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Alice Copello , With Simon Cupit
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# AN INTRODUCTION TO PROJECT WORK

**Welcome back to school! Your students are eagerly awaiting new challenges. How are you going to help them develop their skills this year?**

Your class has now experienced project work. Students have worked together in groups to produce and present their projects to the class. At the same time, they have used and developed their language skills to communicate real meaning. The projects in Level 2 are designed to help your students expand their learning possibilities and stay motivated.

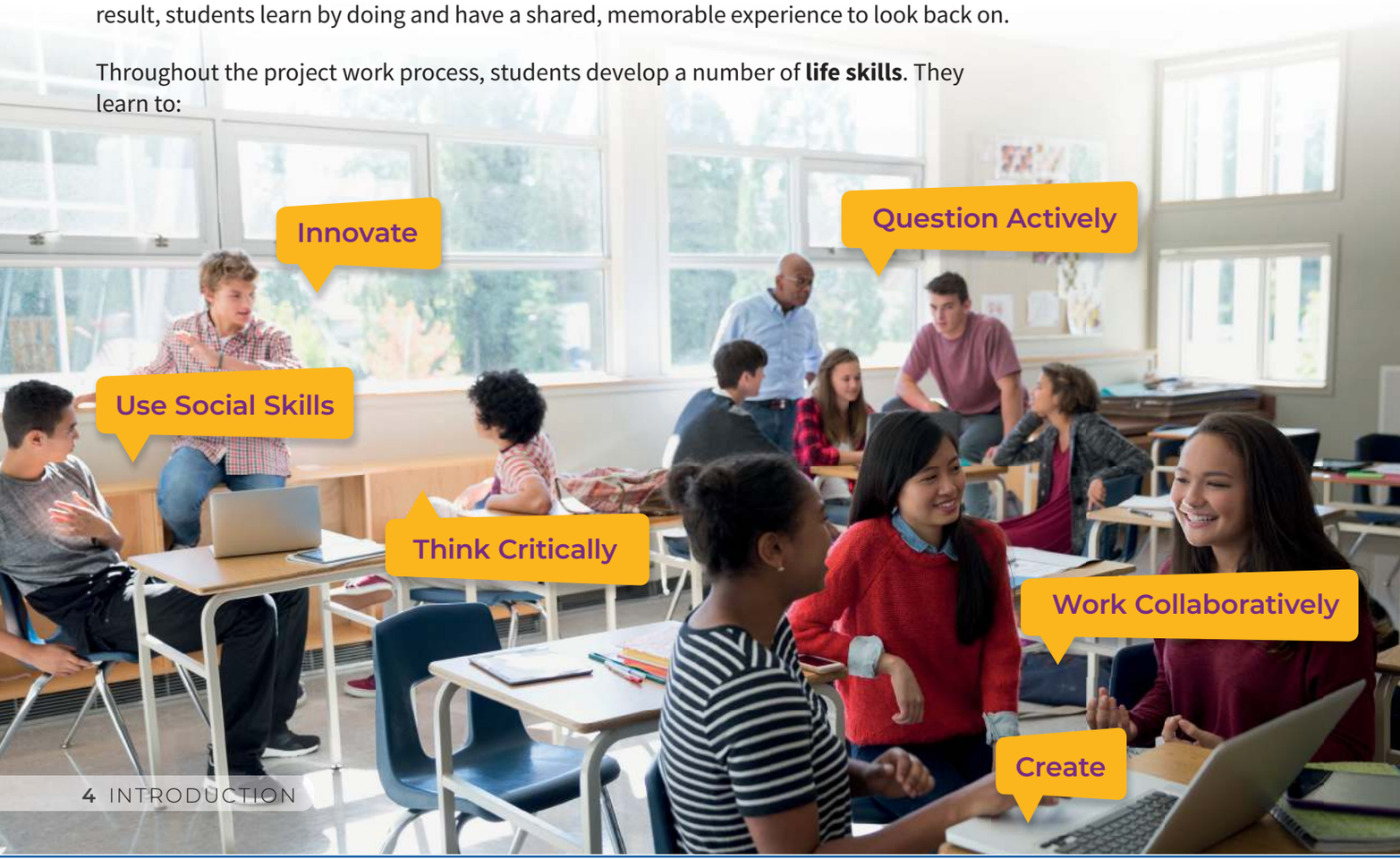
This book will guide you on how to make the most of your projects so your students can continue to work successfully both in and out of the classroom.

