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# PROJECT BASED LEARNING IN ELT

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# WHY PROJECT-BASED LEARNING?

- Engaging
- Critical thinking, collaboration, problem solving,
- Develop and apply language (and content) knowledge and skills in an authentic context of a project
- Opportunities for meaningful input, output, interaction, and feedback

## PROJECT

In groups, write questions for a survey about people's health problems in your school or community.

## HEALTH SURVEY

## PROJECT

### What makes you proud of your area?

Imagine that the Youth Union is organising a competition entitled "What makes you proud of your area?". Competitors have to choose something special about their area and make a presentation about it. It can be a local product, traditional craft or a place of interest.

Now...

1. Work in groups and discuss the thing you are going to talk about.
2. Collect pictures from different sources or draw pictures of this thing.
3. Stick the pictures on a big piece of paper.
4. Search for information about this thing (its origin/history, how to make it, its special features, etc.)
5. Prepare a presentation. Remember to assign who will talk about what.
6. Give a presentation to the class.

## PROJECT

1



2



3



### YOUR DREAM SCHOOL

Imagine your dream school. What does it look like?

What can you do there? Is it ...

- in a different town or country?

- a boarding school?

- a boys'/girls' school?

Does it have...

- a swimming pool?

- video game rooms?

- a greenhouse or a farm?

Work in groups. Discuss your dream school. Then write about it and illustrate your writing.



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# WHAT IS PROJECT BASED LEARNING?

“Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.”

(Buck Institute for Education)

<https://www.pblworks.org/what-is-pbl>



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# CHALLENGES

- Time
- Classroom management
- Control
- Support of student learning
- Technology use
- Assessment
- School resources: inadequate resources, inflexible schedules, incompatible technology



# A TEXTBOOK PROJECT



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**PROJECT**

**1**

**2**

**3**

**YOUR DREAM SCHOOL**

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## Gold Standard PBL

Seven Essential Project Design Elements





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# A TEXTBOOK PROJECT

**PROJECT**

**1**



**2**



**3**

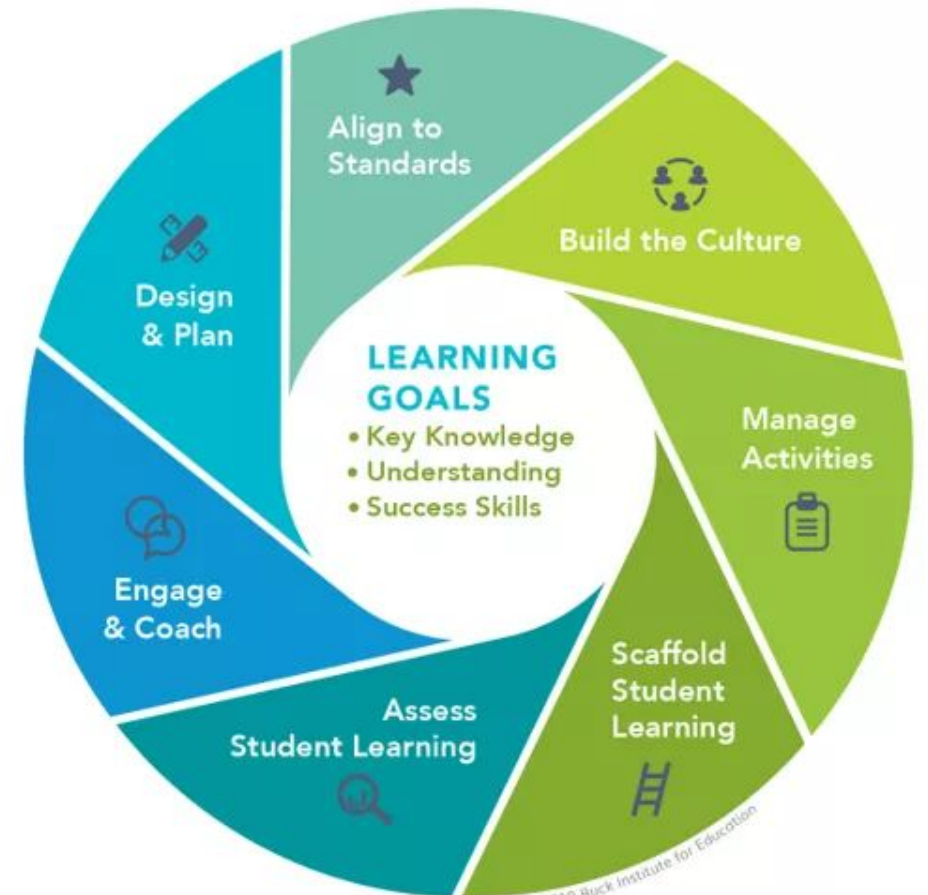


**YOUR DREAM SCHOOL**  
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## Gold Standard PBL

Seven Project Based Teaching Practices





# A TEXTBOOK PROJECT



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## Learning goals:

- Describing
- Discussing
- Writing

## Challenge/Question:

- Write about and illustrate your dream school

## Activities/Tasks:

- Discuss and decide on the characteristics
- Write about the dream school
- Illustrate the writing
- Presenting the product

**PROJECT**

**1**



**2**



**3**



**YOUR DREAM SCHOOL**

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# TASK 1: DISCUSS AND DECIDE ON THE CHARACTERISTICS


**OUR DREAM SCHOOL**

**Location**

**Type of school & size**

**5 must-have facilities**

**Why it is your dream school?**



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1. Give the handout to each group. Tell them that they need to complete it after their discussion.
2. Ask each student to write down 3-4 must-have facilities on their own
3. Ask them to share theirs in groups
4. Together they discuss and agree on five facilities and write them down on the handout

Decision-making task  
Free choice



# TASK 2: DESCRIBING AND ILLUSTRATING



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1. Give each student a picture and ask them to study it carefully
2. Ask students to take turns to describe the picture
3. The group has to choose one picture as the cover based on the description only
4. Sts show their picture and the group decides again
5. If they are not happy with the picture, they can find another one on the internet at home.

