

Transformative English Language Learning through Project-Based Education: Nurturing Sustainability and 21st Century Skills in Undergraduate Engineering Students

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Understanding of concepts & theories

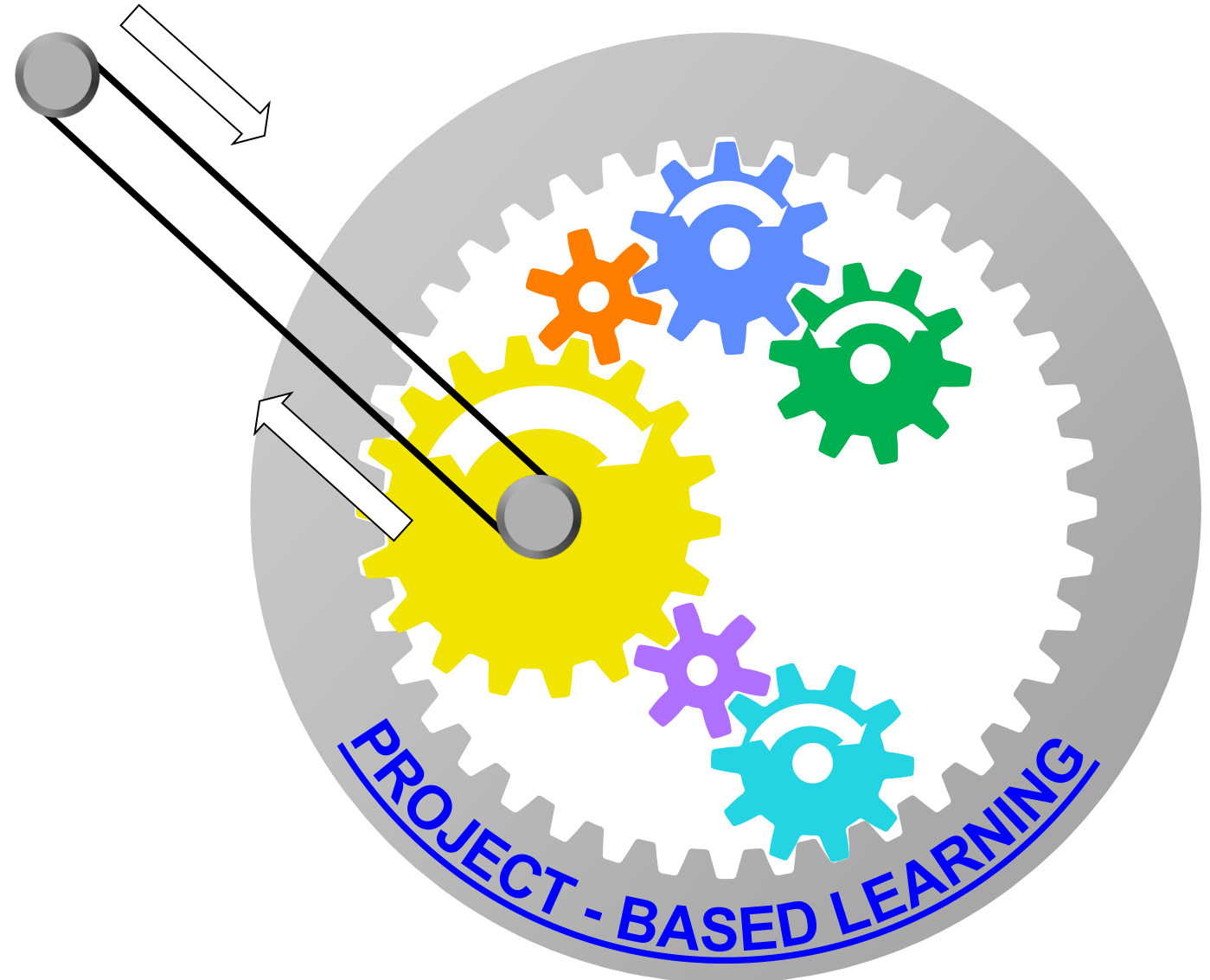
Life Skills and 21st century skills

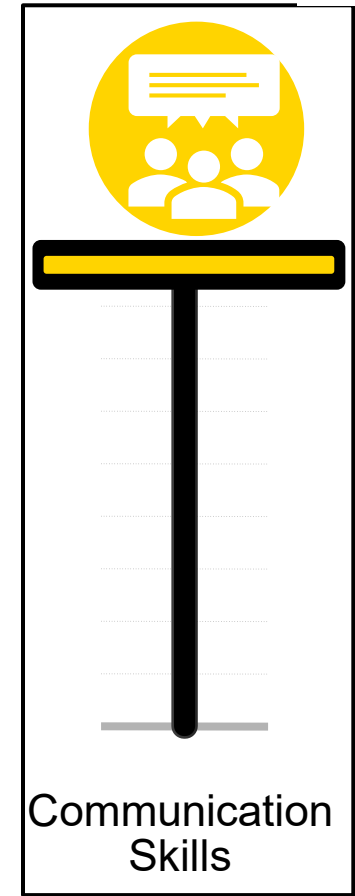
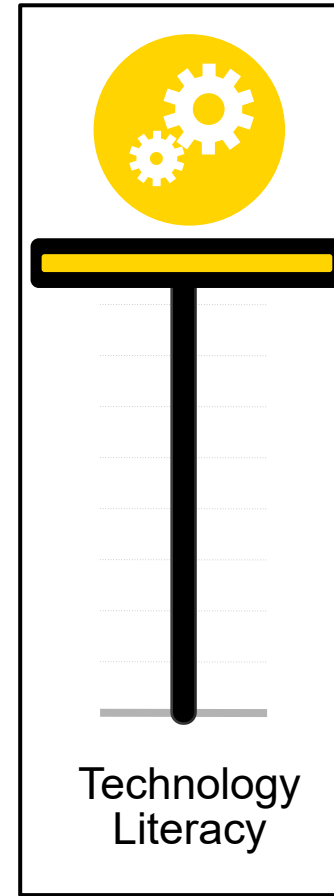
