University of Pardubice
Faculty of Arts and Philosophy

Project-based learning in English language classes in elementary schools

Bachelor's thesis

2025 Alina Buhrym

Univerzita Pardubice
Fakulta filozofická
Akademický rok: 2023/2024

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(projektu, uměleckého díla, uměleckého výkonu)

Jméno a příjmení:	**Alina Buhrym**
Osobní číslo:	**H21491**
Studijní program:	**B0231A090018 Anglický jazyk**
Specializace:	**Anglický jazyk pro vzdělávání**
Téma práce:	**Projektová výuka v hodinách anglického jazyka na ZŠ**
Téma práce anglicky:	**Project-based learning in English language classes in elementary schools**
Zadávající katedra:	**Katedra anglistiky a amerikanistiky**

Zásady pro vypracování

Tato bakalářská práce je zaměřena na projektovou výuku v hodinách anglického jazyka na základní škole. V teoretické části studentka zasadí problematiku do širšího historického kontextu a podrobně definuje současný koncept projektové výuky a jeho hlavní charakteristiky. V dalších kapitolách budou popsány možné způsoby implementace projektové výuky do hodin anglického jazyka s ohledem na rozvoj komunikační kompetence v anglickém jazyce. Cílem praktické části pak bude navrhnout projekty vhodné do hodin anglického jazyka.

Seznam doporučené literatury:

1. Brychová, Alice. 2001. "Možnosti tvořivého přístupu k výuce cizího jazyka." *Pedagogická orientace* 11 (3): 32-37.
2. Council of Europe. 2020. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Press Syndicate of the University of Cambridge.
3. Dvořáková, Markéta. 2009. *Projektové vyučování v české škole: vývoj, inspirace, současné problémy.* Karolinum.
4. Hansen Čechová, Barbara. 2009. *Nápady pro rozvoj a hodnocení klíčových kompetencí žáků*. Praha: Portál.
5. Harmer, Jeremy. 1992. *The Practice of English Language Teaching. Longman Handbooks for Language Teachers*. Harlow: Longman.
6. Jezberová, Romana. 2011. *Žákovské projekty: cesta ke kompetencím: příručka pro učitele středních odborných škol*. Národní ústav pro vzdělávání, Praha.
7. Koten, Tomáš. 2006. *Škola? V pohodě!: metody, hry a formy práce pro realizaci učiva, pro dosažení očekávaných výstupů a rozvoj klíčových kompetencí*. Hněvín.
8. Scott, Wendy A., and Lisbeth H. Ytreberg. 1991. *Teaching English to Children. Longman Keys to Language Teaching*. London: Longman.
9. Syslová, Zora, and Lucie Štěpánková. 2019. *Třídní projekty v mateřské škole.* Portál.
10. Tomková, Anna, Jitka Kašová a Markéta Dvořáková. 2009. *Učíme v projektech*. Praha: Portál.

Vedoucí bakalářské práce: **Mgr. Helena Zitková, Ph.D.**
Katedra anglistiky a amerikanistiky

Datum zadání bakalářské práce: **19. května 2024**
Termín odevzdání bakalářské práce: **19. května 2025**

Prohlašuji:
Práci s názvem *Project-based learning in English language classes in elementary schools* jsem vypracoval/a samostatně. Veškeré literární prameny a informace, které jsem v práci využil/a, jsou uvedeny v seznamu použité literatury.

Byla jsem seznámena s tím, že se na moji práci vztahují práva a povinnosti vyplývající ze zákona č. 121/2000 Sb., o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon), ve znění pozdějších předpisů, zejména se skutečností, že Univerzita Pardubice má právo na uzavření licenční smlouvy o užití této práce jako školního díla podle § 60 odst. 1 autorského zákona, a s tím, že pokud dojde k užití této práce mnou nebo bude poskytnuta licence o užití jinému subjektu, je Univerzita Pardubice oprávněna ode mne požadovat přiměřený příspěvek na úhradu nákladů, které na vytvoření díla vynaložila, a to podle okolností až do jejich skutečné výše.

Beru na vědomí, že v souladu s § 47b zákona č. 111/1998 Sb., o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších předpisů, a směrnicí Univerzity Pardubice č. 7/2019 Pravidla pro odevzdávání, zveřejňování a formální úpravu závěrečných prací, ve znění pozdějších dodatků, bude práce zveřejněna prostřednictvím Digitální knihovny Univerzity Pardubice. V Pardubicích dne jméno a příjmení autora v. r.

V Pardubicích dne 14.3.2025

Alina Buhrym

Acknowledgement

I am very grateful to my supervisor Mgr. Helena Zitková, Ph.D., for her valuable guidance, and valuable advice given during the creation process. Also, I would like to express my gratitude to my family for their support.

Annotation

This thesis focuses on the usage of project-based learning in English language classes that are held in elementary schools. The theoretical part of the study deals with main characteristics of project-based learning and its integration into English classes. The thesis also examines how key competences outlined in Framework Educational Programme for Basic Education and communicative competences mentioned in the Common European Framework of Reference for Languages are developed with the help of project-based learning. The practical part focuses on the example of a project that meets the criteria outlined in the theoretical part.

Key words

Project-based learning, early school age, key competences, communicative competences

Anotace

Tato práce se zaměřuje na využití projektové výuky v hodinách anglického jazyka na základních školách. Teoretická část se zabývá hlavními charakteristikami projektové výuky a její integrací do výuky angličtiny. Práce také zkoumá, jak jsou pomocí projektového učení rozvíjeny klíčové kompetence uvedené v Rámcovém vzdělávacím programu pro základní vzdělávání a kompetence komunikační uvedené ve Společném evropském referenčním rámci pro jazyky. Praktická část je zaměřena na příklad projektu, který splňuje kritéria uvedená v teoretické části.

Klíčová slova

Projektové učení, mladší školní věk, klíčové kompetence, komunikační kompetence

Table of contents

List of abbreviations and symbols

PBL – project-based learning

CEFR – Common European Framework of Reference for Languages

FEP – Framework Educational Programme

Introduction

The main aim of this thesis is to explore the usage of project-based learning during English classes in elementary school. The thesis will be separated into theoretical and practical sections to ensure the topic is represented clearly and coherently.

Firstly, thorough research will be taken to get a comprehensive understanding of the topic. As Tomková, Kašová and Dvořáková (2009, 13) state, project-based learning is believed to be a highly complex and specific learning method, which requires effort and initiative to get realized. Dvořáková (2009, 33) elaborates that project-based learning is based on students' inner motivation that must be cultivated both by the student and the teacher. This information outlines the main areas for further research.

The theoretical part will focus on the exploration of the development of project-based learning, consisting of five main chapters, some of which are subdivided into subsequent subchapters.

The first section will highlight the explanation for the term "project-based learning" and "project" and the history behind the term. Furthermore, it will extensively focus on the main aspects of project-based learning, delving into its main types and phases. Stages of learner development, specifically early school age, will be outlined in the second part. In the chapters that follow research of Common European Framework of Reference for Languages (CEFR), and Framework Educational Programme (RVP ZV) are introduced. The former is focused on acquisition of communicative competences acquired in the process of language learning in elementary school. The latter deals with key competences that students must cultivate during their learning and the technique to obtain them with the help of project-based learning. Finally, the last chapter in the theoretical part focuses on the practical integration of project-based learning in classes.

The practical part is dedicated to the creation of a project that will correspond with the criteria outlined in the theoretical part. The project is classified thoroughly, and main phases are revealed. There is a proposed lesson plan for each lesson, containing learning objectives, key competences based on Framework Educational Programme and communicative competences based on Common European Framework for Languages. Assessment proposals are introduced in the end of the practical part.

Theoretical part

1 Project-based learning

The definition of project-based learning has been given by many academic researchers. According to Bender (2012, 10), many educators consider it to be the best approach in teaching. Such learning model gives students the opportunity to make choices in their learning and tackle real-life challenges, which can bring many benefits. Krajcik and Shin (2006, 275) have similar views, stating that project-based learning provides students with an option to learn through practical application of knowledge that was acquired in theory, enabling them to solve problems and apply learning in practice. In this process, students participate in activities that resemble the work of professionals in different fields, which enhances their critical thinking and problem-solving skills (Krajcik and Shin 2006, 275).

It is impossible to understand the definition of a project-based learning without having knowledge of what a project is. As Kašová (2013) mentions, project may be understood as an approach to reach a specific objective, which might also include planning and executing different steps for the accomplishment of the successful result. Moreover, according to Zormanová (2012) project is believed to be a learning activity where students work on their own to address a specific issue or challenge.

Project-based learning is closely connected to the definition of a project. Thomas (2000, 1) states that project-based learning is: "a model that organizes learning around projects", while Bender (2012, 10) provides specification by elaborating: "project-based learning is an instructional format in which students … are motivated by real-world problems". Not only that, but this method is seen as a form of exploratory learning, where the learning environment is shaped by real-world problems and authentic inquiries (Al-Balushi & Al-Aamri, 2014).

Moreover, project-based learning has many prospects to become even more influential. Brophy (2012, 198), for example, emphasizes that this approach might become dominant in the next century, so it is important for educators to embrace such a forward-thinking method. Tomková, Kašová and Dvořáková (2009, 13) also state that this educational strategy has been in favour among teachers for more than thirty years and continues to be beneficial in our times.

All in all, each definition in this chapter brings new insights on the meaning of project-based learning, though it is crucial to combine the information from these sources to get a comprehensive definition. All the authors mentioned above, however, agree that project-based learning is an essential part of learning process and ought to be embraced by teachers. Not only

that, but it is vital to understand the meaning of what a "project" is to get a better comprehension of project-based learning.

1.1 History of project-based learning

As indicated by Krajcik and Shin (2006, 275), project-based learning has its foundation in the work of John Dewey, who was an influential figure in philosophy and education. He argued that students will cultivate a better understanding of the material if they were involved in purposeful tasks rather than passive acceptance of information (Krajcik and Shin 2006, 275). As reported by Dvořáková (2009, 10-12), Dewey was able to apply his ideas into practice with the opening of an experimental university laboratory school, which was established by Dewey himself. Various subjects that were taught at his school aimed at the development of both manual and intellectual skills and were based on students' inquiry and active interaction with the world, as he believed that school is an essential part of life, rather than merely preparation for it (Dvořáková 2009, 10-12).

Dewey (1902) criticized an outdated approach to teaching, which is grounded in dividing information in parts and making the child process it gradually. Instead, he believed that all study disciplines are acquired with a child's practical findings. In his other book Dewey (1904) stated that students' learning at school and at home should not be isolated, but brought together, so that their competences are most thoroughly comprehensive.

Dvořáková (2009, 10-12) further mentions that it was William Heard Kilpatrick, one of Dewey's students, who outlined the term of project-based learning as a tool to develop students' character, nurture moral and ethical values. Retter (2018, 15) further mentions that Kilpatrick highlighted the importance for students to take more active, participatory role in comparison to the teacher, who would act as a moderator and guide.

1.2 Advantages of project-based learning

Project-based learning is believed to be a highly advantageous teaching method among many researchers. Tomková, Kašová and Dvořáková (2009, 15), for instance, state that one of the biggest strengths of PBL is its impact on students' inner motivation in the process, as they make their own decisions during a project and become more autonomous. Moreover, Isaeva (2024) agrees, stating that project-based learning increases the level of students' motivation by engaging them in creative activities, namely design of presentations or other materials and providing opportunities for students to actively use the target language in practical scenarios.

However, Coufalová (2006, 14) mentions that it is still outer motivation that is regarded as the main one at the start of an assignment, while students' inner motivation starts to prevail only after some time of working on a given project.

In addition, students also receive the chance to work on current world issues, as their projects often cover significant topics. This way, this learning method encourages the development of problem-solving skills by engaging students in planning and execution of specific tasks (Isaeva 2024, 108). Moreover, as reported by Isakulova (2024), project-based learning mirrors the natural process of acquiring skills and knowledge, as each human engages in projects fostering problem-solving abilities from early age. Additionally, project-based learning offers dynamic and interactive tasks that interest students (Isakulova 2024, 166).

