



Project Oriented Strategy of Studying

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Abstract

Project oriented contemporary method proves on fostering the skills as well as the sharing skill for learners. The input instructor, planner, document writer as well as curriculum planner are encouraged to claim the method as aptitude occupy an important role at achieved skill base environment. In order to develop to the skills of children the text book organizer initiated labelling text tools as project oriented. Curriculum experts explains their skill, is oriented on project oriented strategy of studying, despite the fact that a few of them are skillful for their work-attended studying as well as project oriented students. The present paper finds to scrutinize as well as reflect the merits as well as demerits of project oriented studying strategy. The elements which contributed to the project oriented evolution as well as the variety of works which are oriented on real classroom.

Keywords: *Instructor, Competitive Skills, Project Oriented strategy, expressive input.*

Introduction:

The elements of Project Oriented studying at present situation is proof of many present documentary published in the field of research oriented strategy. Project oriented strategy highlights yielding as well as giving information. It provides non obligatory to the forms used (Ellis). "A work is an activity which requires learners to use input, with emphasis on meaning, to attain an objective". (Ellis, (pg 15). A project is supposed to involve in real situation that is oriented on objective as well as interactive aspect. Which aims at acknowledgement as well as production of target input as the learners perform some set of work plans (Lee, 2000, as cited by Ellis 2009). Works involve learners in 'understas well asing, manipulating, producing or interpreting in the target input' (Ellis 2003 pg7). There are two dimensions of a work. They are cognitive as well as linguistic. The real goal of a work is the learner has to involve at a productive message but which they should apply input in ways which develop input studying. Works confer elements lead to objective-Completed input use. As a result a work develop the students to function as 'input users' than 'input learner' using expressive activities as those

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formulated in real world activities. “Works covers cognitive activities such as selecting, reasoning, dividing, making series, as well as transforming information from one form of elements to another” (Ellis,2009 pg 7). Project oriented studying of strategy as a result it highlights promoting internal as well as expressive skills of input learner.

Statement of the Problem

Training studying methods cover variety of techniques as well as activities. Out of them, work base is very important as well as situational practice for the learner, it is applied everywhere in the field of training. The instructor feels obscurity to find out varieties of work base studying. As a result, this study has to cover following aspects of research questions:

- a. Are their varieties of Project Oriented training strategy?
- b. Are their major skills which are to be applied in project oriented strategy of studying?
- c. What are merits as well as demerits of project oriented studying?

Objectives

The objectives of this study are to

- a. Study the varieties of project oriented training strategy.
- b. Find out ways of studying linguistic syntax.
- c. Analyze the advantages as well as disadvantages of work base strategy.

Methodology

To accomplish the study of Project Oriented studying, the researcher has applied qualitative strategy of research study to analyze whole the components. To find out the tools of related objectives, library method of the study has been implemented. Required information has been taken from secondary inputs of data.

Literature Review

How has work base strategy studying was involved in training speaking grasp? Project Oriented language training has long been applied in the field of reading. (Nunan, 2011) Conceptual as well as empirical research has been enormous in purifying training reading grasp with Project Oriented strategy. Internationally, Hafiz et al (2014) have conducted a quasi-experimental study with pre-test as well as post-test to investigate the role of Project Oriented training on improving reading skills for Iranian pre-intermediate students. Scanning, skimming, as well as summarizing are related with reading skills. This study revealed which project oriented training can develop the reading skills of learner at basic level. The questionable reading works were not vividly claimed. The

writers claimed in the selection section which the learners of the project were all male and female respondent.

Component which contributed to Project Oriented revolution:

A vital element which contributed to Project Oriented evolution is the separation of the fact which pair work as well as team work enable the students to take part in deep verbal interaction unlike an instructor faced interaction. Secondly pair work as well as team work function as an best way to individual work. The students get a chance to involve in co-ordination, as well as which will develop their skill as well as foster the learners forward. Thirdly the features of a target input are not adjusted in natural oral context.

