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THE IMPACT OF PROJECT-BASED LEARNING ON THE FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE

Abstract. Education is an essential element in equipping the next generation to confront the continually evolving future. Traditional learning methodologies in classroom education are dubious and insufficient in equipping pupils with the essential skills required to navigate the increasing complexities of contemporary life and society.

Extensive study on learning methodologies has revealed new insights into Project-Based Learning. Project-Based Learning (PBL) is a student-centered pedagogical method that employs a dynamic classroom approach, enabling students to attain a profound understanding via the active study of real-world challenges and issues. Numerous studies have demonstrated that project-based training can offer English language learners opportunities for comprehensible output and integrated language acquisition. This study aims to evaluate the efficacy of Project-Based Learning (PBL) on students' English language proficiency and to examine students' opinions of PBL. The majority of participants concluded that PBL has enhanced their critical thinking abilities, independent study skills, personal and societal responsibility, and effective communication skills. The study's conclusions serve as

a significant indication for ESL educators to implement Project-Based Learning as a pedagogical approach to improve students' English language proficiency.

Project-Based Learning (PBL) is an instructional approach that engages students in the learning process by exploring real-world problems and challenges. This article examines the implementation of PBL in English as a Second Language (ESL) classrooms, emphasizing its potential to improve language acquisition, critical thinking, and cultural understanding among learners. By integrating meaningful projects that reflect students' interests and background knowledge, educators have the opportunity to create a dynamic learning environment that encourages collaboration and communication. The article offers a range of project ideas designed for various proficiency levels, such as cultural exchange presentations, community service initiatives, and interactive multimedia projects. Additionally, it addresses the role of formative assessment in PBL, highlighting the significance of reflection and self-assessment in fostering language development. The findings indicate that PBL enhances student engagement and motivation while also providing learners with essential skills to effectively navigate multicultural contexts. This approach significantly enhances the ESL learning experience, ensuring it is more relevant and impactful in our increasingly interconnected world.

Furthermore, by emphasizing learner agency, engagement, and collaborative learning, Project-Based pedagogy provides an effective framework for enhancing linguistic proficiency and communicative competence among ESL learners. This review brings together empirical evidence and pedagogical theory, enhancing our understanding of the potential benefits and inherent challenges of this approach.

Keywords: ESL Learners, Project-Based Learning, Student-centered learning, Learner autonomy, Active engagement, Collaborative learning, Cultural inclusivity, 21st-century skills, Critical thinking in language learning.

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ВПЛИВ ПРОЕКТНОГО НАВЧАННЯ НА ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ

Анотація. Освіта має вирішальне значення для підготовки наступного покоління до зустрічі з майбутнім, яке постійно змінюється. Традиційні

методи навчання в класі неефективні для підготовки учнів до зростаючих складнощів сучасного життя. Нові підходи до навчання на основі проектів були знайдені в результаті широкого дослідження методів навчання. Проектне навчання (PBL) є методом навчання, спрямованим на учнів, який використовує динамічний підхід у класі. Цей підхід дозволяє учням активно вивчати реальні проблеми та труднощі, щоб досягти глибокого розуміння. Дослідження показують, що навчання на основі проектів може допомогти учням англійської мови зрозуміти висловлювання та інтегрувати мовлення. Метою цього дослідження є оцінка ефективності навчання на основі проектів, розвитку критичного мислення, навичок самостійного навчання, здатності до ефективної комунікації, а також вміння брати на себе відповідальність як перед собою, так і перед іншими.

Проектне навчання (PBL) — це метод навчання, у якому студенти беруть участь у процесі навчання шляхом дослідження реальних проблем. У цій статті розглядається впровадження проектного навчання (PBL) у класах з англійською мовою як другої (ESL), підкреслюючи, що проектна методика дозволяє учням активно брати участь у навчанні, дозволяючи інтегрувати знання з різних предметів. Викладачі мають можливість створити динамічне навчальне середовище, яке спонукає до співпраці та спілкування, включаючи важливі проекти, які відображають інтереси та попередні знання учнів. У статті також розглядається роль формативного оцінювання в PBL, підкреслюючи значення рефлексії та самооцінки для розвитку мови. Результати показують, що PBL підвищує залученість і мотивацію студентів. Крім того, PBL допомагає учням розвивати навички, необхідні для ефективного орієнтування в багатокультурних контекстах.