Lojdová (2012) adds that project-based learning helps students maximize the benefits of working with the teacher, as they play a crucial role in a project and can bring vital insights and help with the research. Coufalová (2006, 14) agrees with this statement and further suggests that, especially in lower-secondary school, teacher is one of the greatest influences on students' motivation. Latifaj (2022) has a similar view, emphasizing that educators usually assume the role of facilitators and helpers, working with students to organize tasks and supporting personal and social development of students simultaneously.

Lojdová (2012, 17) also claims that project-based learning is an essential part of curriculum for those students who need to learn how to communicate and cooperate with each other better. Coufalová (2006, 16) agrees and even deems cooperation as a key aspect in project-based learning, as she believes it will be a crucial element for students' successful employment in future. Moreover, Isakulova (2024, 166) also admits that project-based learning significantly helps students foster skills of working in a team and communicating. With the help of specific activities students learn to collaborate and resolve challenges (Isakulova 2024, 166).

As we can see, project-based learning has many benefits, which makes it a highly advantageous approach to teaching, as it helps students maximize their personal and social development, while engaging them in teamwork and making them solve meaningful tasks.

1.3 Disadvantages of project-based learning

Although project-based learning has many visible benefits that were discussed in the previous chapter, there is still much criticism on the topic of PBL. Coufalová (2006, 19) emphasizes that such method cannot be implemented unassisted, but can play a solely supportive role in a traditional learning environment. Maňák (2003, 170) has the same view and states that it is

possible to maximize project-based learning potential only by combining it with regular teaching lessons.

Coufalová (2006, 19) adds that the teacher is usually the one formulating the topic based on students' previous knowledge and needs, therefore the project may not raise students' curiosity. Dvořáková (2009,132) also suggests that most teachers are not orderly in their preparation of topics, therefore the concepts students talk about might be outdated or not connected with the curriculum thoroughly. Additionally, Isaeva (2024, 108) mentions that it is the teachers that might be significantly challenged by the idea of project-based learning, as it requires thorough planning and ongoing supervision to ensure the objectives of the project are met fully. Evaluation made by the teacher of a project is also quite intricate, as the teacher must evaluate not only the result of a project, but the process of it as well (Isaeva 2024, 108). Another problem that Dvořáková (2009, 132) suggests is the lack of objectives, which should be outlined by teachers beforehand. Without formulated aims students often experience uncertainty and confusion, which leads to the project being pointless.

Also, Zormanová (2012) states that project-based learning is seen by many as a type of recreation rather than a learning process and it results in its disfavour among teachers, as students have more freedom and interact merely within groups, which can lead to some students having incomplete or fragmentary knowledge about some topic. Maňák (2003, 170) supports this statement by suggesting that this teaching approach might not be seen as comprehensive learning by both students and teachers.

Also, PBL is seen by many as a time-consuming activity. Adhering to all phases of a project may require more time than is expected, consequently leading to the disruption of strict curriculum guidelines and significant delay in learning. Some projects, for instance, take several weeks or even more, which may have impact on educational objectives (Isaeva 2024, 108). Furthermore, Zormanová (2012) concurs, stating that significantly more time is required to complete the project compared with other learning approaches.

Brychová (2001, 34) focuses on the implementation of project-based learning in foreign language classes, stating that students might not know many words in foreign language, which might lead to them being silent. Moreover, they might overuse the language that is already known to them, making the studying process ineffective (Brychová 2001, 34). Both Isaeva (2024, 108) and Zormanová (2012) have the same perspective, emphasizing that some students may feel negative towards this learning approach due to them having limited proficiency in foreign language and struggling to convey their ideas.

As a result, some of the challenges stated above prevent it from being used in most schools. However, there are certain procedures that may help to reduce the negative impact of project-based learning. For instance, Isaeva (2024, 109) indicates that meticulous planning might help, as dismantling projects into smaller tasks ensures students recognize their roles and tasks correctly. Not only that, but Isakulova (2024, 168) also mentions that the project must be aligned with students' existing knowledge and be feasible. To ensure that, regular feedback from both the teacher and the students is expected (Isakulova 2024, 168).

In conclusion, project-based learning is challenging to implement and has some disadvantages that make it demanding both for students and teachers. However, these limitations may be overcome by using specific techniques outlined in the chapter.

1.4 Types of projects

There are many different types of projects, so they are divided by many researchers into different groups for easier comprehension. For example, Maňák (2003, 169) suggests that projects might be differentiated based on their duration. For instance, a project can be short and last about a few hours; medium, which can take around a few days or an extended project, duration of which is usually more than seven days. The author also suggests that another way to characterize projects is by their engagement format, achieved by understanding if the tasks are done individually by students, in groups or in a combination of both options. Kutueva (2013, 197) agrees, implying that the teacher may decide to organize either a project that will focus on student's independent work or give preference to the project involving activities in teams.

Dvořáková (2009, 24-25) further states that all projects can be defined as either open or preset. The first option is based on students' intrinsic motivation and is often related to real events that happened in students' lives. Though it is common for students to choose the field of work themselves, teachers can often bring a list of topics, which might engage their students. On the other hand, preset projects are preselected and curated by a teacher, which lowers their effectivity. However, such types of projects are easier to adapt to the curriculum, which makes it more realistic for teachers to implement (Dvořáková, 2009). Kratochvílová (2006) proposes a similar differentiation by stating that projects may be student-initiated, teacher-designed or both types combined based on the project proposer.

There are even more types of projects separated by different authors. For example, Tomková, Kašová and Dvořáková (2009, 15-16) distinct projects based on students' age. Different ages have various demands, so it is important to know the exact group the teacher is working with.

Furthermore, they imply that projects will differ based on their structure. For instance, it is important whether the groups of students were newly established or if students worked together before, as it can impact the way they interact with each other (Tomková, Kašová and Dvořáková (2009, 53). Also, as Coufalová (2006, 12) states, the number of students or classes engaged in the project might also alternate. For instance, there are projects that include different classes at school or even students from different schools working together (Coufalová 2006, 12).

Another differentiation, which Kašová (2013) gives, is the number of subjects the project is focused on. For example, a project can be dedicated to a singular subject, which makes it more detailed; to a pair of subjects, which gives students the opportunity to connect their importance; to multiple subjects (Kašová 2013). Kutueva (2013, 197) concurs, suggesting the differentiation based on the number of areas of knowledge the subject is based on. Coufalová (2006, 11) also proposes such difference, elaborating that it is easier to lead an interdisciplinary project in lower-secondary school, while doing it in secondary or elementary school might pose serious difficulties (Coufalová 2006, 11).

Overall, many authors use their own criteria in establishing project types. However, all of them agree on the fundamental differentiations, which were mentioned in the chapter. I would define duration of projects, interdisciplinarity and the level of prior preparation to be fundamental in my research, as these areas might help to adapt the project to students' priorities and needs.

1.5 Characteristics of a project

The project must correspond with the specific criteria to be successful among students. As Koroleva and Toporkova (2018, 57) state, the most distinct feature of a project is its engagement in authentic professional contexts, which are based on practical experience. Sukhovienko and Charykova (2011, 238) agree, emphasizing the importance of solving problems in a project through the process of analysing data and developing their own approach to finding a solution (Sukovienko and Charykova 2011, 238).

Also, Krajcik and Blumenfeld (2005, 318) believe that the project must be based on investigation of a specific problem and students' collaborative intention to reach a consensus. In this process, students may be introduced to the activities that would be overwhelming for them in a normal situation. However, the process of project work encourages them to overcome difficulties, thus these situations should not pose serious difficulties with guidance of a teacher (Krajcik and Blumenfeld 2005, 318). Koroleva and Toporkova (2018, 57) provide further explanation, stating that project-based learning is needed to facilitate collaboration, extending

beyond the traditional school setting. Rakhmatova (2021, 29) supports the information mentioned above and elaborates that engaging all students is essential for the better outcome of the project. Moreover, individual language levels must be considered before assigning the roles or distributing teams (Rakhamotva 2021, 29).

Holotová (2007) offers another characteristic, mentioning that project-based learning requires some adjustments, being connected with psychological individual characteristics of students. Some students, for instance, are more self-sufficient, while others need more support. Thus, teachers play a crucial role in duration of the whole process, using empathic and pedagogical skills (Holotová 2007). Moreover, Zormanová (2012) adds the project usually facilitates students of different backgrounds for working on the same purpose, making them active participants of the society.

Thus, the project must correspond to the specific criteria outlined in the chapter for it to be learning-oriented. Consequently, teachers must be acquainted with them before presenting the proposal to students.

1.6 Phases of a project

As outlined by Zormanová (2012) project-based learning consists of specific phases. First, it is crucial to set an objective of the project, which means outlining what the results of it should be. Maňák (2003, 168) agrees with this view, implying that defining the aim of the project will guarantee that it is fitting and can be accomplished. It is also important for successfully motivating students (Maňák (2003, 168). Bláhová (2021) emphasizes the importance of choosing the aim of a project, which should not only meet the requirements of the school curriculum, but also be achievable and interesting for students.

The second phase is about formulating the main ideas and solutions. In this period, students would be able to analyse the best strategy to implement and discuss the duration of a project (Maňák 2003, 169). Moreover, during this stage it is best if the teacher works with students to develop a detailed plan for addressing the chosen issue. This way, students also have a voice in the matter and can outline their expectations. The teacher during that time may foster beneficial discussions to improve students' initiative (Mazáčová 2007). Bláhová (2021) has the same opinion, further stating that this phase is made for the decision on what the outcome of the project must resemble.

The third part, as Maňák (2003, 169) states, is the execution of a project. The author adds that emphasis here is put on the students especially, making them take the most active role in the

task, while the teacher works as an observer. Kulyalaieva (2019, 24) mentions that this phase also includes creation of necessary materials and adjusting intermediate results to ensure alignment with the set goals from the position of students. The teacher focuses on providing directions and mentorship during this time (Kulyalaieva 2019, 24). Bender (2012) adds another phase after that, which consists of students gathering in their teams before the presentation and reflecting on their work. This way, the group would be able to get detailed feedback on working cooperatively from their peers (Bender 2012).

The next stage is called the presentation, which includes students' exhibiting their results of working on a project for the given amount of time. For instance, it can be done in a form of a report given in front of the class or even a demonstration of tangible things, such as leaflets and posters (Hrabinová 2010, 28). According to Simpson (2011) showcasing the project to the class helps students see their growth and collect ideas for potential improvements from their classmates. This step is thoroughly monitored by the teachers for them to ensure that students grasp the challenges involved and use the necessary skills acquired during the process to successfully complete the project (Simpson 2011, 58). Lojdová (2012) finally states that the presentation is a vital part of the process and could take many forms. For instance, information can be presented orally or as a part of a performance (Lojdová 2012).

The last stage is called assessment, as it gives students the opportunity to display the results before the teacher and review the goals outlined at the beginning. This reflective process may impact subsequent planning of future projects and provides students with the state of fulfilment (Maňák 2003, 169). Simpson (2011, 58) also believes that the outcome of the project is needed to be reviewed both by students and the teacher, as it gives both parties the opportunity to evaluate their work and detect areas for improvement. Bláhová (2021) further mentions that the project should be evaluated holistically, respecting both the final product and the learning process. Moreover, key competences obtained in the process are to be assessed as well (Bláhová 2021).

All in all, project consists of specific phases that both students and the teacher should adhere to. The required stages are formulation of main aims, preparation, execution, presentation and assessment. However, these stages may be developed even further or given more time during the project depending on students' level of engagement or time available.

1. 7 Reflection and assessment

Reflection is a crucial part of learning and must not be overlooked. As Chabdenova (2022, 140) mentions, formative assessment is most favourable among the researchers for the evaluation of both teachers' and students' development, as it helps them track learning progress and adjust future work. Furthermore, as Rakhimova (2020, 243) implies, such form of assessment supports students who need to overcome challenges and emphasizes development of various skills rather than grades.

Moreover, Chabdenova (2022, 140) believes that formative assessment must contain specific criteria, such as a clearly developed aim that both the students and the teacher are aware of, guidance from the teacher and adjustment of instructional strategies in future lessons to have a positive impact on the learning process. Rakhimova (2020, 243) adds that such evaluation technique is needed to help students build confidence and foster self-evaluation skills, which are crucial in real world.