Referring to the way works are formulated bilateral input of training as well as studying. The first one is skill base input of studying where the works are formulated into ancient skill oriented studying to training. It applies the feeble aspect of ICT which uses works as a medium of giving skill for input items like syntax as well as morphological elements. It involves Present-skill-yield as well as it tries to give output step which works are used. Second input research reveals which students do not accept input in this manner as well as this strategy is compelled on many grounds. The second one is the skill-oriented input planning where the strong version of ICT is rooted. In this context works are supposed as units of planning as well as accomplish skills are designed around the activities as well as they form the basis for a whole input syllabus. It provides importance to transforming instead of for syntax as well as Meaning instead of reality. A work is analyzed in three steps Pre work where irrelevant words as well as syntax are claimed, during the work where some activities help is applied if important as well as post work where the input items are replanned.

Variety of works:

Completed works are planned in proper way that learner receives the planned features. They highlight on syntax of the grammar in the work. Reading works can be devised this way where an important characteristics of input is presented to the learner. Reading works can also be supposed as non-reciprocal works. Reciprocal works are the ones which require the learner to interact or in other words reciprocate. Completed activities are designed in three major ways

1) Traditional oriented production works: Traditional oriented production works are planned to elicit an important target input features or structure. For example in works like Picture difference, picture series, picture mapping etc. Question patterns are given. Works like exchanging travel agency, present continuous or future continuous have been explained.

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2) Perceived works: Perceived works are oriented on the postulations which input studying takes place as output of operator-procedure. The students are supposed to pay unconscious desire as well as highlight the language pattern which is revealed as input as well as oriented on the remarks completed by the students in the beginning stage a work is provided.

3) Continuous works: Continuous works are planned to attend to explain studying. They are developed to foster conscious at the difficulty level of scanning as well as skimming. The students are given work to claim about input, the students are provided work to show their competence on formulas.

Uncompleted works are oriented on a doctrine which says which studying is an acquire process which cannot be affected directly through training. According to the theory of implicit studying, practice must involve learners in authentic expressive activity as well as is oriented on the strong version of expressive input training (Howatt, 1984 as cited in Ellis 2009). Studies highlights which planned works as well as works oriented on applied output prove to reproduce high level work as well as efficiency that provides real work to the students applying advanced information. Studies also show which if planning time is given to learners before actually taking part in the work, it leads to greater complexity as well as giving learners a post- work activity after an interactive work, like asking them to write about their own performance leads to greater reality (Skehan, 2002).

The given quote from the reliable input is particular aspect of the kinds of governmental announcements has been given to project oriented instruction. "The project oriented strategy aims at providing opportunities for learners to experiment with as well as explore both spoken as well as written input through studying activities which are designed to engage learners in the authentic practical as well as functional use of input for meaningful purposes. Learners are encouraged to activate as well as use whatever input they already have in the process of completing a work. The use of works will also give a clear as well as purposeful context for the training as well as studying of grammar as well as other input characteristics as well as skills.... All in all the role of work-oriented studying is to stimulate a natural desire in learners to improve their input competence by challenging them to accomplish meaningful works" (CDC 1999:41 as cited in Nunan 2004 pg 13,14). It is cause of pronouncements like this work- oriented input studying is applied for popularity.

Advantages of PBL strategy:

Project Oriented input studying offers a lot of advantages as it is sharing oriented as well as allows the learners to transfer previously acquired knowledge to new expressive

contexts (Nunan,1989). It intends to engage the input learners in a meaning Completed input usage (Breen 1989 as cited in Ellis, 2009).

a) Project Oriented training proves learner to learn continuously: Learner are free to use whatever words as well as grammar they understas well as. For example a role play requires the learners to use input freely. It gives learner chance to try out what ever input they already understas well as as well as it also gives learner a chance to notice as well as merits from others expressions as well as thereby develops their level of confidence slowly. The cognitive skill as well as the expressive skill of the learner is developed as they perform a work. Students attention is drawn towards problems solving instead of giving attention on isolated input structures. It plans the students to be more clear.

b) Performance: Input studying is defined as a more efficient, more accurate as well as more stable performance. (I .et al 2007). Research in the fields of cognitive psychology as well as second input acquisition suggests which Performance is achieved by using input rules in a creative manner in an authentic sharing situation (Dekeyser, 2003 as cited in Rider et al 2007). Project Oriented input studying paves way for Performance. Cognitive theories of input suggest which practicing in real life situations is helpful in achieving Performance of linguistic knowledge (Johnson, 1988 as cited in Ellis, 2009).