У статті наведено приклади проектів, які можуть бути реалізовані на заняттях англійської мови, які демонструють різноманітність тематики та формату роботи. Відзначено, що проекти можуть бути як індивідуальними, так і груповими, що спонукає учнів взаємодіяти один з одним і розвивати навички співпраці в команді. Дається опис кожного кроку реалізації проектною методикою, починаючи від вибору теми та планування та закінчуючи презентацією результатів. У цьому процесі важливою є роль викладача, який не тільки дає інформацію, але й є наставником, який допомагає учням у їхніх пошуках.

Завершуючи, стаття підкреслює, наскільки важлива методологія проектування для створення сучасного освітнього процесу, який відповідає вимогам суспільства та ринку праці. Проектне навчання на заняттях англійської мови підвищує мотивацію учнів і допомагає їм краще зрозуміти матеріал, що робить цей підхід надзвичайно актуальним у сучасній освіті.

Ключові слова: проектна методика, навчання на основі проектів, автономія учнів, культурна інклюзивність, навички 21-го століття, критичне мислення у вивченні мов.

Introduction. Project-based learning is described as: 1) involving both a process and a product; 2) providing students with (partial) ownership of the project; 3) last for a duration of time (several days, weeks, or months); Integrating skills. 5) enhancing students' comprehension of a topic by integrating language and content; 6) working collaboratively with peers and engaging in independent tasks; 7) Encouraging students to take responsibility for their own learning by gathering, processing, and reporting information from target language resources; 8) Assigning new roles and responsibilities to both students and teachers; 9) Offering a tangible final product; and 10) Reflecting on both the process and the product. So, it's different from traditional English teaching because it focuses on the communicative and functional aspects of learning a language while also taking into account the integrity of learning the language and the content. [12]

It is also suggested that: 1) projects are central, not peripheral to the curriculum; 2) projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of the discipline; 3) projects involve students in a constructive investigation; 4) projects are student-driven to some significant degree; and 5) projects are realistic, not school-like. It is worth noting that collaboration should also be considered as a sixth criterion of PBL [10]. PBL combines the practical application of abstract academic concepts with essential values for the 21st-century workplace. Students take on collaborative responsibilities while working in teams to address identified needs. They cultivate empathy, passion, compassion, and resiliency. They collaborate to create products, thereby benefiting themselves, their teacher, their classroom, and the broader community. The central idea of project-based learning is that real-world problems engage students' interest and encourage thoughtful discernment as they acquire and apply new knowledge in a problem-solving context.

Project-based learning encourages students to acquire content and skills for a genuine purpose. PBL engages students in articulating their responses to real-life questions, problems, or challenges. The process begins with a guiding question that encourages inquiry and investigation. Students engage in the process of developing a product or presentation in response to the driving question. Students often acquire a more profound understanding of the concepts and standards central to a project.

Projects cultivate essential workplace skills and foster enduring habits of learning. Students have the opportunity to utilize projects to tackle community issues, investigate career paths, engage with adult mentors, employ technology, and showcase their work to audiences outside of the classroom. PBL has the potential to inspire students who may otherwise perceive school as uninteresting or lacking significance. PBL is beneficial as it immerses learners in scenarios that necessitate the practical use of language for effective communication, such as participating in a team or conducting interviews with others. When learners collaborate in pairs or teams, they discover the necessity of skills to plan, organize, negotiate, and articulate

their viewpoints and reach a consensus on matters such as task allocation, individual responsibilities, and the methods for researching and presenting information. [12]

The importance of project-based learning

1. Relating academic situations to real-world contexts.

PBL equips individuals with essential problem-solving procedures at an earlier stage of their lives and significantly enhances their chances of success in the career they select.

