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## PROJECT TITLE: PRE-DEPARTURE INFORMATION FOR COLLEGE STUDENTS AND PROFESSIONALS

Designed by:

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### THE TARGET STUDENT POPULATION

**Age/level of education:** Exchange students and professionals who are planning to go to Cambodia. The level of the project is targeting learners at the Intermediate level.

**Language** (optional): Khmer.

**Proficiency level** (see the ACTFL Proficiency Guidelines and Can-Do Statements).

#### **1. Rank your students' relative mastery of the three modes of communication:**

- (a) Interpretive (listening > reading),
- (b) Interpersonal (oral > written),
- (c) Presentational (speaking > writing).

Interpretive mode is better than the other two since students can listen and get the information before they can convey the message. The next mode is interpersonal when students can discuss the materials and then write it. After they write, they can present it.

**Assume a “typical” learner profile.**

- Maintain simple conversation.
- Express one’s own meaning or idea.
- Produce complete sentences or strings of sentences.
- Present tense.
- Control basic vocabulary related to familiar topics, home, family, school.
- Comprehensible to people who have experience with language learners.

**2. Rank your students’ mastery of the four skills in each skill level:**

- (a) Listening: Intermediate Low (L2), Intermediate High (HL).
- (b) Speaking: Intermediate Low (L2), Intermediate High (HL).
- (c) Reading: Intermediate Mid (L2, HL).
- (d) Writing: Intermediate Mid (L2, HL).

- Can listen to video clips.
- Can read simple messages, pamphlets, and documents about Covid.
- Can speak with those who are interested in going to Cambodia.
- Can write strings of sentences.

**It is a mixed class for heritage and non-heritage.**

## THE THEME

**(1). The theme of the project**

Pre-departure information for college students and professionals.

(2). The real-world problem or driving issue being addressed through this project:

- (a) How to create a pamphlet and video clip that have information on how to prevent themselves from COVID-19 that exist currently in Cambodia.
- (b) How to create a pamphlet and video clip that have information containing relevant information on rules and guidelines related to COVID-19 in Cambodia.

<https://www.youtube.com/watch?v=6OPTy6Z2MP4>

<https://www.youtube.com/watch?v=71n8OHXsOMY>

<https://www.youtube.com/watch?v=07E1iOdpblA>

<https://www.youtube.com/watch?v=gR8yC-l2fjI>

[https://www.youtube.com/watch?v=kBpJUi\\_UY20](https://www.youtube.com/watch?v=kBpJUi_UY20)

## THE PRODUCTS

This project is group work. Class will be divided into two groups. The two groups will evaluate each other. In terms of group formulation, each group will have heritage language learners (HL) work together with second language learners (L2). Usually in Khmer classes there are a few heritage language learners and second language learners. The HL and L2 students will rotate their leading roles and will benefit from one another in each product.

This project will require students to work in a group to produce two products, a pamphlet, and a video clip. The video clip is the pamphlet product in a live presentational format using language spoken to entice and increase awareness of the target audience regarding information on rules and guidelines related to COVID-19 in Cambodia.

**These are Output-Oriented Products.**

### **1. Making a pamphlet - Enter/ Exit guidelines related to COVID-19:**

**-Authentic models and sources of information related to COVID-19 in Khmer.**

<https://www.youtube.com/watch?v=6OPTy6Z2MP4>

<https://www.youtube.com/watch?v=71n8OHXsOMY>

<https://www.youtube.com/watch?v=07E1iOdpbIA>

<https://www.youtube.com/watch?v=gR8yC-l2fjI>

[https://www.youtube.com/watch?v=kBpJUi\\_UY20](https://www.youtube.com/watch?v=kBpJUi_UY20)

**-Questions/Answers.**

This requires all four language skills and three modes of communication:

**Interpretive:** Collect information in written and spoken language.

**-The proficiency level - Intermediate Mid**

**Interpersonal:** In addition to collecting information, students interview recent returnees from Cambodia. Then they will discuss health concerns related to COVID-19.

**-The proficiency level - Intermediate Mid**

**Presentation:** Students write the text for the pamphlet. Then, they present it in oral and written forms.

**-The proficiency level - Intermediate Mid**

**-Reading (Intermediate Mid)**

Collecting, reviewing, and revising information related to traveling in Cambodia, COVID-19 and measures related to traveling during the pandemic (interpretive).

