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Z á s a d y p r o v y p r a c o v á n í :

V diplomové práci se bude diplomandka zabývat problematikou projektového vyučování v procesu vyučování / učení se anglickému jazyku. V teoretické části diplomandka uvede východiska pro následující empirické šetření. Zaměří se zde na definici projektového vyučování v kontextu výuky anglického jazyka a pojedná jeho specifika. Věnovat se bude především metodám a principům projektového vyučování a jeho organizaci. Dále pak představí role učitele i žáků relevantní pro zaměření této práce a podrobněji rovněž rozpracuje problematiku individualizace v projektovém vyučování. Praktická část práce se zaměří na evaluaci projektového vyučování, a to zejména s akcentem na individualizaci a diferenciaci ve vyučování. Pro potřeby empirického šetření pak diplomandka zvolí relevantní kritéria hodnocení projektového vyučování.

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ABSTRACT

The aim of this diploma thesis is to establish whether or not project teaching works, if it supports individualization as a means of student development, and what its effects on learning are. A project which is carried out in the classroom helps to fill the gap between the language that the students are taught and the language that they in fact require. It is this gap that project teaching tries to bridge. The thesis consists of theoretical and practical part. The first part provides theoretical basis for the case study conducted and described in the practical part. The research was carried in a primary school by the author.

Key words: project teaching, school project, individualization, cooperation, case study.

ABSTRAKT

Cílem této diplomové práce je určit, je-li projektové vyučování účinnou metodou ve vzdělávání, zda podporuje individualizaci jako nástroj rozvoje žáka a jak jeho učení ovlivňuje. Projekt, ve kterém se ve třídě pracuje pomáhá překonat mezery mezi jazykem, který se žáci učí a jazykem, který opravdu ovládají. Tuto mezeru se projektové vyučování snaží vyplnit. Práce se skládá z teoretické a praktické části. První část poskytne teoretický základ pro případovou studii, která je popsána ve výzkumné části. Výzkum byl proveden autorkou na základní škole.

Klíčová slova: projektové vyučování, školní projekt, individualizace, spolupráce, případová studie.

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INTRODUCTION TO THE DIPLOMA THESIS:

PROJECT TEACHING

Nowadays, the demands of the modern society are more and more concentrated on education. Our children are led to learn and acquire bulk information. They learn in a closed world of school where different rules are obtained and everything is considered to be “not real”. This thesis deals with the project teaching, a modern teaching method, which enables learners to connect what they know from their own lives to a concrete problem worked through in English. .

The theme interests me because I am a part time English teacher at an elementary school and teaching in projects may be enriching experience for me in the future. In our school, the traditional ways of teaching are used and preferred. I would like to complement my teaching with new methods. However, I know that project teaching has to be taught together with traditional methods and not just by itself. Implementing projects requires not only theoretical knowledge but extra teaching work also. In my opinion, this is one of many reasons why projects are not sufficiently used not only in our school. Project teaching is not a new approach, it goes back to 20th and 30th of the last century. There was a long silence in project teaching but it is finally coming back to our schools lately. Project work gives an opportunity to make the pupils participate in the lessons, be responsible for the results of their own work, plan and coordinate their work, cooperate in a groups, listen to others and think progressively and additionally is an excellent way of establishing cross-curricular links. These are the reasons why this theme has been chosen.

The aim of my thesis is to establish whether or not project teaching actually works, if it supports individualization as a means of pupil development and what its effects on learning are. I would like to apply project teaching on the theoretical basis and, with emphasis on individualization, determine the answer from my pupils work.

The following text is divided into these parts: introduction, theory, practice, conclusion, bibliography and appendix.

In the **theoretical part** I intend to look at the background of the topic, to define project teaching and describe its types, parts and characteristic features. I would also like to examine the roles of both teacher and pupil and will concentrate on the crucial theoretical part of the subject which is the individualization of a pupil. Furthermore, I would like to compare the theoretical possibilities of evaluation with practical ones. Last but not least, I would like to mention the advantages, drawbacks and organizational forms in project teaching.

In the **practical part** I would like to describe my own observations and experience of project work that I carried out with pupils in their English lessons and lessons of art, including research plan and questionnaires, observation sheets and teacher's reviews with stress on their individualization.

The **conclusion** summarizes the whole thesis and findings of the research procedures in connection with the aim of the work. Final conclusion brings together the theoretical and the practical part.

Last but not least it should be mentioned here that all translations of non English sources are my own. In the theoretical part the teacher is referred to as "she/he, her/his" whereas in the practical part only "she" is used and "pupil or learner" refers to the child. The described research was conducted by the author of this paper. The cross references in the text are stated for theoretical part e.g. "see chapter 5; whereas the cross references to practical part are stated with an abbreviation PP e.g. "see chapter 5PP"

I. THEORETICAL PART

1. INTRODUCTION

In recent years many areas of social life have been substantially influenced by societal change and rapid technology development making higher demands on society as a whole. In the Czech Republic this has effected much change in the educational system. Nowadays the process of teaching and learning shouldn't be the passive receipt of knowledge by the learner transmitted by the teacher. In 2001, The National Programme for the Development of Education, the "White Paper" was set up by The Ministry of Education in 2001 to outline the conceptual shifts in education. Therefore, Framework Educational Programme was developed to provide the general aims of education and the School Education Programme was created by individual schools. Primary education concepts emphasize "interlinking of goals education content [...] and on the acquisition of key competences"¹ (White Paper, 2001, p.40). The White Paper also asserts that:

[the concept] also represents a new view of traditional schooling, which should provide the necessary instrument and motivation so that a pupil will then voluntarily work to achieve as high a level of knowledge and skills as possible and be able to take responsibility for their own education path (2001, p.17)

This means that the current educational reform focuses on the acquisition of social and other skills "to serve in the changing conditions of employment and the labour market" and on the preparation of pupils for a lifetime of independent learning. (The White Paper, 2001,p.14) Often old and overmatched teaching methodologies try to build the self-confidence and individualization of pupils . It is recommended in the White Paper in Changes in the Aims and Content of Education "to apply new methods of active teaching, namely project learning, various forms of cross-curricular integration, such as

¹ The term key competences are used in Framework Educational Programme for Basic Education in the Czech Republic. It is a complex of knowledge, skills, abilities, attitudes and values for personal development and asserting oneself in society. Competences considered to be the key ones at the level of primary education are : learning competences, problem-solving competences, communicative competences, social and interpersonal competences, civil competence and working competences.

cross-curricular topics and projects and other forms of extra-curricular activities". (2001, 41) Project teaching is a teaching method that can fulfil these requirements and meet their aims.

2. BRIEF HISTORY OF PROJECT TEACHING

History of project teaching has been described by a number of language educators including Jůva (2007, p.43), Pecina and Zormová (2009, p.11,81), Coufalová (2006, p.7), Skalková (2007, p.234), Tomková, Kašová and Dvořáková, (2009, p.10), and many others. Project work is described as a task-based learning method first appeared in the 1920s. Two American pragmatists, Dewey and Kilpatrick, thought about this in their studies and essays (Kilpatrick: "The Project Method" – 1918, Dewey: "Democracy and Education" – 1916). John Dewey was the architect of the theoretical framework of the project method and William Heard Kilpatrick, his student, colleague and elaborator, is a former exponent of teaching with project method.

Projects are an essential part of vocational training but are not the primary source of knowledge as John Dewey (1857-1952) required. He made the most significant contribution to the development of educational thinking in the 20th century. His influence can be seen in the work of many authors who have themselves written about and influenced informal education. (Jůva, 2007,p.43)

Skalková describes that Dewey believed that education must broaden the experience of all learners. He didn't only consider the role of the educators, but also that of the environment. He insisted on democracy in education so that everyone shares a common experience. Dewey tried to connect school with real life. The classroom is supposed to be a place where students learn through real-life situations. This is how the theory is connected with practice. (1999,p.206,207) "Learning by doing" is a principal of learning. Students are led from practice towards acknowledgement of the theory. According to Dewey, this system of learning respects the individuality of a pupil's

personality. Likewise, individual work for each pupil is a basic method of the school. (Pecina, Zemanová, 2009, p.11)

In the 1960s project learning was a central issue in educational debates in Europe. Since that time, the term "project" has become very fashionable. (Coufalová, 2006,p.7)

Projects and projects teaching are described by Skalková as a part of the broader pedagogical method which is open education. Thus the author included a brief description of open education to the thesis. The following chapter describes the main features of the open education.

3. OPEN EDUCATION

|

Skalková explains open education (informal education, open classroom) as a form of education distinctly oriented to experience learning, It stands out as a modern and humanized teaching and learning process. As a movement of teachers and educators it was developed in 20th century in the USA and Great Britain. Open education is an overall term for various reformative and alternative forms of teaching where project teaching is an important feature and part of open education. (Skalková, 1999, p. 224-227) Therefore the main principles of open education should be mentioned here in order to give a more general view.

Open education is based on fundamental changes to the teaching of the young. The aim is to give students the opportunity to take part in the learning process. Later in life students are expected to tenaciously overcome the obstacles of the classroom. The personality of each child, their individuality and interests, their approach and individual way of learning, are acknowledged priorities of open education. It uses new knowledge from the development of evolutionary psychology and the psychology of learning of Piaget, Vygotski, Aebli, Leontjev. (ibid., 1999, p. 224-227)

According to Skalková various principles of open education have been developed.

(1) There is a different atmosphere in the classroom. The teacher shows belief in the students ideas and encourages mutual confidence. The teacher creates an environment in which students are allowed to work at a place, time and pace that suits their needs, free from the stress of time constraints.

(2) The classroom very often serves as a workshop. The final products – pictures, models, notice-boards, magazines, diaries, letters, etc, are displayed so they can be seen by anyone who may be interested in them.

(3) Activities are common within the class. Students work individually, in pairs or in groups. They are free to choose a theme that interests them from a list of possibilities provided.

(4) The teacher monitors the work of his students in different ways. Students search for their own ways to learn and take responsibility for their results and achievements. Such learning enables individualization and supports openness, independence and discretion.

(5) Students keep diaries and carefully plan everything. Typically there are feedback sessions, free work, projects, etc.

(6) Students are increasingly involved in the learning process, becoming an active and essential part of it. Badegruber (in Skalková, 1999,p.225) adds to this point that open education offers a pupil the opportunity to plan the learning content by himself, the pupil himself decides how to deal with the tasks, what material to use, who to ask, and when to complete the task. Besides that, Kasiková describes cooperative learning as a positive feature of open education that encourages pupils to cooperate with each other when solving day-to day difficulties. (2004, p.30)

(7) Students investigate beyond the boundaries of the classroom.
(Skalková, 1999, p. 224-227)

These principles are still fundamental for developing the project method. Maňák and Švec basicly support Skalková's opinion when defining open education as a complex learning and teaching method that is an example of a symbiosis of methods,

organizational structures and ideological purpose. Its aim is to reduce the increasing disparity between educational institutions and society. Furthermore, they add that this objective is the same for the project method too. But, from the perspective of inclusiveness, open education, as has been already said, is more complex and distinct. (ibid, 2003, p.175)

The general characteristics of open education have been presented and its relationship with project teaching described. The following chapters will deal with the main subject of the thesis which is project teaching.

4. PROJECT TEACHING

*...People can acquire languages while they are doing something else...
(Harmer, 1991, p. 37)*

Project work is a modern teaching method although as Hutchinson says, “it is not a new methodology”. (1991, p.2) However, according to him “Some teachers have also been doing project work in their language lessons for a long time, but for others it is a new way of working”. It extends their knowledge in various areas. It supports development of their social, motor and communicative skills and teaches them how to use the acquired knowledge in everyday life. It also shifts the role of the teacher to that of partner and collaborator.

Nowadays project work is considered to be a very effective way of teaching, when talking about English, one that connects learning with practical use of the language. The most important thing, however, is the fact that this way of learning does not only improve language skills, but significantly supports individualization. Pecina claims that the active and independent work of the pupils is fundamental. (2008, p.48)

In the following chapters firstly, a project teaching is defined. Secondly, after different definitions are give the function is state. As the aim is product the function,

thus the aim is described in the third subchapter and in the following, last subchapter the main characteristic features are given.

4.1 DEFINITION

As was already stated, project work is becoming an increasingly popular feature within the ELT classroom. Tomková, Kašová, Dvořáková asserts that nowadays we hear the word “project” from many sides and in many different situations. It has become very fashionable to call everything new or somehow organized to be a project. When talking about school and particularly the basic schools we often talk about projects, project teaching, and project days. (2009,p.9)

Therefore it should be defined here what a project is.

In general the word “project” as explained in the Macmillan Dictionary means “a planned piece of work that has a particular aim, especially one that is organized by a government, company, or other organization.” Descriptions of a project teaching can be found in e.g. Jůva (2007, p.43), Pecina and Zormová (2009, p.11, 81), Coufalová (2006, p.7), Skalková (2007, p.234), Tomková, Kašová and Dvořáková, (2009, p.10), and others describe project teaching. In Průcha et al. project teaching is teaching based on the project method. The project method is described as a method which leads pupils to solve complex tasks and gain experience by practical activity and experimentation. (1995, p.172-173) It can be found in many books from different authors (Coufalová, 2006; Pecina and Zormová, (2009,p.81); Skalková, (2007; p.234); Maňák, Švec, 2003,p.168) that a school project, as such, is more difficult to define. Coufalová states that it is not easy to define explicitly what project teaching is. She names different authors (Kilpatrick, Hosić, Příhoda, Vrána) who emphasize different features. It can be the final product of the project, the advisability of student’s activities or, for some, it can be cooperation. Nevertheless, she offers the reader definitions of different authors. (2006, p.10) Bednářová has the same opinion. Moreover, she adds that project teaching develops a communicative competence by working on projects that are closely

connected to real communicative interaction and, at the same time, reflect the authentic interests of pupils and students. (ibid.,2006, p.76)

Let me list some of the other descriptions of projects and project teaching that Coufalová features in her book, and look at them without stating their priorities to gain insight into what they mean and consist of.

John Dewey simply defined the project method as “learning by doing”. (Dewey in Coufalová, 2006, p. 8) Kilpatrick also emphasized the practical importance of the project by stating that a project is a proposed task, clear and unambiguous, which can be offered to the pupil in such a way that it seems to be of vital importance because it represents real-life. (Kilpatrick in Coufalová, 2006, p.8) Vrána² compares a project to work. He defined project teaching as a work for which the pupil undertakes responsibility for the outcome, a work having a certain aim. (Vrána in Coufalová, 2006,p.8) Similarly, Samuel Chester Parker defines project teaching as “pupils planning practical activities.” According to him “the central element in project teaching is the planning by students of some practical activity, something to be done. Hence, a pupil-project is any unit of activity that makes students responsible for practical planning. (ibid.,1992, p.334-335) According to Fried Booth “project work helps to bridge the gap between language study and language use”. (1986, p.7) Furthermore, Fried-Booth states that “it is this sense of personal involvement that gives impetus to project work”. This approach focuses not only on interpersonal relationships but also on the involvement and development of the individual. The more fully the student is involved in an exercise, the more likely he or she is to see it through to the end, and benefit from it." (1986, p.5) Maňák describes among others one characteristic feature of the project method which is that this method contributes to the development of the pupils personality because working on the project provides an opportunity for the pupil to learn much about his/her abilities. (in Coufalová, 2006, p.10) Kasíková sees project as a task which requires initiative. (in Coufalová, 2006,p11)

These are very important characteristics of the project method concerning the aim of this thesis, which is the individualisation of the pupil. It was Dewey who first

² Stanislav Vrána, the director of experimental schools in Zlín, Czech republic

stated that project teaching respects the individuality of the pupil and his ideas are still supported and being developed today.

To conclude, the authors have provided us with a broad presentation of what a project teaching is. They provided similar definitions, the only difference being that different authors state different priorities of project teaching (or project method). Nevertheless it can be summed up that the project method is a complex and student-centered form of the teaching and learning process.

Next chapter deals with the function of project teaching.

4.2 FUNCTION

To simply state one function of projects and project method is not possible. Each method, each form of teaching and learning process has many functions which mutually relate to each other. Fried-Booth explains the function of project work in a language teaching programme by the statement

Most organized language learning takes place in the classroom. What is taught in the classroom may in theory be useful, but the usefulness does not always extend to practice. Often, there is a gap between the language the students are taught and the language they in fact require. It is this gap that the project work can help to bridge. (1986, p. 5)

According to Skalková project teaching is based on a complex theory of practical problem-solving with active participation of the pupils.” (2007, p. 234)

Further she assumes that project teaching should be understood as an additional method to the traditional ways of teaching which improves the quality of the teaching and learning. (ibid., 2007, p.234) Skalková adds [...] that it is not possible to teach only with projects because the systematization of the subject matter (curriculum) must be taken into consideration and this phenomena cannot be taken out of context. Moreover she talks about the great opportunities of the subject-matter. Pupils use their previously gained experience in a new context and apply what they have learned to the solution. (ibid. 2007, p.235). Furthermore, Skalková (and Fried-Booth, 1986,p.15) also thinks that

project teaching overcomes the isolation of teaching from real-life experience. (2007, p.234) Haines views of project teaching confirms the previous claims when he summarizes that

Project teaching is viewed by most of its advocates “not as a replacement for other teaching methods” but rather as “an approach to learning which complements mainstream methods and which can be used with almost all levels, ages and abilities of students”

(Haines, 1981:1 in Richard and Renandya, 2000, p.109)

Tomková, Kašová, and Dvořáková have the same perspective on this complex method which enables pupils to engage reality and use their experience gained from different subjects. Moreover, they talk about individualization in the sense of fulfillment, autonomy and motivation by individual work for searching, discovering, co-operation and communication. (2009, p. 8)

“The project is an ideal vehicle for teaching primary school children for a number of reasons” These reasons are outlined and according to them a project is described as:

- ▶ an integrated unit of work
- ▶ educating the whole child
- ▶ integrating language knowledge and skills
- ▶ encouraging learner independence
- ▶ catering for mixed-ability classes
- ▶ allowing for flexibility within the curriculum

(Phillips, Burwood, Dunford, 1999, p.6-7)

This outline shows us how broad the project method is. For the main purpose of this thesis the function of individualization is the most important and this will be elaborated in the chapter 9.3. As we can see, different authors describe the same functions of the project teaching by different points of views. We may agree that basically it isn't learning that is used in real-life situations but that we use real-life experience to learn.

Tomková, Kašová, and Dvořáková also write about the valuable assets that project teaching offers to teachers. “It opens up an opportunity to use self-creativity [...] and the much more profound authentic cognition of the pupil.” (2009, p.8) This is also considered to be a very important fact beside the role of teacher as described in chapter 8.2. This aspect of teacher development is worth mentioning here.

Last but not least Coufalová’s description of the function of project teaching should be mentioned. An emphasis is put on a “type-of-activity” concept of teaching with the active participation of the pupil in self-education and task-solving based on real-life situations. Social and communicative skills are emphasized with an individual approach to the pupils.(2006, p.10)

Now, as we come to the main functions of the project method, let’s try to define the aims of projects and project teaching.

4.3. AIM

Basically, the aim is a product the function. Understanding that each method has many functions and depends on the point of view and needs emphasized by particular teachers and pupils, there is obviously more than one aim to attain.

“One way of ensuring genuinely communicative uses of spoken and written English is through the use of projects [...]” (Harmer, 1991, p.147) Skalková asserts that it’s impossible to separate the work of the head with the work of the hands. Participation in teamwork is the most important tool to contribute to the development of individuality. She continues that by the word work (as in project work) it is meant theoretical and practical as well as individual and social work. (2007, p.234) Maňák claims that the main aim of project work is the complete formation of a pupils personality. (2000, p.8)

To sum up, project teaching is one of the teaching methods that leads pupils to solve complex tasks. It supports individual activities, creativity, mutual communication and responsibility for learning. Again, the importance of individualization has to be highlighted here.

4.4 CHARACTERISTICS

More detailed characteristics of project work will be given in the following text because there are many important aspects to be considered. As Richards and Renandaya state, project teaching has been described by number of language educators. (2002, p. 108) The following features basically reflect various definitions, functions and aims. For clarity the arrangement and characteristics of Richards and Renandya (2002,p 108) into the points was used. Furthermore the particular points are completed with viewpoints of other educators.

