

BENEFITS OF PROJECT-BASED METHOD IN TEACHING ENGLISH TO YOUNG LEARNERS

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Abstract:

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About: FARS Publishers has been established with the aim of spreading quality scientific information to the research community throughout the universe. Open Access process eliminates the barriers associated with the older publication models, thus matching up with the rapidity of the twenty-first century.

Students are no longer adequately prepared to survive in today's world by passively learning facts and reciting them out of context, as was the traditional approach. Students must possess both fundamental skills (reading, writing, and math) and 21st-century skills (teamwork, problem-solving, research collection, time management, information synthesis, and utilizing high-tech tools) in order to solve highly complex problems. Students become directors and managers of their learning process with this combination of skills, guided and mentored by a skilled teacher. An instructional strategy known as project-based learning (PBL) or project-based instruction is intended to provide students with the opportunity to develop their knowledge and skills through engaging projects centered on challenges and issues they might encounter in the real world.

Project-based learning is more than simply "doing a project," as you may have experienced it in your own education. ArchForKids, an organization that provides STEAM programs for young learners, puts it even more succinctly: With PBL, students "investigate and respond to an authentic, engaging, and complex problem or challenge" with deep and sustained attention, as the Buck Institute for Education (BIE) explains.¹ Learning through doing is PBL. ² Why Project-Based Education? We live in a world that is based on projects. In point of fact, many educators are aware that the success of projects is what keeps our modern world alive and growing. Or, to put it another way, "knowledge is a consequence of experience," as the Swiss psychologist Jean Piaget put it. ³ It is accurate! Projects include your weekend chores, upcoming presentation, and fundraising event planning. This is the philosophy behind PBL, and things like the rise of the maker movement⁴ show that its popularity is growing. When we provide students with authentic

experiences, we prepare them for the real world. PBL, in its most basic form, teaches students to be independent, creative, and critical thinkers who are up to any challenge.

Instead of years of service to a single organization, the majority of modern workers' careers will be defined by a series of projects. In their ebook, *Preparing Students for a Project-Based World*⁵, Lathram, Lenz, and Vander Ark state that "solving real-world issues that matter is important to us as adults—and it is important to our students."⁵ In other words, if we are to prepare students for success in life, we need to prepare them for a project-based world. As a result, whenever we discuss the advantages of project-based learning with students, we must always include applications from the real world. Students will learn from this that they can organize and lead a diverse team of stakeholders to process a problem and implement a solution, break down future issues into their component parts, and so on.

PBL is sometimes used interchangeably with "experiential learning" or "discovery learning," but the characteristics of project-based learning are clear, constant, and share the spirit of John Dewey's instrumentalism, despite the fact that definitions and project parameters can vary from school to school. The PBL model is basically made up of these seven characteristics:

- builds student choice into the process
- provides opportunities for feedback and revision of the plan and the project, just like in real life
- requires students to present their problems, research process, methods, and results, just as scientific research or real-world projects must stand before peer review and constructive criticism.

These components are known as Gold Standard PBL when taken as a whole.⁸ The BIE identifies the essential components of project design as:

- a challenging problem or question; persistent inquiry;
- authenticity; student choice and voice; reflection;
- revision; and public product.

When all of these components are well combined, students acquire essential knowledge, comprehension, and skills for success. In the Business Incubator class at Palatine High School in Illinois, where teams of students propose and design a product based on a difficult need or intricate problem, all of these elements come together. In an effort to gain support for launching their product, these young entrepreneurs present their concepts to community and business leaders. It's fantastic, like Teen Shark Tank for teens!

A mobile app that tracked air quality readings in real time at various locations around the world was developed by a group of students. Real-world catalysts

galvanized their project by raising awareness of air pollution, supporting health-conscious travelers, and establishing global connections.