2. Enhancement of interpersonal skills.

Given the complexity of projects, students are organized into groups to collaborate, fostering communication skills and encouraging even those with differing and potentially conflicting viewpoints to discover common ground, or at the very least, a means to work together without ongoing stress. This aspect of teamwork building assists in introducing students to the specialization and delegation that are highly significant in the real world.

3. It provides educators with valuable insights into students' learning habits.

The several facets of a project—including the selected topic, presenting technique, student cooperation, and research sources—offer teachers insightful analysis of the learning patterns of the students.

Relevance and Background of the Study on Project-Based Learning

Numerous instances of experiential learning in the literature are intimately associated with the concept of project work. Hill and Martyn (2004) conducted a notable study that involved adults in the workplace in Hong Kong. The emphasis on language acquisition in Hill and Martyn's (2004) research was business writing and communication competencies. Students had the opportunity to participate in a two-week work placement with firms in Hong Kong. Journals, course evaluations, and video-recorded reflective remarks gathered information about the students' activities, experiences, and feedback. The study presented summaries of each student's experience, all containing favorable comments regarding the curriculum. There were clear problems, like the time-consuming process of matching hosts with students and the lack of clear goals. Setting up placements was hard, and the fact that the course didn't count toward credits may have made students less motivated. Nonetheless, it was ultimately highly effective, yielding a mutually beneficial outcome for both the students and the companies. An almost experimental, qualitative study by Alacapinar, F. (2008) used video, interviews, and psychomotor instruments to find out how project-based learning (PBL) affected students' emotional health, as well as their cognitive and psychomotor skills. The students in the experimental group demonstrated improvements in achievement, as well as in cognitive and psychomotor domains. The project work was well received by the students, who observed enhancements in their self-confidence, creativity, planning and idea development skills, problem-solving abilities, and the advantages of collaborating in groups.

Additionally, it has been reported that PBL has beneficial effects on students who are achieving at low to middle levels. Mergendoller & Maxwell (2006) conducted a study that compared the relative effectiveness of traditional and project-based instruction in 12th-grade social studies. The findings indicated that the quantitative analysis of student achievement resulted in modestly higher achievement in the PBL group.

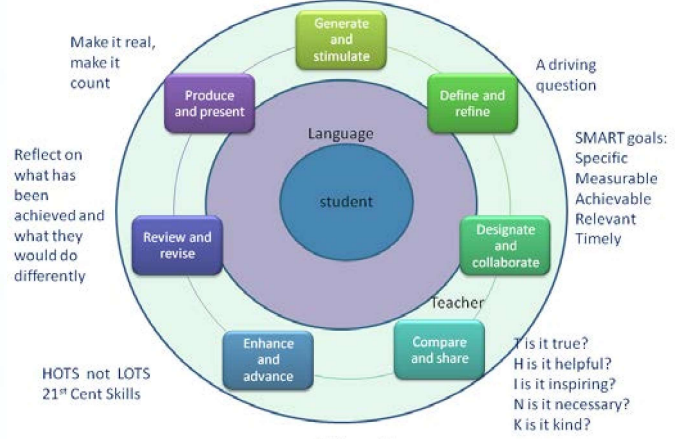
Dewey claimed that the classroom ought to mirror society and that students should be active participants in their learning rather than only receiving information passively from their instructors. He regarded logical reasoning and discourse as essential components of collective problem-solving (Eyring, 2001). Additionally, underpinning PBL is the social constructivist Lev Vygotsky and his theory of the zone of proximal development. Vygotsky examined child development and its facilitation through cultural influences and interpersonal communication. Vygotsky noted the historical development of higher mental processes within certain cultural groups and their individual emergence through social interactions with major figures in a child's life, especially parents and other adults (Brown, 2000). This preliminary perspective on learning is readily applicable to the collaborative group effort and interpersonal contact inherent in projects.

