

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Teachers' perceptions on using the Project-based learning approach

The case of EFL teachers at Mila University Center

**A Dissertation Submitted in Partial Fulfilment for the Requirement of the Master Degree in
Didactics of Foreign Languages**

Presented by:

- 1) Farah Yacoub
- 2) Fatima Nedjar

Supervisor: Dr. Souad ALLILI

Board of Examiners:

Chairman: Salim Bouddad
Supervisor: Souad Allili
Examiner: Boulkroun Fouad

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Dedication

*All thanks and praise be to **Allah, the Most High**, for all the strength He gave me.*

In deep respect I would like to dedicate this humble work to:

*My beloved **Mother Amel**; to the courageous, compassionate, and gentle heart who believed in me and supported me at every turn,*

*to my **Father Abd Ghani**, whose love, support, and encouragement have made me become a successful person,*

*to my closest and kind-hearted **sisters** and **brothers** for helping me and encouraging me,*

*to my loving and caring **aunts**, who have always encouraged me, in particular, my aunt **Fella** who helped me unconditionally and whom I consider as a source of joy,*

*To my cousins **Amani** and **Lamisse**, who shared the hard moments with me and encouraged me to go further.*

*My deepest gratitude goes to **Salima**, a dear friend who has left us with delightful and meaningful things that make us feel at ease whenever life tends to be bleak, and who taught us we only got one life to live,*

*To **Sabrina Bouzobra** who have always helped me and was with me on this journey,*

*To **Mr, Houssam Marmoul** who helped me unconditionally,*

to all those who took my hands when I collapsed, and prayed for me, and above all, to myself

Farah Yacoub.

Dedication

In the name of Allah, Most Gracious, Most Merciful, All the praise is due to Allah.

I Have a Great Honor to dedicate this work to:

*Myself; I want to thank **me** for believing in me.*

*I would like to dedicate this thesis to my **parents**, who sacrificed all they had to guarantee that I could receive an education. Their sacrifice and, perseverance provided me with keys to unlocking the mysteries of our world and beyond,*

*To My brothers: Smart **Noufel**, and soft-hearted **Ilyes**,*

*To all my adorable cousins, especially : my funny **Romaissa**, my beautiful strong woman **Selma**, my unique **Sirine**, and my crazy but cute **Malak**,*

*To all my relatives especially: **Aissa** and **Mohamed**,*

*To My gorgeous great uncle: **Nouradine**,*

*To all my great aunts especially: **Chafika**, **Noura**, **Aziza**, **Fairouz**, **Noura**, and **Naziha**,*

*To my grandmother **Messaouda** to whom I wish long life.*

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research would not have been accomplished.

Abstract

The present research seeks to explore teachers' perceptions on using Project-Based Learning approach. Its aim is to explore how teachers understand project-based learning, its benefits, and its challenges. Accordingly, within the context of this study, three research questions are raised: (1) How do teachers understand Project-Based Learning? (2) What are the benefits of using Project-Based Learning? (3) What are the challenges of using Project-Based Learning? To collect data, semi-structured interviews were conducted with five teachers of English as a foreign language at Mila University Centre, thematic analysis was used to code and analyze the data collected. The findings of the investigation showed that teachers perceive Project-Based Learning as a useful teaching method that boosts students' engagement and helps students comprehend difficult topics through self-learning and learning by doing. The benefits of implementing Project-Based Learning included enhancing academic achievement, skill development, and collaboration. The study also revealed the challenges that the teachers face, such as lack of time, lack of knowledge, and lack of materials. The study ends up with essential suggestions for the future research to implement Project-Based Learning successfully.

Keywords: project-based learning, EFL teachers, perceptions, benefits, challenges.

Acronyms

PBL: project-based learning

EFL: English as a foreign language

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General Introduction

1. Statement of the Problem

With the fast-paced dynamic of today's world, contemporary educators are expected to adapt and rise to changes and new challenges in education. The 21st century requires educators to use new ways of learning and teaching that will provide students more freedom in the expression of their ideas. Mila University teachers sought to substitute traditional tutorial techniques such as memorization and passive learning with more active, student-centred learning. This progression, nevertheless, demands a replacement type of approach oriented toward student-centered learning. Project-based learning (PBL) has become one of the most crucial methods for meeting needs and demands, and it attracted hefty interest from educators. PBL is endorsed as a thriving student-centered learning method with several benefits for learners. That seems to be bolstered by several studies on teacher impressions of PBL. However, there is a scarcity of research that takes into consideration the context in Mila University Centre. It is still questionable how teachers interpret and understand PBL and what benefits and challenges they see in adopting it with their learners. In the interest of breaking this never-ending loop, small steps are taken in this study seek to fill in the gap in the literature about the application of PBL in Mila University Centre.

2. Aim of the Study

The aim of the present study is to explore teachers' perceptions of project-based learning (PBL) at Mila University Centre. It also attempts to identify the benefits and challenges of using PBL.

3. Research Questions

In light of what has been arising previously, the research paper aims to provide answers to the following questions:

1. How do teachers understand PBL?
2. What are the benefits of using PBL?
3. What are the challenges of using PBL?

4. Research Methodology

4.1 The Participants

The present study is undertaken at the Institute of Letters and Languages, Department of Foreign Languages, at Mila University Centre. The participants of the study are 5 English language teachers. They were chosen because they were involved in project-based learning approach and had an experience conducting it. The five teachers taught psycho-pedagogy, oral expression, linguistics, didactics and civilization.

4.2 Research Means

In order to accomplish the goals of this research, as a data collecting tool a semi-structured interview is proffered to teachers in order to get the essential information. It offered the study with in-depth and context-rich perceptions of PBL from the participants. The interview has the effect of allowing teachers to express in full their perspectives of project-based learning, including its benefits and challenges

The interviews took place in university classrooms and one outside of the classroom. The goal of the study was explained to all five participants before to the discussion began. With the

consent of the participants, each instructor was interviewed once, and all conversations were audio-recorded on a cell phone.

4.3 Method of Data Analysis

The interviews were audio-taped on the phone and transferred to a computer. After that, all of the audio recordings were transcribed to text. We read across each transcript and underlined the main themes in attempt to make sense of it. The coding process was the next stage the text was then broken into various divisions, each of which was identified with a code, which was then arranged into core themes (thematic analysis). These themes were then investigated and interpreted in light of the study's main questions. Finally, the result of the research is compared to the literature.

5. Structure of the Dissertation

The current piece of writing is a whole of two chapters: the theoretical part i.e. the literature review and the practical part that is devoted to the field work. The first chapter provides an overview on PBL, its definitions, characteristics, its benefits and challenges. On the other hand, the core of the dissertation, chapter two, presents the participants, research methodology, the means and methods of data analysis; it also presents the main findings of the study and a discussion of these findings is provided. The limitations of the study and the suggestions are also discussed.

Chapter One: Project-Based Learning

Introduction

When it comes to teaching a second language, a teacher may look for an effective and result-oriented method that can be used in a language classroom, with the expectation that the method/s he or she employs will eventually help learners acquire the target language with ease. These methods have not only catered to the needs of contemporary language teaching but have also intrigued the interest of second and foreign language learners. Each method has distinct characteristics that can be identified, the majority of these methods rely on the guided discovery, wherein the teacher bypasses most direct instruction in favour of directing the student through a series of questions and activities to explore, discuss, comprehend, and communicate new knowledge. Project-Based instruction has been one of the applicable teaching and learning paradigms that have been serving to create a positive and significant difference in both academic success and attitudes. During the last decades, scholars have largely reconsidered the nature of PBL and how it can redefine to give a new image: concerning teachers' roles in class, learners' tasks and other relevant factors. This has been mainly undertaken for the sake of boosting learning and obtaining satisfactory outcomes. Over a period of time, project-based learning pursues to solve problems in a collaborative environment. It initiates with deriving concerns and challenges that lead to innovative activities and, in the end, worthwhile outputs. Teachers and curriculum designers have been attempting to incorporate the so-called project-based learning into English language classrooms

This chapter presents an overview of project-based learning; in a similar vein, it offers a set of miscellaneous definitions. It casts light on the characteristic of project-based learning and teacher perceptions of PBL. This part also dwells on the benefits and challenges using PBL.

