



Implementation of Project-Based Learning in the Teaching and Learning of Spanish Language Course

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ABSTRACT

This paper aims to discuss the project-based learning approach (PBL) and its implementation in teaching and learning (T&L) Spanish language courses at Universiti Malaysia Terengganu (UMT). It is due to the problem of vocabulary mastery among students who take the course. A total of 24 tourism program students who took Spanish language as a compulsory elective course at UMT were involved in the project, all of whom are level three Spanish students and have previously taken level two and level one Spanish courses at UMT. Students are required to undertake a digital project, which is to produce a creative and innovative Spanish vocabulary teaching video. Students are given a period of eight weeks to complete the project starting with group formation (first week), preparation of digital platform or virtual space (second week), determination of project title and concept (third week), preparation of vocabulary list (fourth week), preparation of storyboards (fifth week) and video filming and recording (sixth to eighth weeks). Video submission was done in the ninth week. Eight students representing each group were then interviewed to obtain feedback on this project-based learning approach. It is hoped that this approach will be able to improve and strengthen Spanish language proficiency among students, further leaping and enabling them to compete internationally and globally.

Keywords: *Project-based learning, Vocabulary, Spanish language*

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INTRODUCTION

Project-Based Learning (PBL) refers to a learning approach that requires students to undertake a systematic and planned project, individually or in groups, to produce a product or artifact within a specified period. The product production process requires students to research, solve problems, make decisions and invent (Blumenfeld et al., 1991).

According to William Kilpatrick (1871-1965), the project method is based on learning theory which says that student learning outcomes will be more effective if students are often willing to perform planned learning activities in an interesting way because students will observe a real situation to get results. The use of PBL will result in students who

are more motivated and always driven by curiosity to learn new things (Mioduser and Betzer, 2003).

According to Papert (1980), the basis of the PBL method is that students themselves build mental models in forming an understanding of the world around them. The effect of the PBL approach can be seen through the products or artifacts produced by students at the end of learning. PBL will be more effective if it is integrated with technology and combined with collaborative learning with peers. According to Stephanie (2010) students will be more motivated and always driven by curiosity when learning to use the PBL method based on open inquiry learning. Through PBL, students are motivated to find answers to challenging questions involving theories and principles in a particular discipline (Thomas 2000).



The PBL method has been widely used in various fields of study including science, technology, engineering, mathematics, education, sociology and even language. This approach is not only applied among university students, but also implemented among primary and secondary students (Anđelković et al., 2022; Du et al., 2022; Imaz, 2021; Kumar, 2021; Lai, 2021; Makkonen et al., 2021; Muzana et al., 2021; Vergara-Castañeda et al., 2021; Y. Yang et al., 2021; Zulfa et al., 2022).

The Project-Based Learning (PBL) approach is also applied in the teaching and learning (T&L) of Spanish language courses at Universiti Malaysia Terengganu (UMT). Thus, this paper aims to describe how this approach is applied in T&L Spanish language courses at UMT in order to help students master the vocabulary and then examine their acceptance of the approach.

PROBLEM STATEMENT

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972, p. 111).

Vocabulary is one of the important aspects in learning a foreign language. Failure to build a sufficient vocabulary will also impair a student’s ability to write and converse in a given language that he or she is learning. A person’s language mastery is very dependent on the number of words that he or she has in his/her vocabulary. According to Hendri Guntur Tarigan (1993), the quality of a person’s language ability depends on the quantity of vocabulary that he or she has. The richer the vocabulary, the higher the probability that a person is fluent in a given language. According to Razak, Samah and Ismail (2020), vocabulary should be put as the basic or main aspect in a person’s communication medium and process hierarchy. Thus, in the syllabus of foreign language courses in UMT, vocabulary is one of the main and important components.

However, the researcher’s observations have shown that most Spanish language students in UMT have problems in getting a good grip on the vocabulary. Besides, they also lack motivation to learn

vocabulary on their own. This has resulted in them not being able to converse and write decently in that language. Observations on their speaking ability during assignment presentations showed that they were unable to present their ideas fluently as they failed to remember the relevant words that they wanted to use for the presentation. This resulted in recurring gaps and stoppages in their speech. The same is also true for written assignments. They were not able to bring forth and dissect their ideas as they lacked the relevant words to do so. In the end, they scored low marks for both type of assignments, thus affecting their overall marks for the course.

