

BENEFITS OF PROJECT WORK AS A MEANS OF DYNAMIC ENGLISH TEACHING

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***Abstract.** The article is dedicated to the study of applying the effective project method in foreign language teaching and the project work benefits in terms of learning at foreign language classes. Many different types of project works, their value, direction, essence, organization of students' project activity are highlighted.*

***Key words:** project, project based learning, communication, communicative competence, motivation, achievements, a means, a media, collaboration, relevance, relevant*

Переваги проектної роботи як динамічний засіб викладання англійської мови

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***Анотація.** Стаття присвячена вивченню використання ефективного методичного потенціалу проектної технології на практичних заняттях іноземних мов. Висвітлюються різноманітні види проектних робіт, їх цінність, спрямованість, сутність та організація іншомовної проектної діяльності студентів.*

***Ключові слова:** проект, методика проектного навчання, спілкування, комунікативна компетентність, мотивація, досягнення, засоби, засоби масової інформації, співпраця, доречність, доречний*

Project based learning, one of the numerous teaching methods, is a type of an alternative assessment, which is an up-to date issue in our country nowadays. It is students' cooperative and collaborative work, which lasts for some time and ends in a product. There is a wide range of its outcomes. A list of final project products may be endless. It depends on the instructors and students skills, even their imagination. Oral presentations, brochures, posters, wall newspapers, information packets, letters, written reports are accepted. Project work is a means of promoting language content. It is not always easy to introduce a new methodology beneficially. So English supervisors need to be sure that the effort is worth practicing. Concerning the project work to the language class Marisa Cuesta, a teacher from Spain, thinks that students doing it don't feel that English is a chore. It is a means of communication and enjoyment. They can experiment with the language as something real, not as something that only appears in books. Project work captures better than any other activity two principal elements of a communicative approach. They are: a concern for motivation, that is, how the

learners relate to the task and a concern for relevance, that is, how the learners relate to the language.

Project work generates student interest or motivation. It motivates students language awareness and communicative competence. Well-designed projects encourage active inquiry and higher-level of thinking. [8]

Motivation makes learners enjoy learning English. Positive motivation is the key to successful language learning besides it is particularly useful as a means of generating it. Project work is so motivating because it is very personal. That's why the students really enjoy it. There is nothing simulated about a project. The students are writing about their own lives: their house, their family, their town, their dreams and fantasies, their own research into topics that interest them.

And because it is such a personal experience, the meaning and the presentation of the project are important to the learners. They will thus put a lot of effort into getting it right. Project work is a very active medium. It is a kind of structured playing or a kind of challenging work. Students aren't just receiving and producing words, they are collecting information, arranging texts and visuals, carrying out interviews and surveys. Project work is learning through doing.

Project work gives a clear sense of achievement. It enables all students to produce a worthwhile product, as another teacher Jesús-Angel Vallejo Carrasco from Spain comments project work as feedback from the students as they realize what they can do with the English they have learned. This feature 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, slides or other visual pictures.

As a foreign language can often seem a remote and unreal thing it inevitably has a negative effect on motivation, because the students don't see the language as relevant to their own lives. If learners are going to become real language users, they must learn that English is not only used for talking about things. British or American, but can be used to talk about their own world. Project work helps to bridge this relevance.

If students are asked to research a topic and present information with PowerPoint slides in the classroom it means they are put into action. They have engaged themselves in meaningful learning environment called preparing project. And it requires considerable amount of time, effort. Students, doing the projects, have to find information about their topic, written down their ideas, and then put all the parts together to form a coherent presentation. Project work is not an easy task to search resources, to go into the development and implementation of their education projects in order to achieve a particular aim. Project-based

learning is an instructional model that involves students in investigations of compelling problems that culminate in authentic products.

Teachers can powerfully activate students' needs to know content by launching a project with an "entry event" that engages interest and initiates questioning as well as give students opportunities to build such 21st century skills as collaboration, communication, critical thinking, and the use of technology, which will serve them well in the workplace and life. They should bring project-based learning into the classroom and may have to adopt new instructional strategies to achieve success.

Projects allow students to use their imagination and the information that contain does not always have to be factual. Each project is the result of a lot of hard work. The projects are very creative in terms of both content and language. It can be used at every level from absolute beginner to advanced and with all ages.

Project-based learning offers a wide range of benefits to both students and teachers. It engage students, cut absenteeism, boost cooperative learning skills, and improve academic performance.

Also it creates connections between the foreign language and the learner's own world project work. It is a very active medium.

Project work gives a clear sense of achievement. It enables all students to produce a worthwhile product, and get feedback from the students as they realize what they can do with the English they have learned.

Products can enrich student-student and student-teacher relationships. . A flexible methodology which allows for English skills and subject-based or technical skills to be developed in an integrated way, project-based learning enables teachers and students to move beyond the limitations of the traditional intensive English curriculum.

The instructors should implement a project-based language instruction in order to achieve objectives. Students become more engaged in learning when they have a chance to dig into complex, challenging, and sometimes even messy problems of project work that closely resemble real life .

Project - based language instruction is a flexible methodology allowing multiple skills to be developed in an integrated, meaningful, ongoing activity. Project-based instruction (also referred to as project-based learning, or PBL) has been defined differently by various authors, but perhaps at its simplest, it is "an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop" . [7] Projects are generally thought of "as a long-term (several weeks) activity". [2] which are part of an instructional method which "promotes the simultaneous acquisition of language, content, and skills". [3] A major goal of project-based instruction is comprehensible output [2], which generally occurs both during the project and as the final product of the project. In terms of the final product, Stoller outlines several variations such as production projects, performance projects and organizational projects, all of which yield qualitatively different endproducts. Project-based instruction allows

instructors to teach the four core English skills (along with related cultural elements) while giving both instructors and students freedom in what project they choose and how they carry it out. It is advisable that teachers do not seize full control of projects but rather leave many things to be determined by students. [1] This element of self-determination may enhance student motivation. Díaz-Rico contends that “because a project is emergent and negotiated rather than fully planned by the teacher, it encourages students to go beyond the minimum standards of involvement”. [5] However, due to this “emergent” nature, project-based instruction demands rapid adjustments by the teacher and the faith of the students to succeed. There is an element of unpredictability in project-based instruction; “sometimes a project will move forward in a different direction than initially planned”. [7] Also, there is no certainty that students will see the same benefits of a project as a teacher does. [2], [3] Projects can fail just as projects do in the real world if there is a lack of sufficient organization, group unity, or determination to reach the project goal.

Project-based learning activities require both students and instructors to plan carefully and adjust to unexpected developments. By combining English learning with the development of other skills, project-based learning enables English as a foreign language students to connect the English of the classroom to their own real-life interests. Another benefit of this approach is the final product. In a world in which cooperative group efforts and achievement of tangible products is often a measure of success and accomplishment, project-based learning prepares students well for real world events. In addition to benefits, evidenced in all the projects here were limitations and unexpected problems. While these shortcomings may have led to less than perfect final products in each of the projects, the need to negotiate such real-life occurrences with other speakers in a foreign language only serves to make project-based learning an even more appealing choice and, indeed, a focal point for intensive English learning.

In conclusion I want to say that project work is not a new methodology. Its benefits have been widely recognized for many years in the teaching. It truly combines in practical form both the fundamental principles of a communicative approach to language teaching and the values of good education.

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