

**An-Najah National University
Faculty of Graduate Studies**

**English Teachers' Awareness of
Project-Based Learning Strategy and
their Attitudes towards its Effectiveness**

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Dedication

*To all those who have supported me throughout the stressful days
and gave me the strength to turn my dreams into reality,*

To my dear father, the symbol of endless giving and love,

To my lovely mother, who has illuminated my path towards success,

*To my adorable brother Imad, who is my model of success and
perseverance,*

*To my dearest brothers, Moath, Baha'a and Zaid, who have
constantly encouraged and supported me to reach my goal,*

*To all my friends and colleagues, who were available at all times to
lend a helping hand when needed,*

I dedicate this work.

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Finally, I would like to express my deep gratitude to the English language teachers in Tubas governorate for their cooperation in answering the questionnaire.

الإقرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:


English Teachers' Awareness of Project-Based Learning Strategy and their Attitudes towards its Effectiveness

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degree or qualification.

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**English Teachers' Awareness of Project-Based Learning Strategy and
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Abstract

This study aimed at investigating the extent of English language teachers' awareness of project-based learning (PBL) strategy, their attitudes towards its effectiveness and the most important obstacles teachers face when applying PBL in their classes. The study examined the effect of the following variables (gender, experience, academic qualification, level of teaching stage and place of graduation) on teachers' attitudes.

To achieve the aim of the study, the researcher developed a 39-item questionnaire consisted of three domains: Teachers' awareness of PBL, the effectiveness of using PBL, and the obstacles of applying PBL in the English language classroom. The questionnaire was distributed to (99) male and female English language teachers in the governmental schools in Tubas governorate. Only (76) questionnaires were received and this number was adopted as the final sample size of the study.

The results of this descriptive study revealed that teachers are highly aware of the benefits of PBL and have positive attitudes towards its effectiveness in teaching English. However, the results showed that there are a number of challenges that hinder the successful implementation of PBL such as, lack of facilities offered by schools including multimedia

centers, laboratory classrooms and flexible learning areas that facilitate group work, lack of time, group work problems, disciplinary problems, crowded classrooms, evaluating students' work, selecting topics suitable for PBL and the difficulty of teaching the curriculum by the use of PBL.

Additionally, it was found that there were no statistically significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL strategy and their attitudes towards its effectiveness due to gender in the first and second domains, but there were differences in the third domain and the total score in favor of male teachers. As for the variable of teachers' academic qualification, it has an effect in favor of master degree holders in the first and second domains, but in favor of bachelor degree holders in the third domain. There were also significant differences in the teachers' awareness of PBL and their attitudes towards its effectiveness due to the level of teaching stage in favor of the basic and secondary stage. However, there were no significant differences in the teachers' awareness of PBL and their attitudes towards its effectiveness due to years of experience and place of graduation.

In the light of these findings, the researcher recommended the necessity of enriching the Palestinian curriculum with authentic content, training teachers and students on the effective use of PBL and providing the required resources and funding to implement PBL.

Chapter One

Introduction and Theoretical Background

1.1 Introduction

1.2 Theoretical Background

1.3 The Statement of the Problem

1.4 Aim and Objectives of the Study

1.5 Research Questions

1.6 Research Hypotheses

1.7 Significance of the Study

1.8 The Limitations of the Study

1.9 Operational Definitions

1.10 Summary

Chapter One

Introduction and Theoretical Background

1.1. Introduction

Throughout history, language has been considered the cornerstone of the cultural and intellectual development of societies. It has been adopted as the primary means of communication and self-expression among individuals. One of the most important languages that is widely used these days is English as it has become an international language accredited in all areas of life, especially education. In this regard, the educational institutions in most countries have adopted English as a core subject to be taught to students at all levels in schools. Palestine was one of these countries that realized the value of teaching English language as a necessity for the individuals' success in the future (Bianchi & Razeq, 2017).

Due to the fact that the progress of any society is essentially linked to the quality of the provided education, continuous development is essential to meet the changing needs and interests of individuals. Accordingly, teachers should bring new innovations and tailor their teaching methods to keep pace with the current era and to produce an educated generation able to use the acquired knowledge to deal with the daily problems.