Information gap  
Opinion gap  
Decision making  
Constrained choice



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## Tasks/ Activities

Task 3: Write about their dream school

## OTHER ACTIVITIES/ TASKS

### Teacher Scaffolding and Support

- Provide a model (Can be done as a Dictogloss task)
- Help students to divide the work or write collaboratively
- Provide students with a structure/ frame
- Teach students how to give peer feedback



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## Tasks/ Activities

Task 4: Illustrate their writing

## OTHER ACTIVITIES/ TASKS

### Teacher Scaffolding and Support

- Give a model
- Teach students how to use PPT, Word Doc, Canva
- Teach students how to find images or give them time to draw
- Give feedback





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## Tasks/ Activities

Task 5: Present their final product

## OTHER ACTIVITIES/ TASKS

### Teacher Scaffolding and Support

- Ask students to rehearse their presentation
- Arrange a time for students to their products
- Publish their products



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## **OTHER ACTIVITIES/ TASKS**

### **Tasks/ Activities**

Reflecting/  
Self-Assessing

### **Teacher Scaffolding and Support**

Create a form/work sheet to help students to reflect on or self-assess their project



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## ASSESSMENT

- Formative assessments during the project based on task outcomes
- Assessing the final product with a rubric





# CONCLUSION

Projects are opportunities to engage learners in performing tasks that involve different language skills and move the focus away teaching bits and pieces of the target language commonly seen in traditional language teaching. Students actually do the talking, listening, reading, and writing.





# THANK YOU

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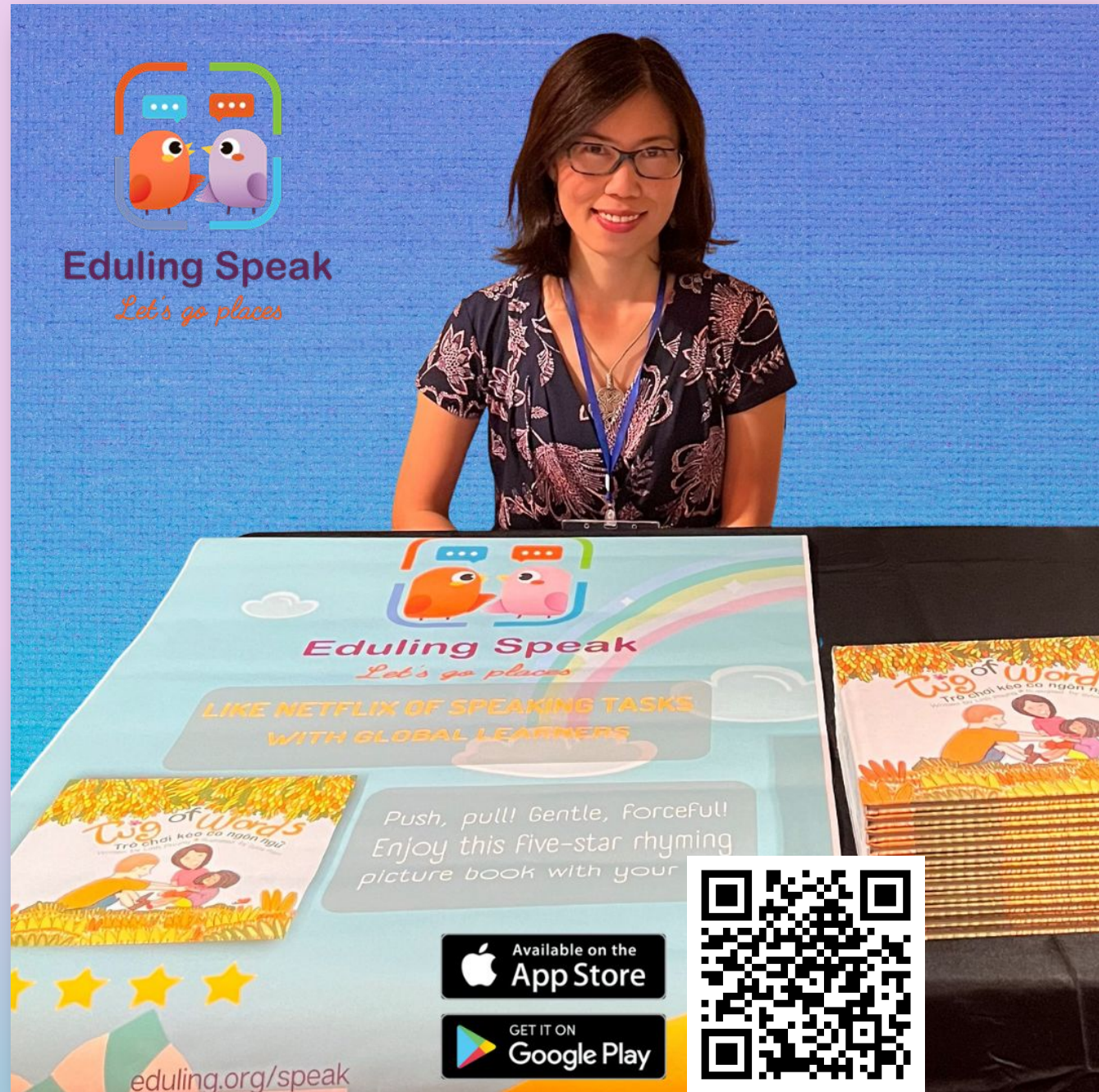
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WITH GLOBAL LEARNERS**

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