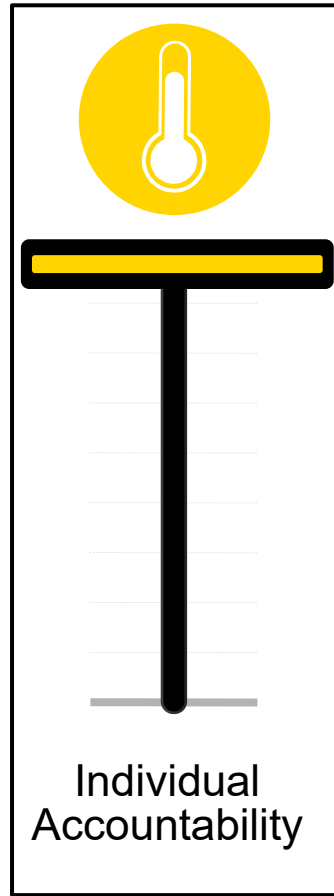
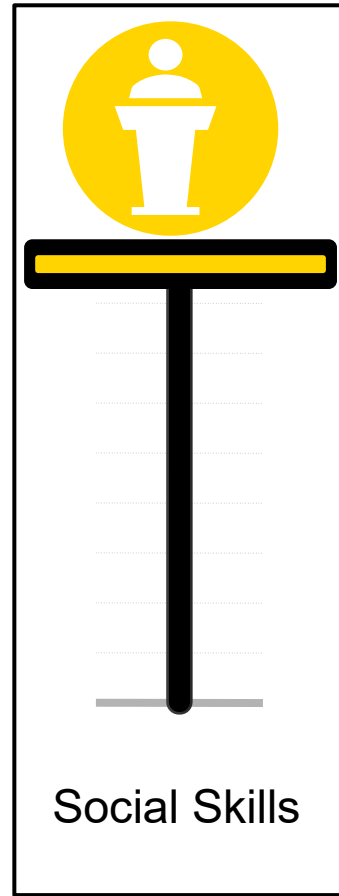
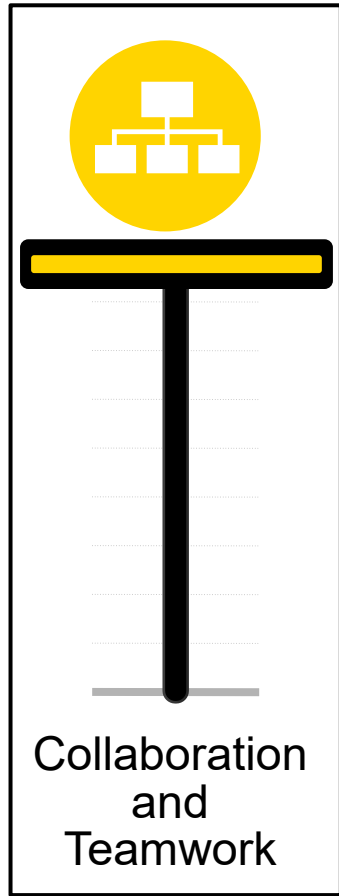
Self-direction, communication & creativity

Better Learning Process

Well researched content and knowledge-acquisition

Focused on the solution to the problem





21ST CENTURY SKILLS

Learner Centric Experiential Learning - LCEL

Principles of PBL – Learning by Doing!



