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PROJECT-BASED LEARNING AND TASK-BASED LANGUAGE TEACHING METHOD AT THE ENGLISH LESSONS

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Abstract

This research focuses on the study of similarity and differences of Task-based Language Teaching Method and Project work to give instructions how to let students of different language levels master English for communicative purposes.

The article analyzes the peculiarities of the use of these methods to improve communicative competence by getting learners to solve a task or set of problems by communicating together in the target language. This article highlights the basic principles and stages of TBLT and Project-based Learning Method to allow students to effectively and quickly achieve the desired result, namely free and fast communication in a foreign language.

Keywords: *interdisciplinary project work, self-directed education, authentic contexts, problem-solving tasks, TBL, PBL.*

The purpose of the article is to study the distinct characteristics of Task-Based Learning and Project-Based Learning, examining their approach, learning objectives, timeframe, structure, and roles of teachers and students. By analyzing these aspects, we can gain a comprehensive understanding of how these two approaches differ and the unique benefits they offer to learners.

Main material presentation. *A project is an in-depth investigation of a topic worth learning more about. The investigation is usually undertaken by a small group of children within a class, sometimes by a whole class, and occasionally by an individual child. The key feature of a project is that it is a research effort deliberately focused on finding answers to questions about a topic posed either by the students, the teacher, or the teacher working with the students [2, 10].*

Project work is a work which focuses on completing a task. Project work normally involves a lot of resources – time, people and materials, while learners practise a range of skills and language systems. Project work is becoming an increasingly popular feature within the ELT classroom.

Some scientists define Project work as a natural method of education connecting students with the real world outside education standards. The project approach allows students to develop in their own unique way, to interact actively with others and have hands on experience of the physical world, allowing learning to emerge from an integration of cognitive and social experience [5, 32].

Common projects are class magazines, group wall displays about students' countries and designs for cities of the future, a report about a survey on some nature phenomena, a production of a class/group newspaper, a planning of a radio show, a designing of a brochure, a designing of the movie plot to a soundtrack students can listen to, a production of posters, a fantasy, etc. A group of teenage learners can work on a project to develop a series of posters on how to protect the environment [3, 74].

Planning the project, the students have to go through several stages:

Preparation and explanation. *A teacher can give learners an idea of what projects are and what they should be aiming to produce, it is good to have examples of past projects: a photocopy of a previous group newspaper or a photograph of a wall display.*

Proposing. *After explaining the idea behind the project a teacher asks learners to propose a scheme of work, what they want to include in the project, what form it will take, who will be responsible for what, an idea of the time it will take to produce each part of the project, any material or resources they might need.*

In the class, the Project Work arises out of problematic situation which provokes curiosity, interests, or perplexity in children. In that moment, the problem is related to children's prior knowledge. Then, the teacher asks the pupils about they want to know. When the group have established it with the help of the teacher, it is necessary to search for information in order to solve them. The selected information will become the children's knowledge. At this point the evaluation procedures would also be explained [2, 11].

There are some examples of the work produced, such as: summaries of the story, crosswords/word searches of the vocabulary from the story, reviews of the book, a filmed scene from the book, a presentation of a clip from the film of the book compared to a scene in the book, biographies and photos of actors from the film, etc.

If students love songs, this could be a motivating project. They Can make a CD cover, invent the band and the names and biographies of the band members, video an interview with the band, record a song. Students can borrow the music and write their own lyrics to it. They can write gig reviews, make photo shoot of the band, design a poster advertising gigs, etc [7, 224].