(1) Project work focuses on content learning

Richards and Renandya and Project work focuses on content learning rather than on specific language targets. Real-life subject matter and topics that students find interesting can become central themes to projects. (2002, p. 108)

Huthinson claims that “there is nothing simulated about a project [...] students are writing about their own lives [...] and because it is such personal experience [...] they will thus put a lot of effort into getting it right.” (1991, p.11) Rodgers says if the teacher encourages co-operation and let pupils to learn from each other and from working through our own mistakes. Then teacher can concentrate more on the process of learning than simply on a plunge towards the “right answer”. Than the most important is how the pupil got the answer. (in Scrivener, 1994, p.15)

(2) Project work is student cantered

Fried-Booth asserts that “project is student-cantered rather than teacher-directed.” (1986, 5) Skalková (2007,234) adopts a similar position when she (ibid.) describes the importance of a pupil’s experience. She (ibid.) says that in the context of real-life situations familiar to the pupils questions arise that awaken their natural interest. Coufalová claims that a project results from the needs and interests of a child. It (the project) enables them (children) to meet their needs to gain new experience and to be responsible for their own actions. Hutchinson suggests that “content and presentation are determined principally by the learners”. (2006, p.11) Richards and Renandya claim that “project work is student cantered, though the teacher plays a major role in offering support and guidance throughout the process.” (2002, p. 108); (See chapter 8)

(3) Project work is cooperative rather than competitive

Coufalová indicates that in comparison with traditional teaching methods it is the change of the teacher's and pupil's roles that leads to the need to cooperate. Richards and Renandya state "project work is cooperative rather than competitive." (2002, p. 108) Cooperation is more difficult at primary level. Students have to contribute and be patient with each other. They (ibid.) add the pupils can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way. (2002,p.108)) Rodger's idea of maximizing pupil interaction is to encourage co-operation, even to encourage pupils to copy ideas from others of "cheat". He thinks it can be useful and positive - pupils learn from others and from working through our own mistakes. Therefore it means that teacher can concentrate more on the process of learning than simply on a plunge towards the "right answer". Than the most important is how the pupil got the answer. The result of learning exercise becomes less important than the getting there. (in Scrivener, 1994, p15)

Richards and Rodgers describe in their book an approach Cooperative language learning which advocates the theoretical work of Jean Piaget and Lev Vygotsky. both of whom stress the central role of social interaction in learning. They (ibid.) also mentions Bloom's taxonomy of educational Objectives, which assume "a hierarchy of learning objectives ranging from simple recall of information to forming conceptual judgements." (2001,p.194) (see appendix 1)

(4) Project work leads to the authentic integration of skills

"Project work leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks." (Richards and Renandya, 2002, p. 108)

(5) Project work focuses on fluency

It provides students with opportunities to focus on fluency and accuracy at different stages of the project. Basically, “project work encourages a focus on fluency [...] therefore some errors of accuracy are bound to occur. (Hutchinson, 1991, p. 8).

(6) Project work make pupils become responsible

If we put pupils in situation where they need to make decisions for themselves we allow them to become more responsible for their own progress. (Rodgers in Scrivener, 1994,p.15)

(7) Project work culminates in an end product

It is of great importance to state here the difference between project- based learning and topic-based learning because many teachers believe these two terms are the same. Tomková, Kašová, and Dvořáková claim that even though topic-based learning is similar to project- based learning their principles of operation (method, way of working) are not the same. It is the end product that is the main difference. Only project work, alias project-based learning, culminates in an end product. (2009,p.21) However opinion on the end product is not unanimous in the literature. Hutchinson states that “projects are often done in poster format, but students can also use their imagination to experiment with the form.“ (1991,p.8) Skalková (2007, 235) shares the same idea when she suggests that the end product in the shape of a poster can be displayed in the classroom, whereas Tomková, Kašová and Dvořáková declare that the creation of a poster does not belong to project teaching. According to them a poster is only data collection and this product and its presentation do not go beyond the borders of a report or the handing out of homework. They consider the end product to be more complex: not just newspapers, magazines, internet pages or film but also the natural direction and organization of the exhibition or fashion show, school trip or exchange stay in a foreign country. ‘The authors assert that the more difficult the end product is, then the more it corresponds to a real-life situation. (ibid.,2009, p.17) This opinion is very ambitious and Hutchinson’s and Skalková’s conception of the end-product would probably be more suitable in the classroom.

Also Průcha, Walterová and Mareš (1995,p.173), and Fried-Booth (1986,p.10) are of the opinion that project work culminates in an end product which can be an oral presentation, a chart, booklet, poster session, bulletin board display, report, or stage performance. Nevertheless, whatever the end product is, Fried-Booth (1986,10) further adds that “the more fully the student is involved in an exercise, the more likely he or she is to see the work through to the end and benefit from it.” Harmer considers the end-product as the most important thing of the project work, and all the language use that take place should be directed towards the final version. (1991,p.147) Richards and Renandya state that the end product can be shared with others which gives the project a real purpose. Moreover, they add

the value of the project, however, lies not just in the final product but in the process of working towards the end-point. Thus, project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different project work stages (ibid,2002, p.108)

To conclude and characterise the above, Richards and Renandya say project work is potentially motivating, stimulating, empowering and challenging. It usually results in building student confidence, self-esteem and autonomy, as well as improving their language skills, content learning and cognitive abilities (2002, p.108)

Project teaching is a method that leads pupils to solve complex tasks. It supports individual activities, creativity, communication skills and responsibility for learning. The following chapter introduces project types.

5. PROJECT TYPES

Before we start developing a project, we should consider what project are we going to prepare. As Coufalová (2006, p.11) describes in her book, there are several criteria to which we can defer, pertaining to:

- the purpose
- the relation to the subject matter
- the organization
- the size
- location
- duration of the project
- the number of students involved

As for **the purpose**, Kilpatrick talks about projects which try to put an idea into action e.g. boat construction, writing a letter etc., projects that lead to an aesthetic experience e.g. listening to an historic story or the perception of a symphony, problem solving projects e.g. to find out whether fog falls down or not and projects that lead to the gaining of a skill e.g. verb inflection. (Kilpatrick in Coufalová, 2006, p. 11)

As for **the relation to the subject matter** Coufalová (2006, p.11) claims that we have to decide whether the project is integrated into different subjects or be limited to only one.

The criteria of **the organization** is closely connected to the previous point. The teacher may decide how to organise the lesson only after he/she has decided what subject or subjects the project will contain. (Coufalová 2006, p. 11)

Phillips, Burwood and Dunford (1999, p. 7) state that “Projects can either supplement or complement programmes that have been set by the school, or can be the main structure around which the syllabus is designed.” In terms of duration, projects can be short-term, mid-term or long-term. (Coufalová, 2006,p.11) Another category is described by Tomková, Kašová and Dvořáková. They talk about a project day, week or a long-term period that can be the whole school year. They add, when considering **the involvement** of the pupils, the projects can be done individually, in groups or even with groups made of pupils from different classes. (2009, p.14)

As for **the location**, authors (Skalková, Pecina, Hutchinson, Phillips, Burwood and Dunford, and others) agree that one of the main differences compared to other teaching methods is that “project work is extended beyond the classroom.” (Fried-Booth, 1986, p. 6).

Moreover Hutchinson divides projects into **factual** or **fantastic** and therefore, according to him, develops the full range of the learners capabilities. (1991,p. 6) Maňák states that there are various categories into which projects can be divided: (1) theoretical or practical; (2) short, mid or long-term; (3) proposed by a pupil or a teacher and (4) cross-curricular or one subject. (Maňák in Pecina, 2008, p.49). There are many other classifications. The most comprehensive typology of projects states Kratochvílová. See the Chart 1 below:

Chart 1. Comprehensive typology of projects

<i>Project information</i>	<i>Type of project</i>
<i>Proposer of the project</i>	<i>Pupil</i>
	<i>Artificially made</i>
	<i>Combination of the two</i>
<i>The purpose of the project</i>	<i>Problem-solving</i>
	<i>Constructive</i>
	<i>Evaluation</i>
	<i>For aesthetic experience</i>
	<i>To acquire a skill</i>
<i>Source of the project information</i>	<i>Free (pupil obtains the material by himself)</i>
	<i>Bounded (material is provided)</i>
	<i>Combination of both</i>
<i>Duration of the project</i>	<i>Short-term (up to two lessons)</i>
	<i>Mid-term (realized during one or two weeks)</i>
	<i>Long-term so-called “project weeks”, usually realized once</i>
	<i>Extra long-term (from several weeks to months)</i>
	<i>These run concurrently with class work)</i>
<i>Location</i>	<i>School</i>
	<i>Hhome</i>
	<i>Ccombined</i>
	<i>Outside school, after school</i>

<i>Number of people involved in the project</i>	<i>Individual</i>
	<i>Collective (group, class, grade, interclass, intergrade, the whole school)</i>
<i>Organization</i>	<i>One subject</i>
	<i>Multiple subjects</i>

(adopted from Kratochvílová in Pecina and Zormová, 2009, p. 82)

To sum up, types of project teaching cannot be simply characterised: there is a large number of possibilities of how to do the projects. Teachers may start from the less complex (complicated) that last just one day or few lessons and later, when they are more experienced, can develop more difficult projects. Teachers should always bear in mind that “when choosing to do project work you are making a choice in favour of the quality of the learning experience over the quantity [...] what really matters in learning is the quality of the learning experience.” (Hutchinson, 1991, p.15)

6. PROJECT PARTS

There are several steps to develop the project. The following text offers a comparison of literal sources and later on a more detailed description.

As mentioned in chapter 5 there are several types of project pertaining to different criteria. Skalková characterizes the process developing the project in four steps. The first step is to choose a situation depicting a real-life task for the pupils. In the second step a plan to solve daily problems is discussed. In the third step procedures for solving these problems are developed into more detail. The fourth step includes presentation and evaluation of the project. (2007, p. 235) For Maňák and Švec (2003,p.169), Pecina (2008, p.49), the stages of the project are as follows: to state the aim, to develop a plan for the solutions, to realize the plan, and finally evaluation. On the other hand, Fried-Booth suggests only three stages for a full-scale project: classroom planning, carrying out the project and reviewing and monitoring the work. (1986, p.6) Coufalová divides the stages into more steps. According to her at the beginning, the theme has to be chosen, brainstorming follows, drawing up a project

web follows, provision of studying material and information, realization, evaluation and presentation. (2006,p.11)

To sum up, regardless of whether or not there are three, four or more stages of the project, there has to be similar procedures which should lead up to the contribution of educational values. Perhaps, more detailed division makes the explanation of the project parts clearer and it is important for the research part. Therefore the following eight stages used are from Fried-Booth (1986, 9-10), supplemented with additional evidence.

(1) Stimulus.

Initial discussion of the idea - comment and suggestion. The main language skills involved: speaking and listening, with possible reference to prior reading. Coufalová (2006, 21) emphasises that “when we consider the main features of the project, it stands to reason that the theme plays one of a crucial role.” Maňák and Švec add that it is necessary to choose a theme that will interest the pupils. (in Pecina and Zormanová, 2009, p.81). Hutchinson develops this thought when he asserts “The students are writing about their own lives so invest a lot of themselves in their projects.” (1991, p.10).

(2) Definition of the project objective.

Discussion, negotiation, suggestion and argument. The main language skills: speaking and listening, probably with some note-taking. (Fried-Booth, 1986, p.9) This is what Coufalová (2006, p.23) calls brainstorming³.

(3) Practice of language skills.

This includes the language the students feel is needed for the initial stage of the project, e.g. for data collection. It also introduces a variety of language functions, e.g. introductions, suggestions, asking for information, etc., and may involve any or all of the four skills - particularly writing, in the form of note-taking.

(Fried-Booth, 1986, p.10)

(4) Design of written materials.

³ Brainstorming – this Method was used in USA for the first time in 1938. In McMillan dictionary (2007, 168): a way of developing new ideas, through a discussion in which a several people make lot sof suggestions and the best ones are chosen.

Questionnaires, maps, grids, etc., required for data collection. Reading and writing skills will be prominent here. (Fried-Booth, 1986, p.10)

(5) Group activities. Designed to gather information. Students may work individually, in pairs or in small groups, inside or outside the classroom. All four skills are likely to be needed. (Fried-Booth, 1986, 10)

(6) Collection of information.

Probably in groups, in the classroom. Reading of notes, explanation of visual material, e.g. graphs. Emphasis on discussion. (Fried-Booth, 1986, p.10)

(7) Organization of materials.

Developing the end-product of the project. Discussion, negotiation, reading for cross-reference and verification. The main skill practised, however, will be writing. (Fried-Booth, 1986, p.10) Phillips, Burwood and Dunford assert that “the end product is important and should be carefully planned for [...] it is better to have a small amount of high quality work than a mass of badly presented, poor quality stuff [...] most importantly, it should be the children’s own work [...]” (1999, p.12)

(8) Final presentation.

The manner of presentation of the project will depend largely on the form of the end product – chart, booklet, video display or oral presentation – and on the manner of demonstration. The main skill required is likely to be speaking, but could also be backed up by other skills. (Fried-Booth, 1986, 10) Phillips, Burwood and Dunford add that “when presenting the project to others you have to decide: who, where and how?” (1999, p.13)

Moreover, Another detailed division of project development offers Richards and Renandya. They mentions ten steps that the teachers have to follow to move from the initial conception of the project to the actual debate. (ibid. 2002,p.108)

Criteria for developing the project are described in the following chapter.

7. CRITERIA FOR DEVELOPING THE PROJECT

“The way we state our teaching content may be half the battle, but the other half remains to be fought.”

(Johnson, Morrow, 1981, p.10)

The primary criteria for an effective integration of the project into the curriculum is long-term team planning of the project teaching. As mentioned in Chapter ? there are several types of projects pertaining to different criteria. Skalková (2007, p. 235) characterizes the process of project teaching in four steps.

The first step is to choose a situation depicting real-life problems for the pupils. In the second step a plan for solving daily problems is discussed. In the third step the procedures for solving the problems are developed into more detail. The fourth step includes presentation and evaluation of the project. Phillips, Burwood and Dunford claim

When choosing one of the projects to do with your class, you will have to look carefully at the language (grammar and vocabulary) required for each activity and the order in which it is introduced. You need to assess to what extent the project relates to work your class has already done and how the language needs of your individual pupils, and of the group as a whole, can be met. (1999,p.10)

Phillips, Burwood and Dunford says that a project has to be planned to incorporate language points, vocabulary items, and skills which are suitable for pupils of a particular age and level. (1999, p. 10) They also states that project work, if well planned and set up, encourages the learners to work independently even when they are not being directly supervised by the teacher, and tasks can often be continued outside the classroom. (ibid., 1999, p. 22)

Apart from the planning of the project work, Tomková, Kašová and Dvořáková assert that it is necessary to:

- change the teacher’s role when considering the pupil – a teacher should be a facilitator and help pupils whenever needed.
- teach pupils the skills necessary to work independently with information, sources and literature, learning objectives, planning and organizing their learning, etc
- teach pupils in the context of real life situations

- equip the school and classrooms with sufficient resources – reference libraries, internet, etc.
- open the school to additional sources of learning – internet, specialists, parents, etc. (2009, p.169)

When schools and teachers take all these factors into consideration, project teaching may serve as an effective tool of the teaching and learning process. The teacher is an important part of that process who assumes different roles in project teaching. In the following chapter, his/her various roles and their characteristics will be described.

8. TEACHER

8.1. CHARACTERISTICS

From many points in the previous text the question arises of the teacher's role in project teaching. Nevertheless, before the role is assumed let's consider the teacher as part of the teaching and learning process more generally. There is, however, no single description of the teacher's characteristics. According to the pedagogical dictionary the teacher is one of the main factors in the teaching and learning process, being responsible for preparation, management, organization and the outcome of the process. (Průcha, Walterová, Mareš, 1995, p. 242)

At school, the teacher is one of two main participants in the classroom interaction. Pupils are on one side of the imaginary playground and the teacher is on the other. The teacher is a coach who wants the best for his/her team. The teacher and pupils interact together trying to play the game in such a way that both sides can benefit from it. In the literal sources (e.g. Pecina 2008, Skalková, 2007, Littlewood, 1981, Medgyes and Malderez, 1996, Hudge, 2005, Fenstermacher and Soltis, 2008, and others) the general role of the teacher is discussed from various points of view. Among the others, Sitná's description of a teacher's characteristics has been chosen because it is meaningful. She asserts that a teacher is a person who significantly forms the

personality of the juvenile and is (or should be,) in general, a respected example for the pupils. A teacher is a professional, she declares. A teacher's mission is the education and accomplishments of a child's personality. (2009, p.10)

As Pecina suggests, there are objective and subjective conditions applicable to the creative process at school. A teacher has to have many essential characteristics in order to achieve such creative conditions. (2008, p. 27) Besides being a professional, as has already been mentioned, Kožuchová gives us a recitation of the subjective conditions which are closely connected with the teacher's personality and roles within the classroom. They are:

- a pleasant environment
- a good relationship with the pupils
- motivation of the pupils
- respect of pupil individuality
- developing curiosity
- a friendly and unthreatening atmosphere
- fair-minded assessment
- support of pupil creativity

(Kožuchová in Pecina, 2008, 27-29)

Lets move on from the general characteristics of project teaching to more specific considerations.

8.2 THE TEACHER'S ROLE

Although there are a great variety of descriptions of "a teacher" at school, Scrivener's compelling description has been chosen for this thesis because it reflects the most important characteristics of project teaching methodology. Scrivener describes his own experiences of being taught which may remind readers of their own experiences too. He recounts that he particularly remembers the teachers who, through great knowledge and enthusiasm, made the subject matter come alive. But the teacher he recalls with most pleasure and respect was the one who listened to him, who encouraged him, who respected his own views and decisions. (1994, p.7) Scrivener gives the reader a list in which he notes a number of factors that the effective teacher should have.

Basically, it could be used to simply characterize the quality of a teacher in project teaching too.

The effective teacher.....

- really listens to his students;
- shows respect;
- give clear, positive feedback;
- has a good sense of humor;
- is patient;
- knows his subject;
- inspires confidence;
- trusts people;
- empathizes with students' problems;
- is well organized;
- paces lessons well;
- does not complicate things unnecessarily;
- is enthusiastic and inspires enthusiasm;
- can be authoritative without being distant;
- is honest;
- is approachable. (Scrivener, 1994, p. 9)

Carl Rodgers suggests three core teacher characteristics that help to create an effective learning environment. They are respect, being a positive and non-judgmental regard for other people, empathy, which is being able to see things from another person's perspective as if looking through their eyes, and authenticity, which is being oneself without hiding behind job titles, roles or masks. (in Scrivener,1994,p. 8) The importance of having these three roles is obvious. As Rodgers adds, it leads to good relationships in the classroom, and a much more open and honest communication between all participants. Moreover, because the educational climate becomes positive, forward-looking and supportive, the learners are willing and unafraid to take on challenges, increasing their own self esteem and self-understanding, and gradually taking more and more responsibility for their own learning. (Rodgers in Scrivener, 1994,p.8) And this is exactly how the teacher can personally support the individualization and differentiation of each pupil.

It is a matter of common knowledge that each person has got a certain roles in the society. Gavora defines a social role as a way to behave in certain social situations. Each role is expected to have certain characteristics (2005, p. 16) . When considering school environment, Coufalová claims that project teaching as compared to the

traditional way of teaching changes the teacher's role considerably. [...]the teacher becomes a **co-creator** and an **adviser** to the pupils. (2006, p. 12) With project work, a teacher has a lot of very important roles in the lessons. Fried-Booth asserts that a teacher has function of "a **participant**, a **coordinator** when necessary, a figure in the background evaluating and monitoring the language being used." (1986, p.38) She adds that the more passive a teacher is, the more successful a project can become. (1986, p. 39) She provides us with another claim

[...] the project must first be planned and discussed and later evaluated. And it is here that the teacher can provide valuable assistance. Much of this language work takes place in the safe, controlled environment of the classroom where the teacher is on hand to help the students gain linguistic confidence. She [**a teacher**] is also there to help solve the problem that will inevitably arise once the project moves out of the classroom into the world. (Fried-Booth, 1986, p. 5)

In terms of the **monitoring**, she suggests that a teacher needs to know whether his/her pupils are actually learning anything, and on the other hand they need to know whether they are making progress, and what particular aspects of their own work needs improvement. Fried-Booth asserts that the teacher's role in monitoring these factors is crucial. (ibid., 1986, 39)

Harmer asserts that the way the teacher behaves in different kinds of activities will change according to the nature of the activities. (1991, p.235) He describes eight different teacher's roles that may occur during the teaching and learning process. (for a detailed description see Harmer, 1991, 235-243) However not all of them are relevant to project teaching. In project teaching the teacher turns away from a controlling role and gives priority to those of facilitator, participant, resource and/or tutor.