CHOICE BASED



FEEDBACK &
REVISION



AUTHENTIC



COLLABORATIVE



TIME FOR
REFLECTION



PRESENTATIONS

Objectives of the Study

- To what extent does PBL approach develop the students' language proficiency?
- How does PBL approach, in a language classroom, enhance the 21st century skills?

METHODOLOGY



Qualitative Study



Purposive Sampling



Observations / Semi –
Structured Questions



GD / Interviews

SCAFFOLDING

Pre-test

- Cloze test/ short paragraphs

Group Segregation

- Based on Pre-test results
- Mixed Group

Review – I

- Submission of Project Proposal
- Changes suggested

Group Discussion - I



Review - II

- Prototype Submission

Group Discussion - II

- Students Regrouped

Final Presentation

- Presentation of Projects

Feedback

the first step



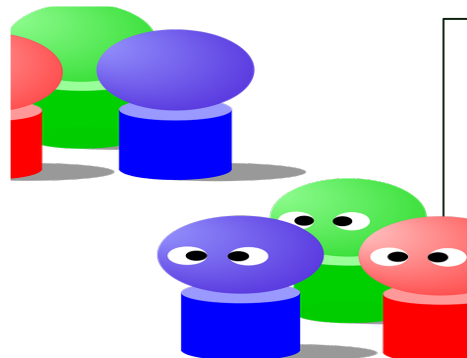
PRE-TEST

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ANALYSIS/LEVELS

https://docs.google.com/spreadsheets/d/1d-hC1OGt-u0zrUinspGRMjjOgieMPibL/edit?usp=drive_link&ouid=107303567660983576380&rtpof=true&sd=true



GROUPING

HAND HOLDING

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GROUP DISCUSSION I

Ice breaker

among the groups



REVIEW I

Qualitative analysis

1. Students were observed under the project's four themes: communication skills, individual accountability, social skills, group processing and technology literacy. This method is widely used in social science research.
2. Division into group - able to acquire various skills in these diverse groups to enhance them as well as intragroup interpersonal interactions.
3. Group observations were conducted several times over a period of 10 weeks. Four themes were generated from the observational data:
 - **Student - group work**
 - **Student - Individual**
 - **Shared duties**
 - **The interdependence of the student's work and their decision-making**

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LEARNING PROPOSAL WRITING

Students' group work

Collaboration in groups:

1. project planning
2. creating the product
3. project presentation

Students discussed the project's title, description, and objectives, the project's implementation steps, the project schedule, and each group member's responsibilities.

Additionally, observations revealed that students leveraged social media platforms, such as WhatsApp group chats, zoom etc for discussions outside official hours.

REVIEW II



Reflective Thinking

SELF REFLECTION AND EVALUATION



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Student's shared responsibilities

Observations:

1. each group assigned its members a task and set a deadline, ensuring students appropriately shared duties.
2. finish the related activities before the due date
3. when it was their chance to speak on what they had discovered about the project - relevancy was being measured and the differences in the discoveries also was being gauged- students were sharing responsibility.
4. these circumstances demonstrated that each group member must collaborate to develop their awareness of many aspects and apply them to their project.
5. each student took part in constructing the presentation of their work on hard copy and also in outlining the presentation materials for their project presentation in front of the entire class and the external.





Students shared responsibilities:

OBSERVATIONS

Made decisions regarding

1. the theme
2. the activities they would undertake
3. the project's timeline
4. individual roles within the group
5. the final product
6. the materials
7. tools required
8. determined the most effective method to present their project results to others.



