



Integrative projects in the English primary classroom: Where we are now and where we want to go

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What do we mean by 'integrated teaching'?

INTEGRATED TEACHING = MULTIDISCIPLINARY PROJECTS

- « pédagogie intégrée des langues maternelle et secondes » (Eddy Roulet, 1980)
- LAC: Language across the Curriculum (Bullock Report, 1975 Language for life)
- Immersion Programmes in Canada (Lambert, 1962; Miquel Siguán, 1983)

What do we mean by 'integrated teaching'?

INTEGRATED TEACHING = MULTIDISCIPLINARY PROJECTS

Focus on Doing rather than Receiving

Language = Learning

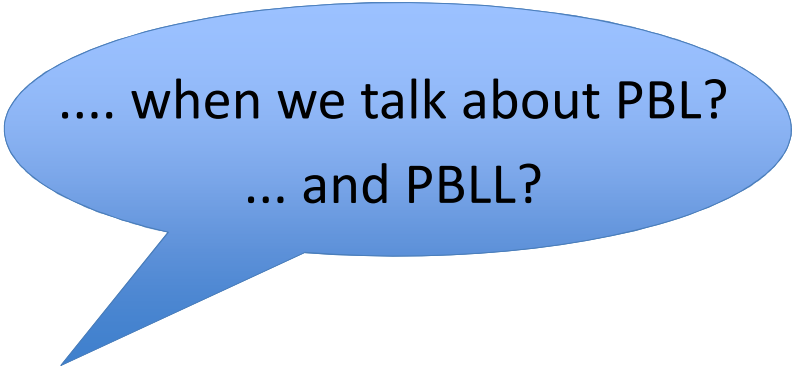
Language is more than Communication Skills

Language is linked to the Thinking Process

Learning = using language to solve cognitively
demanding tasks

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What do we mean ...



.... when we talk about PBL?
... and PBLL?

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Project or Problem-Based Learning?

Actually – used for both ... can be confusing ESPECIALLY since projects can be designed so that the end product is the solution to a problem.

Today we are talking about
project based learning

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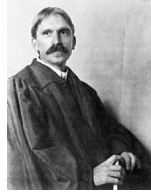
PBL is gaining ground

Educators more & more aware that teaching should aim to:

- get students to think and understand rather than memorize and recite
- demonstrate and perform rather than report and be tested

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Innovation moves slowly...



John Dewey



William Heard Kilpatrick

- Kilpatrick, the Project Method 1918 (based on Dewey 1916)



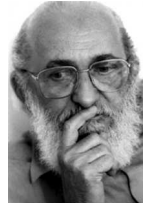
- Vygotsky (ZPD+1)
- Freire (learner centered, learning by doing)



- Stoller (1997) project work + content-based instruction = natural integration of **language** skills (**PBLL**)



Lev Vygotsky



Paulo Freire



Fredricka L. Stoller

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PBL → PBLL

When applied to the area of **LANGUAGE** learning

Key underlying aims:

foster the development cognitive, social and **communicative** skills

How?

Through engagement in authentic activities that eventually lead to a final project goal or output (with a 'real' audience.

(authentic in the sense that they are not 'simulated' tasks designed by the teacher to elicit specific responses)

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PBL → PBL

‘authentic’ → not ‘simulated’ tasks* designed by the teacher to elicit specific responses

‘real’ → someone OUTSIDE the classroom

*We recognize that we may need to be **creative** with ‘authenticity’ – ‘invent’ some of the situations or reasons for aspects of the overall project.

But still need: **REAL** underlying reason for **communicating** with **TANGIBLE** outcomes with **AUDIENCE** (not the teacher & parents)



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Key features of PBL

MEANINGFUL (AUTHENTIC PURPOSE FOR LEARNING & COMMUNICATING)

Long-term

(sequenced milestones, phases, etc.)

