

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ  
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ  
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



# АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



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ФІЛОЛОГІЇ**

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## **PROJECT WORK IN SECONDARY SCHOOL**

The fundamental researches in the given field were carried out by such prominent scientists and methodologists as M.Legutke, H.Thomas, S.Heines, C.Brumfit, T.Hutchinson, D.Fried-Booth and others.

Legutke and Thomas in their book “Process and Experience in the Language Classroom” suggest and analyse three types of projects: encounter projects, which enable students to make contact with native speakers; text projects which encourage students to use English language texts, either a range of them to research a topic or one text more intensively, for example, a play to read, discuss, dramatize, and rehearse; class correspondence projects which involve letters, audio cassettes, photographs, etc. as exchanges between learners in different countries [2, 34].

Another explorer of the Project Work Method, Brumfit, in “Communicative Methodology in Language Teaching” provides the analysis of projects in which advanced adult students elect to work in groups to produce a radio programme about their own country. A range of topics, for example, ethnic groups, religion, education, are assigned to the groups, who research their topic and write and rehearse a script [3, 56].

Hutchinson in “Introduction to Project Work” dwells upon a project on ‘Animals in Danger’ for secondary school students, in which they use knowledge from Science and Geography to research threatened species, write an article, and make a poster [1, 16].

Fried-Booth in his book “Project Work” suggests a more teacher-directed example suitable for junior learners at an elementary level, in which they are asked to collect food labels or wrappings from tins, cartons, packets, etc. for a period of a week. These are used to create a wall display with a map of the world illustrated with the labels, which are attached to the relevant countries of origin and export with coloured threads and pins. The map is then used for oral practice and controlled writing [13, 36].

The objectives are to highlight the importance of project work in teaching English, to describe its main peculiarities and types, to discover how it influences the students during the educational process and if it helps to learn the language.

The research focuses in the content of project work activities.

The project work at schools is used across the curriculum. We can use projects in a school subject separately or we can join more school subjects in one project. Sometimes we call “project work” every activity that is different from a traditional way of teaching and learning.

According Oxford Advanced Learner’s Dictionary (2000) “project” is:

1. planned work – a planned piece of work that is designed to find information about sth, to produce sth new, or to improve sth;
2. school/college work – a piece of work involving careful study of a subject over a period of time, done by school or college students [13, 56].

The definition of “project” in Oxford Wordpower Dictionary (2006) is:

1. a piece of work, often involving many people, that is planned and organized carefully;
3. a piece of school work in which the student has to collect information about a certain subject and then write about it [14, 53].

In Advanced Learner’s English Dictionary, Harper Collins Publishers, “project” is “a task that requires a lot of time and effort” [1, 60].

Cambridge Advanced learner’s Dictionary (2003) defines “project” as:

1. a piece of planned work or an activity which is completed over a period of time and intended to achieve a particular aim;
2. a study of a particular subject done over a period of time, especially by students [3, 48].



Another explorer of the Project Work Method, C. Brumfit, in “Communicative Methodology in Language Teaching” provides the analysis of projects in which advanced adult students elect to work in groups to produce a radio programme about their own country. A range of topics, for example, ethnic groups, religion, education, are assigned to the groups, who research their topic and write and rehearse a script.

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And it is known that project work is a learning experience which aims to provide students with the opportunity to synthesise knowledge from various areas of learning, and critically and creatively apply it to real life situations. This process enhances students’ knowledge and enables them to acquire skills like collaboration, communication and independent learning; thus, it prepares them for lifelong learning and the challenges ahead.

A project work is an extended task which usually integrates language skills through a number of activities. These activities combine in working towards an agreed goal and may include planning, gathering of information through reading, listening, interviewing, discussion of the information, problem solving, oral or written reporting, display, etc. [12, 234].

Learners’ use of language while negotiating plans, analysing and discussing information and ideas is determined by genuine communicative needs. At the school level, a project work encourages imagination and creativity, self-discipline and responsibility, collaboration, research and study skills, and cross-curricular work through exploitation of knowledge gained in other subjects. Successful use of a project work will clearly be affected by such factors as availability of time, access to authentic materials, receptiveness of learners, the possibilities for learner training, and the administrative flexibility of institutional timetabling [15, 83].

Therefore, a project work leads to purposeful language use because it requires personal involvement on the part of the students from the onset of a project, students, in consultation with their instructor, must 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. So from this point a project work emerges as a practical methodology that puts into practice the fundamental principles of a communicative approach to language teaching. It can thus bring considerable benefits to our language classroom, like:

- Increased motivation – learners become personally involved in the project.
- All four skills, reading, writing, listening and speaking, are integrated.
- Autonomous learning is promoted as learners become more responsible for their own learning.
- There are learning outcomes – learners have an end product.
- Authentic tasks and therefore the language input are more authentic.
- Interpersonal relations are developed through working as a group.
- Content and methodology can be decided between the learners and the teacher and within the group themselves so it is more learners centred.
- Learners often get help from parents for project work thus involving the parent more in the child's learning. If the project is also displayed parents can see it at open days or when they pick the child up from the school.
- A break from routine and the chance to do something different.
- A context is established which balances the need for fluency and accuracy [17, 96].

Project work involves multi-skill activities which focus on a theme of interest rather than specific language tasks. In project work, students work together to achieve a common purpose, a

concrete outcome (e.g., a brochure, a written report, a bulletin board display, a video, an article for a school newspaper, etc). Haines identifies four types of projects:

1. Information and research projects that include such kinds of work as reports, displays, etc.
2. Survey projects which may also include displays, but more interviews, summaries, findings, etc.
3. Production projects which foresee the work with radio, television, video, wall newspapers, etc.
4. Performance/Organizational projects which are connected with parties, plays, drama, concerts, etc. [16, 59].

On the basis of the literary sources studied we can come to the following conclusions that project work has advantages like the increased motivation when learners become personally involved in the project; all four skills, reading, writing, listening and speaking, are integrated; autonomous learning is promoted as learners become more responsible for their own learning; there are learning outcomes – learners have an end product; authentic tasks and therefore the language input are more authentic; interpersonal relations are developed through working as a group; content and methodology can be decided between the learners and the teacher and within the group themselves so it is more learner-centred; learners often get help from parents for project work thus involving the parent more in the child's learning; if the project is also displayed parents can see it at open days or when they pick the child up from the school; a break from routine and the chance to do something different.

The disadvantages of project work are the noise which is made during the class, also projects are time-consuming and the students use their mother tongue too much, the weaker students are lost and not able to cope with the task and the assessment of projects is very difficult. However, every type of project can be held without any difficulties and so with every advantage possible.

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#### **ORGANIZATION OF CLASSROOM-INDEPENDENT WORK ON FOREIGN LANGUAGE LESSONS IN HIGH SCHOOL**

The research is dedicated to the problem of organization classroom-independent work on foreign language lessons in high school. To reach this aim we have to define the main notions connected with the topic.

Independent work of students in high school is an important educational activity that contributes to the formation of a system of fundamental subject and scientific knowledge. Independent work of students is carried out in extracurricular time.

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СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

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