## What Is Project Work?

Imagine you and your class have just finished Unit 6 (*How Can I Stay Safe?*). Your students have learned vocabulary for parts of the body and practiced making suggestions to avoid accidents and injuries. How can you review and expand on this topic? In this case, your students make an information pamphlet about a remote place or habitat, including suggestions for how to stay safe.

As you know, this is project work: students taking ownership of their work and making decisions together. There is a realistic final outcome and a series of stages to follow that allows groups to explore how they can achieve their goals. The final aim is always a presentation stage. Presentation Ideas p18 Your role is to facilitate how this happens. As a result, students learn by doing and have a shared, memorable experience to look back on.

Throughout the project work process, students develop a number of **life skills**. They learn to:






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# BENEFITS AND ADVANTAGES OF PROJECT WORK



## Personal Advantages

- encourages **creativity** by promoting **lateral thinking**
- increases **motivation** through challenge
- develops **autonomy** and a **sense of responsibility**
- increases natural **curiosity**
- improves **self-knowledge** through **self-evaluation**
- improves **communication skills** through teamwork
- involves family and friends in the **learning process**
- improves **interpersonal** relationships
- develops **life skills**

## Academic Advantages

- allows teachers to deal with **mixed-ability** classes
- motivates whole-team / cooperation / group work and promotes chances to **learn from one another**
- develops **planning** and **organizational skills**
- permits a "**flipped classroom**" approach
- **consolidates learning** through research and opportunities for deep thinking
- increases opportunities to **integrate cross-curricular** and **cultural topics**
- encourages **peer teaching** and **correction**
- enables students with **different learning styles** to help one another

## Language Learning

- provides opportunities to **use language authentically**
- integrates all **four skills** (reading, writing, listening, and speaking)
- allows for the use of **self- and peer-evaluation language**
- encourages research and **use of English out of the class**
- is learner-centered: students **learn language from one another**
- practices both **fluency** and **accuracy** through different types of presentations



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# Project Work and the Cambridge Framework for Life Competencies

How can we prepare our students to succeed in a rapidly changing world? We see the need to help students develop transferable skills, to work with people from around the globe, to think creatively, analyze sources critically, and communicate their views effectively. However, how can we balance the development of these skills with the demands of the language curriculum?

Cambridge has developed the Cambridge Framework for Life Competencies. This Framework reinforces project work, helping teachers recognize and assess the many transferable skills that project work develops alongside language learning.

The Framework provides different levels of detail, from six broad Areas of Competency to specific Can Do Statements. We have grouped the different competencies into six main areas, which are supported by three foundation layers.

| | | | | | |
|---|---|---|---|---|---|
| Creative Thinking | Critical Thinking | Learning to Learn | Communication | Collaboration | Social Responsibilities |

| | | |
|---|---|---|
| EMOTIONAL DEVELOPMENT | DIGITAL LITERACY | DISCIPLINE KNOWLEDGE |

It then defines specific competencies in each Area. For example, here are the **Competencies** for **Collaboration** :

| | | | |
|---|---|---|---|
| Taking personal responsibility for own contribution to a group task | Listening respectfully and responding constructively to others' contributions | Managing the sharing of tasks in a project | Working toward a resolution related to a task |

Finally, there is a **Can Do** statement for each Competency. These will differ depending on the age of the students.

**Area of Competency:**
Collaboration

**Competency:**
Managing the sharing of tasks in a project

**Can Do Statements:**

- Follows the instructions for a task and alerts others when straying from them.
- Explains reasons for suggestions and contributions.
- Takes responsibility for completing tasks as part of a larger project.



