

Promoting 21st-Century Language Knowledge and Skills: Analyzing the Impact of Project-Based Learning in EFL Classes

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Abstract

In EFL classes, projects are a powerful tool to capture students' attention and deepen classroom topics and interests. Preparing a project involves various elements, including planning, collaboration, evaluation, reflection, and creating an original final product for presentation. In projects, students take centre stage and determine the project's direction together. The teacher supports students along the way. Projects provide an excellent opportunity for students to gain knowledge and skills by immersing them in exploring and solving authentic, real-world problems. This approach enables EFL learners to actively acquire knowledge by developing projects that meet their specific interests and individual differences. This way, they can connect their newly acquired knowledge and comprehension and effectively apply these insights to comparable scenarios.

Project-based learning promotes student-centred, autonomous, and collaborative learning while teaching EFL. They inspire a heightened interest in learning and empower students to take charge of their education. Through engaging projects, EFL learners embark on a transformative educational journey that fosters their ability to work independently, collaborate effectively and compete in an increasingly interconnected world. By allowing students to explore and develop their interests, project-based learning equips EFL learners with the knowledge, skills and attitudes to become successful life-long learners.

Keywords: project, EFL learning, students, knowledge, autonomy

1. INTRODUCTION

Working with projects in EFL classes has been an effective means of capturing students' attention and fostering a deeper understanding of the lesson topics while at the same time awakening their interests. Preparing and carrying out a project involves various essential elements such as planning, collaboration, evaluation, reflection and creating a final product for presentation. Projects prioritize student agency and empower them to shape the trajectory of their learning journey, with the teacher assuming a supportive role as a guide and facilitator throughout the process.

In EFL classrooms, projects provide students with opportunities to gain knowledge and skills through exploring and solving authentic, real-world problems. This approach encourages EFL learners to actively engage with the subject matter by developing projects tailored to their specific interests and individual differences.

Within the pedagogical landscape of English as a Foreign Language (EFL), projects hold a central and indispensable role, recognizing the deep-rooted importance of student-centred, autonomous, and collaborative learning. These projects go beyond merely generating interest in learning; they empower students to assume ownership of their educational experience. Engaging in captivating projects, EFL learners embark on a transformative journey that cultivates their capacity to work independently, collaborate proficiently, and thrive in an interconnected global society marked by fierce competition.

In higher education, traditional teaching methods are being transformed to foster the skills needed in today's complex world. Project-based learning (PBL) has gained recognition and is now being embraced at the graduate level. PBL immerses students in real-world challenges, going beyond traditional coursework and empowering them to apply theoretical knowledge to solve complex problems collaboratively. This approach cultivates critical skills like communication, adaptability, and problem-solving, which are highly valued by employers seeking innovative solutions. PBL's flexibility allows graduate programs to tailor curricula to specific fields, allowing students to explore their interests and develop a deep understanding of their chosen areas.

This paper aims to highlight the significance of projects in the EFL classroom, focusing on their potential to captivate students' attention, enhance their understanding, and ignite their curiosity. We will delve into the fundamental components of project-based learning, emphasizing its role in fostering autonomous and collaborative learning environments. Through real-life examples, we will showcase the concrete advantages of integrating projects into the EFL classroom, including heightened motivation, improved language acquisition, and the cultivation of essential 21st-century skills. Additionally, this paper aims to investigate the impact of student-centred and collaborative project-based learning on students' acquisition of knowledge and skills in English as a Foreign Language classes while also examining the effects of student-centred and autonomous project-based learning on motivation, engagement, and collaboration among EFL learners.

Research Question 1: How does student-centred and collaborative project-based learning in EFL classes contribute to students' knowledge and skills acquisition?

Research Question 2: What are the effects of student-centred and autonomous project-based learning on EFL learners' motivation, engagement, and ability to work independently and collaboratively?

2. LITERATURE REVIEW

Projects have been defined and described differently in various contexts. Fried-Booth (1986, p.8) proposed using projects in the EFL context, stating that language tasks arise naturally from the project. Hedge (1993) further specifies projects as extended tasks integrating language skills through various activities, such as planning, gathering information, group discussions, problem-solving, and reporting. Thomas (2000) defines projects as complex tasks that involve students in design, problem-solving, decision-making, or investigative activities. They require students to work autonomously over extended periods, culminating in natural products or presentations. Baillie and Fitzgerald (2000) highlight the positive impact of projects on cooperation, responsibility, problem-solving, communication, creative thinking, critical thinking, and

self-directed learning. Project-based learning engages students in meaningful tasks, promoting the development of various skills and abilities. Dewey's philosophy emphasizes project-based learning as a method that involves meaningful activities, collaborative decision-making, problem-solving through digital video use, and a changing role for teachers (Howard, 2002).