1.1 History and Development of PBL

Experiential learning theory is based on the work of prominent 20th century scholars such as John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire, Carl Rogers, and others who emphasised experience in their theories of human learning and development (Kolb, 2012). This theory frequently misinterpreted as a tools and strategies for providing students with learning experiences. Some used the phrase to represent thoughtless recording of experience as learning. However, experiential learning is first and foremost a philosophy of education founded on what John Dewey (1938) referred to as a "theory of experience." Whereas traditional education had scant need for theory because practice was determined by tradition, he argued that the new experiential approach to education required a good theory of experience to lead its implementation. According to Karaduman & Gültekin, (2007) It is a philosophical theory of learning that strengthens students' logical and analytical abilities based on their experiences, and learning happens when new knowledge is supplied in relation to existing experience in a teaching environment that is efficient. Throughout this perspective, People's lives are primarily based on their experiences. In line with this, (Fear,2008) indicate that student demonstrates their understanding of the world they reside in by reflecting on their own personal experiences.

Harrigan (2014) argued that the experiential learning theory formed the foundation for the emergence of the constructivist theory, which says that students constantly develop a deeper understanding rather than acquiring it. Jerome Bruner, John Dewey, Lev Vygotsky, and many researchers contributed to the development of this philosophy. According to Ertmer and Newby (1993) learners do not transmit readymade knowledge from the outside world but rather construct their own meaning and perceptions of the world throughout acquired experiences.

Ultimately Harrigan (2014) claim that combining experiential learning and constructivist theories contribute towards the theoretical foundations of project-based learning.

1.2 Definition of Project-Based Learning

PBL has been defined by different authors. Thus, there is no single definition of this term. Morgan (1984) noted that project-based learning is a systemic teaching strategy that involves students in learning competencies and skills through a prolonged, student's inquiry process-oriented around challenging, legitimate questions and carefully constructed activities and outputs. Students are active learners and have the most leverage over the teaching and learning process in this method. They work individually, even if they are part of a group or collaborate. Coufalová (2006) ascertained four main components that must be addressed in each project. To begin with, project-based learning is just that: a project. Second, it is the result of a student's efforts; third, it is a project for which students are liable for the consequences.

Thomas (2000) states that PBL "is a model that organizes learning around projects"(p. 1). It can be different tasks with problems and questions that require students to solve difficulties and conduct investigations.

According to Dewey (1938), Project-based learning is, in the core, a structured social interactive experience wherein students contribute to solving an issue or completing a task, frequently in pre-defined roles. He states that, "The principle that development of experience comes about through interaction means that education is essentially a social process" (p. 58). Kilpatrick (1925) expanded on PBL by emphasizing the importance of learners having a meaningful activity, viewing the project as a "hearty purposeful act" He argued that students should be able to learn independently based on their interests and be free to explore their

surroundings. Stemming from these two educators' progressive movement, PBL is predicated on the notion that investigative processes that bring to authentic experiences can be fulfilled through project methods in education. Because students must interpret, learn, and implement the knowledge in this context, the underlying notion of PBL is that problems addressed in a real-world setting provoke thought. The above method has been reported to be ubiquitously used in a wide range of educational settings (Chiang & Lee, 2017), and its notoriety has been attributed predominantly to components that enable interdisciplinary, student-centered, collaborative techniques which have been consolidated with real-world activities and concerns (English, 2013).

It's hard to pin down PBL. The concept "is broad, far reaching, and means different things in different countries and different disciplinary areas," as Hanney and Savin-Baden explain (2013.p7). What's more, it is equivalent to, and sometimes used as one and the same with, Problem Based Learning (PBL) (Thomas, 2000), and may include under other awning terminologies namely the Inquiry-based Approach (Edelson, Gordin, & Pea, 1999; Frank, Lavy, & Elata, 2003) or perhaps the Trans-disciplinary Case Study (Edelson, Gordin, & Pea, 1999; Frank, Lavy, & Elata (Stauffacher et al., 2006). Notwithstanding, almost all of the key features of PBL are evident from the literature: "students pursue solutions to non-trivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, and communicating their ideas and findings to others, asking new questions and creating artifacts [sic]" (Blumenfeld et al., 1991.p371)." Further major criteria identified in the literature include the centrality of student cooperation, the inquiry's relevance to the real world, and the inclusion of more than one subject (Blumenfeld et al., 1991). The benefits of PBL are numerous, including the importance of

professional practice skills, some indications of enhanced academic accomplishment, and the development of ineffable traits as enthusiasm and self-discipline within learners.

According to Doppelt (2003), PBL is a way for assisting students in creating a pleasant and dynamic learning environment in which they can enhance their skills and develop thinking competencies. PBL may also be defined as an approach that encourages students to try new things by combining information from different areas (Barak & Doppelt, 2000, as cited in Kubiak & Vaculova, 2009). PBL is also characterized as an instructional technique that engages and motivates pupils to solve problems on their own (De Graaff & Kolmos, 2007). The Bell (2010) and Thomas (2000) definitions of PBL will be employed in this study: PBL is a project-based learning strategy that arranges learning around projects and is facilitated by the teacher.

Fried-Booth (2003) states that the project work as: “a powerful methodology involving students in an authentic learning experience with language used for genuine communication purposes. It is student-centered and it results in a tangible end-product” (p. 3).

A project is an interesting strategy for students to integrate what they've learned in class into practice. Learners make choices they want to do and however, they want to do it in the project. They demonstrate their abilities by exhibiting that they have accomplished the goals set for them. As a result of project pedagogy, new needs emerge on a regular basis. It encompasses both disciplinary and non-disciplinary knowledge. A project is a diversified and parallel assignment in which students function in groups, cooperate, and believe in their own expertise (Louznadji, 2010).

To recap, there is no widely agreed definition of project-based learning. On the other hand, project-based learning technique that engages student - centered learning, allows them to collaborate in groups, and allows them to learn 21st-century skills by solving issues. Students also involved in real-world learning situations.

1.3 Characteristics of the Project-Based Learning

Project-based learning has various distinguishing characteristics that set it apart from other types of learning activities

1.3.1 Student-centered

Though the teacher plays a vital role in imparting guiding during the whole process, project work is student-centred. Learners must therefore have a sense of independence, responsibility, and ownership over their own education. “project work clearly fits with a perception of the value of learner-centred teaching” (Hedge,1993,p.63) this clearly indicates that, mostly with the teacher's help and guidance, project work fosters the learner's involvement, accountability, and autonomy. On the part of Stoller (1997) states that project work shows learners' involvement and responsibility; Diffily (2001) notes that because project-based learning involves students in the process, the student is a self-directed student, a team member and contributor, as well as a knowledge keeper and a leader. Students also take on a new responsibility as peer-assistors, assisting other students in completing their assignments (Murchu, 2005). According to Clark (2006), students choose a topic that is connected to their abilities and interests as self-directed students. They create their own learning objective, which aids in visualizing and modelling the project from start to finish. They also allocate duties to members

of the group depending on their specific interests. It is to carry out their projects by locating resources, selecting real facts, assessing, and reporting on them.

1.3.2 Authentic Learning

One of the most pervasive arguments in favor of PBL is that it allows students to work on real-world problems. Authentic activities are among the core elements of project-based learning, according to Markham et al., (2003), just as students have the opportunity to connect to real-world issues during operating on their projects. It basically refers to their learning by matching previous knowledge to their latest studies. Herrington and Herrington (2005) believe that learners are involved in exciting and challenging tasks that require cooperation and perseverance.