Formative assessment can be done both in written and oral form. For instance, students may engage in the creation of portfolios or complete reflection quizzes. Such methods offer both students and teachers instant feedback and help students reflect on their learning independently (Rakhimova 2020, 247). Moreover, according to Mikhailova (2013), the practice of using reflection handouts has recently become widespread recently, as they help learners define learning objectives and monitor progress.

In addition, oral reflection may be done in form of a discussion, as such method provides an opportunity to deepen students' understanding and correcting misconceptions, which would not be possible in written form. The teacher may use creative questions to foster thinking processes (Rakhimova 2020, 252). Moreover, peer feedback is another form of formative oral assessment, as it gives students the opportunity to reflect on the work of their fellow learners and provide constructive feedback (Volkova 2023, 303).

In conclusion, formative assessment is a vital part of any learning process, as it helps students maximize their potential and achieve better results in future. As it was mentioned in the chapter, such assessment can be held either in written or oral form. Thus, the decision to choose the best working strategy for reflection is placed on the teacher.

1. 8 Educational goals of a project

The main aim of this chapter is to examine the educational goals based on revised Bloom's Taxonomy. The review of its connection with project-based learning is also to be introduced.

As Skalková (2007, 121) informs, Bloom's taxonomy is a foundational concept that was created for curriculum construction and successful preparation of lessons, as it offers an opportunity to analyse and measure the achievement of specific learning objectives. Eventually, it was reviewed and changed, so that it could become more complex and conform to the constructivist approach to education. Modern taxonomy, changed by Anderson and Krathwohl, emphasized creation and design rather than passive remembering of information (Vávra 2011).

Main educational goals have a direct correlation with Bloom's taxonomy and are based on its findings. As Basori and Jufri state (2024), objectives of education are confined in three primary domains, which are called cognitive, affective and psychomotor. Folayan and Ademiloye (2020, 13) emphasize that all three domains represent various areas of skill development, however, all of them being equally important for the development of students' skills.

Cognitive domain is based on analytical skills of students that is developed through recalling of information, examination and application of it. One might be able to measure it using systematic testing methods (Basori and Jufri 2024). Kasilingam, Ramalingam, and Chinnavan (2014, 28) also add that collaborative activities in the form of project work are of help for the development of cognitive domain. As these tasks require interaction between people, they are highly valuable for the development of analytical and critical thinking abilities (Kasilingam, Ramalingam, and Chinnavan 2014, 28).

In addition, affective domain centres around emotional reactions of students, often being assessed based on feedback forms or polls (Basori and Jufri 2024). As Kasilingam, Ramalingam, and Chinnavan (2014, 29) emphasize, it concerns eagerness of students to perform in activities and them showing considerate level of commitment in the whole process. Moreover, interviews with professionals and discussions with invited lecturers that is often a part of project work might increase the level of students' achievement in this area (Kasilingam, Ramalingam, and Chinnavan (2014, 29).

Finally, the third domain is psychomotor, its relevance based on kinaesthetic abilities, measured by the degree of precision and pace (Basori and Jufri 2024, 411). Kasilingam, Ramalingam, and Chinnavan (2014, 30) state that it is best seen in the process of experiential learning, which is also applicable to project work.

All in all, educational goals are deeply rooted both in Bloom's taxonomy and learning domains, which are vital for both lessons and curriculum development. It is important to connect them with specific tasks when organizing projects for the best learning outcome.

2 Stages of learner development

Child's development is a lifelong process, which is influenced by inherited and environmental factors and can be separated into certain development phases (Michalová 2007). As Vágnerová (2022, 45) mentions, children begin absorbing knowledge from their newborn period. However, the aim of this bachelor thesis is focused on the research of primary school children, specifically third grade of elementary school – children aged from eight to nine years old, thus the chapter will concentrate only on early school age, which applies to this period.

Early school age concerns children from six to nine years old and spans the period of elementary school. Their cognitive abilities mature substantially, making them more attentive in terms of logical thinking and memory. It is crucial for students of this age to accomplish tasks independently, as it significantly influences their work mindset in future. Moreover, children must have support from adults who encourage them to develop for the best learning outcomes (Labusová 2014). Doleží (2014, 11) further states that children are mainly focused on learning at this period, the teacher serving as their guide and role model. Thus, many students at that stage depend on attention and emotional encouragement from their educator, which must be considered by the teacher during task preparation. Moreover, this development stage is concentrated on the ability to think abstractly and master self-discipline and independence (Doleží 2014, 11). Moreover, Vágnerová (2022, 267) agrees, stating that students need to master the basic educational skills and be prepared to execute tasks and grasp instructions given by the teacher.

Furthermore, this time is seen as exploration of students' first social roles, including adjustment to classroom expectations. Peer groups become influential and depend on each child's sense of identity and self-image (Doleží 2014, 15). Vágnerová (2022) agrees with this view, further implying that peer relationships allow students to learn social norms and develop their own communication strategies.

All in all, the age this thesis is focused on concerns early school age, the important features of which the teacher must consider before the start of learning process. For instance, focus on analytic thinking, freedom to make their own choices, positive encouragement both from the teacher and parents and facilitation of interactions with classmates are the most vital criteria in this stage of learners' development. This way, students will realize their potential fully and develop emotional and social growth.

3 Integrating project-based learning with Framework Educational Programme for Basic Education in English classes

Framework Educational Programme for Basic Education is one of the main and vital documents for those connected with teaching in Czech Republic. It is focused on cultivating key competences and provides students with the opportunity to link them with the curriculum. FEP (Framework Educational Programme) shapes the educational standards nationwide (Jeřábek, Tupý 2005, 6). Hučínová (2005) also mentions that this document is centred not only on assisting students with application of knowledge at school, but also on preparing them for life and future employment.

3.1 Key competences in Framework Educational Programme for Basic Education

Key competences are a combination of certain capabilities that enable personal growth of students and prepare them to be an active contributor to a society. Moreover, the foundation of these is built progressively, starting during primary education. It is stated that all subjects should play an important role in contributing towards enhancing key competences (Framework Educational Programme for Elementary Education 2023, 10). Kocourková (2012) agrees, stating that key competences must be cultivated by students across all subjects effectively and gradually, which might be problematic in real-life situations.

For the analysis of Framework Educational Programme for Elementary Education and an academic article of Mgr. Alena Podepřelová will be taken into consideration (Framework Educational Programme for Elementary Education 2023, Podepřelová 2006).

One of the main key competences is learning competence, with the help of which students can successfully manage their learning and are willing to continue developing their knowledge even after graduation. Moreover, they can analyse information critically and reflect on their results (Framework Educational Programme for Elementary Education 2023, 10). Also, Podepřelová (2006) focuses on learning a foreign language specifically and elaborates that students begin developing learning competence from the first lesson with the help of engaging activities. For instance, the author mentions that students at language classes in elementary school should be introduced to correct utterance of foreign words, new vocabulary and comprehend basic grammatical structures, which are crucial for speaking in foreign language (Podepřelová 2006).

Another important key competence is a problem-solving competence. By completing their basic education, students should be able to acknowledge problems that arise in various contexts, analyse them and conclude by applying appropriate strategies and logic. The ability to think

critically is also developed (Framework Educational Programme for Elementary Education 2023, 11). For instance, Podepřelová (2006) suggests that the principal method in developing problem-solving competence is by implementing project-based learning into the curriculum. This way, students will gather information from various authors, examine it and make assessments, which is crucial for the development of the above-mentioned competence. Another beneficial way to develop it is by reusing already solved problems in new projects and providing feedback on the way students' performance develops with time (Podepřelová 2006). Communicative competence is also vital in basic education. Schools are to work on the ability of students to convey their thoughts coherently both in written and spoken forms. Also, students are expected to be able to lead a discussion, support their arguments, express their disagreement if needed. Reflecting on different texts, visual and audio materials is considered equally important (Framework Educational Programme for Elementary Education 2023, 11). Podepřelová (2006) adds that in language learning communicative competence is one of the most important ones, as such lessons require students to state their opinions and work both in pairs and in groups. Furthermore, writing in foreign language is ought to be evolved as well with the help of creative activities designed by the teacher (Podepřelová 2006).

The fourth key competence that will be analysed in this chapter is social and personal competence. As it is stated in Framework Educational Programme, such competence is crucial for students' effective working in teams, respecting each other and learning from the feedback of others (Framework Educational Programme for Elementary Education 2023, 12). Podepřelová (2006) further states that it is important to alternate both individual, pair and group work for the best learning outcome and the achievement of social and personal competence among students.

The fifth key competence is civic competence. It enables students to act responsibly and be an active participant in a society after the end of their basic education. The students are progressively taught to act appropriately according to the situation, offer and accept help from other people. Major focus is placed on the respect of cultural traditions and heritage of the Czech Republic (Framework Educational Programme for Elementary Education 2023, 12). Podepřelová (2006) affirms that foreign language classes might be beneficial for students' identity search with the help of presentations of their country in a foreign language and research of global problems (Podepřelová 2006).

Furthermore, work competence will be taken into consideration. As a result of acquiring it, students can adjust to new conditions without effort, they utilize knowledge from different fields to be able to grow professionally and develop their personality and skills. Furthermore,

the basics of entrepreneurship are acquired as well (Framework Educational Programme for Elementary Education 2023, 13). As Podepřelová (2006) states, acquiring this key competence is possible with the help of long-term assignments that are more systematic, which is why they can help students become better organized. Also, the main aim of foreign language classes at schools ought to be preparation for international language exams, which might be beneficial for their working field after graduation (Podepřelová 2006).

The last key competence that will be discussed here is digital competence. Having completed primary school, the students must be able to use digital tools proficiently and select appropriate applications and technologies for problem-solving and task completion. Furthermore, they must thoroughly analyse information online and integrate it into the learning process. However, students at that time should be aware of potential risks and misinformation that can be found there (Framework Educational Programme for Elementary Education 2023, 13).

Overall, it is visible that key competences are vital in the development of a student and his preparation for future life. As we can see, most key competences might be acquired in foreign language classes.

3.2 Framework Educational Programme for Basic Education and project-based learning

Project-based learning is believed to be a highly influential method for helping students realize key competences that were outlined in the previous chapter. Such approach is of help for students who need to strengthen their knowledge and skills, develop personally and professionally. (Zormanová 2012). Moreover, project-based learning also promotes interdisciplinarity and can be realized in more than one subject simultaneously, which can help cultivate cross-cultural themes defined in Framework Educational Programme for Basic Education (Zormanová 2012). Cross-cultural themes, as it is stated in Framework Educational Programme for Elementary Education, are believed to be an essential part of education, as they foster students' inner development, provide context for students to shape their values and morals. Moreover, cross-cultural themes are included in the curriculum during the primary education and are advised to be implemented in every year of students' learning. Some examples of cross-cultural themes that might be implemented in the process of project-based learning are, for instance, personal and social development; multicultural awareness; environmental awareness; media literacy (Framework Educational Programme for Basic Education 2023, 125).

4 CEFR and communicative competences in English classes

The Common European Framework of Reference for Languages (CEFR) creates a unified standard for the development of language modules and curricula across Europe. Moreover, CEFR outlines standardized abilities and pieces of knowledge that are needed for successful communication in a foreign language by specifying levels of proficiency to monitor progress. With the help of it, multiculturalism and personal growth of learners is encouraged (Council of Europe 2001, 1-2). Furthermore, it should be emphasized that CEFR was devised in 1991, being rooted in the works of two prominent linguistics, John Leslie Melville Trim and Jane Ate van Ek, who were working on "Threshold level" initiative, which later became a basis for Common European Framework of Reference for Languages. According to them, three basic levels of proficiency in CEFR are outlined, these levels are further divided into basic – A1, A2; independent – B1, B2; proficient – C1, C2 (Šindelářová 2010).

4.1 Project-based learning as a tool to develop communicative competences

While researching levels of communicative language proficiency, one can categorize communicative competences into three groups, which are mutually dependent. The following competences are linguistic, sociolinguistic and pragmatic. All of them play a crucial role in effective communication in a foreign language (Council of Europe 2001, 14).

