1. E.F.L. Methods, Project- Based Learning (PBL) and the Greek State School Curriculum
	1. A brief history of E.F.L. Where does it all come from?

How are second languages learnt? And what’s the best way to teach them? Everything we do as teachers can be traced back to attempts to answer these questions. Behind tuition lies a history of theories, counter theories and research that sheds light upon the learning process and helped shape materials, classroom procedures and the roles that teachers and learners adopt. What follows is a brief account of the historical context in which theories became teaching methods.

**Reflection Task:**

1. Think of yourself as a learner. Which one(s) were you exposed to when you started learning English? What has worked more effectively for you over the years?
* *Grammar- Translation Method* (19th century, reading aloud)
* *Direct Method* (small classes, drilling/ correction, no L1, no rules)
* *Situational Language Teaching* (Britain, by the 1950s; the standard EFL approach)
* *Audio-lingual Method* (USA, late 1950s)
* *The Silent Way* (Caleb Gattegno)
* *Community Language Learning* (American psychologist Charles Curran; based on humanistic counseling techniques)
* *Suggestopedia* (Bulgarian psychiatrist Georgi Lazanov; memory/ accelerated learning)
* *Total Physical Response [TPR],* a ‘natural’ method developed by psychologist James Asher, in the 1970s; learning takes place in a stress-free environment
* *Natural Approach* (1980s, linguist Stephen Krashen; language learning is a subconscious process of acquisition)
* *Immersion Teaching* (an approach developed to meet the needs of people who live in bilingual communities)
* *Content Teaching* (language can be learnt through studying another subject)
* *Communicative Approach* (sociolinguists, 1970s; there is more to communication than grammar and vocabulary)
* *Task-based Learning* (task repetition gives students the chance to practice using new language)
* *Project- Based Learning* (John Dewey, Jean Piaget, Kilpatrick; students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.)
* *Content and Language Integrated Learning (CLIL)*
* *Resource- Based Learning* Research-based learning *(RBL)* can broadly be encapsulated in the nexus between the approaches of **e**nquiry/***i***nquiry-based learning*and the features of*undergraduate research*.*
* *Computer Assisted Learning* (Computer-assisted language learning *(CALL)* was the expression agreed upon at the 1983 TESOL convention in a meeting of all interested participants. This term is widely used to refer to **the area of technology and second language teaching and learning** despite the fact that revisions for the term are suggested regularly ([Chapelle](http://www2.nkfust.edu.tw/~emchen/CALL/unit1.htm#Chapelle), 2001, p. 3)).
1. Here is an example of a learning motto:

**“Develop a passion for learning. If you do, you will never cease to grow.”**

<https://linguisticsnotes.wordpress.com/2011/06/16/learning-and-teaching-motto/>

🖍 What is your learning/ teaching motto?

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* 1. Project- Based Learning (PBL). What is PBL? (video input)

<https://www.youtube.com/watch?v=hnzCGNnU_WM>

1. “If you’re an educator who wants to help students become better learners, consider employing quick writes.  Quick writes are brief, timed writing opportunities that require only 3-10 minutes to integrate writing and critical thinking practice into any discipline. Quick writes can help students become fluent, organized, confident, competent academic writers and thinkers.” <http://oncourseworkshop.com/life-long-learning/six-ways-use-quick-writes-promote-learning/>

 🖍 Do you have any experience with Project-Based Learning? Quick write.

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**Projects vs. Project-Based Learning (pdf document)**

Projects in the classroom are as old as the classroom itself.

“Projects” can represent a range of tasks that can be done at home or in the classroom, by parents or groups of students, quickly or over time.

While project-based learning (PBL) also features projects, in PBL the focus is more on the process of learning and learner-peer-content interaction that the end-product itself.

[**http://www.teachthought.com/learning/project-based-learning/difference-between-projects-and-project-based-learning/**](http://www.teachthought.com/learning/project-based-learning/difference-between-projects-and-project-based-learning/)

1. Consider the following statements describing *project work* and *project-based learning*. Complete the following table accordingly.
2. Can be done at home without teacher guidance or team collaboration.
3. It’s graded based on a clearly designed rubric made or modified specifically for the project.
4. It’s timely and complex.
5. Are often graded based on teacher perceptions that may or may not be explicitly shared with students, like neatness.
6. Requires teacher guidance and team collaboration.
7. Are tuned in.
8. Cannot be used in the real world to solve problems.
9. Use technology, tools and practices of the real world work environment purposefully. Students choose tools according to purposes.
10. Are sometimes based around a tool for the sake of the tool rather than of an authentic question (e.g. Make a Prezi)
11. The teacher work occurs mainly after the project is complete.
12. Are used year-after-year and usually focus on the product (e.g. make a mobile, poster, etc.)
13. Could provide solutions in the real world to real problems even though they may not be implemented.
14. The teacher work occurs mainly before the project starts.
15. Is presented to a public audience encompassing people from outside the classroom.

