

# Project-based learning

Edmund Dudley

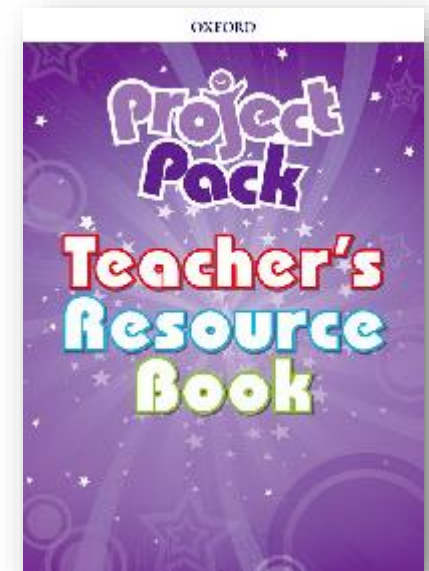
OUP Conference, Zagreb, 7 December 2019



# In this talk

## Project-based learning

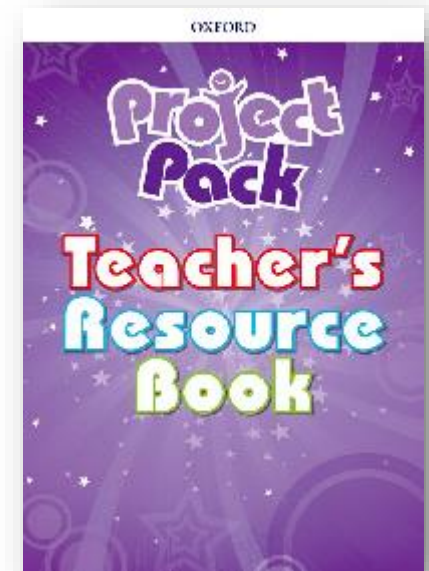
- Preparation and rationale
- Projects in action
- Assessing project work

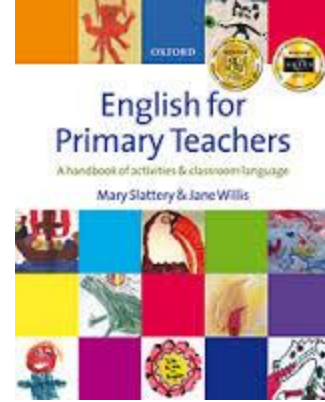


# In this talk

## Project-based learning

- **Preparation and rationale**
- Projects in action
- Assessing project work





# Why projects?

You do a language project to:

- bring together all the language work you have been doing in class
- build on and extend what your pupils already know
- allow children to work together and co-operate
- give everyone in the class a chance to contribute
- **achieve** something worthwhile that other people can see and that everyone can be proud of

Slattery and Willis

# Benefits of a project approach

- uses language as a tool
- develops collaboration
- enables self-expression
- activates language
- builds self-esteem
- motivates and inspires



# Managing project work

- time
- audience
- non-cognitive skills
- language

# Time

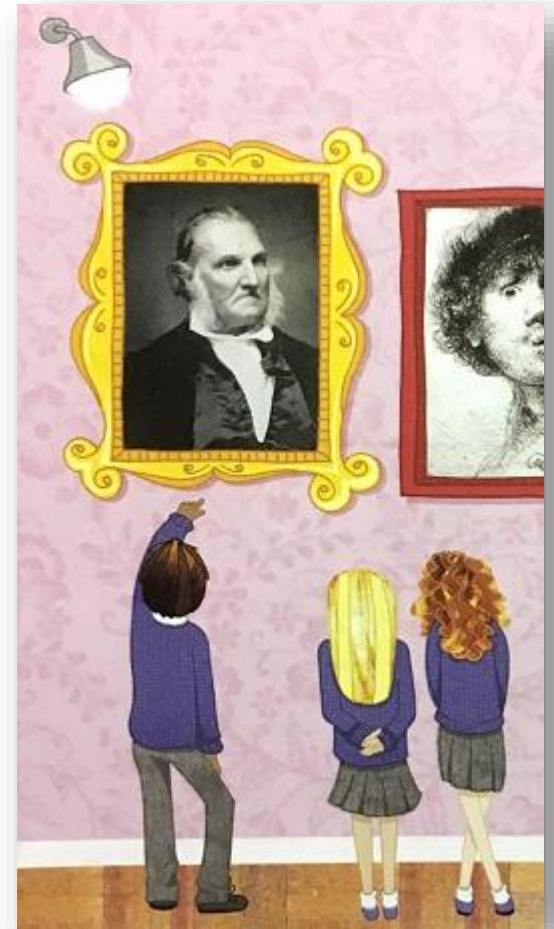
- provide plenty of time
- give time warnings
- establish project routines
- find the optimal slot for project lessons



# Audience

Projects involve concrete outcomes.  
Projects need to have an audience.