For more information, go to: cambridge.org/elt



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| Level 2 Projects | Area of Competency | Competency | Can Do Statements |
|---|---|---|---|
| **Culture Project:** An Infographic<br>Teacher's Resource Bank Unit 1 | Creative Thinking | Creating new content from own ideas or other resources | *Communicates personal response to creative work from art, music, or literature.* |
| | Learning to Learn | Reflecting on and evaluating own learning success | *Selects and uses a wide range of mind maps and other tools to organize thoughts; Identifies what needs to be revisited before identifying new learning goals.* |
| **History Project:** A Museum Display<br>Student's Book Unit 2 pp30–31 | Collaboration | Listening respectfully and responding constructively to others' contributions | *Listens to / acknowledges different points of view respectfully; Evaluates contributions from other students with appropriate sensitivity.* |
| | Communication | Managing conversations | *Can use simple techniques to start, maintain, and close conversations of various lengths; Uses appropriate strategies to develop a conversation (e.g., showing interest).* |
| **Culture Project:** A Comic Strip<br>Teacher's Resource Bank Unit 3 | Critical Thinking | Synthesizing ideas and information | *Selects key points from diverse sources to create a new account.* |
| | Social Responsibilities | Taking active roles including leadership | *In group work, makes consultative decisions; Encourages others to participate and contribute to projects.* |
| **Social Studies Project:** A Poster<br>Student's Book Unit 4 pp54–55 | Social Responsibilities | Understanding personal responsibilities as part of a group and in society | *Understands various aspects of society (e.g., volunteering); Gets involved in collective action in the school (e.g., through volunteering).* |
| | Creative Thinking | Using newly created content to solve problems | *Employs new ideas and content in solving a task or activity; Makes an assignment original by adding new angles.* |
| **Culture Project:** A Poster<br>Teacher's Resource Bank Unit 5 | Learning to Learn | Practical skills for participating in learning | *Participates sensibly and positively in learning activities in class; Understands essential grammatical terms and concepts.* |
| | Collaboration | Managing the sharing of tasks in a project | *Ensures that work is fairly divided among members in group activities; Offers to help others finish a task.* |
| **Science Project:** An Information Pamphlet<br>Student's Book Unit 6 pp78–79 | Critical Thinking | Understanding and analyzing links between ideas | *Compares points and arguments from different sources; Identifies the basic structure of an argument.* |
| | Communication | Managing conversations | *Uses appropriate language to negotiate meaning: to show understanding; to signal lack of understanding; to seek clarification.* |
| **Culture Project:** A 3-D Room Plan<br>Teacher's Resource Bank Unit 7 | Critical Thinking | Evaluating ideas, arguments, and options | *Examines possible solutions to a given problem and states how effective they are; Assesses strengths and weaknesses of possible solutions.* |
| | Collaboration | Working toward a resolution related to a task | *Is aware when others have divergent views and ideas for completing a problem or task; Is able to propose solutions that include views and ideas other than their own.* |
| **Technology Project:** A Timeline<br>Student's Book Unit 8 pp102–103 | Learning to Learn | Practical skills for participating in learning | *Uses metacognitive strategies (e.g., time management) to maximize learning; Takes effective notes in class and from homework reading.* |
| | Creative Thinking | Creating new content from own ideas or other resources | *Writes or tells an original story, given prompts or without prompts; Responds imaginatively to contemporary or historical events and ideas.* |
| **Culture Project:** A Webpage<br>Teacher's Resource Bank Unit 9 | Communication | Managing conversations | *Uses appropriate language to negotiate meaning: to check own understanding; to check interlocutors' understanding; Invites contributions from interlocutors in a conversation.* |
| | Social Responsibilities | Understanding and describing own and others' cultures | *Makes informed comparisons between their own society and other societies; Understands the contributions of different cultures to their own lives.* |



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# HOW TO USE THE *PROJECT* BOOK

See learning outcomes at a glance, as well as the skills students will develop and the resources and evaluation tools you may wish to use.

Manage student roles and responsibilities.

Monitor and assess the skills that project work develops, mapped to the Cambridge Framework for Life Competencies.

Print and/or digital references will help you locate the material that you need.

