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Composition project:

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"Composition" Project (Description & Method)

- Writing tasks (mainly held in class)

Individual work:

- One unit \rightarrow <u>One</u> paragraph (10 sentences[↑])

- Three units = <u>three</u> paragraphs (30 sentences↑) <u>Pair work</u>:

- Combine two students' writing \rightarrow a new story

Participants

Group 1: <u>Nine</u> seniors (2011) Group 2: <u>Thirteen</u> seniors (2012)

Study duration

Group 1: <u>One</u> semester (4 months), spring 2011 Group 2: <u>One</u> semester (4 months), spring 2012



Reasons behind the study:

(1) Quality > Quantity (time)

(2) Use (the learned language) ← Task-based language learning (?)

Goal:

(1) Students will be able to use the target language, preferably in their daily lives.



More on method

Rules:

- (1) Handwriting (\rightarrow Chinese characters)
- (2) 11 words (\rightarrow Word mapping = learned/just learned/new words)
- (3) 10 sentences (\rightarrow a story)
- (4) Not much help from teacher

Procedure (individual work):

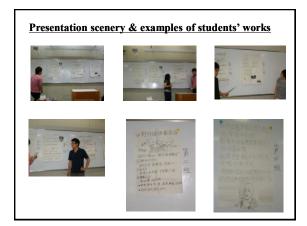
- (1) First draft (in class; 1 session = 90 minutes)
- (2) Check (at the end of each writing session, if not, prior to the next session)(3) Second draft (at home)
- (4) Check again
- (5) Einel vorsi---
- (5) Final version (\rightarrow grading)

Procedure (pair work):

- (1) Combine six stories (in class; 2.5 sessions = 225 minutes)(2) Make a poster (in class + after class)
- (3) Make a presentation in Chinese (in class; 7 minutes/1 pair)

ps. This is a workable method with small classes. But how about large ones?



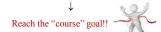


(5)	helr	os you <mark>dis</mark>			of learned words	
			0	memorize chine	ese characters (\leftrightarrow	Japanese Chinese
(6)		ters)	time to a	et it finished.		
					ese learning jourr	nev?
Ì.						
Su	rvey i	esult:				
(1)	<u>0 : 8 (</u> =	⊨) (before :	after 2011 g	group) <u>1:13</u> (<u>befo</u>	re : after 2012 group)	
	Strong	ly agree	Agree	Somewhat ag	ree Disagree	Strongly disagree
	Strong					
(2)	8/9	13/13		1/9 0/13	0/9 0/13	0/9 0/13
		13/13			0/9 0/13 0/9 0/13	0/9 0/13 0/9 0/13
(2)	8/9	13/13 11/13	0/9 0/13 1/9 2/13	1/9 0/13		
(2) (3)	8/9 7/9	13/13 11/13 11/13	0/9 0/13 1/9 2/13	1/9 0/13 1/9 0/13	0/9 0/13	0/9 0/13
(2) (3) (4)	8/9 7/9 6/9	13/13 11/13 11/13	0/9 0/13 1/9 2/13 2/9 2/13	1/9 0/13 1/9 0/13 0/9 1/13	0/9 0/13 0/9 0/13	0/9 0/13 0/9 0/13

Result of study

- (1) Students know how to use the learned words/phrases better.
- (2) Students are more conscious of 3 types of Chinese characters.
- (3) Students are more able to pick up what they learn from the class by repeatedly using it.

The more they use the target language, the better they will be able to use it.



Q & A session

Possible follow-ups

Analysis of data

(1) Continue to use the writing task as a studying method (an easy self-study method? / an efficient language study method?)

(2) Continue to write (in any form) using the target language (popularity of writing in a foreign language)

Target subjects: students who completed the course



Thank you for your time and attention.

I wish you the best on your teaching journey.

Ehank You