

A new team is born



In September 2018, the Institute of Educational Sciences (ICE) of the Universitat Autònoma de Barcelona teams us, a number of in-service teachers and teacher educators, with the objective of taking the challenge of gaining (and sharing) expertise on the implementation of PBL in primary schools and the use of multiple resources (realia, digital tools, gamification, etc.) to teach and get young children learn English.

A+PROJECT

As the name of the team suggests, A+Project members are devoted to **A**nalysing **P**ools of **R**esources and **O**ffering **J**oint **E**xperiences to other **C**reative **T**eachers.

A+ Project team members (from left to right and from top to bottom): María Mont (co-leader), Dolors Masats (co-leader), Helena Polo, Teresa Casas, Aina Obiols, Maribel Gomáriz, Xavier Núñez, Mònica López, Esther Serramià, Goretti Blanch, Carol Barriuso and Mariona Huguet.

Not in the picture: Yolanda Álvarez, David López, Lola Pérez, Ingrid Picola, Cristina Rodríguez Gómez and Cristina Rodríguez Polo.

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Why Project-based learning?

Most curricula around the world reveal there has been a shift in how learning is conceptualized today. Recommendations go from promoting teacher-centred to student-centred practices and to adopting a content-based input approach to a competence-based output approach. [...] Increasingly, this conceptual change entails the adoption of project-based syllabi at school, as it encourages learners to take an active role in their own learning process. [...] Yet, in order to guarantee students can be responsible for their own learning, teachers need to plan sensitive projects, anticipate the challenges students will probably face and foresee possible solutions or activate scaffolding mechanisms.

Project-based learning (PBL) is not a new methodology in the field of language learning, in fact it was popular at the beginning of the 20th century thanks to the work of John Dewey. Yet, until recent years, it was often met with scepticism, especially by novice teachers[...]. However, it can be argued that Project-Based Learning (PBL) is an ideal tool teachers have at their disposal to get their students to “connect the dots” between content, language use, the construction of knowledge and the development of 21st century skills (Dooly, Masats & Mont, 2012).

Sources:

(text) **Mont, Maria & Dolors Masats**. (2018). *Tips and suggestions to implement telecollaborative projects with young learners*. In Melinda Dooly & Robert O'Dowd (Dirs.) *In this together: Teachers' experiences with transnational, telecollaborative language learning projects* (pp. 92-122). New York/Bern: Peter Lang.
(picture) **Gomáriz, Maribel** (2019). Co-teaching. In **Dolors Masats, Maria Mont & Nathaly Gonzalez-Acevedo** (Eds.), *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century* (pp. 67-75). Rothersthorpe: Paragon Publishing. [DOI:10.5281/zenodo.3064130](https://doi.org/10.5281/zenodo.3064130)

Work Cited:

Dooly Melinda, **Masats Dolors, & Mont Maria** (2012). *'Snoopy, go left!': Real activities of Young learners in virtual worlds*. Paper presented at aPAC ELT Convention 2012: Solid learning for liquid times, Universitat de Barcelona (Barcelona).

INSPIRING IDEAS * INSPIRING IDEAS * INSPIRING IDEAS * INSPIRING IDEAS

Giving students responsibilities enhances their self-esteem and increases their degree of engagement in the class activities. One procedure I typically use is that of appointing students as class secretaries. Students in my class are divided into four groups. All members of the same group sits around a table and one adopts the role of secretary for a week. This role is alternatively taken by all students in the group, at least once every term.



Group secretaries are assigned managing roles such as being in charge of setting up the date in the classroom calendar or recording the weather on a daily basis. On each table we place a picture frame that illustrates the class role the group assistant will take on that week. Class secretaries are also responsible for giving the members of their group the supplies needed to carry out the activities planned and for putting them away at the end of the lesson.

Source: (picture & text): **Serramià, Esther** (2019). Classroom management. In **Dolors Masats, Maria Mont & Nathaly Gonzalez-Acevedo** (Eds.), *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century* (pp. 89-98). Rothersthorpe: Paragon Publishing. [DOI:10.5281/zenodo.3064130](https://doi.org/10.5281/zenodo.3064130)