The roles of controller and facilitator are two concepts representing opposite ends of a cline of control and freedom. (1991, p.235) Harmer explains that a **facilitator** maintains a low profile in order to make the student's own achievement of a task possible. (1991, p. 235) Fernstermacher and Soltis explain the role of "the teacher as facilitator" as one which focuses attention on the pupil and encourages and cares for their personal development. The subject matter is not of primary importance, it is only a means by which to measure the pupil's development. (2008, p.39) Hanuš and Chytilová talk about the challenge of the teacher to recognize the inner world of each individual

but at the same time to realize that a pupil is also significantly influenced by the outer world, over which each teacher has significant control (2009, p. 38). Furthermore, Harmer explains that as a **participant** “there is no reason why the teacher should not participate as an equal in an activity especially where activities like simulations are taking place.” (1991, p. 241) Regarding a teacher as a **resource**, “a teacher should always be ready to offer help if it is needed” Thus teachers make themselves available so that students can consult them when (and only when) they wish (ibid., 1991, p. 242). Finally, as for a teacher in a role of a **tutor** “This is the role that the teacher adopts where students are involved in self-study or where they are doing project work of their own choosing.” (ibid., 1991, p. 242).

Carl Rogers gives a list of ideas for maximizing students interaction in the classroom. Many of them are of great importance to project teaching. According to Rogers, it is important to create an effective learning environment, the teacher should be as honest as he/she can be, respect the learners, encourage a friendly, relaxed learning environment, really listen to what the learners say, encourage interaction between students, encourage co-operation rather than competition, and allow students to become more responsible for their own progress. (Rogers in Scrivener, 1994, p. 15). Another teacher’s role, as defined by Harmer, is the training of pupils to use textbooks, to use communicative activities properly, to read for gist, and to read unfamiliar vocabulary and therefore use dictionaries. (1991, p. 150). Reading for gist is a very important ability for successful progression in project teaching because, as Harmer suggests

[teachers] must give students the ability to cope with texts outside the classroom and if we [as their teachers] can help them to approach such texts confidently - and not disregard every word they do not understand - then we will have done them a service. (1991, p. 150)

To sum up, although project teaching is a student-centered approach with emphasis on the pupil as an individual, the purpose of this method could not be fulfilled without efficient support from the teacher. This is not an easy task for teachers to achieve and needs much patience and hard work. For teachers who sympathize with their pupils and want to understand them individually, humanistic approaches such as

project teaching are the right ones for them to use. Their main role then is to point them the right direction, to look after them and ensure that they stay on the right road. But to find the right road is a fundamental task for teachers too. As Skalková mentions, each teacher has to find their own way to cope with project teaching and overcome its many difficulties such as the problems of discipline, organization, individual differentiation of pupils, and new work requirements, etc. (1993, p.85-86) As mentioned by Rodgers earlier in this chapter, it is the teacher who plays the crucial role in enabling individualization. Project teaching is a means to an end but the teacher provides the ingredients and spices of the whole process. Nevertheless, in the teaching and learning process a teacher would mean nothing without his/her pupils (learners).

The following chapter will concentrate on the learner as such and the organizational forms of learning. The essential part of the thesis will be discussed, which is the question of individualization and differentiation in the teaching and learning process.

9. LEARNER

9.1. CHARACTERISTICS

Průcha, Walterová and Mareš describe the learner as a subject of education. (1995, p. 287) From the historical perspective, a learner was always a subject of education, however, what has changed is the role of the pupil in the teaching and learning process. As Harmer, Skalková, 2002,1993; Hutchinson, 1991; Richards and Rodgers, 2001; and others describe, a learner becomes much more responsible for his/her learning and therefore the teaching and learning process shifts from a teacher-centered to a learner-centered process. (1991, p.235-238) Each learner has a unique personality, and therefore has different needs, learning style etc. (see chapter 9.3)

Harmer describes the necessity of the teacher to know his/her pupils. According to him, teachers need to know who the students are, what they bring to the class and what they need. Who the students are means their age, sex and social

background. What they bring to the class includes motivation and attitude, educational background, knowledge and interests. As for their needs, Harmer states that this is the most difficult part because [as has already been said] each pupil has different needs and it is up to the teacher to identify them. (1991,p. 162-164).

Generally, in order to adjust the teaching method to suit a pupil, the teacher must know what that pupils needs are. It is necessary to mention here Maslow's Hierarchy of Needs. Maslow's Hierarchy of Needs (see appendix 2) has a clear explanation of the needs of young children in order for them to be comfortable in their environment, and even within themselves. This theory has influenced a number of different fields including education. The theory is often represented as a pyramid, with the broader, lower levels representing their basic needs, and the apex representing the need for self-fulfillment. (Maslow in Simons, Irwin and Drinnien, 1997, p.10) Also Skalková claims that Maslow, an exponent of humanistic pedagogy⁴, affords an to answer the basic question of how to give support to the independent growth of a person [a pupil], what the best educational conditions for that are, and how to help the pupil to become the person that he or she wants to be. (1993, p.100) An explanation of the hierarchy of needs and its graphical assimilation is in Appendix no 2. It is mentioned here because the last part of a child's needs is self-fulfilling, realizing who exactly the pupil is. (see chapter 9.3) Pupils achieve this by knowing themselves, and discovering who they are. This is represented by the aesthetic portion of the needs pyramid. It is closely connected to the individualization and differentiation of the pupils which one of the most important parts of this thesis. Nevertheless, Maslow states that educators should respond to the potential an individual has for growing into a self-fulfilling person in his/her own right.

Ten points that educators should address are listed below:

1. *We should teach people to be authentic, to be aware of their inner selves and to hear their inner-voices.*
2. *We should teach people to transcend their cultural conditioning and become world citizens.*

⁴ Humanistic pedagogy – education in humanistic disciplines which concern a different aspects of human lives. It includes mainly languages, literature, history, geography and philosophy. (Průcha, Walterová, Mareš, 1995,p.79)

3. *We should help people discover their vocation in life, their calling, fate or destiny. This is especially focused on finding the right career and the right mate.*
4. *We should teach people that life is precious, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.*
5. *We must accept people as they are and help them to discover their inner nature. From a real knowledge of their aptitudes and limitations we can know what to build upon and what their potential really is.*
6. *We must see that the person's basic needs are satisfied, including those of safety, belonging, and esteem.*
7. *We should refresh consciousness (promote awareness??), teaching the person to appreciate beauty and other good things in nature and life.*
8. *We should teach people that discipline is good, and complete abandon is bad. It takes discipline to improve the quality of life in all areas.*
9. *We should teach people to transcend trivial problems and grapple with the serious ones in life. These include the problems of injustice, pain, suffering, and death.*
10. *We must teach people to be good choosers. They must be given practice in making good choices. (Maslow in Simons, Irwin and. Drinnien, 1987, p. 2)*

According to Richards and Rodgers the learner's role is considerably influenced by how they are regarded. Moreover they claim that this is seen in the types of activities that learners carry out, the degree of control they have over the learning content, the forms of the learner groupings adopted, the degree to which they influence the learning of others, and their roles as processors, performers, initiators and problem solvers. (2001, p.28)

Nevertheless, apart from the pupil's personality and their self-realization which leads to individuality, it is important to look at the organizational forms that are another important factor influencing pupils' individualization and work. Therefore, the aim of the next chapter is to explain those organizational forms.

9.2 Organizational forms in project teaching

The development of organizational forms is connected to the development of the school as an educational institution. Skalková mentions that frontal teaching still has a significant position within the system of various organizational forms and still is the most common way of teaching in our schools. Apart from continuing didactic functionality there are additional aspects that make it widespread. However, it has its deficiencies as well. (1999, p. 204) Modern methods and approaches such as project teaching give priority to different organizational forms and the following text will deal with that.

In the pedagogical dictionary Průcha, Walterová and Mareš define organizational form as the outer side of the teaching method. Organizational forms differ according to the environment: class work, in specialized parts of the school or facility, or outside the school. According to the arrangement of the pupils, they characterize frontal, group and individual forms of teaching. With regard to a pupil's role, the cooperative and individualized forms of teaching are characterized. In accordance with division of roles between teacher and pupils, there are directed and open forms. From the point of view of time, the basic form of teaching is one lesson. (1995, p. 140) The division is arranged in table no 2.

Table no.2

Viewpoint of classification	
Place of teaching	class work, out of the classroom work
Arrangement of pupils	frontal, group and individual teaching forms
Pupils role	cooperative and individualized forms
Roles of teacher and pupils	directed and open forms
Time	one lesson (in project work – project day, week)

Coufalová (also Fried-Booth, 1986; Tomková, Kašová, Dvořáková, 2009; Čechová et al., 2006; Kolář, Šikulová, 2007;) claim that project work may take place in the classroom, at different parts or facilities of the school or outside the school. As an

ideal setting for project teaching she suggests “school in open spaces (nature)“. Pupils usually work on the same project both in and outside school, e.g. at home. The connection between school and reality is an important feature of project teaching and it creates situations in which it is convenient or necessary to cooperate with other institutions such as different schools, museums, libraries, veterinary clinics, etc. (2006, p. 12)

Pecina and Zormanová state that group teaching is opposite to frontal teaching, and features joint work in the classroom where the teacher plays a dominant role. Group teaching means putting pupils into small groups. (2009, p.86) Scrivener claims that putting pupils into small groups or pairs and getting them to talk to each other can maximize learner speaking time. To be really involved in the lesson is the most efficient way of learning. (1994,p.14) Probably everyone knows or remembers long explanations and monologues that cause pupils to become bored. Scrivener advises that if the teacher wants to challenge the pupils, he must give them a problem or set a task that they want to complete and they will learn far more – by experimenting, practicing and taking risks. (1994, p. 14) Rodgers suggests that if possible to arrange the seating so that the students can all see and talk to each other (i.e. in circles, squares or horseshoes rather than in parallel rows). Furthermore, the teacher should allow students to become more responsible for their own progress. (see chapter 9.3) They should be put in situations where they need to make decisions for themselves. (in Scrivener, 1994, p.15) Fried-Booth discusses the arrangement of organizational forms and states that there are group-based activities that develop quite naturally into individual ones whereas other tasks lend themselves to group or pair work. (1986, p. 34) Individual work is a very important organizational form. Silberman asserts that when pupils learn individually they are more concentrated, think about the subject matter more deeply, and make decisions on their own. (1997, p.167)

As Mojžíšek claims, project teaching makes high demands on the requirements of organizational forms because there is a lot of movement and action during the teaching and learning process. (1975, p.62) He also states that the teaching and learning process can be done in three different ways which can blend into each other. These are: collective work, group work and individual work. (ibid., 1975, p.57) Also Silberman

points out this characteristic feature of project teaching is an active teaching method where pupils, as active participants, carry out the majority of the work by themselves. Active teaching is dynamic, entertaining and encourages each individual to become involved, to move freely around the classroom, and to speak aloud etc. (1997, p.13) Badegrouber asserts that a lack of alternation makes pupils tired. Therefore there should be enough opportunities in the classroom and during the lesson to change positions. (for more details and examples see Badegrouber, *Otevřené vyučování*.1994, p.48)

According to Coufalová, the traditional methods of frontal teaching are focused on cognitive ways of learning. To the contrary, modern methods enable the learner to gain new skills. In addition, these methods teach pupils to communicate and co-operate with each other, thereby developing their personality and increasing their personal involvement in problem-solving and incurring risks, etc. The change in the roles of teacher and learner leads to the need of cooperation. (2006, p. 16) Richards and Rodgers describe cooperative language learning⁵ as an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. (2001, p. 199) Johnson et al. says

Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. It may be contrasted with competitive learning in which students work against each other to achieve an academic goal such as a grade of "A". (Johnson et al., 1994, p.4 in Richards and Rodgers, 2001, p.195)

Also Kasíková details cooperative learning at large. She mentions also open education (see chapter 3) and project teaching as methods with emphasis on cooperation. (2004, p.30) She calls a project a specific group task. Pupils have to cooperate when they initially discuss, solve and evaluate the project. (2004, p. 97) Skalková clarifies group, cooperative and individual learning. Group learning is an organizational form whereby small groups are formed (3 to 5 members) that cooperate

⁵ Cooperative language learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the leaning of others (Olsen and Kagan, 1992:8 in Richards and Rodgers, 2001, p.192)

when working on project. Cooperative learning is based on the principle of cooperation. (see Johnson's description above. (1999, p.211) And finally, individualized forms of teaching are those whereby the work is assigned to each pupil on the basis of his/her needs. (Skalková, p.212) And project teaching uses this method for its primary intention. The question of individualization is clarified in chapter 9.3

From the perspective of time, we can distinguish between projects lasting one or more lessons, a day, a week or even longer. (Coufalová, 2006, 11; Skalková, 1999, 217, Kasíková, 2004,98, Fried-Booth, 1986,9, and others)

Considering the roles of the teacher and pupils when talking about organizational forms, Coufalová describes spontaneous projects which develop from the situation in the classroom by the momentary needs or interest of the pupils. Other projects may be artificially planned by the teacher in advance. These two forms can be easily combined. (2006,p.12)

It is presumptuous of teachers to cope with all these factors. Harmer says that well-prepared teachers will have good classroom management skills. They will be able to adopt a number of different roles (see chapter 8.2), use different student groupings [organizational forms] and maintain discipline. (1991, p. 261) Each pupil is unique and as a result, will need to be treated differently, raising the question of individualization and differentiation. Thus the next chapter will focus on their description and characteristics.

9.3 Individualization and differentiation **in the teaching and learning process**

*What I hear, I forget; what I see, I remember.
What I experience, I understand.
Kung fu Zu*

We now come to the fundamental part of the thesis which is the question of individualization and differentiation in the teaching and learning process. Čechová et al. claim that people are different. They react to the same stimuli differently, have different ways of perception and different ways of processing information. (2006, p. 17) This general truth governs learners as well. Furthermore, Čechová et al. say that pupils have different learning styles and different intelligence and therefore it is a challenge for teachers to strike a balance between learning styles, organizational form and practical activities whilst taking pupils personality into consideration. (2006, p18) As has already been mentioned in Chapter 1, the transformation of society leads to changing requirements for individuals. As defined in The White Paper

Certain personal qualities are required: individual initiative, and the acceptance of responsibility, independence and teamwork, the ability to lead and motivate other people, to interact with others and problem solving. (2001, p. 16)

[...]

In terms of the Framework Educational Program learner autonomy is perceived in the acquisition of the key skills that primary school learners should strive to achieve as the main aim of the primary school education. (2007, p. 14)

“Learning a language, like the learning of anything else, is essentially an individual achievement [...] ,” claims Mallamah-Thomas (1987, p. vii) Further, she talks about personal interaction in the classroom. She claims that each student basically comes to the language classroom with his/her own personality characteristics. There are different attitudes that a teacher should take into consideration. Some of their attitudes are due to their basic dispositions and affect all areas of their lives. Moreover, pupils have other attitudes which are due to the learning experience – how they feel about the subject, the teacher, their own progress and the particular classroom situation. (Mallamah-Thomas, 1987, p. 84)

Ellis and Sinclair state that “teaching must also help the learner acquire autonomy for himself, i.e. to learn how to learn“. (1989, p.10) Therefore, pupils have to be given the space to learn. Harmer corroborates this opinion and suggests that “we must let students

work on their own at their own pace. If we do not we will not be allowing the individual any learning “space” at all.” (1991, p. 248) Fried-Booth states

Recent approaches to language learning and teaching stress the importance of co-operation among learners [...] Such approaches focus not only on interpersonal relationships but also on the involvement and development of the individual. The more fully the student is involved in an exercise, the more likely he or she is to see the work through to the end, and to benefit from it. (1986, 5)

She continues that “For students the motivation comes from within not from without. The project is theirs. They themselves decide what they will do and how they will do it and this includes not only the content of the project, but also the language requirements.” (ibid. 1986, 5)

According to Skalková one principal of individualization consists of the fact that the work of a pupil is assimilated into a project on the basis of his/her own ability. This is closely connected with differentiation of the pupils. It means to establish situations in which each pupil is able to find the optimum chance to learn. (2007, p. 229)

Project teaching is an approach that provides such an opportunity. Hutchinson claims that “a project is an extended piece of work on a particular topic whereby the content and the presentation are determined principally by the learners.” (1991, p. 10) Kilpatrick describes the determination of the pupil to attain the project objectives as “wholehearted purposeful activity.” (Kilpatrick in Coufalová, 2006, p. 8) Coufalová develops this consideration into a more detailed explanation by saying that it is of utmost importance that a project offers the pupil a variety of activities in which to become involved, providing an opportunity to have control over their own work, and to self-reflect, without time restraints. Pupils have freedom to apply their own creativity and imagination. (2006, p. 6) Moursund has a similar opinion when he claims

Individuals are more likely to become engaged in learning when objects are personally meaningful. By focusing on the individual learner, project-based learning strives for “considerable individualization of curriculum [and learner] instruction and assessment. In other words, the project is learner-centered. (Moursund 1994, 4, in Grant, 2002, 2)

“There is feedback from the students as they realize what they can do with the English they have learned.” (Jesús-Angel Vallejo Carrasco in Hutchinson, 1991, 11) Further, Hutchinson (1991, 11) continues that

This ability of project work makes it particularly well suited to the mixed ability class, because students can work at their own pace and level. The brighter students can show what they know, unconstrained by the syllabus, while at the same time the slower learners can achieve something that they can take pride in, perhaps compensating for their lower language level by using more photos and drawings.

..

This point may be accepted in other subjects but not in English because project work offers the opportunity for each student to achieve particular language aims without immersing themselves in photos and drawings. A teacher should always consider the objective of project work, which, in an English lesson, should be communication competence, and not be content with anything else.

Personal responsibility for learning is a very important feature of individualization. The description of individualization by Phillip, Burwood and Dunford can be used to sum up the above claims. According to them project teaching educates the whole child. Apart from developing the intellectual, physical/motor, and social skills it develops learner independence skills such as making responsible choices, deciding how to complete tasks, getting information, trying things out, and evaluating results. Moreover this approach encourages emotional and personal development. (1999, p. 6) Hence, these are the reasons why projects are so valuable for each pupil and indispensable for their individualization. However, each teaching method has its pros as well as its cons, its weak and strong points. Thus, the next chapter introduces the advantages and disadvantages of project teaching.

10. PRO-AND -CON

10.1 ADVANTAGES AND DISADVANTAGES OF PROJECT TEACHING

In this chapter, the advantages of project teaching shall be listed but the attentive reader will realize that many of them have already been mentioned throughout the text. Different authors (e.g. Maňák, Švec, 2003; Fried-Booth, 1986; Coufalová, 2006 and others) describe project teaching as a beneficial method for the learners. Lets have a look at the following points which illustrate the doubtless advantages of project teaching and summarizes the methodologists' claims.

Project teaching.....

- a) encourages co-operation between pupils and teachers
- b) teaches problem-solving
- c) develops creativity, motivation, intuition and imagination
- d) enables pupils to work with information
- e) has a moral dimension

There maybe other advantages that have not already been mentioned that should be attached to the previous points. Hutchinson writes about adaptability which he considers to be a great benefit to project teaching. With an example in his book he shows how the same project task can easily be adapted to students of different levels. (1991, p. 4) He claims that “ [projects] can be used at every level from absolute beginner to advanced and with all ages.” He explains that it depends on many factors (including the age, level, interests of learners, resources available, and the constraints of time and space) which project and consequently which activities are actually used. (see chapter 9.1; 9.3) He continues that it can be done with almost any topic, factual or imaginary, and therefore projects can help development to the full. (ibid., 1991, p. 10)

Fried-Booth emphasizes the merit of project teaching by describing it as a bridge between language study and language use. (1986, p. 7) Project work enables students to put into practice what they have learnt in formal teaching and to use their experience to discover and acquire new information and knowledge. The list of advantages could be continued, however, Svobodová provides a clear summary of the main ones that I consider cogent.

