

UDC 37:004.588; 004.85

DOI: <https://doi.org/10.64076/iedc251206.16>

Applied methods for fostering students' monologic speaking competence via project-based teaching in basic school

Tetiana Grygorieva

Zhytomyr Ivan Franko State University, Zhytomyr

<https://orcid.org/0000-0003-3228-2033>

Abstract. *The paper explores project-based methodology as an effective tool for developing monologic speaking skills in lower secondary English learners. It outlines project types, stages, and practical tasks that enhance learners' motivation, autonomy, and communicative competence while creating a supportive, practice-oriented learning environment.*

Keywords: *project-based methodology, monologic speaking, basic school, foreign language communication, project work, English language teaching, communicative competence.*

The modernization of Ukrainian education and the increasing emphasis on communicative competence in foreign language learning have created the need for more effective instructional approaches. Among them, project-based methodology has emerged as a pedagogically justified and practically efficient tool for enhancing students' monologic speaking skills in English. This paper explores the theoretical foundations and practical implementation of project-based learning (PBL) in the development of coherent, logical, and independent monologic speech among students in lower secondary school.

The relevance of implementing project-based methodology in English language teaching is reinforced by several official documents, including the State Standard of Basic Secondary Education and the Common European Framework of Reference for Languages (CEFR), which emphasize communicative competence as a core learning outcome. According to CEFR, learners must be able to produce extended, coherent monologic statements appropriate to communicative tasks and socio-cultural contexts [4].

Ukrainian model curricula for Grades 5–9 identify project activities as essential for forming autonomy, creativity, critical thinking, and the ability to present information. Domestic and international scholars (Polonska, Anishchenko, Kulalaieva, etc.) highlight that project-based methodology enriches the learning process by integrating real-world tasks, collaborative learning, and meaningful communication, which naturally stimulate the development of monologic speech [2].

The purpose of this research is to determine effective pedagogical conditions, strategies, and types of learning tasks that support the development of monologic speaking skills among lower secondary school students through the use of project-based methodology in English language instruction.

Monologic speaking is a critical component of oral communication, requiring students to express their thoughts logically, consistently, and independently. It encompasses several types of monologic utterances, including descriptions, narrations, reflections, and presentations—all of which are essential for meeting CEFR learning descriptors at the A2–B1 levels targeted in lower secondary school [1].

Project-based methodology contributes to the development of monologic speech through: student-centered learning environments; integration of linguistic, cognitive, and creative skills; authentic communicative situations; opportunities for extended oral output; collaborative and independent inquiry.

PBL aligns with modern educational paradigms by fostering autonomy, motivation, critical thinking, and responsibility for learning outcomes.

Educational projects can be categorized as:

Informational (researching a topic and presenting findings);

Creative (developing posters, videos, digital stories);

Practical (planning events, creating guides or brochures);

Role-based (simulating real-life professional or social scenarios);

Mixed-format (combining several types) [5].

Each project includes a clear structure: topic selection, planning, task distribution, research, language practice, preparation of a final product, and presentation.

Stages of Developing Monologic Speech through Projects

Preparatory stage – Introducing vocabulary, grammar structures, functional language for description and presentation.

Organizational stage – Assigning roles, defining research goals, selecting tools (digital platforms, printed sources).

Research and creation stage – Students gather information, prepare visuals, draft monologic texts.

Presentation stage – Delivering project results orally, demonstrating mastery of extended speech.

Reflection stage – Evaluating outcomes, discussing difficulties, improving linguistic and presentation skills [6].

The development of monologic speech is supported through step-by-step exercises:

reproductive exercises (model-based descriptions, visual prompts);

partially productive tasks (completing descriptions, sequencing events);

productive tasks (independent monologues based on visual or thematic stimuli);

creative tasks (preparing scripts for presentations, narrating personal experiences).
Practical Examples from School Practice.

Practical classroom applications demonstrate the effectiveness of PBL:

Project “My Eco-Friendly School” (Students research environmental issues at school, prepare posters and digital slides, and present solutions, producing extended monologic descriptions).

Project “My Favorite Place in the City” (Learners collect photos, conduct interviews with family members, write short descriptions, and give oral presentations about cultural sites).

Project “Create Your Own Travel Guide” (Students work in groups to prepare an English-language guide to their hometown, culminating in detailed monologic presentations supported by maps and visuals).

These examples illustrate that PBL activates learners’ communicative activity, increases motivation, and promotes independent and meaningful speech production.

The project-based methodology significantly enhances the development of monologic speaking skills in lower secondary school students. It allows learners to apply linguistic knowledge in authentic communicative contexts, fosters creativity, autonomy, and critical thinking, and supports the formation of communicative competence in alignment with CEFR requirements.

Prospects for further research include the creation of digital project-based tasks, interdisciplinary projects integrating English with STEM subjects, and the development of assessment tools for evaluating monologic speaking performance within PBL frameworks.

References

1. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. (n.d.). Language Policy Unit, Strasbourg. Retrieved December 1, 2025, from <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>.
2. State Standard of Basic and Complete General Secondary Education. (n.d.). Cabinet of Ministers of Ukraine. Retrieved from <https://www.kmu.gov.ua/npas/pro-deyaki-pitannya-derzhavnih-standartiv-povnoyi-zagalnoyi-serednoyi-osviti-i300920-898>.
3. Model Curriculum “Foreign Language for Grades 5–9” for General Secondary Education Institutions. (2021). Ministry of Education and Science of Ukraine. Retrieved from <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Inozemni.movy.5-9-kl/Inoz.mov.5-9-kl.Redko.ta.in.14.07.pdf>.
4. Polonska, T. K. (2011). *Theoretical Foundations of the Project Method in Teaching Foreign Languages to High School Students*. In Pedagogical Education: Theory and Practice, Issue 9. Kamianets-Podilskyi: Zvoleiko D. H.
5. English Language Curriculum of the Ministry of Education and Science of Ukraine. (n.d.). Retrieved December 1, 2025, from <https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-5-9-klas/programi-inozemni-movi-5-9-12.06.2017.pdf>.
6. Anishchenko, V. M., et al. (2019). *Theory and Practice of Project-Based Learning in Vocational Education Institutions* (N. V. Kulalaieva, Ed.). Zhytomyr: Polissia.