- encourage students to present their work
- explore different publication formats
- involve parents and other classes





# Non-cognitive skills

Project work develops important non-cognitive skills:

- time management
- patience
- persistence
- creativity
- resourcefulness
- generosity



# Language

- Allow students to use L1 when planning
- English only for presentations
- Don't correct all their mistakes
- Don't expect too much
- Don't stifle creativity



# Project approach

- Consolidate learning
- Activate language in meaningful, collaborative ways
- Engage the key competences in the process



# Key competences

What are they?



linguistic



social and  
civic



learning to  
learn



initiative and  
entrepreneurship



cultural  
awareness  
and  
expresssion



digital

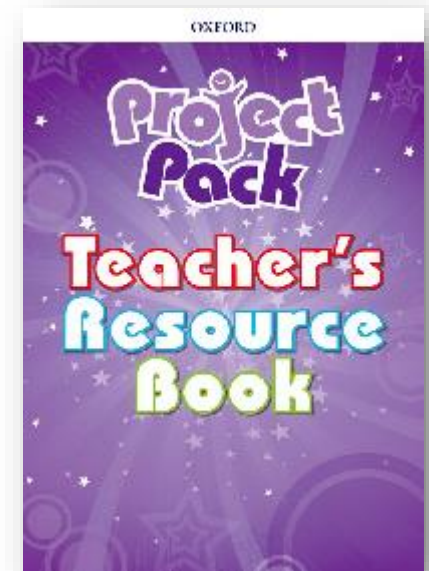


maths and  
basic S&T

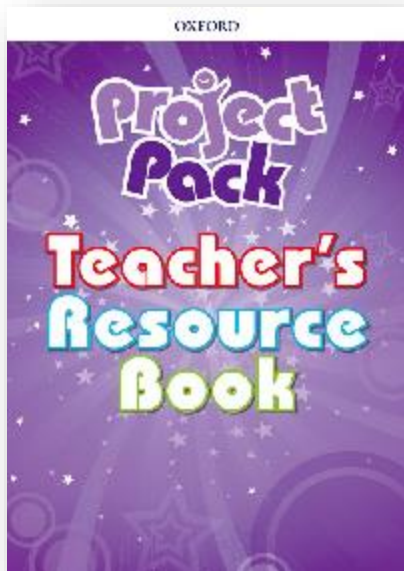
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- **Projects in action**
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# Project methodology