**-Speaking (Intermediate Mid)**

After reviewing the URL sources, the students will report on what they find (presentational, and interpretive).

In a group, students will discuss health concerns and/or public health issues related to COVID-19 (interpersonal).

**-Writing (Intermediate Mid)**

Students will work together to create a list and submit it to the instructor (presentational).

**This is an Output-Oriented Product.**

The tasks given to students will be found in the PROCESS section below.

**Grammar points:**

- The teacher introduces the professional/health related vocabulary and has them learn how to read, write, and say those words. And then they must use those words to create questions and answers.
- Students learn professional/health related vocabulary.
- Students learn simple questions and answers and conventional pamphlet format.
- Students learn affirmative, and interrogative sentence structures based on the models provided by the teacher.

**2. Creating a video clip: (Pre-departure - Traveling tips for students and professionals to go to Cambodia).**

This requires all four language skills and three modes of communication.

**Interpretive:** Collect information in spoken language.

-The proficiency level - Intermediate Mid

**Interpersonal:** In addition to collecting information, students interview recent returnees from Cambodia. Then they will discuss health concerns related to COVID-19.

-The proficiency level - Intermediate Mid

**Presentation:** Students write the script for the video. Then, they present it in oral and written (caption) forms.

-The proficiency level - Intermediate Mid

**Grammar points:**

- The teacher introduces the professional/health related vocabulary and has them learn how to read, write, and say those words. And then they must use those words to create questions and answers.
- Students learn professional/health related vocabulary.
- Students learn simple questions and answers and conventional pamphlet format.
- Students learn affirmative, and interrogative sentence structures based on the models provided by the teacher.
- Students learn the technological skill in producing a short video clip.
- How to create a video clip using applications/tools such as YouTube, iMovie, or Canvas.

## THE PROCESS

General description of both processes:

1. **Pamphlet** - Students gather information individually, they look for at least two URLs.

As a group, they compile the URLs and discuss the information related to COVID-19 and health issues. They compare and analyze essential words, expressions, and sentences. Then, they evaluate each other's work and decide on what information and sample to use as a model for the pamphlet.

**2. Video clip** - Students gather information individually, they look for at least two URLs.

As a group, they assemble the URLs and examine the information related to COVID-19 and health issues. Then, they finalize the work and choose one final sample to be used as a model for the video clip.

**Interpretive:** Collect information in written and spoken language.

**Interpersonal:** After gathering the information students can discuss rules and regulations related COVID-19, and they are able to respond to questions posted by the instructor or student members from another team.

**Presentational:** Present the pamphlet in oral and written forms. Show the video clip in spoken language and in written (caption) forms.

Before information gathering, the teacher will introduce new vocabulary and expressions related to COVID-19 in class.

**Making a pamphlet and a video clip.**

**Reading and Listening** (Intermediate Mid)

**Information Gathering** (week 1 and week 2)

**Week 1: Teacher assignment to individual student.**

Day 1 - At home students gather information individually - looking for two URLs related to COVID-19. They write down vocabulary that could be used for the pamphlet and the video clip.

Day 2 - They interview recent returnees from Cambodia. Then they combine all the information to complete their work and email their result to the teacher and their classmates.

**Speaking and Writing** (Intermediate Mid)

**Week 2: Teacher assignment to group and feedback.**

Day 3 - As a group, students compile the URLs and discuss the information related to COVID-19 and health issues. Compare and analyze essential words, expressions, and sentences. Each group produces its own model for both pamphlet and video clip.

Day 4 - Peer evaluation: Each group finalizes their discussion and reports back to class about their project plan for the pamphlet and the video clip. After receiving feedback from class, each group revises their plan accordingly.

**Information Processing (week 3 and week 4)****Week 3: Teacher continues with evaluation and guidance.**

**The student group creates the first draft of the pamphlet.**

Day 5 - Teacher looks at the vocabulary and sentences that students have on their plan and provides feedback accordingly.

After the teacher's comment, each group creates their first draft of the pamphlet.

