

Session B Key Input: Lecture 1
Definition of and reasons for the adoption of PBL in EMI classrooms
Lecture Transcript

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In this session, I would like to explain project-based learning (PBL) in English medium instruction (EMI) and English for Academic Purpose (EAP). My name is Dwi Kartikasari. We will talk about three essential aspects of PBL, that is its purpose and definition, available resources, and ways to develop materials.

What makes students less enthusiastic, less passionate, and less energetic as they progress from kindergarten to higher education? The Indonesian ministry of education would argue that there is something wrong with our education system that makes education less exciting for students. What is that specifically?

Our traditional education is too teacher-oriented, with passive participation from students. The classroom environment is filled with too many lectures and readings. Low engagement with students makes them bored and distracted, as they would stop actively listening after 5 minutes. Students from the non-English background would even find more challenges to engage in learning in these teacher-centered English medium classrooms.

Lecturing, reading, audiovisual, and demonstration are passive teaching methods that may contribute to low retention rates of only 30 percent. In contrast, students will benefit a lot higher knowledge retention rate when teachers adopt participatory teaching methods through discussion groups, practicing by doing, and peer teaching.

PBL recently got the attention of the practitioners of education in Indonesia. It is highly recommended for English teachers and subject teachers who teach their subjects in English. PBL by definition is a teaching model that emphasizes assigning tasks, particularly in the form of projects, that can lead students to experience an inquiry process. PBL has vital characteristics of meaningful, student-centered, active, and collaborative learning. Thus, Studies show some benefits of the PBL approach. Students gain knowledge and skills by working for an extended time to investigate and respond to a complex question, problem, or challenge resulting in a product, publication, or presentation shared with a public audience. Also, it is reported that students often call PBL "hard work, but fun" because the effort and engagement produce results (Arif et.al, 2021). PBL was chosen for having meaningful, student-centered, active, and collaborative learning characteristics (Indonesian ministry of education, 2022). In the following lecture, I will share some resources available. Thank you for watching.

References

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Teaching English & Teaching IN English
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