The results of IB teacher's work: organization of the project work in the lessons of Kazakh and English and development of students' research skills.

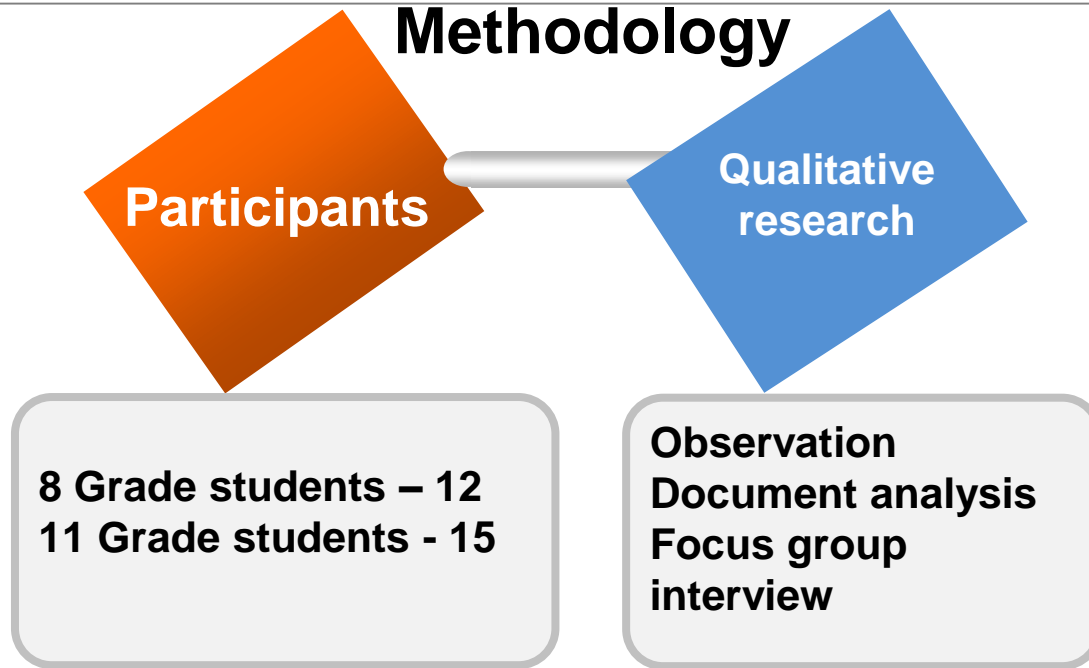Baishagirova Amankul,
Nurmaganbetova Zhanara,
Kazakh and English teachers of NIS of Astana IB.

Relevance of research

1. At the end of the unit after analyzing the students' formative works which was making a comparative analysis of two works, 30% of students in the class could not analyze the language methods of literary tools to reveal the topic.

2. To solve this problem, we examined the research question "How to develop the research skills and knowledge of students in this area?"

How does the organization of project work in the lessons affect the development of students' research skills?

Methodology

Participants

Qualitative research

8 Grade students – 12
11 Grade students - 15

Observation
Document analysis
Focus group interview

Project-Based Learning

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge (PBL works).

Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge (Edutopia).