LITERATURE REVIEW

The educational development began to undergo a significant transition through the transition of conventional education to outcome-based education or in plain language project-based learning. Rashid, Kob and Abdullah (2020) explained that project-based learning (PBL) has characteristics that are appropriate for today’s students who place a lot of emphasis on learning that results from experiences and activities. According to them, PBL can solve the issue of conventional learning which creates many students who are passive rather than active in the classroom. They further explained that PBL can increase knowledge independently and guided by social skills in addition to increasing the intrinsic motivation of students.

According to Haji Gapor and Yeop (2013), PBL is identified as a medium that is able to help students master a topic, as well as to achieve learning outcomes as required in the syllabus. Besides, according to them, PBL combines many elements of information technology (ICT) that can improve the T&L of a subject, including in terms of mastery of knowledge, competence and generic skills of students, student acceptance and high levels of student learning satisfaction. Measuring the effect of technology-accompanied PBL approach with the conventional approach found that the majority recorded a higher mean score in the former compared to the latter. The majority of students agreed that PBL as well as technology were able to increase their motivation and maintain focus on their learning activities.



The PBL approach gives a lot of positive feedback in the learning process. Lai (2021) found that with the PBL approach, students show that they are more involved in learning. PBL also helps students improve information, communication and technology (ICT) literacy and problem-solving skills (Muzana et al., 2021). The findings by Y. Yang et al. (2021) supported other studies by proving that engineering practical abilities including practical operations, problem solving, systematic thinking, teamwork and communication become significantly improved as they implement their projects in the real environment of work.

PBL is also considered to be able to fill the gaps found in traditional learning. According to Mohd Saad (2018), PBL fulfils the impact of 4C culture, namely collaboration, communication, critical thinking and creativity. Through PBL, students can learn various skills including ICT skills, communication skills, the spirit of cooperation in groups and increase students' confidence, especially in public speaking. The PBL approach is formulated as a very effective learning mechanism as it trains some aspects of the skills that students desperately need today in facing a more challenging life in the future.

Students' perceptions of PBL were found to be diverse. A study conducted by Mahsan (2018) found that students' perceptions of PBL are positive. The majority of students stated that PBL is a more open and student-centred method. Students are also exposed to new skills involving websites, animations, posters, packaging, advertisements and so on. Students also said that PBL creates a lot of two-way interaction between students and teachers and the focus of the knowledge imparted is not rely heavily on textbooks.

Specific measures should be taken to implement PBL widely in the education sector in Malaysia. Yusof, Musta'amal, Audu and Ismail, (2015) stressed that PBL must have the right pedagogical approach in encouraging students to focus on their learning because PBL is able to form new knowledge of students and affect students' thinking patterns and knowledge. The results of their study showed that PBL succeeded in attracting students to learn more enthusiastically and helped a lot in their personal

development. However, they concluded that PBL has its own challenges that must be faced by each student.

METHODOLOGY

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A total of 24 students were involved in this project. They are students of the tourism program who take Spanish language courses at Universiti Malaysia Terengganu as a compulsory elective course. They are Spanish level three students where they have previously taken level one and two Spanish courses.

Instrument

The main instrument of this research was the researchers themselves. Besides, the interview questions, checklists and video and audio recorders were also provided for collecting data. The recording tool and observation checklist serve to review what was observed to improve the validity and reliability of the observation results.

Data Collection

A qualitative approach involving observations and semi-structured interviews was used to collect data. Researchers selected eight students to be interviewed to obtain feedback on the implementation of this PBL. The eight students represented each group and were chosen on the basis of their ability to provide as much information as possible to examine the suitability of the PBL approach in the T&L of this Spanish language course.

Data Analysis

Data analysis was performed descriptively. The data will be presented in a descriptive narrative form, that is re-describing what the study participants said.

FINDINGS AND DISCUSSION

The findings were divided into two parts, namely the implementation of project-based learning activities in T&L Spanish vocabulary, and students' acceptance of project-based learning in T&L Spanish vocabulary.

Implementation of Project-Based Learning Activities in the Teaching and Learning of Spanish



This section describes the implementation of PBL activities in T&L Spanish vocabulary. Students are required to undertake a project, which is to produce a creative, innovative, and educational T&L video of Spanish vocabulary. The project was carried out for eight weeks including: Group formation (first week), preparation of digital platform/virtual space (second week), setting the title and concept of the project (third week), preparation of vocabulary list (fourth week), preparation of storyboard (week fifth), video recording and filming (weeks six to eight) and video submission (week ninth).

