Project-Based Learning: a hands-on Technique for Learning English Language

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Abstract

Project Based Learning (PBL) is a student teaching method that encourages students to solve real-world problems. This work focuses on project-based learning and culminates in Indian universities as teachers find ways to make learning meaningful and engaging for boys and girls. Project-based learning begins with a problem or task. Practical and realistic problems or problems that affect students' knowledge and development levels form the basis of project-based learning teaching. Teachers teach students by asking questions, finding information, and looking at information. Encourages important skills such as teamwork, independent work, self-evaluation, time management, study, or oral and written communication. There are many benefits of using PBL in Indian universities. First, PBL can help students develop 21st-century skills such as problem-solving, critical thinking, and collaboration. These skills are essential to being successful at work and in life. Second, VET can help students learn better by engaging in active learning.

Keywords: Instructional approach, group work, autonomous learning, self-assessment skills, time planning, problem-solving, critical thinking, collaboration, etc

Introduction

Project Based Learning (PBL) is a teaching method that consists of learning activities and practical activities that present problems for students to solve. These activities usually focus on types of learning and activities that people do in their daily lives outside of the classroom. PBL is usually done by a group of students working together for a common goal. These skills include communication and presentation skills, organizational and time management skills, research and inquiry, self-assessment and reasoning, teamwork and leadership, and positive thinking. Also, according to Lisminingsih, there are two important things to consider before using the learning model as a product.

i) This approach should be based on student learning designed and adapted to meet learning needs.

ii) Organizational questions and activities to provide appropriate motivation. This is important because the concept of project-based research is more comfortable than traditional learning methods and it presents three interesting working models for learning in his book.

i) Study Project: This type of project allows students to apply the methods they have learned and examine problems in the discipline they already know. The practice project is part of a teacher-centered project.

ii) Project Components: In this type of work, projects are more collaborative and often involve 'real world' problems. Goals include developing problem-solving skills and the ability to work independently. Traditional teaching is combined with hands-on lessons.

iii) Project Orientation: This type represents the general orientation of the work. Here students complete their college homework.

Project-based learning starts with work. Practical and realistic problems, or those that affect the student's level of knowledge and development, form the basis of project-based learning. Teachers teach students by asking questions, finding information, and reviewing information. It's important to remember that classes are better. It focuses on solving real-world problems using specialized tools and techniques. It is the learner who speaks more, decides how to work, and completes project-based learning. Teachers should engage their thoughts and help them evaluate the effectiveness of each action when faced with an unsolvable problem. Project-based learning outcomes with students should be translated into public events where students will present, explain and share with other teachers and students, parents, or communities around the world.

Why implement PBL?

It is a great teaching method where students simultaneously explore real-world problems and issues

- students Want Information Help students
- better understand, use, and retain information.
- allow students to work with professionals
- professionals who support and encourage teachers and their relationships with the real world are more valuable than teaching traditional and enhanced learning outcomes.
- benefits include developing skills such as critical thinking, communication, and collaboration. Students participating in the project showed great motivation and cooperation.
- experts who enrich and support the teachers' knowledge and how it connects to the real world can be more effective than traditional instruction, and increase academic achievement.

- benefits include building skills such as critical thinking, communication, and collaboration. Students who work on projects show increased motivation and engagement in their studies.
- students master the skills of presentation, and public speaking; overcome anxiety while presenting the results of their work.

Project	Project-based learning
A project is a supplement to a lesson or lecture	Project-based learning as an approach in itself
The task relies strictly on the teacher's instructions	The task is open-ended and the focus is to hear the voice and respect the choice of each student
Such tasks are repeated from year to year	Even when the initial task is the same, neither the learning process nor the result is ever repeated
Individual work or work n groups	The whole class works as one team
The focus is on the product that the student achieves as a result and only that is evaluated.	Project–based learning means constant guidance and a learning process that is valued as much as the development that led to the result.

Fig no: 2 Tabular presentations of the characteristics of projects in education and project-based learning

Some examples of PBL projects:

Technical students can participate in projects to build a sustainable city.

