

# The projet work

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## ✿ The project work:

The project is thus a speaking or writing production that learners realize in groups of four students maximum. It must be presented at the end of several learning grouped sequences (Pedagogic Project) . It must be motivating for all learners.

Guidance will be given to them as and learning. The choice of project is done according to the range of communicative tasks related to their accessibility to students.

Production must come from the group , or the group members according to their level of study

Source : Document d'accompagnement Mars 2015 ( pages 16-17-18 & 20)

## ✿ The characteristics of a project work are:

- ✿ a creative approach
- ✿ a defined duration
- ✿ accessible result
- ✿ the individual phases
- ✿ collective phases
- ✿ specific learning
- ✿ periodic confrontation
- ✿ a valuation of the realization

## ✿ Why project work?

*"One of the major advantages of project work is that it makes school more like real life. It's an in-depth investigation of a real-world topic worthy of children's attention and effort."*

-EDUCATION RESEARCHER SYLVIA CHARD

-Project based learning (PBL) Helps Students Develop Skills for Living in a Knowledge-Based, Highly Technological Society

-The old-school model of passively learning facts and reciting them out of context is no longer sufficient to prepare students to survive in today's world. Solving highly complex problems requires that students have both fundamental skills (reading, writing, and math) and 21st century skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high tech tools). With this combination of skills, students become directors and managers of their learning process, guided and mentored by a skilled teacher.

- Competency Based Approach without project work in meaningless

## ✿ Some advantages of project work are:

1. **Increased motivation** - learners become personally involved in the project.
2. **All four skills**, reading, writing, listening and speaking are integrated.
3. **Autonomous learning** is promoted as learners become more responsible for their own learning.
4. **There are learning outcomes** -learners have an end product.
5. **Authentic tasks** and therefore the language input are more authentic.
6. **Interpersonal relations** are developed through working as a group.
7. **Content and methodology** can be decided between the learners and the teacher and within the group themselves so it is more learner centred.
8. **Learners often get help from parents** for project work thus involving the parent more in the child's learning. If the project is also displayed parents can see it at open days or when they pick the child up from the school.
9. **A break from routine** and the chance to do something different.
10. **A context is established** which balances the need for fluency and accuracy. Haines (1989)

11. Students enjoy it when we show enthusiasm for doing project work and offer opportunities instead of just prescriptive work .
12. Shy students can do great work in a group, as can students with otherwise lower grades.
13. Projects teach students, especially YLs, to work together, to be part of a group, to share, etc.
14. Projects are more memorable than simple tasks, so might this mean that they are a more effective way of learning?
15. Projects link to the lives of learners; they are meaningful, not just prescriptive or pedagogic.
16. Projects offer an opportunity for acceleration work for students who are keen to move ahead .
17. Students often take projects more seriously than everyday tasks.
18. Project work could involve the local community, parents, etc.

### ✿ The development of the project:

The project is conceived as **three** distinct phases:

#### 1 - The preparation phase:

It concerns the tasks, objectives and learning activities. It gets around the "product" to achieve, the means to implement strategies to adopt, to distribute tasks, schedule to meet.

**2 - The implementation phase:** It is on two levels: **notional and procedural**. They are marked by balance sheet breaks that allow to take stock and regulate learning, thanks to *the co-evaluation, self-assessment and assessment by the teacher*.

**3 - The delivery phase:** It concerns the final presentation of the product to an audience that may include the classmates, students from other classes and even guests as parents, members of the administration etc.

#### NB:

Please note that the process of developing a project is conducted **in parallel** with the training sequences ( Pedagogic Project)

### ✿ As a teacher, how do I organize a project?

#### 1. The preparation phase (Starting off of the project)

That's when you clearly define the project. Adjust it to the specified skills. Decide on the number of sequences and plan learning activities and assessment required by the nature of the project. Before starting a project, you must consider a number of parameters:

- ✿ **The theme**
- ✿ **The duration**
- ✿ **Your role**
- ✿ **The grouping of students**
- ✿ **Evaluation**

#### ✿ The theme :

- How will it be selected?
- Is it you or the students who choose?
- Do all students will work on the same topic?
- Are the different groups working on different themes?

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Whether the subject is chosen by you or the students must meet certain criteria such as:

- Serve the exit profile of the Middle School Learner.
- . It must be presented at the end of several learning grouped sequences (Pedagogic Project)
- It must be interesting and meaningful for the students.
- It must maintain student interest throughout the duration of the project.
- It must be a challenge, but a challenge of reasonable difficulty.
- Information concerning the need to be accessible.