c) Learners opportunity to learn words: Usually the instructor claim words in a pre-work as well as students are not involved, works given to the learner are easily forgotten so it is useful for the learner. Some of the options suggested for improving words are predicting words related to the work title or topic, as well as building words into a word web by way of brainstorm, cooperative dictionary search as well as by matching list of words with a list of definitions (Newton, 2001). While performing the work a glossary helps but it is observed which it does not allow the learners to practice words as well as As a result such words are not retained whereas words inferred through active processing were learnt better (Hulstijn, 1992, as cited by Newton, 2001). An interactive vocabulary is the best ways for teaching and learning. Participatory vocabulary is where the learner participates. The instructor must put his views in extra work in observing interactive word. It is best way to develop learner to compensate the concept of new in place of relying on an out input. Despite the fact that the question on the quality of words given through team work occurs, it is observed which learner made vast progress. It is also claimed which words training occurs incidentally as learner take part in cooperative work oriented activities. After completing the work if the learner are motivated to keep a record of new words as well as plan those words as well as also if they claim the new words in verities contexts as well as in different mood it will reinforce their planning of words. “The teacher acquires to ensure which, through works learner are given opportunities to meet as well as explore new words without direct teacher assistance, as

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well as to use this words to meet meaningful work goals (Newton, 2001).

d) Situation for input studying: Input studying does not evolve without motivation exposure, as well as opportunities to apply the input. Work oriented input studying encourages learner to use input purposefully as well as in coordination. Planners get a chance to negotiate turns to listen as well as also try out various sharing activities. Project Oriented studying creates conditions which enhance input studying internally. It prepares learner to use input in the real world (Andon, 2010).

e) Area for sharing: Work oriented studying provides conditions which allow planner to adjust what they see as well as performing the work. By involving in the work students not only acquire new input patterns, but also make use of input they have achieved recently. Works allow students to acquire as well as assimilate input items which they readily notice information.

f) Project base studying: Project base studying is supposed to form a vital conceptual basis for Project Oriented input training. The learner' immediate personal feeling is taken as the beginning point in this strategy. It is claimed which social growth occurs as learner take part as well as reflect on the series of the works. The fast involvement is supposed central to this strategy as well as As a result the strategy is learner centred. Psychologist David Kolbe pulled the Varied information together from social psychology, humanistic education, developmental education as well as cognitive theory (Nunan, 2004).

Disadvantages of PBL strategy:

a) Operational Obscurity: Despite the fact which the obscurity is deleted from the studying of learners, the elements which actually gives to the work obscurity have been analyzed so it is applicable to unite as well as reunite works in input training course of study. "The cognitive load as well as clarity of the goal of the work, code difficulties as well as interpretive density of the input to be used were some of the criteria considered in establishing the level of obscurity of a work". Work obscurity is also confined in terms of i) code obscurity which includes words load, redundancy as well as density. ii) expressive stress which includes of time limits, time pressure, speed, number of students. iii) cognitive complexity which consists of cognitive familiarity comprising of familiarity of the topic, familiarity of the discourse genre as well as familiarity of the work itself as well as cognitive processing which includes information clarity as well as sufficiency of information given(skehan, 1998 as cited in Tavakoli 2009). Nunan as well as Keobke (1995) carried out a study with 35 undergraduate students by using various reading, listening as well as speaking works as well as asked the students how difficult the works were as well as why.

b) Mismatch between the learners' as well as instructors' perception: Studies indicate which the same classroom event is often interpreted differently by the instructors as well as learners (Kumaravadivelu, 2003).The learners identified the following elements for work obscurity

- i) Cognitive demands well as:** Obscurity in understanding the work, requiring more time or more attention as well as reinputs.
- ii) Language inclusion:** Vocabularies or syntax, the learners don't have ideas.
- iii) Clarity of diagram:** The process of showing diagram to create clear concept by diagram.
- iv) Complete information:** The process of getting information with the help of integrated diagram is known as complete information.
- v) Syntax formation:** The process of arranging words in proper series is known as syntax formation.
- vi) Affecting elements:** The process of creating story with the help of certain elements is known as affecting elements.

