

Students can be given a sheet with all relevant tenses, including modals and perfect tenses. After some written practice, it is the students' turn to ask the questions. To make sure the students understand the question nuances, the teacher tells the students what they think (You don't know, you think so, etc.) before they have them ask their classmates each question. Your students will thank you for helping them untangle a great English mystery with such ease!

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# MP3 Players Rating Project: An Online Literacy Activity for EAP

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LangQuests: an MP3 Players Rating Project is an online literacy activity aimed at young adult EAP students. It is designed to improve their English and higher-order thinking skills through task-based activities based on the following scenario:

The Computer Science Department at a university is planning to purchase MP3 players for podcasting projects. The department has narrowed its choice to three MP3 players: iPod, Zune, and Sansa. For their final decision, the faculty wants to hear from a committee of students about their preferences and reasons. The department wants the committee, which consists of members of your group, to make a formal presentation on the players before it makes a decision.

This scenario can be modified as needed to suit instructor preferences and class needs. (See "Suggestions for Alternatives" below.) Instructors can download all the materials from the

Teacher's Page at <http://sites.google.com/site/mashupprojectmkang/teacher-s-page/>. This page also provides practical guidance and pedagogical background information.

## Project Objectives

By the end of the activity, students should have done the following:

- Gathered information about three MP3 players from the Internet and from conversations with peers and sales personnel.
- Compared the players.
- Rated the players according to a template.
- Presented their conclusion and reasoning in a way that would be acceptable to an academic audience. For this presentation, they use PowerPoint or similar software.

## Preparation

Before the project starts, the instructor should do the following:

1. Download the project's purpose, scenario, tasks, "Timeline Table," and "Project

Evaluation Rubric” from the Teacher’s Page.

2. Distribute copies of the timeline (see Appendix A) to the class.
3. Explain the project’s purpose, scenario, tasks, and timeline.
4. Explain what technology needs to be used and how students can access specific software programs.
5. Divide students into groups of three or four, with a variety of native languages and abilities within each group.
6. Give students time in class to discuss the project and help students understand what is to be done.
7. Remind students of the importance of collaboration and oral interactions among group members so that everybody can be involved in the project.

## Implementation

In the computer lab, the instructor will distribute, from the Teacher’s Page, copies of “Instructions for the Lab Activities.” On the website, LangQuests: MP3 Players Rating Project at <http://sites.google.com/site/mashupproject-mkang/>, the instructor will help students:

1. Navigate the components of the project.
2. Watch the videos.
3. Submit their audio reflection(s) in print.
4. Visit the Google map (see Figure 1) and if interested download the Google Earth KML file.
5. Collaborate with group members and continue to communicate with each other.

## Suggestions for Alternatives

A number of alternatives are possible. The following are just a few of the many options that teachers can experiment with.

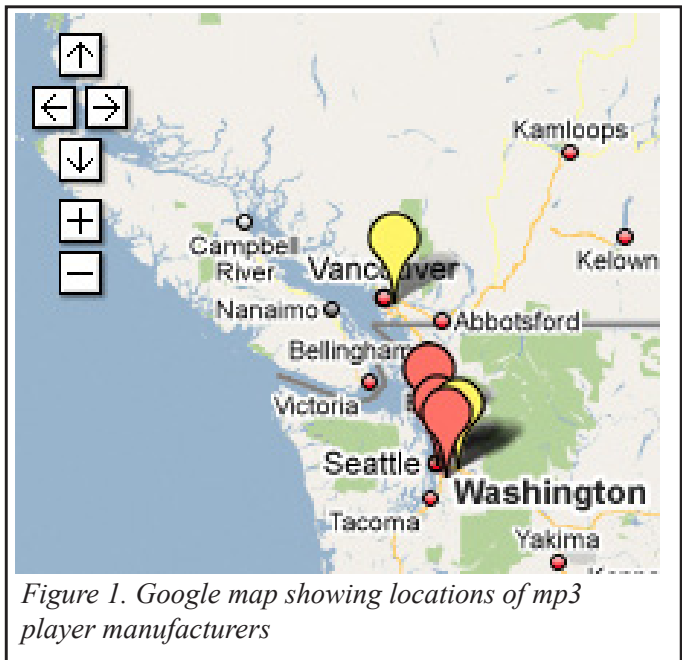


Figure 1. Google map showing locations of mp3 player manufacturers

- The instructor can develop different scenarios or have students rate different products.
- The rating template can be adapted to make it more understandable to lower-level students.
- The final outcome of the project can vary: group report, audio report, a web page, and so on.
- The project can be extended into a semester-long endeavor.

Students enjoy project-based learning. This activity is no exception. It builds their language skills as well as web expertise. Since students often have mp3 players themselves, it incorporates real-world tasks as motivation.

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## Appendix A: Timeline Table

Week	Tasks	Description	Milestones	Resources
Week 1	<b>Task 1</b>	<b>Getting started</b>	Submission of the project plan	Google.com, peers
		Open a Gmail account (for Google Docs and web design in Google)		
		Student grouping		
		Planning on group projects		
Week 1-2	<b>Task 2</b>	<b>Data Compilation</b>	Report on data compilation	Google map, Google Earth KML file, Useful Links on this project website
		Access the rating template		
		Gather data from the visits		
		Visit Useful Links on the website		
Week 3	<b>Task 3</b>	<b>Compare and contrast</b>	Rating rationales and individual reflection	Google Docs and other word document programs, peers
		Compare and contrast the data		
		Develop rationales		
		Write final group report & individual reflection		
Week 4-5	<b>Task 4</b>	<b>Final Product</b>	Final products: group report, sound product, or web design	MP3 players, Audacity, GarageBand, Google Sites
		Discuss group final products		
		Decide on the software that groups need		
		Sound recording by the group MP3 player		
		Download and edit sounds and music		
		<i>*Web design at <a href="http://sites.google.com">http://sites.google.com</a></i>		
	<b>Task 5</b>	<b>Project Showcase</b>	PowerPoint slides	Any software program for PowerPoint slides
		Develop PowerPoint slides		
	Present the group project to the class			
	Lead the discussion			