 • Students in history class can work on a project to create historical events.

 • Students can attend a movie or a movie in English class.

 • Students in a math class can work on a project to create a new game.

 • Business-related studies students can work on a business project.

Theoretical Framework of Project-based Learning

There are many perspectives on project-based learning (PBL). The main theories throughout are Piaget's constructivist theory and Vygotsky's social constructivist theory.

John Dewey

John Dewey's theory of education also played an important role in its development. Piaget, in Piaget's Children's View of the World (2007), mentions that human beings are born with schemas in the brain. This model allows a person to go through the process of adaptation and assimilation. In the assimilation process, new information is added and adapted to the existing structure. Therefore, unless schemas are changed or new schemas are created, students can only understand information to the extent that existing schemas allow. (Schcolnick, Kol, Aberbanel, 2006: 13).

Piaget's theory

Piaget's theory has been modified and modified by many developmental theorists. But one thing remains constant: students build their knowledge by gathering knowledge and experience. Although Piaget never directly linked his theory to learning, it is easy to see where it might apply. One of the ways constructivism can be applied to learning is through discovery learning. Discovery learning is the idea that children learn best by discovering and doing (McLeod, 2015:). The application of constructivist theory allows the creation of an environment conducive to project-based learning.

Vygotsky theory

What Piaget's theory does not consider is the relationship between learning environments. The addition of relations will lead to the further development of construction in the direction of Vygotsky's social constructivism. Vygotsky believed in learning by living and acting through social and interpersonal relationships (Schcolnick, Kol, Aberbanel, 2006: 13). Vygotsky was the first to develop the zone of proximal development (ZPD). ZPD is "a student's current or actual developmental level, the next level of which can be reached with the help of thought and environmental tools, as well as the help of adults or peers" (Shabani, Khatib, & Evadi, 2010). : 238). Collaborate with peers or adults to achieve higher tasks beyond ZPD. The same student will be at ZPD the next time they need to complete a higher level assignment and can complete it themselves.

Although Vygotsky never used the term directly in his writings, it was the beginning of the ZPD scaffolding. Scaffolding, by definition, is a type of instructional tool used to help students better understand the content and ultimately gain more freedom in their way. In providing such assistance, teachers will provide ongoing support to students. As students gain the skills necessary for the activities and gain a better understanding of the material, teachers provide less and less support, allowing students to take responsibility for their education. It is often used when there is a difference in learning between students in the same class. By allowing advanced students to work independently, teachers can provide the support needed at all levels of learning (Great Schools Partnership, 2015: 1). This would also satisfy ZPD and Vygotsky's relationship by allowing advanced students to work with struggling students. Advanced students can collaborate while continuing to explain the knowledge to other students.

Dewy

John Dewey is often said to be the father of project-based education. He believes that students should have the opportunity to participate in their education. He believes that students will be successful in an environment where they can interact socially and educationally and learn from experience (Talebi, 2015: p. 4). In Education, Dewey pointed out that the learning process has two aspects, thinking and thinking. While mental health is important, it is not more important than others. "Without deep knowledge of mental patterns and individual activities, the learning process will be ineffective and biased" (Dewey, 1897: 3) Dewey also discussed the relationship between learning processes. This training is preparation for the future. A student is raised to be "... able to fully use and prepare all his abilities..." (Dewey, 1897:6). Many points in Dewey's Creed focus on child development. For children to be successful in society, they need to have the right relationships and experiences that will enable them to develop the skills the world needs

when they graduate. As technology advances, it can help students improve their English speaking skills. Therefore, the researchers proposed to examine the effects of PBL on students' verbal skills.

Characteristics of Project-Based Learning

Project-based learning varies from course to course, but is often characterized by the following:
1.   Organizes around an insoluble problem or challenge
2.   Requires critical thinking, problem-solving, collaboration, and multiple communication skills
3.   Provides multiple projects using multiple services
4.   Make final products (not essential information) and evaluate them appropriately.