Preparing students to deal successfully with the different challenges and problems they encounter in the real world can be achieved by moving away from the traditional teacher-centered styles of teaching that are

mainly based on memorization, repetition and imitation. Instead, teachers should employ modern teaching methods that equip students with the necessary skills to help them improve their thinking and overcome the challenges of today's world. They also need to create an interactive classroom environment where students are actively involved in various activities which in turn stimulate their thinking, motivation, creativity and imagination. Consequently, students' role changes from being passive to active while the function of teachers shifts from directors to helpers and facilitators of learning (Essien, 2018).

Teaching English as a foreign language (EFL) is often a challenging profession that requires a great effort from the teacher in order to deliver the information successfully. Students tend to be highly dependent on the teacher for knowledge. Therefore, teachers should search for appropriate teaching methods and strategies that develop students' language skills and enhance their ability to communicate fluently. Based on Putri, Artini, and Nitiasih (2017), the appropriate strategy is not only expected to develop the academic performance of students but also to improve their ability to manage their learning as well as to gain knowledge through experiencing different situations.

One of the most effective, motivational and modern teaching strategies that raises students' desire toward learning and equips them with the necessary skills required these days is project-based learning (PBL). PBL is a style of teaching that combines knowing and doing. It gives

students an active role and directs them to apply what they know to respond to real-world problems and challenges through the process of investigation. The teacher proposes several topics and encourages students to choose the topic that interests and inspires them. Then, the teacher poses an open-ended question such as "How can we protect animals from becoming endangered?" to stimulate students' thinking. In this case, students are given the opportunity to address the question by proposing a project that reflects their interests. They may choose to create posters or a video to raise the awareness of the public to refuse buying products made from animals and to donate money to the institutions that protect these species from extinction.

According to Moss and Van Duzer (1998), PBL is simply viewed as a pedagogical approach that encourages students to learn primarily by doing. It places students in situations that closely resemble real life where they are asked to collaborate and communicate with each other to solve a specific problem or develop a meaningful product over a period of time which may span several weeks or months. Besides, Bell (2010) demonstrated that PBL is an innovative learning approach where students learn through the process of inquiry and are required to work in small groups and use their prior knowledge to solve a particular problem in the form of a project.

Integrating PBL strategy within the teaching process helps to develop multiple skills for students that cannot be observed when using

traditional teaching methods. It seems that this strategy creates a positive atmosphere that helps to reveal and refine these skills and abilities to be used in the future, including language skills (speaking, listening, writing, reading) and the twenty-first century skills (communication, critical thinking, problem-solving and creativity) that have become an urgent need for all individuals these days.

More importantly, PBL engages students with high levels of thinking that can be activated when they encounter unfamiliar problems, situations or questions which helps them grow intellectually and reinforces their performance in the future. Poonpon (2017) emphasized that PBL usually results in increasing students' willingness to learn as well as enhancing their positive feelings such as sense of self-confidence, autonomy, enthusiasm, intrinsic motivation and self-esteem which in turn improves their language skills. Consequently, the absolute goal of PBL is not only to deepen and broaden student's knowledge of a particular topic, but also to develop his/her personality.

The major difficulty in learning a foreign language is the ability to use it to communicate spontaneously and meaningfully in different situations. Students are often influenced by their native language, leading them to translate words literally which makes their speech incomprehensible to native speakers. For effective communication, students need to develop their knowledge of the foreign language including its culture, values and beliefs.

Kean and Kwe (2014) indicated that PBL is one of the most appropriate strategies for teaching culture, which is a key component to learn foreign languages. It is not possible for any student to master the language without mastering the cultural contexts in which it occurs because each language has its unique system that differentiate it from others. This strategy is an ideal option to help students overcome the cultural and social variations between the languages and paves their way to produce the language correctly in the appropriate context and situation.

Culture can be taught in PBL classrooms when students are exposed to authentic material, which are what native speakers use in their daily life. In doing so, students will gain unparalleled insight into how the language is used on a daily basis by native speakers. Also, teachers can ask students to compare their own culture with that of the target language to explore the similarities and differences between them.