present →

practice →

consolidate

poster →

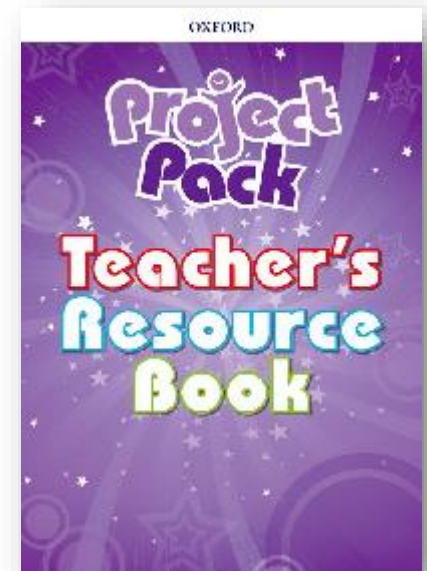
worksheet →

project work

# Portraits

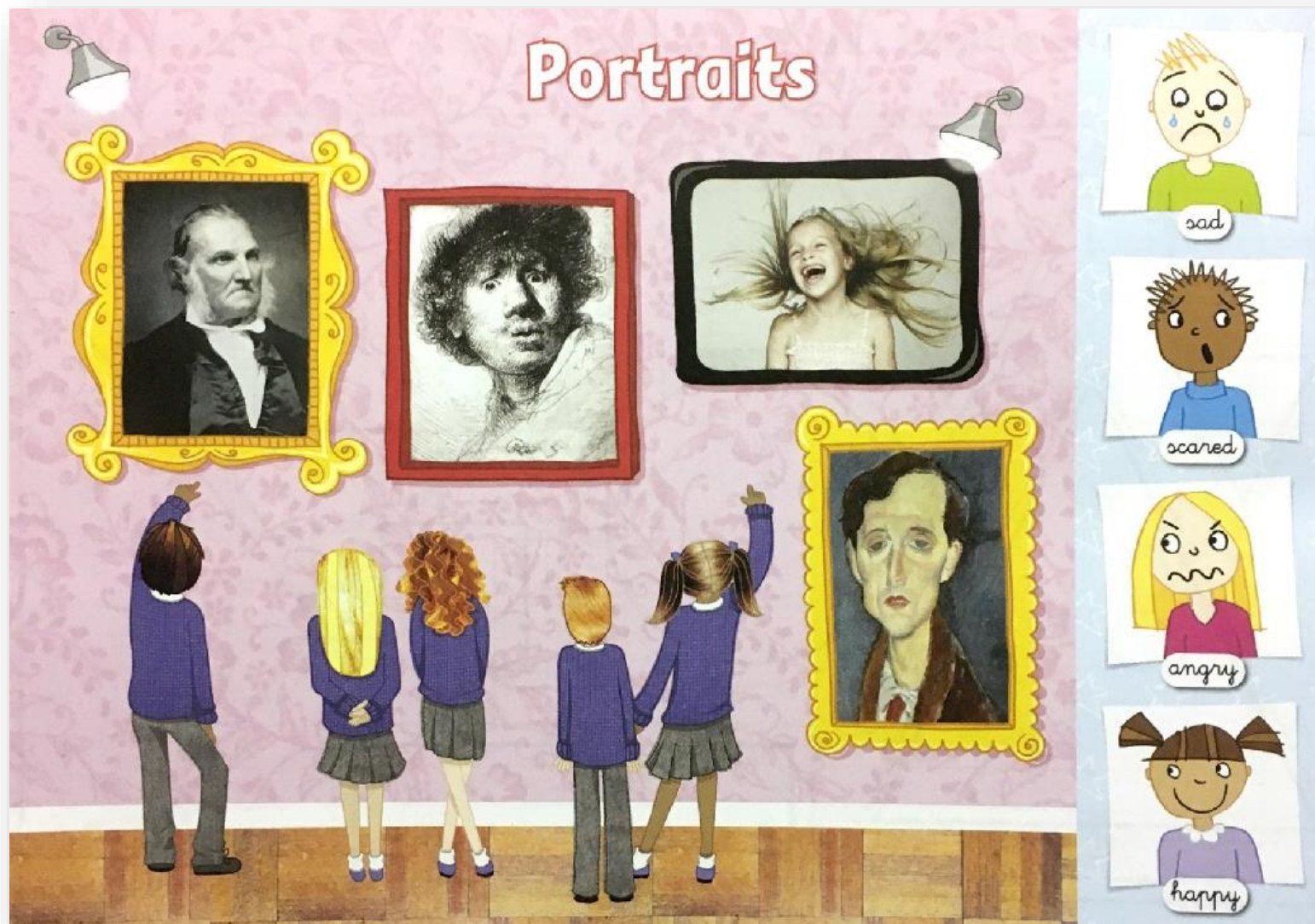
## Project 3, red level

- Presentation: look at poster; sing song
- Practice: WS2 – drawing emotions with facial expressions
- Consolidation: mixed-media self-portrait





# Poster





# Song

1/2

I'm sad, sad, sad today  
Look at my face. I'm sad today.  
I'm sad today. Can I talk to you?  
Because I'm sad, sad, sad today.

I'm scared, scared, scared today  
Look at my face. I'm scared today.  
I'm scared today. Can I talk to you?  
Because I'm scared, scared, scared today.

# Song

2/2

I'm angry, angry, angry today  
Look at my face. I'm angry today.  
I'm angry today. Can I talk to you?  
Because I'm angry, angry, angry today.

I'm happy, happy, happy today  
Look at my face. I'm happy today.  
I'm happy today. Can I play with you?  
Because I'm happy, happy, happy today.

### Worksheet 1

① Listen and colour. ② 5



② Read and colour.

I've got brown hair and green eyes.

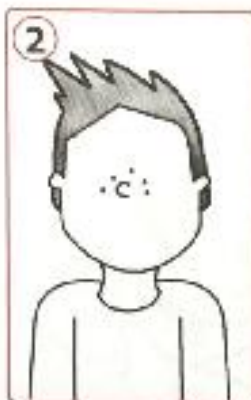


I've got blue eyes and black hair.