As outlined in CEFR, linguistic competence involves proficient comprehension of vocabulary, pronunciation and syntax, at the same time focusing on the ability to recall information (Council of Europe 2001, 14). Zimina and Fakhrutdinova (2017) further elaborate that this competence refers to students' qualification to grasp the organization and structure of language. Furthermore, we can classify linguistic competence into more specific categories, them being lexical, semantic, grammatical, phonological, orthographical and orthoepic one (Council of Europe 2001, 109).

Lexical competence, according to Dombrovskaya (2016, 29), refers to a student's ability to recall and produce vocabulary in foreign language, including skills to group words into specific groups according to topics and use phrasal verbs and idiomatic phrases according to their true meaning. This competence is closely related to grammatical competence, which emphasizes formation of grammatically accurate phrases and application of grammatical rules in a spoken or written utterance. For instance, such rules include correct concord relation and word classifications (Dombrovskaya 2016, 30). Moreover, Berezenko, Cherkhava and Musiienko

(2022, 89) argue that grammatical competence is believed to be one of the dominant competences in language acquisition, as it forms the foundation for the development of further ones.

Also, semantic competence is also a component of a linguistic competence. Dobrovskaya (2016, 30) proposes this competence as means to analyse connections between words, their synonyms and opposites. Moreover, phonological competence is closely linked to the previous one as well. It includes the ability to use basic sounds and their variations in a spoken language, differentiate sound and pronunciation features (Council of Europe 2001, 116).

Finally, orthographic and orthoepic skills are also considered to be a part of linguistic communicative competence. From the point of view of Dobrovskaya (2016, 30) orthographic competence is used to create coherent written symbols, focusing also on spelling and punctuational errors. Also, the ability to differentiate between capital and lowercase letters is included in orthographic ability as well (Council of Europe 2001, 117). In its turn, the focus of orthoepic competence is put on the knowledge of transcription systems and connection between punctuation and intonation (Dobrovskaya 2016, 30). Not only that, but the ability to work with the dictionary to interpret pronunciation symbols correctly is also expected of students who acquired this competence (Council of Europe 2001, 118).

Sociolinguistic competence targets cultural norms and communication conventions, emphasizing differentiation of communication in various cultural contexts (Council of Europe 2001, 14). Analysis of this competence is possible with the help of using specific social markers, variations of register, politeness forms, all of which are outlined in the CEFR scale. For instance, participating in simple social situations is expected at beginner levels, while selecting suitable registers and adjusting behaviour accordingly is expected at higher levels (Council of Europe 2020, 136).

Pragmatic competence emphasizes the ability of students to structure their communicative utterances in a coherent and cohesive way, putting new information to the end of the sentence, taking turns and modifying language according to the situation (Council of Europe 2020, 137-142). It also stresses application of language in practical situations, focusing even on students' usage of humour and irony (Council of Europe 2001, 14).

Though there is not much research on the topic of linkage between communicative competences and project-based learning, one can say that connection between these is visible in all parts of project realization. As Rahmatullayevna (2020) mentions, project-based learning puts emphasis on student-centred activities that allow students to learn foundations of time management and organization. Furthermore, project-based learning enhances communicative linguistic

competence by incorporating linguistic knowledge through functional usage of the language during the project, as students practice grammar, vocabulary and pronunciation when needed. Moreover, sociolinguistic competence is acquired with the help of communication in groups, as they must conform to politeness norms and adapt to different cultural differences during the lessons. Finally, as the author believes, pragmatic competence is developed through learners' ability to resolve issues, take turns, negotiate (Rahmatullayevna 2020, 167-170). In addition, Dooly (2012, 71-92) agrees that project-based learning not only improves communicative competences of students, but helps the learners to comprehend the materials they are presented with even more thoroughly.

In conclusion, project-based learning is an integral part of acquiring linguistic, sociolinguistic and pragmatic competences, as they improve learners' language skills, while, at the same time, enhancing their ability to work in teams; lead a debate and make compromises; use tactful expressions.

5 Integrating project-based learning in English classes

As it was already mentioned in the previous chapters, project-based learning has a leading role as one of the approaches of teaching a foreign language and can be realised by educators in various forms. For instance, Wildová (2002) highlights the impact project-based learning has on elementary students' competence to read and write. Additionally, Aghayani and Hajmohammadi (2019, 79) have the same view, stating that writing, developed during realization of project-based learning, is one of the vital intellectual skills that helps to analyse information and develop the ability to think critically as well. This learning method constructs nurturing and supportive environment for students to unite and produce new ideas (Aghayani and Hajmohammadi 2019, 79).

Moreover, according to Anderson (2020), project-based learning might be incorporated with the usage of various learning methods, one of those being creation of fictional stories and subsequent presentation of the tasks achieved. Moreover, students might release a piece of content, i.e. article, or fabrication of a real product (Anderson 2020, 2). Zormanová (2011) strongly believes that project work might comprise of more than one subject, so that students not only improve their language skills, but also get new knowledge, which might be achieved with the help of cross-curricular projects.

Furthermore, technological benefits in relation to project-based learning must not be overlooked as well. For instance, Hrych (2008) believes that computers might be a powerful instrument during the project, as they are to be of help for students willing to incorporate video or audio materials into their presentation or even direct and edit a movie. Villalba (2022) adds that even blogging can be incorporated into project-based learning English lessons, which exemplifies the need for usage of modern technologies in projects.

In conclusion, it is crucial to note the variety of techniques to incorporate projects available for usage at English lessons. However, all these activities require methodological preparation from the side of the teacher and eagerness and enthusiasm from students to achieve successful outcomes.

Practical part

6 Project criteria

The practical part of my bachelor thesis reflects the theoretical findings acquired in the previous part, focusing on the development of a project that will be implemented in elementary schools. The project will be thoroughly analysed, therefore can serve as inspiration to educators as an addition to schools' curriculum. The project is most suitable for the 3rd grade of elementary school and planned in accordance with School Educational Programme (ŠVP) in Pardubice.

Based on the theoretical part, the following criteria of a project can be formed, which will serve as basis for the creation of a project in the practical part:

1. The project must involve practical application of acquired knowledge.
2. Individual language levels must be taken into consideration during the project.
3. The project must focus on teamwork and cooperation with peers to solve a specific problem.
4. The project must be feasible and aligned with students' existing knowledge.
5. The project must align with predefined project types.
6. The project must include all the necessary phases, them being outlining the goal, planning, execution, presentation and assessment.
7. The project must adhere to educational goals and develop cognitive, affective and psychomotor domains.
8. The project must correspond with the stages of learner development.
9. The project must develop key competences based on Framework Educational Programme for Basic Education.
10. The project must develop communicative competences based on the Common European Framework of Reference for Languages (CEFR).

6.1 Characterization of the project

1. Grade/age of students: 3rd grade, students are eight or nine years old.
2. Project output: creation of an insect exhibition that will include construction of a 3D model of an insect.

3. Project type:

a) By duration: 6 days.

b) By engagement format: individual, collaborative.

c) By degree of autonomy: preset. The project is organized by the teacher based on School Educational Programme – ŠVP.

d) By age range: elementary school.

e) By structure: group that worked together before, English class.

f) By the number of people engaged: 13-15 students.

g) By subject coverage: interdisciplinary. The project will mainly focus on English but will also include students' skills acquired in Natural Science, Art and Activity.

6.2 Objectives of the project

Cognitive: By the end of the project students will be able to name insects in English, their movements and structure, recognize the insect in its natural habitat; students will be able to produce some basic information about insects' life cycle based on the interview with an invited guest; students will be able to analyse information about chosen insects and apply it in practice; students will be able to assess the negative people's impact on insects and will devise specific ideas on how to protect them.

Affective: By the end of the project students will form their own interest in the topic of insects and inner motivation to preserve them; students will be able to present information about chosen insects and answer questions about them; students will be able to form suggestions for preservation of insects.

Psychomotor: By the end of the project students will be able to follow the instructions of an invited guest and the teacher to find the needed insect; students will be able to compose a 3D model of one of the insects with the help of the teacher; students will be able to integrate the information acquired during the project into their presentation.

4. Didactic materials: flashcards, handout with project rules, questionnaires, the Internet, encyclopaedias, Science magazines, mobile phone, plastic container with holes, leaves or twigs for catching insects, magnifying glass, paper, crayons, coloured paper, modelling clay, pipe cleaners, glue, crayons, scissors, paper, reflection handout.

5. Assessment methods: formative assessment of each group by the teacher; group discussion; written self-evaluation in the form of completing a handout.

6.3 Phases of the project

Setting an objective of the project: The teacher presents the topic of the project and the expected output, elicits the knowledge students have on the topic provided; the students complete the questionnaire and get introduced to the new topic; new English vocabulary on the topic of insects is presented; students get sorted into teams; they invent names for each team and present them. Also, the system of points is introduced. Names of the teams are written on a sheet of paper and displayed in a classroom. For each successful completion of the task or increased level of engagement students get points, in the end there will be point calculation. Timeline of the project is introduced as well, as students must have detailed knowledge concerning the expectations they are required to meet and the time frame in which they must hone their project.

Preparation: Students start gathering knowledge from different sources offered by the teacher and completing the handouts for easier comprehension of information. Also, they organize the meeting with an invited guest, who might be either an ecologist or an entomologist, the teacher offers the contact of them. Students call them and ask for a meeting in the park or on the school grounds outside if the school administration permits. Students develop questions to ask the invited guest. Simultaneously, the teacher prepares all the necessary materials for the creation of sketches and following construction of an insect model.

Execution: Students meet in the park and get introduced to the invited professional. Together, they discuss different information about life and structure of insects and suggestions for their preservation both in Czech and in English. Each group gets the task to find one of the insects they learned about during “preparation” part and place it into a designated container. After succeeding, each group must draw a sketch of the insect and name it in English. The group that

succeeded first gets points, points are also given for teamwork, collaboration and engagement. After that, both the students and the invited guest construct the bug hotel for the preservation of insects. Students assist the guest and the teacher by examining the surroundings and bringing the necessary materials. In the end of the lesson students are given the assignment to work individually at home and find information about their chosen insect from different resources. The following lesson they discuss what they have learned in groups and combine their knowledge into one presentation that consists of the most important facts they have learned. The teacher offers the handouts that might help students distribute roles and synthesize information. This presentation will be delivered in the fourth part. During that time the teacher encourages students to use English during their discussion, helps with translation. Now that the students have been introduced to the topic, they are prepared to make a physical 3D model of their chosen insect to present at the school exhibition. Students have a sketch they made in front of them. Firstly, students form the body from modelling clay. Then, they add wings carved from the cardboard. The next step is the creation of legs that is possible with the usage of pipe cleaners. Eyes are drawn with markers. Finally, the models are assembled. Students also make a paper advertisement inviting parents or students from other grades to come to their insect exhibition.

Presentation: The event starts with an opening ceremony, in which the teacher greets the guests and briefly introduces the topic, mentioning the time and effort of the students. Then, each group guides the viewers towards their 3D models and conducts a presentation of the insect, mentioning the information discovered from the entomologist and resources at home. In the end, they answer questions provided by the guests.

Assessment: After the exhibition students are asked to reflect on their project with the help of a reflective assignment. Some questions are open (What have you enjoyed the most? What was the most difficult part of working on a project?), some questions require yes/no answer. Students may answer both in English and in Czech depending on their language proficiency. After that, there follows a group discussion, where each student has space to comment. The observation of the teacher and formative assessment is included as well, the teacher analyses the progress of each group and highlights the things students should focus on in their next project. In the end, the amount of points each group won is counted. Each group gets a certificate for project completion.

6. 4 Lesson 1

Introduction to the project

Objective of the lesson: By the end of the lesson the students will be able to name and match English names and body parts of some insects with the necessary verb using the construction "It can".

1. Cognitive: Students will be able to list the rules and expected aims of the project; students will be able to identify the insect and recognize its English name; students will be able name the body parts of an insect correctly; students will be able to build sentences using the structure "It can"; students will be able to answer questions connected to the given insect; students will be able to reflect on their discovered knowledge and find situation where they can apply it.
2. Affective: Students will be able to ask questions about the insect; students will be able to respect and follow the rules of the project; students will engage in groupwork and discuss insects; students will demonstrate interest in the project and the proposed topic.
3. Psychomotor: Students will be able to differentiate the moves of the chosen insect (The bee buzzes, the ant crawls, etc.); students will select the teams and present the name for each team.