GROUP DISCUSSION II



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**BRINGING ALIVE
THEORY:
A PROJECT BASED
LEARNING APPROACH**
**Presented by
B. Tech CSE I I**

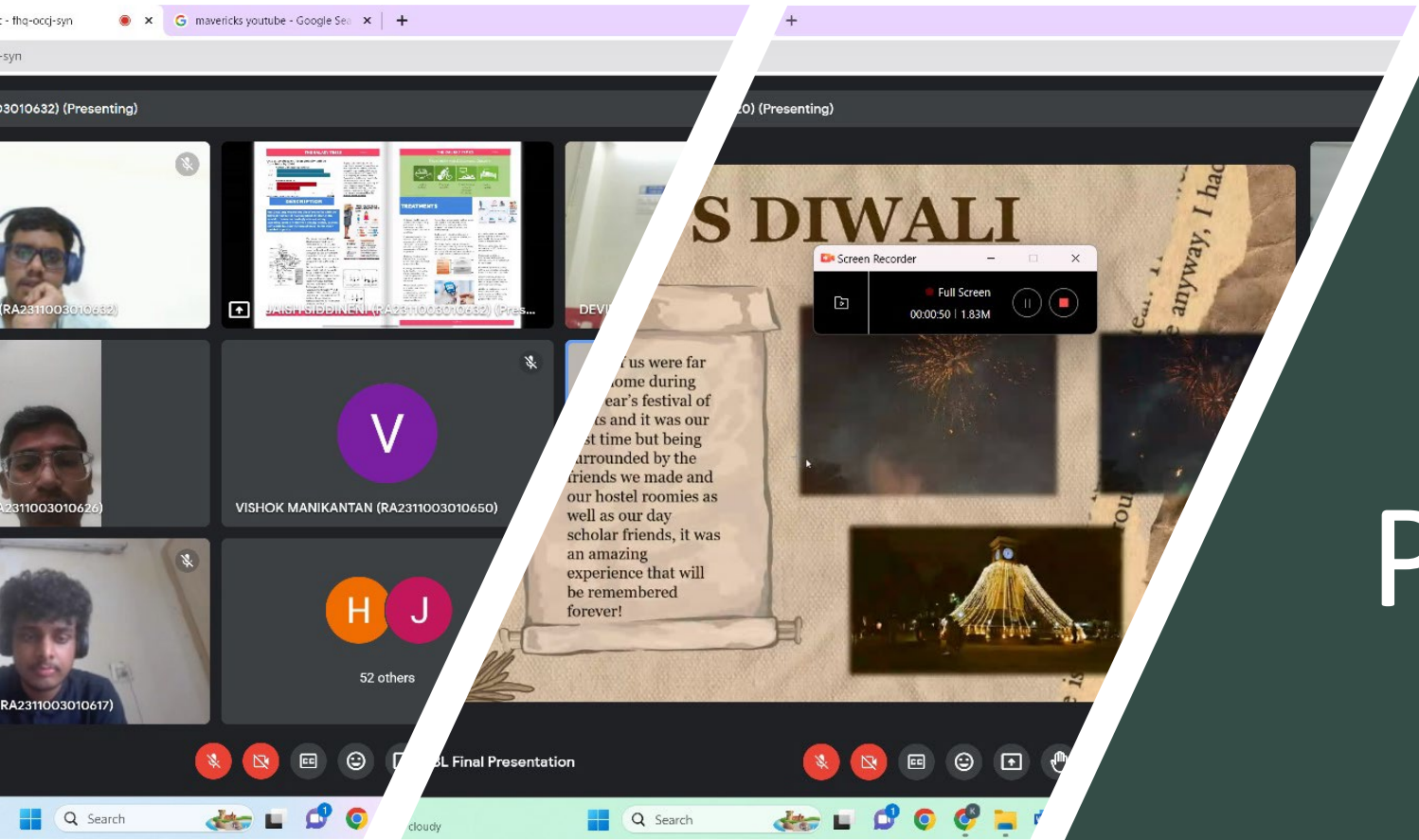


Chief Guest
Dr. Swati Patil
Director HR
iOPEX Technologies
Certified Coach



Co-ordinator
Dr L Kavitha Nair
Professor & Head
Department of English &
Foreign Languages

Date
04/12/2023
Time
8.30 am-12.30pm
Venue- UB1301



FINAL PRESENTATION



Students' interdependent work

From the observations:

- the task required each group member to find a solution together to the problems they faced as first years. They were to create a unique set of presentation materials, which were to be assembled into a cohesive presentation.
- They understood that, if any group member did not complete the task in time, it may cause a delay in the final presentation's completion. This circumstance demonstrated the interdependence of the student's contributions to the PBL.