Time determination. *Allocate an agreed amount of time for the project. For a summer 60 hour course of 3 hours a day a teacher can dedicate five hours to project work, approximately 6 sessions of 45 minutes each with a round up session at the end. Students may have the sessions on the same day each week, Wednesday, and Friday, for example, so learners can be ready to bring and present materials to a class on that day [10, 63].*

Space determination. *A teacher should also show the learners the space they will have for the project, it could be a wall space or a corner of the classroom, so they have some idea how much material they should produce and can plan the layout.*

The collection of information. *When the group have established it with the help of the teacher, it is necessary to search for information in order to solve them. The selected information will become the children's knowledge. The teacher provides different activities to work with them. In this method, each step prepares the next steps to be followed. In this learning process, the students has an active role so that he can understand, organize and assimilate the information [2, 12].*

A teacher should provide the learners with all necessary materials they might need: cards, scissors, glue, paper, video- or photo materials, etc. It is fairly common now for learners to use the Internet to find information for their projects. Learners can write finished drafts of their work on the computer.

Presentation stage. *Projects need to be seen, read and admired so schedule the last project session as a presentation. It's necessary to ask the group to prepare a task for the others in the class to be connected to the project: it could be a quiz with questions for a wall display, a crossword using vocabulary for the project or comprehension questions for a video that learners have made [8].*

Evaluation stage. *As with any piece of work a project needs to be acknowledged and evaluated. It's not enough to just say "that's great" after all the work learners have put in. A teacher can use a simple project evaluation report, which comments on aspects of the project such as content, design, language work and also evaluates the oral presentation stage of the project [4, 112].*

Task-Based Learning (TBL) and Project-Based Learning (PBL) are two learning strategies that focus on the development, execution, and delivery of tasks and projects respectively.

Although both strategies have the students at the center of their learning, some differences must be highlighted as well as the use of each approach according to the lesson target.

Task-Based Learning (TBL) and Project-Based Learning (PBL) are two distinct approaches that offer valuable learning experiences to students. Here are some differences of TBL and PBL methods according to such criteria, as 1) goals, 2) competences to achieve, 3) tasks and activities, 4) vocabulary, 5) basic communicative strategies, 6) timeframe and scope differences, 7) structure and organization of the lesson, 8) teacher's role, 9) students' role. The scientists Begliomini R. defined some basic task-based learning and project-based learning differences to identify the peculiarities of the methods below:

Table 1.

Differences in TBL and PBL methods [1]:

	TBL	PBL
1. Goals	<i>TBL focuses on language acquisition through the completion of specific tasks as a means to achieve language learning goals.</i>	<i>Project-Based Learning, on the other hand, revolves around the implementation of extended, multifaceted projects that integrate various subject areas and skills [1].</i>
2. Competences and skills to obtain	<i>TBL places a strong emphasis on communicative competence, encouraging learners to actively engage in language production and interaction. By immersing students in relevant tasks, TBL promotes linguistic fluency, accuracy, and pragmatic competence [1].</i>	<i>PBL emphasizes interdisciplinary project work that fosters communicative and collaboration skills. PBL nurtures inquiry, research, critical thinking, problem-solving, and creativity. It fosters the development of essential skills such as communication, and self-directed learning [2].</i>
3. Tasks and activities	<i>Students are presented with authentic and meaningful tasks that mirror real-world contexts, enabling them to develop their language skills through practical application. Open tasks are those for which no right answer or range of right answers can be provided in advance [4, 96].</i>	<i>Students are presented with complex, real-world problems or challenges, and they work collaboratively to design and execute projects that address these issues.</i>
4. Vocabulary	<i>In Task-Based Learning, students are presented with tasks that require them to use the target language to achieve a specific goal.</i>	<i>PBL encourages students to take ownership of their learning, make connections across disciplines, and apply knowledge in authentic contexts, using different language units and words [1].</i>
5. Basic communicative strategies	<i>Through Task-Based Learning, students not only improve their language skills but also develop important strategies for communication. They learn to negotiate meaning, clarify information, and express their opinions. TBL encourages learners to become active participants in conversations and interactions, building their confidence and ability to use the language fluently [8, 376].</i>	<i>PBL goes beyond language acquisition to foster effective communication and collaboration skills necessary for real-world problem-solving. Students need to think critically and find solutions. They learn to ask probing questions, gather information, evaluate sources, and make informed decisions. It also encourages students to reflect on their learning processes, assess their progress, and present their findings effectively [2].</i>
6. Timeframe and scope differences	<i>Task-Based Learning typically involves shorter, focused tasks with specific language learning goals. These tasks are designed to be completed within a relatively short timeframe, such as a single class session or a few sessions. TBL allows for targeted language practice and skill development in specific areas, providing students with immediate feedback and opportunities for improvement.</i>	<i>PBL involves longer-term projects with broader learning objectives. These projects require more time to plan, execute, and complete. Depending on the complexity and scope of the project, PBL can span several weeks or even months. PBL provides students with the opportunity to engage in a more in-depth exploration of a topic or problem, allowing for a deeper understanding of the subject matter and the development of a comprehensive solution.</i>
7. Structure and organization of the lesson	<i>TBL typically follows a clear task sequence to facilitate language acquisition and progression. Tasks are scaffolded in a way that allows learners to</i>	<i>PBL is characterized by its open-ended and flexible structure. Students are given the freedom to explore and make decisions about how to approach the</i>