1.3.3 Skill Integration

Project work shouldn't just be viewed predominately as a new method of language teaching. It encompasses a wide variety of skills that should be properly blended and utilized in a balanced manner.

Project work entails the development of motor skills such as colouring, drawing, glueing, or sawing, as well as intellectual skills such as planning, embracing imagination, or portraying. In addition to these skills, there are also the social skills and learners' flexibility, noted above. (Phillips, Burwood, & Dunford, 1999). Moreover, during the task, all the four language abilities (reading, listening, speaking, and writing) are required in parallel. In line with this, Fried-Booth(2002) acknowledges: "Different projects, of course, require different procedures. And so different skills will come into prominence at different stages" (p. 8). It's likely that the early stages of the project will focus mostly on speaking abilities, such as in talks about the issue. Writing, listening, and reading will all be involved during the process of the project.

1.3.4 Autonomy and Responsibility

Learners include taking responsibility for the learning process. It is an essential trait of project-based learning. Widdowson (2003) thought that students should be able to direct what they learn in the classroom, whereas teachers adapt to students' needs and provide real-world situations in which learning might occur. The author went on to say that during language acquisition, teachers should direct students within certain restrictions. Students' behaviors, on the other hand, are extremely crucial in the language learning process. In this regard, Little (2003) identified three variables that contribute to learners' autonomy. First, improved learning occurs when students pay attention to their studies. Second, when students have a responsibility beyond their own learning, they are more driven to continue their education, regardless of how tough it may be. Finally, there is the benefit of learning a second or foreign language. As a result, learner autonomy can be defined as the ability to exert control over one's learning process in order to assume bigger responsibility, which will also be beneficial in future studies.

1.3.5 Cooperative Learning

Cooperative learning promotes the development of oral communication abilities. As a result, cooperative learning betters the quality of learning by permitting students to think about and optimize their learning. Legutke & Thomas (1991) state that project work stimulates collaboration between students and diminishes the sense of isolation experienced by individual students. Project-work is a teaching strategy that enables learners to engage, collaborate, and work as a team. According to Stoller (1997), project work is collaborative rather than competing. Students can do a project on their own, in small groups, or even as a class, sharing materials, ideas, and knowledge as they go.

1.3.6 Creativity

A project is an innovative tool for students to use and customize what they've learned in class in terms of language, skills, and frameworks. They have the option to pick what they want to accomplish and how they want to do it. They indicate that they understand the unit's aims. This is a real opportunity. An important component of inspiring students and showing them that they can utilize English to achieve their goals is to show them that they can. They should explain what is essential or intriguing to them. Both in terms of substance and language, the projects are quite inventive. (Hunichinson,1991) claim that each project is a one-of-a-kind piece of communication generated by the project's authors.

1.4 Teacher Perceptions of Project-Based Learning

Teachers perceive PBL in a variety of ways this due to differences in experience, and the subject they teach. In relation to this, Ravitz and Blazeovski (2010) stated that “no two teachers implement PBL in the exact same way” (p. 178). Teachers hold positive pedagogical conceptions about PBL (Harrigan, 2014; Tamim & Grant, 2013). Research highlights specific elements of PBL that teachers can use to better comprehend it.

PBL is interpreted by teachers as a student-centered strategy that encourages self-learning (Baysura, Altun & Toy, 2016; Bell, 2010). PBL necessitates self-control, allowing students to choose the topic, seek their own sources, and work independently on projects at their own pace, taking into account their desires and concerns. Grant (2002) Thomas & Mergendoller (2000) argued that teachers recognize their own position as facilitators or supervisors, giving aid and scaffolding to students through teacher-student interactions, directing questions, and other means. Worksheets for exercise and collaborative counseling. Teachers typically start by using PBL planning strategies to construct the study, give objectives, create checkpoints and

timeframes, and explain the project's evaluation criteria as agreed by (Baysura et al., 2016, Thomas & Mergendoller, 2000) they adopt PBL constant monitoring techniques to form groups, manage, and support learners throughout the PBL implementation process. Classroom management, according to PBL teachers, is distinct from other traditional instructional approaches such as discussion, lecture, or homework. During PBL, teachers do not deploy teacher-oriented strategies, convey any content, or carry out activities, students performs several tasks on their own. Other teachers often state that they feel more like their peers than classroom supervisors when they are in charge.

Teachers also acknowledge PBL as an authentic learning process that compels students to set ultimate realistic products (objects), presentations, or models, thus distinguish it from other instructional methods. According to Baysura (2016), the key motivating drive in PBL is creating the final product, which inspires students to aquire skills and deciphers the topic information in order to create that object. When the projects are implemented, students have the chance to showcase their work to authentic audiences in the same way that professionals do (Baumgartner & Zabin, 2008).

Interestingly, educators agree that PBL provides learners with the opportunity to produce something important that will benefit the world (Beneke & Ostrosky, 2009) . To summarize, Students evaluate their work and make improvements based on feedback from classmates and teachers.

Collaboration is another crucial feature that distinguishes PBL from other teaching methodologies. PBL is viewed by teachers as a teamwork strategy that can significantly raise student involvement by allowing students to work in groups, exchange ideas, assist one another,

and learn from their peers' blunders. Grant (2002) defines cooperation as "peer evaluations and brainstorming sessions." In accordance with this, teachers perceive PBL as an opportunity to cooperate with their peers and share project development ideas discuss how to tackle a problem as a group. (Harrigan, 2014)

PBL tends to vary from other educational techniques in terms of assessment, according to teachers. PBL encourages teachers to apply continuous assessment, which is a continual process of evaluation from the start until the end of the PBL process, in order to demonstrate high quality final work (Hugerat, 2016). This virtually guarantees that the student devotes significant time to studying, planning, and developing academic skills, as well as ensuring that the teachers do best. According to Thomas & Mergendoller (2000) Teachers adopting a monitoring method of PBL manage students' progress across all project stages and supply them with relevant on-time feedback. Furthermore, teachers employ criteria-based evaluation, which is ideal for PBL for the reason mentioned this allows students to understand the project's standards and targets. The assessment in PBL is authentic. Teachers use rubrics to assess their performance, because not all competencies are demonstrable by standardized testing.

Teachers' perspectives on PBL are diverse, as evidenced by a massive set of international literature on the subject. Nonetheless, the study found that most teachers regard it as a form of student-centered learning in which instructors serve as facilitators rather than lecturers. Furthermore, it is thought to be an effective tool for involving students in addressing real-world problems and working collaboratively, exchanging ideas and assisting one another. Finally, PBL is thought to be a good way to evaluate learners throughout the project implementation.

1.5 The Benefits of using Project-Based Learning

Benefits were found mainly for learners, whereas very few benefits were for teachers.

Not much has been said about the benefits that teachers can enjoy. According to Thomas (2000), project-based learning reinforces professionalism, collaborates with colleagues, and develops relationships with students. More benefits are reported for learners, including skill development, increased motivation, and improved academic achievement.

1.5.1 Increased Motivation

The enhanced engagement and motivation to study is the first key benefit of implementing PBL. According to Blumenfeld (2006), PBL encourages students to participate in a variety of projects in which they can deal with real-world situations and gain experience outside of the classroom. According to Thomas (2000) these studies could be "design, decision-making, problem-finding, problem-solving, discovery, or model-building activities"(p.3) Moreover, Hugerat (2016) found that students who participated in PBL were much more content with the academic assignments and enjoyed the lesson than students who did not participate in PBL.

