

## PEDAGOGY AND EDUCATION

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# Digital tools in project-oriented English language teaching of students in management

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### **Abstract.**

The article reveals how the use of digital technologies increase the efficiency of project-oriented foreign language teaching of professional topics to the students of management specialties in Ukrainian tertiary economic education. The algorithm of creating English language lessons using digital tools in project-based activities is analyzed on the example of ESP topic. The author grounds that project-oriented computer-assisted language learning develops critical thinking, creativity and collaborative decision-taking.

### **Keywords:**

*English language teaching  
digital technologies  
management specialties  
project-based learning*

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Humanity has now entered a new period known as the "age of information." This new era brings the need to prepare students for life in a rapidly evolving evidence-based society, where the process of new knowledge emergence is accelerating, the necessity for new professions, and the continuous improvement of qualifications are constantly approaching, presenting different challenges for education [12].

Modern life has become fundamentally dependent on new information technologies. Information is currently the most valuable resource, and it has pervaded every aspect of life. As the quantity of computers in educational institutions rises, so does their importance in actually enhancing learning effectiveness. Since the use of computers in the auditorium serves as a source of information for the development of creative projects, operational control over the assimilation of knowledge and skills by students, and providing a differentiated approach to the training of students who have varying levels of readiness to perceive the material, the implementation of digital technologies has been a solution to many problems in education [2].

Furthermore, the utilization of digital technologies in education has produced amazing results in unusual times, making them especially helpful for teaching and learning throughout the pandemic COVID-19 and beyond [4]. We see how the application of efficient digital models and techniques creates novel answers to educational problems that benefit students and teachers in difficult situations.

Our study is based on the successful methods and approaches applied to improving online second language learning in some of the most renowned educational institutions in the world. In Europe, the United States, and Asia, national and international educational documents have recognized computer-assisted language learning (CALL) as a predominant course in acquiring foreign language competencies [3].

Taking into account foreign experience we should analyze the problem of CALL invention in the Ukrainian high educational environment. Foreign language proficiency is considered the main area for change in the modern knowledge-based society, and gradual changes in foreign language instruction and learning are necessary for society to evolve

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as a whole [12].

We are aware that Ukraine is becoming a member of the European educational community; as a result, there must be a considerable transition and renewal throughout the entire Ukrainian higher education system, including the teaching of foreign languages. For European specialists, including Ukrainians, knowing a foreign language is a basic necessity for professional competency [9].

As stated in European treaties, professionals in Europe speak not one but several European languages. Through the framework of lifetime professional education, they acquire language skills [8]. If we are talking about excellent European education, we must emphasize that new standards are being imposed by the postmodern culture of today, especially when it comes to language education.

So, it is important at first to define the objectives stated in European documents for learning a foreign language, such as practical language proficiency, student linguistic and philological growth, familiarization with cultural (regional) knowledge, practice in situational communication (the speaking side), growth in intercultural competence, and enlightening learning via distance collaboration [10].

According to our analysis, the main objectives of studying a course "Foreign Language for Specific Purposes" in the Ukrainian tertiary dimension (Management specialty) are to foster the skills of practical knowledge of a foreign language in a variety of speaking, writing, listening, and reading activities within the range of topics required for professional needs; to use oral monologue and dialogue in the context of everyday, cultural, sociopolitical, and professional subjects; and to be able to translate texts in the professional field [11].

We believe that in order to get superior learning results and meet the major aims the modern foreign language lesson in institutions of higher education should be planned as a project-solving employing digital tools.

This sort of learning, which encourages the intellectual and moral growth of the student's personality, activates his potential, and develops critical thinking, has received more attention in recent years. According to our study, Aalborg University (AAU) in Denmark now occupies a prominent position

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in the field of project-based learning, and tertiary institutions across the world and in Europe want to work with and collaborate with this school on this issue. As a result, many European universities were included in the PBL venture "Creative Learning Lab" [5]. This lab's mechanism of organizing tutorials named as "decision-making circle", consisting of four interrelated stages we take as the basis to illustrate our experience of project-oriented English language teaching.