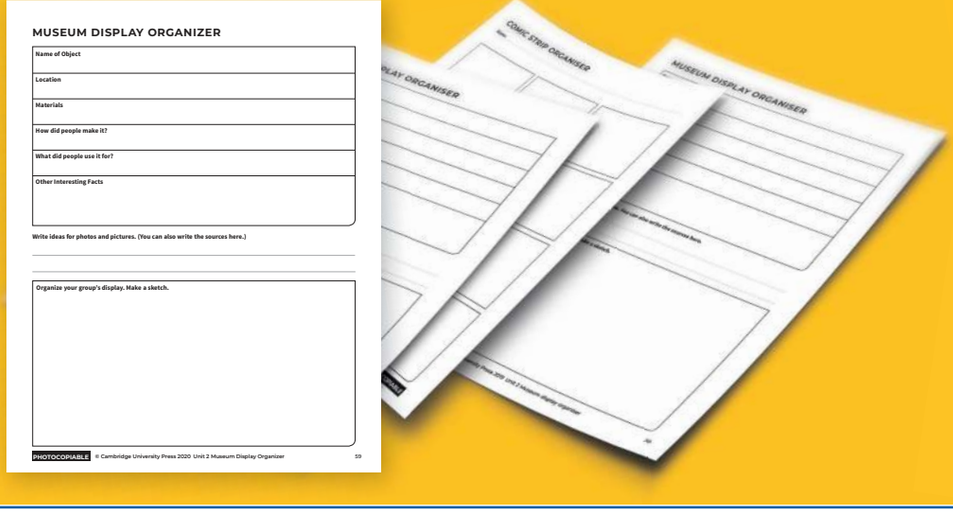



Identify the corresponding pages of the Students Book.

Find useful photocopiable resources.

Get useful tips for monitoring collaborative skills.

A photocopiable graphic organizer helps students organize their notes in the developmental stage of each project.






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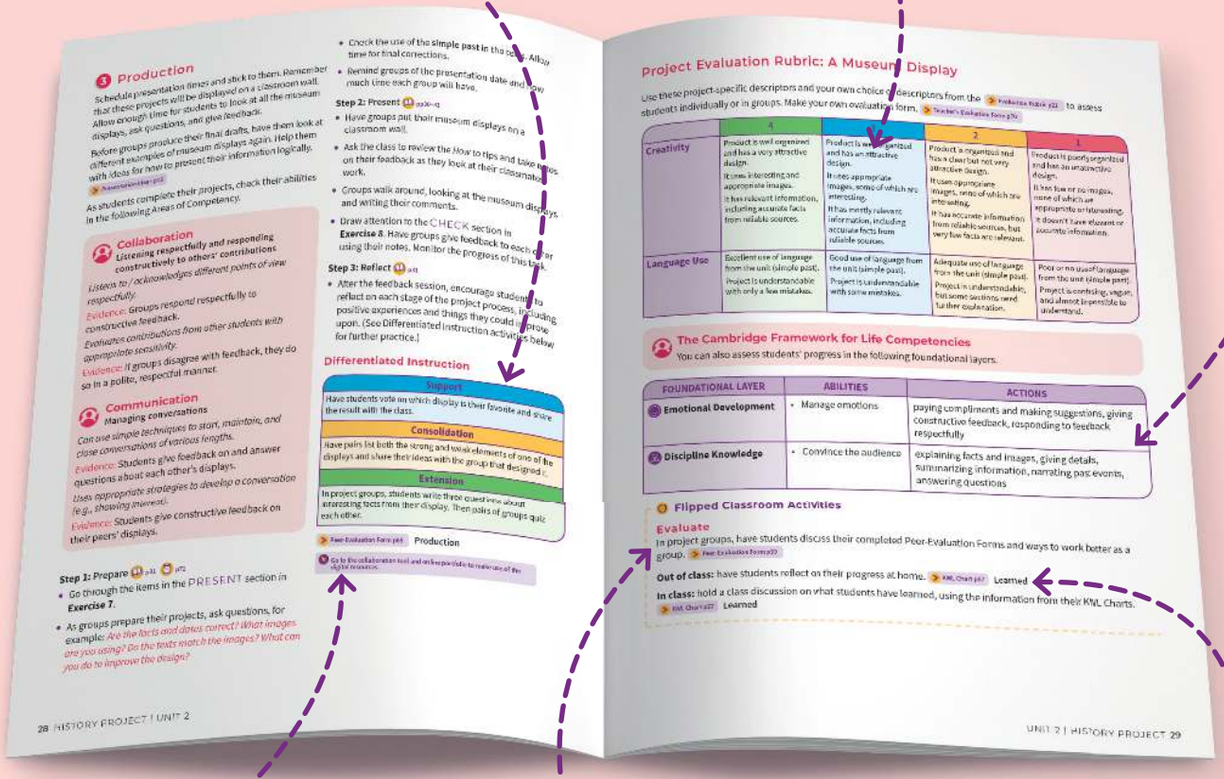
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Get ideas for extra differentiated practice in each project; perfect for mixed abilities!