Table no.3

Advantages	Description
Positive approach	<i>A positive approach brings the pupils output to maximum fruition. Their self confidence is supported by the good feeling and satisfaction that they get from their work and learning.</i>
Individualization	<i>Realized on the basis of temperament, variety of learning styles of different pupils, individual pace, initiative encouragement, independence, imagination and self-discipline, and takes into consideration different levels of experience, knowledge, ability and interest</i>
Types of activities	<i>Dialogue, discussion, learning connected with problem-solving tasks, dramatization, role-playing, creative playing, creative writing, etc.</i>
Variability	<i>Toleration, active involvement, utilization (usage) of various learning options, having respect for the heterogeneity of the pupils in the class</i>
Freedom	<i>Non-directional work of the teacher, pleasant school atmosphere; freedom to show, say, demonstrate ones opinion and attitude and at the same time to be responsible for one's own actions, decisions and behavior</i>
Cooperation	<i>Gives priority to cooperation rather than competition; it is a support, a suggestion, reasoning acceptance of different opinion ..without conflict and reluctance</i>
Constructive approach	<i>Leads pupils to discover new things , search for information, be active, teach them to communicate effectively</i>
Advisability and comprehensibility	<i>Pupils are able to use the knowledge gained in real-life situations. Most important is that pupils are able to have a personal experience – they can identify, find out, feel, try, measure, encourage useful research skills, etc.</i>
Playfulness	<i>A game is a natural and voluntary activity for children</i>

However effective project teaching appears to be there will always be occasions when things go wrong. At this stage it is important to state possible problems or disadvantages of project work. Maňák and Švec, and many others (e.g. Skalková, 2007; Fried-Booth, 1986, Pecina, Zormová, 2009) warn teachers of the danger of domination of the project teaching method. Before a teacher decides to implement project work into his/her teaching he/she should realize that project teaching should not be used on its own; the traditional ways of teaching are necessary for a successful teaching process

and therefore these two fundamentally different approaches should be in symbiosis, with one complementing the other. (2003, p. 170)

Other possible problems are included in the table 4, which is modified from Fried-Booths book. Her interpretation was used here because it comprehends the advantages whereas some of them are (unfortunately) distinguished in the practical part of this thesis.

Table no 4

Disadvantages	Description
Organization	Projects create extra work and require additional commitment;
Monitoring	The teacher has to devise strategies for systematically checking on what is happening outside the classroom. Where available, audio and video recording equipment can also be used to help in assessing the students' performance;
Personal problems	The teacher has to be ready to help with difficulties, such as: lack of interest; lack of motivation among certain members of the group, or a general lack of motivation; fear of being unable to cope with the new language demands, disappointment with specific features of the work.

Finally, Fried-Booth concludes her statements on a positive note. She asserts that “problems and difficulties do exist, but they must be seen in the right perspective. The considerable advantages of project work more than compensate for the occasional difficulties which may arise [...].” (1986, p. 12)

To sum up, Fried-Booth may have intended the above claims to relate only to experienced teachers with many projects behind them. Trainee teachers or teachers with no experience of project work would probably find many other disadvantages and difficulties and maybe this is the reason why project work is not often integrated⁶ into the lessons in Czech (and probably not only Czech) schools. I would compare the difficulties that may occur during project teaching as obstacles which are an empowering and natural part of everyone's life. And moreover, isn't it true that project teaching comes from real-life experience? Life is complicated and sometimes we cannot find just yes or no answers. Also, projects are not easy to sum up and evaluate. A

⁶ 6 Coufalová, 2006, Tomková, Kašová, Dvořáková 2009, Skalková, 2002 talk about a lack of use of the project method in our country though recently the project method regress back to school.

variety of ways that pupils can be evaluated in project teaching are described in the following chapter.

11. PROJECT EVALUATION

School evaluation (and assessment) plays an essential part in the teaching and learning process and therefore some guidelines for the evaluation of projects will be given in this chapter.

Why does evaluation help?

In Skalková, 2007; Coufalová, 2006; Phillips, Burwood and Dunford, 1999; and others, there are similar opinions on evaluation which they consider valuable not only for children but for teachers as well. As for pupils it helps to raise their awareness of how they learn and helps them become more independent learners. Concerning teachers, it helps them to improve and adapt their materials and methods, for both the ongoing project and for future ones. Phillips, Burwood and Dunford state that it is important to think of the evaluation in advance and therefore “to allocate time for the evaluation of both the process (the doing) and the product (the tangible results).” They continue that it is important for the teacher and pupils to be able to look back at *what* you have done, *why* you did it and at *how* successful you have been. This claim supports Coufalová when asserting that the project enables both teachers and pupils to test themselves. Self-assessment takes place at the end of the project but also during the procedures. A pupil asks himself/herself: “Can I do it? Do I know that?” and a teacher must search in every stage of the project for an individual approach to his/her pupils, motivate them and react to new situations. (2006, p. 27-28)

According to Hutchinson , there are two basic principles for assessing project work which he calls: (a) Not just the language!; (b) Not just mistakes! Lets explain

these two principles because he touches a very important phenomenon of project teaching - mistakes. But let's start with point (a) language. Hutchinson declares that

language is only a part of the total project. Credit must be given for overall impact [...] the level of creativity, the neatness and clarity of presentation, and most of all the effort that has gone into its production. (ibid., p. 18)

If a teacher encourages the pupils to talk, it is a matter of course that mistakes will occur.

Now, we come to point (b) mistakes and errors⁷. This is very broad theme in project teaching and it can be stated that authors have the same attitude to the question of mistakes. Should teachers tolerate them or should they strictly correct them and later take them into consideration when marking? Skalková, 2007; Coufalová, 2006; Phillips, Burwood and Dunford, 1999; Hutchinson, 1991 and others emphasize that the most important feature of evaluation in project teaching is that we do not evaluate the end-product but the process and the process is usually a long distance race. Hutchinson invokes teachers

“if it is at all possible, don't correct mistakes on the final project itself [...] it goes against the whole spirit of project work [...] it usually represents a lot of effort [...] it is much more to them [pupils] than an ordinary piece of class work.” (1991, p. 18)

The question is then, what should be done about errors? Hutchinson suggests two useful techniques: a) encourage students to do a rough draft of their project which could be corrected; or b) if errors occur in final product, the teacher should correct them in pencil or on a separate sheet of paper attached to the project. (1991, p. 18) Phillips, Burwood and Dunford suggest a similar procedure to Hutchinsons (b) suggestion. In their book they offer us various kinds of charts, lists, questionnaires, reports and evaluation sheets where pupils can say whether or not they liked an activity, whether they found it interesting or useful, or if they would like more or less of a particular type of activity. (1999, p. 15-21) Some of these are oriented on the whole class but others are designed and focused on individual pupils. Such reports and materials were modified and used

⁷ Mistakes and errors. A mistake is a performance of a speech that does not cope with the concerned spoken language-words because of a slip of the tongue, tiredness, anxiety...etc, it can be self-corrected. However, an error is a performance that a speaker cannot correct by himself and this has to do with his acquired linguistic data.

during the research. The whole process is described in the second part of the thesis in more details. (see Part II. – Practical Part)

Apart from the above mentioned ways of evaluating the project, Phillips, Burwood and Dunford also state that “in low-level monolingual groups the evaluation activities can be done in the children’s first language.” However, they add that “discussion in English wherever possible provides further opportunity to use English in an authentic way [...]” “ Regardless of using Czech or English, it simply means the oral way of evaluation. There is not always a need to write reports and fill in questionnaires. Similarly Skalková talks about the evaluation of the project as a complex work where it is necessary to see the “whole thing” and where marking is not usually used. (2007, p. 237) Harmer provides an explanation as to how vitally important the feedback is that a teacher gives.

It cannot be stressed enough that we have a responsibility to react to content and not just to the language that we hear from our students. Communicative activities [as project teaching] means getting students to actually do things with language, and it is the doing that should form the main focus of such sessions. (1991, p. 151)

He says that the teacher’s feedback and evaluation is not only important pedagogically but the pupils quite naturally expect it. Furthermore he advises two different kinds of feedback. Firstly, he talks about *content feedback* which concerns an assessment of how well the students performed the activity as an activity rather than as a language exercise. (1991, 237-238) It includes discussion with pupils and it forces a teacher to concentrate on the content of the task and not on the correctness of the language.

The second kind of feedback in Harmer’s description is *form feedback* which tells the pupils how well they performed linguistically and how accurate they have been. (1991, p. 238) here, the teacher records the errors which he presents to the pupils later.

Evaluation and feedback is very important and pupils can find it very personal. I’m inclined towards Phillips, Burwood and Dunford’s suggestions of various ways of individualization when evaluating. Pupils should regard our evaluation and feedback as a kind of support and help and not something offensive. On the other hand, teachers should be open to discussion about pupil’s opinions of the evaluation and co-operate

with them at every step. Reports, lists, questionnaires and other written documents may provide valuable feedback for teachers but sometimes I prefer oral evaluation which is quick, straightforward and effective. There always has to be a balance in choosing the evaluation techniques which should in the future improve not only the pupil's knowledge but also the teacher's experience. Medgyes and Malderez state that student feedback gives the teacher an insight into how students perceive language learning at any given point in their studies, When a teacher reviews the feedback, he/she can see where there is a need to do further work in "bringing pupils around". At the same time a teacher becomes aware of the implementation of material that was unsuccessful or flawed. (1996, p.33-34)

Činčera suggests quite simple and well known techniques of evaluation within the project. It can be thumbs up or down, where each pupil shows a thumb up, down or neutral to signal satisfaction with his/her work or work of the group etc. A thermometer is another way to show satisfaction on the temperature scale. The famous smile is a good way to let each pupil choose according to their immediate feelings and attitude. Statements written on paper and hung on the wall are another way of giving an opportunity to the pupils. Each of them will have the chance to choose a statement which suits their attitude. (I don't feel good, I feel great, I don't know yet, etc.) (2007, p.79)

To sum up, in project teaching we should concentrate more on fluency than on accuracy and let the pupils develop their individual qualities. As Prodromou and Clandfield declare, "error [as well as mistakes] is a source of learner strength and growth."

12. CONCLUSION OF THE THEORETICAL PART

Project teaching can be a delightful method for teachers that enriches their school experience. It prevents stereotyping, rote and monotony. With projects, every day, week, month or year can be unique and different, demanding personal involvement and authenticity from the teacher. Therefore it is necessary to establish acceptable conditions at schools where the principles of individualization and cooperation do not yet represent the primary teaching method, lest the various types of communication that take place cause unexpected problems and conflicts. Only then can projects become one of the more seriously effective methods of teaching and learning. (Tomková, Kašová, Dvořáková, 2009, p.169)

The parts, types, advantages and disadvantages of projects and project teaching, and the respective roles of the pupil and teacher, have been defined, described and explained from various points of view. A variety of the knowledge, statements and claims of different authors was introduced. I would like to conclude this part with Scrivener's excogitation of language and people.

As language teachers we are privileged to work with a vital and fascinating subject matter. Language is the way we express our very being. It is the way we come to terms with the world. It is the way we make our understanding of life concrete. It is the way we make contact with other human beings. (1994, p. 200)

He provides a reason for the patient and methodical work of teachers who often find themselves constrained, and insists "don't lose touch with the reason that people need language: to communicate with other people [...] education is too important to be lost amid a constant focus on smaller problems." (ibid) I like his claims and his solicitude with teachers because only self-confident teachers with a good knowledge and interest in their profession are able to pass on knowledge and, at the same time, develop the pupils personality in the right way. This pertains not only to project teaching, but more generally to every stage of the education process.

II. PRACTICAL PART

1. INTRODUCTION

The practical part of the thesis concentrates on the actual research. Firstly, the structure of the theoretical part is described. In the following text I shall define the aim of my research, then I shall propose a research time plan. The following part concentrates on the research methodology. The description of the actual project and the research procedures together with the analysis and interpretations of the research data are chronologically described. The practical part ends with the conclusion in which the outcome of the research and evaluation of the whole procedure are stated.

This case study of project work in ELT was conducted to prove that project teaching is a suitable method that supports individualization and develops the pupil's whole personality.

1.1 THE SCHOOL AND THE PUPILS

The chosen basic school was an elementary school that provides education from the ages of six until fifteen. This school concentrates on language learning and therefore there are lessons of English from the first up to the ninth grade. Within this time the learners have to start to learn another two languages. From the third grade they have at least three lessons of English per week.

The author of this paper chose the fifth class for several reasons: (1) agreement and cooperation of their English teacher to integrate the project into their schedule⁸, (2) the level of English sufficient for working on the project, (3) pupils were not used to cooperating or having responsibility for their own learning, (4) the project was carried out by a teacher who knew the pupils and (5) their strong personalities that differed extensively.

⁸ I would like to remark that unfortunately, during the school search I have met with not interest and willingness to share the experience or cooperate on the project. At the end, I was grateful to be given the opportunity by the director and teachers at this school and in that particular classroom for being able to conduct my research there.

The teacher assumed that the level of English of this particular class was sufficient enough to use for the project and enrich their knowledge. These learners were also considered to be positive thinking and friendly children. The teacher hoped to raise their interest and, according their needs, encourage each individual to find his/her own way to work, cooperate and learn English in an enjoyable way.

Description of the class:

Age: 10 years *Class:* 5th grade *Level:* Elementary

Number of pupils in the class: 13 pupils (7 boys, 6 girls)

Number of English lessons: 3 per week.

Although the objective was to achieve language proficiency, this paper is mainly concerned with the pupil's individuality.

2. THE AIM

The aim of the research was to find out whether or not project teaching actually works. The main aim of the practical part is to use adequate research tools to find out whether project teaching supports individualization as a means of pupil development and what its effects on learning are. The outcome of the research should be determined by pupils' work and by my own observations, reports and experience with project work that I carried out with pupils in their English and art lessons.

3. PROJECT TIME PLAN

The research ran for about four weeks. Originally, it should have been completed in 6 lessons and implemented in their English lessons. Due to the final product which took us more time and many other unpredictable events, it actually ran for 10 lessons whereby the additional four lessons were double lessons of art.

DATE	LESSON	PROJECT PLAN	RESEARCH TOOL
13.12.2009- - 18.1.2010	1 E	Familiarization with the idea of project teaching What is it? Brief characteristics, pupil's role, teacher's role, answering questions, give the topic – School Hw: think about associations that come to your mind, taking notes, bring next time	T : report
18.1.2010	2 E	Project introduction Brainstorming, content, scope, resources, organizational forms – structure of the project Hw: plan content of your contribution, find suitable materials	T: report, OS P: QNR1
20.1.2010	3 E	Determine the final outcome Discussion, planning the content, preparing questionnaires Hw: search info, collect material, writing drafts	T: report, OS
25.1.2010	4 E	Gather info + material Present the content to the teacher, suggestions, corrections, discussion	T: report P: QNR2
3.2..2010	5 E	Prepare materials Prepare pupils for language demands of 6 and 7, getting the materials ready, planning the final product, agree on procedure	T: report, OS
5.2.2010	6+7 A	Compile and analyze information and materials, writing final version, presenting individually or in groups creating the box	T: report, OS P: QNR 3
12.2.2010	8+9 A	Make the end-product Craft work - pictures, materials, photos Present final product	T: report
15.2.2010	10 E	Evaluate the project	P: QNR4

E = English lesson;
QNR = questionnaire

A= Art lesson (double lesson);
OS= observation sheet

P= pupils;
T= teacher

4. RESEARCH METHODOLOGY

The aim of the research was to introduce a different way of teaching and learning, a project teaching to primary school pupils. It was the first experience for the pupils with a long term project. The intension of the research is to find via project teaching the answers to the research question whether or not project teaching actually works, if it supports individualization as a means of pupil development and what its effects on learning are. In accordance with descriptive nature of the research problem, a case study was chosen for the empiric part of the thesis. The theoretical support for the research the author found in different sources e.g. Gavora (2000); Nunan, (1992); Pelikán (2007); Průcha, Walterová, Mareš, (1995) ; Gillham (2000) and Freeman (1998). In the following text, some the basic terms are described.

Nunan mentions various definition of a case study by different authors e.g. Schramm defines a case study as "...it tries to illuminate a decision or set of decisions; why they were taken, how they were implemented, and with what results." (Schram, 1971 cited in Yin, 1984:23; in Nunan, 2000,p.76). Yin defines a case study to be "an empirical inquiry that investigates a contemporary phenomenon within its real life context..[...]" (Yin 1984:23 in Nunan, 2000,p.76). Furthermore Nunan's typology of a case study involves four different types: non-ethnographic, evaluative, multi-site and action. Action type of a case study is defined as "an investigation carried out by a classroom practitioner in his or her professional context" (Nunan, 2000, p.78).

Gavora claims each research method includes certain procedures where researcher may create a concrete research tool, for example a questionnaire or interview. (2000, p.70) As there is not any single method to be considered as "the best one" for all situations, more than one method should be used for the data collection. A questionnaire, observation sheet and teacher's report are methods used in this thesis. Gavora claims that using more research methods is often called triangulation. Triangulation is considered to be an important means to support validity⁹ of the research. (2000, p.146) It is important to see things from different perspective.

⁹ Validity is the strength of our conclusions, inferences or propositions. More formally, Cook and Campbell (1979) define it as the "best available approximation to the truth or falsity of a given inference, proposition or conclusion." In short, were we right? (www.socialresearchmethods.net)

Moreover Nunan states “the construction of questionnaire [...] that yield valid and reliable¹⁰ data is much more complex than might a first be thought.” (2000, p.142)

As already mentioned, the thesis employs three basic research methods – a questionnaire, an observation and report. Gavora (2000, p.31); Nunan (1992, p.5); Gillham (2000; p.69) and others distinguish two basic types of data: qualitative and quantitative. Qualitative data are recorded in non-numerical form whereas quantitative are data recorded in numerical form. (Nunan, 2000, p.231) Due to the nature of the research mainly qualitative data have been recorded. The following chapter introduces the actual project “School”.

5. PROJECT - SCHOOL

I wanted to give the pupils some exposure to project teaching and working on an actual project in such a way that would encourage them to want to learn more, in this case – more about school or things that, according to them, are somehow related to the school. (see chapter 10.1) I wanted to make it a positive and pleasant learning experience, so that pupils would have the initiative to work and learn more English through projects by themselves. Hopefully the pupils’ enthusiasm for work on projects would spur their teachers into action too and projects would find a place in the curriculum.

I wanted to:

- To encourage pupils to use language to learn something new about “School”;
- to prepare children to learn subject matter through English;
- to promote students’ self-reliance and engagement with learning;

¹⁰ Reliability is the consistency of your measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of your measurement. A measure is considered reliable if a person's score on the same test given twice is similar. It is important to remember that reliability is not measured, it is estimated. (www.socialresearchmethods.net)

- to stimulate their background knowledge related to our topic;
- to introduce and explain various means of gathering information.

(modified from Stoller, 2002,p.113)

When planning the whole project, there were several aspects that had to be taken into the consideration (1) the topic, (2) the nature and sequencing and (3) the proposal of the whole project. (see chapter 4)

The topic of the project was given by their English teacher. The pupils used Hutchinson's book "Project 1". During implementation of the project into their schedule they were supposed to learn about the school thereby making work this topic a matter of common concern. (see chapter 6) For the teacher it was a personal challenge to find out whether it is possible to carry out a project on an apparently unattractive topic and present it to the pupils in such a way that would motivate them enough to work, in order to collect the data needed for the research.

When considering the nature and sequencing (see chapter 6) of the project activities, it was important to determine the teacher's and pupil's responsibilities for the project. (see chapters 8.2; 9.1) It was not difficult to choose from the three of Staller's types of project: unstructured, semi structured and structured. (see chapter 5) Unstructured projects are defined largely by students and therefore this type was excluded. It would be difficult for them to take over the whole responsibility for the project. A fully structured project was also excluded because it would not have sufficiently motivated the pupils and secondly, it would have been inappropriate for the primary reason for the research, the search for individualization. For reasons given, a semi structured type of project was chosen.