In this part of our study, we will describe the algorithm for creating English language lessons using digital tools in project-based activities. Depending on the objectives and organization of the teaching materials, a lesson may consist of multiple mini-projects, or otherwise, one project may embrace not one but several lessons [6].

As an example, from the topics in the syllabus, we choose for project activities the professional speaking topic "Enterprise Management Structure". This multi-project will embrace transdisciplinary chains and will continue two lessons.

In the first stage, a teacher together with the students creates the broad task. The overall project theme is split up into a number of subthemes for this reason. Students collaborate on subprojects.

The second stage is to divide the class into smaller groups so they may work on the related topic content. An equal knowledge level across the board for the entire group is the fundamental principle of student division. Higher-level students and lower-level students are frequently mixed together [7]. During this section of the lesson, each student cluster is given a task that is essential to a group project the entire community is working on.

So, the basic topic "Enterprise Management Structure" consists of five major questions, that become subprojects for each student mini group. These questions are the following:

- 1) What is a modern enterprise?;
- 2) What is management?;
- 3) What are the levels of management?;
- 4) What technologies are used to make management advanced and up-to-date?;
- 5) Is it possible to manage an enterprise without modern

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technologies?

As a result, each mini-group is involved in problem-solving of the chosen question. The general project may be divided into more or fewer mini-problems, depending on the size of the group and other methodological or didactical peculiarities of the selected project material.

The third stage is the students' collaborative problem-solving work. Students in the group autonomously decide what each member's responsibilities are in carrying out a particular task. In this scenario, a general action plan and a project map are drawn up [1]. Each task's implementation is guided by the group as a whole and is discussed aloud by the student. Moreover, this stage of the project may be fulfilled both in the class or distantly, utilizing preferably digital tools.

It must be stressed that modern digital technologies offer amazing opportunities to access excellent language learning resources, and as a result, they have a lot of promise to enhance English language learning. The majority of project-oriented computer-assisted language learning (ProCALL) classes use the Internet as a resource, with a variety of blogs, websites, libraries, Web 2.0 tools, and even (for the development of speaking competencies) social networks serving as the environment's hub for remote and collaborative work [13].

The fourth stage is the final step in the project-working. During this phase, the team as a whole and each student individually report on the progress of the entire problem-solving. The depth of the realized project question shows students' capabilities of effectively utilizing information sources, evaluating their collaborative team-building skills, and aptitudes to correlate newly learned information with previously acquired knowledge, acquiring the capacity to organize the cognitive and creative process correctly [11].

When we speak about ProCALL, we cannot but mention the practical component of such projects as it is vital in foreign language learning to use linguistic constructions actively in writing and oral speech. These kinds of projects are organized not only with the aim of developing new knowledge, but also make students ready to present the material to their group

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mates. The way of the presentation - oral, in dialogue or monologue, and written, may be assigned by the teacher or chosen by the students themselves in the first stage of the project work. In such a way this type of learning corresponds to the personal-based and activity-based communicative approaches in teaching a foreign language.

Furthermore, it is feasible to come back to the unanswered questions using the abovementioned "circle of decision-making." The student can either go back to the earlier stage to discuss the broader plan or go further into the problem situation analysis to comprehend it more fully after making one useful recommendation. Thus, the most helpful ideas are selected, and both the student and the instructor evaluate them critically to ascertain which ones are the most effective [6]. At the final step, the most promising ideas are often improved upon and used in the real practice of foreign language education.

Our research demonstrates that education, particularly teaching of foreign languages, must continuously change and reinvent itself if it is to be compatible with the globalized postmodern society [8]. Students can improve their communication skills and get to know the professional side of nation and people they are studying by using authentic content using various digital tools.

Project-based learning is introduced as an interactive learning technology with the following characteristic features: independence, inductiveness, practice-based, experience-oriented, collaboration, and participation. Due to the digital technology-mediated project-based learning strategy implementation, foreign language learning has gained a unique experience in creating learner-centered, freedom-based, and evidence-oriented systems [13].

The coexistence of non-authoritarian, democratic PBL training technology creates a setting where students can make effective educational decisions, take ownership of their education, and succeed in developing communicative skills

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