Tamim and Grant (2013) made a study to look into the experiences of teachers with PBL. It was found that PBL boosted learners' engagement and motivation to learn. They said that learners are more involved. Research on teachers' opinions students engaging in PBL had a higher motivation to learn (Hugerat, 2016; Krajcik & Blumenfeld, 2006).

PBL motivates students to learn as it gives them a hands-on approach to information (Holm, 2011). Worthy (2000) takes a somewhat different approach, claiming that learners get motivated and prefer it as they have the autonomy that they lacks in traditional approach.

According to Yam and Rossini (2010), teachers are the most important figures in encouraging students and fostering a collaborative environment in the classroom.

In conclusion, PBL is regarded as a successful strategy for increasing student involvement since it allows students to learn by doing. Students may extend their learning beyond the classroom to address real-world issues that might boost their motivation.

1.5.2 Skill Development

Students who participate in PBL tasks have the opportunity to develop a range of skills. In his paper, *Project-Based Learning for the Twenty-First Century: Skills for the Future*, Bell (2010) claims that competencies received through PBL are important for achievement within the 21st –century. “By implementing PBL, we are preparing our students to meet the twenty-first century with preparedness and a repertoire of skills they can use successfully” (Bell, 2010, p. 42). In addition, Larmer et al. (2015) highlight "success skills," including multidisciplinary skills, the four language skills, soft skills, teamwork skills, and time-management skills. They claim that all of these experts may well be vital for their future careers. Besides, Levine (2004) claims that enhanced language abilities are the most generally acknowledged benefit of introducing projects in the foreign language classroom.

Baumgartner and Zabin (2008) carried out a case study at a school in Honolulu, to see how PBL affected ninth-grade students' attitudes about science. Learners who took part in PBL investigations increased their higher-order thinking, critical thinking, and problem-solving, scientific thinking skills. (Baş, 2011; Bell, 2010; Krajcik & Blumenfeld, 2006) PBL, like a group work method, also allows students to develop communication and interaction. Frank et al, (2003) suggested that PBL also promotes laboratory skills, information retrieval skills, interpersonal

skills; research skills, communication skills, and time-management skills, in addition to the previously listed capabilities (Tamim & Grant, 2013).

Previous research develops a variety of skills that are useful in PBL. 21st-century skills including creativity, critical thinking, and cooperation are among the most important. There are several research skills, time management skills, and interpersonal skills in addition to 21st century abilities. Scholars point out that all these abilities may be valuable to students in the future.

1.5.3 Enhance Academic Achievement

Harrigan (2014) investigated teachers' perceptions of PBL integration in classroom. The primary benefit of applying PBL in all courses was academic performance. Throughout PBL tasks, participants claimed that their learners worked harder and comprehended the content better.

Another study was conducted by Margaret Holm (2011), the findings of the study showed that students have a good attitude towards PBL and that their academic achievement has improved as a result of implementing it. Moreover, DiEnno and Hilton (2005) (as cited in Baumgartner & Zabin, 2008) claimed that students who participated in PBL have much higher knowledge results since PBL allows them to learn by doing. Furthermore, Shachar and Fisher (2004) observed that when the PBL technique was applied, learners demonstrated a significant gain in academic achievement, regardless of the fact that PBL is a collaborative method.

In a high school in Nigde, Turkey, Gokhan Bař (2011) explored the impact of PBL on learners' academic accomplishment and attitudes about English lessons, finding that PBL massively boosted ninth students' academic achievement in English and their attitudes towards it. He contrasted students who participated in PBL to students who did not, and concluded that the

PBL group outperformed the non-PBL group. his findings demonstrated that learners in the PBL group showed improvement academically because they worked in groups, shared ideas, and attempted to understand ideas. They also learned how to handle leadership for their classmates.

Studies showed that, students in PBL courses achieved greater grades than students in regular classes. PBL increases academic accomplishment because students worked with one another, communicated their ideas, and created a learning environment, plus is that students are learning by doing and constructing their knowledge.

PBL allows students to have a deeper insight, which may lead to improved academic achievement. Various investigations have reported that PBL has a favorable impact on students' academic success. Another significant benefit is an improvement in student involvement and motivation to learn, as it is critical that students enjoy their classes and remain actively engaged in the learning process. The fundamental reason for this is that students have the possibilities to deal with real-world problems that they are interested in outside of the classroom. They also collaborate, which makes learning more enjoyable since they can exchange ideas and assist one another. Furthermore, learners gain a wide range of skills, including social, academic, and personal skills that are useful in their future lives in the twenty-first century.

1.6 The challenges of Using Project-Based Learning

A number of challenges hinder the implementation of PBL. They include lack of time, group work, curricula and content choice, and assessments.

1.6.1 Lack of Time

Kubiatko and Vaculová (2011) reported that one of the main causes of poor PBL implementation in classrooms is insufficient time; teachers grumble that they have to spend plenty of time planning, preparing, and designing lessons. Nevertheless, Marx et al. (1997)

claimed that PBL is a time-consuming technique since it necessitates a thorough analysis of real-world situations and that working on such projects may require longer than anticipated (cited in Thomas, 2000). Frank and Barzilai (2004) stated that the timing with PBL is linked to the need for project direction and a different way of project assessment, such as formative assessment, which is used in PBL evaluation.

Harrigan (2014) investigated female instructors' perceptions of PBL. He believed that planning the projects and working with students to accomplish these projects took a long time. Harris (2014) investigated the problems of deploying PBL. His participants included educators from a variety of fields, including math, social studies, science, the arts and language. According to Harris, instructors reported not having sufficient time to implement PBL. They had to spend a lot of time preparing and designing project. Teachers also recognized that their learners had this issue, as they needed to meet with their classmates to discuss and collaborate on projects.

Both teachers and students regard PBL as a time-consuming strategy. Teachers think that they have to spend plenty of time planning, preparing, and designing lessons. Teachers, thus, should devote a significant amount of time to guiding students, providing them with required feedback, and assessing their work. PBL students deal with actual issues and concerns, which might lead to unwanted outcomes and need additional time. Students must be given the chance to discuss with their teammates; they discuss and collaborate on their ideas.

1.6.2 Group Work

According to Baysura et al. (2016), teacher candidates reported that their learners had difficulty working in groups and lacked the ability to make a meaningful contribution to project. According to Harris (2014), instructor participants claim that their learners struggled with working collaboratively, underlining the fact that the group leaders accepted responsibility,

whereas the rest of the group was passive. According to Johnson and Johnson (1898) students struggle with teamwork, they lack the necessary experience and knowledge on teamwork and communication among groups and they stress the need for teachers to mentor and help students in teamwork.

According to Krajcik & Blumenfeld (2006), students have difficulties in group work because their teachers lack the necessary skills and knowledge to guide them. Learners are used to receiving ready-made answers from teachers and therefore are not curious to find out solutions on their own while working in groups. Blumenfeld (2006) stated that is that teachers don't think that teamwork is beneficial to their students' comprehension and academic performance.

Group work has been highlighted as one of the most difficult aspects of PBL implementation. Scholars say that both teachers and students frequently lack the necessary collaborative training, skills, and knowledge, thus results in a variety of problems, such as imbalanced participation within groups. Teachers should be aware and engaged in using teamwork and guide their learners to collaborate and work in groups.

1.6.3 Curricula and Content Choice

Another difficulty teachers have is maintaining a balance between district syllabus, assessment of policies, and the vast amount of content that must be delivered on a set timeline. Furthermore, choosing relevant project subjects that attract students might be difficult according to (Akinoglu, 2008; Howard, 2002; Wirdinger et al., 2007). Instructors, on the other hand, may lack sufficient knowledge of the topic they are teaching, or students may investigate spots that are obscure to the teachers (Grant & Hill, 2006; Howard, 2002). As a result, if teachers refine their PBL skills and become more creative in designing various projects, they will be ready to surpass their misgivings about not rigidly pursuing the plan and selecting the proper theme.