Researchers divided students into eight groups. Each group consisted of three members. Students were given the freedom to choose their own group members so that they could choose compatible members and work with them to complete their project successfully.

Students were then given a description of the project they will be undertaking. Students were informed about the project specifications and the progress they needed to achieve by each deadline. The progress and development of the project of each group was constantly monitored and guided by the researcher, who also happened to be the instructor of the course.

Students were given a period of eight weeks to complete a given project. Students were required to provide their own digital platform or virtual space to update all relevant information as well as report on the work, progress and development of their respective groups. The platform was also used by researchers to monitor the progress and development of each group. Researchers' comments on the work of each group were also submitted on the platform.

The videos produced by the students represent oral and written assignments each worth 20%. Students were required to describe their respective videos and reflect on the 8th week which is called the reflection week. Researchers reminded students to submit their products or project artifact in the ninth week.

i. Group formation

The project began with the formation of a group of three members where students were given the

freedom to choose their own group members so that they could choose compatible members and work with them to complete their project successfully. Each group was required to choose a group leader and assign the name of each group in Spanish. As a result, eight group names in Spanish namely *Ignacio* (Spanish male name), *Melifluo* (Melodious), *Tres Angeles* (Three Angels), *Estrellas* (Stars), *Tan Fácil* (So Easy), *Volar Alto* (Flying High), *Serenidad* (Tranquility) and *Dulce* (Sweetness) were created.

ii. Provision of digital platforms or virtual spaces

Each group was required to develop their own digital platform or virtual space in order to submit and update all relevant information as well as report on the work, progress, and development of their respective groups. The only language allowed on the platform was Spanish. This platform was monitored by the lecturer. Each group had to keep their respective platforms confidential by not sharing the platform link with other groups. The goal was for each group to have to use their creativity to the maximum to succeed in their respective projects without leaning on or imitating the ideas of other groups. As a result, eight digital platforms are formed from five virtual applications namely Google Site (*Volar Alto* and *Serenidad* group), Sutori (*Ignacio* and *Tres Angeles* group), Wixsite (*Melifluo* and *Tan Fácil* group), Edmodo (*Dulce* group) and Padlet (*Estrellas* group).

iii. Determination of project title and concept

Next, each group was required to set the title and concept of their respective instructional video project. Students were given complete freedom to determine the title and concept of their respective projects. As a result, there were groups that made instructional videos with the concept of games, semi-musicals, *Dora the explorer*, adventures, news reports and so on.

iv. Preparation of vocabulary list

Later, students were required to prepare a list of Spanish vocabulary related to nature, vacation and tourism of a minimum of 100 words. All of these vocabularies had to be included in their respective group platforms. Students were given the freedom to



determine a reasonable number of words for each category. Students were also free to use whatever resources they had in order to collect the words to be included in their vocabulary list.

v. Storyboard preparation

The next step was to prepare the storyboard. Each group was required to provide a storyboard where they were required to write, in Spanish, what they would include in the instructional video for each scene, such as dialogue, illustrations, music and so on, based on concepts that they have previously set. Its aim was to get an overview of what they would be videotaping. It also aimed to encourage them to write in Spanish.

vi. Video filming and recording

Students were given three weeks to do a video shoot and make a recording of their conversation in Spanish to be included in the video, including the editing process and so on. The video produced had to be in line with the storyboard they had prepared in advance. Students were given full artistic freedom to produce the video based on their creativity. Part of the filming and recording process was incorporated into the platform to show the progress of the work.

vii. Instructional videos submission

Students were required to upload their completed Spanish vocabulary teaching Videos into their respective platforms to be watched and evaluated by the lecturers. As a result, eight Spanish vocabulary teaching videos related to nature, vacation and tourism were created, and all the videos were recorded entirely in Spanish.

Student Acceptance of Project-Based Learning (PBL) Activities in T&L Spanish Vocabulary

This section describes students' acceptance of PBL activities implemented in T&L Spanish vocabulary. It is based on the interviews of students who were participants in the study. The description is divided into four sub-sections namely mastery of Spanish vocabulary, ability to write and speak in Spanish, digital technology skills and soft skills.

i. Mastery of Spanish vocabulary

Vocabulary mastery is the main thing that students touch on when commenting on the project. Table 1 below displays excerpts of students' statements on the matter when interviewed by the researchers.