Project work and Bloom's Taxonomy
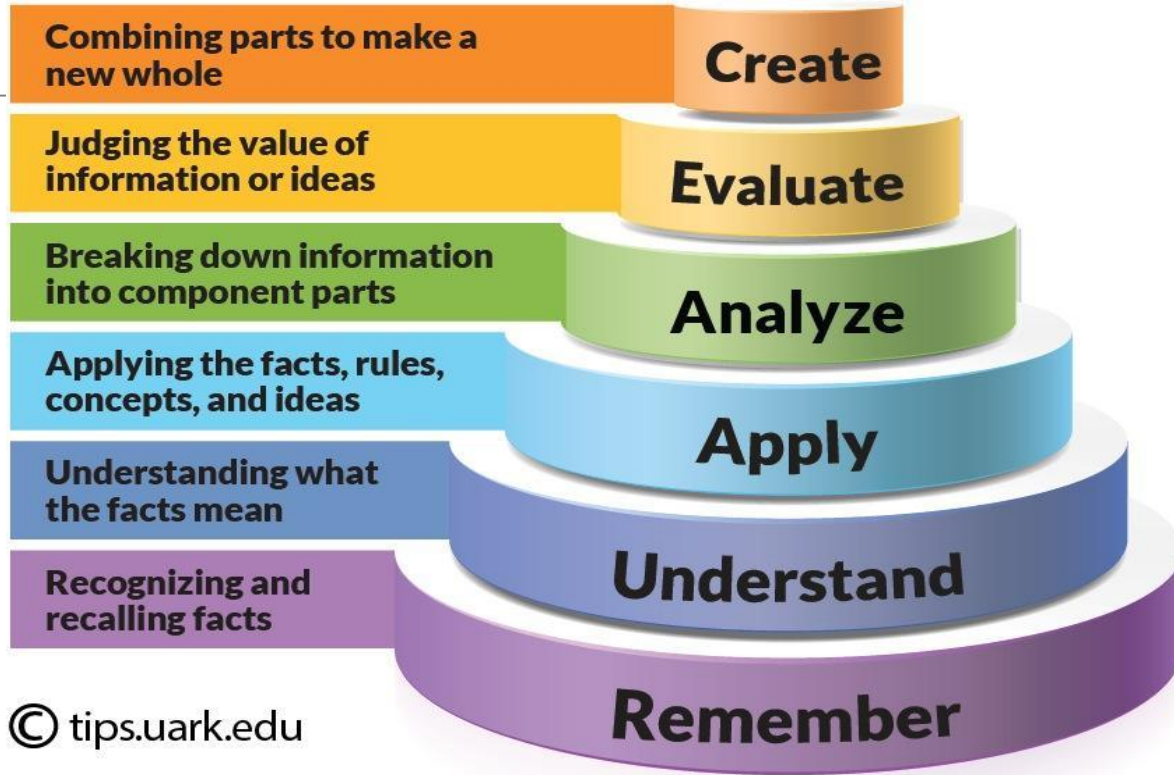
The Stages of the Project

PROBLEM

PLANNING

RESEARCH

PRODUCT

PRESENTATION

Types of Projects

Research projects

Game projects

Informative Projects

Creative projects

How to assess the Project work

I. Criteria for assessing the project:

1. The relevance of the selected topic.

2. The depth of the topic, the implementation of tasks.

3. The practical value of the project.

4. Compliance with the plan.

5. The validity of the findings.

6. Originality and variety of approaches to the development and implementation of the project.

7. The correctness and literacy of design.

II. Project presentation criteria:

8. Presentation (speech, intonation, voice, visuals)

9. The ability to answer the questions.

10. The ability to defend your point of view.

To summarize the results of the project work, the feedback paper can be used (advantages and disadvantages of the project and suggestions for improvement).
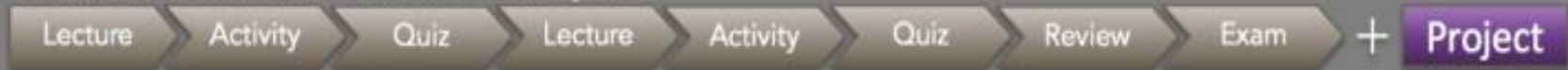
IS IT A **PROJECT** OR IS IT **PROJECT-BASED LEARNING?**

PROJECTS	VS	PROJECT-BASED LEARNING
Can be done alone		Requires collaboration & teacher guidance
About the product		About the process
Teacher-directed		Student-directed
Lack real-world context		Based on real world experiences/problems
Occur after the "real" learning		Real learning occurs through the project
All projects have the same goal		Student choices to determine the outcome

Doing Projects vs. Project Based Learning

Traditional Unit with Culmination Project

Lecture > Activity > Quiz > Lecture > Activity > Quiz > Review > Exam + **Project**

Project Based Learning Unit

Project Launch

Engaging and authentic task designed to provide the context for learning

| Activities |
| Workshops |
| Lectures |
| Homework |
| Research |
| Labs |

BENCHMARK

REFLECTION

| Simulations |
| Discussions |
| Modelling |
| Reading |
| Interviews |
| Quiz |

BENCHMARK

REFLECTION

| Creating |
| Feedback |
| Building |
| Writing |
| Preparing |
| Drafts |

Culminating Event and Presentations

Authentic demonstration of deeper learning

REFLECTION

© 2015 New Tech Network

https://studentsatthecenterhub.org/resource/projects-vs-project-based-learning-what-is-the-difference/

Omar, Taib and Basri (2012) state that project-based learning (PBL) is widely recognized as an effective methodology, as students are known to develop greater communicative, thinking and problem-solving skills than with regular, traditional lecture-based education (p.31).