LIST OF PROJECTS

1. Cosmic times:

<https://cosmic.vishok.tech/>

2. Meta division

<https://metadivision662.website3.me>

3. Short Film – Ayush Yadav

[https://youtu.be/p3vMrXGDvfo?si=n_cefhLvplyrimig\)](https://youtu.be/p3vMrXGDvfo?si=n_cefhLvplyrimig)

4. Thomas and friends

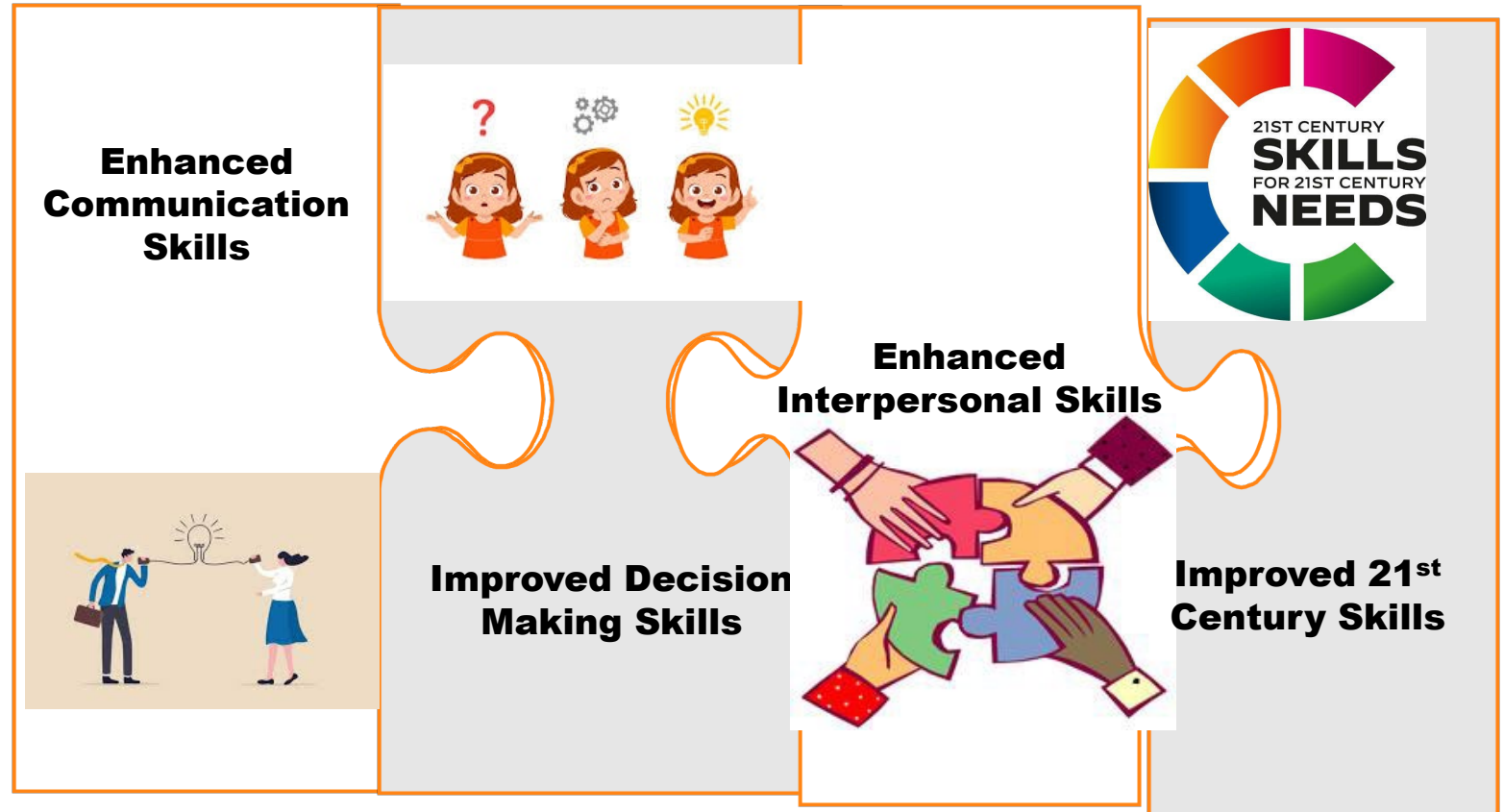
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CONCLUSION

- PBL** – 1. A meaningful and effective pedagogical method
2. Enhances the learning process by situating knowledge within practical tasks
3. Equips students with essential life skills, with confidence and competence.