For the third part of the planning, the proposal of the project was compiled (see Appendix 3). For both the teacher and the pupils this was the first experience of a long-term project. (see chapter 5) Therefore, it was expected that this project proposal would not be the final version and that it would be flexibly modified in accordance with the pupil's or teacher's needs. (see chapter 9.3) The research ran for about three weeks. Originally the plan was for 6 English lessons, but because the final product took us

more time it eventually ran for 10 lessons of which 4 lessons were not English but lessons of art.

6. DEVELOPING A PROJECT

The following chapters describe the actual stages of the project which thus determine the content of the case study. The stages are described chronologically in order to give insight into the course of the project.(see chapter 6and) First a description of the individual stages is given, then the text is supplemented with the teacher's report. (see Appendix 4)

6.1 DESCRIPTION OF THE INDIVIDUAL STAGES AND TEACHER'S REPORTS

Stage 1 Familiarizing pupils with project teaching Lesson 1

To set the stage for the project, the terms project teaching and project were explained and their main characteristics very briefly introduced. (see chapter 4.1) The teacher talked about their aims, about "learning by doing" and tried to motivate the pupils and stimulate an interest in a new way of learning. (see chapters 2; 4.3) Because I am not their English teacher, I explained why and in what ways I was going to work with them on the project, and gave them a time plan (see chapter 3PP) on which I had agreed with their English teacher in advance. All explanations were made in their mother tongue. However, the rules for using Czech and English were set. We agreed to use English as much as possible – the most important think is to "say it". Some vocabulary fundamental for this lesson was written on the blackboard – a project, project teaching, cooperation, group, fun, our. The topic of the project was introduced and the pupils were asked to think it over and bring some ideas to the next class. From the teacher's point of view, the first step was the planning, when appropriate ways of

be able to change anytime during the project. Pupils were asked to do their best to cooperate with each other and with the teacher when necessary.

They were given instructions, ideas and information about the possible resources and suggestions about how to cope with the task. For homework, they were asked to find suitable material for their tasks and present it with their ideas at the next lesson. During the discussion, the pupil's found it very difficult to cooperate, listen to each other, or respect each other's opinion. They all seemed to be very excited though, thinking that in the following few lessons they will not have regular English lessons, but just have fun whilst doing nothing. When discussing the organizational forms, interesting findings were made. (see 7.1PP) Questionnaire 1 was given to the children for homework. (see appendix 6)

Teacher's report:

18.1.2010 ...During the discussion, the pupil's found it very difficult to cooperate, listen to each other, or respect each other's opinion. They all seemed to be very excited though, thinking that in the following few lessons they will not have regular English lessons, but just have fun whilst doing nothing. When discussing the organizational forms, interesting findings were made. Most of them wanted to work in groups. The initial motivation and enthusiasm of some pupils were high because they set many different ideas. On the contrary, four children did not bring any ideas (no HW done). The ideas were interesting - different from the teacher's expectation. Each of them perceived the topic differently and they seemed to be happy to be given the opportunity to work on the subject matter of their interest. Questionnaire 1 was given to the children for homework; Observation sheet 1 was completed.(see appendix 7)

Step 3

Determination of the final outcome

Lesson 3

The first and second stages of the project were, among others, organizational; they involved the establishment of starting conditions and rules. In the third step it was not different - the pupils were supposed to determine the end- product or the final

outcome. (see Chapter 6) Pupils discussed various ideas about the end-product with the teacher. They could choose from a written report, newspapers, bulletin, letter, poster, debate, oral presentation, video, photo story, etc. Though they could choose a variety of the end products, they opted unanimously for a box which would represent the school. They also decided on the nature of the presentation of the final product which was to be an oral presentation to the second group of the same class, to the English teacher of that group and their own teacher of English. The end product was chosen with reference to the facilities and rules of the school. Pupils decided that the final outcome would be a big box that will be decorated by pupils contributions and pictures Furthermore, they decided that they wanted to create a detailed model of their classroom, label it, and later describe it orally. The final decision about who will take the responsibility for that had not yet been taken. To the contrary, they had decided what materials and contributions they wanted to stick on the box. They decided to divide themselves into pairs or groups and think about what contributions to make. (see OS2 in appendix 7) The homework was checked and the students were asked to gather and compile more information.

Teacher's report:

20.1.2010 The discussion of the end-product was brisk. I liked it. The dictionaries began to be used by all pupils and they started to write down new vocabulary. Pupils had many different ideas (e.g. video story , picture story, learning outside the classroom).Cooperation within the groups has been much improved. Observation sheets² on monitoring individuals, pairs and group work was used. (see appendix7) Individualization of pupils has been observed – they asked each other questions, explained and helped with the language. The group work included discussions about contributions and division of responsibilities. The use of the English language showed up to be a problem therefore some of them did not talk much. It was difficult to push them all the time to speak English instead of Czech. Also, most of them did not understand my instructions therefore they relied upon those who could translate it back into Czech for the group or class. At this stage the teacher noted for the first time the individual differences between pupils. Some of them brought materials and even drafts of their own work, whereas others had not yet participated in the project in any way.

As the project developed, the initiative some of them increased, whereas others did nothing. Although the teacher wanted to leave the primary initiative and development of the project totally up to the pupils, at this point she had to determine the language demands of the information-gathering stage, and therefore allocate specific tasks to some of the pupils in order to make them work and participate.

Step 4 Gathering the information and materials

Lesson 4

As the teacher could see the extensive difference in initiative to fulfill the tasks, she decided to change the proposed plan (one lesson) and implement three informative meetings in which she would check, observe and support the following stage of preparing material. It was obvious that to proceed to the next stage, there was a desperate need to have the information, ideas and drafts either done or at least already thought about. Parts of their regular English lessons were used for checking materials, advising possible ways of gathering the information and discussing the project.

During this period the teacher, together with three pupils, went to the local Town Information Centre where they wanted to get a brochure and a map. They brought back pictures and materials that could potentially be relevant for the pupil's consideration. Pupils also used the library to look for new support and started to interview their schoolmates. On the last meeting they were given a questionnaire no 2. (see appendix 6)

Teacher's report:

25.1.2010 ...After the three meetings: Surprisingly, most of the pupils had enough material and ideas and did not need much assistance from the teacher. They definitely appreciated these meetings which gave some of them the opportunity to show their progress, interest and hard work. On the other hand, I found that they did not use sufficient English for their investigation and only some of them tried to implement English into their material. Pupils were mostly concentrated with the "box". They had

forgotten that the purpose of the project was to use English. I tried to provide them the opportunity to access the IT room. Unfortunately, it wasn't possible.

The visit to the Information town centre where we got some materials was pleasant. I enjoyed meeting the children and spending some time with them outside the classroom. A model of the classroom was brought by one of the pupil whose grandfather together with her schoolmates have made it at home. It has wooden desks, card board, small rack with towels on it.... – it is very nice! Well done!

Step 5

Prepare materials for step 6

Lesson 5

It is at this stage that the teacher and pupils consult consider the language and material demands for Step 6 where materials will be compiled and analyzed. At this stage the pupils, working mainly in pairs or individually, set up the materials that they want to use and explain them to the class, creating sentences with the help of dictionaries and asking questions. They divided themselves into three groups according to similar materials they had. Furthermore, they worked with the materials, help to each other and tried to put them together. They corrected sentences and worked with dictionaries. They needed some teacher's assistance.

Teacher's report:

2.1.2010The organizational form changed significantly at this stage. Though the groups were formed some pupils started gave priority to working in pairs or individually for parts of the lesson but majority of the lesson was conducted in groups. They were proud of what they were doing and the progress they had made. Those who were active wanted to take the credit for their own efforts and not share it with the whole class. On the other hand some pupils were not enthusiastic enough to contribute anything interesting or useful or learn from work of the others. At this stage, the teacher supported the pupils with their language demands by helping to create sentences and with assistance when working with a dictionary or authentic materials.

The importance of the cooperation was emphasized again. They did not want to understand that each contribution will make the end- product. It was also emphasized and explained that effort of each of them is appreciated thus someone has the knowledge, someone the skill and someone the experience. They can learn English from each other and it is the most important thing. Observation sheet 3 has been completed. (see appendix 7)

Step 6 **Compile and analyze information** **Lesson 6+7**

The main point of this stage was to compile and analyze the gathered information and to discuss the appropriateness of some materials. It was necessary either for the groups or individuals to promote their contributions and state why they should be used. Later in the lesson they started to create the box – they stuck colored paper over it and discussed how to continue with its design.

Questionnaire number 3 (see appendix 6) was handed out and observation sheet 4 was filled in. (see appendix 7)

Teacher's comments:

5.2.2010 ...It was very interesting to observe the pupils starting to defend their individual interests and opinions. Some pupils who did not usually express themselves in the ordinary lessons took over the initiative and tried to promote themselves.

At this stage the pupils found it very difficult to cooperate and listen to each others opinion. Again, there were some difficulties, where they naturally used Czech instead of English. The teacher had to take total control over the lesson. The pupils were persistently asked to use English. This partly solved the problem, because they could not to carry out their arguments in English. Instead, they started to cooperate, help each other and ask the teacher questions. The pupils were prepared for the oral presentation, having decided on how it was to be organized and who would present the concrete material or part of the project. The teacher intended to make each pupil participate in the presentation, but some of them were very shy and did not want to do

this in front of the teachers and the second group. Regarding the designing of the box, their cooperation was great. When they started to work on the real object of the project, they were very helpful to each other, had good and improving ideas and throughout the craft work spoke English without problems. They used commands, described what they were doing at the time and used much vocabulary that was completely new to them. In a regular English lesson they wouldn't have encountered or used as many new words and phrases as they did during the project.

Stage 7 Making the end product Lesson 8+9

At this stage, the end-product had been completed and the pupils were ready to present it to their classmates. In the first lesson, the pupils were practicing oral presentation skills and received feedback mainly on pronunciation and organization of ideas. The teacher provided them with advice and suggestion for the organization of the whole presentation. Written reports were checked and “the school” was completed. In the second lesson the end-products – the school and the classroom were presented to the second part of their class and to three teachers of English.

Teacher's report:

12.2.2010 The presentation of the project named School surprised not only the teachers but their classmates also because the issues presented were both interesting and unexpected. Among others, a questionnaire was made on the types of mobile phones possessed by students of different classes, a list of likes and dislikes about the school, proposals of improvements to the school including the lift, speed-walk, ice-cream shop and bakery, snack bar, drink machine, swimming pool, TV and DVD room, IT room with unlimited access, after school club for all pupils, the “classroom” etc. The atmosphere in the classroom was friendly and relaxed. Since it used a double lesson, there was still time left over for a discussion which hadn't been planned. This enriched those that listened and increased the merit of the pupil's presentation. Those who listened displayed an interest to work on a similar project too. Because the

presentation was in front of an audience, the pupils were compelled to give an excellent presentation (for the first time in their lives), surprising even themselves.

Stage 8 **Evaluating the project** **Lesson 10**

This lesson started with the conclusion of the project work which summed up the pupils activities and encouraged them to reflect on their procedures and results. Their satisfaction from the end-product and presentation was grand. Although they made the commentary of the project in English there were many other comments made in Czech. Afterwards, the pupils were asked to comment on the language they had mastered to complete the project and the new facts they learned about the school. They were given a quiz (see appendix 8) to express their perception on acquired language, Questionnaire 4 (see appendix 6) and for the evaluation of the whole project, the scale was used. They commented on the participation and progress of individuals during the process of project completion and were given a scale to express their feelings about the project. (see appendix 9) They were asked to express their own feelings verbally and in the Questionnaire 4, how differently they might proceed the next time and what suggestions they have for future projects. Through these activities the pupils were supposed to realize how much they can learn and about the benefits and drawbacks that it brought to their learning. For the teacher there was also valuable feedback which gave her an insight into the project from the pupils' perspective. Most of them do not consider project teaching as a way to learn something, it is only fun and craft work.

Teacher's report:

15.2.2010 ...nice, relaxed lesson, interesting discussion, valuable feedback for me, want to learn in project in another subject. Pupils commented on social loafing of some pupils and talked directly to a concrete person which was very good. When evaluating the end-product, they were delighted especially with the classroom and said that "it's the best we ever do." They displayed their box on the school corridor and sat by it on the breaks explaining to the other pupils what is it. Because this school is not used to do the projects the interest of other pupils was quite high. On the other hand,

regarding the language acquisition they did not think they have learnt something because of the output was different or they did not get a mark every lesson for each activity , or ??, etc. The best pupils were those who worked the most, they were responsible and demanding parts of the work was challenging for them. Its shame, I wanted to activate especially those, who are not so good in English.

7. ANALYSIS AND INTERPRETATION OF THE RESEARCH DATA

This chapter presents the outcomes of a detailed analysis of the research data. In the first sub-chapter the analysis of the teacher's reports is given, questionnaires and observations follow. Altogether, there were 4 Questionnaires (See appendix 6) and three observation sheets. (See appendix 7)

7.1 TEACHER'S REPORTS

7.1.1 ANALYSIS

The teacher's reports were a useful source of information that complemented the observations and questionnaires. They not only concentrated on describing the whole procedure but also individual aspects of the project that were mainly concerned with individualization and differentiation of the pupils. Thus, the acquired data was analyzed qualitatively. The data derived from the reports was divided into four different categories: (1) motivation; (2) cooperation; (3) individualization; (4) evaluation of the work.

• Motivation

Generally speaking, all the pupils were motivated, enthusiastic and interested in the project or particular parts of it throughout the whole process. It was evident, however, that they were more interested in it at the beginning when they did not know what the project was going to bring. As the project continued, not all of them persisted with their

initial enthusiasm while some of them gave priority to the craft work of the end-product in which they excelled, delighting their art teacher. During the middle part of the project, in which the pupils compiled the materials and information, their enthusiasm and motivation diminished. The joint work on the end-product clearly aroused their interest again, most of them becoming active or useful in one way or another. Moreover, the teacher's intention was to motivate all the pupils throughout the whole procedure which she eventually managed and by the final presentation all the pupils were involved and cooperating.

● **Cooperation**

Cooperation is another important aspect of a pupil's work which can reveal interesting findings. This particular class is a typical example of pupils who are used to sitting at their desks, listening to the teacher and answering the questions they are asked. Perhaps that was the reason why cooperation was not so easy at the beginning, the pupils being somewhat confused and difficult to organize. There were great improvements in this area later in the project as they became able to share their knowledge, assert themselves, help and be nice to each other and build mutual respect.

● **Individualization**

There are many factors of project teaching that support individualization.

Among others, the various types of project provide an opportunity to work on subject matter that interests them, at their own speed, and to cooperate with others in such a way that they feel secure. Preliminary information and conditions were the same for everyone and it was a matter of fact that each pupil utilized them differently. It became apparent that all the pupils exploited the possibilities for themselves but in different ways. The findings showed that only about half of the class was actively involved in speaking English during the lessons, which can be considered as unsatisfactory. However, pupils who did not usually participate or show much interest in the regular English lessons have enriched their vocabulary and learnt new structures.

According to their English teacher, all pupils practiced known vocabulary and grammar structures more intensely than in regular lessons. Individual accountability differed extensively and again more than half of the pupils could be classified as having a high level throughout the whole procedure.

● Evaluation of the work

The last lesson conducted for the purpose of evaluation was full of discrepancies. The pupils commented on the project in a positive way. They liked this way of learning, especially how it related to real life. They were given a quiz that concentrated only on language acquisition. Their answers revealed that all of them were interested in learning the language. In the final discussion though, they stated that they liked project teaching because they didn't have very much to learn. Furthermore, it revealed that the best pupils were the most responsible ones and the leaders of the project work. Although the project was particularly meant to help those pupils who had an insufficient knowledge of English, it did not motivate them enough.

7.1.2 INTERPRETATION

The findings of the teacher's report revealed that it was her intention to motivate the pupils by giving them the freedom to be creative, to be a part of the team while trying hard to stay a teacher. To help them with the language demands while supporting their individualities can easily have a negative effect. An excess of self-reliance and autonomy of decision can become a drawback to the project.

The teacher must not forget the backgrounds of the pupils in the class where she teaches the projects. In this particular case, it must be said that the teacher was convinced that the way she organized the project was the best for the pupils. It stands to reason that pupils who are used to being told exactly what to do are not able to change immediately. Therefore the pupils who were able to adapt to the new way of learning easier and faster than others were considered to have performed more adequately. On the other hand the project provided each of them the opportunity and support for individualization and differentiation. Even though some pupils stated they did not learn any English, they mentioned many other aspects that they benefited from. From the teacher's point of view they learnt how to cooperate with each other, how to ask for and give advice, how to cooperate with the teacher and consider her as a member of the team. They learnt a lot by the actual doing without realizing. Pupils like to have everything well established

– the work, the marking, the way things are done. This way of learning made them think about their future, they learnt a lot about how to react and behave under new conditions and perhaps the most precious feedback they might have received from this would be the fact that each of them can be useful and worthwhile.

The motivation was not same with all the pupils at every stage of the project. This (could be or) was for the following reasons: (1) bad organization of the project; (2) the work required knowledge of English that not all the pupils had; (3) social indolence; (4) some pupils were incapable of meeting the demands of the work; (5) new learning method which did not arouse the pupils interest.

7.2 QUESTIONNAIRES

7.2.1 ANALYSIS

Pupils were given anonymous questionnaires during the course of the project. They were assured they would have no effect on their evaluation and were told they could express their opinion in their mother tongue if they so desired. The questionnaires consisted of different numbers of questions depending on the needs of the researcher. They included both open and closed questions. The data gained was both qualitative and quantitative. The questionnaires were always explained to the pupils, individually where necessary. They were mostly bilingual but some were in Czech only. There was always an English question accompanied with a Czech translation to avoid misunderstanding. Certain words, at the teacher's discretion, were in bold type in order to emphasize those that pupils should learn and remember. The teacher basically considered the questionnaire as an additional type of learning tool. Some of the questionnaires were completed during the lesson and some at home. The questionnaires were aimed at eliciting the pupils' views on the project work or particular aspects of it. All questionnaires are listed in the Appendix 6.

In the following text, two abbreviations are used: QNR = questionnaire, Q = question

QNR 1 - Lesson 2

It was distributed to all 13 pupils. Questionnaire was written bilingually. Questions in English were conducted with Czech translation to avoid possible misunderstandings. In English sentences, some words were drawn out in color in order to emphasize them. It should function as another instrument of learning English. This questionnaire was given to the pupils at the end of the second lesson as their homework. The teacher agreed that pupils got enough information and explanation to get a picture of their project, and therefore were able to decide what their challenges were, how were they going to participate, whether they think this teaching method is interesting or boring, etc. It contained four open questions.

Q1- Do you like the project?

The first question asked pupils to express like or dislike with the project. It was revealed (see Graph 1.) that twelve out of thirteen wrote “Yes” which means they liked the project so far whereas one pupil stated in Czech “ale jo, celkem O.K”, which was classified as “rather yes”. Moreover, without being asked, eleven of thirteen pupils stated further reasons why they like it. The answers were very simple and short and are categorized in the Table 1.

Graph 1.

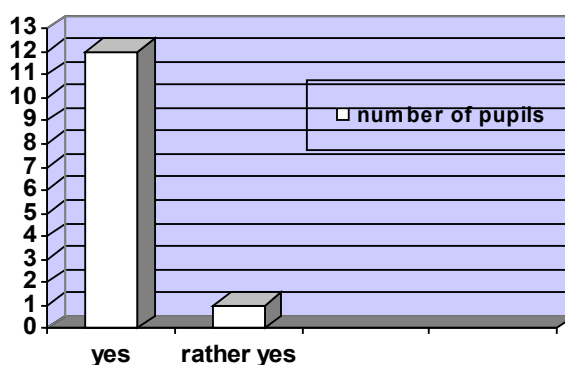


Table 1.

PUPIL'S ANSWERS	NUMBER OF RESPONDENT WITH THE SAME ANSWER
It is fun	9

It is super	1
It is easy	1

Q2 - What do you want to bring to this project? What are you personally interested in?