See clear guidelines for identifying and assessing student performance.

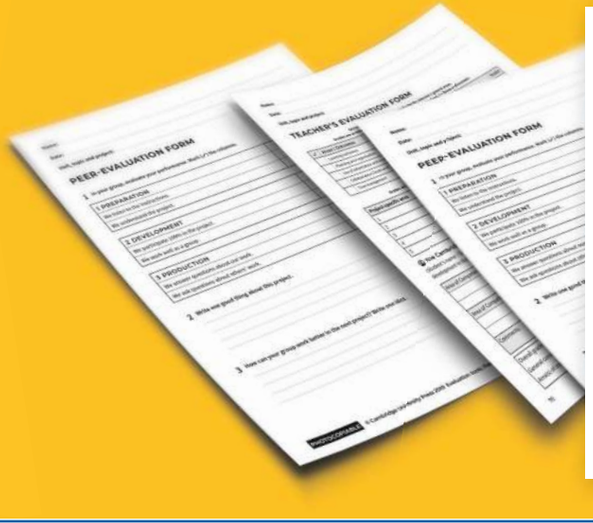
Identify the other vital skills that project work develops.

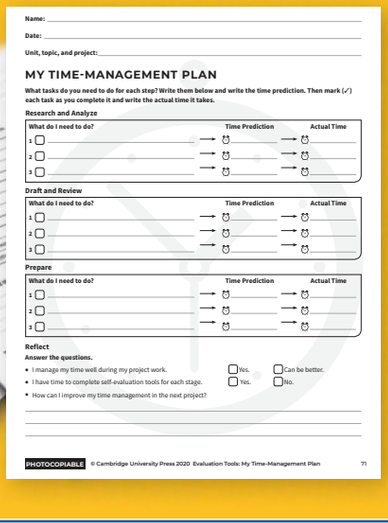



Students can work together on their projects in the digital collaboration space, and teachers can track and assess their work. Students can also share and comment on each other's work in the portfolio.

Help students evaluate themselves and their peers.

Get flipped classroom ideas for carrying out the activities both in and out of class.




Photocopiable assessment and time-management sheets help students work more independently.

