



Project Based Learning in Teaching English Language Vocabulary

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ABSTRACT:

The building of language required a strong foundation of vocabulary. Vocabulary is the tool to acquire the other skills of language. Vocabulary knowledge is often viewed as a critical device for second-language learners. Generally, exotic Students think in their native language and translate it into English, but then the main problem that arises in front of them is English vocabulary. It is the stage where students get demotivated to learn a foreign language in such a situation teacher plays an important role in building students' vocabulary. The researcher identified the need to increase students' vocabulary, so implemented a tool for project-based learning. Project Based Learning follows the main principle of learning i.e. learning by doing. So it can be long-lasting learning. PBL also lifts the active participation of each student and helps to gain profound knowledge of challenges. This action research is implemented at the rural background based a Diploma Engineering College, R.I.T. Maharashtra. Twenty students were randomly selected for the study from the class of Diploma Electrical Engineering. The researcher has used an experimental design of one group pre-test-post-test design. Selected students were divided into five groups and assigned five different projects. Before that pre-test was administered and after the implementation of PBL post-test was administered. A drastic change was observed in the mean score of the pre-test and post-test. After the study, it was identified that PBL is useful for increasing vocabulary also it fosters other skills of language learning like comprehension, proper pronunciation, confidence, motivation to learn, and team spirit. It also enhances the problem-solving ability of students. Learners were more active during PBL classes.

KEYWORDS: learning by doing, Project Based Learning, second language learners, Vocabulary.

I. INTRODUCTION

A famous quotation from George Bernard Shaw is, "If you cannot say what you mean, you will never mean what you say. And you should always mean what you say." It is well said by the author, that our way of expression conveys what we want to say, so we have to be very careful while using words. Thus, in any language learning, vocabulary plays a chief role in precise our ideas, opinions, feelings, etc. English is a global language and to be a global citizen we need to be well acquainted with the tool of vocabulary. Opulent vocabulary facilitates learners in four LSRW skills of language these are listening, speaking, reading, and writing. It is always observed that to make any kind of communication successful vocabulary knowledge is essential.

Nowadays project-based learning is used as an effective methodology in teaching the teaching-learning process. Project-based learning aims to teach content based on real-life challenges where students will practice what they have learned. This methodology supports students in understanding, applying, and retaining information. It helps to develop skills like critical thinking, communication, self-learning, and collaboration.

II. OBJECTIVES

The main objective is to find out the effectiveness of the project-based learning to learn English Language Vocabulary. The Kasegaon Education Society's, Rajarambapu Institute of Technology, Diploma is situated at Islampur Sangli, Maharashtra. The students who come here are from rural areas and mainly studied in Marathi Medium. At the beginning of the program due to fear of the English Language, many were not willing to continue the study. Creating interest among them was a challenging task and to overcome it researchers implemented many teaching-learning



techniques. One of the best proven techniques is Project Based Learning.

III. METHODOLOGY

The researcher has used experimental methods to carry out this research. The design used is the one-group, pre-test and post-test design. This experimental design provides some development over the first. To judge the effects of the treatment the score of pre-test and post-test is considered.

The researcher has administered a pre-test before the implementation of Project Learning and a post-test after the completion of project-based learning. The mean score of the pre-test and post-test was computed. The sample size was twenty, students were from Electrical Egg.

IV. STEPS IN THE PJ-BL LEARNING

1. Clarifying Terms: - this is the step where the topic is selected and developed under the guidance.
2. Defining the problem: - Students specify the topic and frame the questions that contribute to the focus of the topic and predict the findings of the project.
3. Brainstorming: - It provides a platform for different creative ideas to carry out projects. Students start to think about a given topic and share their ideas.
4. Analysing and Categorizing: - learners need to identify the tools for the completion of a project and categorize them.
5. Learning Goal: - After analysis and categorization of tools and techniques learners will verify whether it helps to achieve the defined goal or not.
6. Books, articles, and lectures: - Now learners will start an independent study on the project by referring to books and articles, attending lectures, etc.
7. Reporting and synthesizing: - In this last step learners document and present the report of the project.

These seven steps are divided into three phases. From step first to step five are named opening sessions. Step six is independent study and step seven is the closing session.

V. THE ROLE OF TEACHER IN PJ-BL

The role of the teacher is divided into three parts. 1. Before the beginning of the project during the project and last is post-project stage.

1. Before the beginning of the project: - This stage is also called the pre-project stage where

the teacher is in the role of knower. Helps learners select the topic, and generate ideas through brainstorming. Guide students to formulate their outcomes of the project.

2. During the project: - Here teacher plays the role of facilitator and co-learner. Guide students to gather ideas, define goals, and draw the schedule. If students are going off the track of the project then teachers help to get them back on the track.

3. Post-Project Stage: - The role of the teacher is commentator and appraiser. The teacher delivers a balanced picture of strengths and weaknesses. As an evaluator gives suggestions for improvement. Collect and analyse feedback received from the stakeholders as per the guidelines to revise or improve the project.