## Practice

# Practice

① Listen and draw.  8

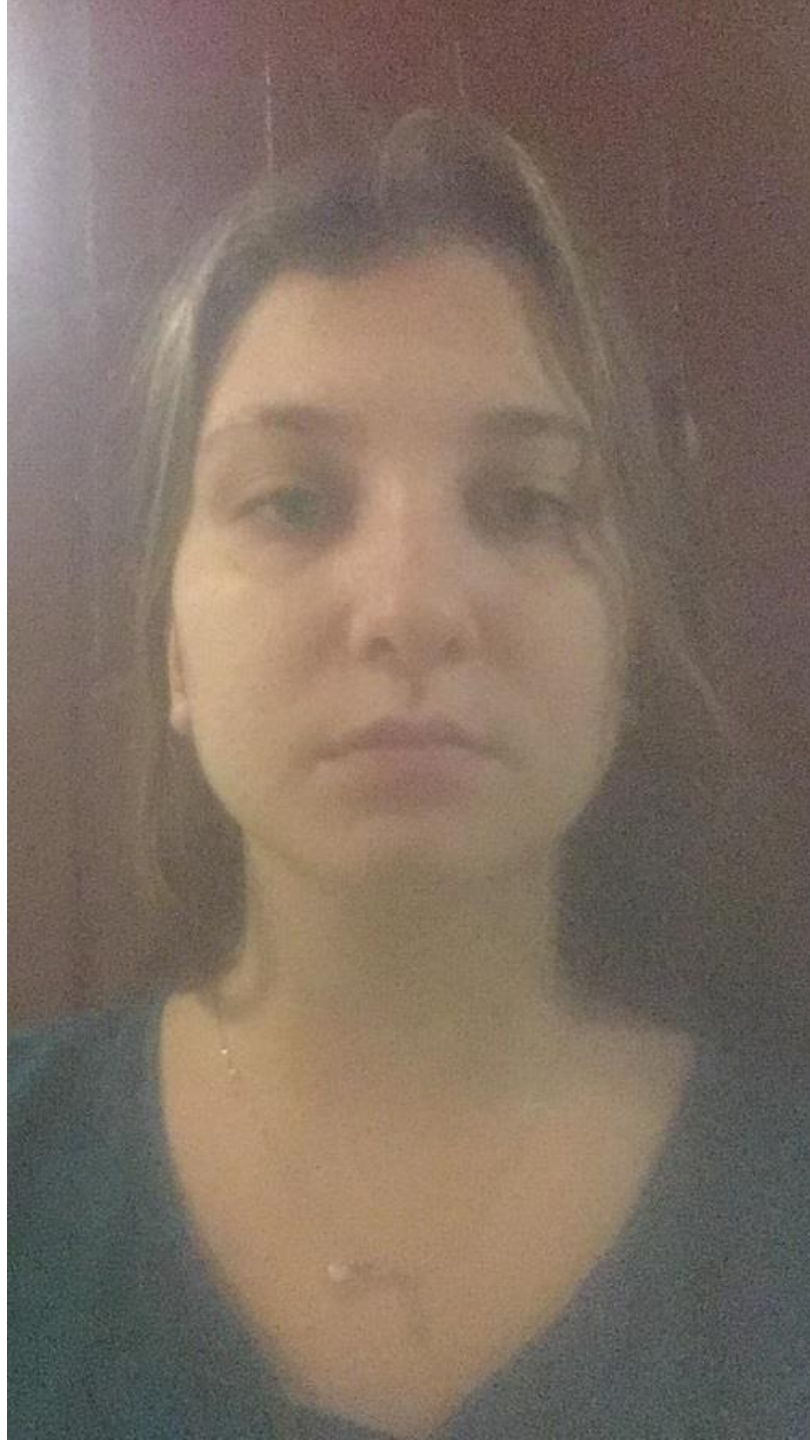


② Draw yourself. Write. Draw and write about a friend.

