

Project Based Language Teaching And Learning On Presentation Skills For MBA Graduates

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Abstract: Language learning is a skill and it has to be honed by interaction to develop one's language skills. This paper emphasizes on the importance of PBLT- Project based language Teaching and Learning which can be considered as 'Prior Experience' or Training session in Teaching curriculum. Content based learning would be more learnable when a learner applies one's integrated skills through practice. The Project or Task based language learning would give opportunity to explore the real time experience, where the extempore language usage would function as per the situation i.e. the learner would use his/her knowledge in a practical form. This paper discuss on the importance components of a language, Skills of English language learning are combined in the form of a project. The paper also encourages the learner's creative thinking, logical flow of ideas which are bound to develop an interest and motivate to exhibit their potential qualities like team building, leadership qualities and boost up the confidence of the learner.

Index Terms: ELT, Subskills, Pactical Skills, Teaching Curriculum, Realtime Usage

I. INTRODUCTION

Project work is defined as a full implementation of a task that has communicative development, cognitive development, and global personality development in its scope. A project can fulfill wider educational objectives (attitudinal change, motivation, learner awareness etc.) and a language learning of English is enhanced. In project based teaching and learning process the ability to communicate accurately and effectively in the most common English –language activities they may involve within.

Following this broad statement, the syllabus development team identified a variety of work situations which English use was likely. The anticipated vocational and occasionally recreational) uses of English for activities to the situations, stimulus, product, tasks, cognitive process.

Task-based Instruction or project based is more concerned with process dimensions of learning than with the specific content and skills that might be acquired through the use of these processes.

Nunan (1989) suggests that a syllabus might specify two types of tasks:

✓ Real-world tasks, which are designed to practice or rehearse those tasks that are found to be important in a

need analysis and turn out to be important and useful in the real world

✓ Pedagogical tasks, which have a psychological basis in sla theory and research but do not necessarily reflect real-world task.

Language teaching and learning is an Art and is naturally learnt by observing, listening, imitating and practicing. Teaching and learning system of present generation is made ease to score good grades but do these grades, reading material affirm your competency skill? Certainly no!

This gives a clarion call for a change in teaching methodology where the student and teacher should form a team and work in specifically designed pattern in the form of a project. The project is a scientific piece of problem where the solution could be searched and achieved in forming a team. The project knowledge, the training session at off campus projects would expose nearer to the real working environment. This implies our student need application based learning along with the theory and Principles. Learners use their creativity innovatively which would enhance logical thinking. Activity base language learning gives structured based instructions by which all the sub skills would be learnt along with theory and would bring real-time practice.

English language classes could be spiced up and learners get motivated with innovative ideas when the teaching and

learning would turn not teacher/learner centered but should be a combination of the team work by imbibing a project based language learning. This would bring a great change in classroom by which each learner would be motivated to learn and imply ones career.

Project based learning is focused on teaching by engaging students in investigation within this framework, students pursue solutions to non trivial problems by asking and refining questions, debating ideas, making predictions, designing plans and experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts .i.e., a model, report a videotape

II. PURPOSE OF THE PAPER

Today in 21st century completion, passive learning is *passee* by which new skills other than academic grades are necessary to survive. In fact we can say the need of the millennium competency and to solve high complex problems we require fundamental skills reading, writing, and mathematical and soft skills like teamwork, problem solving techniques, research gathering (curiosity) time management, information synthesizing tools. With the great combination of these skills would bring out the best of the learner.

REASONS TO DEPLOY PROJECT BASED LANGUAGE TEACHING AND LEARNING INCLUDE

- ✓ Enable learners to transfer the ability to transfer is especially important in language learning when concepts are taught in settings that are similar to real world contexts, learners are better able to apply those particular concepts in future settings and situations.
- ✓ Language competence is enhanced through a practical social act, such as negotiation and decision making (Smith, 2005; Wrigley, 1998).
- ✓ Use motivation to foster language learning by participating in the project team
- ✓ Language is learnt through the contextualized knowledge and acquires meaningful input and expression from the peers.

Project based English language teaching and learning would emphasize the learner experience the project as a trainee off campus which would be guided by industry people and university/college faculty. The following four ways of learning English are as follows:

- ✓ Academic content is broken down for comprehensible input i.e., to understand.
- ✓ Engage students in meaning full learning through flexible, individualized strategies and
- ✓ practical time limits and goals
- ✓ To train the project based teaching for all faculty
- ✓ To promote discussion and dialogue among the peers and student teacher.

Project work presentation plays a vital role for business graduates where the learners would work on concern topic and would present the same for viva voce. Here comes the importance of the English language and the linguistic skills are

evaluated including Listening, speaking, reading, writing with grammar and Technical Vocabulary.

Management graduates are from various stream of Bachelors' degree and a less percentage is from Business Management. Management is a science as well as an art hence scientific analysis and language skills are needed to excel. Management graduates are from vernacular background where linguistic skills competency vary in a heterogeneous class and language development plays a vital role. Linguistic skills are tested through oral communication skills, logical and reasoning through written and by interview one can test the soft skills of a candidate in recruitment process.

Presentation skills or Oral communication skills are tested by project based teaching and learning by a group where the group may present their findings with the use of language. The project is outlined with the findings of the theme and the evaluating

- Listening skills - Instructions/ Lecture
- Speaking skills - Presentation by Power Point Presentation
- Reading skills - Reading books, browsing content
- Writing skills - Report writing, business letters, project writing
- Vocabulary - Technical / Formal language
- Grammar - Tenses, Active/passive voice, Degrees of Comparison

THE EVALUATION SCHEME FOR PROJECT PRESENTATION INCLUDES

- ✓ Body language include gestures, facial expressions, voice modulation, posture etc
 - ✓ Confidence, subject knowledge, logical thinking
 - ✓ Performance, vocabulary, intonation
 - ✓ Adaptability, teambuilding, leadership qualities, decision making, critical thinking and group decision
 - ✓ Audio-visual aid usage
 - ✓ Organizing the theme
- Stage Fright, performance anxiety, language shift, grammatical mistakes and low voice with lack of fluency were observed during the presentation skills. This project based presentation encouraged to self assessment, demonstrates the learner capability working independently and in a team. It develops the learner's ability to work in a team and helps to communicate in progressive and meaningful way.

THE FOLLOWING STEPS FOR IMPLEMENTING PROJECT BASED LEARNING ARE

- ✓ Start with the essential question
- ✓ Design a plan for the project
- ✓ Create a schedule
- ✓ Monitor the students and the progress of the project
- ✓ Assess the outcome
- ✓ Evaluate the experience

THE FOLLOWING ENABLE US FOR EFFECTIVE SELF-EVALUATION

- ✓ Reflect on your work, individually or in a group and refine it
- ✓ Share experiences and ideas
- ✓ Discuss what worked well and what doesn't
- ✓ Discuss the need of change and ideas which lead to new discussions and into new projects
- ✓ Evaluate one again

III. CONCLUSION

The performance of the management students on presentation skill could be refined if they reflect on the theme. Learners could learn various working styles. They build their knowledge on various backgrounds and experiences. Observing, participation, evaluating, re thinking may pave a

quest for further study and their curiosity to work in a team on the project would lead to research.

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