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| Projects … | Project- Based Learning … |
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* 1. The Greek State School Curriculum

🕮 **Different meanings of “curriculum”**

“Curriculum can be envisaged from different perspectives. What societies envisage as important teaching and learning constitutes the “intended" curriculum. Since it is usually presented in official documents, it may be also called the "written" and/or "official" curriculum. However, at classroom level this intended curriculum may be altered through a range of complex classroom interactions, and what is actually delivered can be considered the "implemented" curriculum. What learners really learn (i.e. what can be assessed and can be demonstrated as learning outcomes/learner competencies) constitutes the "achieved" or "learned" curriculum. In addition, curriculum theory points to a "hidden" curriculum (i.e. the unintended development of personal values and beliefs of learners, teachers and communities; unexpected impact of a curriculum; unforeseen aspects of a learning process). Those who develop the intended curriculum should have all these different dimensions of the curriculum in view. While the "written" curriculum does not exhaust the meaning of curriculum, it is important because it represents the vision of the society. The "written" curriculum should therefore be expressed in comprehensive and user-friendly documents, such as curriculum frameworks; subject curricula/syllabuses, and in relevant and helpful learning materials, such as textbooks; teacher guides; assessment guides.

In some cases, people see the curriculum entirely in terms of the subjects that are taught, and as set out within the set of textbooks, and forget the wider goals of competencies and personal development. This is why a curriculum framework is important. It sets the subjects within this wider context, and shows how learning experiences within the subjects need to contribute to the attainment of the wider goals.

All these documents and the issues they refer to form a "curriculum system". Given their guiding function for education agents and stakeholders, clear, inspired and motivational curriculum documents and materials play an important role in ensuring education quality. The involvement of stakeholders (including and especially teachers), in the development of the written curriculum is of paramount importance for ensuring ownership and sustainability of curriculum processes.”

<http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/different-meaning-of-curriculum/>

🖉 As an EFL teacher you need to familiarize yourself with the analogous documentation underlying the Greek educational system, with reference to your own teaching situation (primary and/or secondary educational system). Consider using a variety of sources in your research. Present your findings to your group. Discuss any difficulties you confronted in your inquiry.

1. ‘Hands on’ Approach (PBL), Team Projects and Implications of using PBL
	1. Educational Innovation-The Case of the Model Lyceum of Anavryta
2. Read the following definition of ‘educational innovation’ offered by Markee (1997: 46) and consider which words you would use to complete it.

“Curricular innovation is a managed process of (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ whose principled products are teaching (and/or testing) (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, methodological (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and pedagogical (4) \_\_\_\_\_\_\_\_\_\_\_\_\_that are perceived as (5) \_\_\_\_\_\_\_\_\_\_\_ by potential adopters.”[[1]](#footnote-1)

*In the present teaching context (The Model Lyceum of Anavryta), Project-Based Learning is fully endorsed, as a form of educational innovation, through the following schemes:*

🞺 School Networks: UNESCO Associated Schools Project Network (ASP net)

🞺Collaboration with Universities/ Research Programmes/ Mentoring Student Teachers:

<http://www.enl.uoa.gr/proptyxiakes-spoydes/ekpaideytika-programmata/praktiki-askhsh-foithton.html>

🞺 Projects (integrated into the Secondary School Curriculum)

🞺 European Projects (eTwinning)

🞺 School Clubs (Model United Nations Simulations, Debate Tournaments, Creative Writing, Mathematics and Physics European Competitions, New Technologies in TEFL, etc.)

1. Team Projects:
* ‘Ways to... Project your English@ school’ (Resource Material)
* ‘Film Education’ (wmv.)
* ‘UNESCO’ (ppt.)
1. PBL Scenarios/Rubrics for Rubrics (pdf document)

*🗫 Consider which of the following PBL Scenarios may be suitable for different language learners, age groups, teaching contexts, learners’ needs, etc. Discuss in your groups.*

* Your task is to design or describe what a future community would look like. Your design should have as little effect on the environment as possible. Decide whether or not your community should be self-sufficient or rely on various outside sources for its needs. Determine if such a community already exists.
* The Greek Ministry of Education is holding a national competition on the design of a classroom of the future. Your job is to create what a future classroom would look like and have a fair chance of winning first prize. How has the classroom of the future changed?
* You are an 18 year old high school student. You need to decide whether you will continue your education or begin working. No matter what you decide, you must pay for all of your own expenses (cell phone, car, gas, food, etc.). The benefit of working after high school is you can begin making money immediately. If you continue your education, you will go to college and pay for your own education along with your own expenses. Your job is to research the expenses for the path you would choose to support your decision.
* The M & M Caper: Earlier this week the Mars Candy Company had a break in. During the robbery one of the candy coating machines was broken. The scientists need to find out which color was affected. They are asking for students to see if they can discover which machine was damaged. Your job is to help the scientists.
* Visiting Chameleon: Our class has just received a message from the local zoo that a chameleon will be coming to live in our classroom. It will be with us for the entire school year. How can we create an environment in which it will survive?
* You have enrolled in a professional development seminar and need to come up with a personal development plan, as part of your preparation, for your first written assignment. You may want to consider the following areas for improvement: skills, resources, restrictions, etc.
	1. Implications of using PBL

“Although projects are the primary vehicle for instruction in project-based learning, there are no commonly shared criteria for what constitutes an acceptable project. Projects vary greatly in the depth of the questions explored, the clarity of the learning goals, the content and structure of the activity, and guidance from the teacher. The role of projects in the overall curriculum is also open to interpretation.

