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«Boosting students' motivation through PBLL»

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Project-based learning is not a new phenomenon – it was popular at the beginning of the 20th century most notably championed by John Dewey and again in the 1970s. During the 1970s, it had a bad reputation in some circles for being unstructured and lacking rigour. However, since then there have been two key shifts that have reignited teachers' interest in **project-based learning** and helped it to get rid of its stigma.

Firstly, digital technology makes it easier than ever before for students to conduct serious research, produce high-quality work, keep a record of the entire process, and share their creations with the world. Secondly, we now know much more about how to dogood, rigorous projectbased learning, and we can evaluate its effectiveness.

Today, teachers around the world are designing projects for their students because they ignite a shared passion for learning in both students and teachers. They foster a wide range of skills (such as collaboration, time managementand problem solving) that students will need at college, university, and in the workplace; and they can be tailored to suit students with a wide range of abilities and learning needs. In addition, teachers who are frustrated by narrow standardised tests are finding that students can acquire the curriculum content they need through projects, without letting the test dictate the curriculum.

Project-based learning has been a subject of professional interest for more than 40 years to teaching and learning.

In project-based learning, students gain important knowledge, skills, and dispositions by investigating open-ended questions to "make meaning" that they transmit in purposeful ways.

Project-based learning refers to students designing, planning, and carrying out an extended project that produces a publicly exhibited output such as a product, publication, or presentation. It is related to enquiry-based learning (also known as inquiry-based learning), and problem-based learning. The distinctive feature of

project-based learning is the publicly exhibited output. In this article, the focus is on project-based learning and its influence on boosting students' engagement because***PBL***is a tremendously powerful motivator for both students and teachers.

In this article, we would like to divide two definitions: ***PBL*** and ***PBLL***.

According to the National Foreign Language Resource Center (NFLRC) at the University of Hawaii they are:

PBL- Project Based Learning- refers to students designing, planning, and carrying out an extended project that produces a publicly exhibited output such as a product, publication, or presentation.

PBLL-Project-Based Language Learning- is a transformative learning experience designed to engage language learners with real-world issues and meaningful target language use through the construction of products that have an authentic purpose and that are shared with an audience that extends beyond the instructional setting.

PBLLcan be conceived as a series of language learning tasks that are articulated toward a common goal: the construction of a public product.

Different people define ***motivation*** from different perspectives and it may be due to the existence of different contexts of language learning, but the most important thing is that motivation is a key to learning a language.here are two types of motivation:language learning motivation and classroom learning motivation.

Language learning motivation refers to the motivation to learn or acquire a second language. According to Gardner, it is considered in the socio-educational model of second language acquisition. It is a general form of motivation relevant in any second language-learning context. This is a general characteristic of a person, which refers to any possibility of learning a language. It is relatively stable, but it is amenable to change under certain conditions. ***Classroom learning motivation*** is what Gardner shows in socio-educational model of second language acquisition, and it is an integral part of motivation in general. It refers to the motivation in the classroom situation, or any specific situation.

Factors associated with language class will influence it. Therefore, the teacher, the content of the course, materials and facilities will influence the individual learning motivation. Gardner believes that both educational context and cultural context play an important role in the formation of motivation. In order to make the language learning process a motivating experience, teachers need to put a great deal of thought into learning programs which sustain and boost students' interest and help them to achieve their term goal.

Sometimes when teachers encourage students to become,more active during the lesson it can assist them to see a purpose for improving their communication skills in the target language. Successful communication using the target language should result in students feeling some sense of accomplishment. The use of an interesting text can also help to increase the motivation level of students in the classroom. Many texts often contain material, which fails to capture the interest of students due to the heavy emphasis on vocabulary and grammar. It is important for the teacher to take advantage of such discussion topics and help students to realize that, even though they may see no need to become proficient in a second language, the study of another language and culture can only enhance their perception and understanding of other cultures. Probably the most important way to improve motivation is to use English.