Plenty of time for TALKING & LEARNING

Focus on process

COLLABORATIVE

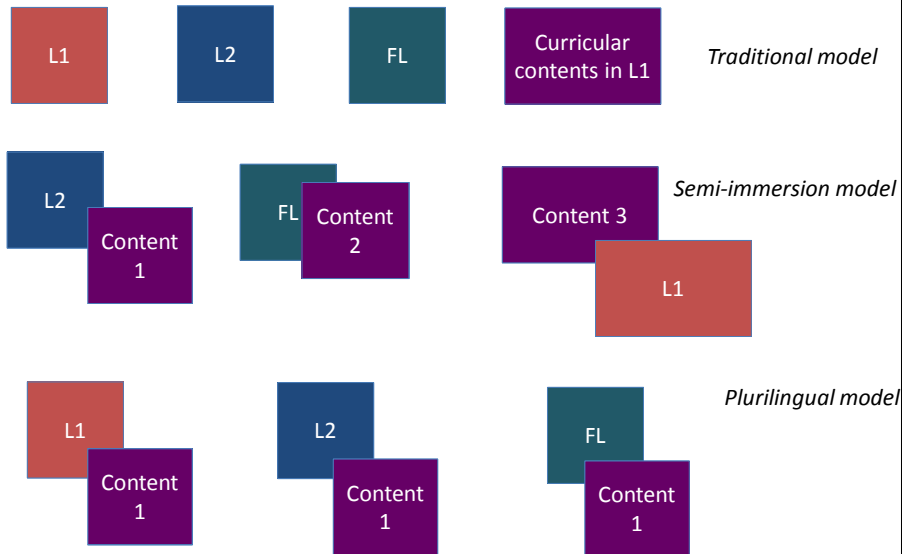
21st c. Competence!

**Can't collaborate without communicating
(Use of telecollaboration / Virtual Exchange)**

Connected
(to syllabus, disciplines & students' interests)

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Integrative Teaching in the School Curriculum (1a)



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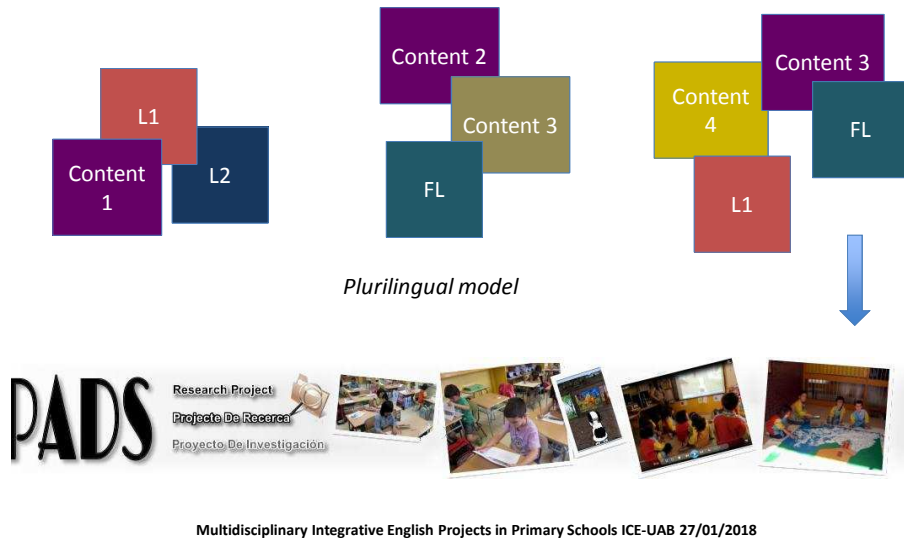
Integrative Teaching in the School Curriculum (1b)

Sharing knowledge (9 year olds): The rivers

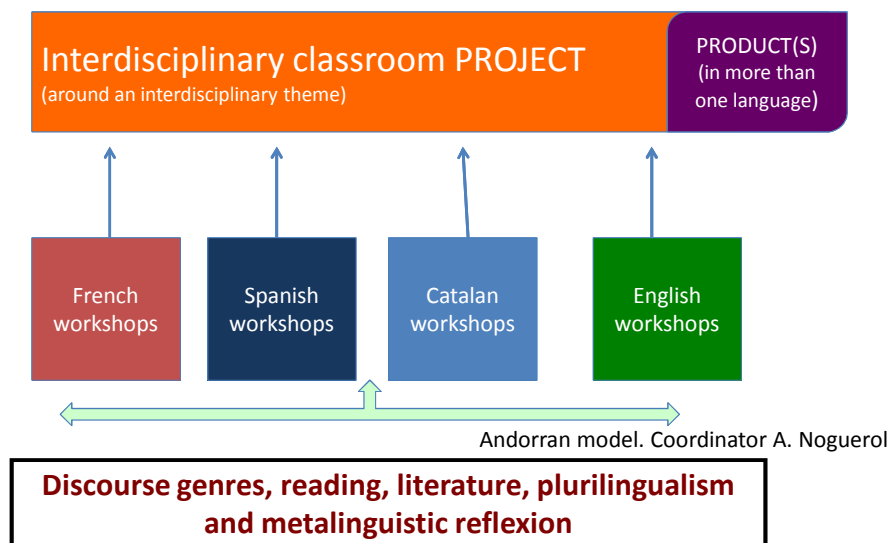
	Català	Castellà	Anglès
ESCOLA VILA OLÍMPICA	<ul style="list-style-type: none"> ➤ Els rius de Catalunya. ➤ Relació de la xarxa hidrogràfica i el relleu. ➤ Relació entre els rius, el clima i el paisatge. 	<ul style="list-style-type: none"> ➤ Els rius de l'Estat espanyol, relacionats amb les comunitats autònomes i les principals ciutats. 	<ul style="list-style-type: none"> ➤ Els diferents cursos del riu i les funcions que desenvolupen en cadascuna.

