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### PROJECT BASED LEARNING IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Ушбу мақолада чет тилларни ўқитиш жараёнида кенг қўлланилаётган замонавий ўқитиш услубларидан бири, яъни лойиҳа асосида ўқитиш услуби ўрганилган. Лойиҳа асосида ўқитиш инглиз тили ўқитувчиларига талабалар ўқув фаолиятини қўллаб-қувватлаш, сифатли ўқув материалларни яратиш, гуруҳда ўзаро ҳамкорлик руҳини шакллантириш ва бошқа бир қатор кўникмаларни ривожлантиришга хизмат қилади. Мақолада ушбу услубнинг таърифи билан бир қаторда, амалий мақсадларда фойдаланилиши мумкин бўлган лойиҳа мисоллари ҳам берилган.

Статья описывает один из методов, который широко применяется в процессе обучения иностранным языкам, – метод проектного обучения. Этот метод помогает инструкторам английского языка лучше мотивировать студентов, совершенствовать качество учебных материалов, поддерживать атмосферу сотрудничества на занятиях. Наряду с объяснением сути метода, в статье также предложены некоторые примеры проектов, которые могут быть использованы в практических целях.

This article describes one of the methods that widely used in language classrooms—Project Based Learning. This method helps the English language instructors to motivate the students, produce materials, collaborate on the project, learn to meet the deadlines, support each other, and develop many other skills. Along with the explanation of the method, the article provides some sample projects that can be implemented in the English classroom.

**Калит сўзлар:** лойиҳа асосида ўқитиш, ички мотивация, илмий фараз, баҳо, тадқиқот, тақдимот, ўқув дастури.

**Ключевые слова:** проектное обучение, внутренняя мотивация, гипотеза, оценка, исследование, редактирование, презентация, учебная программа.

**Key words:** Project- based Learning, intrinsic motivation, input Hypothesis, assessment, researching, editing, presentation, curriculum

Some English as a foreign language teachers face difficulties such as motivating students to produce the language that they are learning. There might be so many reasons for the low motivation, but some of the reasons might be related to the lack of native speakers in the area where they are learning the language. This problem appears when teachers ask the students to speak, for example in English. How can this problem be solved? Krashen (1982) introduced the input hypothesis, where he emphasizes the importance of the comprehensible input. Beckett (2002) points out that Project Based Learning method was introduced in teaching English as a second language in response to inadequacies Krashen's (1982) input hypotheses. When some other researchers used this input hypotheses in their classrooms it did not yield desired results. There was a problem with the output. Students were not producing enough language to be able to communicate. As indicated in Beckett, Brumfit's (1984) project based communicative language teaching method gained popularity among the practitioners (Beckett, 2002).

Defining the project-based learning is very difficult because so many factors should be taken into considerations. As Beckett (2002) states there were many names for the same idea, but the general term project-based learning is used in many articles. Project-based learning integrates the knowledge and the experience, where students learn and apply what their knowledge in resolving problems or finishing the projects. Students taught through PBL learn to use digital tools to produce quality products. It reinforces student engagement and focuses more on the student than on the curriculum. The focus on the student emphasizes their creativity, empathy, and resiliency. This intrinsic motivation of the students cannot be taught out of a textbook, but must be activated through experience, states Markham, (2001). Beckett & Slater (2005) indicate that this method is a student-centered method. Students are in charge of the project and its production. Teachers are main facilitators of the process. They assist the learners with in the development of the project. During the project, students work both on the content and on the language simultaneously.

There are many benefits for the project-based learning. It focuses more on the output. Beckett (2002) points out that PBLs are "exploratory in nature" (p. 54). Students search for information, find it, analyze and come to conclusion at the end of the project by producing some materials at the end of it. PBL "provides for intrinsically motivating students to learn, fostering problem-solving, and developing independent and cooperative working skills. It is also believed that project-based instruction allows students to develop critical thinking and decision-making skills and engage in in-depth learning of subject matter," (Beckett, 2002). In addition, PBL helps the learners to develop speaking, writing, presentation, performance, analyzing, and other skills that keep the students to be engaged to the learning process. In working on the projects, students have purpose and goal to accomplish. They use authentic resources and produce

unique materials as a result of participation in the projects. Teachers can engaged the students and they also can participate and learn from the students.

Creation of the projects will take several steps. These following guidelines should be able to help to create a project.

At the initial stage, you can expose the students to the problems or content areas that you want them to work on or search for. For instance, if you are planning on creating materials on Khiva, you can take them to Khiva and explore how Khiva is presented to the tourists. Are there any brochures in English that tourists can find? What kind of information does it have? Are there any websites about it or video films on Youtube.com in English? If not then you can present the problem and ask the students how it can be solved?