In the world of teaching, it is the teachers' responsibility to help students develop their language skills to deal with the increasing demands of this century (Caraballe, 2015). Regrettably, most EFL learners have limited opportunities not only to be exposed to native speakers, but also to use the language for communicative purposes in real world settings which in turn poses serious challenges to master the language successfully. So, teachers need to match as closely as possible the classroom activities with the real world by employing appropriate teaching strategies, as PBL. Such type of strategy helps break the routine and encourage a more active, varied

and vivid learning. In fact, it is not clear what attitudes Palestinian EFL teachers have towards this strategy or what factors affect those attitudes. Hence, this study is designed to explore English language teachers' awareness of PBL strategy as well as to investigate their attitudes towards its effectiveness.

1.2 Theoretical Background

Learning theories are considered the fundamental pillar for selecting intelligent and appropriate teaching strategies to facilitate students' learning (Ertmer & Newby, 1993). There are many theories that support project-based learning. This part reviews the most important of these theories and how they relate to PBL strategy:

According to Jumaat, Tasir, Halim and Ashari (2017), the idea of project-based learning revolves mainly around constructivism which was developed by Jean Piaget (1973). This theory states that knowledge is not acquired but constructed by students when they are encouraged to think critically to explore solutions to various real-life problems in an interactive environment. PBL shares constructivism theory in its assumptions and principles about learning and teaching. First of all, learning is an active process in which the student's role shifts from being passive information processor to an active constructor of knowledge. Moreover, learning is inseparable from the real life and should be contextualized to reach the optimal results. Also, learning does not start from nothing. Instead, it is a mental process through which students build new knowledge based on their

previous knowledge and experiences. Therefore, students are stimulated to take the responsibility of their own learning, create their own interpretations and apply their prior knowledge in new contexts, which in turn deepens their understanding and develops high levels of thinking competencies.

Brooks and Brooks (1999) emphasized the value of constructivism theory, claiming that in constructivist classes, learning occurs when knowledge is formulated in a social environment. The learning process is determined by students' interests, needs, current knowledge, and level of experience. Consequently, the process of constructing knowledge differs among individuals even if they have the same learning experiences. This refers to the fact that each student has his own characteristics that differ from others such as the preferred learning styles, the ways of thinking and the prior knowledge of languages. For this reason, no two students in the same class possess the same abilities. So, the speed of their absorption of information and the quality of their outputs vary according to these characteristics.

Additionally, there is a strong relation between PBL and social constructivism theory which states that knowledge can be constructed through social interaction. This theory focuses on individual's learning that takes place as a result of his/her interactions with others. It claims that individuals are active contributors in the creation of their knowledge with the purpose of understanding and interpreting the actions and events in the

world. Therefore, knowledge development results primarily from interaction in social and cultural settings and is inextricably linked to real-life contexts and past experiences. For example, students learn through their interactions with their teachers, classmates, and parents (Roessingh & Chambers, 2011).

PBL is also very closely aligned to the experiential learning theory which is based on the idea that the individual's knowledge is gained by interacting with the surrounding environment and having new experiences. In this case, learning occurs as a result of observation, feeling, perception, discovery and thinking (Fragoulis & Tsiplakides, 2009). To sum up, learning is inseparable from the environment and is constantly acquired through the process of practicing.

Relatedly, Koutsoukos, Fragoulis and Valkanos (2015) emphasized the valuable role of the environmental factors in promoting lifelong learning. In environmental learning, activities are driven from students' real-life experiences which in turn increases their participation, helps them develop new ways of thinking and rises their ability to adapt to the real world. Moreover, learning through experience increases students' sensitivity towards the environmental issues which allows them develop better understanding of these issues.

PBL is in conformity with Critical Discourse Analysis (CDA) approach that views language as a form of social practice. CDA aims to examine how knowledge is socially constructed in the classroom. Its

implementation in EFL teaching develops students' ability to analyze the relationship between the language and its social context. What is useful about this approach is that it enables students to understand the actual meaning behind what is said, then they will be able to respond correctly (Wodak & Meyer, 2001). PBL provides rich opportunities for students to observe language in use by actively participate in social contexts and examine how context and culture relate to social actions and practices.