Hardré, Sullivan and Roberts define the supportive teachers as those who consider the prior knowledge ofthe students; they also assessthe work based on the students' effort and take mistakes of the students as learning opportunities

Hardré et al mention some strategies to enhance motivation: supporting learning and future goals, to make the content relevant, student valuing and perceived competence. Concerning to make the content relevant, it refers to the ability of the teacher to make useful the content of the subject and link it to their everyday lives, it is "to put content in context".

We can empower our students by setting the purpose students are empowered when they understand the meaning and significance of content; by

structure, PBL is empowering when real world skills, tasks, and problems are addressed; by design- scaffold learning and revision processes. Include student voice and choice;by use - scaffold learning and revision processes.

In addition,PBL has its *gold standard* for designing elements. They are:

*Student Learning Goals***:** student learning of academic content and skill development are at the center of any well-designed project.

Key Knowledge and Understanding: in good projects, students learn how to apply knowledge to the real world, and use it to solve problems, answer complex questions, and create high-quality products.

*Key Success Skills:*content knowledge and conceptual understanding, by themselves, are not enough in today's world. In school and college, in the modern workplace, as citizens and in their lives generally, people need to be able to think critically and solve problems, work well with others, and manage themselves effectively. It is important to note that success skills can only be taught through the acquisition of content knowledge and understanding.

*Essential Project Design Elements:*it is outline what is necessary for a successful project that maximizes student learning and engagement.

*Challenging problem or question:*to make learning more meaningful for students we should stay engaging problem or question. The heart of a project – what it is "about," if one were to sum it up – is a problem to investigate and solve, or a question to explore and answer.

*Sustained inquiry:*to inquire is to seek information or to investigate – it is a more active, in-depth process than just "looking something up" in a book or online. When studentsfaced with a challenging problem or question, students ask questions, find resources to help answer them, and then ask deeper questions.

*Authenticity:*authentic mean that it is real or genuine, not fake. In education, the concept is about how "real-world" the learning or the task is. Authenticity

increases student motivation and learning. A project can be authentic in several ways, often in combination. It can have an authentic context, such as when students solve problems like those faced by people in the world outside of school (e.g., entrepreneurs developing a business plan, engineers designing a bridge, or advisors to the President recommending policy). It can involve the use of real-world processes, tasks and tools, and performance standards. It can have a real impact on others, such as when students address a need in their school or community (e.g., designing and building a school garden, improving a community park, helping local immigrants) or create something that will be used or experienced by others. Finally, a project can have personal authenticity when it speaks to students' own concerns, interests, cultures, identities, and issues in their lives.

Student voice & choice: having a say in a project creates a sense of ownership in students; they care more about the project and work harder. If students are not able to use their judgment when solving a problem and answering a driving question, the project just feels like doing an exercise or following a set of directions. More advanced students may go even further and select the topic and nature of the project itself; they can write their own questions and decide how they want to investigate it, demonstrate what they have learned, and how they will share their work.

Reflection: John Dewey, whose ideas continue to inform our thinking about PBL, wrote, "We do not learn from experience. We learn from reflecting on experience." Throughout a project, students – and the teacher – should reflect on what they are learning, how they are learning, and why they are learning.

Critique & revision: students should be taught how to give and receive constructive feedback that will improve project processes and products, guided by rubrics, models, and formal feedback protocols.

Public product: it can be a tangible thing, or it can be a presentation of a solution to a problem or answer to a question.

First, like authenticity, a public product adds greatly to PBL's motivating power and encourages high-quality work. A certain degree of anxiety can be a healthy motivator. Too much anxiety can of course detract from performance.

Second, by creating a product, students make what they have learned tangible and thus, when shared publicly, discussible. Instead of only being a private exchange between an individual student and teacher, the social dimension of learning becomes more important.

To sum up, students are motivated to learn and enjoy doing something meaningful, impactful and creative with the language. PBLL is the best variant of activity, which you can give to your students.

Literature

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