In project-based learning, students collaborate to solve challenging and authentic problems, applying their knowledge and working in teams (Solomon, 2003). Small group activities are crucial for cooperative decision-making and problem-solving, although reaching a consensus and negotiating within the team can be challenging. Students develop meta-cognitive skills because a project is an activity that "involves a variety of individual or cooperative tasks such as developing a research plan and questions and implementing the plan through empirical or document research that includes collecting, analyzing, and reporting data orally and/or in writing" (Beckett, 2002, p.54).

Project work incorporates collaborative teamwork, problem-solving, negotiating and other interpersonal skills that learners have identified necessary for successful lives (Stein, 1995). Students develop confidence and independence as they work together to achieve their end product (Fried-Booth, 2002). Alan and Stoller (2005) propose a revised ten-step process for project work in foreign language classrooms, simplifying project implementation and management. The steps include agreeing on a project theme, determining the outcome, structuring the project, preparing students for language demands, gathering information, compiling and analyzing data, preparing for the culminating activity, presenting the final product, and evaluating the project. In addition, project-based learning provides opportunities for the natural integration of language skills (Stoller, 2006)

Stoller (2006) provides critical criteria for the use of projects in classes, including being both process-oriented and product-oriented, involving students in shaping the process and product, extending beyond a single class period, encouraging integration, providing support for language and content learning, promoting group and individual work, requiring students to be responsible for their learning, allowing time for language focus and direct teaching when needed, resulting in a final tangible product, and concluding with students' reflections on the process and product. To optimize the benefits of project-based learning, teachers should provide timely feedback, promote self-reflection, encourage cooperation among team members, and focus on shared and individual learning outcomes.

Simpson's (2011) research identifies critical characteristics of project-based learning, such as comprehensive and in-depth exploration over an extended period, student-centred learning, challenging questions or topics as the focal point, reduced teacher-led activities to encourage autonomy, regular feedback and support from peers and facilitators, hands-on activities with authentic resources and modern technologies, and fostering collaboration and integration of various skills.

A special focus is placed on the integration of technology tools during the implementation of PBL activities. Technology is crucial in EFL (English as a Foreign Language) classes, particularly in facilitating project-based activities. Incorporating technology significantly enhances, students' engagement, collaboration, and language acquisition. Various digital tools like online research platforms, language learning applications, and multimedia creation software empower students to research, gather information, and create captivating multimedia presentations. These technological resources provide students with authentic and up-to-date content, enabling them to

explore real-world topics and apply their language skills meaningfully. Furthermore, technology fosters communication and collaboration among students, allowing them to work together remotely, share ideas, and provide feedback on each other's work. By integrating technology in project-based activities, EFL learners acquire digital literacy skills and develop language proficiency within a dynamic and interactive learning environment. Huang et al. (2019) explain that educational technology encompasses many modalities, tools, and strategies that promote inquiry, communication, construction, problem-solving, and knowledge representation. Recognizing the prevalence and significance of technology in students' lives, teachers must embrace innovative technologies and media to create a classroom environment that maximizes engagement and facilitates the achievement of instructional goals. With today's students being "digital learners," immersed in the digital age and reliant on the Internet, technology, and social media (Schrum et al., 2016), leveraging technology becomes even more essential in promoting practical language learning experiences.

Research has highlighted the numerous benefits of project-based learning (PBL) in recent years. However, it is critical to acknowledge the challenges associated with its implementation. These can negatively impact the success of using projects in EFL classes. In large classes, implementing PBL presents several challenges for teachers, including difficulties in maintaining students' motivation, ensuring students stay focused on learning tasks, facilitating cooperative learning activities efficiently, connecting new content with existing knowledge, and providing assistance to students who do not have access to the required content (Blumenfeld et al., 1991; Marx et al., 1997; Lee & Tsai, 2004). Other challenges are related to the following:

Group Work Skills: Students with limited experience collaborating with others may need help negotiating and compromising within group settings (Grant, 2002). It becomes crucial to explicitly teach students effective interaction strategies and conflict management techniques when working in groups.