The research of West Virginia Board of Education (2012-2013) suggest that many studies have reported positive changes in student motivation, attitude toward learning, critical thinking, and problem-solving skills resulting from their participation in project-based learning

(as cited by Bartscher, Gould, & Nutter; Peck, Peck, Sentz, & Zasa; Tretten & Zachariou).

21st century skills

Teamwork

Problem solving

Researching

Time management

Information analysis

Utilizing high tech tools

Project-based learning strategies:

"Balance teamwork and individual work", "Voice and choice in products", where teachers can differentiate the ways the students are assessed, "Differentiate through teams" where students can be differentiated by grouping into reading level, collaboration skills or social-emotional purposes, and other strategies.

*"**Standardized testing** is one measure of achievement. Each state has its own standardized measure of academic competency. Each standardized test only measures the specific content knowledge it is designed to test. In measuring basic academic subject proficiency, **standardized testing shows that students engaged in PBL outscore their traditionally educated peers** (Geier et al. 2008)" (Bell, 2010, pp. 39-40).*

Assignment: Seeing culture through idioms

Global Context - Personal and Cultural Expression   *Key Concept* - Culture

SOI: Informal language is important for communication within cultures and social groups.

Choose your favourite idiom and find an alternative in Kazakh language.

Create a brochure:

The 1st page of the brochure should contain visual representation of literal and figurative meaning of the idiom.

The 2nd page should describe the origin of idiom in English and Kazakh languages. Note: Kazakh idiom should be written in Kazakh, but the explanation should be in English.

The 3rd page should show the use of idioms in context (extracts from literature, movies, newspaper articles, advertisements, etc.) Provide at least 3 examples.

The 4th page should contain your opinion on Inquiry question: "To what extent do you agree that idioms reflect culture?"

Try to make your brochure appealing to the reader.

Your presentation is on the first lesson of the next week. Time for speaking is 3-4 minutes.

Phase 4 **Name: _____ / Class: _____**

Directions:

In your group you will create a skit where you must use idioms and slang. For this skit, you must write a script, where you and other characters would be using informal language. The script you created should be based on the book Wonder, but it isn't allowed to copy from the text. The characters must be chosen from the book. The setting should be clarified.

- Make your skit at least 4 minutes long.
- Use 4 idioms in your structured dialogue (3 members - 12 idioms). Mind that your idioms fit the context of your skit.
- Use, at least, 5 words of slang. Mind that your words of slang must fit the context of your skit.
- Make your skit in a funny and light-hearted way.
- Make one copy of script for the whole group.
- Use correct grammar and pronunciation.
- Use correct spelling.

Check list

To make sure that you`ve done everything right, look at the table and check whether all is presented in your skit. If you have some concerns write it in the empty space to address your teacher.

At least four idioms are used, and their meanings are understood by the context	
At least five slang words are used, and their meanings are understood by the context	
Genre is corresponding, and events are logical continuation of the original text	
The skit lasts in the span from three to four minutes	
I rehearsed my exchanges and can engage with the spoken text during group role play	

Results

Students worked on project works and developed reflection, research, communication, cooperation, assessment and presentation skills. And the teacher got such results because of effective organization of project work and providing an opportunity for students to acquire knowledge independently.

References

Bell, S. (2010): Project-based learning for the 21st century: Skills for the future. The Clearing House, 83, pp. 39-43. Retrieved from

http://www.tandfonline.com/doi/abs/10.1080/00098650903505415#.U9mrhlaAdBV

Omar, A., Taib, N.F., Basri I.S. (2012). Project-based learning: English Carnival in University Kuala Lumpur – Malaysia France Institute. *The English Teacher Vol. XLI (1)*

West Virginia Board of Education. (2012-2013). Extended Professional Development in Project-Based Learning Impacts on 21st Century Skills Teaching and Student Achievement.

PBL works. https://www.pblworks.org/what-is-pbl

Edutopia. https://www.edutopia.org/project-based-learning

http://maminsite.ru/school.files/school_projectwork.html

http://grant-project.ru

Thank you for attention!!!