

# Project-Based Learning (PBL) in language teaching



## GENERAL INFORMATION

**Trainer:** Orsolya Carrick



**Number of participants:** 5-25 people

**Language:** English

### Highlights:

Project-based learning has proved itself to be an outstandingly effective way of teaching a foreign language. Participating in interesting and exciting real world projects inspire children and make them more motivated in acquiring language skills. Task-based, real life challenges engage students which results in enhanced performance. Apart from the apparent results in improving foreign language skills, PBL promotes other 21st century skills, such as presentation and debating skills, collaboration, innovation and creativity.

## COURSE CONTENT

### Description:

An engaging, highly interactive and practice based course for language teachers who want to learn more about Project-Based Learning. The course explores the core concepts, elements and benefits of PBL and aims to provide tips, ideas and tools to inspire and support participants in their lesson planning.

### Aims and objectives:

The aim of the course is enabling teachers to create, and then successfully conduct a high quality PBL project that was designed to improve their students' language competencies.

### Learning outcomes:

Participants will

- understand the advantages of the PBL method, and ways it can be implemented into foreign language teaching.
- be able to choose the right project and create a PBL lesson plan with a language learning focus.
- be able guide and mentor students through a PBL project
- be familiar with the different types of assessments.

### Target group:

Foreign language teachers seeking to engage their students in deep and effective language learning through Project Based Learning. Grades 5+

**Required language level of the participants:** English, B2/C1

**Duration:** 25 lessons, 5 days

# Schedule\*



<b>MONDAY</b>	<b>Course introduction</b> <ul style="list-style-type: none"><li>• understanding the advantages of the PBL method, ways in which PBL can be implemented into foreign language teaching, project-based teaching as a tool for differentiation in the classroom</li></ul>
<b>TUESDAY</b>	<b>The project</b> <ul style="list-style-type: none"><li>• how to choose the right project, demonstrating some PBL ideas, project tools and classroom equipment, integrating media into PBL, implementing new and traditional language teaching methods, establishing group and pair work</li></ul>
<b>WEDNESDAY</b>	<b>The lesson plan</b> <ul style="list-style-type: none"><li>• creating a PBL lesson plan while maintaining the language learning focus throughout the project</li></ul>
<b>THURSDAY</b>	<b>Presentation</b> <ul style="list-style-type: none"><li>• finishing up the PBL lesson plan, presenting it, importance of improving presentation skills, assessment, student self-assessment, summing up vocabulary and grammar acquired from project.</li></ul>
<b>FRIDAY</b>	<b>Possibly occurring problems and summary:</b> <ul style="list-style-type: none"><li>• lack of time for planning large/little class size, mixed age, ability and language skill, discipline. Summary of course, discussion, feedback. Q&amp;A.</li></ul>

## \* Notes:

- the schedule describes likely activities but may be modified in accordance with the requests and needs of the participants;
- presentations of the participants' schools may be divided up and take place after the breaks on each day of the course.

## ADDITIONAL INFORMATION

### Certificates awarded:

Certificate of Attendance, Europass certificate and/or Learning agreement complement

**Price:** EUR including course, Erasmus+ documentation and a cultural activity

**Location:**

**Date:**



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