Engagement Levels: It is essential to consider that students may exhibit lower interest or reluctance to participate in group work for various reasons. Therefore, it can significantly impact the overall dynamics and outcomes of the project. Teachers must be mindful of this and find ways to motivate and engage all students in the collaborative process.

Teacher Role Transition: Educators accustomed to traditional classroom activities where they hold a dominant role may face challenges when transitioning to a facilitator role in Project-Based Learning (PBL), mainly if they have limited familiarity with the necessary technology (Scott, 1994). Richardson (2004) suggests that student resistance often arises when they are required to assume greater responsibility for their learning, contrasting with their prior experiences of passive learning and rote memorization. Acknowledging and understanding the reasons behind teacher and student resistance is essential to address these challenges effectively. It is particularly relevant in Middle Eastern educational settings, where Nasr and Wilby (2017) found that student resistance poses a significant obstacle to implementing PBL. It is crucial to navigate and overcome resistance by considering teachers' established beliefs and facilitating a supportive environment for change.

Time Constraints: PBL demands significant time to address complex problems and complete projects (Grant, 2002). As a result, the available time for other instructional materials or content preparation can be limited. Careful planning and prioritization are necessary to balance project work with other curriculum requirements.

Native language Challenges: When project work involves learners' native language, certain drawbacks may arise. In monolingual classrooms, students rely heavily on their native language, hindering their language development. Additionally, some students may be less willing to participate in project work, affecting overall engagement. Managing and coordinating groups progressing at different speeds can pose additional challenges that must be addressed to ensure equitable progress and successful project completion.

While acknowledging these difficulties, it is essential to focus on both the benefits and challenges of project-based learning to understand its implementation and effectiveness in the EFL classroom. Even though project-based learning encompasses various definitions and design features, it allows educators to adapt it to diverse educational contexts. The diversity of definitions and design features in project-based learning provides flexibility and possibilities for its application in educational practice, leading to various research and development activities. It is an approach that integrates language skills and engages students in meaningful tasks, facilitating the development of various skills and abilities while promoting collaborative problem-solving. It is crucial to pay close attention to group dynamics and ensure active participation from all team members when implementing project-based learning. Feedback should be provided, self-reflection and cooperation should be encouraged and shared, and individual learning outcomes should be emphasized to optimize its benefits. The adaptability of project-based learning offers ample opportunities for ongoing research and development in educational practice. Critical characteristics of project-based learning include in-depth exploration, student-centeredness, autonomy, feedback and support, hands-on activities, and collaboration.

3. METHODOLOGY

The methodology employed in this study aimed to implement project-based learning (PBL) in the classroom effectively. The study sample comprised 50 students in the master class, pre-service teachers who need to develop an array of skills related to their specialty of studies, EFL teaching, as well as enhancing their communication skills along with increased motivation and classroom engagement. The following essential elements were given due consideration to ensure a crafted and comprehensive approach:

1. *Initial Discussions:* Before engaging in the project, students participated in group discussions focused on the most effective teaching methodology. During these discussions, students shared their ideas on how to create practical projects in the classroom and use a variety of technology tools, especially Web 2.0 interactive technology tools, to make the preparation of the projects easier and to enhance collaboration among students. Their active participation demonstrated their interest and enthusiasm in incorporating task-based projects to enhance their knowledge of teaching methodology.

2. *Approach:* The study utilized both quantitative and qualitative approaches. The proficiency level students, comprising 50 students in the master class, were asked to respond to two crucial questions. The quantitative approach was employed to analyze the impact of PBL on their productive English skills before and after instruction. The qualitative results were obtained through their Blog posts' reflections, observations during their preparation of the projects, and reports analysis to examine the effectiveness of PBL on the teaching and learning process. This comprehensive approach provided insights into students' experiences, perceptions, and learning outcomes.
3. *Project Selection and Collaboration:* Students worked in pairs and focused on diverse projects related to classroom management, teaching skills, teacher-student roles, and teaching an EFL-related skill, such as writing, speaking, vocabulary or grammar. Collaboratively, they generated project options aligned with their interests and curriculum objectives. These projects were designed to be engaging and facilitate authentic language use. They also made use of online programs such as Bookwidgets and Webquests through Zunal.com, and they used collaborative tools to share and store their documents, such as Dropbox and the Blog was used to share their reflections.
4. *Task Execution:* The project tasks had predefined time frames. Initially, students worked independently to gather the necessary materials and information. They utilized various sources, including lectures, supplementary materials provided by the teacher, and external resources. Clear guidelines and supporting materials were provided to facilitate the execution of the projects while allowing students the freedom to shape the project's direction.
5. *Data Collection:* Data were collected through multiple methods, students' reflections, classroom observations, and reports analysis. Pre- and post-project assessments were conducted to measure whether there was an improvement in their language acquisition proficiency, critical thinking skills, EFL classroom management, preparation, and overall engagement.