Key competences developed in the lesson:

1. Learning competence: Students discover new words connected with insects and their movements and body parts and learn to apply them in sentences during the didactic game.
2. Problem-solving competence: Students solve riddles in a team by asking and answering questions about insects.
3. Communicative competence: Students list different questions about insects and get affirmative or negative answers.

Communicative competences (CEFR) developed in the lesson:

1. Linguistic competence: Students will discover and use new vocabulary in correctly built sentences using the structure "It can".
2. Sociolinguistic competence: Students will form polite questions in the guessing game.
3. Pragmatic competence: Students will understand and follow the project rules; students will reflect on the future outcome of the project.

Didactic materials: flashcards, handout with project rules, questionnaires.

Activities:

Introduction to the project (10-15 minutes): The teacher presents the topic of the project and prompts students to answer if they know what a project is and what it should include. The teacher also explains what they should do during the project and outlines main goals expected to be completed at the project and rules that should be followed during the project. The students are split into teams. After that, the teacher distributes handouts with questionnaires to elicit the previous students' knowledge about the topic. An example of a questionnaire is given below:

1. Are you interested to discover more about insects?
2. Can you write the names of insects that you already know?
3. Where do you think insects live?
4. What can insects do in your opinion?

Learning the vocabulary (15-20 minutes): The teacher presents new vocabulary, both nouns and verbs, with the help of flashcards. Students name the insects based on the picture. After that, each group is given a handout with flashcards and the verbs connected with these insects. Students are expected to match the picture with the corresponding verb in groups.
The verbs can vary according to the requirements of the lesson. Here is the example of the new vocabulary:
Ant, bee, butterfly, grasshopper, ladybug, mosquito, caterpillar, fly.
Fly, crawl, buzz, hop, bite, dig.
Head, wings, legs, abdomen, antennae.

Game "Name the insect" (12-15 minutes): Students are given the cards with names of insects. One student from the group takes the card and must respond to the questions of classmates with affirmative or negative answer. If the group guesses correctly, the turn goes to the next student. After the game, students share information they know about different insects with the class voluntarily.
Reflection (5-7 minutes): The teacher inquires how the information they discovered in the lesson may be useful in the process of a project. The students give ideas, and the teacher writes them on the board in the form of a mind-map. Then, the teacher asks the students about their next steps. Together, they discuss the process of the project and consider the next steps.

6.5 Lesson 2

Research and organization

Objective of the lesson: By the end of the lesson the students will gather information about the insect of their choice and will be able to present basic facts about it.

1. Cognitive: Students will interpret information from various resources; students will be able to use their knowledge by completing the handout; students will examine their chosen insect and summarize the information in the short presentation at the end of the lesson.
2. Affective: Students will arrange a phone call with a professional and plan the meeting; students will listen to presentations of their classmates diligently.
3. Psychomotor: Students will arrange information about the insect in the handout and align it with their short presentation at the end of the lesson.

Key competences developed in the lesson:

Learning competence: Students will be able to find and organize information from various resources in a logical way; students will summarize information and outline important points for the presentation; students will analyse presentations of other groups.

Communicative competence: Students will be able to briefly describe their chosen insect and inquire about other insects during presentations.

Social and personal competence: Students will collaborate with teammates; students will establish roles and meaningful connections during their work.

Work competence: Students will delegate tasks in their team; students will complete and prepare a handout about an insect that will help them in future lessons.

Digital competence: Students will research information online and analyse it; students will complete the handout using various digital resources proposed by the teacher.

Communicative competences (CEFR) developed in the lesson:

Linguistic competence: Students will understand and use vocabulary they had learned in the first lesson; students will identify key information about insects for the project.

Sociolinguistic competence: Students will greet and thank the invited professional via the phone call; students will request a meeting using polite forms; confirm the time and place proposed by the professional.

Pragmatic competence: Students will introduce the theme of their project via the phone call and summarize their research; students will structure their information coherently during the short presentation.

Didactic materials: the Internet, encyclopaedias, Science magazines, mobile phone.

Activities:
Research (20-25 minutes): Each team randomly chooses the insect from the list, which they should make the presentation about at the end of the project. The teacher distributes "Insect description" blank worksheets (see Appendix B) that will help students with the presentation in the following lessons. Also, the teacher prepares different sources of research, e.g. encyclopaedias, audio and video materials, connection to the Internet for the students to investigate. Students complete the handouts in groups and discover new information about their insect. Each group works separately.
Presentation of the handout (10-15 minutes): Each team takes turns presenting their findings. Students use 1-2 sentences to describe their chosen insect, while simultaneously using the verbs learned in the 1st lesson.
Phone call (5-7 minutes): The students make a call to the entomologist or ecologist to make a reservation to an interview at the next lesson. The teacher should have already contacted the professional before the project and explained the details, the students, however, take an active and participatory role in the project and do it themselves.
Reflection (5-7 minutes): The students reflect on their results and are given the task to prepare two questions for the interview with the entomologist at home.

6.6 Lesson 3

Interview with an entomologist and creation of a bug hotel
Objective of the lesson: By the end of the lesson the students will be able to observe insects in their natural habitat and develop awareness on the importance of their preservation.
1. Cognitive: The students will be able to recall key information about insects and evaluate the importance of insect preservation; students will offer ideas for insect preservation.
2. Affective: Students will collaborate with their team, the teacher and the professional during the construction of a bug hotel; students will communicate in a team during the completion of the group task; students will listen to the invited guest and ask questions; students will show appreciation for the environment.
3. Psychomotor: Students will find and bring materials for the bug hotel; students will follow the prompts of the teacher.

Key competences developed in the lesson:
Learning competence: Students will examine different insects in their natural habitat and verify the information from the invited guest with their own resources.
Problem-solving competence: Students will resolve any conflicts within the team; students will determine the necessary procedure to complete the task.
Communicative competence: Students will intently listen and ask questions during the interview.
Social and personal competence: Students will cooperate in a team; students will assist the teacher and the invited professional during the construction of a bug hotel.
Civic competence: Students will develop appreciation for the environment and insects; students will contribute to the perseverance of insects by assisting with the creation of a bug hotel.
Work competence: Students will plan their work in teams; students will use different tools for the creation of an insect sketch.

Communicative competences (CEFR) developed in the lesson:
Sociolinguistic competence: Students will alter their language using polite registers during the interview; students will greet and thank the invited guest for coming; students will modify questions according to their teams' feedback.
Pragmatic competence: Students will introduce themselves to the entomologist or ecologist; students will advocate for protection of insects; students will communicate with cohesion and coherence.

Didactic materials: plastic container with holes, leaves or twigs for catching insects, magnifying glass, paper, crayons.

Activities:
Revision of questions (3-5 minutes): Students briefly review the questions they had prepared at home in teams. The teacher helps the students determine specific topics and guides their progress.
Interview with the invited guest and the assigned task (25-30 minutes): The students meet the professional. The interview begins with the professional briefly talking about the specifics of their work. The entomologist presents information about the habitat of insects, their life cycle and body structure. After that the students have the space to ask questions. Then, each team is

given an instruction to catch the insect they have gathered information on and make a sketch of it in teams. Each team is given a container from a transparent material with small air holes and the necessary equipment. Students are presented with the roles and must assign them in teams collaboratively. The roles are:
The student who catches, the student who makes a sketch, the student who observes and takes notes for the presentation, the student who takes photos. The list of roles may vary according to the number of students in a team. Each student performs the assigned role. The sketches will be needed for the fourth and fifth lesson.
Building a bug hotel (15-20 minutes): The invited lecturer provides explanation about the importance of protecting insects and proposes to construct a bug hotel for some of the insects. Students collaborate with the professional and the teacher and help with assembling materials. In the end, the bug hotel is constructed to emphasize the importance of insect preservation.
Reflection (5-7 minutes): Students share their feelings and discoveries after the interview and are encouraged to discover more about their chosen insects using various resources at home.

6.7 Lesson 4

Preparation of a final presentation and 3D models of insects
Objective of the lesson: By the end of the lesson the students will be able to construct a 3D model of an insect.
1. Cognitive: Students will get introduced to three-dimensional space with the help of a 3D model creation.
2. Psychomotor: Students will build a 3D model of an insect from scrap materials.

Key competences developed in the lesson:
Learning competence: Students will discover the technique to create 3D models.
Problem-solving competence: Students will solve challenges during the creation of a 3D insect model; students will choose the appropriate materials for their 3D model.
Work competence: Students will complete instructions with the help of the teacher.

Communicative competences (CEFR) developed in the lesson:
Linguistic competence: Students will understand the instructions given by the teacher in English.

Sociolinguistic competence: Students will ask for help from the teacher if needed using polite structures.
Pragmatic competence: Students will order their ideas logically during the reflection.

Didactic materials: coloured paper, modelling clay, pipe cleaners, glue, crayons, scissors, paper.

Activities:
Planning and selection of materials (7-10 minutes): The teacher outlines the task and presents the materials students may need for creation. In teams, students brainstorm what they will need and the desired result of what an insect must look like. The students also discuss challenges they may experience and methods to overcome them.
Construction of a 3D model of an insect (25-30 minutes): The students follow the movements of the teacher and construct a physical model of their chosen insect from the available materials. The teacher serves as a guide and supervises the whole process. Each student works individually, but creates the insect dedicated to their team.
Reflection (10-13 minutes): The students discuss situations where the 3D models may be used in real world (e.g. construction work, architecture, ecology). The students also discuss how their acquired skill may be useful outside school. The students may place their 3D models near the bug hotel after the end of the project to encourage insects to use it.

6.8 Lesson 5

Preparation of the final presentation
Objective of the lesson: By the end of the lesson the students will be able to combine information from different sources into one presentation and display it.
1. Cognitive: Students will outline essential information for presentation and combine it by writing it into the handout.
2. Affective: Students will exchange information in teams.
3. Psychomotor: Students will make an advertisement for other grades to come to their exhibition.

Key competences developed in the lesson:

Problem-solving competence: Students will analyse different sources of information and adapt them for the final presentation.
Communicative competence: Students will formulate keynotes for the presentation.
Social and personal competence: Students will respect and cooperate with other members of the team during mock presentations.
Work competence: Students will outline the plan for their presentation in teams and adhere to it.

Communicative competences (CEFR) developed in the lesson:
Linguistic competence: The students will recognize and use vocabulary connected with insects and form sentences in English about them during the presentation.
Sociolinguistic competence: Students will choose appropriate polite forms when addressing guests during the mock presentation.
Pragmatic competence: Students will structure their presentation logically and emphasize main points in the presentation.

Didactic materials: handout, paper, crayons.

Activities:
Review of the information (20-25 minutes): Students share the information they have discovered about insects at home in groups. They also recall findings from the interview and various sources they have investigated in the classroom and assign the order of presenters. The students complete the handout (see Appendix C) distributed by the teacher to structure their presentation in a cohesive way. The teacher helps with processing and fusing information into one presentation and outlining introduction and conclusion.
Mock presentation (10-15 minutes): Students rehearse in teams. The teacher emphasizes the importance of adhering to the time limit and structuring information logically. The teacher acts as a viewer and guide during mock presentations.
Creation of a poster advertisement (15-20 minutes): Students create several posters using paper and crayons to encourage students from other grades to visit the exhibition.

6.9 Lesson 6

Exhibition and presentation of the results

Objective of the lesson: By the end of the lesson the students will be able to present in front of an audience and reflect on the project process.

1. Cognitive: Students will make presentations in English in front of invited guests.
2. Affective: Students will intently listen to other teams' presentations.
3. Psychomotor: Students will organize the exhibition and display 3D models in the classroom; students will pronounce English names of the insects correctly during the presentation.

Key competences developed in the lesson:

Learning competence: Students will reflect on each part of the project and find opportunities for further development.

Problem-solving competence: Student will solve challenges that may arise during the exhibition.

Communicative competence: Students will communicate with invited guests; students will get and receive feedback from their classmates and their teacher.