The Zone of Proximal Development is another theoretical framework for PBL developed by Lev Vygotsky. It is known as the difference between what students can do on their own and what they can achieve with the help and guidance of a person who is more knowledgeable than them. The theory claims that, through this process, the teacher can scaffold students and develop their ability to rely on themselves in solving problems through social interaction. By following this way, students become gradually independent and more able to take risks in dealing with the challenges they encounter and perform specific tasks, that are a little above their level, without any help. These tasks serve as indicators that reflect the actual intellectual abilities of each student, which enables the teacher to determine the amount and quality of interventions the student needs to boost his/her ability in completing the task autonomously (Shabani, Khatib & Ebadi, 2010).

Further, PBL is associated with the cognitivism theory. During learning, students are required to use many internal mental processes such

as analyzing, synthesizing, evaluating, comparing, interpreting, drawing conclusions and brainstorming. This improves their ability to take the initiative in their own learning and gain independence of constructing their own understanding of a specific content which contributes to the development of their intellectual abilities as well as their ability to reach brilliant outcomes (Gewurtz, Coman, Dhillon, Jung & Solomon, 2016).

1.3 The Statement of the Problem

Despite the widespread awareness of the importance of teaching and learning English in the current century, most of the Palestinian EFL teachers complain that students suffer from poor performance in English classes in addition to their belief that English is the most difficult subject taught in school (Sorour, 2009). Students lack the ability to use and produce English language in a comprehensible manner, whether orally or in writing. This is largely attributed to the influence of their mother tongue (Arabic) on learning English on the one hand, and the lack of communication with other cultures and exposure to authentic content on the other hand. Exacerbating this problem, some teachers are still stuck with the old teaching methods that primarily depend on transforming information to students to preserve. So, the results of the exams become the maximum ambition sought by students which do not reflect the extent of their knowledge. Regrettably, this leads to confining students' attention towards achievement rather than production, which in turn results in deteriorating the cognitive level of students and reducing their ability to think critically of the surrounding phenomena.

1.4 Aim and Objectives of the Study

This study aimed to investigate English language teachers' awareness of PBL strategy and their attitudes towards its effectiveness.

The Objectives of the Study

This study tried to achieve the following objectives:

1. To find out the extent to which English teachers are aware of PBL strategy.
2. To find out teachers' attitudes towards the effectiveness of PBL.
3. To find out the obstacles facing teachers when applying PBL in English language classrooms in Tubas governorate.
4. To find out if there are any significant differences in English teachers' awareness of PBL and their attitudes towards its effectiveness due to the variables of gender, experience, academic qualification, level of teaching stage and place of graduation.

1.5 Research Questions

This study sought to answer the following questions:

1. To what extent English teachers are aware of PBL strategy?
2. What are the attitudes of English language teachers towards the effectiveness of PBL?

3. What are the obstacles facing the application of PBL in English language classrooms in Tubas governorate?
4. Are there any statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL and their attitudes towards its effectiveness due to the variables of gender, experience, academic qualification, level of teaching stage and place of graduation?

1.6 Research Hypotheses

The fourth question underlies the following hypotheses:

1. There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL and their attitudes towards its effectiveness due to the variable of gender.
2. There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL and their attitudes towards its effectiveness due to the variable of teaching experience.
3. There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL and their attitudes towards its effectiveness due to the variable of academic qualification.
4. There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL and their attitudes towards its effectiveness due to the variable of the level of teaching stage.

5. There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL and their attitudes towards its effectiveness due to the variable of place of graduation.

1.7 Significance of the Study

The importance of conducting this study stemmed from the invaluable benefits of incorporating PBL strategy into the teaching environment on the one hand, and the lack of relevant research in the Arab world in general and Palestine in particular on the other hand.