4. RESULTS AND DISCUSSION

During the initial discussion phase, the students agreed that PBL was an effective method to incorporate into their future classes. From their experience of some classes where Project Based learning was used, the activities carried out proved highly impactful. Students gained valuable experience applying their knowledge and skills to real-world situations through the use of projects and active participation.

Students' reflections provided insights into their perceptions and outcomes. Their responses show that students were aware of the main characteristics of this teaching method, and they also provided exciting ideas on how the classes would be organized to meet the needs of the students. One of the students outlined a step-by-step approach to incorporating PBL in her future classes. The steps involve actively involving students in the learning process, promoting ownership of the project, and providing guidance and support throughout the project. The other students emphasized the importance of instructing students on information gathering, data analysis, and language skills required for the final activity. They also mentioned the importance of students evaluating the project and receiving feedback from the teacher.

Students also provided examples of how they planned to implement PBL in their classes. They highlighted the significance of starting with an essential question

that engages students and involves them in decision-making. Students emphasized the importance of designing a schedule, monitoring student progress, and assessing the project's outcomes. They also stressed the value of self-reflection and group discussion to evaluate the experience and generate new ideas. Another post from students shows not only how students have implemented new apps and programs but also their autonomous learning and finding solutions to challenges.

Based on student responses, their first experience with BookWidgets started with some regret over pressing the tutorial button, as it seemed like a waste of time for an app that turned out to be surprisingly easy to use. However, after watching a YouTube video, they discovered that BookWidgets is a versatile app designed for learning and teaching purposes, offering around 35-40 ways to create exercises for students. It proved particularly convenient for distance learning, accessible on various internet devices such as smartphones, PCs, and laptops.

One student used the WebQuest feature within BookWidgets to create a lesson plan, incorporating all the essential components typically found in an auditory lesson plan, including introduction, task, process, evaluation, and conclusion. They chose a topic about animals and even added an animal figure to enhance the design and make it more engaging for the students. The student highlighted several benefits of BookWidgets, including its ease of use for teachers and students, making practice more enjoyable and interactive. Students emphasized how the app facilitates distance learning and teaching, simplifies progress tracking, and enables effective student development.

Overall, discussions demonstrated that students thoroughly understood PBL and its core principles. They emphasized student-centred learning, active involvement, ownership, collaboration, and reflection. The outlined steps and examples highlighted students' commitment to creating a structured and supportive environment that encourages students to take responsibility for their learning and engage in meaningful projects.

5. CONCLUSION

PBL has many benefits in EFL classes. It includes the overall development of language skills, personal growth and thinking skills. PBL helps effectively to provide students with learning experiences and promotes independence, motivation and engagement. Our study offered evidence concerning the impact of problem-based learning activities related to speaking and writing skills in English as a foreign language. The findings helped us understand the productive English skills of our students before and after being taught via PBL. Moreover, the latter enhances quality in terms of students' enthusiasm, confidence, self-esteem, creativity and the ability to collaborate effectively in class. At the same time, PBL promotes teachers' motivation and satisfaction while teaching.

Based on the good results achieved by implementing such a study, it is suitable for foreign language teachers to choose PBL as a method that could promote the teaching and learning quality at school. It is a contribution of great value to support the development of student learning.

Furthermore, the findings revealed that students actively participated in the project-based tasks and indicated positive outcomes associated with PBL implementation. Students' confidence, creativity, collaboration, and self-esteem were enhanced through their project involvement. Additionally, students expressed

enjoyment and a willingness to participate in the learning process through project-based activities. The interviews provided exciting insights, highlighting students' attraction to creativity and satisfaction with increased participation in the learning process. Students' communication skills were notably activated, and they demonstrated high levels of engagement and creativity. Identifying different patterns, emerging themes, and shared experiences among students further supported the positive impact of PBL. The teacher provided new challenges to motivate students, resulting in their active participation throughout the teaching and learning process. Implementing PBL fostered student collaboration, a characteristic intrinsic to this instructional approach.

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APPENDIX

Reflections:

Student A

One of the most effective approaches in this regard is the PBL, which focuses on student-centered learning and involves students in the process of learning actively. Personally, I vouch for this to be the most effective teaching method as of today.

