

PROJECT-BASED LEARNING IN A DEPRIVED ENVIRONMENT?



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WHERE?

Brief Introduction to our teaching context: Badia del Vallès



Massively populated

13.563 inhabitants
0,93 km²

4 Primary schools
2 Secondary schools



Impoverished

Income per person: 5.500€ /year (2016)
Unemployment: 18,3%
(Women 22,2%) (Men 14,9%)

WHAT FOR?



Getting students closer to English

It's common for any English teacher to cope with demotivated students who show no interest whatsoever in learning (let alone using) English.

Barely motivated student cohort
Low academic profiles
Deprived environment
Isolationism?

- Students show interest in learning English, but not in working hard.
We need to turn learning English into an enjoyable experience
- They appreciate being exposed to real and meaningful communicative situations.
We need to find excuses for them to use English purposefully

WHY?

How it started and developed

NEED TO REVISE AND UPDATE **DIDACTIC APPROACHES** TO FOREIGN LANGUAGE TEACHING

I.

Improving the development of students' **communicative skills in English**, in a socioeconomically underprivileged setting, will contribute significantly to **more socially just education** in Catalonia

II.

Young people's improvement in English will result in **more equitable employment opportunities** in the future (Council of Europe, 2015)

2014-2015 basic competences test results for students in the 4th grade of secondary school:

Students in schools considered to be of high complexity = average of **5.7 / 10**

Students in schools considered to be of low complexity = average of **8 / 10**



HOW?

“Projects that are structured through **goal oriented tasks** offer a great opportunity to integrate **learning as a social practice** (collaborating, co-constructing knowledge, communicating, developing critical and creative thinking, etc.) and as a means to favour the **development of life skills** (leadership, social skills, initiative and flexibility), while learners develop **linguistic competences**, audiovisual competences, **digital competences** and the competences linked to the acquisition of **knowledge** related to specific areas of study”

Mont & Masats (2018:94)

How it works

2016 – 2020 Promotion

(Ongoing: 3rd ESO)

Organisation of **common activities and goals** in Badia del Vallès

Stress on **oral performance** (volunteers who visit us, support teachers)

Project-based methodology



WHO?

Who is involved?

- ❖ Teachers
- ❖ Coteachers / Support Teachers (from UAB)
- ❖ Volunteer students (foreign and non-foreign students from UAB)

Might not actually be in class, but...

- ❖ Organisers and planners (excursions, materials, coordination...)

And, of course, with the collaboration of:

- ❖ Other primary and secondary schools
- ❖ Other high school departments and/or teachers
- ❖ School management staff
- ❖ Local organisms and funding organisations

WHAT?

I hope you will love my Christmas video card

TASK:

We need to create a Christmas video card to send to students IES Badia del Vallès.

In our card, we will express our hopes (=good wishes) for the next year.

Session one

1.- Listen to the song “all my loving” by Los Manojos and fill in the gaps with the rhyming words provided.

<https://www.youtube.com/watch?v=ptWL8GKI5sM>

true kissing away you day

Close your eyes and I'll kiss you

Tomorrow I'll miss _____

Remember I'll always be true

And then while I'm away

I'll write home every _____

And I'll send all my loving to you.

I'll pretend that I'm _____

The lips I am missing

And hope that my dreams will come true

And then while I'm _____

I'll write home every day

I hope you will love my Christmas video card

2.- Match the pictures with the corresponding verse.

Close your eyes and I'll kiss you.

Picture number _____

Tomorrow I'll miss you.

Picture number _____

Remember I'll always be true.

Picture number _____

And then while I'm away,

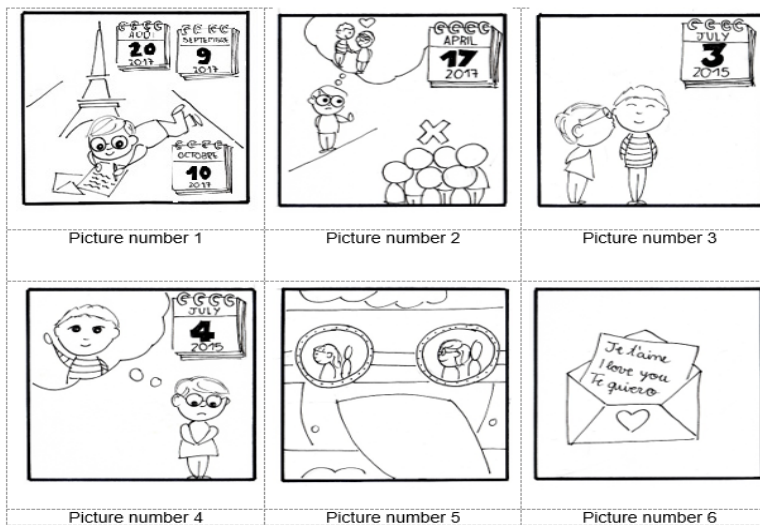
Picture number _____

I'll write home every day

Picture number _____

And I'll send all my loving to you.