It is hoped that the findings of this study will be helpful for teachers since it gives them the opportunity to think of their teaching methods and gain a deeper understanding of the effectiveness of PBL so they will definitely be able to apply it effectively in the future. Furthermore, this study will raise the awareness of the policy makers and the supervisors toward the necessity of training teachers on the use of such type of strategies to develop students' thinking levels and improve their academic achievement. It is also hoped that this study will stimulate the curriculum designers to enrich the textbooks with interesting and authentic activities that create harmonious and collaborative environment.

1.8 The Limitations of the Study

This study had the following limitations:

1. Locative limitation: This study covered English language teachers in the governmental schools in Tubas governorate.

2. Temporal limitation: The study was planned to be carried out within the first three months of the second semester of the academic year 2019-2020.
3. Human limitation: The population of this study consisted of (99) male and female EFL teachers in the governmental schools in Tubas governorate during the second semester of the academic year 2019-2020.
4. Topical limitation: The study explored the awareness of English language teachers about PBL strategy, their attitudes towards its effectiveness and the most important obstacles teachers face when applying PBL in their classes. It also aimed to find out the influence of the variables of (gender, years of experience, academic qualification, level of teaching stage, and place of graduation) on teachers' attitudes towards PBL.

1.9 Operational Definitions

Here are definitions of some helpful terms related to the study:

1. **Teaching Strategy:** According to Zohud (2015), teaching strategies are the approaches that teachers use in their classes to increase students' involvement in the lesson with the intent of improving their communicative competence. In this study, teaching strategy refers to a structured plan includes the techniques, methods and procedures that are used to help the teacher explain the lesson content, achieve the desired goals and facilitate students' learning.

- 2. Project-based learning:** PBL is described as "a student-centered instruction that occurs over an extended time period, during which students select, plan, investigate and produce a product, presentation or performance that answers a real-world question or responds to an authentic challenge."(Holm, 2011, p.1). According to this study, PBL can be defined as an interesting way of teaching that emphasizes the value of learning through the practical experience and motivates students to take an active part in language learning as they are stimulated to find solutions to authentic problems which in turn develops their language skills and leads to sustain and deep learning.
- 3. Attitudes:** "Attitudes are usually defined as a disposition or tendency to respond positively or negatively towards a certain thing such as an idea, object, person or situation." (Rasti, 2009, p.111). In this study, the term attitudes simply means the psychological tendencies of individuals which express their feelings or opinions about a specific person or thing.

1.10 Summary

In this chapter, the researcher presented a brief introduction of the study topic, which showed the necessity of changing the way English is taught in the Palestinian schools and replacing the traditional ways of teaching with new ones that equip students with the skills needed to succeed in the current century. This study addressed project-based learning (PBL) as one of the most modern strategies that helps students to develop high degrees of English competency.

Although there have been many studies that have demonstrated the positive impact of the use of PBL on the educational process, no studies have been conducted in Palestine to show the extent of English teachers' awareness of this strategy as well as their attitudes towards it. Thus, this study tried to fill this gap and to explore how teachers perceive PBL, and to what extent it is applicable in their teaching.

Chapter Two

Review of Related Literature

2.1 Introduction

2.2 Related Studies

2.3 Summary

Chapter Two

Review of Related Literature

2.1 Introduction

This chapter mainly deals with issues related to the subject of the study which are presented in three parts. The first part consists of ten subsections presented as follows: teaching strategies, the definition of PBL, types of projects, the history of PBL, features of PBL, PBL implementation procedures, forms of assessment in PBL, improving communicative competence through PBL, the role of the teacher and students in PBL, and the benefits and difficulties of PBL. In the second part, a number of related previous studies are reviewed. Finally, the third part presents a summary for this chapter.

2.1.1 Teaching Strategies

When we hear the term classroom, we often think of a large class led by a teacher who serves as the main producer of information while students are totally passive, obedient and required to retain what is taught to them. It is clear that the traditional teaching methods have become insufficient to meet the needs of individuals or to comply with the requirements of the current century. So, the need arose to search for alternative strategies that make language teaching more learner-centered (Garrett, 2008). In other words, it is crucial to choose appropriate strategies and methods that place learners at the heart of the educational process, increase their involvement and reverse their role to be the main players in the class. According to

Brown (2000), teachers must realize that there is no such thing called the best method of teaching as the choice of any method depends on an analysis of students' needs, level, age and interests.

