



English as a Medium of Instruction (EMI)
Module 5: Task 2 – Read 3 Articles
Article 5.2: Case Study: Structuring Group Work

It can be confusing to know how to structure group work, from assigning roles to setting up projects to grading them. It is useful to hear from others on how they make group projects work for them, integrating them into the course and ensuring that the group project utilizes the strengths that interaction bring.

The following case study outlines how a Lecturer in the Faculty of Foreign Languages structures group projects. This case study also utilizes technology to improve student engagement and maximize class time. Regardless of the courses you teach, perhaps you can identify some elements of this case study that will help you utilize group projects in your classes. Consider how strategies outlined here could be used in your context.

Case Study

- **Ms. Hanh Tran**, Faculty of Foreign Languages, Teaching Methods Class
- **Khanh Hoa University, Nha Trang, Vietnam**: Khanh Hoa University has programs in Education Science, Natural Science and Technology, Humanities, Social Sciences, and Arts. They serve students in the South Central region of Vietnam.
- **Student entry requirements**: Students need to reach B1 in the Common European Framework of Reference for Languages before attending this class.



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Group Project in Action: Students Making Content

The project that I like to have students do is to help each other out in making videos. This way, the stronger students in speaking, listening, and pronunciation help the weaker ones with the content and their language use. Here are the steps I go through:

1. **Group students into groups of two.** You can have more if necessary, but this number works well for this particular assignment. Try to structure it so that you have strong and weak students in



the same group. This way, stronger students can help weaker ones. They can be stronger or weaker from a content-knowledge perspective or based on their English proficiency level, or both.

2. **Each group is given the assignment to work together and each person in the group makes their own video, one per person.** They can record their video multiple times until they are satisfied with the result. These videos can be made inside of class or as homework. The stronger student should work with the weaker student to ensure that both videos are of a high-quality in terms of content and communication (English). The video can be 1-2 minutes in length and can be recorded with a smart phone, device, or laptop. It is best to continue this project throughout the term, so each student produces many videos in the course.
3. **Ask each person to upload their video to a shared space.** This can be a course management system used by your institution, or a free one (such as [Edmodo](#), [Schoology](#), Google Sites etc.). Or, they can upload to YouTube. Settings should be that only users with the URL can access the file.
4. **Show a few randomly-selected videos to the class.** Showing the class videos will help give an incentive to students to practice, so that they can show a strong video to their classmates. The instructor can lead a discussion about the topic in the video, or ask the student group to lead the discussion.
5. **Grade the videos shown to class, using a rubric that you shared with students at the beginning of the project.** Both students in the pair receive the same grade for the video shown to class. In this way, the stronger student is motivated to help the weaker student produce a good video—since that stronger student will receive the same grade as the weaker one.
6. **Student Feedback:** Initially, stronger students were nervous about this grade, worried that it would be lowered because of someone else and not their work. But with time, all students realized the importance of this model. They appreciated learning how to teach (given that this was a teaching methods class) and also receiving individualized attention.