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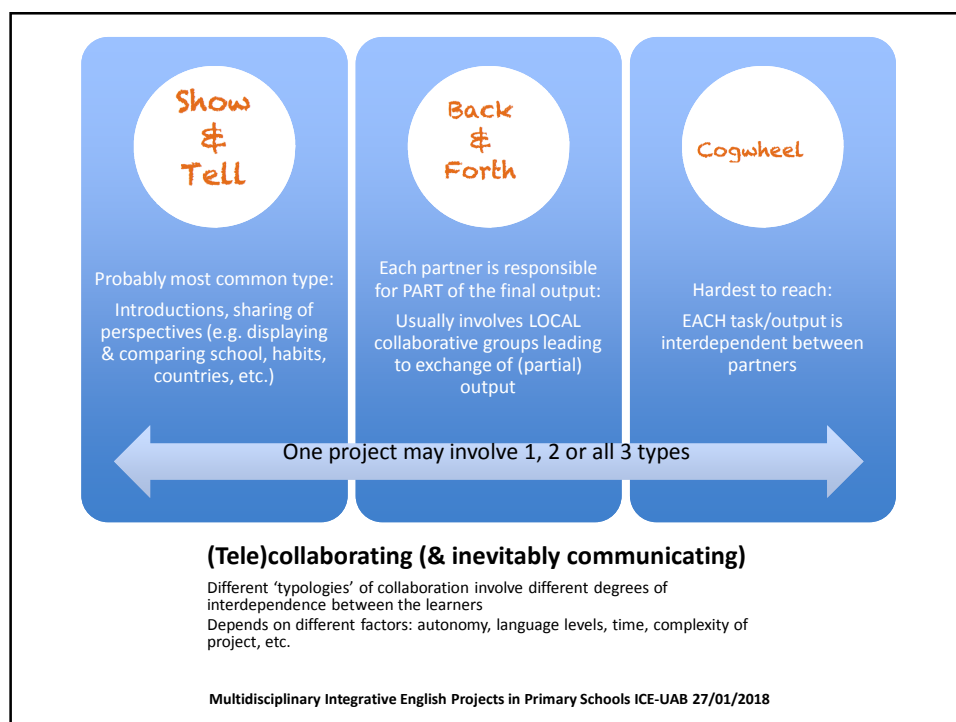
Integrative Teaching in the School Curriculum (2)



Integrative Teaching in the School Curriculum (3)






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Travelling through arts. Two projects in one

WEEK 1	
4.1. THE SCHOOL PROJECT <ul style="list-style-type: none"> Getting to know the Artist: his biography (CAT) Getting to know the Artist: his works (ENGL) 	4.2. THE TELECOLLABORATIVE PROJECT <ul style="list-style-type: none"> Getting to know each other: introducing ourselves through the creation of a video with still images and knowing about our partners by watching various slide share presentations (ENGL). Creating own profiles in Moodle (ICT)
WEEK 2	
4.1. THE SCHOOL PROJECT <ul style="list-style-type: none"> Getting to know the Artist: places he visited (CAT) Describing and categorising possible means of transport he used (SoSe) Locating on a world globe most places he visited (SoSe/ ENGL) Interpreting Abello's harlequin statue using drawing software to create a gallery for the school website (ICT). 	4.2. THE TELECOLLABORATIVE PROJECT <ul style="list-style-type: none"> Recognising works of local artist and preparing descriptions of 4 pieces of work of own local artist to prepare an exhibition on a virtual Gallery (ENGL). Visiting a virtual Gallery in second life to recognise work of own local artist and to discover the paintings of the other artist (ENGL).
WEEK 3	
4.1. THE SCHOOL PROJECT <ul style="list-style-type: none"> Getting to know the Artist: Visit to Art Gallery : Museu Abello (CAT/ARTS) Getting to know the man: Interview of Mr Blanch (Abello's friend) (CAT). 	4.2. THE TELECOLLABORATIVE PROJECT <ul style="list-style-type: none"> Portraying our school partners (ARTS). Drafting e-book (ENGL).
WEEK 4	
4.1. THE SCHOOL PROJECT <ul style="list-style-type: none"> Reproducing one of Abello's paintings (Arts). Exhibition at Museu Abelló of portraits of Canadian children created by Catalan partners. 	4.2. THE TELECOLLABORATIVE PROJECT <ul style="list-style-type: none"> Producing final version of e-book (ENGL). Giving oral instructions of how to go from the school to Museu Abello to visit the exhibition (ENGL).