The main idea of the learner-centered approach is that students have more responsibility of their own learning and are more aware of their own goals which promotes their autonomy. The selection of the content and teaching strategies is based on analysis of students' needs and learning styles. Simply, teachers need to look for better ways of teaching that increase students' awareness regard how to learn. This can be achieved by creating a milieu rich of meaningful interactions which develops students' communicative competence and directs their attention toward the function of language rather than its form (Darsih, 2018).

One of the better known examples of learner-centered methods that support students' learning, increase their engagement and turn the classroom into a mirror that reflects the real world is project-based learning (PBL). Kubiak and Vaculová (2011) proved that PBL is superior to the traditional methods of teaching in developing students' abilities with regard to teamwork as well as thinking and problem solving skills.

2.1.2 What is PBL?

The concept of project-based learning has been addressed by many authors in different ways as the following:

Project-based learning, as the name implies, is an educational model designed around projects (Morgan, 1983). For Eyring (1997), projects are

authentic assignments that immerse students with content derived from the real life where they are required to use their knowledge and communicate extensively with each other to attain effective solutions for a specific question or a real challenge over an extended period of time. Indeed, project work is not limited to deal with the content presented in the textbooks, but rather enables students to dig deeply and acquire knowledge and skills beyond the content. In addition, he proposed three features that distinguish projects from other learner-centered communicative approaches. First, students are given an active role in developing the syllabus where the teacher negotiates with students and listens to their suggestions. The next feature is that students can research deeply on a single topic for long periods of time. The final distinguishing feature is that projects can serve as an assessment tool for students' work.

Legutke, Thomas and Candlin (2014) stated that a project is a practical teaching strategy that maximizes students' learning by engaging them in meaningful activities where they have the freedom to choose the topics they wish to work on and are required to take an active part in accomplishing various tasks through gathering information, discussing, brainstorming, planning and solving problems in order to reach valuable learning outcomes. Hence, students gain deeper understanding of what is taught because they learn the language in a natural context.

Project-based learning (PBL) is one of the active learning approaches that involve all students, as active participants, in the learning process

through performing activities that include discussion, interaction, and communication. This, in turn, stimulates students' higher-order thinking skills and develops their critical eye to deal with the problems in-depth, not superficial manner, so that they are invited to transfer, connect and apply their knowledge appropriately. In such situation, students gain a greater degree of independence and responsibility. Actually, active learning is often opposed to traditional teaching where lessons are based on a rigid plan and students are merely passive listeners (Felder & Brent, 2009).

As defined by Grant (2002), PBL is a wonderful teaching method that demonstrates the diversity of students in terms of their abilities, interests and preferred learning style. Apparently, this strategy culminates in unique results which reflect students' different personalities, intelligences, talents in addition to their different ways of thinking.

According to Thomas (2000), PBL is a teaching model in which learning occurs through participating in accomplishing purposeful projects that are based on "driving questions" (p.1). He claimed that there are five criteria for projects through which we can judge whether or not they are an example of PBL. First, the curriculum in PBL is built around projects that are considered the central teaching strategy as well as the main tool for learning the content. Second, projects are based on provocative questions that are relevant to the content and promote students' intellectual abilities to find powerful solutions. Third, projects train students to construct knowledge by their own through the processes of inquiry, analyzing,

designing, and taking-decisions. The next criterion is that students are placed at the center of the teaching process where they have an active role and are given the freedom to select, process and carry out their projects while the teacher acts as a facilitator and resource of information. Finally, in PBL, projects are derived from reality and give a sense of authenticity as they direct students' efforts toward solving problems they may encounter in the real-world.

In Marwan's (2015) view, what distinguishes project-based learning from regular projects is that the final product of PBL is not predetermined or takes a restricted path specified by the teacher, but students have too much freedom to choose the topics, resources, distribution of the responsibilities, and the way to present the final products. So, unexpected and unique results can be obtained.