Table 1: Excerpts of students' comments regarding Spanish vocabulary

Participant	Excerpt
Student 1	"This project is interesting because it exposes us to various categories of words in Spanish. Indirectly our vocabulary in the Spanish language increased"
Student 2	"In this project, my groupmates and I have to find at least 100 words related to nature, tourism, and vacation. So, we tried very hard to look for all those words and the activity helps to enrich our vocabulary in those contexts".
Student 3	"There are many words that we did not know before. But because of this project our knowledge of various words increased. For example, before this we did not even know what the Spanish word for "click here", "scan here", "next page", "search" and so on".
Student 4	"When we are asked to make a teaching video, of course we have to learn a word before we teach it to others. You have to know the meaning of the word; you have to understand the context of its use and so on. That is why our mastery of vocabulary in this language increases".
Student 5	"The challenge is, we have to provide a digital platform and use Spanish fully in the platform. So, we have no choice, we have to learn a lot of new words to fill the platform".
Student6	"This project is challenging but it really helps us master the vocabulary. Because not only do we have to find a lot of words, we also have to understand exactly what they mean so that we don't teach others wrong in the videos we produce".



Student 7	“When we are asked to make a vocabulary teaching video, of course we have to study many things. First, think about what words we want to teach? Second, we have to study the word, the meaning, and examples used in a sentence. Third, we have to practice pronouncing the word correctly. So, all that makes us remember and master the usage of the word better”.
Student 8	“We learned a lot of Spanish vocabulary from this project. Because everything must be provided in Spanish. It is not the words related to nature, tourism, and vacations that we learn, but also other words because we need to provide storyboards and scripts to produce instructional videos and incorporate them into our digital platform”.

Based on the statements above, the students said that the project undertaken greatly helped improve their mastery in Spanish vocabulary. According to them, although the activities carried out are challenging but it is interesting and effective to improve their vocabulary mastery in the Spanish language.

This is because throughout the process of completing the project, starting with group formation and platform construction up to filming and recording, students are required to use Spanish fully. As early as group naming, video concept determination, motion reporting, storyboard preparation, video conversation script preparation, material preparation, interaction with lecturers and so on, all were prepared and reported in Spanish and uploaded into their respective digital platforms. According to students, this helps improve their knowledge in general vocabulary.

They further said that the video production process begins with word search and list preparation, word selection and filtering, understanding the meaning and context of word use, repeated word research and pronunciation during the recording and filming process, as well as review and correction during the editing process, helped to enrich specific vocabulary (related to nature, vacation, and tourism).

ii. Ability to write and speak in Spanish.

In addition to vocabulary, aspects of Spanish writing and speaking are also linked. Table 2 below shows excerpts of student statements on the matter.

Table 2: Excerpts of students’ comments regarding mastery in writing and speaking in Spanish.

Participant	Excerpt
Student 1	“Writing storyboards and other information in Spanish exposes us to aspects of writing as well as helping to further strengthen our writing skills in that language. In the video we have to speak completely in Spanish, so that helps improve our speaking skills in this language”.
Student 2	“Apart from finding and memorizing the vocabulary, we also have to write sentences to explain the use of the vocabulary. After writing we have to explain it orally. Indirectly, the process made us accustomed to writing and speaking Spanish.”
Student 3	“It's fun to do this project and gives a lot of benefits, we can explore many words. When we know a lot of Spanish words, writing and speaking in this language becomes easier, and there are more ideas.”.
Student 4	"Before producing the video, we have to write a storyboard. In the storyboard we have to write what we want to say and explain to the audience. We also had to prepare a script to explain the word in Spanish. Then we memorize the script and repeat it until we remember it and can speak fluently. It can be said that it really helped us to improve our writing and speaking aspects in Spanish”.
Student 5	"In the digital platform we have to write everything in Spanish. So that helps improve the aspect of our writing in Spanish. In the video, we have to speak in Spanish 100% of the time, and this is beneficial in improving our speech in that language”.
Student6	“One of the things that we have to do for this project is to write a storyboard and put it in our digital



	platform. In addition to the storyboard, we also have to include the biodata of group members, report group progress and others. We also have to show the progress of the video recording. Indirectly it all helped improve our writing and speaking in Spanish”.
Student 7	“To produce the teaching video, we have to write the storyboard first, then the script, then practice saying and explaining each word many times to get the best results. The recording also had to be repeated many times. We were tired, but as a result we are now better at writing and speaking in Spanish”.
Student 8	“This project is very beneficial. From this project we know a lot of Spanish words in various contexts. We collected the words and we practiced pronouncing and explaining them in Spanish as the lecturer wanted. Before that we had to write storyboards and speech scripts in Spanish. Over time we became accustomed to writing and speaking in this language”.