1.6.4 Assessing Project-Based Learning

Teachers face problems in assessing students' performance on PBL. According to Blummenfeld, Krajcik, and Soloway (1997), teachers urge students to create projects that don't demand critical thinking. They go on to say that judging the quality of projects is challenging due to the numerous factors that must be considered, such as planning, administration, and precision. Grant and Hill (2006) proposed that evaluation should encompass a variety of learning outputs rather than just the final artifact. They recommended portfolios as a learning product in which students reflect on their learning as they progress through the project phases. Likewise, Grant (2011) contended that to improve assessment, teachers must set clear expectations for their students about project requirements. Individual and group performance, tangible goods, cognitive and metacognitive skills, as well as learning and social skills, are all aims.

1.6.5 Lack of Materials

Another challenge of using PBL is the scarcity of resources and materials to implement PBL. Teachers view the lack of adequate materials, resources and technological devices as serious hurdles in implementing PBL. Baysura et al.(2016), Harrigan (2014), Harris (2014) Nicola & Allison (2014). Kratochvlová (2006) claimed that this teaching method is demanding in terms of preparation, materials, classroom technical equipment, project plan, and classroom management.

Teachers highlighted several obstacles to implementing PBL. Both teachers and students argue that planning and designing PBL takes a lot of time. Teachers devote a significant amount of time to guiding students, providing feedback on their work, and assessing them. Students need much time to interact with one another, plan, and collaborate on projects. Group work is often regarded as a significant obstacle, teachers may lack the necessary experience and skills to assist

learners on work in groups. As a result, students may experience group conflicts and issues. Other challenges include a lack of resources and materials, large classes, and technological limitations.

Conclusion

To round off, the chapter presents a historical overview on PBL and how it developed overtime, as well as its key characteristics it also discusses teacher perspectives on PBL. The benefits and challenges of using it are also presented. There is also a fundamental pedagogical shift that the teachers must endure by learners. Although PBL has been proven to be an effective tool for profound learning in the classroom, there is still more to gain knowledge about it.

Chapter Two: Practical Framework

Introduction

This chapter meant to showcase the fieldwork done to gather the data needed to answer the research questions and attain the research aims. This chapter is divided into two sections, the first section discusses the methodology of the study, this includes the sample n the research means used to collect data and the procedures of methods adopted to analyze the obtained data. The second section presents the findings of the study regarding teachers' perceptions of using PBL, its benefits and challenges.

1: Research Methodology

2.1.1 Sampling

The present study is undertaken at the Institute of Letters and Languages, Department of Foreign Languages, at Mila University Centre. The participants of the study are 5 teachers of English. They were chosen because they were involved in project-based learning approach and had an experience conducting it. These are teachers of psycho-pedagogy, oral expression, linguistics, didactics and civilization.

2.1.2 Research Means

In order to collect data on teachers' perception of using PBL, its benefits and challenges, a semi-structured interview was conducted with teachers. It offered the study with in-depth and context-rich perceptions of PBL from the participants. The interview allows teachers to express their attitudes towards project-based learning, including its benefits and challenges. Because "the interviewer can ask specific questions to elicit this information", the interview provides better control over the types of data acquired (Creswell, 2014, p. 240). Semi-structured interviews were

employed because they permit researche to "delve deeply into a topic and to understand thoroughly the answers provided." (Harrell & Bradley, 2009, p. 27).

Teachers were asked mostly open-ended questions during the interview because then "the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings" (Creswell, 2014, p. 240). Open-ended questions allowed participants to come up with a variety of responses. It was a one-on-one interview. Because the researcher and the participants have more direct contact, one-on-one interviews are more efficient, the respondents were to speak and discuss their thoughts.

Appropriate questions were formed as part of the interview protocol (see Appendix A). The participants were made aware that they had the option to withdraw from the study at any point in time. Each interview lasted around 20 minutes. The respondents agreed to meet at a time and place that was comfortable for them. The interviews took place in university classrooms and one outside the classroom. The goal of the study was explained to all the five participants before to the discussion begin. With the consent of the participants, each instructor was interviewed once, and all conversations were audio-recorded on a cell phone.

2.1.3 Method of data Analysis

The interviews were audio-taped on the phone and transferred to a computer. After that, all of the audio recordings were transcribed to text data. The main ideas are stressed. The coding process was the next stage. "Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data," (Creswell 2014, p. 267). The text was then broken into various divisions, each of which was identified with a code, which was then arranged into core themes (thematic analysis). These themes were then investigated and interpreted in

light of the study's main questions. Finally, the result of the research then compared to the findings of existing literature.

To sum up, the qualitative study design was used to delve into teacher experiences and perspectives of PBL, as well as its benefits and challenges. Five teachers were chosen using reliability sampling. The major tool for data gathering was a semi-structured interview. All of the interactions were recorded and then transported to the computer. The input was transcribed and then coded into thematic elements, which were subsequently examined and compared to previous research.

2.2 Findings and Discussion.

The findings of the study, it discusses teacher perspectives on project-based learning, as well as the benefits and challenges it brings for students and teachers.

2.2.1 Teachers' perceptions of PBL

This section explains how teachers understand project-based learning. By 'perceptions', it means how these teachers conceive of PBL as a teaching approach and how they interpret it. The responses of teachers to the first research question, "How do you perceive PBL?" were studied and classified into four categories: students' engagement, self-learning, skill development and understanding difficult tasks.

2.2.1.1 Students' engagement

when asked "How do you perceive PBL?" the teacher of psycho-pedagogy claims that projects increase students engagement. He says:" its' a learner centered approach in which students are actively involved in the learning process". The teacher believes that these projects

make students get involved in the process of learning, it is clear that students can learn by themselves. This indicates that involvement is helpful to raise students' academic achievement.

2.2.1.2 Self-learning

Two teachers answered the question similarly; they believed that students are given the opportunity to learn through doing during PBL. The teacher of oral expression says:” A project work means that students either work individually or in group, and they, uh, try to accomplish a project which is series of tasks. With one clear educational aim at the end that it includes the achievement of various already acquired knowledge. I mean learners may acquire in different lessons, different knowledge. They try to cover it all and integrate it and use it in one project”. The teacher of linguistics, who believes that during PBL, students do not always need his guidance as he says:” the teacher is supposed to be just a guide, and the students are supposed to take the lion' share of the responsibility for their work in class...” it is clear that students are responsible for their learning. Ultimately, PBL is an approach that encourages students to perform their own work while allowing more independence and opportunity for self-learning.

2.2.1.3 Skill Developments

The teacher of didactics believes that PBL helps students develop certain skills. He says:” I think that project-based learning is a task that we give to a student or a group of students in order to help them develop some self-reliance and autonomy on their part. They're going to develop skills of critical thinking, skills of cooperation, and skills of group work, skills of which entail reliance on the self in order for them to build some autonomy apart from the teacher.” He believes that when students study in groups, they may have differing opinions and beliefs on certain topics. As a result, their critical thinking skills may increase as students will be free to

discuss any new views on the subject. PBL provides students with the opportunity to generate new ideas, share them with others, and learn to work together.

2.2.1.4 Understand Difficult Topics

The teacher of civilization says:” projects-based learning is a method in which the teacher bases his learning on projects... gives interesting projects that understand difficult topics in form of presentations, debates or discussion...”. PBL is, thus regarded as an effective instructional technique used for facilitating a variety of difficult-to-understand topics.

Teachers view PBL positively. They claim that PBL oriented on self-learning, giving students more flexibility and space, making them more liable for their work. As a result, it promotes learners' development in a range of skill areas. Also the most significant aspect of PBL is that it encourages students to become more involved in their academics.