Picture number _____



Picture number 1

Picture number 2

Picture number 3

Picture number 4

Picture number 5

Picture number 6

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WHAT?

3.- The men in the song HOPE that HIS DREAMS WILL COME TRUE. Tell us about them and then write three of them down in the tree of hopes.



4

I hope you will love my Christmas video card

Session two

4.- We all have dreams. We all hope our dreams will come true. Christmas is a season in which we create new hopes, new dreams. Read these four verses of a poem by Ella Wheeler Wilcox.

*What can be said in New Year rhymes,
That's not been said a thousand times?
The new years come, the old years go,
We know we dream, we dream we know.*

Write two verses to expand this poem. Have a look at the example:

*What can be said in New Year rhymes,
That's not been said a thousand times?*

In this world, there are wars every day
I hope next year they will go away

*The new years come, the old years go,
We know we dream, we dream we know.*

As you can see, all the verses rhyme. Use the Rhyming Words Picture Dictionary to create your two verses.

5. Your verses will be part of your Christmas video card you will create using Chroma Key. You already know how to use it. Can you order these steps?

STEP NUMBER	INSTRUCTIONS ON HOW TO USE CHROMA KEY TO EDIT YOUR VIDEO
	Add an image or another video in the second row to combine them.
	Save the video in the iPad.

I hope you will love my Christmas video card

Session three – groups 1, 2, 3, 4 & 5

Session four – groups 6, 7, 8, 9 & 10

6.- Now that you have your verses, you need to

Record your group reciting the poem in front of the green screen.

Select/ decide the images they will use as background for their verses.

Use Chroma Key to edit your clips.

Session three – groups 6, 7, 8, 9 & 10

Session four – groups 1, 2, 3, 4 & 5

7.- Copy your two verses inside the leaf, colour it, cut it out and use it to decorate your classroom with a wishing tree.



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WHAT?

I hope you will love my Christmas video card

Session five

8.- Let's watch your Christmas video card and give some awards!



BEST ACTOR: And the winner is _____

BEST ACTRESS: And the winner is _____

BEST CLIP: And the winner is group _____

BEST VERSE: And the winner is group _____

9.- It's time to read the Christmas card you have received from students at IES Badia

MERRY CHRISTMAS!!!

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WHAT?



SINGING FOR EQUALITY
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SINGING FOR EQUALITY



Dolovan (left), Nour (center), Ahmad (right), photo taken by Abdulazez Dukhan at Vasilika military camp

TASK ONE (whole group): Listen to three fragments of a video clip produced by EKO News (<https://www.facebook.com/vayaviaje.net/videos/1101882996595728/>) and try to answer the questions below.

1:59-2:11 Introduction by Dolovan

1:12-1:58 Interview with Ahmad

3:57-4:35 Interview with Nour

Who are the children in this picture? Where are they from? Where are they at the time the picture was taken? Why? What did they do there?



SINGING FOR EQUALITY
Materials designed by Dolors Masats

TASK TWO (individually): At EKO, Dolovan, Nour and Ahmad took part in a workshop in which they created a rap (<https://www.youtube.com/watch?v=YmWADhxpSxw>).

Listen to their song and complete this grid:

	SINGER	LANGUAGE	MESSAGE
0.00-0.36	Off voice	Spanish	
0.37-0.48	Ahmad		
0.49-0.59	Nour		
1.00-1.24	Chorus		
1.25-1.36	Dolovan		
1.37-1.48	Nour		
1.49-2.13	Chorus		
2.14-2.36	Off Voice		
2.37-2.48	Ahmad		
2.49-3.18	Background music. No lyrics		

Answer these questions:

- 1) How did Dolovan, Nour and Ahmad make their video public?
- 2) Who did they want to listen to them?
|
- 3) What was their most important message?

TASK THREE (in pairs): Create a sentence to define what a rap is. Then share it with the class. Don't read your sentence aloud. Just Rap it!

TASK FOUR (whole group): Like Dolovan, Nour and Ahmad, we are going to rap about our origins, about our personal stories (who we are, where we/our families come from, etc.), but we need to deliver a message. Let's take some decisions:

- 1) How can we make our rap public?
- 2) Who do we want to listen to us?
- 3) What will be your most important message? Remember we sign for equality!

WHAT?



SINGING FOR EQUALITY
Materials designed by Dolors Masats

SINGING FOR EQUALITY



Abdulazez Dukhan as portrayed by photographer and writer Paul Choy

Abdulazez Dukhan is 18 years old. He comes from Homs, Syria. He is a Syrian artist and photographer. He left Syria in 2014. Now he lives in Greece but he has just learnt that Belgium will host him and his family.