Social and personal competence: Students will collaborate in a team during the presentation.

Civic competence: Students will promote the importance of insect preservation among the guests; students will answer questions of the guests about insect protection.

Communicative competences (CEFR) developed in the lesson:

Linguistic competence: Students will use different English grammar structures and vocabulary related to insect movements and body structure during the presentation.

Sociolinguistic competence: Students will use polite registers during the communication with invited guests.

Pragmatic competence: Students will take turns during the presentation; students will form logical introduction and conclusion.

Didactic materials: materials created during previous stages of the project; reflection handout (see Appendix E).

Activities:

Organization of the exhibition (7-10 minutes): Students decorate the classroom and display 3D models and sketches. The teacher helps them if needed.

The start of the exhibition (3-5 minutes): Invited guests come to the exhibition; students greet them. Then, the teacher briefly introduces the outline of the project, and the efforts students undertook.
Team presentations (17-20 minutes): Each team presents information about their chosen insect; teams take turns; guests listen attentively and survey 3D models. After that, the guests ask questions about insects and the students answer. The event is held mainly in English.
Reflection (15-20 minutes): After the event, the students are seated in a circle. Each team gets one minute for expressing their feelings and impressions of the project. After that, the teacher distributes short reflection handouts for each student to complete. In the end, the teacher gives formative assessment on the general process of the project, emphasizes strengths and considers some areas for improvement. The counting of points is held. Each student formally receives a certificate for completion. The students may display certificates around the classroom or bring them home.

6.10 Assessment methods

Formative assessment is chosen as the main form of evaluation in the project due to its numerous benefits described in the theoretical part. The level of reaching learning objectives, key competences based on Framework Educational Programme and communicative competences according to Common European Framework of Reference for Languages will be assessed. Moreover, the teacher will focus their formative assessment not only on the outcome, but on the process of the project and level of students' engagement in the whole duration as well. During the project the students were intended to develop various practical and theoretical skills described at the beginning of the practical part.

1. Self-evaluation handout (Appendix E)
Aim: Students will be prompted to reflect on their own experience and the process of a project; students will be encouraged to recognize challenges that might have arisen during the project and offer possible solutions.
Possible benefits: Students will reflect on their own work independently; students will enhance their problem-solving abilities by answering open questions about the project; students will set goals for their next projects.

Anticipated outcome: Students are able to reflect on their strengths and weaknesses and form ideas for their personal and professional improvement.

2. Group discussion
Aim: Students will express their opinion about the level of achieving learning outcomes intended at the beginning of the project and listen to opinions of other students.
Possible benefits: Students will express their opinion and analyse different points of view; students will be provided with a safe space to communicate; students will develop empathy and listen to diverse opinions.
Anticipated outcome: Students are able to express their thoughts in a logical way and give constructive feedback to other participants of the project. The teacher is expected to encourage discussion and focus on the inclusion of all students.

3. Formative assessment given by the teacher:
Aim: The teacher will help students identify aspects that require development in future projects and discuss the potential steps to ensure progress. Moreover, the teacher will focus on team engagement and process of the project rather than on each student separately to ensure safe environment and avoid student pressure. Follow-up personal feedback will be given individually to the students after thorough preparation from the teacher subsequently.
Possible benefits: Students will identify gaps in their learning progress that they missed during self-evaluation; students will be given ideas on improving their performance during projects in future; the teacher will identify areas for improvement and adjust future projects accordingly.
Anticipated outcome: The students will get overview of their progress and will be presented with ideas on modifying their behaviour in future projects.

Each method of the assessment offered in the practical part was thoroughly discussed in the theoretical part and is beneficial for learning process. However, the teacher may modify the offered evaluation methods or even remove some of the parts based on time availability.

6.11 Key competences attained within the project in accordance with Framework Educational Programme for Basic Education

Learning competence: Students have got familiarized with new information and formed a view on a new topic; students have researched body structure, movements and habitat of insects in English; students have painted an advertisement with the invitation to an exhibition; students have analysed information from different sources and synthesized it in one presentation; students have reflected on their acquired knowledge with the help of reflection handouts and group discussion.

Problem-solving competence: Students have identified problems connected with protection of insects; students have brainstormed solutions on how to preserve insects; students have decided on the best course of action by helping with the creation of a bug hotel for the insects.

Communicative competence: Students have formed and asked questions during the interview with the invited lecturer and presented their opinion; students have collaborated in groups of four or five people; students have presented their topic in front of an audience, actively listened to their classmates and asked questions.

Social and personal competence: Students have assigned roles within the team and adhered to them; students have shared knowledge they have acquired at home as an individual task; students have given feedback to each other during the group discussion and received feedback.

Civic competence: Students have discussed environmental problems in connection with preservation of insects; students have designed a bug hotel for insect protection; students have supported environmental values and adhered to them.

Work competence: Students have completed tasks, used different tools for the creation of a 3D model; students have organized materials in a way that is suitable to them; students have learned the basics of time-management due to project's narrow time frame; students have used different crafting skills to create both a bug hotel and a 3D model of an insect.

Digital competence: Students have researched information online and analysed it; students have applied the information in practice and used it in their presentation.

6.12 Communicative competences incorporated in the project in accordance with CEFR

Linguistic competence: Students have used new vocabulary connected with body structure and movements of insects, have matched the picture of an insect to the English word; students have discovered the verbs connected with insects' movements and used them in a sentence; students have pronounced the words correctly during the presentation; students have practised sentence structure during the preparation of their report.

Sociolinguistic competence: Students have used polite expressions in questions during the interview with the invited lecturer; students have adapted their language structures during the talk with the invited lecturer and guests at the exhibition.
Pragmatic competence: Students have formed and asked questions during the interview, answered questions during their own presentation; students have taken turns during the presentation; students have organized the information in their report cohesively and coherently with the help of a teacher.

6.13 Conclusion of the practical part

The purpose of the practical part was to create a project that will reflect all the criteria outlined previously in the theoretical part and foster students' holistic development. However, the implementation of the project was not feasible due to the current time frame, so it is intended to be realised during further teaching practices in the master's programme.

The main steps taken during the creation of a practical part included the introduction of the project title, its typological characteristics, educational aims, key competences acquired in its duration based on Framework Educational Programme for Basic Education and communicative competences gained based on Common European Framework for Languages. After that, didactic materials needed for the creation of a project, phases of the project and subsequent detailed lesson plans with intended time frames were presented. Finally, evaluation methods, their possible benefits and expected outcomes of such forms of assessment were offered.

The project is beneficial for elementary school students, specifically those studying in third grade, due to its focus on project-based learning methods and development of students' practical skills. The practical skills that students acquired were based on theoretical foundation given by the teacher at the beginning of the project.

Finally, the project is planned in a way to be aligned with project-based learning criteria that can be found at the beginning of practical part.

Conclusion

The main aim of this thesis was to outline the concept of project-based learning and its usage in elementary schools, specifically in English classes. The theoretical foundation reveals the history behind the term and investigates strengths and weaknesses of this learning approach. Furthermore, main features of a project are presented. On the basis of these chapters, it was possible to outline the main criteria needed for the creation of a project in the practical part.

After that, research of Framework Educational Programme for Basic Education was made, focusing specifically on improvement of students' key competences. Also, communicative competences outlined in Common European Framework of Reference for Languages were assessed to overview development of these competences later in the practical part. Finally, various practical suggestions of project realizations were studied.

As a result, the example of a project that meets all the criteria and mirrors the findings in the theoretical part was created. Based on the research in that part, the phases of the project and main objectives to be achieved, key competences and communicative competences formed during the project were included. Possible assessment forms were incorporated as well, while the conclusion of the practical part offered the outline of the accomplished work. The appendices in the end of the thesis contain possible handouts and didactic materials that may be incorporated into specific phases of the project.

The project is planned thoroughly, thus being prepared for realization during teaching practice in the master's programme. Potential limitations, such as limited time availability and classroom management, must be considered before the start. After the implementation, the project is believed to foster students' independence, cooperation and acquisition of practical skills based on the research of main advantages of project-based learning that was done in the theoretical part.

Resumé

Primárním cílem této bakalářské práce je prozkoumat implementaci projektové výuky v hodinách anglického jazyka na základních školách. V průběhu mého výzkumu většiny akademických prací nebyla pro projekt stanovena žádná konkrétní kritéria, která by studenta rozvíjela celostně, a proto bylo pro bakalářskou práci zvoleno právě toto téma. Tato práce zkoumá rozvoj klíčových i komunikačních kompetencí, zohledňuje fáze vývoje žáka podle vývojové psychologie a realizaci vzdělávacích cílů v průběhu projektu.

První kapitola se věnuje popisu toho, co je projekt, následně podrobně zkoumá definice projektové výuky, jelikož na základě definice projektu je snazší porozumět pojmu projektové výuky. Další podkapitola se zabývá výzkumem historie této metody, zmiňuje významné odborníky projektové výuky a jejich nejdůležitější pokroky. Zmíněny jsou také výhody, například rozvoj vnitřní motivace a samostatnosti studentů, možnost pracovat na aktuálních světových problémech a rozvoj týmové práce. Stále však mohou při implementaci projektové výuky nastat komplikace, které jsou zmíněny ve třetí podkapitole. Například nezájem o téma a nedostatek vnitřní motivace mohou být nejdůležitějším negativním faktorem během projektu. Náročnost implementace ze strany učitele a nutnost připravit se důkladněji, než na běžnou vyučovací hodinu navíc brání použití této učební metody ve většině škol. Nakonec, nedostatek jasných cílů na začátku projektu by mohl studenty zmást a bránit jim v rozvoji. Nápady výzkumníků, například pečlivé plánování možných řešení problémů a kombinace projektové výuky s jinými výukovými metodami, jsou uvedeny na konci kapitoly pro snazší porozumění.

Čtvrtá podkapitola se zabývá diferenciací projektů podle jejich typu, navrhuje diferenciace podle délky trvání, počtu účastníků. Projekt se také může lišit v míře autonomie a struktuře. Nakonec může zahrnovat jeden předmět nebo může být interdisciplinární. Na všechny různé typy projektů je třeba myslet před zahájením projektu a učitel by měl zvolit typ projektu, který by byl pro žáky nejpřínosnější a realizovatelný z hlediska časové dostupnosti. V páté podkapitole jsou uvedeny určité charakteristiky projektu, které mohou být pro učitele důležité k zamyšlení. Následně jsou představeny fáze, které je třeba v průběhu projektu realizovat. Jsou uvedeny ty zásadní, jako je stanovení cíle projektu, plánování, realizace, prezentace a reflexe, hodně autorů však tyto fáze podrobněji rozlišuje nebo naopak některé fáze vynechává. V důsledku toho může učitel podle situace upravit fáze projektu podle svých možností.

Sedmá podkapitola dále zkoumá metody hodnocení, přičemž zdůrazňuje formativní hodnocení jako nejpřínosnější pro studenty během projektu, vzhledem k tomu, že formativní hodnocení

podporuje studenty při překonávání výzev a dává jim prostor pro rozvoj. Každá metoda hodnocení vybraná učitelem však musí obsahovat a dodržovat specifická kritéria, jako je například jasně vyvinutý cíl, aby byla pro studenty vhodná. Závěrečná podkapitola zkoumá vzdělávací cíle projektu, konkrétně kognitivní, afektivní a psychomotorické cíle a stručně popisuje Bloomovu taxonomii. Každá doména je důkladně popsána, například se předpokládá, že psychomotorická doména se zaměřuje na kinestetické schopnosti studentů, afektivní doména se zaměřuje na emoční pocity a reakce studentů, zatímco kognitivní doména se soustředí na analytické dovednosti.

Druhá kapitola zkoumá vývojové fáze žáka, konkrétně raný školní věk. Charakteristiky tohoto věku budou později zváženy v praktické části pro celkové pochopení komplexního rozvoje dítěte. Kromě toho, důležité faktory, například analytické myšlení a podpora autonomie, které jsou významné v tomto věku, musí být zohledněny před zahájením projektu. V tomto věku se děti stávají vnímavějšími, takže logické a analytické dovednosti by měli být důkladně rozvíjeny. Kromě toho se učitel v tomto věku stává vzorem pro studenty, což může být také významné v procesu plánování projektu. Nakonec, komunikace mezi studenty a rozvoj mezilidských vztahů se v tomto věku stává důležitější, protože si studenti uvědomují své sociální role. Na základě znalosti těchto rozdílů může učitel připravit kvalitní projekt, který zohlední individuální vlastnosti studentů.