happy sad angry scared

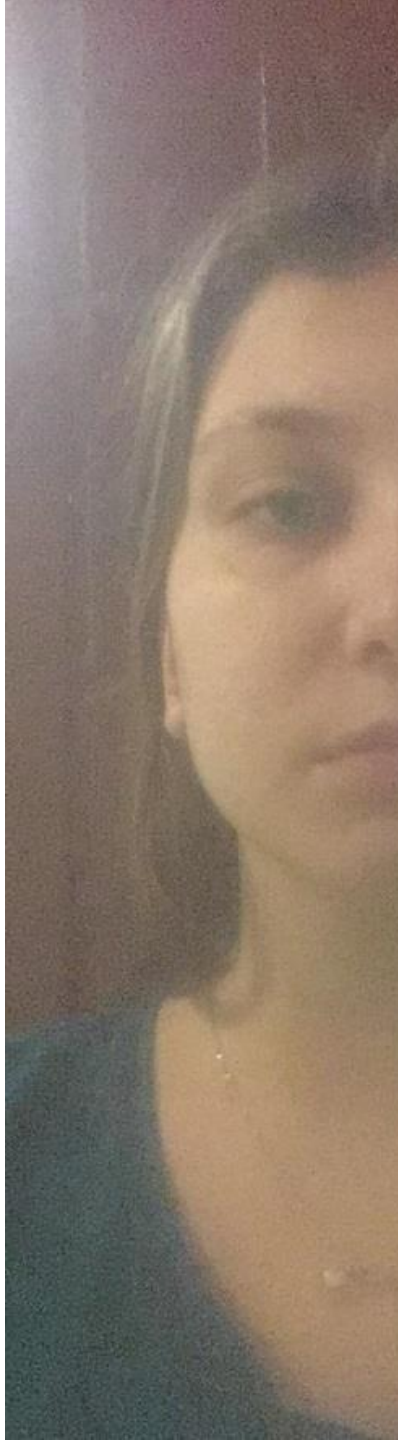
# Project work

## Mixed-media self- portrait



# Project work

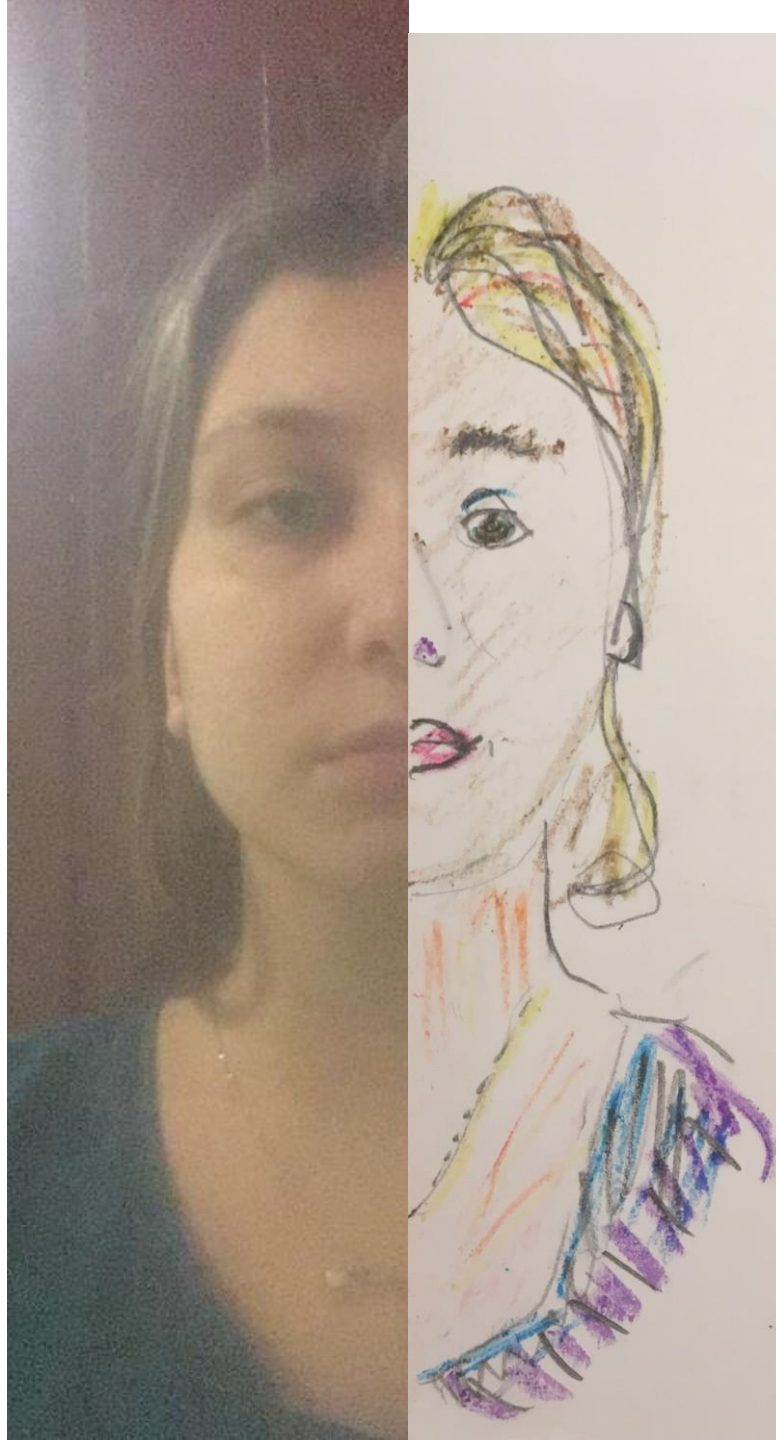
Mixed-media  
self-portrait





# Project work

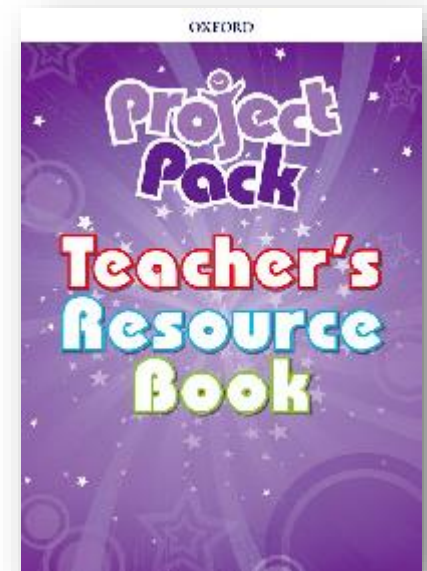
## Mixed-media self-portrait



# Honey bees

Project 16, green level

- Presentation: honey and bees; look at poster
- Practice: WS 1 – facts about bees
- Consolidation: design an advert for a product made from honey or beeswax