Based on the passage above, the students described the project as beneficial in further improving their ability to write and speak in Spanish. According to the students, the project activities provided space and opportunities for them to write and speak more actively in Spanish. Indirectly it helps to further improve their performance in both aspects.

This is because throughout the course of the project they have to report work, prepare storyboards, produce scripts, and provide various other

information in Spanish. Indirectly it helped to enrich students’ vocabulary, further enhancing their ability to write in the language. Speaking or conversing repeatedly in Spanish during the process of recording and filming video in order to get the best results helped to further strengthen their ability to speak in the language. According to Salmela et al. (2021), knowledge of vocabulary is highly related to a person’s language proficiency where writing and speaking are part of the linguistic aspects other than listening and reading (Twinkl, 2022).

iii. Skills in digital technology aspects to facilitate self-learning.

Besides, the aspect of digital technology is also touched, where students think that this project also helps to further enhance their knowledge in the use of digital technology and applications. Excerpts of student statements on this matter are shown in table 3 below..

Table 3: Excerpts of students’ comments regarding digital technology mastery

Participant	Excerpt
Student 1	“We searched for various information on the internet regarding the digital platform and developed it for the purpose of this project. So, we learned a lot of technologies and applications to make our platforms and videos interesting and innovative”.
Student 2	“We explored a variety of digital applications and technologies to ensure our instructional videos are creative and innovative, including Flippingbook, Flipsnack, PickerWheel, Canva and others”. From zero we eventually became proficient in using it and this made it easier for us to complete assignments for other courses.”
Student 3	“At first it was very challenging because we didn’t know much about digital technology and applications. But because we wanted to complete this video project, we tried to ask questions and learn from friends who knew more. In the end, we managed to complete the project successfully”.
Student 4	“To ensure that our platform and videos are informative and innovative, we have explored various applications such as Canva, QR code, Typeform, Tiktok, VN apps and many more. At first, we didn’t know how to use it but now we are used to it and skilled in using it. It is very helpful to complete assignments for other courses as well”.



Student 5	“We learned a lot of things, we learned to edit videos, merge videos, insert sound and more. It's very challenging because before this we didn't even care about these things. Among the applications we use are Canva, Capcut apps, iMovie, Adobe, Removebg and a few more”.
Student6	“It is not easy to produce an instructional video that can attract the audience. Various technologies and applications we use such as Filmora, Inshot, Youtube, Ytmp3 and many more. We explore from the internet. There are also questions from those who are skilled, and on YouTube there are tutorials. From not knowing how, now we do”.
Student 7	“To complete this project, we had to learn many digital applications and technologies, especially to produce videos that are creative and not boring. The knowledge gained from this project is very useful to produce assignments for other courses”.
Student 8	“We use various applications and technologies to produce attractive and quality videos, including green screen technology. In addition, we also use Capcut, Filmora and others to edit and merge videos. It is challenging, but the results are worth it because we can use this knowledge gained for our self-learning and also to complete video assignments for other courses”.

Based on Table 3 above, students described the development of digital platforms using various virtual applications to display the work and project progress of their respective groups as beneficial to further improve their knowledge and skills in the use of technology and various digital applications. This is because knowledge of technology and digital applications is part of the aspects that students need to master to succeed in a project that has been set.

They have to go through the process of exploring, testing, finding solutions, translating, filtering, checking, making improvements and so on until the final artifact is produced. This artifact is a Spanish vocabulary-teaching video, which uses various digital

technologies through various digital applications such as Flippingbook, Flipsnack, PickerWheel, Canva, QR code, Typeform, Tiktok, VN apps, Capcut apps, iMovie, Adobe, Removebg, Filmora, Inshot, Youtube, Ytmp3 and many more.

The skills that students acquire in these digital technologies and applications will indirectly increase the effectiveness of their self-learning, in turn facilitating them in completing assignments for other courses as well. The use of technology helps students to innovate in finding information, increase creativity of thinking outside the box especially in problem solving as well as facilitate social network interaction in group work (Maria, Shahbodin and Pee (2018).

iv. Soft skills

Students also talked of soft skills. Table 4 below presents excerpts of students' statements related to the project carried out in terms of soft skills.