	<i>build upon their existing knowledge and skills. TBL often includes pre-task activities to activate prior knowledge, task performance activities where students complete the main task, and post-task activities for reflection and feedback. It helps learners develop language proficiency gradually [6, 342].</i>	<i>project, allowing for creativity and student autonomy. PBL often involves multiple phases, including project planning, research, design, implementation, and presentation.</i>
8. Teacher's role	<i>In TBL, the teacher acts as a facilitator, providing guidance and support to students as they engage in tasks. Unlike PPP, in a TBL lesson framework, a teacher does not pre-determine what language to teach. Students complete the task around which the lesson is built, and the target language is determined by what happens as they do it. Usually completing a task gets students engaged in using English naturally and involves collaboration [10, 93].</i>	<i>In PBL, the teacher assumes the role of a facilitator and a guide. They provide initial guidance by introducing the project's theme, establishing learning objectives, and setting clear expectations. The teacher supports students in defining the project scope, identifying resources, and developing a plan. They offer feedback and guidance throughout the project, ensuring students stay on track and meet the desired learning outcomes.</i>
9. Students' role	<i>During TBL, students take on an active role in their own learning. They work collaboratively with their peers, engaging in discussions, negotiations, and problem-solving activities. Students are responsible for managing their tasks, making decisions, and applying language skills in authentic contexts. TBL encourages learner autonomy, as students take ownership of their learning by setting goals, monitoring their progress, and reflecting on their language development [7, 224].</i>	<i>Students play a central and active role in Project-Based Learning. They collaborate with their peers, sharing responsibilities, and leveraging each other's strengths. Students engage in research, data collection, analysis, and problem-solving activities, applying their knowledge and skills to develop innovative solutions. PBL encourages students to think critically, make informed decisions, and communicate their ideas effectively [1].</i>

The information in the table above depicts various peculiarities of both TBL and PBL methods, revealing different strategies and principle goals in the process of teaching English.

Conclusion. *TBL and PBL methods for ESL students are a wonderful way to help students build language skills, while also developing their confidence. These approaches best align with learning objectives and the needs of the students. Both approaches offer valuable opportunities for active learning, student engagement, and the development of essential skills.*

Both TBL and PBL prioritize active student engagement. In TBL, students actively participate in the task sequence, which includes pre-task activities, task performance, and post-task reflection. Similarly, in PBL, students are actively involved in project planning, research, implementation, and evaluation. The active involvement of students in both approaches fosters a sense of ownership, motivation, and responsibility for their learning. But, unlike TBL method, PBL is characterized by its open-ended and flexible structure. Students are given more freedom to explore and make decisions about how to approach the project, allowing for creativity and student autonomy.

PBL involves multiple phases, including project planning, research, design, implementation, and presentation. Students engage in research, data collection, analysis, and problem-solving activities, applying their knowledge and skills to develop innovative solutions.

In both TBL and PBL, the role of the teacher shifts from being the sole provider of knowledge to a facilitator of learning. The teacher creates a supportive and inclusive learning environment, fosters student engagement, and promotes the development of essential skills.

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