2.2.2 *Benefits of implementing PBL*

The most essential benefits of project-based learning for students can be grouped under four categories: autonomous learning, motivation, skill improvement and collaboration.

2.2.2.1 Autonomous Learning

Most teachers believe that PBL helps students to foster their autonomy. For example, the teacher of psycho-pedagogy articulated the idea that students have the chance to learn by doing during PBL he says:” the benefit that I see is that we are making learners responsible for their learning, so it fosters autonomy and it also, um, opens or gives room for students to, uh, to be prone to a variety of topics, a variety of instances of language. So for me, uh, I, I believe that this approach is truly beneficial for learners”. In the same way, the teacher of linguistics believes that

project-based learning is just about directing students:” the student is supposed to take the lions share in the lesson. The teacher is supposed to be just a guide”, similarly, the teacher of didactics sheds more light on this perspective: “...should be one which develops some autonomy in our learners. We are not here to spoon feed the learners we are here to teach them how to rely on themselves. And this is by being totally autonomous.” This implies that learners are not required to study simply what a teacher teaches; they have more freedom to be responsible and self-sufficient.

Learner autonomy can be seen as the capacity to take ownership over one's learning process in order to assume greater responsibility in future studies.

2.2.2.2 Motivation

Another benefit of using PBL was highlighted by the teacher of civilization, he says:” the main benefit is that it is very motivating because learners, they enjoy, uh, learning something real, enjoy interaction with each other, enjoy the presentation process, the discussion and the vivid images and the vivid videos they are watching” this means the instructional media used can influence students’ performance and thinking abilities.

students can deal with real-world issues as a teacher says:” Using technology, tools, and strategies from the real-world students have the chance to listen to the language in authentic way with I mean the native speakers, because when bringing in the videos, films, whatever the learner will have the chance to hear the language from native speakers. And as you know, this would improve uh, their ability to speak and make learning relevant to the real world”. This indicates that adopting PBL is a real world practice and students who are involved in project-based learning have the chance to interact in real world activities.

2.2.2.3 Enhancement of skills

Most teachers agree that PBL helps learners improve particular skills. In this sense, a teacher, for example, states:” another benefit is that students develop some skills such as reasoning, communication and critical thinking. You see they cannot be developed unless we let them learn by themselves and work in groups and have the opportunity to help each other” this suggests that PBL develops communication since stronger students help weaker ones. When they have ideas on topics they discuss them with each other which develop critical thinking. As didactic teacher goes saying:” we are in the digital electronic age, learners can obtain knowledge by themselves and have the ability to solve problems..” This means technology use can influence students’ learning outcomes and thinking abilities. This summarizes project based learning approach promotes essential skills such as critical thinking and problem-solving.

The same goes with the oral expression teacher: “lifelong learning skills of reflection, of critical thinking of, uh, linking knowledge to previously acquired one. And, um, I think these are the major modern skills and higher order skills that project work should develop”. This means that PBL is helps students become lifelong learners who can then continue the task of improving their critical thinking skills long after the course ends.

2.2.2.4 Collaboration:

PBL is thought to be an effective tool for involving students in working collaboratively, exchanging ideas and assisting one another. According to an instructor:” students are going to develop skills of cooperation, skills of group work that entail reliance on the self in order for them to, uh, build some autonomy apart from the teacher” As a result this can boost their engagement, another teacher says:” ...helping students to work in groups, exchanging

information. I mean, these are secondary benefits if you want". This demonstrates collaborative class helps them to practice their communication and negotiation skills, and also their analytical skills for solving questions.

To conclude this part, PBL is beneficial for learners in various aspects as autonomy, motivation, enhancement of skills and collaboration. Nevertheless, Teachers face difficulties when using PBL, which will be presented in the next section.

2.2.3 Challenges of implementing PBL

The challenges that hinder the implementation of PBL can be categorized into: training, lack of time, lack of knowledge and lack of materials.

2.2.3.1 Training

Teachers may lack sufficient training, skills, and knowledge on using PBL. For example the teacher of psycho-pedagogy states:" one of the main challenges is training itself. For me as a teacher, I have to be trained enough to use projects based learning in my teaching practices." It's worth noting that it's impossible to articulate the process to students if the teacher doesn't comprehend it himself.

The teacher of didactics agreed:" the challenges are that teachers may not be trained. Yeah. And if they are trained, they may be reluctant in pursuing such project work. You see project based classes, students, themselves lack training, and lack the skill of doing projects on their own from the start they have been developed, by they have been trained by relying on teachers. Teachers that provide students with knowledge, the ones who develop learners skills" this means that teachers may face difficulties due to a complete lack of experience designing

appropriate project-based assignments and even they are trained they lack of knowledge of scaffolding one probable explanation in this scenario is that teachers are habituated to supplying everything to their students immediately. This indicates that students may struggle in dealing with issues or tasks.

2.2.3.2 Lack of Time

Lack of time is viewed by teachers as a challenge that makes its difficult to use PBL. The 'psycho-pedagogy' teacher says: "one challenge may be is, is the availability of time, because it is never enough especially with lessons and lectures that must be covered". Teachers are likely to get more exhausted as a result of having to cover all lessons while also dealing with PBL, which may influence their performance.

2.2.3.3 Lack of knowledge

Teachers' inadequate knowledge of using PBL is a major concern. The teacher of linguistics states: "I don't set light on what I use and which in fact gets me into the problem of the lack of understanding of the real idea unless the method is quite defined at the very beginning..." "...Teachers are the ones which provide knowledge, the ones who develop learners skills. So if we move from one situation to a new situation, we find that students may not be ready and if they want to, because of their motivation, it might be difficult for them because they don't know how." this indicates that some teachers misunderstand PBL, they spoon feed the learners and not teach them how to rely on themselves. It is essential for teachers to have a thorough understanding of PBL implementation, including how to choose the right topics, posing questions and correct data. This is because they are the ones who should guide and support students throughout the entire project process.

2.2.3.4 Lack of Materials

Additional issue is the shortage of resources and materials required to implement PBL. Teachers believe that lack of proper materials, resources, technologies, and assistance hinder the implementation of PBL. As demonstrated by the teacher of civilization: “So the main challenge is the materials, we can't find the materials to practice project-based learning method. And what does it need? It needs data show. It needs to sound computer, whatever it needs, a lot of multimedia materials that we lack, so implementing it is very difficult and also difficult to some extent.” It is feasible to argue that the materials available in university are insufficient for teachers to do PBL.

2.2.4 Challenges for Students

2.2.4.1 Lack of Time

Teachers think that students are not given enough time to study using the approach of PBL. The psycho-pedagogy' teacher said: “one challenge may be is, is the availability of time, uh, because we all know that when an approach is learner centered, it takes time because we are giving learners, uh, uh, let's say the responsibility for their learning”. Thus, students need more time in engaging in projects. This indicates that PBL takes time to plan because when they are responsible means it takes more space for self-learning

2.2.4.2 Lack of Materials

Teachers also claim that there's a lack of materials for implementing PBL. The teacher of civilization mentioned: “there is a problem concerning the materials... learners sometimes cannot afford to bring material in order to present their work” It's feasible to argue that the materials available in university are insufficient for learners to conduct PBL.

Shortage of resources is be a big worry for students dealing with PBL, the teacher of civilization believes that the institutions should be equipped with the materials that are necessary for the implementation of PBL.

To conclude, the two most significant obstacles that students confront during PBL are a lack of time and a lack of materials. And for teachers the major difficulties are training, lack of time, lack of knowledge and lack of materials. Of course, there are other difficulties that teachers and students may encounter when implementing PBL. It's worth noting that the range of problems might vary depending on the curriculum, the topic students choose, teachers' PBL implementation experiences, and a variety of other reasons.