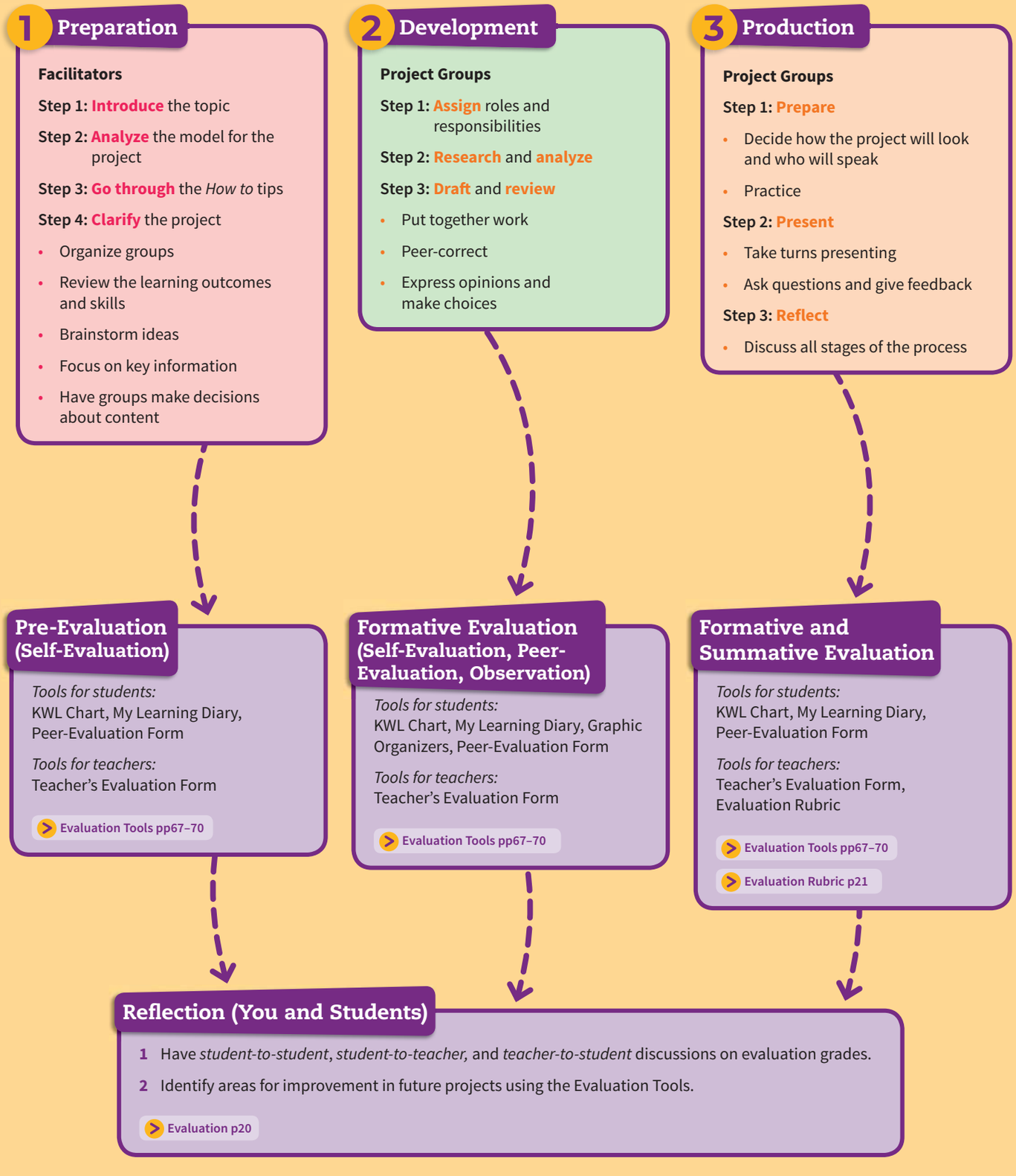


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# THE LEARNING STAGES OF PROJECT WORK






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# L1 IN PROJECT WORK

Many teachers believe that the only way for students to learn English effectively is by using it at all times in class. They feel that any time students spend using their own language is a missed opportunity.

Do you allow L1 use in your classroom? If you do, don't worry: there is little evidence to support the above idea (Kerr, 2016).[1] In fact, there are occasions when allowing students to use L1 is beneficial. This is particularly true of project work.

We can exploit the potential of L1 in different steps of the project cycle. Take *Clarifying the project* as an example (Preparation stage, Step 4). If students fail to understand the project's objectives, they won't carry it out properly. Allowing L1 use is not a "missed opportunity" here. It ensures a richer project experience.

Of course, this doesn't mean you should use students' own language *all* of the time. You have to consider factors like age, level, the complexity of the project, and its outcomes. The question is not *if* you should use students' own language, but *when*, *how*, and *how much*.

At Level 2, we suggest you allow own-language use for in-depth explanations, discussions, and reflection. However, students should be using more English in the development and presentation stages.



### Tips for L1 Use

- Set rules for when students can use L1.
- Encourage groups to monitor their own-language use and explore English equivalents.
- Allow students "own-language moments" (Kerr, 2014: 26–29),[2] such as preparing for speaking activities. Remember that the students' goal is to produce English in the Production stage of project work.

OL = Own Language, E = English, ■ shows suggested language

| THE LEARNING STAGES OF PROJECT WORK | | |
|---|---|---|
| **1 Preparation** | **OL** | **E** |
| Introducing and discussing the topic | | ■ |
| Analyzing the model for the project | | ■ |
| Going through the *How to* tips | | ■ |
| Clarifying the project | ■ | ■ |
| **2 Development** | **OL** | **E** |
| Assigning roles and responsibilities | | ■ |
| Researching and analyzing | | ■ |
| Drafting and reviewing | | ■ |
| **3 Production** | **OL** | **E** |
| Preparing the final presentation | | ■ |
| Presenting the project | | ■ |
| Reflecting on the process | ■ | ■ |

[1] Kerr, Philip (2016). The learner's own language. Explorations in English Language and Linguistics. 3.1:1-7.
[2] Kerr, Philip (2014). Translation and Own-Language Activities. Cambridge: Cambridge University Press.



