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Garan Copello , With Simon Cupit
Excerpt
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AN INTRODUCTION TO PROJECT WORK

Welcome to your students' final year of study! How will project work help them prepare for life beyond middle school?

Your students should now have the confidence to carry out different types of projects successfully. Most of them are familiar with all of the stages of the process and can complete the majority of the steps in English. The projects in Level 4 recycle students' previous knowledge in a way that motivates them and allows them to continue to develop their collaborative skills.

This book will guide you on how to make the most of project work and help students get ready for the next stages of their lives.

What Is Project Work?

Imagine you and your class have just finished Unit 2 (*What can you change?*). Your students have learned vocabulary for parts of objects and practiced using past tenses as well as *used to* and *would*. How can you review and expand on this topic? In this case, your students work in groups to schedule and create a history exhibition.

Remember that project work involves students taking ownership of their work and making decisions together. There is a realistic final outcome and a series of stages to follow that allow 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 share memorable experiences.

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 4 Projects	Area of Competency	Competency	Can Do Statements
Culture Project: A Fact File Teacher's Resource Bank Unit 1	Social Responsibilities	Understanding and describing own and others' cultures	*Accepts others and shows respect for cultural difference; Makes informed comparisons between their own society and other societies.*
	Learning to Learn	Taking control of own learning	*Identifies helpful resources for their learning; Finds sources of information and help (online and in school).*
History Project: A History Exhibition Student's Book Unit 2 pp30–31	Learning to Learn	Practical skills for participating in learning	*Produces a revision plan to focus on key skills and knowledge in a systematic way; Uses metacognitive strategies (e.g., time management) to maximize learning.*
	Collaboration	Taking personal responsibility for own contributions to a group task	*Follows the instructions for a task and alerts others when there are problems; Takes responsibility for completing tasks as part of a larger project.*
Culture Project: A Poster Teacher's Resource Bank Unit 3	Creative Thinking	Creating new content from own ideas or other resources	*Responds imaginatively to contemporary events and ideas; Makes an assignment original by changing the task or adding new angles.*
	Critical Thinking	Synthesizing ideas and information	*Selects key points from diverse sources to create a new account.*
Science Project: An Infographic Student's Book Unit 4 pp54–55	Critical Thinking	Evaluating ideas, arguments, and options	*Distinguishes between fact and opinion; Identifies evidence and its reliability.*
	Collaboration	Managing the sharing of tasks in a project	*Works with others to plan and execute class projects; Ensures that work is fairly divided among members in group activities.*
Culture Project: A Travel Blog Teacher's Resource Bank Unit 5	Creative Thinking	Participating in creative activities	*Encourages group members to make activities more original and imaginative; Participates in "what if" thinking.*
	Communication	Using appropriate language and tone for context	*Knows how to present points clearly and persuasively; Uses language for effect.*
Citizenship Project: A Pamphlet Student's Book Unit 6 pp78–79	Social Responsibilities	Taking active roles including leadership	*In group work, makes consultative decisions; Encourages others to participate and contribute to projects.*
	Communication	Participating with appropriate confidence and clarity	*Starts and manages conversations with confidence; Uses facial expressions and eye contact appropriately.*
Culture Project: A Presentation Teacher's Resource Bank Unit 7	Communication	Managing conversations	*Can use simple techniques to start, maintain, and close conversations of various lengths; Paraphrasing.*
	Social Responsibilities	Understanding personal responsibilities as part of a group and in society – including citizenship	*Is aware of positive behavior in different groups; Makes informed choices (e.g., in relation to diet, exercise).*
Art and Design Project: A TV Ad Storyboard Student's Book Unit 8 pp102–103	Critical Thinking	Understanding and analyzing links between ideas	*Distinguishes between main and supporting arguments; Identifies the basic structure of an argument.*
	Collaboration	Listening respectfully and responding constructively to others' contributions	*Listens to and acknowledges different points of view respectfully; Evaluates contributions from other students with appropriate sensitivity.*
Culture Project: A Story Teacher's Resource Bank Unit 9	Learning to Learn	Practical skills for participating in learning	*Organizes notes systematically; Uses notes to construct original output.*
	Creative Thinking	Creating new content from own ideas or other resources	*Writes or tells an original story given prompts or without prompts; Communicates personal response to creative work from literature.*

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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 Student's Book.

Find useful photocopiable resources.

Get useful tips for monitoring collaborative skills.