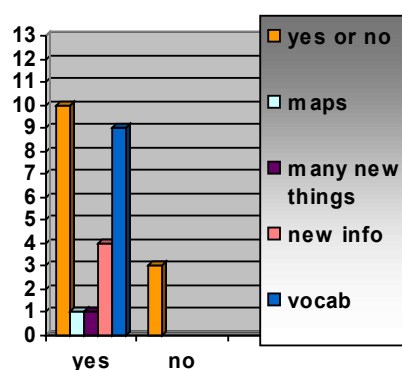
This question revealed different opinions on what to bring to the project. But the most important at this point was that all thirteen pupils gave their ideas. Three pupils stated three ideas and two pupils stated two ideas.

Table 2

IDEAS TO THE PROJECT	A NUMBER OF RESPONDENTS WITH THE SAME ANSWER
Questionnaires or interviews on different issues	5
- without stating the issue	1
- favorite drink	1
- school	2
- pupil's requests in the school	1
- other pupils opinion	
Photographs (of the class and schoolmates)	5
Model of the classroom and its labeling	1
List of the furniture in the classroom	1
Plan of the school	3
Timetable	1
Monitor other pupils opinions	1
School surroundings	1
Information about school	1
The answer did not answered the question	2

Q3 Did you learn something new? (new word, information, etc.)

As the Graph 2. shows, three pupils out of thirteen claimed that they hadn't learnt anything new. Ten pupils agreed on learning something- most of them named vocabulary (9pupils) and new information (4pupils). Furthermore one pupil wrote "many new things" and one pupil wrote "maps". Vocabulary is the most frequent answer. Maybe it was the easiest area for pupils to identify whether they know new words or not.



Graph 2 - Did you learn something new?

Q4 Write your comments on what you like, dislike, want, don't want in the project.

This question asked the pupils for further comments on the project. Except one pupil, all pupils answered the question. Some of the pupils made use of the free writing space and expressed their opinion to school as such. However the longest responses (of 3 pupils) were not an answer to the given question. They commented on their requests and needs at the school. One pupil mentioned that she “wants to take more school trips and one to London”, and one wanted going swimming with the school. Another pupil commented that he wants to have a lift, speed-walk, notebooks and computer games at school whereas his friend wants to have a bakery “with cheap prices”. The rest of the pupils, nine of them, give different answers that are displayed in Table 3.

Table 3

COMMENTS ON THE PROJECT	NUMBER OF RESPONDENTS
I don't like the learning	1
I like everything	3
I like the idea of model of classroom and school	3
I would like to work in groups	1
I want that the whole class make a big poster, where pictures from different parts of the school would be displayed e.g. Playing field	1

To summarize the first questionnaire, it generally shows pupils enthusiasm and positive attitude for the project.

QNR 2 - Lesson 4.

This second questionnaire was planned to be handed out to the pupils at the end of the fourth lesson. Instead of this lesson, three meetings were implemented and on the last of this meeting, children got the questionnaire which was completed at school. They had enough time to gather information and materials they needed for their part of the projects. They have already started to investigate and interview their schoolmates at that time. Three close questions, one semi close question and one open question were included in the questionnaire.

Q1 - Do you still like the work on the project?

The first question investigated whether they still like the work on the project. The intention of this question was to find out if the initial enthusiasm and positive attitude continued. Pupils were given two alternative answers – Yes or No. Furthermore the question was followed by asking them to state the reason why they liked it or not. The amount of positive answers was not so high as in the first questionnaire (12:1). It was revealed that ten pupils are still positive about the work on the project whereas three pupils stated that they do not like it. Their reason was the same for all of them. They claimed it is difficult and too much work. The reasons for the positive answers are given in the Table 4.

Table 4.

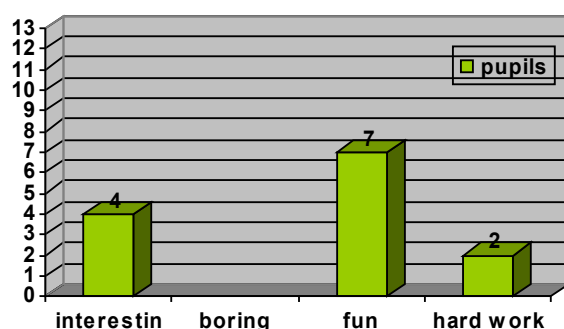
I STILL LIKE TO WORK ON THE PROJECT BECAUSE...	NUMBER OF PUPILS
It is interesting & easy	3
I can do what I like & I don't have to learn anything	5
It is fun	2

Q2 Do you think it is

The second question was similar to the first question. It was expected that pupils will answer only yes or no in the first question, therefore the second question followed and asked them again to identify with one. As is obvious from the graph the majority of the pupils liked the project work and considered it mainly as fun. There were seven pupils

who stated that project is fun because they don't have to learn. Four pupils considered the project interesting because they can learn new information in a new way. For two pupils it is hard to be active and creative all the time. There were no pupils who would consider the work on the project as boring and would miss the common lesson. Generally, it can be said that the positive attitude of the majority of the pupils was confirmed.

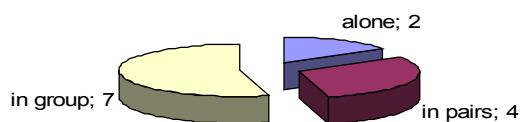
Graph 3.



Q3 - Do you prefer to work on project ...

This question was concentrated on the organizational forms of the lesson. Pupils were given three alternatives – alone, in pairs, in group. Seven pupils preferred to work in groups, four pupils in pairs and two pupils want to work alone. It was an interesting finding because they had not really worked in groups yet but probably because working together on one final product they felt it as a group work. See Graph 4

Graph 4 - Preferences of organisational form



Q4 Where do you get the information and material?

The open type of the fourth question was chosen on purpose in order to avoid a blind copying of the given alternatives which would be among others the logical sources as internet, books, teacher, textbook, library, etc. The answers showed that eight out of thirteen pupils looked for the information and materials and were thinking about the possible way of getting them more than the rest of the five ones. Moreover each of them stated more than one possible source. Two pupils did not answer and three pupils wrote that they get the information “at the school” which may be considered too general. In the following table, the answers are given.

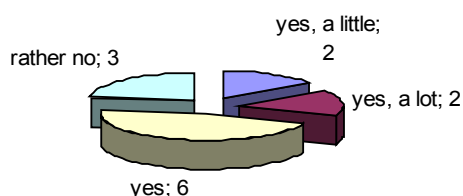
Table 5.

WHERE DO YOU GET THE INFORMATION AND MATERIALS	NUMBER OF PUPILS
No answer	2
At school	3
On the internet	8
Parents	2
Schoolmates	5
Library	3
Town Information Center	3
Teacher	5

Q5 - Do you prepare at home for the project?

For the fifth question the pupils were given six alternative answers. It was revealed that majority of the pupils devoted themselves the home preparation.

Graph 5 - Home preparation

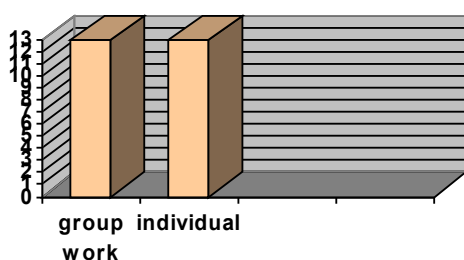


QNR3 – Lesson 6+7

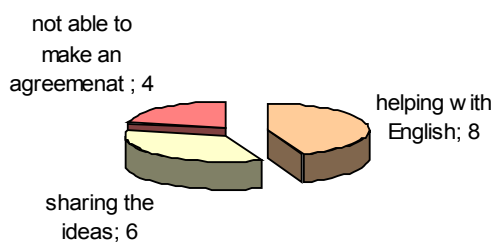
The questionnaire was distributed to all thirteen pupils in the double lesson number six and seven. The elicited data dealt mainly with pupils' perception on group work and cooperation.

Q1 + Q2 The first two questions revealed that eleven of thirteen pupils prefer group work ahead of individual work. (see graph 6) The most often stated reason was helping with English (8) and sharing the ideas with each other (6). At the same time, 4 pupils mentioned the problem of reaching agreement with each other and none of the pupils admitted to loafing within the group. (see graph 7)

Graph 6 - Work preferences



Graph 7 - Group work



Q3 - What exactly did you bring to this lesson?

Each of the pupils recorded his or her usefulness for the group and the whole project by stating the materials and aids that were needed for the project. Though pupils claim that project work is interesting and exciting and knew that the end-product was going to be done, the table shows that not each of them were prepared for the lesson. And even

those who they did not want participate in English, did not support their schoolmates with pictures or simply even with the scissors.

Table 6.

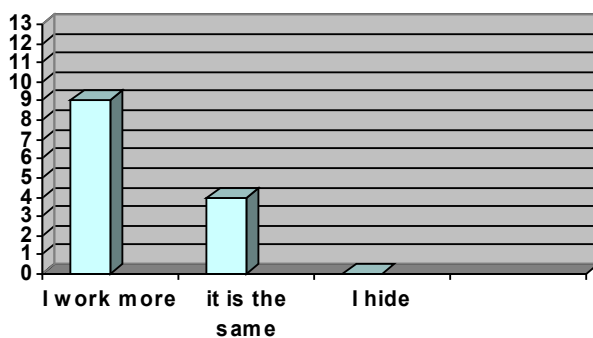
NOTHING (MY SCHOOLMATES WILL BRING IT)	SCHOOL NEEDS (SCISSORS, GLUE, COLOURPAPER, SELLO TAPE, ETC)	TASKS (PREPARED MATERIAL FOR DESPLAING ONTO THE BOX, CLEAN WHITE OR COLOUR SHEET OF PAPER, ETC.)	DECORATIONAL MATERIALS (PICTURES PHOTOOES MAGAZINES, MAPS, ETC.)
4	5	9	7

Q4 - Do you feel you are needed and useful for your group?

In this question all pupils stated that they were useful to their group, however five of them did not give any reason. On the other hand the reasons for the rest of the eight pupils were a good knowledge of English (6) and having different kinds of materials needed for the project. (4)

Q5 Finally, in the last question pupils were supposed to compare their cooperation and work within a group at the beginning of the project and again at a stage which was towards the end of the project. Similarly as in Q2, none of the pupils perceived to “hide” in the group. On the contrary nine classified themselves as working more or four pupils as remaining the same.

Graph 8 – Did your work in the group changed from the beginning of the project?

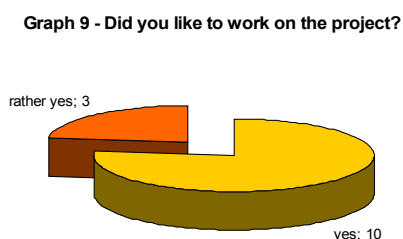


QNR 4 – Lesson 10

The last questionnaire dealt with the pupil's evaluation of the project and was distributed to the pupils in the last lesson devoted to the project work. It was concentrated on their perception on project which just went ahead. The answers of question one to four mirror the pupils satisfaction with the project. Unfortunately, the last question makes the whole effort useless.

Q1 revealed that all of them liked to work on the project. Ten pupils stated strong yes and three pupils supported the outcome with the answer of “rather yes”. See graph 9.

Graph 9 - Did you like to work on the project?



Q2+Q3 Regarding questions two and three, pupils were asked two open questions what did they liked or disliked on the project. The answers were similar to previous findings All thirteen pupils gave the reasons what they liked on the project. (see table 7) The differences in projects' dislikes were not so dramatic. It was similar to the questionnaire number 1/Q4 where one pupil stated that he did not like the learning. The questionnaire given to the learners at the end of the project shows that this number increased to four pupils who stated that they did not like the learning. Three pupils skipped the question and six pupils expressed their comments that are described also in table 7

Table 7

likes	number of Pupils	deslikes	number of pupils
Everything	7	Learning	4
Classroom	13	“we want to work outside the school”	2
Box	8	“that we can't do what we want” (two boys who wanted to shoot the video)	2

Fun	3	“The project was too short”	2
Irrelevant answer	2		
Teacher	1		
“that we do something that the other group doesn’t”	4		
Craft work	3		

Q4 - What would you change on the next project?

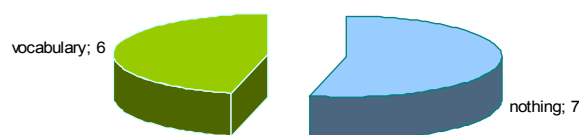
This question provided pupils with an opportunity to think of improvements of the future projects. The list of answers is illustrated in the table 8

Table 8

	THE TOPIC	NO ENGLISH	NOTHING	END-PRODUCT
NUMBER OF PUPILS	6	6	7	3

Q5 Finally, in question number five, the pupils expressed their perception on gained knowledge. 7 pupils stated they did not learn anything and the remaining six pupils mentioned vocabulary only. It contrasts with the first activity (quiz) that had been done at the beginning of Lesson 10, before the questionnaire was completed. See graph 10.

Graph 10 - Gained knowledge



The quiz (see appendix) was given to the children at the beginning of the last lesson. The teacher went through the questions with the pupils. They were supposed to tick one or more sentence they agree with. All pupils felt they have learnt something. Moreover, this questionnaire reflected the previous lesson where they successfully presented their knowledge via the end-product. The following graph shows the answers

7.2.2 INTERPRETATION

Even though the project’s topic was unattractive, the pupils were enthusiastic and looked forward to working on it because it provided them with the opportunity to

choose issues that interested them. At the beginning of the project, their positive attitude and enthusiasm were both evident from the first questionnaire (QNR1). However, by the next two lessons the pupils had started to complain about “too much work.” Most of the pupils still considered the project to be both interesting and fun. They also showed an interest in the search for information and material. They were motivated by the attention of the teacher and the meetings that she organized for them. They mentioned seven different sources of information, exceeding the teacher’s expectations. Moreover, pupils claimed that they prepared mostly at home (QNR2/ Q5) but to the contrary asserted that they “liked projects because they didn’t have to learn and prepare”.

The pupils’ preference for group work was evident from their answers in QNR 2 and 3 but in class it was not always that simple. No one admitted to inactivity or laziness, but it was apparent in some of the pupils work. It might be caused by too many demands of the language on the individual. However, as a result of the group work pupils realized how much they can learn or need to learn from each other; they also learned from experience new facts about themselves and their schoolmates. Some questions though could have been better formulated to get more detailed data for subsequent use. For example, Q4 was too broad for the pupils to understand, even though it was explained to them. Furthermore, they could have answered it as homework which wasn’t a good decision. Pupils’ perceptions of acquired knowledge can be generally viewed as negative, the reasons for that being: (1) difficulties in identifying what they have already learnt; (2) not thinking about it; (3) concluding that they can not learn anything in this way. In the questionnaires the further investigations were not made and therefore these can serve only as presumptions.

Pupils were guided to recognize their roles in the project which tended towards individualization. The intention was to make them reflect upon themselves by asking them questions concerning their individuality. Each pupil was assured of his/her importance and usefulness in the project by the teacher. Material or language demands enabled them to participate in ways that interested them. (QNR3/Q4) Pupils were also able to express comments and proposals about future projects (QNR4/Q4) that some of them would like to carry out in other subjects. Furthermore, the findings revealed again that 50% of the pupils considered English difficult in project work. The results of the

questionnaires provided many important insights into the pupil's perceptions. It must be said that their answers did not always coincide with the teacher's opinion but that doesn't mean that either side was right or wrong.

The questionnaires served as valuable feedback for both the pupils and the teacher. Pupils had to think about their experience with project work, something which they were not used to, and the teacher can bear in mind the pros and cons of this procedure as feedback for future projects.

7.3 OBSERVATION

7.3.1 ANALYSIS

As mentioned in the introduction the observations were conducted at different stages of the research. Four different Observation sheets were prepared to be used in four different lessons (no 2,3,5,6+7) The class was observed by the teacher who simultaneously taught the lesson too. Though it would appear to be a hard task to teach and observe at the same time and the perception before the observations were made had been of the same opinion, fortunately this was not difficult and the notes were taken easily within the lesson. The observation sheets were concentrated on different issues of the project work in broad context, and not on measuring the individual items or frequency of their occurrence, thus the acquired data was analyzed qualitatively.

First observation sheet concentrated on individual accountability and was used for the second lesson where pupils were asked to come up with the ideas and proposals for their project. The observation sheet aimed at answering the following questions:

What has been thought out for your topic and who actually did it. The observation sheet was divided into three columns (see appendix no .) The first one stated the idea that had been proposed, the second one the pupils without any idea or proposal were noted and the third one functioned as a summary of the final outcome of how many pupils bring something and vice versa. The first two columns were analyzed qualitatively and the last one quantitatively. According to the teacher's observation sheet nine out of thirteen pupils set up their ideas -whereas four pupils did not participate in the lesson and did

not prepared anything. One of them could be excluded because he was new in the class at the time and moreover he wasn't Czech and so not incorporated to the class yet. Ideas from the pupils for the project are shown in the following table.

Table no 9

THE IDEAS	NUMBER OF PUPILS
City map and plan how to get to school	2
Questionnaires	2
Books about our town and history of the school – get new info out of that	1
Compiling a picture story from photos – make the photographs	1
Model of the classroom and school	1
Video – viewing of the school and pupils will be actors	1
Plan of the school	1
List of new vocabulary – classroom, school	1
School surroundings	1
Information leaflet	1
Timetable	1

The second observation sheet (see appendix) has been preceded in the fifth lesson. The aim of the observation was to find out whether and how the organizational forms of the lesson change. It showed that at the beginning of the lesson, there were six pupils working in pairs, four pupils individually and three pupils in group. Towards the end of the lesson, the same observations were accomplished again and the findings showed that pupils formed three groups in which they worked and mostly got along very well. There were one group of three, one of four and one of six.

The third observation (see appendix) sheet was aimed on the active participation of an individual in the group and group work as such. The areas of the teacher's interest were three: activity within a group, the need of teacher's help & cooperation. There were three groups A,B,C. In A and B groups, there was one pupil in each group who did not participate and were not active and in C group there were two pupils who did not work much. However the rest of the nine pupils were active within a group, cooperating with each other, helping and asking for help and language support. Neither of the group looked for the teacher's assistance. The teacher's help was only required

on occasional language support. All nine pupils of the three groups were very enthusiastic and showed high assignment.

Finally, observation sheet number four - which was used to monitor the individual participation in the final product development. For these findings the teacher used a scale 0 to 100 % and marked each pupil with the percentage. It revealed that seven pupils were 100% active, participated greatly. Four pupils were evaluated at 50%, which means that their participation was not sufficient, they did not have either school aids nor prepared material, they did not record new words and did not practice English with the whole group. The two pupils who did not do anything were evaluated with 0%.

7.3.2 INTERPRETATION

As we can see the initial motivation and enthusiasm was high, though according to the teacher's observation - four pupils did not bring any ideas. When the observation sheet from the second lesson is compared to the questionnaire (QNR1/Q2) from the same lesson, the findings shows an interesting improvement. It revealed that at the beginning of the second lesson four pupils did not come up with any issues that they would like to elaborate on. Later, during the lesson, pupils were motivated enough by their schoolmates and given ideas activated them so that (according to the findings after the second lesson) all pupils had some notion of what to work on. (see Chapter 4.4)

Although the observation was conducted at the beginning of the second lesson, when in fact the project had not start yet, the results are considered sufficient by the researcher and such a high amount of different ideas and creativity were not expected. As for variability of ideas it has to be said that the teacher had expected proposals such as: our favorite teacher, history of our school, description of the school event, various comparisons of different aspects, etc...because they never came across the basic information of their school. But it was revealed pupils associate completely different ideas with the school than the teacher had thought. For example it was interesting to find out that one of the proposals was to interview the Director. The

Director of this school is an extraordinary authority and both pupils and teachers respect him greatly. The interview was not accomplished at the end though.

Group work turned out to be positive and popular with pupils. Cooperation supports individualization thus it gave them valuable experience. In the group they were encouraged to cooperate by sharing the ideas, opinions and knowledge. (see Chapter 4.4;9.2). To be useful and contribute to the project either with the knowledge or the skill, made the pupils feel important and support the individualization a lot. (see chapter 9.3) More than 60% of the class actively worked, the rest of them varied in activity at the different stages. But it must be stated that the project work provided the possibility for each of them to work at their own pace. They could move freely around the class, they could choose whether they wanted to work individually or in a group and the teacher always helped them when they asked. They demonstrated great independence in completion of their material when they had to take decisions and be responsible for work and consequent presentation of the end-product. . (see Chapter 4.4)

As already discussed in chapter 4.4, the end product is a point of concurrence and the whole project leads up to it. There is no end- product without pupils' previous work. And the procedures leading to the project are of the most importance to the pupils. These stages which lead to the end-product supported individualization in development both language and personality of each pupil. Although only about half of the class was really active in participating in the project, the others might have learnt from them and realized the effect of the absence of their work.

