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AN EXECUTION OF PROJECT BASED LEARNING IN LANGUAGE EDUCATION

Merlin Sekar [*1,]
[1]Assistant Professor, Department of English, Sethu Institute of Technology, Virudhunagar, Tamil Nadu, India. 626115.
*** Corresponding author email address**: merlins@sethu.ac.in

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Abstract

In Engineering and Linguistics, Inquiry-Based Learning (IBL) takes a student-centered approach to language instruction. It emphasises activity-based and group-based learning, such as drafting papers by title or collaborating in groups. This research compares traditional education and IBL outcomes, emphasising IBL's benefits in enhancing students' grasp of knowledge and stimulating motivation. It also addresses the issues of superficial knowledge and mechanised learning in traditional schooling.

Keywords: IBL, Student-centered teaching, Language Education

1. Introduction

IBL is a teaching style that allows pupils to learn through authentic, incorrect answers. It is a student-oriented approach, with teachers assisting students in learning. PBL has been developed in various fields, including Engineering, and has shown advantages in linguistics. Many educational institutions are now incorporating IBL into language education courses. PBL courses have been found to be beneficial for students, as evidenced by various projects related to language education. Inquiry-Based Learning (IBL) is a method in which students develop, plan, and carry out a project that culminates in a product, publication, or presentation. IBL shifts from memorization-based language teaching to meaningful English use, making learning more engaging for Modern Languages due to the real audience and the potential for students to contribute to real problems. It involves students generating, refining, and presenting their responses to academic challenges, ultimately resulting in a product that can be utilized for community or initiative improvement. This paper also discusses the benefits of Inquiry-based learning in enhancing collaboration, creativity, as well as critical thinking.

2. The constructiveness of IBL in the linguistics field

2.1 Distinctiveness of Inquiry- Based Learning

For many years, inquiry-based learning (IBL) has been extensively used in education. Different institutions have modified its design to incorporate group, activity, and student-based learning while upholding the fundamentals of each type of learning.

Many researchers stress that Inquiry-based learning (IBL) starts with issues and should be student-directed, letting them choose their own topics to explore and make conclusions. This method sparks students' interest and enables them to learn more deeply through assignments like planning, writing, and research. This method involves learners in their own education and goes further merely making them listen to courses and take sketches. Instead, it fosters more independent learning. Students' individual study and thinking, as opposed to merely depending on the knowledge offered by teachers, is what has led to their greater drive to learn and the advantages of the knowledge acquired. This method encourages a more dynamic and interesting educational experience.

Group-based learning is a method that helps students develop their cooperation skills, which are crucial in the workplace. Students in IBL groups share information and work together to complete tasks. Participant-directed learning involves students building on their own preferences and perspectives; experiential learning is an inherent component of this process. This approach provides a preliminary idea of a problem and encourages students to explore it further. Although IBL projects

vary across educational institutions, most adhere to these principles.

Educational institutions use Inquiry-Based Learning (IBL) projects, which share some characteristics with IBL.The curriculum is divided up into topic units, with Pupils choosing cases from a series provided by the instructor. Modes:

The learning process is usually self-directed study groups, and a course should be assessed according to learning objectives. These characteristics align with IBL principles, as the curriculum is based on problems, and students choose problems based on their interests. Self-directed groups also conform to activity-based and group-based principles, enhancing communication and cooperation skills. Overall, IBL projects align with the principles of IBL.

Self-directed study groups are typically used for the learning process, and learning objectives ought to govern how a course is evaluated. These features fit nicely with the IBL tenets because the curriculum is problem-driven and students select their own challenges according to their areas of interest. Additionally adhering to group- and activity-driven concepts, self-driven groups improve collaboration and communication abilities. In general, IBL projects follow IBL's tenets.

Assessment is crucial in IBL projects, as students often focus solely on exam-related content for good grades, which is contrary to student-centered learning (IBL). This method narrows pupils' viewpoints and their excitement for learning, limiting their exploration of wider knowledge. Despite variations in educational institutions, all PBL projects share a student-centered teaching method characteristic.

2.2 The Juxtaposition of Learning Outcomes of IBL and conventional Education

IBL education is a student-centered approach, unlike traditional teacher-centered methods. To demonstrate its efficacy, Masek and Yamin carried out a trial with a control group design. The findings demonstrated that while traditional learning groups scored better in conceptual understanding, IBL students surpassed them in terms of acquiring knowledge of principles and procedures.

IBL is a technique that aids pupils in developing a deeper comprehension of material, unlike conventional learning which emphasises surface-level elements. Traditional methods involve teaching principles and procedures, which are more theoretical and can be practiced repeatedly. Research carried out by Trigwell, Prosser, and Waterhouse indicates that children are more likely to learn the basics if teachers concentrate on imparting knowledge, and more extensive knowledge if teaching is more pupil-centered. According to Hussain's experimental investigation, IBL students achieved better on subsequent tests than the control group.

Research indicates that IBL is extremely beneficial for pupils' learning than conventional methods due to its emphasis on knowledge retention and the indifferent relationship between theory and practice, which can hinder student interest and lead to a mechanized learning approach. IBL (past, Learn, Build) is a flexible teaching method that challenges traditional methods like taking notes and completing homework. It requires teachers to acquire greater information competency, but the advantages for pupils outweigh the costs. IBL has the ability to switch up conventional teaching strategies, stimulate interest, also lead to deeper understanding of knowledge, making it a more effective approach for teachers.e primary objective of this research is to conduct a systematic and rigorous literature review on the empirical evidence surrounding digital transformation in the accounting field, with a specific focus on the changing role of accountants.

3. Conclusion

IBL is a powerful tool in language education, not just engineering education. It can boost students' motivation to learn and deepen their understanding of complex languages. Compared to traditional teaching methods, IBL offers greater advantages, such as addressing mechanization issues and improving students' interest in language learning. This article

provides an overview of IBL's practical application in language education courses and suggests that its advantages in linguistics will be more widely recognized and benefit more students as IBL continues to develop.

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