

Work project method and its application of English learning

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The present article refers to Project work and Project-Based Learning as educational approaches to offer the opportunity to create innovative learning environments. They allow students of working in teams, engaging with meaningful activities over a significant period of time, in order to create a product, realistic and relevant to the learners.

The project-work is usually topic centered and focuses on completing a task and demonstrating the results of the students' efforts. Students work together in groups and bring their work to the classroom, thereby helping to link the gap between the classroom and the outside world. The overall task is divided into sub-tasks. The project can be long-term or one short term lesson.

The method of project work allows students to learn through the use of language and meaningful interactive situations and also possibly to develop communicative competence, that is, understand and produce appropriate discourse in the field they study.

This method focuses on language, taking into account: Form, meaning and context, or based on logic in the context used for teaching foreign languages as it is related to student centered learning

In this method, the activities of language classes are specifically related to the topic under discussion, and students are encouraged to think and learn through the use of language, allowing them, naturally, to integrate the four skills short, typically, learning a foreign language. Project work permits foreign language students to use their wealth of knowledge and a level of creative assimilation, through this, because the relationship of this type of activity studying the specialty is motivating and makes the results obtained to allow the creative professional desired.

The use of this method provides the following benefits:

1. The materials are organized by theme, easier to remember and learn.

2. The reporting is done in a consistent and significant method, which characterizes the good organization of content enabling deep processing and better learning.

3. Motivation and interest of the students are relaxed for a challenge of their information processing skills

4. Encourages group-work and learner cooperation. The work is performed more in a cooperative learning than in competitive, as students work in different ways: Individually, teams or the entire group to complete the project, sharing resources, media, ideas, expectations, etc.

5. The integration of skills and information processing from various sources are closely related to real life scenario.

6. The project ends with the presentation, may be oral, poster, newsletter, report, or an exhibition, either individually or collectively (the project's value lies not only in the final product, but also in various stages of completion)

7. It is potentially a motivating, challenging, invigorating and challenging implementation of projects. Generally, it is the result of autonomous and independent work of students that includes language skills as well as knowledge and cognitive skills learned.

A successful project involves a sequence of steps which represent as many rules to be obeyed by teachers and hence new roles to be experienced by them. Slowly, they adjust to the new role. Amongst many other things, is that of initiator, planner, provider of thematic and language input, self-access materials, language explanations and correction, promoter of group cooperation and an appropriate atmosphere, helper, consultant, and evaluator.

There have been several authors (Freud-Booth,1990;Bloor and St.John,1989; Robinson,1991)

who have proposed various steps to follow for the realization and implementation of project work in the foreign language classes and also for specific purposes they have also provided: Strategies that make the student aware of the idea that he is the center of activity and that he is who conducts activities that are more interesting when you are not familiar with the topic and should exercise their initiative and self autonomy.

The general scheme is suggested for the design of a project is organized into seven stages, each of which allows both the teacher and students, develop meaningful projects that provide the content to be learned and also to provide opportunities to make explicit the language instruction at the time to be exposed and criticized.

To understand the function of each stage is to begin structuring the subject on which the teacher will be working and building on it: Start gathering information on selected topics through reading books, newspapers, magazines, charts, tables, videos, lectures, lecture notes, discussions, group work, expert interviews, etc. While exploring these themes students will develop listening skills in note taking, reading, fluency and accuracy in oral expression, in critical thinking etc. As a result this allows the students to enhance their skills and increase their level of assimilation of the content, and to be aware that learning is significant.

During the development of the project the following objectives must met:

1. Stimulating the use of language to learn something new about topics of professional interest.
2. Prepare students to learn about a subject in a foreign language.
3. Awareness that a variety of sources helps to improve students' skills.
4. Simulate the rigor of founding and discuss a project by creating an appropriate environment.
5. Promote self-actualization.

The steps proposed are:

1. Selection and presentation of the topic to be developed.
2. Definition of the final results.
3. Organization of the research.

4. Gathering the necessary information.
5. Processing the collected information.
6. Presentation and defense of the project.

The following description of each stage is carried out of specific details relating to each of the stages for the preparation of projects of English for students who study specific purposes:

1. Selection and presentation of the topic to be developed:

At this stage, students have the opportunity to share their selected topics with other classmates. The teacher is required to question why the items are selected, who helped, and what problem is resolved, based on the selected theme as referred to consulted bibliographical sources, the discussions they have done on it, etc. Also whenever there is a problem develop plans to address the main issues in the project to be undertaken and meet the objectives.

2. Definition of the final results.

If the first stage of establishing the project's starting point, this defines the intended result finally obtained according to the objectives.

3. Organization of the research.

After determining the starting point and the final results, it is necessary to structure the body of the project. To do this, students should consider the following:

- A) What information is needed for the project?
- B) How can you obtain the information (literature researches, interviews, questionnaires, letters, email, Internet, fieldwork, etc)
- C) How it can be compiled and analyzed the information once obtained.
- D) What role each student plays in the development of the project (if groups), that is, who will do what and when?
- E) What line of work will continue from inception to completion?

4. Information Processing.

After a successful compilation of information, students face the challenge of organizing and analyzing information that has been found in different sources. At this stage, analyze the information that is particularly relevant to the construction of the project. Collected data values are discarded which are not suitably stored and process the rest of them, analyzing whether information is primary evidence to support or refute the results. The time is right to begin to structure and justify the project in order to discuss and it is also appropriate to be developed to serve a variety of means to disseminate the project well done and motivate the audience.

5. Presentation and analysis of the project.

This stage occurs at the successful completion of previous phases, in which students are ready to present and defend their projects.

6. Assessment and Analysis Project

While viewing the presentation of the project as the last stage of work it is necessary to reflect and ask students to express their experiences throughout the development. Students can reflect on the language they have learned to complete the project, the content they learned on the subject, the steps followed to make it and the effectiveness and relevance of the subject worked and suggest any changes and steps they would take to be followed if they were to develop another project. In these reflection activities, students realize what they have learned and the advantages for their use in the future.

Evaluation is a very important aspect that should be associated with the degree of implementation and development of certain times during the development of the project, taking into account the criteria reflective of the teacher and students about key issues related to its development such as satisfaction form of work, assessment of progress, motivation, assimilation and involvement in it, etc. The teacher will provide students with speech acts needed to develop each stage without any difficulty, make a business plan with questions based exercises, role-playing, listening practice, work with different techniques of reading, writing exercises the realization of diagrams, tables, charts, etc., that allows the student to better reception of information in the most efficient way possible.

After providing the students with the methods and techniques necessary to request and collect information that is essential for the completion of your project, the teacher should conduct working sessions where students are appropriated for all communications functions necessary to develop at each stage.

The use of the method of project work in English language classes for specific purposes facilitates the incorporation of the main features of the modern teaching of languages with more scientific support.

Conclusion

This method of project work provides a more vibrant environment for learning and collaboration, and inclusion in English language classes for specific purposes. It helps also to strengthen students' language needs, they will benefit with enhanced experience in the participation and collaboration of the project.

Bibliography

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