The evolving educational landscape necessitates instructional strategies that promote critical thinking, collaboration, and adaptation in response to 21st-century demands. Many people consider project-based learning essential for preparing learners to navigate a rapidly changing world and perform well in various scenarios. More diverse classrooms further amplify the significance of project-based learning. Project-based learning fosters inclusion by enabling educators to modify their instructional approaches to accommodate the many backgrounds, cultures, and learning styles of students. This responsiveness is essential for promoting equity in education and mitigating success disparities. The competencies developed through project-based learning, including self-regulation, critical thinking, and problem-solving, are essential for nurturing lifelong learners. In the contemporary landscape, where ongoing education and adaptability are essential, project-based learning facilitates the development of these skills in students. Looking at project-based learning is important because of the changes happening in schools today, the need for skills that will help students in school and in their future careers, and the move toward more inclusive practices.

The aim of the article is to analyze the efficacy of project-based learning (PBL) in improving ESL instruction, highlighting its contribution to the development of communicative competence, critical thinking, and the practical application of language abilities. The objective is to identify essential strategies for adopting Project-Based Learning (PBL) in varied classroom environments, evaluate its effects on student motivation and engagement, and tackle problems related to its adoption in language teaching.

Outlining the Key Research Findings. According to the Buck Institute for Education (2018), project-based learning is a way of teaching where students gain knowledge and skills by working on and researching a real, interesting, and difficult issue, problem, or challenge for a long time. To enhance accessibility for English Language Teaching (ELT), it is essential to establish a framework and exercise selectivity to ensure pedagogical coherence.

PBL Framework for EFL By Jane-Maria Harding da Rosa



Pic. 1

for the project, enhancing and adjusting as needed. Ideas should reveal topics that require further investigation. As a collective, determine the issue or domain you wish to investigate.

Define and refine: From there, you must formulate a guiding inquiry. This should be an inquiry that defies simple resolution through a Google search. Every class or group within a class should have a unique driving question that aligns with their individual interests. Students should ask these questions, free from 'educationese' language such as 'Which approaches could we employ to make this project successful?'

Designate and Collaborate: This phase is where the project is meticulously conceptualized. Goals are established to ensure they adhere to the SMART criteria (Specific, Measurable, Achievable, Relevant, Timely). Tasks and activities are assigned to learners who desire them or wish to seize the opportunity to engage in them. A robust feeling of collaboration is essential to ensure that no student feels overburdened or isolated in their research efforts. At this juncture, it is prudent to exhibit the established objectives, delineate responsibilities, and specify deadlines. This presents an opportunity to appreciate every member of the class.

Compare and Share: It is imperative to maintain a continuous exchange of input and feedback from both peers and the instructor. Facilitating group comparisons and the exchange of ideas will enhance the quality of all efforts. Students gain a clearer understanding of their performance by observing the work of

Generate and stimulate: This must originate from the educator, particularly when engaging with young learners or adolescents. It involves understanding your pupils and identifying the factors that will motivate them regarding the subjects and activities you will assign. Stimulate interest and discourse on problems that directly impact people, thus enhancing their engagement. It is the teacher's responsibility to cultivate curiosity and enthusiasm

their peers and making comparisons. Exchanging critical feedback is essential for progress; employing the THINK mnemonic establishes expectations and offers parameters for mutual feedback. Fostering a 'growth mindset' involves learning to accept and utilize feedback constructively, viewing critiques as opportunities for enhancement rather than fixating on shortcomings.

Enhance and Advance: Students initially utilize their existing knowledge and skills, then enhance them through the assignments and research they undertake. This approach is pedagogically sound, as it establishes a framework that engages them, thereby delineating the language required to accomplish a task. This approach seamlessly integrates language, content, and skill development. They are presenting fundamentally significant justifications for utilizing the terminology. Nonetheless, numerous aspects of language remain unattainable; thus, it is our responsibility as English language educators to furnish students with the requisite language to do the work. Project-Based Learning (PBL) lets goals be changed to fit the needs of students with different levels of skill. The content created by the students serves as a context for learning language in a meaningful way. The emphasis should also be on cultivating higher-order thinking skills (HOTS), including reasoning, inquiry and discussion, creative thinking, self- and peer evaluation, and hypothesizing potential outcomes. Contrast these skills with Lower Order Thinking Skills (LOTS), including the recollection of information, organization of information, definition of objects, and assessment of comprehension.