Třetí kapitola se zabývá zkoumáním Rámcového vzdělávacího programu pro základní vzdělávání s důrazem na rozvoj klíčových kompetencí. Každá kompetence, totiž kompetence k učení, kompetence k řešení problémů, kompetence komunikativní, kompetence sociální a personální, kompetence občanské, kompetence pracovní a kompetence digitální, jsou podrobně probrány z hlediska vývoje dítěte. Klíčové kompetence a projektová výuka spolu úzce souvisejí, jelikož taková metoda učení pomáhá rozvíjet téměř všechny klíčové kompetence zavedené v Rámcovém vzdělávacím programu pro základní vzdělávání. Nakonec jsou zmíněna také průřezová témata, vzhledem k tomu, že mají význam pro charakteristiku projektu.

Ve čtvrté kapitole je důkladně vysvětlen pojem SERR a jeho vztah k projektové výuce. Specifické zaměření je na lingvistickou, sociolingvistickou a pragmatickou kompetenci, které budou rozebrány v praktické části. Lingvistická kompetence se rozlišuje do ještě více kategorií, jako je lexikální, gramatická, sémantická, fonologická, pravopisná a ortoepická kategorie. Pro výzkum je také důležité vymezit souvislost mezi projektovou výukou a komunikačními kompetencemi uvedenými v SERR.

Závěrečná kapitola teoretické části nabízí návrhy na realizaci projektové výuky v hodinách anglického jazyka. Na základě poznatků uvedených v této kapitole mohou studenti během projektu jako výstup vytvořit hmotné věci, plakáty nebo letáky. Je důležité, aby studenti vytvořili něco, co bude mít vliv na řešení problému, na kterém pracovali. Kromě toho, je nezbytné zohlednit technologické výhody, aby studenti mohli používat technologie k vytváření zvukových a obrazových materiálů, plakátů nebo dokonce psaní blogů. Dále technologie mohou být použity během výzkumu a přípravy na prezentaci.

Praktická část se zaměřuje na vypracování projektu, který odpovídá kritériím stanoveným v teoretické části. Kritéria jsou jasně rozepsané a odpovídají teoretické informací této práce. Poté následuje charakteristika projektu, která specifikuje například věk studentů, typ a výstup projektu, didaktické materiály a metody hodnocení. Dále bylo důležité analyzovat cíle a fáze projektu pro snadnější pochopení projektu při jeho realizaci.

Každá hodina je důkladně naplánovaná. Kognitivní, afektivní a psychomotorické cíle, klíčové kompetence, které jsou popsané v Rámcovém vzdělávacím programu pro základní vzdělávání a komunikační kompetence zmíněné v SERR, které jsou rozvíjené během projektu jsou zahrnuty v plánu hodiny. Poté následuje seznam aktivit, které lze v této hodině realizovat a přibližný časový plán hodiny, která trvá čtyřicet pět minut. V závěru jsou sepsány klíčové kompetence celého projektu vycházející z Rámcového vzdělávacího programu a kompetence komunikační vycházející z SERR, které žáci byli schopni rozvíjet během projektu.

Na konci práce jsou zahrnuty různé didaktické materiály ve formě handoutů, checklistů a reflektivních formulářů, aby je učitel mohl snadno použít během projektu. Takovým způsobem by mohl věnovat čas tomu, aby se zaměřil na průběh projektu a podporu studentů spíše než na tvorbu materiálů.

Bibliography

1. Aghayani, Behnam, and Elmira Hajmohammadi. 2019. "Project-Based Learning: Promoting EFL Learners' Writing Skills." *LLT Journal: A Journal on Language and Language Teaching* 22, (1): 78-84.
2. Al-Balushi, Sulaiman M., and Shamsa S. Al-Aamri. 2014. "The effect of environmental science projects on students' environmental knowledge and science attitudes." *International Research in Geographical and Environmental Education* 23(3): 213-227.
3. Anderson, Jason. 2021. *A framework for project-based learning in ELT*. Delta publishing.
4. Basori, Basori, and Saefudin Jufri. 2024. "Increasing Learning Interest and Learning Competency Using Google Sites-Based Problem-Based Learning." In *5th Vocational Education International Conference* edited by Sarah A. Kusumastuti, 410-416. Atlantis Press.
5. Bender, William N. 2012. *Project-based learning: Differentiating instruction for the 21st century*. Corwin Press.
6. Berezenko, Victoriia, Olesya Cherkhava, and Yuliia Musiienko. 2022. "Communicative Language Teaching Approach in Promoting the Linguistic Competence of EFL Learners." *Advanced Education* 20: 88–96.
7. Bláhová, Jitka. 2021. *Projektová výuka: Pojednání o projektové výuce z pohledu učitele*.
8. Brophy, Jere. 2004. *Motivating students to learn*. LEA.
9. Brychová, Alice. 2001. "Možnosti tvořivého přístupu k výuce cizího jazyka." Pedagogická orientace 11(3): 32-37.
10. Čermáková, Marie. 2021. "Společně to dokážeme (1. díl) – Podpora spolupráce u předškolních dětí prostřednictvím společného tvoření + teoretický úvod." *Metodický portál: Články*, May 25, 2021. https://clanky.rvp.cz/clanek/22635/SPOLECNE-TO-DOKAZEME-1-DIL-PODPORA-SPOLUPRACE-U-PREDSKOLNICH-DETI-PROSTREDNICTVIM-SPOLECNEHO-TVORENI-TEORETICKY-UVOD.html
11. Chabdenova, Saule Didarovna. 2024. "Methods and Features of Formative Assessment*." Endless Light in Science* 5: 140-143.
12. Coufalová, Jana. 2006. *Projektové vyučování pro první stupeň základní školy*. Fortuna.

13. Dewey, John. 1902. *The child and the curriculum*. Chicago: University of Chicago Press.
14. Dewey, John. 1904. *Škola a společnost*. Praha.
15. Doleží, Linda. 2014. *Začínáme učit češtinu pro děti-cizince (mladší školní věk): Příručka pro lektorky a lektory*. Praha: Asociace učitelů češtiny jako cizího jazyka.
16. Dooly, Melinda. 2012. "Promoting Competency-Based Language Teaching Through Project-Based Language Learning." In *Competency-Based Language Teaching in Higher Education*, edited by María Luisa Pérez Cañado, 71–92. Educational Linguistics, vol. 15. Dordrecht: Springer.
17. Dvořáková, Markéta. 2009. *Projektové vyučování v české škole: vývoj, inspirace, současné problémy*. Karolinum.
18. Folayan, Gbenga Bankole, and Ibrahim Ademiloye. 2020."Applying Project-Based Learning to Flipped Bloom Taxonomy for Deep Understanding in Control Systems." *Journal of Electronic & Information Systems* 2 (1): 13–17.
19. Hrabinová, Šárka. 2010. "Projektová výuka v praxi." Bachelor's thesis, Tomas Bata University, Zlín.
20. Hrych, Martin. 2008. "Projektová výuka s využitím PC." *Metodický portál: Články*. May 29, 2008. https://clanky.rvp.cz/clanek/2351/PROJEKTOVA-VYUKA-S-VYUZITIM-PC.html
https://clanky.rvp.cz/clanek/14983/PROJEKTOVA-VYUKA.html
https://clanky.rvp.cz/clanek/17859/DNESKA-SE-NEUCIME-MAME-PROJEKT.html
https://clanky.rvp.cz/clanek/335/KLICOVE-KOMPETENCE-V-RVP-ZV.html
https://clanky.rvp.cz/clanek/8143/CESTINA-JAKO-CIZI-JAZYK-DLE-SERR.html
https://www.edu.cz/wp-content/uploads/2023/07/RVP_ZV_2023_zmeny.pdf
21. Hučínová, Lucie. 2005. "Klíčové kompetence v RVP ZV. "*Metodický portál: Články.* October 19, 2005.
22. Isakulova, Samira Gafu. 2024 "The Impact of Project-Based Learning on Pupils." *Current Issues of Modern Philology and Linguodidactics* 5 (1): 166-169.
23. Jeřábek, Jaroslav and Jan Tupý. 2005. *Rámcový vzdělávací program pro základní vzdělávání: s přílohou upravující vzdělávání žáků s lehkým mentálním postižením*. Praha: Výzkumný ústav pedagogický.

24. Kasilingam, Gowrishankar, Mritha Ramalingam, and Elanchezian Chinnavan. 2014."Assessment of Learning Domains to Improve Student's Learning in Higher Education." *Journal of Young Pharmacists* 6 (1): 27-33.
25. Kašová, Jitka. 2013. "Dneska se neučíme, máme projekt!(?)." *Metodický portál: Články*. November 18, 2013.
26. Koroleva Svetlana Aleksandrovna, Toporkova Julia Aleksandrovna. 2018. "Using the method of projects in teaching a foreign language to future educators. " *Педагогический вестник* (5): 56-57.
27. Krajcik, Joseph and Namsoo Shin. 2014. "Project-based learning." In *The Cambridge handbook of the learning sciences* edited by R. K. Sawyer, 275-297. Cambridge: Cambridge University Press.
28. Krajcik, Joseph and Phyllis Blumenfeld. 2005. „Project-Based Learning. "In *Sawyer RK,* edited by Keith Sawyer, 317-334. The Cambridge Handbook of the Learning Sciences.
29. Kratochvilová, Jana. 2006. *Teorie a praxe projektové výuky*. Brno: Masarykova univerzita.
30. Kulyalaieva, Nataliia. 2019. *Theory and Practice of Project-Based Learning in Vocational-Technical Education Institutions*. Zhytomyr: Polissia.
31. Latifaj, Donjetë. 2022. "The Importance of Project-Based Learning in Teaching English as a Foreign Language: A Case Study from the Republic of Kosovo." *SEEU Review* 17 (1): 90–104.
32. Lojdová, Kateřina. 2012. *Projektové vyučování*. Course script, December 13, 2012.
33. Maňák, Josef and Vlastimil Švec. 2003. *Výukové metody*. Brno: Paido.
34. Mazáčová, Nataša. 2007. "Možnosti a meze projektové výuky v současné škole." *Metodický portál: Články*, April 19, 2007. https://clanky.rvp.cz/clanek/1288/MOZNOSTI-A-MEZE-PROJEKTOVE-VYUKY-V-SOUCASNE-SKOLE.html
35. Michalová, Zdeňka. 2007. "Vývoj dítěte v některých oblastech od narození do zahájení školní docházky." *Metodický portál: Články*. April 10, 2007. https://clanky.rvp.cz/clanek/1266/VYVOJ-DITETE-V-NEKTERYCH-OBLASTECH-OD-NAROZENI-DO-ZAHAJENI-SKOLNI-DOCHAZKY.html

36. Mikhailova, Elena Konstantinovna. 2013. "*Formative Assessment Model of Learning Success Achievement. "Russian Journal of Education and Psychology* 5 (25): 32.
37. Montaner Villalba, Salvador. 2022. "Blogging in Action: Teaching English within the Project-Based Learning Approach." *CALL-EJ* 23 (1): 78–107.
38. Ptáček, Radek, and Hana Kuželová. 2013. *Vývojová psychologie pro sociální práci*. Praha: Ministerstvo práce a sociálních věcí.
39. Rahmatullayevna, Shahnoza Musurmonova. 2024. "The Role of Project-Based Learning in Developing Communicative Competence." *Eurasian Journal of Academic Research* 4 (7): 164-170.
40. Rakhimova, Shahnoza Abdusharipovna. 2020. „Types of Assessment: Formative Assessment*. "*Oriental *Art and Culture* Scientific-Methodical Journal 3: 243-258.
41. Rakhmatova, Nargiza Valijanovna. 2021. „The Role of Projects in Teaching Foreign Languages." *Problemy pedagogiky* 4 (55): 28-30.
42. Retter, Hein. 2018. "The centenary of William H. Kilpatrick's" Project Method": A landmark in progressive education against the background of American-German relations after World War I." *International Dialogues on Education. Past and Present* 5(2): 10-36.
43. Rustemovna, Diana Isaeva. 2024. "Evaluating the Advantages and Disadvantages of Project-Based Learning in English Language Acquisition." *Central Asian Journal of Academic Research* 2 (12): 107–10.
44. Šance Dětem. 2014. „Mladší školní věk". Accessed 19. února 2025. https://sancedetem.cz/mladsi-skolni-vek#psychicky-vyvoj.
45. Simpson, Jantima. 2011. "Integrating Project-Based Learning in an English Language Tourism Classroom in a Thai University*."* PhD diss., Australian Catholic University.
46. Šindelářová, Jaromíra. 2010. "Čeština jako cizí jazyk dle SERR." *Metodický portál: Články*. March 15, 2010.
47. Skalková, Jana. 2007. *Obecná didaktika*. Praha: Grada.
48. Sukhovienko, E.A., and S.V. Charykova. 2011. "Problemy primeneniya metoda proektov v protsesse formirovaniya klyuchevykh kompetentsiy na urokakh informatiki i IKT." *Mir nauki, kultury, obrazovaniya* 6 (31): 238–240.
49. Thomas, John. 2000. *A review of research on project-based learning*. The Autodesk Foundation: San Rafael.