Table 4: Excerpts of students' comments regarding soft skills

Participant	Excerpt
Student 1	“This project requires us to have discussion among group members. It is not easy to reach a consensus on something. Sometimes I say one thing, but other members say something else. There must be leadership in handling it”.
Student 2	“We think this project has taught us a lot about what group work is and how to solve problems. It also taught us how to respect the opinions of others. Different people do things differently.”
Student 3	“This project has taught us a lot to be mature and trained us to make the right decisions. For example, before the project starts, you have to think about various things because once a decision is made, it needs to be continued. Stalling in the middle of the road would be a waste of time”.



Student 4	“Apart from vocabulary, this project also equips us with various soft skills, such as training us to communicate and interact properly with friends and lecturers. We also learn to deal with the fact that the members of the group are diverse”.
Student 5	“After implementing this project, we became wiser in making decisions. In addition, it also helps to improve other skills such as communication skills. Not only with friends, but we also have the opportunity to communicate in Spanish with lecturers in our respective platforms”.
Student6	“To make this project a success, we need to work together and stand shoulder to shoulder and help each other. Each member has their own duties. So, in addition to the increase in vocabulary, other skills such as group work, interaction and so on also increase”.
Student 7	“To make this project a success, we have to discuss. So, there will be active interaction and communication between us. We also have to make many decisions that sometimes might be contrary to individual opinions. So, this is where we learn how to work in groups effectively”.
Student 8	"Everyone has their own thoughts and desires. By implementing such projects, we get a lot of space and opportunities to hone our talents to be leaders, accept and give opinions, respect differences of opinion and much more. It makes us more mature”.

Touching on the soft skills, students said that the implementation of the project in groups opens up a lot of space for them to improve soft skills. The concept of triological learning applied in this PBL emphasizes on the collaboration of a community to develop an artifact of knowledge. Thus, each member of the group needs to work together to make their project a success. Each member of the group will also contribute their ideas and thoughts according to their respective skills to ensure that the project that has been entrusted to them is successfully completed.

Throughout the process of completing the project, there will of course be discussions, reprimands, comments and criticisms, ask and reject, agree and disagree among members until a collective decision and solution is reached. According to the students, this process will help them to mature and improve soft skills such as leadership skills, interaction skills, communication skills, problem solving skills, decision making skills and many more.

The same findings were also obtained by Mohd Aderi Che Noh, Normurni Mohamad, Adibah Hasanah Abd Halim and Absha Atiah Abu Bakar (2018) in their study on PBL in T&L fiqh method. Among the conclusions made is that PBL can develop students' soft skills such as cooperation, critical thinking and problem-solving skills, group work skills, leadership skills, continuous learning and information management, and ethics and morals.

CONCLUSION

Vocabulary is one of the most important components in learning a foreign language. The ability to master a language is highly dependent on one's ability to master the vocabulary. Thus, PBL is an alternative to improve student achievement in Spanish language courses through the empowerment of their vocabulary in the language.

PBL is a student-centred learning approach. This approach allows students to work together to study problems and provide answers, acquiring skills such as teamwork, research ability, creative thinking, communication, and time management – skills that they need in their professional work and personal lives. PBL provides active learning and "the goal is for students to learn how to learn" (Imaz, 2021).

Through this PBL study, students are required to implement a project, which is to produce a creative, innovative, and educational T&L video of Spanish vocabulary. The project was implemented for eight weeks including: Group formation (first week), preparation of digital platform/virtual space (second week), setting the title and concept of the project (third week), preparation of vocabulary list (fourth week), preparation of storyboard (week fifth), video recording and filming (weeks six to eight) and video submission (week ninth).



PBL involves many activities or processes. All activities implemented provide opportunities to students to plan, implement and produce products or artifacts and present them to lecturers within a specified period. Findings show that although perceived by students as challenging, they accept this project-based teaching and learning approach and describe it as effective and interesting.

Based on the interviews conducted, the students said that the project conducted was very helpful in improving their vocabulary mastery in Spanish. According to students, the project also helped improve their ability to write and speak Spanish better. Furthermore, the students said that the digital technology skills among them also increased as a result of the implementation of this project. In addition, students also described this project as very beneficial in further improving soft skills among them.

In conclusion, PBL is a teaching and learning method that provides various benefits and is able to attract students and enable students to learn actively and effectively (Lai, 2021 and Muzana et al., 2021). Its implementation can be varied according to the suitability of the course and the students. However, this study only focused on vocabulary. Thus, studies involving PBL in other aspects of language such as grammar, writing and speech need to be done more widely in the future to see its impact and suitability more comprehensively.

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