Review and Revise: Students reflect on the entire project and critically evaluate their own contributions. Analogous to the Compare and Share phase, students must direct the THINK inquiry towards their own work, assessing and articulating their preferences as well as what they would alter if given another opportunity. This facilitates the consolidation of knowledge and evaluates the learning that has occurred.

Produce and present: This is the final result, and it ought to be presented to an audience beyond mere classmates. It need not be a poster, exhibit, or PowerPoint presentation; with technological advancements, there are numerous other methods to disseminate students' work in various media, ranging from infographics to utilizing Minecraft. Additional recommendations that emerged from the webinar include leaflets, movies, photo narratives, podcasts, school magazines, comics, e-books, school websites, blogs, Prezi presentations, puzzles, QR code links, video tutorials, Padlet, and the utilization of Google Forms and documents.

The PBL Framework is shown in a circle because students' interest and motivation often grow during the presentation phase, which leads to more questions and problems that need to be looked into further. Positioning the student at the center ensures their integral role in the project, making the framework comprehensive. The project belongs to the learners, not the teacher, and must align with their needs and interests.

The essential project elements that correspond to the learners' goals:

Gold Standard PBL

Seven Essential Project
Design Elements



Pic. 2

can we employ to raise awareness about deforestation? or How can we guarantee cleaner water for our community?"

Fundamental inquiries: These are supplementary inquiries that reinforce the primary question and emphasize language acquisition. These inquiries facilitate the structuring of the future project.

Propose a project: Students must propose a final project and establish a corresponding objective to pursue.

Determine resources: Students and educators ascertain the requisite materials for the assignment. This encompasses study materials and tangible resources, including paper and scissors.

Scaffolding and assessment: Educators ascertain the methods to scaffold and facilitate learning while selecting appropriate assessments for the setting. For example, students may maintain a log or journal documenting their learning, or engage in quizzes and writing exercises that facilitate language acquisition.

Final event: This is a presentation of the concluding project.

Reflection: Students evaluate the efficacy of their project. Did they address the driving question or resolve the issue? Students may obtain feedback from the community or other beneficiaries of the project.

Benefits of Incorporating Project-based learning. PBL is one of the most effective strategies to facilitate learning in a manner that maintains students' engagement and motivation throughout the learning process. Projects are an excellent method for fostering student engagement in a classroom setting for language acquisition. This is because projects enable students to put the language they are learning into practice rather than simply learn about it. Students really complete a task using their language abilities in a real-life, authentic project rather

than engaging in drills and fill-in-the-blank worksheets. As an illustration, students could create a booklet of their preferred recipes by utilizing imperative verb forms and terminology related to food. They could also design posters and distribute them throughout the school as part of an anti-bullying campaign or a food drive. In addition, they could produce a video that includes interviews with local speakers, as well as information about the historic structures and tourist attractions that are located in their hometown. The completion of projects provides students with opportunities and reasons to meaningfully use the language they are currently studying. Regrettably, there is a widespread misconception that projects are nothing more than a means of passing the time—a waste of time—and not a genuine educational experience. A thoughtfully designed project completely defies this misconception. The students are using the target language to create a real-world product.

All students, regardless of age or language level, can participate in projects. These projects can range from elementary to advanced. One day is all that is required to do a project, or it can take a longer amount of time. It is possible that the product, the outcome, the amount of time, the composition of the group, and other features will change depending on the context of the learners, the duration of the class periods, the number of class meetings that occur each week, and a variety of other circumstances. No matter the project's nature or duration, the instructor must plan and think through its key components and clearly communicate it to students. This will ensure that the students feel successful and that the project was a productive use of their time. During the process of planning and designing initiatives, educators should consider the following:



Pic. 3

1) Give a detailed description of the project and specify the results you plan to achieve. There is a wide range of possible outcomes for projects. Posters, a newspaper or magazine, a blog or vlog, a website, brochures, films, songs, sculptures, plays, and other forms of literary and artistic expression could be produced by students. Regardless of what it is, make sure that you have a complete understanding of the product's specifications. A suitable example would be whether or not the video needs to be at least five minutes long. The likelihood that students will be able to satisfy the requirements of the assignment increases in proportion to the degree to which the instructor is able to provide clarity and specificity regarding the outcome.

