

# **Event-based Learning:** A Case Study on **Language Support for WorldSkills Competitors**

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OPPORTUNITIES . ACTION . SUCCESS

良機・實幹・成功







## Curriculum Development

#### learning outcome

- social interactions
- short presentations
- handling the press

#### + research

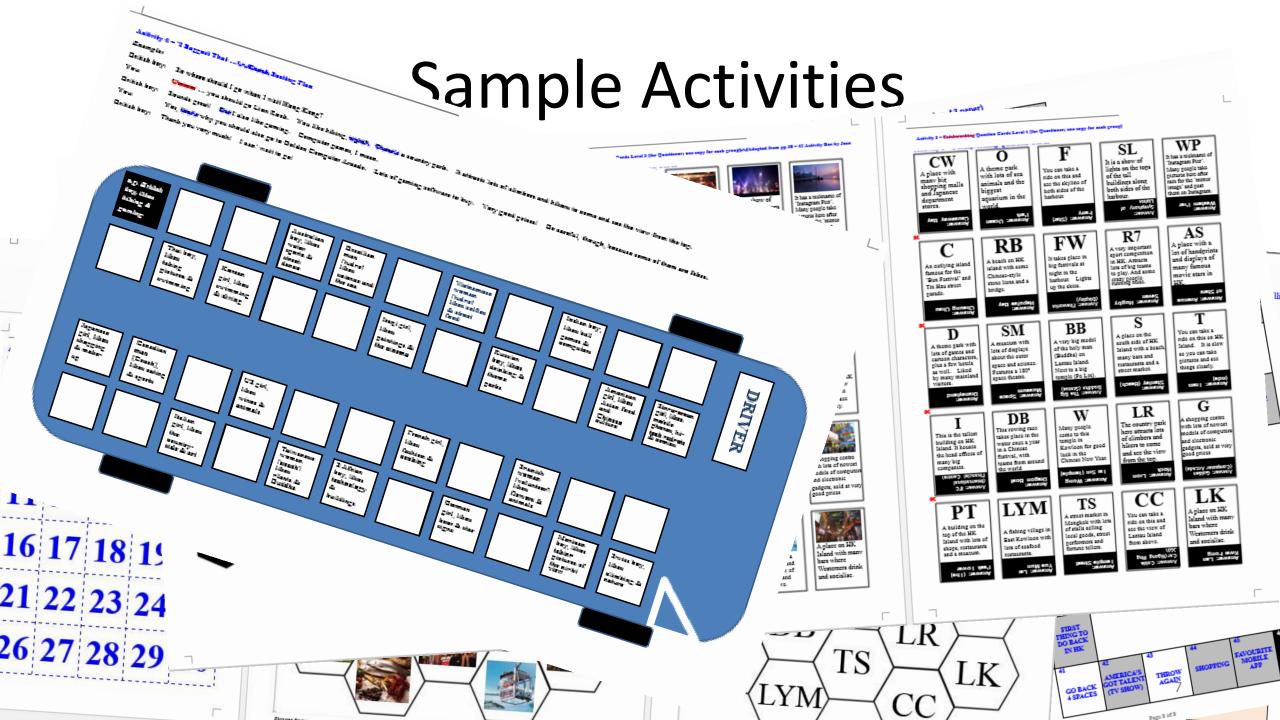
- official website
- you tube channel
- describing
- explaining
- complimenting

#### + interviews

- former competitor
- coach
- interpreter
- visits
- flights
- souvenirs

## The Language Support Programme

Jan 2Athrs2017



#### Sample Output (1)

- A **short introduction** of personal background to fellow competitors
- A **short introduction** about the competition to a media interviewer
- A chat with <u>fellow competitors</u> on a visit at a local technical school in Abu Dhabi
- A **short presentation** of competition works to adjudicator(s)
- A transactional dialogue with an <u>immigration</u> officer while checking in at the airport

#### Sample Output (2)

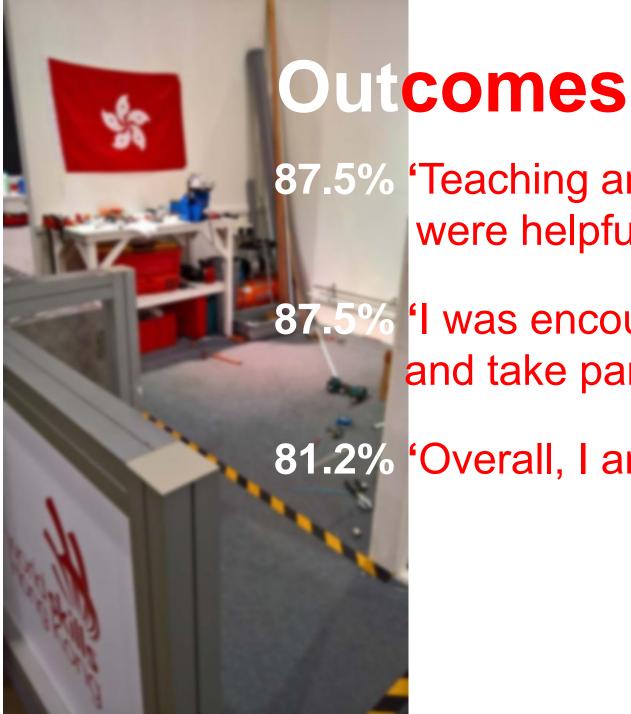
- A conversation about recommendations for a holiday in HK for selected personalities based on a card game e.g. competitor from Finland (aged 19) / computer engineer who likes gaming and hiking
- A conversation with a <u>competitor</u> about filling in immigration forms and health declarations on board
- A **chat** with <u>new friends</u> exchanging contacts (social media) and souvenirs (role play based on role cards)
- A **short speech of thanks** to an <u>audience</u> at prize presentation

### How close is this to EBL?

- ✓ Higginbotham (2009): 'an extension of the task-based approach, with 'much of the task preparation done in the classroom' and 'some sort of main event or performance open to the public'
- ✓ Queensland Curriculum & Assessment
  Authority (2018): 'learning that takes
  place in response to planned events in
  real-life contexts'

### How close is this to immersion?

- ✓ Predominantly English speakers in competition, most of the time (→L2)
- ? Prep class held in local classroom (w/
  locals)
- ? Presence of interpreters (some occasions)
- ? Immersion usually concerned with curricular activities (dissemination of academic content)



47.5% 'Teaching and learning materials were helpful to my learning.'

'I was encouraged to ask questions and take part in class activities.'

81.2% 'Overall, I am satisfied with the teaching.'

### Reflections

Data collected from QA measures, e.g. class visits, SFQ results, feedback on centrally developed materials

- Downsizing
- Simplifying
- Note for teachers

## The Way Forward

- Language training for overseas exchange programmes
- Coaching for MCs for important functions, e.g. international conferences
- Coaching for student actors/actresses for shooting of MOOC videos
- Other possibilities e.g. mock job interviews, graduation project presentations / industrial attachment sharing sessions (attended by employers)

Q & A

Thank you!