Fully realized project-based teaching has never been widespread in mainstream public schooling. Teachers have little training or experience in the approach. Moreover, the time demands of projects, especially in today's context of standards, high-stakes tests, and pacing guides, understandably discourage many teachers from venturing into the kinds of collaborative student investigations that form the foundation of project-based learning. Because teachers tend to find this approach complex to realize with low-performing students and may lack supporting technology, it is less likely to be embraced in high-poverty schools, which could increase rather than lessen existing inequities.”

<http://www.ascd.org/publications/educational_leadership/feb08/vol65/num05/Project-Based_Learning.aspxequities>.

1. Evaluation

Project- based learning, in particular, affords many opportunities for feedback both from teachers and from peers. Students get used to giving and taking critique daily with each other and hearing it from educators, as well. Their ease with it comes from practice and with the awareness that feedback isn’t the end of the process; it’s an integral part of improving their work.

*Which of the following criteria might you use for the evaluation of a PBL lesson/ unit with your students and classes? Justify, briefly.*

1. Written examinations
2. Practical examinations
3. Concept maps
4. Peer assessment
5. Self assessment
6. Facilitators/tutor assessment
7. Oral presentations
8. Reports
9. Student Portfolios

<http://us.iearn.org/professional_development/multimedia/assess/projbased_learning.html>

**Useful Links:**

* Education in Greece

<http://en.wikipedia.org/wiki/Education_in_Greece>

<https://www.justlanded.com/english/Greece/Greece-Guide/Education/Public-education-in-Greece>

<http://www.in2greece.com/blog/2006/12/school-curriculum-in-greece.html>

<http://www.elemedu.upatras.gr/english/images/afterniati/NationalCurriculumReformandNewElementarySchoolLanguageArtsTextbooksinGreece.pdf>

http://eltaa.wikispaces.com/

* Greek Ministry of Culture, Education and Religious Affairs

<http://www.minedu.gov.gr/>

<http://www.minedu.gov.gr/neo-sxoleio-main.html>

## The Institute of Educational Policy (IEP)

<http://www.iep.edu.gr/index.php?lang=el>

<http://www.iep.edu.gr/index.php?lang=en>

<http://www.pi-schools.gr/programs/depps/>

<http://www.pi-schools.gr/programs/depps/index_eng.php>

* In-Service Teacher Training Programme
* Teacher Training Organisation

<http://www.oepek.gr/portal/index.php?option=com_content&view=section&id=11&Itemid=107>

<http://www.edulll.gr/?page_id=13>

* Education and Life- Long Learning Policies/ Initiatives in Greece

<http://www.edulll.gr/>

* Governing Committee for Model/ Experimental Schools in Greece

<http://depps.minedu.gov.gr/>

* Research Centre for Language Teaching Testing and Assessment (Faculty of English Language and Literature) University of Athens

<http://www.rcel.enl.uoa.gr/>

<http://www.edutopia.org/project-based-learning>

<http://bie.org/about/what_pbl>

<http://www.teachthought.com/learning/project-based-learning/13-timeless-project-based-learning-resources/>

<http://bie.org/resources>

[http://tech2learn.wikispaces.com/Project-Based+Learning](http://tech2learn.wikispaces.com/Project-Based%2BLearning)

<https://www.youtube.com/watch?v=BEsZOnyQzxQ> (Ken Robinson on HOW TO CHANGE EDUCATION)

<http://www.teachthought.com/learning/project-based-learning/difference-between-projects-and-project-based-learning/>

<https://youtu.be/c8jf2TN_-8Q> (Video) “BECOMING 21ST CENTURY TEACHERS”

<https://www.youtube.com/watch?v=c0xa98cy-Rw> [Rethinking Learning: The 21st century Learner/ MacArthur Foundation]

<https://www.youtube.com/watch?v=d2V4AGaxLf4> [In this moment- Video]

<https://www.youtube.com/watch?v=B8pwumHilvM> [Graduation Song 2015]

* PEKADE (Panhellenic Association of State School Teachers of English)

<http://www.pekade.gr/en/>

* TESOL GREECE (TESOL Greece is an independent, volunteer, non-profit professional association for teachers of English as a foreign language and other ELT professionals working in Greece. TESOL Greece is a TESOL Inc affiliate and an IATEFL associate. (Affiliates: TESOL Worldwide Affiliate Directory, IATEFL Associate Members)

<http://tesolgreece.org/>

1. Karavas, K. (2004). The Implementation of Educational Innovations. In K. Karavas, E. and E. Manolopoulou-Sergi (eds.). *Evaluation, Innovation and Implementation* (Vol.3) Patras: Hellenic Open University. [↑](#footnote-ref-1)