2.1.3 Types of projects

Projects can be categorized in several ways according to many factors. North (1990) classified projects into four types according to information sources. Firstly, community projects where students collect information from the local community through questionnaires, letters and interviews. library projects, where the library is the main source of information that students need in the process of searching for specific topics to complete the project. The next type is case studies, which describe the process of searching for solutions to a specific problem. Finally, practical projects where students are involved in experiments and execute

projects in a practical way to achieve the target goals (as cited in Keleş, 2007).

Legutke and Thomas (1991) suggested another classification for projects. They divided projects into three types. First, class correspondence projects which refers to the messages that students exchange with other students from different areas, cultures and countries. Second, encounter projects which are projects that afford students opportunities to communicate with native speakers. Third, text projects that foster students' ability to deal with different texts in English language (as cited in Hedge, 1993).

Besides, projects vary according to the degree of the teacher and students' contribution in determining the nature and sequence of activities in project work. Henry (1994) proposed three types of projects: Structured projects which lack flexibility and are mostly determined and organized by the teacher regarding the methods, material, topics and presentation; unstructured projects that are largely organized by students themselves; and semi-structured projects that are developed by both the teacher and students and are more flexible to changes according to students' recommendations (as cited in Stoller, 2002).

2.1.4 The history of PBL

The concept of project-based learning was first suggested in the late 1890s by John Dewey who stressed the importance of learner-centeredness, hands-on activities and experiential learning. He developed this concept

with an emphasis on the role of learning by doing in deepening students' understanding and improving their personal and language skills. Later, William Kilpatrick, Dewey's student, elaborated the concept of PBL extensively in the early nineties in his book "The Project Method" (1918), indicating that learners learn best when knowledge is acquired in real-life contexts through which they are given the opportunity to interpret, negotiate, explore and construct knowledge. Therefore, learning is likely to be preserved for a long time (As cited in Kubiátko & Vaculová, 2011).

According to Eyring (1997), the value of integrating projects in the classroom environments was not realized till the mid-seventies. Teachers began to use it to enrich their classes with meaningful discussions where learning can be acquired through inquiry, experiences and collaboration which play a great role in shaping learners' personality and creating a more responsible generation.

2.1.5 Features of PBL

In essence, PBL has appeared as one of the most effective educational strategies in the current century, as it supplies students with appropriate contexts that enable them construct their knowledge by completing a specific task they are interested in (Bender, 2012).

Although projects have presented in different ways and from many perspectives, Stoller (2002) mentioned that they share several features. First, projects focus primarily on learning the content instead of learning

specific linguistic aspects. The content is drawn from the real-world to make learning more interesting. Second, although projects are student-centered, teachers have a powerful influence in facilitating students' learning and offering guidance during the work. Third, projects create a cooperative, non-competitive atmosphere that allows students to help and support each other to complete the project. Fourth, projects encourage authentic incorporation of skills and knowledge from multiple sources. Next, project work results in a tangible product that students present and share with others. In fact, the actual value of this type of activities lies not only in the final product but also in the process followed during the work. Finally, project work is challenging, empowering, and motivating. It increases students' ability to direct their own learning which improves their language skills as well as build their sense of independence and confidence.

According to Helle and Olkinuora (2006), PBL includes some features. Firstly, PBL is oriented toward a specific problem, which means that learning activities are mainly centered on a highly motivating problem or a question that students pursue effective solutions by refining the questions, collecting data, discussing their ideas, and designing good plans. The next feature is constructing a concrete product, where students have to think carefully and analyze the whole aspects of the problem to generate a final tangible artefact. Students' control of the learning process has been adopted as another feature of PBL that provides space to take decisions related to the content, sequence as well as the speed of work.

Besides, Schutz (2018) summarized the characteristics of PBL as the following: PBL directs student's attention towards a challenging open-ended question, a problem or a real challenge in order to find logical solutions, PBL stimulates students to build upon their prior knowledge to construct new one, students learn through the inquiry process, PBL stimulates students' communication, critical thinking and collaboration skills which represent the 21st century skills, it gives students the freedom in choosing the topics they wish to work on, students are provided with meaningful feedback and are given the chance to review and refine their project plan, and finally, students exhibit the results of their efforts in the form of a presentation that includes the main problem, the research procedures and the end product.