The **findings** from this study conclude that applying PBL in language learning class, enhances and ensures students' **teamwork & social skills**. When students **share responsibility** equitably, make crucial decisions, and produce an **interdependent** project product, they attain a high level of **collaboration skills** according to the criteria for twenty-first century skills.



Evaluation & Feedback

- English Score

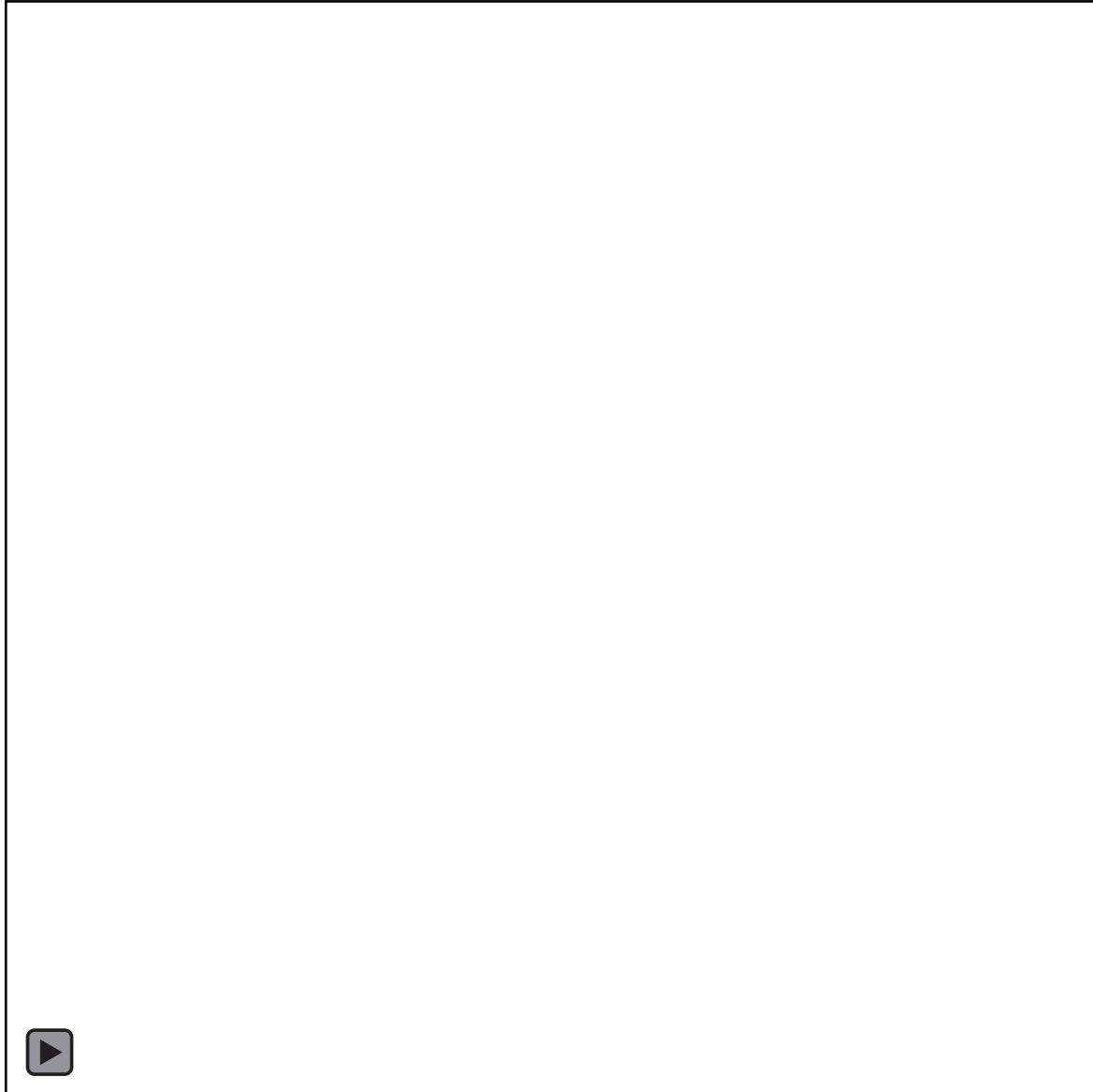
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- Feedback

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https://docs.google.com/forms/d/1_wADqAFzEcjIEL66UBk3YyGnL6D_eSAofJDIAm3vYFg/edit-responses





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