Student B

How am I going to incorporate PBL in my future classes?

1st step: Together with the students we will agree on a topic for the project (the students create a feeling of ownership toward the project)

2nd step: Then they will decide the final outcome of the project (e.g., written report, oral presentation, handbook, debate, video etc.)

3rd step: Now comes the structuring of the project (at this step are figured out the details that will direct the students, they take into consideration their responsibilities, roles, deadlines etc.)

4th step: I will instruct the students about the demands of gathering the information (if the students will conduct an Internet search, I as the teacher will prepare them how to evaluate an official website and present useful note-taking strategies)

5th step: At this step comes the information gathering by the students (they can do this by using different methods like questionnaires, library searches, interviewing etc., and if it's possible, I can provide suitable content resources to get them started.)

6th step: I instruct the students to arrange and analyze data (I help them to master the strategies, skills and language needed for this step)

7th step: Students arrange and analyze information (they put to practice what they learned from the 6th step)

8th step: I prepare the students for the language demands of the final activity (I design language improvement activities to help students successfully present the final outcome of the project.)

9th step: Students present the final product (the students present the final outcome of their projects, as planned in the 2nd step)

10th step: Students evaluate the project and at the end, I give them feedback

Student C

I am going to share an example of how I will implement that method in my class.

Firstly, I will start with an essential question. My students have to choose a problem or a situation which will engage my students.

Then, designing a plan for the project. I will involve my students in planning so they will feel ownership of the project when actively involved in decision making. I will select activities, materials and accessible resources that support the question and utilize the curriculum.

After that, creating a schedule. I design a timeline for project components. I will help the students realize that a time will come when they need to finalize their thoughts, findings, and evaluations.

Next step is monitoring students and the progress of the project.

To maintain control without preventing students from taking responsibility for their work, I will facilitate the process and encourage students to work collaboratively. Students choose their primary roles and make sure to remind them that every part of the process belongs to each individual and needs each student's total involvement.

Furthermore, assessing the outcome.

In this step I provide students feedback on how well they understand the information and on what they need to improve.

The final step is evaluating the experience.

To enable effective self-evaluation, I take time to reflect, individually and as a group. Together with my students we share feelings and experiences, discussing what worked well and sharing ideas that will lead to new questions and new projects.

Student D

Ok at first let me talk about my first experience with BookWidgets, I regret pressing the tutorial button, it lost me like 2 minutes and was totally a waste of time because the app was surprisingly easy. Then I saw a video on YouTube explaining what that app was about. I discovered that this was an app used to learning and teaching of students and teachers. Also that it had like 35-40 ways to create exercises for teachers to use for their students. It was very easy as was used for distance learning and teaching, and also a thing that could be used in your internet devices, like smartphones, pc, laptops.

Student E

In BookWidgets I used WebQuest for a lesson plan, It had everything an auditory lesson plan would have. Included introduction, task, process, evaluation and also conclusion. I managed to put an clear topic and followed all the tasks required for the plan. I choose a topic about animals. Also used at the design part an animals figure that could make things more interesting for the students.

Student F

This app has a lot of benefits, it makes things easier for the teachers and students also, practicing more fun and active, and the distance towards the persons who want to learn and the one who wants to teach is clearly easier. Another important deal is the progress of the students that with this app is easily discovered and worked with.

Lesson plan

zunal.com

Best places to visit in England

WebQuest Description: You will go through this Webquest by discovering best places to visit in England presented in 'colorful' presentations including fact, images, videos from different interactive programs.

Grade Level: 9-12

Curriculum: Foreign Language

Keywords: England, Tourism ,Visit , 10 places,facts,Presentation ,Pairs, three weeks,interactive

Published On:

Last Modified: 2023-05-01 14:44:43

WebQuest URL: <http://zunal.com/webquest.php?w=784793>

Introduction

Welcome to the 'Best places to visit in England' Webquest.You will surf the internet, books, magazines, and articles to provide specific information about the best places to visit in England. You are going to explore any sort of information to get to know better which places are most visited in England and play an essential role in tourism in England. Since you are studying the English language as a foreign language it is a crucial key to get knowledge about these places that all of you at least, once in life have heard of them. But now through this webquest, you will have a wide gaze into this interesting topic for each one of you.