Despite the fact that project-based learning may appear to be a distinct instructional method, the aforementioned lists should appear familiar. They are merely components of excellent educational experiences. To use project-based learning in your classroom, you don't have to subscribe to it. Having said that, true project-based learning has some advantages. Let's now discuss a few of PBL's advantages. Benefits of Project-Based Education Too often, traditional education does not go beyond the academic. Students are introduced to the world outside of the classroom through project-based learning, which teaches them how to accept and deal with challenges in the real world in a manner that is similar to what professionals do every day. Project-based learning emphasizes long-term retention over short-term memorization and summative regurgitation. Instead, it gives students the chance to deeply engage with the content. Because it centers student learning around a central question or problem and a meaningful outcome, PBL also improves student attitudes toward education¹⁰, thanks to its ability to keep students engaged.¹¹ The PBL structure lends itself to the development of intrinsic motivation. In the end, students' desire to comprehend the solution or answer outweighs the teacher's interest in what students know, comprehend, and can do! People are intrinsically motivated by three things, according to Daniel Pink in his TED Talk and influential book *Drive*¹²: autonomy, mastery, and purpose. When students engage in meaningful activities, such as those provided in project-based instruction, popular concepts like grit and rigor become ingrained attitudes.

Project-based learning implementation is positively correlated with student achievement, particularly in schools serving high-poverty communities, according to a recent collaborative study by the University of Michigan and Michigan State University¹³. This research emphasizes the significance of projects being supported with instructional strategies supported by research-proven strategies.

The PBL model also improves students' technology skills due to its emphasis on skills relevant to the 21st century. Students learn to work as a team, solve problems, and communicate effectively with others through project-based instruction¹⁴. The Social and Emotional Learning (SEL) programs that are being implemented at progressive schools all over the world are also strengthened by the collaborative nature of projects.

The use of technology in the classroom perfectly complements these interpersonal aspects of PBL. Digital literacies and digital citizenship goals become ingrained in technology-based projects, especially when the PBL opportunity is carried out seamlessly within the welcoming confines of your school's learning management system.¹⁵ Technology-based projects are interdisciplinary,

collaborative, inquiry-based, self-directed, and motivating, and they address the full range of student needs and learning styles.

The relevance of PBL to contemporary education can be seen in a quick review of ISTE's recently revised student standards.¹⁶ These standards emphasize concepts like empowered learner, innovative designer, creative communicator, and global collaborator. Project-based learning objectives and international standards for technology skills go hand in hand.

Difficulties of Undertaking Based Learning

The Intel Company recognized a few motivations behind why project-based learning can address such an extreme takeoff from what we are utilized to in schooling: PBL requires you to coach more and teach less, to embrace interdisciplinary learning rather than remaining stuck in silos of one subject, and to be more comfortable with uncertainty and discovery during the learning process.¹⁷ For many teachers, PBL is a stark contrast to the traditional education they received. Change is often accompanied by anxiety and difficulties, and it takes time. The traditional "sage on the stage" instructional model, on the other hand, clearly falls far short of the kinds of educational experiences we value for our modern students.

However, you are capable of overcoming these PBL obstacles. Your students, parents, or members of the community may have good problems or concepts. Teachers can think through the steps needed to solve a problem and use those steps in project-learning activities instead of lectures and reading. The learning process can be made more manageable by breaking the project up into smaller parts and incorporating frequent checkpoints into the timeline rather than planning a huge project. Real assessments can be made by talking to experts in the field about how a presentation related to a particular project would look, rather than using a traditional summative exam. Even though PBL may initially appear to be challenging, it can ultimately be so liberating for educators!

Examples of Project-Based Learning In one science-based project, students begin with a trip to the zoo to learn about animal habitats and form opinions about which habitats are best for a particular animal.¹⁸ In this case, the project component consisted of teams of students working together to create a research-backed habitat plan that they would then present to professional and student zoologists. Although the sciences are easily integrated into the PBL setting, the instructional method naturally encourages interdisciplinary learning.