# Presentation

Introducing the topic



honey bee



bumble bee



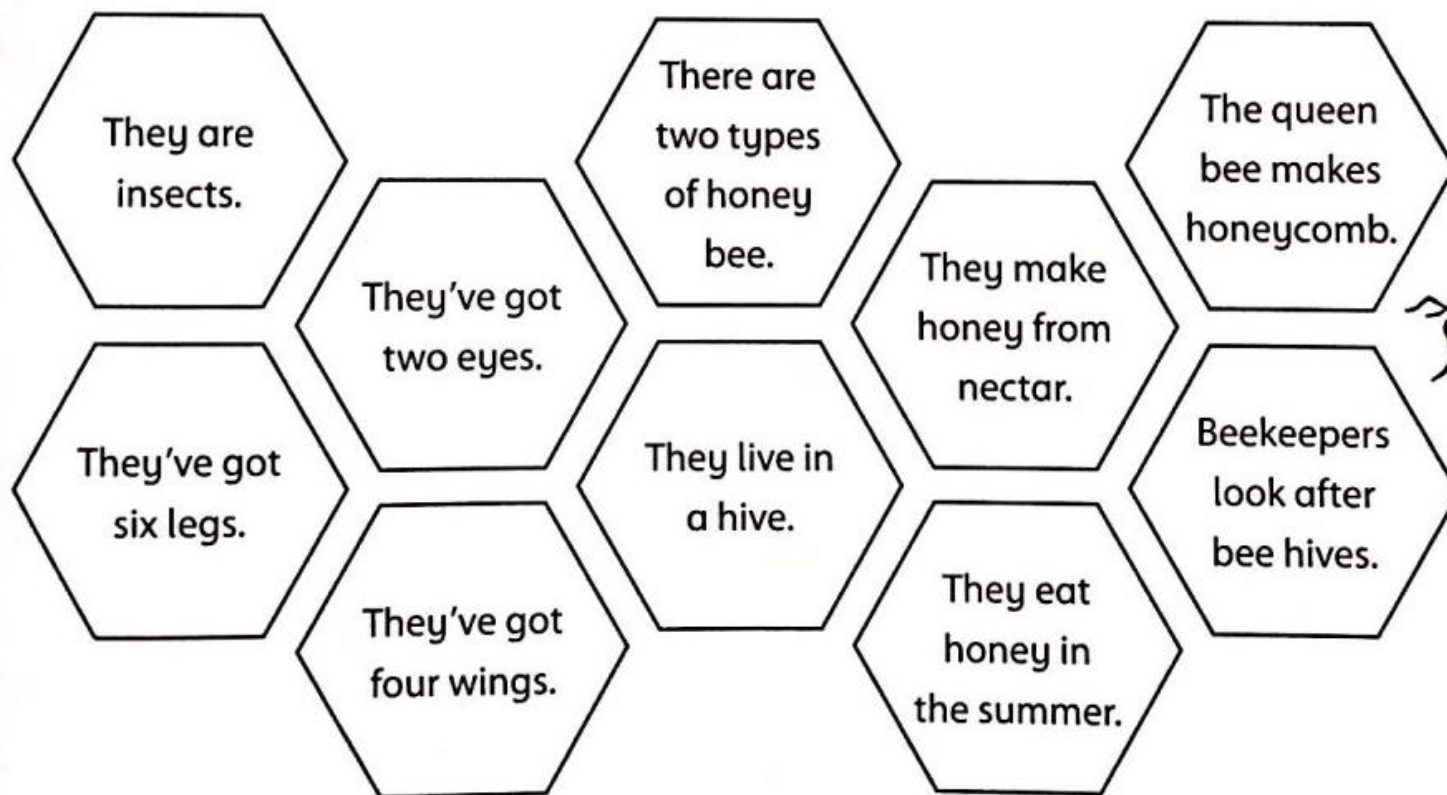
wasp

# Poster



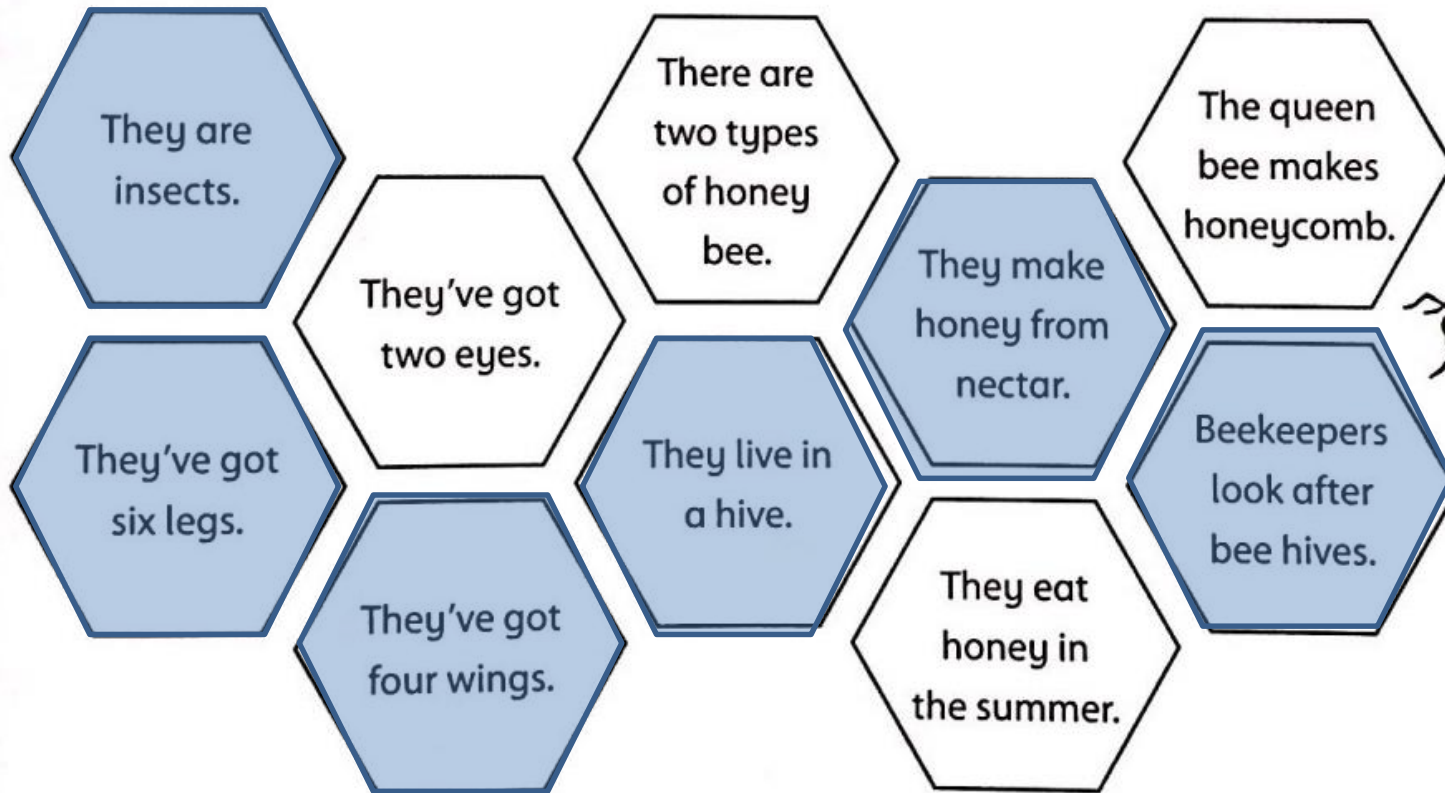
# Practice

③ Read. Colour the true facts about honey bees.



# Practice

③ Read. Colour the true facts about honey bees.

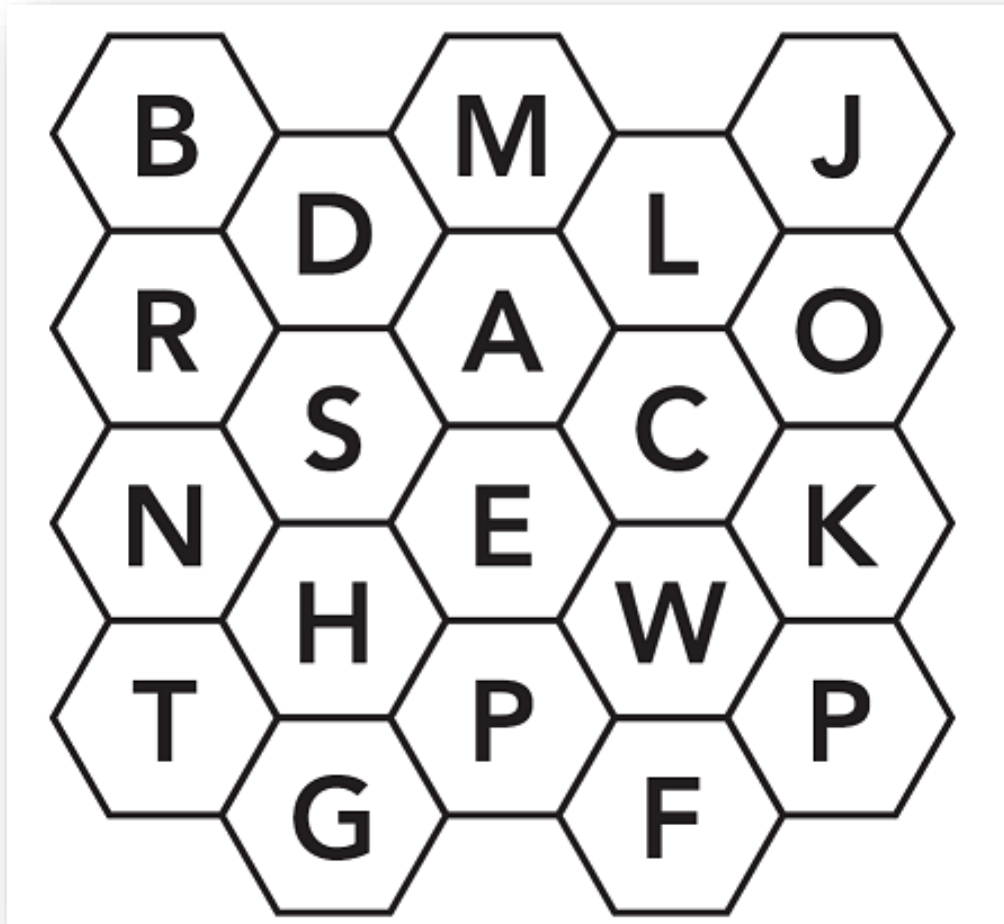




# Game: Blockbusters

The first letter of the answer is shown


Blue team




Red team

# Practice

Listen to an advert

① Listen and tick ✓.  41

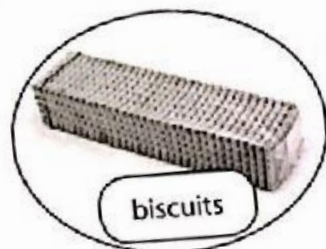


② Listen again and write.  41

- 1 What is the product called? Hive
- 2 Where can you buy it? \_\_\_\_\_
- 3 How much is it? \_\_\_\_\_
- 4 How many are in a packet? \_\_\_\_\_

# Practice

③ Which products can be made with honey or beeswax? Circle. Then look up the answers.