2) When working on projects, make sure they are genuine and relevant to the setting. When students work on topics that matter to them, they are more motivated and engaged in the product development process. The following are some examples of themes: music, art, science, health, human rights, gender roles, tourist places of interest in a city or country, famous persons, climate change, and other topics. Posters, maps, booklets, brochures, magazines, newspapers, bulletin boards, movies, websites, games, performances, presentations, and reports are some examples of the outcomes or products that students might make. Other examples include brochures, posters, and maps. [13]

3) Clearly articulate the project's steps and timetable. When dealing with tasks that will take a longer period of time, it is vital to divide the overall project into smaller steps. As an alternative to just providing students with an outline of the project and requesting that they return with a fully-formed product in four weeks, for instance, it is more beneficial to have realistic mini-goals, interim deadlines, assignments and reports, and/or check-ins along the way in addition to the ultimate deadline. There are numerous ways to organize this. Teachers may provide a checklist of project steps due by specific dates, or students may create their own. When students are given a step-by-step approach to completing a project, it helps to ensure that they will make steady progress rather than rush to complete it on the last day. In addition to this, it guarantees that students will devote a greater amount of time and attention to the assignment, resulting in a product of much higher quality.

4) Allow students to make choices and provide input. It is important to ensure that students have the ability to exercise freedom and choice over the substance of the project itself, even when the eventual general outcome may be well defined. For instance, if students are going to create a recipe book, they have the option of deciding whether it will be a book of recipes for desserts and sweets, a book of recipes for ethnic foods, or a book of dishes that are among the favorites of the professors and staff. If the students are required to produce a tourist brochure for their town, they have the option of selecting the locations that they would like to highlight.

5) Make sure that the project is in line with the standards, the objectives, and the goals! Students should not solely engage in projects for their own amusement, even though they can be enjoyable. Instead, initiatives ought to be in accordance with the course's priorities and objectives, as well as benchmarks and standards. Rather than incorporating the projects as additional assignments that are unconnected to the curriculum, the goal is to ensure that the projects build the skills, competences, and/or knowledge that are outlined in the course's goals and objectives.

6) Clearly structure and evaluate 21st-century competencies. A common issue with group projects is the unequal participation of students, resulting in one or two individuals performing the majority of the work. To enhance accountability,

educators can engage students in a discussion regarding the elements of commendable group conduct and efficient teamwork. Educators can formulate foundational guidelines for project involvement that encompass equitable task distribution, clear and courteous communication, and adherence to established deadlines. These skills and competencies are not only beneficial for students to develop for a specific project, but they are also essential and esteemed in any future workplace environment. Another method to guarantee the complete participation of all group members is to have them sign contracts that signify their commitment to accountability standards. Teachers could inform groups that, upon project completion, all members will evaluate themselves and one another based on their adherence to deadlines, contribution of ideas, clarity of communication, and execution of assigned responsibilities. This enhances the likelihood that all group members will engage and contribute equitably to the end result while also facilitating clear and open communication throughout the process.

7) Use assessment for learning best practices. Another crucial factor to consider is the evaluation of projects. Having students obtain the evaluation tool with clearly stated grading criteria at the start of the project is crucial for the ultimate grade. In order to ensure that students or groups have covered all the necessary ground for a project to be considered successful, teachers often make use of rubrics. Give the students the rubric before they begin the project to help them understand the expectations. Projects also provide students with a fantastic chance to obtain feedback in a variety of formats. Teachers can give step-by-step feedback and deadlines to give the final product less weight. In addition, before turning in their final work, students should have the opportunity to get formative (not evaluated) input regarding areas of strength and areas for growth from both the instructor and fellow students.

Practical Strategies for implementing Project-Based Learning in ESL

One strategy to improve student engagement and language learning in ESL (English as a Second Language) classes is to use project-based learning (PBL). Depending on your level of expertise, you can modify the following project ideas:

1. *Cultural Exchange Projects*: Students will make presentations based on research they conducted about their native culture.