Day 6 - Teachers and students continue to evaluate individual group's first draft such as looking at the vocabulary, the orthography, sentence structures, images, and format.

**Week 4: Student group submits second draft of the pamphlet.**

Day 7 - Students continue to work on their first draft of the pamphlet by revising based on the above suggested categories.

L2 will lead the role in checking the spelling, sentence structures, and grammar.

Day 8 - Students submit their second draft of the pamphlet.

**Week 5: Peer assessment based on rubric. Submit final revision of pamphlet.**

Day 9 - Students assess each other's work based on assignments provided by the teacher. The teacher will give them rubrics and have them used as tools to evaluate the pamphlet.



**Rubric:**

-Correct spelling	20 points
-Sentence structures and grammar	20 points
-Accuracy and relevant information to COVID-19	20 points
-Presentational format	20 points
-Clear and convincing messages (easy to comprehend)	10 points
-Images	10 points

Day 10 - Based on the rubric, students within the group continue to edit and finalize the final pamphlet.

**Week 6: Work on Video Clip.**

Day 11 - Working on video clips, HL will lead the role in assisting L2 students with pronunciation. Based on the pamphlet, and information they gathered in Week 1 and week 2, students make a list of important information and brainstorm for ideas about the script.

Day 12 - Students write up the script of the video by integrating key points and use them as captions in the video clip.

**Week 7: Peer assessment based on rubric.****Feedback and guidance from the teacher.**

Day 13 - Teacher provides feedback.

Peer evaluation: Each group assesses each other's work based on assignments provided by the teacher. The teacher will give them rubrics and have them used as tools to evaluate the video.

**Rubric:**

-Correct spelling for the captions	20 points
-Sentence structures and grammar	20 points

-Accuracy and relevant information to COVID-19	20 points
-Presentational format	20 points
-Clear and convincing messages (easy to comprehend)	10 points
-Duration less than three minutes	10 points

Day 14 - Students continue to read the draft quietly and revise the video clip accordingly.

### **Week 8: Group editing, and final submission of the video clip.**

Day 15 - Each group works together on the production of the video clip.

Day 16 - Each group submits the final product of the video clip.

## **THE DAILY EXIT CARDS**

Daily exit cards are used at the end of each session. Students write about what they think of each product. Below are the questions asked.

### **Questions:**

-Do you like the products? State your reasons.

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-Do you understand the messages in the pamphlet and in the video?

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-Are there any more modifications?

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## **THE ASSESSMENT**

### **For information gathering, processing, and submitting:**

1. Each student gets 5 points for collecting two URLs.

2. They get 5 points for active participation in the group discussion on the information gathering, and decision making.
3. They get 5 points for submitting the first draft of each product (pamphlet and video clip.)
4. They get 5 points for the revision.
5. And 5 points for submitting the final products.

The total score is 50 points (25 points for pamphlets, and 25 points for the video.)

#### **For Product Assessment:**

##### **How is the final product being assessed?**

- Peer assessment.
- Rubric to measure the product completion (comprehension, lexical, text type).

##### **How are students held accountable for individual, as well as group work?**

- Group participation.
- Peer evaluation.
- On Week 2 - Students look at each other's work when they get their first draft of the pamphlet.
- On Week 7 - Students look at the script of the video clip of each group.

##### **How is instruction being differentiated to respond to the needs of learners at various levels of readiness or with different interests, needs, and motivations?**

Teachers must be flexible, allowing time for work separately with each group (L2, HL) to meet their specific needs.

If this is a mixed class, what is being done to address the needs of both populations (i.e., HLs and L2s)?

Teachers assign work to each group of learners first and then have them come back and work together. They complement each other.

Assign video viewing for HL and L2 learners.

HLs will talk about the video.

L2 learners will show the transcription of the video.

## THE OTHER USES & ADAPTATIONS

The following are used for the adaptation of both the pamphlet and the video clip.

### **For Advanced Level:**

The video clip duration should be longer than three minutes.

Use paragraphs.

Use more complicated questions and answers.

Gather more resources.

Give more time for information processing.

### **For Novice Level:**

The video clip duration should be one minute.

Use isolated words related to COVID-19.

Write numbers more than spelling them out.

Use bullet points.