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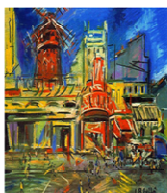
AREA	Competences to be developed	Language of Instruction
Social Science	<ul style="list-style-type: none"> To read a map to give directions. To locate cities on a map/globe. To relate cities and landmarks. To classify means of transport. 	<ul style="list-style-type: none"> English Catalan /English English Catalan
ICT	<ul style="list-style-type: none"> To recognise the keyboard. To operate the mouse. To use the keyboard arrows to control an avatar. To manipulate the brush in art work software. To edit one's profile in Moodle. To record oral messages and produce and edit a video with still images. 	<ul style="list-style-type: none"> Catalan /English Catalan / English English Catalan Catalan English English
Arts	<ul style="list-style-type: none"> To identify the artwork of the artists Joan Abello and Rob Gonsalves. To appreciate art and the visit to an art gallery. To employ different techniques to make a portrait. To reproduce Abello's technique of "explosionism" to recreate one of his paintings. 	<ul style="list-style-type: none"> Catalan /English Catalan Catalan



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Travelling through arts. Two projects in one

Chapter One



It's Monday, 20 May 2001.
Joan Abelló and Rob Gonsalves
are in Paris, France. They can
see a red windmill and people.

Joan Abelló: How are you
today?

Rob Gonsalves: I'm happy.

LANGUAGE	Oral and written comprehension	Oral and written production
Catalan	<ul style="list-style-type: none"> To read and spell correctly a few key words in the project. To order words to create sentences. To read for the gist and understand the relevant data in a biography. 	<ul style="list-style-type: none"> To narrate, orally, the biography of an artist. To carry out an interview. To write short messages.
English	<ul style="list-style-type: none"> To understand verbal instructions and descriptions. To be able to select the relevant information from a complex verbal message (video). To read and understand key words in English. To develop a positive attitude towards different varieties of English. 	<ul style="list-style-type: none"> To introduce oneself. To give short verbal instructions (give directions). To reproduce short verbal messages. To be creative in the use of English to narrate a story.

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Higher level of collaboration: Healthy Habits

- Designed from perspective that **language practice and knowledge acquisition** are part of **the same process**
 - Aimed to **create 'immersion' learning opportunities**: use of the target language while learning to work in groups (face-to-face collaboration and online collaboration).
- Also **promote cognitive relationship across subjects & promote student reflection on the relevance** of the learnt concepts in their own lives

Direct subject knowledge (good habits, bad habits, specific lexicon)



'cause and effect' of the daily actions (e.g. brushing teeth, eating too many sweets, sleeping enough, etc.)

Causality of actions **exemplified** through **ss' investigative work** on 'teen-ager case studies' (avatars in Second Life)

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Causality (What happens due to good or bad habits?)

Name:
Date:



Circle the Problems and Results

Before	After
Lice	No spots
Rash	No smelly feet
Bad teeth	No rash
Fat	No lice
Headache	No bad teeth
Smelly feet	Bad posture
Spots	Fingers ache

 M.Dooly & R. Sadler, 2012

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Main outline

Preliminary phase: get to know each other;
introduction to **key language** (content & interactional), etc.

Main 'content' phase: In-depth **discussions; study** of 'group avatars' for identification of key habits;
sharing results with international partner

Revision phase: Making **recommendations** for improved avatar health;
'interviews'

Cross-disciplinary: Social studies, Catalan, maths ...

Austria Version



Spain Version



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Guerau de Liost



Escola Sant Jordi



City Students & Town students



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Current & Future Challenges

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**CURRENT CHALLENGES ...
ALREADY WELL DOCUMENTED**

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- Time-consuming (especially the planning stage)
- Students' assumed lack of language competences to complete the tasks
- Difficulties of integrating projects into already existent syllabi; obligatory coursebooks
- Challenges of adapting to 'new' balance of roles and responsibilities between the student and the teacher (fear of losing control)
- Need for high tolerance for ambiguity and flexibility in managing the learning environment
- Lack of confidence in integrating appropriate tools and resources, including technology
- Exaggerated expectations of abilities & results
- Difficulties in sustaining interest & motivation (students, teachers & administrators)
- Difficulties in creating collaborative environment
-

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**FUTURE CHALLENGES ...
ALWAYS DIFFICULT TO PREDICT**

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Future challenges

For good or bad ...

- We are teaching kids who are 'smarter' than us in many ways
- Wired differently: thinking has altered (memory retention)
- Emotionally and culturally different
- Information at their fingertips
- Less willing to accept the teacher as the 'expert'

Requires a serious adaptation that PBL may offer

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Answers coming ...



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