- Projects: Students can make presentations, posters, or films about different cultures' customs, cuisine, attire, and festivals. Students can share their research with their peers in the class or even with students in a different nation using video chat.

2. *Community Service Projects*: Students will research local needs and create a plan to address those needs.

- Things to do: A community cleanup, a recycling program, or even just showing up at a charity event would all fall under this category. The students can organize the initiative, spread the word in their neighborhood, and reflect on what they've learned.

3. *Comic Book Storytelling*: Have students create their very own graphic novels or comic strips from scratch.

- In order to improve their language skills creatively, students will engage in activities such as creating characters and narratives, writing conversations, and drawing scenes. Students can share their completed comics online or put them on display in the classroom.

4. *Campaign to Raise Environmental Awareness*: The goal is to get people talking about environmental problems in their area.

- Projects: Environmental issues, pollution, and climate change are among possible areas for student research. In order to bring attention to the issue, they can use persuasive language in their posters, videos, or social media campaigns.

5. *The goal of a pen pal or email exchange* is to increase proficiency in writing and familiarity with other cultures.

- Extracurricular: Connect with international students through a pen pal program. Each week, they might discuss a different subject in their correspondence. This is useful for exchanging cultures and for more casual forms of writing.

6. *Sharing Recipes and Teaching Cooking Classes*:

- Our goal is to help people learn one other's languages and traditions through sharing delicious meals.

- As an activity, they can each look up a traditional meal from their culture, make a recipe outlining the steps to make it, and then serve it to the students. During the presentation, they can talk about the dish's ingredients and their thoughts on its importance.

7. *Debates and Role-Playing*: The goal is to improve one's capacity for analytical and persuasive discourse. Think about current events, environmental problems, or other pertinent themes for discussions or role-plays. Here, students can work on their English reasoning abilities while researching their positions.

8. The goal of *the Interactive Language Blog* is to cultivate writing abilities in a real-life setting. Groups of students can work on a class blog and share their thoughts and opinions on a wide range of subjects, such as current events, personal experiences, and cultural insights. They have the opportunity to interact with their classmates through commenting.

9. *Video Documentaries*: Investigate a fascinating subject through the use of various mediums. Students have the opportunity to select a personal or culturally relevant subject and produce a documentary video. Differentiating activities according to students' competence levels and providing the required assistance for language acquisition are crucial while conducting these projects. For maximum participation, promote teamwork and make sure the projects are applicable to students' backgrounds and passions. Projects, when meticulously planned and structured, undoubtedly serve to motivate and engage participants, so contributing to the achievement of course goals, objectives, and educational standards. They can

also assist students in cultivating life and workplace preparedness and competencies. Therefore, educators ought to explore methods for integrating projects and project-based learning into their classrooms.

Conclusion. In summary, project-based learning (PBL) constitutes an effective pedagogical method that markedly improves the teaching and learning experience in ESL classrooms. Through the involvement of students in significant, real-world initiatives, Project-Based Learning (PBL) enhances language fluency while promoting critical thinking, teamwork, and cultural understanding. The variety of project concepts designed for different competence levels highlights the flexibility of this method, enabling educators to address the specific needs of their students [15].

Furthermore, PBL fosters student ownership of their education, inspiring active engagement in their learning process. While engaging in projects, students cultivate vital abilities such as problem-solving, creativity, and effective communication, which are necessary in the contemporary worldwide society. Formative evaluation as part of the PBL process encourages students to be more reflective, which helps them figure out their own language goals and evaluate their progress.

In an increasingly dynamic and linked world, the adoption of PBL in ESL classes is both advantageous and essential. It provides pupils with the resources to traverse varied cultural environments and improves their capacity to communicate over language obstacles. By adopting this creative method, instructors foster a more interesting, pertinent, and effective learning environment that equips students for success in their academic and career pursuits. Consequently, cultivating interest and enthusiasm for language acquisition among ESL students constitutes a transforming experience that transcends the classroom.

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