### **b-The term**

How long will the project? Duration must take into account factors such as the program, the work plan, student motivation and theme at the end of several learning grouped sequences (Pedagogic Project)

### **c-Management :**

During the project period you (teacher) play several roles.

- ✿ At the beginning you will be the knowledge holder.
- ✿ Then you will become an advisor and facilitator that will serve to guide students.
- ✿ You have to let more and more initiative for students to make them aware that the project is their responsibility in learning the discipline.
- ✿ You will also have to play from time to time, the role of co-learner.
- ✿ However we must not forget to take them to integrate individual work.

### **d-The grouping students:**

Before beginning the project, you must decide how many groups to form, the number of students per group and the grouping criteria. Students can be grouped according to their levels, their affinities or other criteria. The grouping can also be done by the students themselves. It would be interesting to plan for the year by a project group, eg a group of eight students for each project in a class of forty students.

### **e- The assessment:**

What should we evaluate? The process or product, group or individual? You must set all this in advance, and students must be informed. You must design an evaluation form which you will give, if possible, a copy for each student.

## **✿ 2. The development phase (building the project):**

A / At this stage the teacher becomes an advisor, facilitator, resource person to guide, facilitate and adjusts the actions to take and the deadlines. It should help students:

- Collect ideas, write them on the board, select, classify, evaluate, combine and improve them.
- Define the project objectives: you will help students formulate the objectives of their project. It is possible that all students working on the same project, but must each group focuses on a different task.
- Establish the work plan and decide what action to take:** When students know what they have to do they will:
  - Identify the type, sources and methods of gathering information they need;
  - Establish a list of equipment they need (eg technical support)
  - A timeline
  - Share responsibility
- Fixing and other skills related to project when the project details have been planned, you will know exactly what kind of language is needed to run it. You will focus on teaching language skills that students will need for their project. Other skills such as interview techniques, documentation, note-taking will also be taught.

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## B / During this time students must:

**a-** design the hardware and make a plan of the project itself. At this stage of the project the students have control of their work. They begin to design their own material (questionnaires, interviews, surveys etc.). You will have the role of a consultant who will advise on the use of language, a facilitator helps guide and when necessary.

**b-** collect information and select the most relevant ideas, most original and most creative. This will be in and out of the facility through interviews, questionnaires and desk research.

**c-** collate information collation of data will be done when all relevant information has been collected and selected. It will organize the data, discuss and analyze them before presenting them.

**d-** organize the work and equipment: when the data analysis is complete, students will discuss different ways to organize the material for the final presentation of the project.

**e-** jet (first version) Proofreading and f- collection.

**g-** Focusing own (draft final).

## 3. The restitution phase (presenting the project)

At this stage students should be encouraged to present their product. To make the product more interesting, paintings, photos, slides etc. may be incorporated.

If the presentation is an exhibition, you must decide for equipment, invitations etc. You must also prepare your students to provide clarification on their projects to the guests ( classmates) .

The presentation stage is not the final stage, other steps should be considered:

### a- The feedback from students after presenting the project:

At this stage the students do a flashback to review the project under a different angle to public feedback. It is useful to ask them to review the actions and discuss them. They thus consider improvements if the project were to be resumed. This is actually a self-assessment of their work.

### b-Your feedback

It is important that you discuss honestly what your students have produced. Show that you have appreciated their efforts. Comment and criticize their work in order to show them how to improve their processes and products.

Teachers need to follow their learners during the TD sessions and offer their continuous help to make the learners feel to what extent they are well leaded and directed .

### c-Material storage / archiving:

A project should not be put aside after his presentation. Different ways to exploit can be considered. Included in a school library magazine registered, the project can be used for other uses.

To facilitate access to products of different projects, it should be stored in a location accessible to all ( School Library) .

### Summary table of the teacher's roles and students in project work\*

Teacher's role	Learner's role	Commun roles for both teacher and learner
<ul style="list-style-type: none"><li>- Provides the theme</li><li>- Sets the duration of the project</li><li>- Determine the evaluation criteria</li><li>- Includes students</li><li>- Delimits its own shares</li><li>- Give their own feedback</li><li>- Helps to store finished products</li></ul>	<ul style="list-style-type: none"><li>- Form groups</li><li>- Create materials</li><li>- Collect information</li><li>- Select information</li><li>- Collate the information</li><li>- Organize materials</li><li>- Present the product</li></ul>	<ul style="list-style-type: none"><li>- Collect ideas</li><li>- Formulate project goals</li><li>- These plan actions</li><li>- Practise the language and other skills related to the project</li><li>- Collect feedback</li><li>- Analyze feedback</li></ul>

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