Second, you can think about the project content. What will the project be about? What is the topic of the project? What are you trying to accomplish through this project? For example, if you want the students to create a tour guide of Khiva, you can name it as “Welcome to Khiva!” Explain the students that through this project they will create a brochure about Khiva using their knowledge of history of Khiva, and their writing skills in English.

Then, set some goals. Goals of the project can be specific or general goals. The goal of the project is to create materials for the tourists visiting Khiva. Students can work on number of materials such as brochure, website, video introduction to Khiva, etc. The goal of the project is to create authentic materials in English for the guests of the ancient city Khiva.

After setting the goals, think about the knowledge and skills that the students will acquire through the project. Depending on the type of the materials that they want to create, they can improve their skills such as writing in English, specifically using the complex sentences, polite forms of an invitation, spelling, editing, and other skills. For those who are interested in creating video materials, they can improve their video editing, voice recording, and other digital skills. Those who are creating blogs or websites will be able to work on their Photoshop, publishing, editing, and web-site creation skills.

Think about how the groups or teams will be divided. Will the students be divided based on their skills or gender? Will they be teamed up based on the interests or will they be grouped based on a random choice. Then, think about each person’s role in the team. Who will be the group leader? The one who has least skills or the one with the most skills? How will you make sure that everyone’s wishes are met?

Then, think about the duration of the project. How long will it take? How many lessons? How many times the students will meet with each other? Where will they meet? In the class or will you allow them to have meetings in studios, or in other places as

well? It will be great to have a division for the project. Decide which day and what part of the project should be accomplished. Make sure that they do finish each part on time. Meeting the deadlines can be included into grading and take points of if the team did not meet the deadlines.

Working on projects might be exciting, but finding the materials to accomplish the projects may present some challenges. Therefore, finding out the number and quality of materials that will be used in the project would be beneficial. To create a brochure, students will need cameras to take photos of historical places. They need computers to work on the creation of the brochure, website, blog and video films. Then, there will be a need for a color printer or order the printing in some other printing shops. Think about how these materials will be provided.

Last, but not the least is the assessment. Assessing the project can be somewhat difficult, but the clear and detailed rubric should help the students to focus on the end results. In fact, not only the teacher, but also the students themselves can create a rubric for their project. Teachers may only facilitate the process of creation of assessment tools. The assessment will depend on the nature of the project. If the projects focus is more in developing speaking skills in English, teachers may point out the factors to include into assessment such as, clarity of the voice, pronunciation, the usage of stresses, asking questions, or answering the questions, telling a story, and other factors.

As it can be seen that the implications for teaching English as a foreign language are great. The students will be able to see their unique products that they have created and the products are real, useful and authentic. It will be very useful for tourists visiting Khiva, as well as it will attract them to visit Uzbekistan. The project will intergrade many skills such as speaking, writing, researching, presenting, editing, listening, and improve the students' vocabulary.

Here is the project template that can be adapted depending on the type of the project.

Number	Name	Description	Comments
1.	Subject/Course	English	
2.	Name of the project	Welcome to Khiva!	
3.	Teacher(s):		
4.	Grade/Course	Freshman-group No. 1	
5.	Duration	Two- three weeks	
6.	Goals of the project	<ul style="list-style-type: none"> <li>• To create a brochure about Khiva</li> <li>• To help the tourism development of Khorezm</li> </ul>	

		<ul style="list-style-type: none"> <li>• To improve writing skills</li> </ul>	
7.	Skills developed	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Researching</li> <li>• Presentation</li> <li>• Computer skills</li> <li>• Editing</li> </ul>	
8.	Resources	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Photo camera</li> <li>• Transportation to travel to Khiva</li> </ul>	

Below is the sample rubric that can be used in creating rubrics for other projects as well. It should be adapted to the needs of the project.

**Making A Brochure: Sample Rubric – Brochure  
Retrieved from RUBISTAR**

[http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric\\_id=1417742&](http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1417742&)

CATEGORY	4	3	2	1	X 2
<b>Graphics/Pictures</b>	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.	
<b>Attractiveness &amp; Organization</b>	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.	
<b>Content - Accuracy</b>	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.	
<b>Graphics/Pictures</b>	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.	

<b>Sources</b>	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.	
<b>Spelling &amp; Proofreading</b>	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.	

So, finally we can say that Project – Based Learning: a shift in thinking from the teacher –centered, information-driven method to a student- centered, process- driven method. It can be time- consuming but the results are great. PBL focuses on meaning much more and fosters real communication rather than form and memorization. It develops higher-level thinking skills (Bloom’s and revised taxonomy). It directly stimulates, develops 21<sup>st</sup> century skills on our students.

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