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



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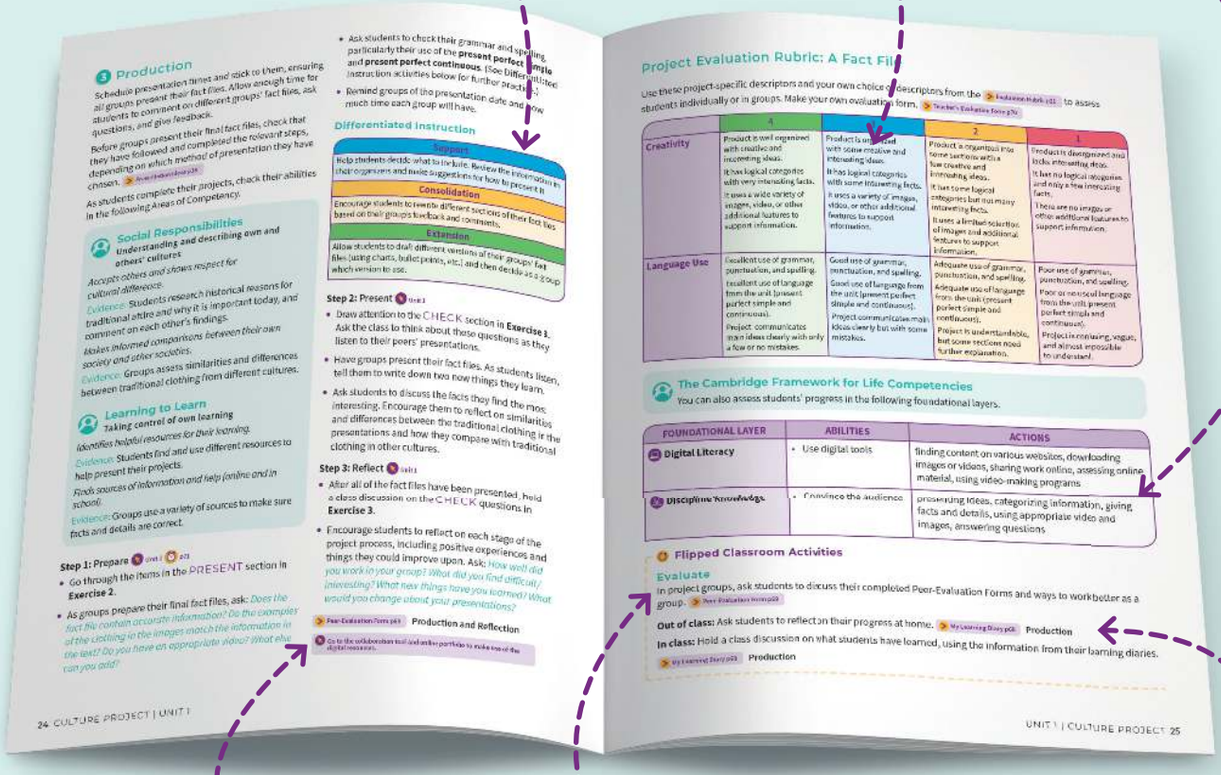
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Get ideas for extra differentiated practice in each project; perfect for mixed abilities!

See clear guidelines for identifying and assessing student performance.

Identify the other vital skills that project work develops.

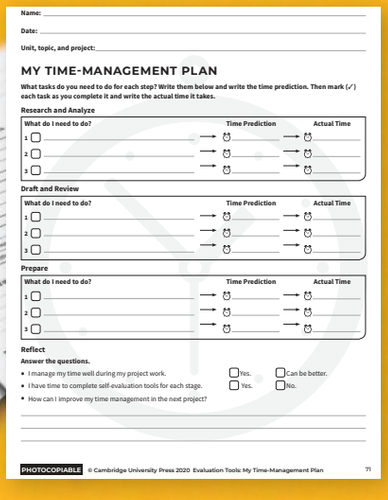


Students can work together on their projects in the digital collaboration space, and teachers can track and assess their work. Students can also share and comment on each other's work in the portfolio.

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

1 Preparation

Facilitators

Step 1: **Introduce** the Topic

Step 2: **Analyze** the model for the project

Step 3: **Go through** the *How to* tips

Step 4: **Clarify** the Project

- Organize groups
- Review the learning outcomes and skills
- Brainstorm ideas
- Focus on key information
- Have groups make decisions about content

2 Development

Project Groups

Step 1: **Assign** Roles and Responsibilities

Step 2: **Research** and **analyze**

Step 3: **Draft** and **review**

- Put together work
- Peer-correct
- Express opinions and make choices

3 Production

Project Groups

Step 1: **Prepare**

- Decide how the project will look and who will speak
- Practice

Step 2: **Present**

- Take turns presenting
- Ask questions and give feedback

Step 3: **Reflect**

- Discuss all stages of the process

Pre-Evaluation (Self-Evaluation)

Tools for students:
KWL Chart, My Learning Diary, Peer-Evaluation Form

Tools for teachers:
Teacher's Evaluation Form

Evaluation Tools pp67–70

Formative Evaluation (Self-Evaluation, Peer-Evaluation, Observation)

Tools for students:
KWL Chart, My Learning Diary, Graphic Organizers, Peer-Evaluation Form

Tools for teachers:
Teacher's Evaluation Form

Evaluation Tools pp67–70

Formative and Summative Evaluation

Tools for students:
KWL Chart, My Learning Diary, Peer-Evaluation Form

Tools for teachers:
Teacher's Evaluation Form, Evaluation Rubric

Evaluation Tools pp67–70
Evaluation Rubric p21

Reflection (You and Students)

1 Have *student-to-student*, *student-to-teacher*, and *teacher-to-student* discussions on evaluation grades.

2 Identify areas for improvement in future projects using the Evaluation Tools.

Evaluation p20

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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 4, we suggest you encourage the use of English for all stages of each project. This includes during in-depth discussions of the topic and reflection 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. Extend time limits. Give students specific goals related to competencies.	Have students organize ideas. Provide students with specific tasks to improve competencies. Give extra roles and responsibilities.	Suggest alternative ideas. Focus on additional competencies. Set additional goals.

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

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

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