# Project work

Project: Design an advert for a product made from honey or beeswax

Collaborative procedure:

discuss

select

plan

create

present

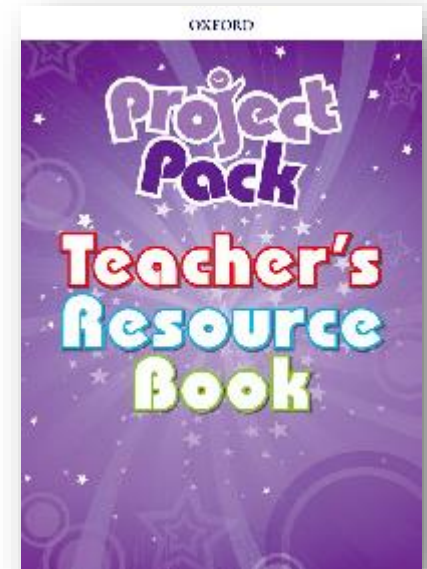




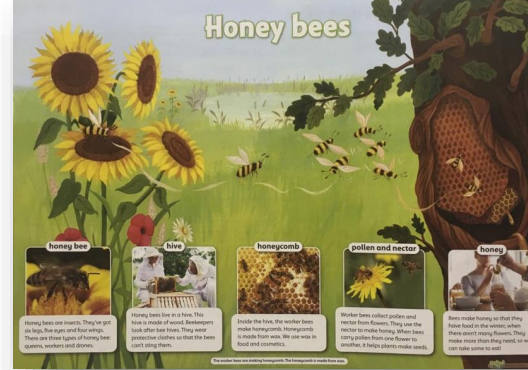
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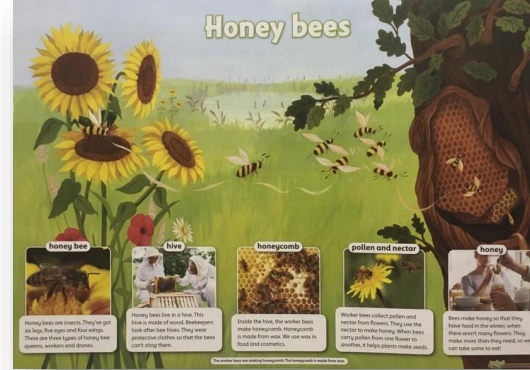


# Learning outcomes

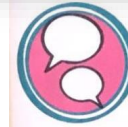


- to learn and use words and phrases connected to honey bees
- to listen to and understand the main points of an audio advert
- to design an advert for a product

# Key competences



understands and uses new words



works collaboratively with others



looks for information to check their own answers



uses a computer to find information



plans how the group will manage the project tasks



understands how ads use words and pictures to appeal



understands the impact of human activity on honey bees, and what they could do to help protect honey bees



# Assessing key competences

Project 16

## Project Pack

### Key Competences assessment

#### Project 16: HONEY BEES








Name: \_\_\_\_\_

Class: \_\_\_\_\_

#### Assessment criteria

- 4 – Excellent
- 3 – Good
- 2 – Adequate
- 1 – Needs improvement

#### Indicators for evaluating the Key Competences

	1	2	3	4	Observation
 <b>Linguistic competence</b>					
Understands and uses new words and phrases connected to honey bees					
Understands the key points of an audio advert					
Successfully completes the project worksheets					
 <b>Social and civic competence</b>					
Works collaboratively with other students to create an attractive advert					
Plans and negotiates the processes and tasks involved before starting the project					
 <b>Learning to learn</b>					
Able to categorise words into groups and manage information effectively					
Looks for information to check their own answers to a worksheet activity					
Reflects on and evaluates project work by completing the Project review worksheet					
 <b>Digital competence</b>					
Uses a computer to find information about products made from honey and beeswax					
Uses digital devices (PC/tablet/camera/audio or video recording equipment) to design an advert					
 <b>Sense of initiative and entrepreneurship</b>					
Plans how the group will manage each of the tasks to complete the project					
 <b>Cultural awareness and expression</b>					
Understands how adverts use words and pictures to appeal to their audiences					
Makes decisions about how to present a product in order to make it appealing to a target audience					
 <b>Mathematical competence and basic competences in science and technology</b>					
Understands the impact of human activity on honey bees, and what they could do to help protect bees					

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slides here: [legyened.edublogs.org](https://legyened.edublogs.org)