Students respond to the question, "What role does censorship play in society?"¹⁹ in another example that combines English language arts and social studies. Following introductory instruction, students select a banned book, read it, write a persuasive essay, and participate in a censorship-related mock trial with

experts present. PBL is really driven by that final part – the mock trial in front of a group of experts. In addition to being experiential, the learning frequently includes a public, real-world component.

In order to get away from the "drill-and-kill" math lessons it should be created an "escape room" activity where students take on the role of a code breaker for the National Security Agency, the Federal Bureau of Investigation, or another federal agency. The goal could be anything from decoding a message that could reveal the location of a planned terror attack on the United States to locating an organized crime syndicate. As a follow-up to the first activity, students could present their answers on the day a professional in a related field (for example, an FBI agent) comes to the class to tie the activity to a real-world experience and possible career path. You are only limited by your professional imagination in such situations. The outcome could be anything from decoding a message that could reveal the location of a planned terror attack on the United States to locating an organized crime syndicate or any other scenario. As a follow-up to the first activity, students could present their answers on the day a professional in a related field (for example, an FBI agent) comes to the class to tie the activity to a real-world experience and possible career path. You are only constrained by your professional imagination in such instances.

Are you looking for additional PBL school examples? The Buck Institute for Education PBL Blog's Editor-in-Chief John Larmer provides a number of shining examples of schools' commitment to deeper learning through PBL instruction. Larmer recommends looking into schools that are part of the Deeper Learning Network. The essential components that are frequently mentioned in BIE's Gold Standard PBL are present in these innovative schools. Lesson Plans for Project-Based Learning The Buck Institute also offers a hub for Common Core-aligned PBL lesson plans. They make it simple to search their database by subject, course, and lesson plan source. In this project, students must design a civilization that can stand the test of time while they are isolated somewhere in the world.

It's critical to keep in mind that not all of the lesson plans in this resource library are free. You can get an idea of how to recreate the lesson plan in your own way by looking at sample pages that are included in many of the paid lesson plans. Additionally, the above examples and lesson plans can be used in either an online or in-person classroom and are completely adaptable. Therefore, you will be prepared whether you maintain a group of online or hybrid students in your district or return to full-time in-person instruction in the fall. Let's take a look at how you can actually get started now that you know what PBL is, how it looks in the classroom, and where to find lesson plans. How to Get Started with Project-Based Learning Every journey has a single step, but sometimes that step can seem

difficult to take. When she wrote about differentiation in the classroom, Carol Ann Tomlinson advised educators to begin with "small, well-orchestrated changes." The same principle applies to project-based learning. Each year, they should select a few specific goals and concentrate on accomplishing those goals well while focusing on growth²². Make big plans but start small. Andrew Miller wrote for Edutopia that teachers should keep things simple by limiting a project's scope and duration, using or renovating an existing project, receiving meaningful feedback, and engaging in professional reflection. You can also approach project-based learning from the perspective of your students. Provide them with the resources they need to comprehend PBL as a concept first, and once they are engaged in the process, introduce them to the practical steps. Your first foray into project-based instruction can be effectively approached using this powerful metacognitive strategy.

A helpful introduction to high-quality PBL has been provided by Tom Vander Ark and Emily Liebtog. This framework consists of six criteria designed to assist educators, parents, and students as they begin their PBL journeys. Authenticity, challenge, collaboration, reflection, and other powerful 21st-century skills are among these criteria. Project-based learning is doable and easier than you might think. However, for students, coming up with project ideas can sometimes be difficult at first. Project ideas for students and resources for teachers are included in this Teach Thought post.

The majority of us learn best through practice, observation, reflection, and iteration. The fundamental aspects of what we value most about education are brought to the forefront of our formal learning environments through project-based learning. PBL moves us away from the high-stakes testing mandates of the last 20 years and closer to the core of what education should be. This is a popular and noble goal for educators to achieve. Because that is where students naturally learn, PBL helps prepare them for the "real world."

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