Tasks

By the time you have finished this Webquest:Students will define precisely which places are the most visited in England.Students will describe the role that these places play in the tourism industryStudents will analyze the economic, cultural, and social factors due to these tourism spots that affect a large number of visitorsFinally, students will provide your favorite place that you would like to visit one day and bring reasons for itTo provide with illustrations,videos,images you may use Powerpoint,Canva,Genially,Edd puzzle.

Process

Firstly, you will do your research into pairs (you can pick your partner on your wish) and into 10 pairs as you are 20 students in the class, you will pick a different place in England to present as one of the most visited places. You will gather information from different sources and collect them in an organized form. You should take care and discuss with each pair that each pair should have a different place to present.Secondly, you will examine the information collected into pairs for the place you have picked to present and gather your ideas on how to bring historical, and cultural facts about it. You will take notes about the highlight of each tourist spot and reasons why this place should be our next trip. This is like a challenge to pairs to show the beauty of each place and to inform each other of things never known before that might attract our attention and make us want to visit that place as soon as possible. That is the power of a good presentation.Thirdly, you should be creative to create an interesting and eye-catching model for your presentation using images, and videos using the programs that I have mentioned to you like Canva, Genially, and Edd Puzzle. In this phase, you will put into the presentation the information that has been worked and chosen in an effective way to accomplish the principle aim which is to inform about these tourist places.Every person in pairs must participate in the process and the presentation, you can use index cards to help you while presenting. You will have a day to place everything together and a day to practice presenting your final product. This project is expected to be ready in three weeks!!!! Power Learning Task...

Evaluation

Category and Score	Poor	Fair	Good	Great	Score
The content	Content is minimal OR there are several factual errors.	Content is logically organized for the most part.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Covers topic in-depth with details and examples. Subject knowledge is excellent.	25%
The organization	There was no clear organization just a gather of images and facts.	There is organization for the most part	Uses headings,bullets ,facts and images organized well.	Great organization of facts and images.	25%

Category and Score	Poor	Fair	Good	Great	Score
Sources	Very little or no source information was collected.	Source information for graphics, videos but not presented in the desired format.	Source information collected for all graphics and facts. Most presented in desired format.	Very well documented the sources used in the desired format.	25%
The performance of presentation	Just reading the lines and not interpreting it.	Short performance and mostly covered.	Good interpretation and overall well presented.	Greatly interpreted and deep reflection through the work	25%
				Total Score	100%

Conclusion

Students have mastered the knowledge about places most visited in England. They are able to define which places determine the power of tourism in England. They have learned how to work successfully in pairs and how to build an interactive presentation that encourages a healthy competition between each other. They will know the importance of the specific steps or tasks how to deliver a good presentation through the work they have made and deliver a great final product.

Teacher Page

This Webquest is about learning more about the target language in this case English, learning how to research a specific topic, how to organize the content, to choose the proper template, and how to put images, to build good and interactive presentations. Also, to reinforce the ability with others in pairs or groups. This is such a great opportunity that through an interesting topic that attracts students' interests they learn about new places, how to create creative presentations and learn from each other's work and ameliorate themselves in each aspect of a good performance. Webquest is a fantastic app where you can have a great experience in learning new things and valuable for your future as teachers.

Standards

This Webquest is about learning more about the target language in this case English, learning how to research a specific topic, how to organize the content, to choose the proper template, and how to put images, to build good and interactive presentations. Also, to reinforce the ability with others in pairs or groups. This is such a great opportunity that through an interesting topic that attracts students' interests they learn about new places, how to create creative presentations and learn from each other's work and ameliorate themselves in each aspect of a good performance. Webquest is a fantastic app where you can have a great experience in learning new things and valuable for your future as teachers.

Credits

https://www.educationworld.com/a_tech/tech/tech011.shtml - The link where I learned how to create a webquest
https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwi-tsmswdT-AhXWstUKHUsCAkUYABAAAgJ3cw&host=www.google.com&cid=CAESbOD2b8hQW_Y11C8V5uZEmW-3I4tHmjo4XIAsoDkemEpcKqGpAFxPL TICRTNbyNVwSijw-1tWfhu2S2zZkFeesU81aFuPIV7YzrnvHUnmZPIBPEOpNyUNCTWu5xqclvcRz2HO9ZCM1ybs6BA&sig=AOD64_0EEfAOaZy11AwANak-jVu25FF4DQ&q&adurl&ved=2ahUKEwi71b-swdT-AhX2SvEDHTB1B-g00Qx6BAGJEAEP Photos taken by Google images

Other