Stages in Project-Based Learning

The different stages involved in work as a work are stages:

Level: 1. Planning and preparation for this stage requires careful attention and a lot of thought. Goals are known as students setting goals and objectives for a project with the help of a mentor. Teachers should provide subjects or topics based on students' interests. The goals and objectives set are complete and should be the best tools to improve communication in the language. With the goals and objectives set with the help of an involved teacher, students feel safe in choosing the path to a project.

Level: 2. Design Process The student will be given sufficient freedom to complete the project as specified by the teacher. His purpose would never allow him to let go of what was being done for his purpose. As the student thinks through the process of making a project, it ensures that all skills work together to achieve their goals. As said, no plan fails except when people don't plan, students need to be creative when designing programs

Level 3. Participation or Activity: While living in this stage, the student is fully involved in the project. He didn't let any vocabulary and brain-related weakness affect his performance, as he needed to have the right knowledge. Sometimes he plans to learn new words such as private letters, registered letters, humble words, and nice words to persuade others.

Phase: 4 Prepare and present in writing This is probably the most important part of PBL. Data collection should be done by the procedure. At this stage, the learner presents the collected information with the help of language. It will grow very constructively. There are many limitations to the information that is ultimately decided to be collected. The important thing is not to present experience and knowledge, but to learn to prepare a report that meets the supervisor's expectations. The teacher's role is crucial to guiding students through every step of their preparation. There are many types of speech, especially sentence structure, sentences, words, letters, notes, etc. Changing the text is an important feature. After the written text is presented, the student should be prepared for the oral presentation, which can become an oral communication test.

Stage: 5 Evaluation and Assessment: The best way to evaluate students is to understand their weaknesses and offer immediate solutions. Teachers should create some tests. It shouldn't be difficult. His assessment and advice should be thoughtful and supportive. Language tests should be clear and non-repetitive.

The advantages of PBL are:

- Encourages important skills such as teamwork, independent work, self-evaluation, time management, study, or oral and written communication.
- Increases student motivation, which means better learning and more motivation to study. Encourage students to make meaningful connections throughout the content (a multidisciplinary approach to teaching) rather than taking each topic separately.
- Engage students in real-world learning by gaining a deep understanding of the content through good and authentic experiences.

Project-Based Learning in India

There are many benefits to using PBL in Indian universities. First, PBL can help students develop 21st-century skills such as problem-solving, critical thinking, and collaboration. These skills are essential for success in the workplace and life. Second, PBL can help students learn better by engaging in active learning. This means that students not only listen carefully to the lectures but also try to solve problems and complete tasks. Third, PBL can help students understand what they have learned. This is because students are challenged to think about concepts and apply them to real-world problems. Finally, PBL can help motivate students to learn. This is because students are more involved in their work while working on activities they enjoy. There are many challenges in implementing PBL in Indian universities. First, PBL is an opportunity for students and teachers. Second, PBL as a traditional discipline can be difficult to implement in the classroom. Third, PBL may require significant resources such as access to technology and expertise. Despite its challenges, PBL is an effective teaching method with the potential to enhance the learning of Indian college students. As more and more universities adopt PBL, it will be important to assess its impact on student learning. Here are some examples of how PBL is being used in colleges in India:

- Civil engineering students at the Indian Institute of Technology Mumbai work to build a sustainable city.
- At the Institute of Management in Ahmedabad, India, Marketing students are working on a project to develop a marketing plan for a new product.
- Environmental Law students at Indian University's National Law School are working on a project to develop a strategy to protect the environment.

Conclusion

One of the most effective methods for developing autonomous thinkers and learners is project-based learning. There are several undeniable advantages to PBL's introduction and use that extend beyond those for students and teachers. Future graduates will need to join a workforce where their performance will be evaluated. They will be judged not just on their performance but also on their ability to work together, negotiate, plan, organize, use critical thinking, and other abilities. Teachers and schools are preparing our students to face the twenty-first century with the adequate subject matter, content knowledge, preparedness, and a repertoire of skills they can successfully use by implementing PBL in education, particularly in language teaching and learning. PBL offers educators the possibility to advance professionally and gain a better understanding of themselves.

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