”, then click “Upload” on the upper right (please make sure that you allow YouTube using your Camera Roll) After that, click the video which you want to upload and click“ ✓”



4. Then, click “Unlisted” which means the video can only be watched by anyone who has the link





“I watched a YouTube video "Fix- video removed because it's too long-2015" and fixed it according to the steps in the video.”



“The original video was too long to upload to YouTube ,so I trimmed the video to two parts. Hopefully you guys are able to watch it this time - any questions please feel free to email me.”



My Pathways course helped me improve my computer skills. I've learned and improved my ability to search the web, use power point, prezi, and record with my smartphone.



Why Teachers Like Putting the Video-Taping into the Hands of the Students



“Empowering Students, Building Capacity
among Students”