2.2.5 Discussion of the Teachers' Interview

The focus of this qualitative study was to determine out how teachers perceive PBL, its benefits, and its challenges. The findings revealed instructors' positive attitudes towards this approach. PBL was viewed by the participants in terms of its benefits and drawbacks, a discussion and explanation of the findings will be presented. In addition, it compares the study's findings to those achieved by other researchers, the discussion is categorized

2.2.5.1 Teachers' Perceptions of PBL

According to the findings, the five teachers appeared to be interested in practicing PBL. They viewed PBL as a worthwhile approach, citing a wide range of benefits they and the students experienced while utilizing it, as well as a negative side, citing various challenges they had when implementing it.

PBL was viewed by the teachers in this study in terms of self-learning, student engagement, skill development, and understanding difficult assignments. The importance of self-

learning was stressed by all five participants, emphasizing that PBL is a student-centered approach instead of a teacher-centered approach. These findings are in line with the results of Hugerat (2006) who stated that “learning by doing and student-centered-learning are the core values of PBL” (p. 393).

Furthermore, the interviewees indicated that PBL allows learners to undertake the work on their own, that encourages them become more engaged in their own learning. In PBL, (Holm, 2011) highlight the significance of a hands-on approach to base on learning by doing, ultimately leads to deeper knowledge and learning.

Teachers’ consider PBL as a method to enhance students’. According to Krajcik and Blumenfeld (2006) and Thomas (2000) PBL became a useful method to motivate learners many of whom were bored during lessons.

PBL was considered by teachers as a way to better understand complex topics. It was fascinating to learn that PBL helps learners gain thorough understanding difficult topics. However, only one participant stated that it all depends on the topic, subject, or teacher. The literature backs up this interpretation of PBL, stating that it allows students to go deeper into a topic they're interested in (Baumgartner & Zabin, 2008; Bell, 2010; Harrigan, 2014; Holm, 2011; Tamim & Grant, 2013).

PBL is also perceived as an approach that develops skills. Teachers believe that project-based learning is a task given to group of students in order to develop skills of critical thinking, skills of cooperation, and skills of group work, skills of which entail reliance on the self in order for them to build some autonomy apart from the teacher. Similarly, Hedge(1993) indicated that

by implementing PBL, students will be prepared for sophisticated competencies such as high-order thinking skills, cooperating and problem-solving.

2.2.5.2 Benefits of Implementing PBL

The participants of study believe that implementing PBL has a number of benefits it increases motivation; enhances skills, fosters autonomy and collaboration.

PBL helps to develop students' skills. According to teachers, PBL increases students' skills and capacities. The most popular ones are the 21st century abilities, such as critical thinking, communication, and teamwork. It's worth noting that the skills reported by the participants are among the top twelve most commonly identified skills in the PBL literature (Nicola & Allison, 2014).

Students may be more productive at university and in future careers, according to the linguistics teacher, due to the skills and knowledge they learned while adopting PBL at university. The point isn't so much about the academic material of various disciplines as it is about acquired skills and abilities. According to Harrigan (2014) PBL trains students for future employment situations. Furthermore, Bell (2010) underlines the relevance of PBL in helping students develop skills needed and prepare them for achievement in the twenty-first century.

PBL increase students' motivation. According to teachers' responses project-based learning makes learners engaged and motivated. In this regard, Tamim and Grant (2013) conducted a study to look into the experiences of teachers with PBL. It was found that PBL boosted learners' engagement and motivation to learn, according to teachers. They said that learners are more involved as a result of the opportunity to demonstrate their learning and take ownership of their work.

Moreover, teacher of civilization indicates that adopting PBL is a real world practice and students who are involved in project-based learning interact in real world activities. Similarly Blumenfeld (2006) states that PBL encourages students to participate in a variety of projects in which they can deal with real-world situations and gain experience outside of the classroom. That is to say students may extend their learning beyond the classroom to address real-world issues that might boost their motivation.

PBL thought to be an effective tool for involving students in addressing working collaboratively, the teacher of didactics claims that students develop skills of cooperation, skills of group work that entail reliance on ones' self when using PBL, similarly to Stoller (1997) claims that project work is collaborative rather than competing. Students can do a project on their own, in small groups, or even as a class, sharing materials, ideas, and knowledge as they go. This suggests that project-work is a teaching strategy that enables learners to engage, collaborate, and work as a team.

2.2.5.3 Challenges of using PBL

The participants of the study stated a number of challenges that hinder the implementation of PBL. The most common issues are a lack of time, a lack of knowledge.

- *Lack of time:* Teachers think that lack of time is a difficulty. This goes hand in hand with the findings of a study conducted by Van den Bergh et a. (2006) reporting that PBL is a time-consuming approach therefore, it is problematic for both teachers and students.
- *Lack of knowledge:* Teachers claimed that they lacked the necessary knowledge to use PBL. The linguistics teacher thought that it is difficult to communicate a process to learners if the teacher does not grasp it himself. This reveals that the teacher is aware of

the issue but is unsure of how to implement it. As a conclusion, it could be a sign that teachers really lack the necessary expertise and training to adopt PBL effectively.

- *Lack of materials:* suitable materials and resources are limited; the civilization instructor stated that some projects may necessitate the use of equipment and materials that students cannot afford, according to him the school should afford them. Many scholars have pointed to the shortage of available resources and materials as a major barrier to implementing PBL (Baysura et al., 2016; Harrigan, 2014; Harris, 2014; Nicola & Allison, 2014).

A question was included in the interview to receive various opinions that teachers of English could participate with on how they can reduce from such challenges. From the teachers' answer, which differs from one to another, it is worth noting that seeking for training is one solution. as the teacher of pysco-pedagogy pointed:" Actually, I believe that getting involved in training is the best solution for a teacher to be adept at using any approach or method, this can be done not only through workshops, but simply speaking, you can read much you can watch about how project based is applied around the globe, not only in Algeria" as the teacher of didactics proposed the same idea about training as he stated:" to overcome such challenges is that by, uh, seeking and looking for training somehow obtainingwhat is training is obtaining knowledge reading about the thing, and then practicing it in order to develop a skill and experience".

Furthermore, another solution suggested by the participants was to provide all the necessary materials and resources. The teacher of civilization says:" ...I hope that the administration will bring more data shows to the class, you know, and, uh, may provide also computers.." Another teacher also said:" Um, I think that what helps is the equipment's maybe the administration could bring such digital equipment's. Yes. So would make it, uh, easier for us

as teachers and for learners to pursue some projects for learning for their learning.” And this demonstrates that for a better implementation of PBL the availability of materials is crucial.

Another suggestion given by the teachers was encouraging students as a teacher put it:” finding ways of encouraging our students to, um, to be fully integrated in what they're doing to feel what they're doing, because learning a foreign language is a humane issue. It's a humane thing.” As she goes saying:”.... you feel a love to what you are doing, a love for knowledge acquisition, you can do your best. And actually you can. Okay. With trial and error, we can reach what we want... let's say, encouraging students to be disciplined and in line with the pillars of the projects based approach”. It is worthwhile to mention that teachers would be helpful to create that pleasant atmosphere in the classroom in order to keep discipline and encourage students to take ownership of their own learning. And this suggest another solution that was mentioned by a participant:”.. use the concept of needs analysis. I mean, talking to your learners and trying to explore what are the things they prefer, what are the things they don't and what are their challenges in order for us to be aware of all the corners of, of how to use project based learning”. So getting involved with the students would be much of a help.

In addition, students should develop research skill, because teachers face a difficulty with their students which plagiarize. A teacher said:” , urging students to read, because if they do not read, they can never realize their projects properly. Okay. Um, urging students to develop the skill of research, because to realize a project you need to be well acquainted with the pillars of how to make a research, which is a skill in itself.” This indicates that with this skill students can reduce plagiarism.