Some of the instructors considered the presence or absence of background information in a picture story as a element which influences the work performance of the learners (Tavakoli, 2009). Some of the estimation in studies shows which instructors as well as learners claim the same activities even in other way. There is a gap between what the teacher teach as well as what the learners grasp. It shows which there is obscurity in the input training as well as studying process. This can improve as well as fulfill the gap between 'input as well as the learners intake' (Kumaravadivelu, 2003).

c) Validity of works: When we look at the definitions of a work, some of them suggest which a work has to be a real world activity. But there are works like describing a picture to someone else so which they can draw the picture, identifying the differences between two pictures, telling a story oriented on pictures etc. which are unlikely to occur in real life situations. Despite the fact that the authenticity of such works is questioned by some, it is argued which the interaction which takes place while performing these works is useful while performing real world works. It is supposed which they manifest some sort of relationship to the real world as well as seek to achieve interactional authenticity if not situational authenticity (Skehan, 1996a as cited in Ellis, 2003).

d) Output: one of the characteristic characteristics of a work is which it results in a clear Output. 'A specified objective' is an essential characteristics of a work (Crookes, 1986, as cited in Ellis, 2003).

e) Language deficiency: In speaking work like role play or analyzing the differences learners may show it very difficult as well as stressful to continue the conversation. They may not comprehend what the work demands well as well as they may face it hard to

make themselves perceive while participating in the work. Finally the learners might be disrupted to perform the work as well as may even lose internal input in himself / herself.

f) Learners' perception: The learners perception are said to be distributed on a continuum between output orientation as well as survival activities. Whereas on the other has well as if they do not perceive the relevance of the work they adopt survival orientation as well as put in minimal effort as well as use the simplest strategy to perform the work.(Breen, 1989 as cited in Murphy, 2003) .

g) Varied classes: A class includes of learners with different skills, studying styles as well as motivation levels. As a result the works prescribed may be relevant for a few learners as well as for others it may be too difficult as well as for some others it may be too easy as well as they may feel which it is a waste of time to perform the work (Skehan, 2002). It is obscure to develop to learner with variety of previous skills at the same time. Learners with low level of skills might find the works of high ambition. Research shows which the varied interpretation of the same work by the learners frustrates the teacher (Wang 1996 as cited in Ellis, 2003). It becomes obscure for the teacher to mentor the works shown by the learners at the same time whether. It is supposed which learners carry out 'speaking for the sake of speaking'. The reaction of the learners towards the works is supposed to be very different some learners try to make the interaction more genuine by taking part in their roles properly while some learners take part in the work quite mechanically. (Coughlan & Duff, 1994 as cited in Ellis, 2009).

h) Fundamental problem unfaced: Works as center activities do not seem to reunite the Basic problems of input input or the correctness of input applied. Immediate adjustment of the irrelevant input characteristics shown in the pre-work phase is also unlikely. Involving all the learners in a work becomes problematic in a heterogeneous class as well as also when the work is inappropriate to the learners (Littlewood, 2004).

Conclusion:

Project Oriented Studying (PBL) has become a widely used strategy in second language training. Like any training method, it has both strengths as well as limitations. Instead of focusing on its weaknesses, educators should aim to make the best use of its advantages while addressing its challenges. Over the years, researchers have explored many aspects of PBL, including Project Oriented course of study design, the context of works in learning second language, work difficulties, knowledge processes, instructors' as well as students' perceptions of work obscurity, work authenticity, as well as interactions between works as well as students. However, there are still opportunities for further research,

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particularly on implementing PBL in large classrooms, meeting the needs of diverse groups of students, as well as identifying more effective ways to design as well as carry out studying works.

Instructors play a crucial role in the success of Project Oriented studying. They prepare students for works by introducing key vocabulary as well as grammar, motivating students, as well as creating a supportive studying environment. Effective instructors are creative, innovative, as well as able to engage students in meaningful studying activities. Their ability to encourage participation as well as maintain students' interest can greatly improve language studying outcomes. As a result, instructors should make the most of every opportunity to help students build the language skills they need for real-life communication. Teacher trainees, in-service educators, researchers, curriculum developers, as well as course designers also share the responsibility of improving language education. Instead of searching for a single "best" training method, they should focus on developing strategies which support language studying in different contexts. Since every learner acquires a language differently, no single method works for everyone. Providing students with sufficient exposure to the language, meaningful opportunities to use it, as well as continuous motivation is essential for successful language acquisition.

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