To sum up, the results of the observations show the pupils individual perceptions of the different topics, their time, interaction, involvement and* different levels of participation which was observed from the beginning to the end of the project.

8. CONCLUSION OF THE CASE STUDY

The case study was organized as the investigation of thirteen pupils of English language with the aim to establish whether or not project teaching actually works, if it supports individualization as a means of pupils' development and what its effects on learning are.

The three various ways of data collection shows that the method of triangulation was applied to elevate the validity of the whole case study. The outcome of the research tools aimed at viewing the project teaching from different viewpoints revealed both benefits and drawbacks of project teaching. As already discussed in chapter 8.2 , project teaching is a demanding approach for the teacher. It could be seen as a drawback of this case study that the teacher did not have any previous experience with project teaching and gave the pupils too much discretion and decision latitude. That is why the author doesn't agree with Fried-Booth who thinks that „the more passive a teacher appears to be, the more successful is the project“.(1986,p.39) In accordance with the author's view, the teacher should hold a mayoral control over the class, especially when the project teaching is conducted in the class for the first time. The teacher should have been warned of these facts in advance.

Apart from the difficulty with its organization, other revealed drawbacks of project teaching are difficulties with control of mother tongue misuse and the pupil's incorrect perception that project work is “just fun and not real work”.

The incorporation of project teaching into the pupils' curriculum was a good experience for both the pupils and the teacher. From the empirical experience, it was revealed that project teaching develops a pupil's whole personality and thus supports individualization by the integration of various kinds of knowledge, abilities and skills connected to different subjects e.g. IT, Art, History. It develops a pupil's responsibility for learning and participation in the project. Furthermore the case study revealed that project teaching promotes cooperation and self-reliance. The considerable change of the teacher's role also provides space and new opportunities for the pupils to learn and thus, promotes individualization. The consequence of data was that it showed that throughout the project, pupils' independence had improved and the teacher's guidance was not needed as much as at the beginning of the procedure.

More generally speaking, in accordance with Bloom's revised taxonomy, all his six levels of learning were achieved during the project teaching. The description is enclosed and elaborated in table 10. (see appendix 10) Moreover, project teaching supports individualization which basically helps to fulfill pupil's need. When Maslow talks about need for Self – Actualization, project teaching may be the right learning method at school that encourages pupils to be self-confident and experienced enough to become just what they want.

To sum up among other things, at the beginning of the project, pupils were described the structure "learning by doing". It may be concluded that it was "learning by doing" which achieved individualization as a means of pupil's development. The pupil's learning became vital, interactive and connected with the reality outside school.

9. CONCLUSION OF THE THESIS

Project teaching is a modern teaching method that serves teachers as a tool of modern education. This approach was described by many authors who highlighted the positive contribution in ELT. The purpose of this thesis was to establish whether or not project teaching actually works. However, the main aim of the whole thesis was to concentrate on individualization and reveal whether or not project teaching supports individualization as a means of pupils' development and what its effects on learning are. In the theoretical part, an outline of definitions, characteristics, the aim and nature of project work, its function in ELT, the way the projects are developed and its advantages and drawbacks are discussed. The teacher's role and the characteristics of the learner with the accent on individualization are also parts of the theory. Evaluation brings the theory to its conclusion, thereby giving a complete picture of project teaching. The theoretical part provided a background for the case study described in the practical part. The case study was conducted with pupils of English at a basic school. Although many teachers stand for change in the curriculum and implementation of new alternative learning approaches, they are very often limited by their teaching stereotypes. Teachers still check and test isolated knowledge. On the other hand, marks are the only feedback they usually get and how they perceive their individual achievements. Project teaching when functioning as a completion of more traditional methods of teaching, may provide valuable enrichment and interesting insight into the teaching –learning process in ELT. Project teaching enables teachers to see their learners from different perspectives of the teaching-learning process. At the same time it also enables pupils to develop not only knowledge but also skills and abilities and thus project teaching supports individualization as a mean of pupils' development. The empirical experience confirmed that project teaching, was for pupils a new way of learning and perceiving the teaching-learning process. Project teaching supported their individual creativity, self- reliance and responsibility for their own learning but also social skills such as cooperation and mutual respect. From the viewpoint of the acquired knowledge, pupils acquired an amount of knowledge relative to the effort that they made. The matter of fact that they did not get the same knowledge is a common feature of every method and approach. However, throughout the project they become more

independent in confronting the language demands and aware of their strengths and weaknesses in the English language. There were some difficulties during the first project for both the teacher and pupils but generally, project teaching opened new possibilities for development of each pupil's individuality. In accordance with the revealed data, the project succeeded and motivates pupils for new challenges in the future.

10. RESUMÉ

Po vstupu České republiky do Evropské unie ovlivnila mezinárodní vzdělávací politika vývoj vzdělávání v naší zemi. Cíle a obsah vzdělávání prošly významnými změnami a výuka cizích jazyků se stala jednou z priorit nového školního kurikula. Na výuku jsou kladeny stále vyšší nároky, které volají po nových metodách vyučování. Požadavky moderní společnosti mění tradiční pohledy na vzdělávání a vyzývají učitele, aby kromě tradičních zařazovali do vyučování i širokou škálu moderních vyučovacích metod.

Tato diplomová práce se zabývá projektovým vyučováním, které představuje jako moderní, na žáka orientovanou aktivní vyučovací metodu. Projektové vyučování se snaží integrovat učivo ve větších celcích a přiblížit vyučování skutečnému životu. Škola by neměla být pro žáky uzavřeným světem, samostatnou kapitolou, kterou píše učitelé, ale otevřenou náručí, která žákům poskytuje příležitost vidět věci v širších souvislostech, uplatnit se a využít svých i jinde nabytých znalostí, zkušeností a dovedností. A právě to je cílem projektového vyučování. Spojit všechny tyto faktory však není jednoduché a aplikace takovýchto metod bude vždy pro učitele určitou výzvou. Cílem této práce je představit a popsat projektové vyučování jak z teoretického, tak i z praktického hlediska s akcentem na individualizaci žáka.

Diplomová práce je rozdělena do dvou hlavních částí, teoretické a výzkumné. První část poskytuje teoretický základ pro část druhou, praktickou, věnující se výzkumu.

Po stručném nastínění obsahu celé diplomové práce začíná teoretická část práce, v jejímž úvodu jsou stručně uvedeny změny ve vzdělávacím systému, které vedly nejen ke změnám vyučování, ale také ke změnám v přístupu k žákovi. Projektová metoda není nová, její kořeny je třeba hledat na přelomu 19. a 20. století ve Spojených státech amerických. Učení konáním se stalo heslem snah Johna Dewyho, který je ideovým otcem této metody. Stručný historický vývoj této metody, její hlavní myšlenky a propagátory představuje druhá kapitola této práce. Třetí kapitola představuje otevřené vyučování, kterým je pedagogická koncepce usilující o celkovou změnu charakteru vyučování. Navazuje na principy reformní pedagogiky a činné školy; moderní pojetí

projektového vyučování vychází hlavně z jejích principů. Ty jsou v této kapitole také popsány. Ve vztahu k projektovému vyučování je otevřené vyučování metodou obecnější, avšak akcentující podobné zásady jako vyučování projektové. Společným znakem obou metod je to, že umožňují přizpůsobit práci individuálním potřebám žáků a napomáhají vnitřní diferenciaci. Čtvrtou kapitolou se práce dostává k vlastnímu projektovému vyučování.

Následuje první podkapitola, která obsahuje přehled mnoha definic. Vymezení pojmu projektové vyučování není jednoduché a různí autoři zdůrazňují jeho různé znaky. Projektové vyučování má v procesu vyučování řadu funkcí, které jsou popsány v následující podkapitole. Ta logicky navazuje na další oddíl, který stanovuje cíle projektového vyučování. Propojit školu se skutečným životem a tím rozvíjet všechny oblasti žakovy osobnosti je jejím hlavním cílem. Přehled nejdůležitějších znaků, které projektové vyučování charakterizují, obsahuje další podkapitola čtvrté části diplomové práce. Tyto znaky popisují projektové vyučování jako zaměřující se na obsah vyučování a žáka. Dále pak je metodou upřednostňující kooperativní vyučování před soutěživým, spojující učení s životní realitou a dílčími kroky míří ke konečnému produktu, který dává celému projektu hlubší smysl. Před přípravou projektu by si měl učitel pozorně rozmyslet, jaký projekt bude vlastně připravovat. Pátá kapitola popisuje širokou škálu projektů, které lze do vyučování zapojit. Ať už je výběr typu projektu jakýkoli, dalším krokem, kterým musí učitel projít, je znalost jednotlivých částí projektu – těmi se zabývá šestá kapitola. Zjednodušeně řečeno, na začátku projektu je nutno určit téma a definovat konečný produkt, kterým může být prezentace, výstava nebo výrobek. V každém případě by tento produkt měl pro žáky být hnací silou celého projektu.

Dalšími kroky, kterými projektové vyučování prochází, je jak vědomostní, tak materiální zabezpečení projektu. Sestavování, designování, nacvičování a připravování se na prezentaci projektu je dalším významným krokem, který ústí v evaluaci. Ta by měla být pro celý proces hodnotnou zpětnou vazbou jak pro žáky, tak pro samotného učitele. Sedmá kapitola probírá kritéria, která je nutno před vývojem projektu uvážit.

Tím se práce dostává ke dvěma velice důležitým faktorům celého procesu vyučování, jimiž jsou učitel a žák. Osmá kapitola je rozdělena do dvou částí, z nich první pojednává o obecných charakteristikách učitele a ve druhé podkapitole se hovoří o

rozličných rolích učitele ve vztahu k projektovému vyučování. Změna role učitele je pro učení v projektech významným charakteristickým prvkem. Ve srovnání s tradičním vyučováním, kde má učitel roli řídicí jednotky předávající hotový poznatek, je projektové vyučování více nakloněno na stranu žáka a učitel je zde spolutvůrcem, pomocníkem a poradcem žáků.

To samozřejmě mění také role žáků, které jsou popsány v následující, deváté kapitole. Žák je zde v první podkapitole rozebrán jak v obecné rovině, tak i ve vztahu k projektovému vyučování – popisují se zde jeho role i potřeby. Jiný způsob pohlížení na žáka vyžaduje jiné organizační metody vyučování a o nich pojednává další podkapitola. Ta končí úvahou o individualitě žáka a vyzývá k nutnosti uvědomit si, jak je důležité brát ohled na rozdílnost mezi jednotlivými žáky. Toto téma hlouběji rozpracovává další podkapitola, která se konečně zabývá individualizací žáka při projektovém vyučování.

Je důležité si uvědomit, že i když se žáci učí stejnou látku, ve stejnou dobu, stejně dlouho a stejným způsobem, nestanou se tím stejní. Každý žák má své zážitky a předchozí zkušenosti, se kterými do školy vstupuje, má svoje zájmy, schopnosti, liší se pohlavím, rodinným, sociálním a kulturním prostředím, stylem učení a mnoha dalšími faktory. Učitel by měl na tyto rozdíly reagovat a snažit se, aby projekt žáka oslovil, dal mu prostor pro seberealizaci, naučil ho trpělivosti, tvořivosti a práci na něčem, co žáka zajímá. Učitel by měl žákovi poskytnout možnost najít si v projektu svůj kousek skutečného světa, kde může uplatnit různé části svého „já“.

Každá metoda učení, ať již tradiční, lety prověřená, nebo nová, moderní, která na svoji „zlatou éru“ teprve čeká, má jistě své přednosti, ale také mnoho úskalí. Desátá kapitola se zabývá právě touto problematikou. Hodnocení projektového vyučování je další důležitou složkou celého procesu. Projekt v podstatě testuje jak žáky, tak učitele. Proto je zde na místě společná sebereflexe, která by měla probíhat samozřejmě na konci, ale i v průběhu projektu. Projekt nemusí být vždy úspěšný po všech jeho stránkách, avšak skutečnost, že ho učitel spolu s žáky prožil, je již sama o sobě poznatkem pro obě strany jistě obohacujícím. Poslední, dvanáctá kapitola shrnuje teoretické poznatky a cituje Scrivenera, který tak svojí zajímavou úvahou celou tuto část uzavírá.

Ve druhé části diplomové práce je pak na základě teorie popsána případová studie třinácti žáků. Úvodní kapitoly jsou věnovány teorii výzkumu a popisu předmětu výzkumu. Následuje kapitola, která uvádí výzkumný cíl. Plán výzkumu, metodologie, popis projektu, který byl pro případovou studii použit, a jeho průběh jsou popsány v dalších kapitolách. Pro výzkum bylo použito třech základních metod – pozorování, dotazník a učitelovy poznámky. Tyto metody poskytly kvalitativní i kvantitativní data, která jsou postupně analyzována a poté interpretována.

Cílem výzkumu bylo stanovit, zda je projektové vyučování skutečně v praxi funkční. Dalším úkolem bylo zjistit, zda projektové vyučování podporuje individualizaci jako nástroj rozvoje žáka a jak ovlivňuje jeho učení. Ke zjištění odpovědí na tyto otázky bylo provedeno projektové vyučování na základní škole při výuce anglického jazyka, při kterém byla nasbírána a později vyhodnocena potřebná data. Výsledky dat prokázaly, že při splnění patřičných kroků a pozorném plánování může projektové vyučování sloužit jako efektivní nástroj moderního vyučování přispívající k rozvoji individualizace. Nicméně výsledky dat také prokázaly, že ne všichni žáci byli po celou dobu projektu dostatečně motivováni. Jak samotná výzkumná část této práce, tak i její vyhodnocení byly pro autorku úkolem nelehkým. Avšak obě tyto činnosti prokázaly, že učení v projektech obohacuje činnost jak učitele, tak žáků a zabraňuje bezbarvosti všedních školních dnů.

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13. APENDIX

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APPENDIX 1 - REVISED BLOOM TAXONOMY

Cognitive Domain

*The **Cognitive Domain** receives the most attention in instructional programs and includes objectives related to information or knowledge. Benjamin Bloom and his colleagues (1956) developed a widely accepted taxonomy, referred to as **Bloom's Taxonomy** (method of classification on differing levels of higher order thinking) for cognitive objectives. This taxonomy has been adapted by Anderson and Krathwohl*

(2001) for relevance in 21st century learning and remains the most significant model used. Presented here is the revised taxonomy, known as the **Revised Bloom's Taxonomy**, as well as links for more reading. Six levels of learning are in the classification. The lowest level is **remembering**. The **remembering level** is followed by five increasingly difficult levels of mental abilities: **understanding, applying, analysing, evaluating** and **creating** (the highest level). The table below displays the six levels of the revised Bloom's taxonomy, definitions of each level and verbs that would be appropriate to use when you are writing instructional objectives in each level.

Revised Bloom's Taxonomy

Remembering Objectives written on the **remembering level (the lowest cognitive level)** requires the student **to recall or recognize** specific information. Below are verbs appropriate for objectives written at the remembering level.

define	fill in the blank	identify	label	list
locate	match	memorize	name	recall
spell	state	tell	underline	state

Understanding Objectives written on the **understanding level**, although a higher level of mental ability than remembering, requires the **lowest level of understanding** from the student. Below are verbs appropriate for objectives written at the understanding level.

convert	describe	explain	interpret	paraphrase
put in order	restate	retell in your words	rewrite	summarize
trace	translate			

Applying Objectives written on the **applying level** require the learner **to implement (use) the information**. Below are verbs appropriate for objectives written at the applying level.

apply	compute	conclude	construct	demonstrate
determine	draw	find out	give an example	illustrate
make	operate	show	solve	state a rule or principle
use				

Analysing Objectives written on the **analysing level** require the learner **to break the information into component parts and describe the relationship**. Below are verbs appropriate for objectives written at the analysing level.

analyze	categorize	classify	compare	contrast
debate	deduct	determine the factors	diagnose	diagram
differentiate	dissect	distinguish	examine	infer
specify				

Evaluating Objectives written on the **evaluating level** require the student **to make a judgment about materials or methods** . Below are verbs appropriate for objectives written at the evaluating level.

appraise choose compare conclude decide
defend evaluate give your
opinion judge justify
prioritize rank rate select support
value

Creating Objectives written on the **creating level** require the student **to generate new ideas, products and ways of viewing things**. Below are verbs appropriate for objectives written at the creating level.

change combine compose construct create
design find an
unusual formulate generate invent
way
originate plan predict pretend produce
rearrange reconstruct reorganize revise suggest
suppose visualize write

APPENDIX 2

Maslow's Hierarchy of Needs

from Psychology - The Search for Understanding
by Janet A. Simons, Donald B. Irwin and Beverly A. Drinnien
West Publishing Company, New York, 198

[Abraham Maslow](#) developed a theory of personality that has influenced a number of different fields, including education. This wide influence is due in part to the high level of practicality of Maslow's theory. This theory accurately describes many realities of personal experiences. Many people find they can understand what Maslow says. They can recognize some features of their experience or behavior which is true and identifiable but which they have never put into words.

Maslow is a humanistic psychologist. Humanists do not believe that human beings

are pushed and pulled by mechanical forces, either of stimuli and reinforcements (behaviorism) or of unconscious instinctual impulses (psychoanalysis). Humanists focus upon potentials. They believe that humans strive for an upper level of capabilities. Humans seek the frontiers of creativity, the highest reaches of consciousness and wisdom. This has been labeled "fully functioning person", "healthy personality", or as Maslow calls this level, "self-actualizing person."

Maslow has set up a hierarchic theory of needs. All of his basic needs are instinctoid, equivalent of instincts in animals. Humans start with a very weak disposition that is then fashioned fully as the person grows. If the environment is right, people will grow straight and beautiful, actualizing the potentials they have inherited. If the environment is not "right" (and mostly it is not) they will not grow tall and straight and beautiful.

Maslow has set up a hierarchy of five levels of basic needs. Beyond these needs, higher levels of needs exist. These include needs for understanding, esthetic appreciation and purely spiritual needs. In the levels of the five basic needs, the person does not feel the second need until the demands of the first have been satisfied, nor the third until the second has been satisfied, and so on. Maslow's basic needs are as follows:

Physiological Needs

These are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction.

Safety Needs

When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure (such as widespread rioting). Children often display the signs of insecurity and the need to be safe.

Needs of Love, Affection and Belongingness

When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

Needs for Esteem

When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the

world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

Needs for Self-Actualization

When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, and a poet must write." These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. It is not always clear what a person wants when there is a need for self-actualization.