50. Tomková, Anna, Jitka Kašová, and Markéta Dvořáková. 2009. *Učíme v projektech*. Portál.
51. Vágnerová, Marie, and Lidka Lisá. 2022. *Vývojová psychologie: Dětství a dospívání*. Karolinum press.
52. Vávra, Jaroslav. 2011. "Revidovaná Bloomova taxonomie v českém vzdělávání." In *Sapere Aude 2011. Evropské a české vzdělávání*. Akademické sdružení Magnanimitas.
53. Volkova, Anna Alexandrovna. 2023. „*Pedagogical Design of Peer Assessment Online: Opportunities and Limitations.*“ *Vestnik Universiteta Rossiyskoy Akademii Obrazovaniya* 2: 98-109.
54. Výzkumný ústav pedagogický v Praze. 2023. *Rámcový vzdělávací program pro základní vzdělávání*. Praha: Ministerstvo školství, mládeže a tělovýchovy ČR. Accessed February 26, 2025.
55. Wildová, Radka. 2002. *Aktuální problémy didaktiky prvopočátečního čtení a psaní*. Praha: PedF UK.
56. Zimina, Alena Sergeevna. 2017. "Linguistic Competence Development in Language Teaching." *Interactive science* 2 (12): 89-91.
57. Zormanová, Lucie. 2011. “Vedení žáků ke zdravému životnímu stylu pomocí projektové metody.“ *Metodický portál: Články.* June 22, 2011.
58. Zormanová, Lucie. 2012. "Projektová výuka." *Metodický portál: Články*. May 21, 2012.

Appendices

Appendix A: Collection of flashcards proposed for the first lesson created using Canva (canva.com).

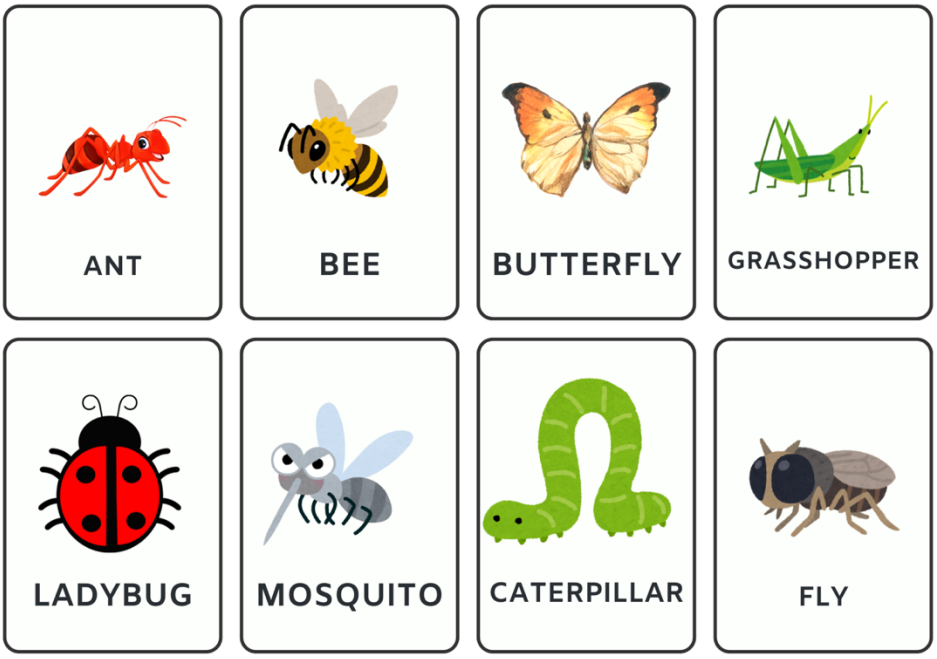
Appendix B: Handout with gaps for the discovery of information about insects created using Canva (canva.com).

Appendix C: Insect presentation handout created using Canva (canva.com).

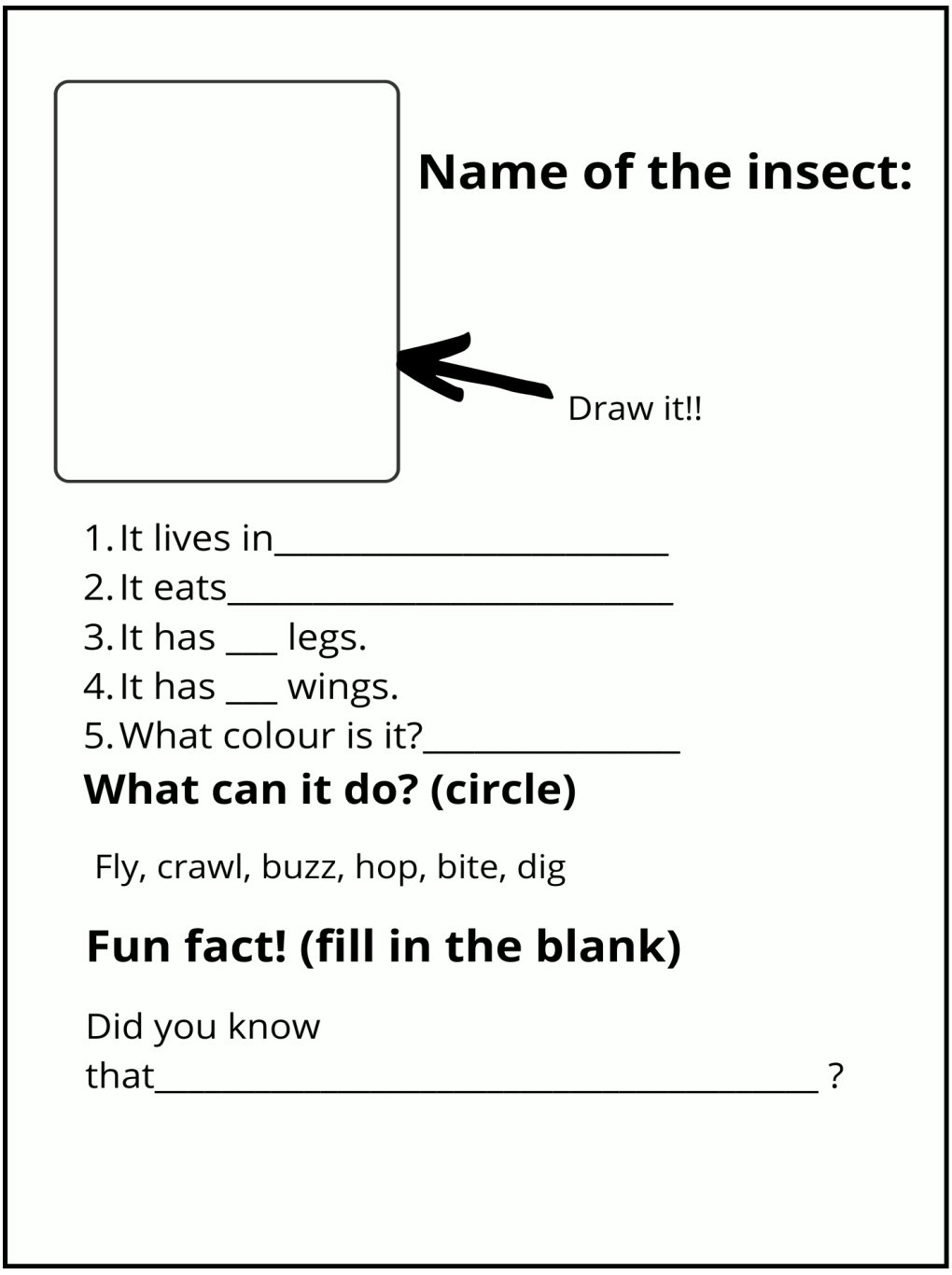
Appendix D: Checklist box handout created using Canva (canva.com).

Appendix E: Self-reflection handout created using Canva (canva.com).

Appendix A


ANT
BEE
BUTTERFLY
GRASSHOPPER
LADYBUG
MOSQUITO
CATERPILLAR
FLY

Appendix B


Name of the insect:
Draw it!!
1. It lives in_____
2. It eats_____
3. It has ___ legs.
4. It has ___ wings.
5. What colour is it?_____
What can it do? (circle)
Fly, crawl, buzz, hop, bite, dig
Fun fact! (fill in the blank)
Did you know
that_____ ?

Appendix C

OUR INSECT PRESENTATION HANDOUT

OUR INSECT'S NAME IS: _____

WHO SAYS WHAT? (DIVIDE THE ROLES!)	SPEAKER	WHAT DO WE SAY?
INTRODUCTION: (SAY HELLO AND INTRODUCE THE INSECT)	**Speaker:** _____	"HELLO, EVERYONE! OUR GROUP WILL TELL YOU ABOUT THE____
WHERE IT LIVES: (EXPLAIN WHERE THE INSECT CAN BE FOUND)	**Speaker:** _____	THIS INSECT LIVES IN _____
WHAT IT EATS: (TALK ABOUT THE INSECT'S FOOD)	**Speaker:** _____	IT EATS_____
WHAT IT CAN DO: (FLYING, JUMPING, CRAWLING, MAKING SOUNDS, ETC.)	**Speaker:** _____	IT CAN____
FUN FACT: (A COOL OR SURPRISING FACT ABOUT THE INSECT)	**Speaker:** _____	DID YOU KNOW? _____
CONCLUSION: (SAY THANK YOU AND FINISH THE PRESENTATION)	**Speaker:** _____	THANK YOU FOR LISTENING! DO YOU HAVE ANY QUESTIONS?

Appendix D

PLANNING OUR PRESENTATION (CHECK THE BOXES ✅)

- ☐ WE DIVIDED THE SPEAKING PARTS (EVERYONE HAS A ROLE).
- ☐ WE WROTE DOWN WHAT TO SAY (EACH SPEAKER KNOWS THEIR PART).
- ☐ WE PRACTICED SPEAKING CLEARLY (LOUD VOICE, GOOD SPEED).
- ☐ WE LEARNED AT LEAST ONE FUN FACT (SOMETHING SURPRISING ABOUT THE INSECT).
- ☐ WE KNOW HOW TO START AND FINISH (INTRODUCTION + THANK YOU).
- ☐ WE TIMED OUR PRESENTATION (IT IS NOT TOO SHORT OR TOO LONG).
- ☐ WE ARE READY TO ANSWER QUESTIONS (WE CAN EXPLAIN MORE IF ASKED).
- ☐ WE WORKED WELL AS A TEAM! 🎉

Appendix E

Self-Reflection

Name: _____

Date: _____

What insect did you learn about? _____

What is the most interesting thing you learned about your insect?

Did you do your best work on this project? Circle one:
Yes! / Some parts / I could have done better

What was your favorite part of working on this project?

What was the hardest part of the project for you?

Did you help your teammates? Describe it.

If you could do this project again, what would you do differently?

The best thing I want to remember about this project is: