# CHAPTER 6

## The Effect of Project-based Teaching on Language Learners' Success in Social Environments

Feyza Nur EKİZER[1]

## INTRODUCTION

A language is learned through auditory, visual or kinesthetic means. However, all information students acquire through learning become meaningful to the extent that they are used for communication purposes in social settings. Whereas, in the last 10 years, we are all aware that rapid technological developments that have led to the differentiation of learning paths have encouraged individual learning in many areas, including language education. Besides, the pandemic process we have been experiencing nowadays isolated students from their peers or communities are even more. These developments and mandatory changes clearly show that there should be some changes in the roles of teachers and students. Here, it is important for the teacher to manage the whole teaching/learning process well and for the students to plan the work to be done individually, to discover new learning areas and ways, and to carry their language gains into social settings.

Learning in human life begins at birth and continues throughout life. At a very young age they develop many abilities and skills such as seeing, hearing, moving, touching and feeling, crying, laughing, understanding, noticing the differences/similarities between objects and in more advanced stages thinking, questioning, analyzing and interpreting. Learning also includes communication and interaction with other people as well as individual capabilities. This means that during learning learners also need social settings where they can meet other people.

---

[1]   Asst. Prof. Dr., Necmettin Erbakan University, fyznur@hotmail.com

while raising analytically and critically thinking problem solvers who can make research, make decisions, take responsibility, work collaboratively and become actual successful language learners in social environments.

## REFERENCES

Acar, A. (2020), Social-action-based textbook design in ELT. *ESBB Volume 6, Issue 1, 2020*

Açıkgöz, K.Ü. (2009). Aktif Öğrenme. *İzmir: Eğitim Dünyası Yayınları.*

Applefield, J.M., Huber, R. and Moallem, M. (2001). "Constructivism in Theory and Practice: Toward a Better Understanding" *High School Journal. 84 (2):35-53.*

Başbay, A. (2006). "Basamaklı Öğretim Programıyla Desteklenmiş Proje Tabanlı Öğrenmenin Sürece, Öğrenen ve Öğretmen Görüşlerine Etkisi" *Doktora Tezi, Ankara: Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Bilimleri Anabilim Dalı.*

Bell, S. (2010). "Project-Based Learning for the 21st Century: Skills for the Future" The *Clearing House, 83:39-43.*

Bottomore, T. ve Nisbet, R. (1990). "Yapısalcılık" (Çev. B. Toprak), *Sosyolojik Çözümlemenin Tarihi*. Ankara: Verso Yayınları.

Buck Institute for Education. (2017). English learner scaffolds for PBL. *Retrieved July 14, 2017, from www.bie.org*

Demirel, Ö. (2010). Eğitimde Program Geliştirme, Kuramdan Uygulamaya. *Ankara: Pegem A Yayıncılık.*

Demirel, Ö. (2013). Eğitimde Program Geliştirme. *Ankara: Pegem Akademi Yayıncılık.*

Demirhan, C. (2002). "Program Geliştirmede Proje Tabanlı Öğrenme Yaklaşımı" *Yüksek Lisans Tezi*, Ankara: Hacettepe Üniversitesi Fen Bilimleri Enstitüsü.

Dewey, J. 1938. Experience and education. *New York: Simon and Schuster.*

B, Duman. & C, Yavuz. (2018). The Effect of Project-Based Learning on Students' Attitude towards English Classes. *Journal of Education and Training Studies, ERIC*

Erdem, M., B. Akkoyunlu. (2002). İlköğretim Sosyal Bilgiler DersiKapsamında Beşinci Sınıf Öğrencileriyle Yürütülen Ekiple Proje Tabanh Öğrenmenin Etkililiği Üzerine Bir Çalışma. *İlköğretim Online Dergisi. sayı 1*

Gardner, H. (2006). "The Theory of Multiple Intelligences" *New York: Basic.*

Gultekin, M. 2005. The effect of project based learning on learning outcomes in the 5th grade social studies course in primary education. *Educational Sciences: Theory and Practice* 5(2): 548–56.

Holm, M. (2011). A review of the literature on effectiveness in prekindergarten through 12th grade classrooms. *RivierAcademıc Journal, 7(2).*

Irgatoğlu, A. & Pakkan, G. (2020), The awareness of ELL students about their 21st century skills. *Journal of Language and Linguistic Studies, 16(4), 1921-1938; 2020*

Kandır, A., Temel, F., Çiftçibaşı, H.K. ve Erdemir, N. (2003). Proje Yaklaşımı ve Program Örnekleri, *İstanbul: Morpa Kültür Yayınları.*

Kılıç, G.B. (2001). "Oluşturmacı Fen Öğretimi: Kuram ve Uygulamada" *Eğitim Bilimleri Dergisi. 7-22.*

Korkmaz, H. ve Kaptan, F. (2001). Fen Eğitiminde Proje Tabanlı Öğrenme Yaklaşımı.

*Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*. 20:193-200.

Miller, B. A. (2016). The potential of project based learning and English language learners.

*Curriculum in Context*.

Moss, D., & Van Duzer, C. (1998). Project-based learning for adult English language learners. *ERIC Digest, 1-7. Retrieved from http://www.cal.org*

Moursund, D. (1999). Project based learning using information technology. *ISTE Publications. Eugene.*

Newman, M.J. (2005). "Problem Based Learning: An Introduction and Overview of the Key Features of the Approach" *Journal of Veterinary Medical Education.* 32 (1)12-20.

Newprasit, N., & Seepho, S. (2015). The Effects of a Project-Based Learning Approach on the Improvement of English Language Skills. *Journal of Applied Language Studies and Communication, 1*(June), 16-51.

NREL, (2002). "Project-Based Instruction: Creating Excitement for Learning"*NREL/Norhwest Regional Educational Laboratory*, http://educationnorthwest .org/sites/default/files/project-based.pdf (22.06.2015).

Rasul M. G., & Hassan N. M. S. (2011). An innovative delivery and assessment of thermofluid engineering: a PBL course in undergraduate engineering program. *Proceedings of the 2011 AAEE Conference, Fremantle, Western Australia.*

Saban, A. (2013). Öğrenme Öğretme Süreci. *Ankara: Nobel Yayın Dağıtım.*

Saraçoğlu, A.S., Akamca, G.Ö., Yeşildere, S. (2006). "İlköğretimde Proje Tabanlı Öğrenmenin Yeri" *Gazi Üniversitesi Türk Eğitim Bilim Dergisi,* 4 (3):1-21.

Scott, C. (1994). "Project-Based Science: Reflections of a Middle School Teacher"

*Elementary School Journal*, 57 (1):1-22.

Senemoğlu, N. (2010). Kuramdan Uygulamaya: Gelişim, Öğrenme ve Öğretme. *Ankara: Pegem A Yayıncılık.*

Shanthi, W. G., & Rao, A. R. (2015). Project Based Learning: An Effective Tool for Developing Aural and Oral Skills of Engineering Students - *A Study. In International Conference on Humanities, Literature and Management (pp. 9-11).*

Shook, J.R. (2003). Amerikan Pragmatizminin Öncüleri, *(Çev. C. Türer), İstanbul: Üniversite Kitabevi.*

Solomon, G. (2003). "Project Based Learning. A Primer" *Technology and Learning.* 23 (6):20-27.

Tamim, S.R. and Grant, M.M. (2013). "Definitions and Uses: Case Study of Teachers Implementing Project-based Learning" *Interdisciplinary Journal of Problem-Based Learning.* 7 (2):72-101.

Thomas, JW. (2000). A Review of Research on Project-Based Learning.

*http://www.bobpearlman.org/BestPractices/PBL_Research.pdf (26.01.2015).*

Thomas, JW. (2010). A review of project-based learning. *Retrieved March.*

Yurttepe, S. (2007). İlköğretim fen bilgisi dersinde proje tabanlı öğrenmenin öğrenci başarısına etkisi. *Unpublished Masters Thesis, Osmangazi University*

Zhang, Y. (2015). Project-based Learning in Chinese College English Listening and Speaking Course: From Theory to Practice. *Canadian Social Science, 11*(9), 40-44.