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# MIXED ABILITIES IN PROJECT WORK

How can you teach in ways that suit each type of learner? Projects offer a great advantage in this area, as students can explore different ways of completing them.



Mixed-ability class characteristics can depend on individual differences, such as motivation, ability, age, and experience. Allow your students to express their ideas in different ways, and remember that no one will benefit from a project that is too difficult or too easy.

Studies have shown that adolescence is the best time for instructed language learning. Teenagers are faster at learning and are ready to observe and use rules (DeKeyser, 2010).[1] Your activities should reflect this learning phase, which means getting to know your students and their differences in the following four areas:

**Cognitive Maturity**

Your students' ages and experiences affect their ability to understand and follow instructions.

Adapt instructions according to level and avoid complicated words and phrases with beginners and elementary students.

**Proficiency**

Every member of your class will have a different language level.

Make sure tasks involve an appropriate degree of difficulty and are suitably challenging. Provide the levels of support needed.

**Interests**

Teenagers have a wide variety of interests and skills.

Allow students to take roles within a project that help them develop their personal interests and relate to the main task. Encourage them to expand their knowledge.

**Learning Preferences**

Everyone has different learning preferences, such as reading, taking notes, asking questions, listening, moving around, or watching videos.

Use a variety of modalities in your classroom, such as visual, kinesthetic, auditory, multimodal, or text.

## The Roles of the Facilitator



**Give Feedback**

*Is it a mouse?*

**Encourage Participation**

*What do you think?*

**Ask for and Give Reasons**

*Why? Because ...*

**Listen Actively**

*That's interesting! Really?*

[1] DeKeyser, R., Alfi-Shabtay, I., & Ravid, D. (2010). Cross-linguistic evidence for the nature of age effects in second language acquisition. Applied Psycholinguistics, 31(3), 413-438.



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## Classroom Suggestions

| Challenge | Suggestion |
|---|---|
| When working in groups, more proficient students solve the problems, while others stay quiet. | Allow time for "think-pair-share" activities, where students think individually first, discuss ideas with a partner, then share their ideas with another pair. |
| When less proficient students are put in groups according to ability, they become labeled as "less proficient," which affects their motivation and self-esteem. | Vary groupings to ensure all students benefit and contribute in different contexts. |
| High-ability students do not feel challenged. | Give extension work and higher-level input. |
| Lower-proficiency students do not complete tasks. | Give additional support and adapted activities. |

## Differentiated Instruction

We provide a specific suggestion for differentiated instruction in each project. Each one has three categories:

1 *Support* activities help students better understand the tasks and concepts.

2 *Consolidation* activities reinforce what students are learning.

3 *Extension* activities provide additional challenges for more proficient students.

| 1 PREPARATION | | |
|---|---|---|
| **Support** | **Consolidation** | **Extension** |
| Suggest ways to record and keep notes.<br>Extend time limits.<br>Give students specific goals related to competencies. | Have students organize ideas.<br>Provide students with specific tasks to improve competencies.<br>Give extra roles and responsibilities. | Suggest alternative ideas.<br>Focus on additional competencies.<br>Set additional goals. |

| 2 DEVELOPMENT | | |
|---|---|---|
| **Support** | **Consolidation** | **Extension** |
| Provide more examples of models.<br>Suggest sources for research. Give essential information that helps with students' roles.<br>Ask specific questions about findings. | Analyze different models.<br>Have students share opinions.<br>Make additional notes of findings.<br>Assess validity of sources.<br>Give extra responsibility in line with roles. | Produce another model for the project.<br>Analyze opinions.<br>Look for different points of view.<br>Allow for peer-teaching. |

| 3 PRODUCTION | | |
|---|---|---|
| **Support** | **Consolidation** | **Extension** |
| Ensure level-appropriate participation during presentation.<br>Allow feedback in own language.<br>Suggest ways to improve. | Encourage feedback in English.<br>Have students discuss self-evaluation.<br>Encourage suggestions for ways to improve. | Give all feedback and evaluation in English.<br>Have students interview each other about what they learned.<br>Encourage suggestions for ways to improve. |



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