The hierarchic theory is often represented as a pyramid, with the larger, lower levels representing the lower needs, and the upper point representing the need for self-actualization. Maslow believes that the only reason that people would not move well in direction of self-actualization is because of hindrances placed in their way by society. He states that education is one of these hindrances. He recommends ways education can switch from its usual person-stunting tactics to person-growing approaches. Maslow states that educators should respond to the potential an individual has for growing into a self-actualizing person of his/her own kind. Ten points that educators should address are listed:

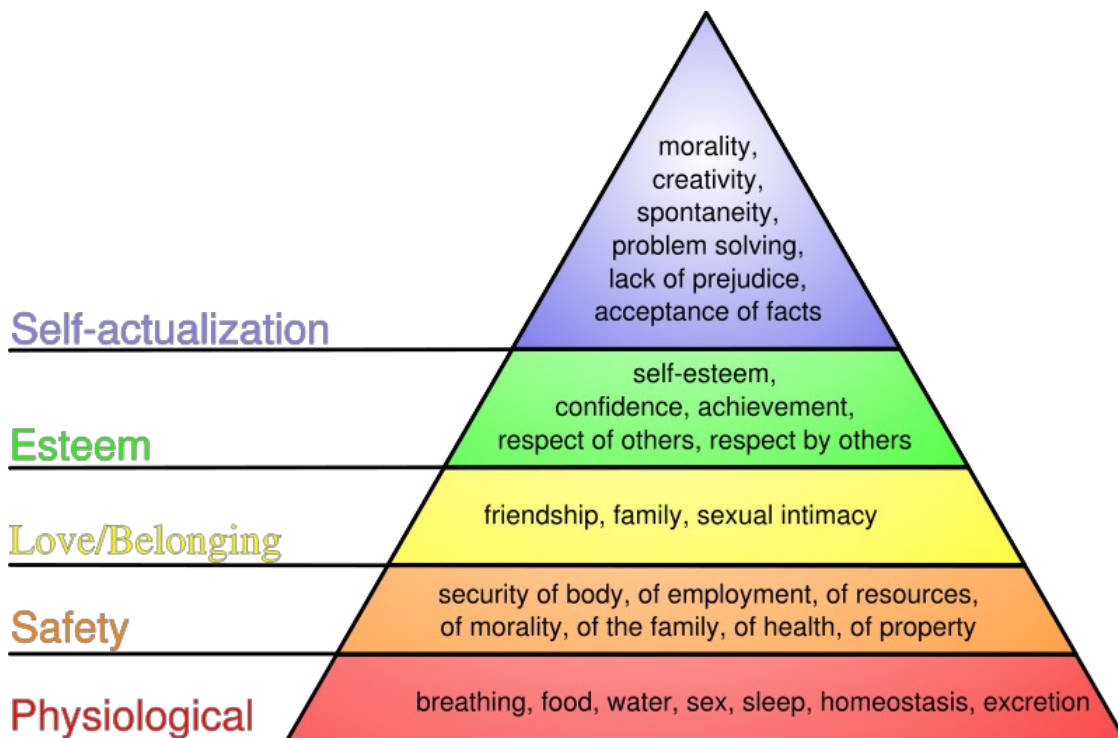
11. We should teach people to be *authentic*, to be aware of their inner selves and to hear their inner-feeling voices.
12. We should teach people to *transcend their cultural conditioning* and become world citizens.
13. We should help people *discover their vocation in life*, their calling, fate or destiny. This is especially focused on finding the right career and the right mate.
14. We should teach people that *life is precious*, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.
15. We must *accept the person* as he or she is and help the person learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there.
16. We must see that the person's *basic needs are satisfied*. This includes safety, belongingness, and esteem needs.
17. We should *refreshen consciousness*, teaching the person to appreciate beauty and the other good things in nature and in living.
18. We should teach people that *controls are good*, and complete abandon is bad. It takes control to improve the quality of life in all areas.
19. We should teach people to transcend the trifling problems and *grapple with the serious problems in life*. These include the problems of injustice, of pain, suffering, and death.

20. We must teach people to be *good choosers*. They must be given practice in making good choices.

Maslow Theory:

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/maslow.htm>

<http://www.ncsu.edu/meridian/win2002/514/project-based.pdf>



Appendix 1

<u>PROPOSAL OF THE PROJECT WORK – TIME PLAN</u>	
Step 1 Lesson 1	<u>Familiarizing pupils with the project teaching</u> Představení projektového vyučování, výklad pojmů
Step 2 Lesson 2	<u>Project introduction</u> Představení našeho projektu Škola, diskuze, nápady Plánování obsahu projektu, tvorba dotazníku, zdroje, atd. DŮ: přemýšlet o projektu, donést náměty,

DOTAZNÍK - QUESTIONNAIRE

PROJEKT: ŠKOLA – PROJECT : SCHOOL

Brainstorming = všechno, co tě k danému tématu napadne

APPENDICES: 5 – BRAINSTORMING

questionnaire

favourite food

the best colour

surroundings

time

pictures

make a classroom

questionnaire about mobile

picture

ideas

our city

a map

our school

pictures

Jméno: *Anna Levinská*

Dotazník č. 1. - A questionnaire no. 1

Projekt třídy 5. ŠKOLA - Project : SCHOOL

1. Zajímá Tě projekt, na kterém společně pracujeme?
Do you like the project ??

Yes!!! I like the project very much!!

2. Čím chceš do projektu přispět, co chceš zpracovat, co tě zajímá???
What do you want to bring to this project? What are you, personally, interested in?

I want to work together with my friends. I am interested in new information about our school.

3. Naučil jsi se něco nového? (slovíčko, nová informace, atd..)
Did you learn something new? (new word, information, tec.)

APPENDIX 6 - QUESTIONNAIRES

Yes I did. I got many new things.

4. Napiš cokoli, co se ti líbí, nelíbí, co chceš, nechceš atd., jakoukoli poznámku k projektu.

*Zajímavé by bylo kdybychom to dělali na dvořáku
stejně jako vždy. ~~Už jsme se s tímto projektem setkali~~
~~Už jsme se s tímto projektem setkali~~ by bylo se setkat na různých místech
naši školy (zapomněl jsem např.: školní křeslo atd.)*

Not at all. (H)

Questionnaire 2

zakroužkuj nebo napiš

1) **Do you still like the work on the project?** Líbí se Ti stále práce na projektu?

a) yes

b) no

Why?.....

2) **Do you think it is:** Myslíš, že práce na projektu je :

a) **interesting** – I can learn new information in a new way

a) zajímavá – můžu se dozvědět nové informace jiným způsobem

b) **boring** – I prefer our common lesson

b) nudná – mám raději naši normální hodinu

c) **fun** – because we don't have to learn anything

c) zábavná – vlastně se neučíme

d) **hard** – it is hard to be active and creative all the time

d) těžká – je to těžké být pořád aktivní a něco tvořit

3) **Do you prefer to work on project:** Pracuješ raději na projektu:

a) **alone** b) in pairs c) **in groups**

a) sám/sama b) ve dvojici c) ve skupině

4) **Where do you get the information and material?** Kde sháníš potřebné materiály?

a) **textbook** b) **internet** c) **teacher** d) **others - where?**

a) učebnice b) internet c) učitel d) někde jinde – kde?

parents, brother

5) **Do you prepare at home for the project?** Připravuješ se na projekt doma?

a) yes b) yes, a little c) **yes, a lot**

a) ano b) ano, jen trochu c) ano, hodně

d) **rather no** e) **not at all** f) **no, why?**

d) spíš ne e) vůbec f) ne, proč bych se připravoval?

Questionnaire 3

zakroužkuj nebo napiš

1) **Do you prefer to work alone or in a group?** Pracuješ radši ve skupině nebo sám?

~~with~~ *with Jack and friends*

2) **Do you cooperate with each other in the group?** Spolupracujete spolu ve skupině?

a) **Yes, I have ideas and want to share them** a) Ano, mám nápady o které se chci podělit

b) **Yes, we help each other with English** b) Ano, pomáháme si s angličtinou

c) **No, we are not able to make agreement** c) Ne, nemůžeme se dohodnout

d) **Yes, I don't have to do much work; maybe someone else can do it**

d) Ano, nemusím moc pracovat; může to udělat někdo jiný

3. **What exactly did you bring to this lesson?** 3. Co přesně sis přinesl na dnešní hodinu?

glue + papírky a pastelky
and plain of skull

4. **Do you feel you are needed and useful for your group?**

Myslíš, že Tě skupina potřebuje, že pomáháš?

a) **Yes** b) **No**

'Why?.....

plánek a radíme se

5. **Did your work in the group changed from the beginning of the project?**

Změnila se od začátku projektu práce ve skupině?

a) **yes, I work more** - ano, pracuji více

b) **no, it is the same** - ne, je to pořád stejné

c) **I don't work, I hide myself there** - nepracuji, schovávám se za ostatní

d) **other comments** - jiný názor - napiš jaký

Questionnaire 4. Hodnocení projektu

1. Did you like to work on the project? Líbilo se Ti pracovat na projektu?

- | | | | |
|--------|---------------|--------------|---------------|
| a) yes | b) rather yes | c) rather no | d) not at all |
| a) ano | b) spíš jo | c) spíš ne | d) vůbec ne |

Yes, I like !! the project, very much !!!!!

2. What did you like? Co se ti líbilo?

Classroom, hot

3. What did you dislike? Co se ti nelíbilo?

nothing

4. What would you change in the next project? Co by příště změnil?

Chciela bych, aby jsme chodili ven, so by bylo kajmoné
a hodné by jsme se naučili renku

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5. Do you think you have learnt something? Myslíš, že jsi se něco naučil?

bloricka - words

OS1	Individual assembly	Pupil's participated in the lesson	Pupil's didn't have any material; idea;	Lesson	Final score
1. FILIP	historical city map no school.				yes
2. TOMAS	the republic from old QNR - motels, travel				yes
3. KUBA	my 'QNR' drinks?				yes
APPENDIX 7. OBSERVATION SHEETS					
5. KRISTINA					no
6. MAREK	photos picture story for newspapers or school - classroom provided (paper one?)			→ new pupil	no
7. HONZIK					yes
8. TEREZA	model of the classroom				yes
9. LEON	from different parts of plans of the island				yes
10. KLARA	ambiguously				yes
11. FLIS				as money doesn't mean write, she doesn't do anything	no
12. MARTA	surrounding			idea rejected after class	no
13. ANIČKA	surrounding, unknown nice ideas... with diver			→ money making	yes

OBSERVATION SHEET

GROUP 10.

	role	teacher's help	cooperation
④ Tomás Filip Katal probal	kommentar pamagang na ma k. date bun. material	rephrasing narrate pangyayari clarify	participate na k. material sharing all personal English
④ Maid Celeste	kom. E. main O.K.	clarify problem.	
Anna Marian	main exp all part of	personal questions	
⑤ Hep. Kara Kara Kara	Klaridic sea + Jay + papal -	8000	J+H. material, paper pangyayari pangyayari pangyayari

OSL B will support to
share and improve their
skills for the lesson
ORGANIZATION FORMS

	Brain beg. 1.	towards the end
1. Filip	} pair	1+2+3 => group
2. Tom		
3. Katal	instruct.	
4. Hep	A penmanship	4+5+7-9.
5. Tom	A story	
6. Tom	group	
7. Maid	group	
8. Hep	#	} group they provide and say group
9. Kara	instr.	
10. Katal	instr.	} group
11. Elu	group	
12. Maid	pair	
13. Ann	pair	

LESSON	G+7	FINAL PRODUCT PARTICIPATION	%
1. Filip	relieč akčion; ma dobre nápady i mater		⊕ 100%
2. Tom	nikdy ma existoval predt prá, navráť se prá, prá a prá nápady se prá, relieč akčion, 1000%		⊕ 100%
3. Karel	pramenní (a spravné) obr. Shakerový Muz' jim přinesla parádní		⊖ 50%
4. Filip	prá relieč akčion, ma občas prá, um' to		⊖ 50%
5. Mirek	NIC		⊖ 0%
6. Mirek	prá, ma prá prá prá hodně prá, prá, prá;		50%
4. Karel	design, prá prá prá		100%
8. Terry	prá prá - "prá" + akčion - prá prá prá, prá, prá prá prá		100%
9. Lea	prá prá prá prá; prá prá prá prá		100%
10. Karel	prá prá prá prá, prá prá prá prá		100%
11. Elis	prá prá		100%
12. Mirek	prá prá prá prá, prá prá prá prá prá prá prá a prá prá		0%
13. Anna	prá prá, prá, prá, prá prá prá		50%

APPENDIX 8: QUIZ - PART A

Co jsme se naučili....

**Zakroužkuj, co si myslíš, že už teď umíš v Angličtině :
Now I can.....**

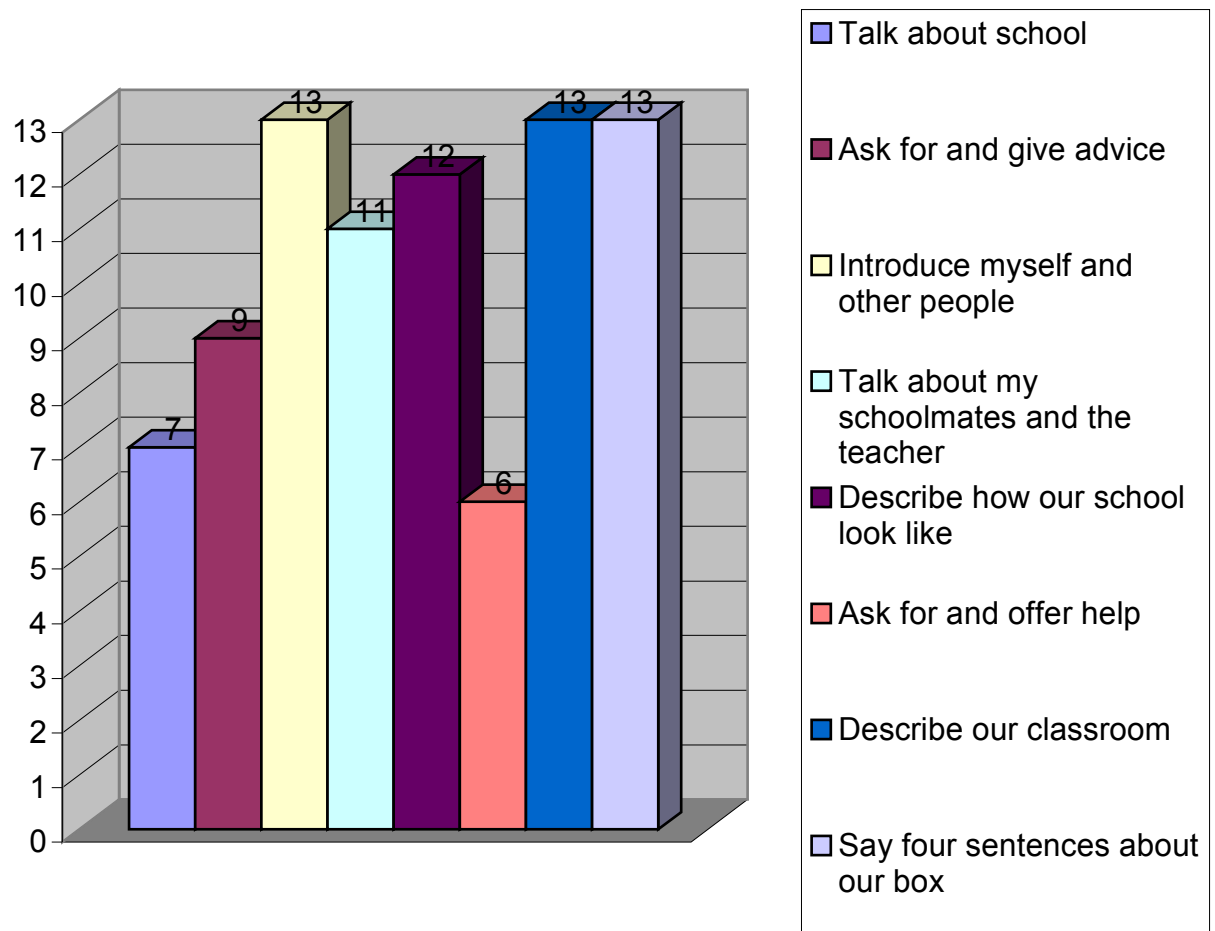
- Talk about our school
Mluvit o naší škole...
- Ask for and give advice
Zeptat se na radu nebo někomu poradit...
- Introduce myself and other people
Představit sebe nebo někoho jiného...
- Talk about my schoolmate and the teacher
Říci něco o mém spolužákovi a učiteli....
- Describe how our school look like
Poposat, jak naše škola vypadá
- Ask for and offer help
Říci si o pomoc nebo někomu pomoci.....
- Describe our classroom
Popsat naší třídu...
- Say four sentences about our box
Říct čtyři věty o naší škole

..... in English

Hurá..... a to všechno už umím říct v Angličtině!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

PART B

...I can in English..



APPENDIX 9 – PHOTOGRAPHS

GROUP WORK



PAIR WORK



MAKING READY FOR THE PRESENTATION





EVALUATION



“Classroom”



“Classroom”



...on the corridor



APPENDIX 10

TABLE 10 - APPLICATION OF BLOOM'S REVISED TAXONOMY ON THE PROJECT SCHOOL

Stages	remembering	understanding	Applying	analyzing	evaluating	creating
Familiarization with the idea of project teaching	Define Fill in the blanks Label List Locate Match Memorize Name Recall Spell State Tell Underline state	convert describe explain interpret paraphrase put in order restate retell in your words rewrite summarize trace translate				
Project introduction	Define Fill in the blanks Label List Locate Match Memorize Name Recall Spell State Tell Underline state	convert describe explain interpret paraphrase put in order restate retell in your words rewrite summarize trace translate	Apply compute conclude construct demonstrate determine draw find outgive an example illustrate make operate show solve state a rule of principal			
Determine the final outcome	Define Fill in the blanks Label List Locate Match Memorize Name Recall Spell State	convert describe explain interpret paraphrase put in order restate retell in your words rewrite summarize trace	Apply compute conclude construct demonstrate determine draw find outgive an example illustrate	Analyze-- categorize classify compare contrast debate deduct determine the factors -- diagnose diagram	Appraise choose compare conclude decide defend evaluate give your opinion judge justify prioritize	Change combine compose construct create - design find an unusual way formulate generate originate plan

	Tell Underline state	translate	make operate showsolve state a rule of principal	differentiate dissect - distinguish examine – infer -- specify	rank rate select support value	predict pretend- produce rearrange reconstruct reorganize revise suggest
Gather info + material	Define Fill in the blanks Label List Locate Match Memorize Name Recall Spell State Tell Underline state	convert describe explain interpret paraphrase put in order restate retell in your words rewrite summarize trace translate	Apply compute conclude construct demonstrate rate determine drawfind outgive an example illustrate make operate showsolve state a rule of principal	Analyze– categorize classify compare contrast debate deduct determine the factors -- diagnose diagram differentiate dissect - distinguish examine – infer -- specify	Appraise choose compare conclude decide defend evaluate give your opinion judge justify prioritize rank rate select support value	Change combine compose construct create - design find an unusual way formulate generate originate plan predict pretend- produce rearrange reconstruct reorganize revise suggest
Prepare materials	Define Fill in the blanks Label List Locate Match Memorize Name Recall Spell State Tell Underline state	convert describe explain interpret paraphrase put in order restate retell in your words rewrite summarize trace translate	Apply compute conclude construct demonstrate rate determine drawfind outgive an example illustrate make operate showsolve state a rule of principal	Analyze– categorize classify compare contrast debate deduct determine the factors -- diagnose diagram differentiate dissect - distinguish examine – infer -- specify	Appraise choose compare conclude decide defend evaluate give your opinion judge justify prioritize rank rate select support value	Change combine compose construct create - design find an unusual way formulate generate originate plan predict pretend- produce rearrange reconstruct reorganize revise suggest
Compile and analyze	Define Fill in the blanks Label List Locate Match	convert describe explain interpret paraphrase put in order restate	Apply compute conclude construct demonstrate rate determine	Analyze– categorize classify compare contrast debate deduct	Appraise choose compare conclude decide defend evaluate	Change combine compose construct create - design find an unusual

	Memorize Name Recall Spell State Tell Underline state	retell in your words rewrite summarize trace translate	draw find out give an example illustrate make operate shows olve state a rule of principal	determine the factors -- diagnose diagram differentiate dissect - distinguish examine -- infer -- specify	give your opinion judge justify prioritize rank rate select support valu	way formulate generate originate plan predict pretend- produce rearrange reconstrut reorganize revise suggest
Make the end-product	Define Fill in the blanks Label List Locate Match Memorize Name Recall Spell State Tell Underline state	convert describe explain interpret paraphrase put in order restate retell in your words rewrite summarize trace translate	Apply compute conclue constrct demonst rate determe draw find out give an example illustrate make operate shows olve state a rule of principal		Appraise choose compare conclude decide defend evaluate give your opinion judge justify prioritize rank rate select support valu	Change combine compose construc t create - design find an unusual way formulate generate originate plan predict pretend- produce rearrange reconstrut reorganize revise suggest st -
Evaluate the project	Define Fill in the blanks Label List Locate Match Memorize Name Recall Spell State Tell Underline	Convert – convert describe explain interpret paraphrase put in order restate retell in your words rewrite summarize trace translate	Apply compute conclue constrct demonst rate determe draw find out give an example illustrate make operate		Appraise choose compare conclude decide defend evaluate give your opinion judge justify prioritize rank rate select	Change combine compose construc t create - design find an unusual way formulate generate originate plan