The primary results of this research study were addressed and discussed in this part. These findings were compared with previous literature, and many similarities as well as some significant differences were discovered. Teachers interpret PBL in a variety of ways, according to the findings. Most teachers perceive PBL positively light, citing numerous advantages to implementing PBL. Teachers viewed PBL in terms of self-learning, enhanced engagement, and understanding tough concepts, according to the findings. Thus PBL promotes learners in a variety of ways, according to teachers, including autonomy, motivation, and creativity. Teachers also indicated that PBL helps students acquire a range of skills and abilities, such as teamwork and critical thinking. Participants in this study however did not acknowledge all of these skills, probably because they were unaware of them. However, significant obstacles that students confront during PBL are a lack of time and a lack of materials. And for teachers the major difficulties are training, lack of time, lack of knowledge and lack of materials. Of course, there are other difficulties that teachers and students may encounter when implementing PBL. It's worth noting that the range of problems might vary depending on the curriculum, the topic students choose, teachers' PBL implementation experiences, and a variety of other reasons.

2.3 Limitations of the study and Suggestions for further research

2.3.1 *Limitations of the Study*

Several difficulties were encountered in the course of conducting this research. The obstacle undergone in the process of gathering the data needed for the practical phase of the research is the most obvious of these. Due to a paucity of teachers there were only five who use project-based learning it was possible to deal with a small sample and this is among the most significant shortcomings. Also, there is a necessity investigate Mila university students' perspectives of PBL, as well as its pros and challenges. Researchers will only be possible to get a

comprehensive picture of how PBL is adopted by putting into consideration both teachers' and students' perspectives.

The study adopted a qualitative research design. Therefore; the findings can't be generalized to a larger sample. There is also a requirement to undertake quantitative research in order to collect statistical data to measure the relationship between variables and academic achievement or motivation. Furthermore, it may allow researchers to test PBL and non-PBL populations in order to determine the impact of PBL on academic achievement or motivation, ultimately, due to the teachers' commitments to learners and administrative obstacles, completing a semi-structured interview took a lengthy time.

2.3.2 Suggestions for further research

Drawing a clear vision cut suggestions for further research based on what is encountered via running the analysis of the key data gathered through the research methods employed in the current study is of utmost importance.

The absence of essential materials and resources for PBL implementation was a matter of concern for the teachers in this study. The university administration could consider various options for resolving this issue. Solving this issue would likely lead to a better implementation of PBL in the future, since students would indeed be able to undertake PBL in any topic that they were enthusiastic in. Furthermore, teachers found a lack of knowledge to be a big issue. Teachers were discovered to be lacking in knowledge and expertise in a variety of aspects of PBL implementation, including organizing group work and dealing with actual tasks. In this respect, the administration may consider implementing republic PBL seminars and teacher training courses. Professors might discuss impending issues, receive comments on their work, and

exchange their proper techniques and experiences with instructors from other universities, as well as students should develop their research skills. i.e. they should be acquainted with the pillars of how to make research.

To bring this chapter to close, a comprehensive review of the revealed results was presented, followed by an analysis of the final findings, it showed that teachers perceive PBL as a self-learning, increases students' engagement and help learners understand difficult topics, it also reported the benefits of using PBL as skills development, academic achievements and collaboration as well as the challenges were lack of time, lack of knowledge and lack of materials. In addition, the study made several limitations and suggestions for effective reading instruction.

General conclusion

The aim of present study is to explore teachers' learning of project-based approach its benefits and challenges, the first chapter represented the conceptual framework of the study.

A qualitative method is used to collect the data necessary, a semi-structured interview was conducted with teachers. Moreover, the teachers were interviewed face-to-face for the purpose: investigating their perspectives vis-à-vis the benefits and challenges when implementing PBL. The data obtained throughout this research tool was discussed and interpreted.

The results of the data were discussed and analyzed, it was found that teachers perceive PBL as a self-learning tool; it increases students' engagement and helps learners understand difficult topics. Interviewed teachers reported the benefits of using PBL as skills development, academic achievements and collaboration, as well as the challenges such as the lack of time, lack of knowledge and lack of materials. A series of further suggestions and ideas were presented. The limitations of the work have been clarified as a final step in this section to highlight the challenges we encountered while doing our research.

On the final note, the present study is a qualitative research design, which means the findings cannot be generalized to a larger sample. It may allow researchers to test PBL and non-PBL populations in order to determine the impact of PBL on academic achievement or motivation. However, due to the commitments of teachers, completing a semi-structured interview took a lengthy time. Nonetheless, the absence of essential materials and resources for PBL implementation was a matter of concern for the teachers in this study. The administration

may consider implementing PBL seminars and teacher training courses. Students would be able to undertake PBL in any topic that they were enthusiastic in.

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Appendices

Appendix A: Teachers' Interview

Abdelhafid Boussouf University - Mila

Institute of Literature and Languages

Department of Foreign Languages

Branch: English

The aim of this interview is to discover your estimates and perspectives on using project-based learning approach at the department of Foreign Languages at Abdelhafid Boussouf University Center –Mila. Your contribution will be valuable for the completion of this research.

- How do you understand project based learning?
- How long have you been doing PBL?
- What are your thoughts on PBL as a learning method?

- What, in your opinion, are the benefits of adopting PBL?
- What are your thoughts on students' attitudes toward project-based learning?
- What are the challenges to implementing PBL?
- What factors could help you in resolving these issues?

Résumé

L'objectif de la présente étude est d'explorer les perceptions des enseignants de l'apprentissage par projet, ses avantages et ses défis. Les participants à l'étude sont cinq professeurs d'anglais au centre universitaire de Mila. Ils enseignent la psycho-pédagogie, la linguistique, l'expression orale, la didactique et la civilisation. Des entretiens semi-structurés ont été menés, une analyse thématique a été utilisée pour analyser et coder les données recueillies. L'étude a montré que les enseignants perçoivent le PBL comme une méthode d'enseignement utile qui stimule l'engagement des élèves et aide les élèves à comprendre des sujets difficiles grâce à l'auto-apprentissage et à l'apprentissage par la pratique. Les avantages de la mise en œuvre de PBL comprenaient la réussite scolaire, le développement des compétences et la collaboration. L'étude a également révélé les défis auxquels les enseignants sont confrontés, tels que le manque de temps, le manque de connaissances et le manque de matériel, les résultats de cette étude augmenteraient la motivation des élèves et fourniraient aux enseignants les compétences essentielles pour mettre en œuvre PBL avec succès.

الملخص

الهدف من هذه الدراسة هو استكشاف تصورات المعلمين للتعلم المعتمد على المشاريع ، وفوائده ، وتحدياته. المشاركون في الدراسة هم خمسة مدرسين للغة الإنجليزية في مركز جامعة ميللا. يقومون بتدريس علم النفس التربوي ، واللغويات ، والتعبير الشفهي ، والتعليم والحضارة. أجريت المقابلات شبه المنظمة ، واستخدم التحليل الموضوعي لتحليل وترميز البيانات التي تم جمعها. أظهرت الدراسة أن المعلمين ينظرون إلى التعلم الذاتي على أساس أنه طريقة تدريس مفيدة تعزز مشاركة الطلاب وتساعد الطلاب على فهم الموضوعات الصعبة من خلال التعلم الذاتي والتعلم بالممارسة. تضمنت فوائد التحصيل الأكاديمي وتنمية المهارات والتعاون. كشفت الدراسة أيضًا عن التحديات (PBL) تطبيق التعلم القائم على المشاريع التي يواجهها المعلمون ، مثل ضيق الوقت ونقص المعرفة ونقص المواد ، فإن نتائج هذه الدراسة ستزيد من تحفيز الطلاب .بنجاح (PBL) وتزود المعلمين بالمهارات الأساسية لتنفيذ التعلم القائم على المشروعات