VI. Difference between Traditional Teaching- learning process and Project Based learning

Traditional teaching-learning is lecture-oriented. It focuses on the expertise of the teacher in the subject and the expertise of the students in reproducing learned information for evaluation. Classroom teaching is tied to textbook material. Required to do homework. An evaluation is done based on the ability to remember the information.

Whereas project-based learning is learner-centered. Pj-BL is an inquiry-based way of learning. It develops skills like critical thinking, communication skills, team spirit, and self-learning skills. Pj-BL makes learners learn any concept by doing. Real-world challenges are encountered and solved by the students.

VII. DEVELOPED SKILL SETS

1. Creativity and Innovations: - Creativity provides a platform for the ideas of the students. The gap between imagination and reality can be filled by boosting up student's confidence to create new things.

2. Critical Thinking/ Problem Solving: - The Project or the problem presented in front of the learners is a real real-world challenge therefore they have to find out or prepare an answer to it. Spoon feeding is completely avoided. It makes learners think on the given topic

3. Effective Use of ICT: - In the 21st century the world is moving towards digitalization. Learners are also making use of new technology now and then. So to get the project done learners may collect some information by using ICT.

4. Communication and Collaboration: - Teamwork and effective way of communication



play a vital role in completing any kind of work. Everyone gets an equal opportunity to bring forth their ideas.

5. Developed Interest in Learning: - Pj-BL motivates students to take active participation in the learning. As well as it helps to do lifelong learning because learners are learning by doing.

VIII. Results

In figure no. one we can observe that no. of students having low marks are more. Whereas Figure no. two shows improved results.

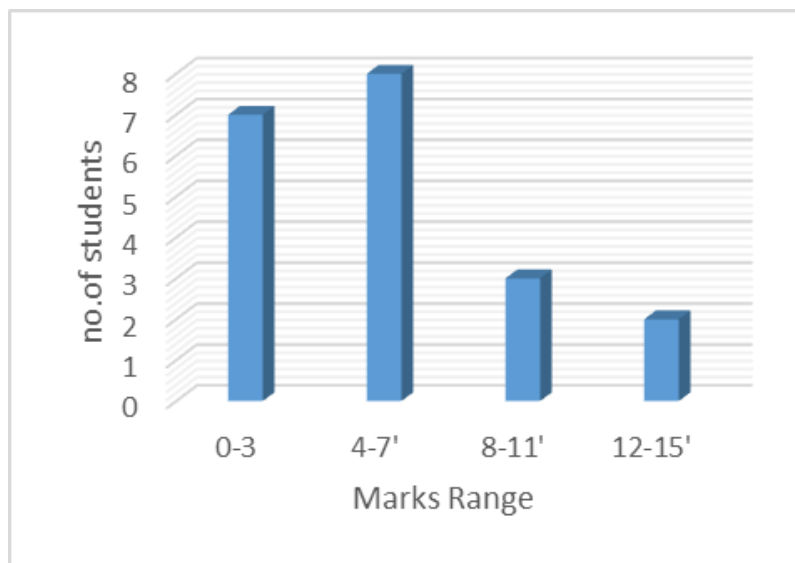


Figure No.1

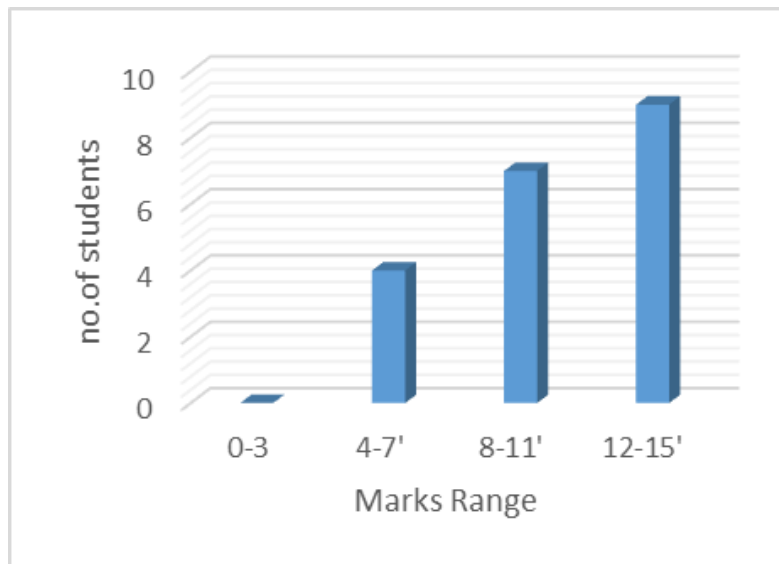


Figure No. 2

IX. Conclusion

The study was carried out to determine the role of Pj-BL in vocabulary learning. Learners were motivated to learn the new words from language games, newspapers, magazines, etc., and

made them use them in the sentences. At the end of the project, the output was learners framed new small poems and learned new words that are related



to different processes. (Douglas) Sample poems are given below

1. A king has a Golden ring
It has a silver sting
Sting is naughty
And king is haughty
Queen taught a lesson
Through angry expression

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