He arrived in Greece on 26th January 2016, three months later, he founded Through Refugees Eyes, a Facebook page in which we want to document the personal stories of refugees around the world. This is how he presents it:

https://www.facebook.com/pg/throughrefugeeseyes/videos/?ref=page_internal

Abdulazez Dukhan arrived in Greece through Turkey. First he lived in EKO station, in Idomeni, near the Greece border with Macedonia. There he met Donovan, Nour and Ahmad. The Greek police destroyed the self-managed refugee camp in May 2016 and sent the refugees to military camps in other parts of Greece. Abdulazez Dukhan visited the different camps, talked to other refugees like him, took photographs and made videos. You can see them in Facebook, on his page Through Refugees Eyes. When he visited Vasilika camp, he took a photograph of Dolovan, Nour and Ahmad. You know the photograph, do you?

He also wrote a video letter to president Trump on the day he was elected. Here it is:

<https://www.facebook.com/AbdulazezDukhan>

TASK FIVE (whole group): Why is Abdulazez's project important? Why does he thank us in the first video? What does he ask Donald Trump in the second video? What does he ask us, indirectly, in the two videos?



GREIP



SINGING FOR EQUALITY
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TASK SIX (whole group): Look at these pictures. What are Catalan people doing to help the refugees?



GREIP



WHAT?



TASK NINE (small groups): Do you know now if there are stories of migration in your family? When? Why? Share this information with your classmates.

TASK TEN (small groups): It's time to create the text for your rap. Use the information you have about the migration stories in your family, the situation of refugees in Greece, etc. Have a clear message.

TASK ELEVEN (whole group): Share your texts, choose a chorus and decide the other of the words you have created.

TASK TWELVE (homework): Choose a tune.

SKETCH NUMBER _____

Script:

Story board

IMAGE 1: Where? Who?	IMAGE 2: Where? Who?
--------------------------------	--------------------------------

Timing:

Timing:

Singer:

Singer:

Speaking Text:

Speaking Text:

IMAGE 3: Where? Who?	IMAGE 4: Where? Who?
--------------------------------	--------------------------------

Timing:

Timing:

Singer:

Singer:

Speaking Text:

Speaking Text:

IMAGE 5: Where? Who?	IMAGE 6: Where? Who?
--------------------------------	--------------------------------

Timing:

Timing:

Singer:

Singer:

Speaking Text:

Speaking Text:

WHAT?

CLASS 1D

	PLACE OF BIRTH		
	STUDENT	FATHER	MOTHER
Abdelali	Sabadell	Marrakesh, Morocco	Marrakesh, Morocco
Adan	Badia del Vallès	Alhama de Granada	Barcelona
David	Badia del Vallès	?	?
Edu	Badia del Vallès	Cerdanyola del Vallès	Barcelona
Fran	Sabadell	Sabadell	
Hugo	Sabadell	?	?
Kenia	Terrassa	?	?
Kimberly	Terrassa	?	?
Leire	Sabadell	?	?
Lorena	Sabadell	Father: Badia Grandparents: Badia	Mother: Badia Grandparents: Extremadura
Míriam	?	?	?
Rafa	?	?	?
Saray	Badia del Vallès	Córdoba (English Cordova)	France

TASK ONE: Invent a chorus (or part of the lyrics) for a rap you will sing with class 1C. In your text, you can answer these questions:

Who are you? Where are you from? Where are your fathers from? Where are your mothers from? Do families move? Should the refugees be able to move freely?

TASK TWO: Choose a Melody for your rap. Plan your movements and gestures. Practise.

LESSON LEARNT

All stakeholders value team work but...

- Difficulty in planning together. Often just the teachers with the help of the Student-teachers; sometimes the student-teachers with the help of researchers.
- Difficulty in assigning clear goals to all adults present in class.

Teachers and students appreciate the task of student-teachers but..

- Difficulty in involving the student-teachers attending classes once a week.

Secondary students value learning through projects and using ICT tools but...

- Difficulty in getting students to collaborate when working in groups.
- Difficulty in getting students use iPads effectively (too much google translating when creating texts).

CHALLENGES

Changes in the teachers' timetables at schools: innovation is not possible if school policies do not allow time for planning in teams

Changes teacher / students ratios: the proposal is successful because there are 2-4 adults in the classroom

Changes in teaching dynamics: teachers still have little experience in co-teaching.

Changes in managing ICT projects: students are not used to the methodology and need training on how to collaborate and use ICT tools effectively

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projects in the English classrooms (DATE)**

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<https://www.empoweringteachers.cat/>

ACUP



Obra Social "la Caixa"

recerCaixa