2.1.6 PBL implementation procedures

Each project results from a series of steps that must be carefully planned to take the full advantage of its implementation, bearing in mind that students must actively participate in planning by defining the goals they seek to achieve individually and in groups, which increases their independence and responsibility, Papandreou (1993) summarized six phases for any project:

- **Preparation:** at this stage, the teacher presents engaging topics to students and increases their motivation to learn. Students begin discussing the topics with their teacher and asking questions to get more detailed information.

- **Planning:** after completing the discussion, the teacher and students reach to an agreement concerning the sources, the methodology, evaluation procedures, presentation styles and the distribution of responsibilities to all team members. Accordingly, the teacher develops a plan that helps to keep the focus on the goals and outlines the standards upon which the assessment and evaluation process will be based.
- **Research:** students collaborate with each other, investigate and collect the necessary information from different sources such as books, questionnaires, internet, interviews, etc.
- **Results:** students analyze the collected data and draw their findings.
- **Presentation:** students present their findings to the teacher and the whole class or to a public audience (parents, friends, etc) through the technique they chose previously. This stage can be the main motive for students to do their best in the work and be proud of their results.
- **Evaluation:** the teacher evaluates students' work considering their effort during the previous stages as well as their final product.

Similarly, Habók and Nagy (2016) contended that the planning of PBL classes is a challenging task, as it requires an extensive effort in all the steps in order to reach the desired results. Initially, teachers need to expose students to topics that are closely related to reality to attract their attention. To achieve this, teachers need to conduct a short discussion with students, so that their views are taken into consideration and should be given the

opportunity to take-decisions concerning the topics they want to work on, which makes them feel more involved in the work. Then, the teacher poses a driving question that will guide the project and stimulate students' thinking. He should be creative when developing this question, bearing in mind that it can only be answered through the inquiry process and should direct students' attention toward specific information they may need to deal with the problem. After that, a good plan should be designed to outline the necessary steps to be followed. Planning should include the distribution of roles, the organization of activities and groups and the determination of the required time. More importantly, teachers have to make sure that all students are able to participate in accomplishing the project and that the required resources are available to all of them. Finally, students exhibit the consequences of their work in several forms such as website, presentation, poster or a report. As for the evaluation process, it takes many forms such as peer-evaluation, teacher evaluation and self-evaluation where students are given the opportunity to think about and reflect on their work.

Trisdiono (2014) asserted that there are many characteristics for the questions being prepared for PBL environments. The questions must be broad in scope to reflect the real life, allowing students to make a connection between the classroom environment and the external environment. Also, it is important to formulate provoking and challenging, but not too difficult, questions to arouse students' interest and stimulate their imagination and critical thinking to improve their ability to deal with the problems smoothly.

2.1.7 Forms of assessment in PBL environments

The assessment process in PBL activities is an important pillar that reflects the extent to which the results are consistent with the previously set objectives. However, it is very critical to clarify the rubrics on which the assessment process is based through purposeful discussions with students that define the project objectives, the content, and the way groups work to achieve the goals. These rubrics either provide a comprehensive or an analytical description for the performance. Based on these rubrics, students be more able to imagine the final results, which helps them formulate a plan that guides them on the right direction during their work (Bender, 2012).

It is essential to realize that the assessment process does not only focus on the final product, but also on students' performance throughout the work. It includes assessing the quality of the content, determining the suitability of the question to the content of the lesson, gauging its readiness to meet students' needs and interests, and checking the progress of the group. For a better assessment, students need to be informed with the requirements of the project in addition to the expected final product. The assessment process can be conducted in various forms such as self-reflection by which students can define and be aware of their weaknesses and strengths, enabling them develop their strengths and address their weaknesses. They can assess their work either after completing the task to check the quality of the final product, or during the work to examine the quality of its progress. Peer-reflection and group-reflection can also be

beneficial forms of assessment in PBL environments through which students can evaluate the work of their classmates, provide constructive feedback and exchange their experiences (Kavlu, 2015).

Hunaiti, Grimaldi, Goven, Mootanah and Martin (2010) stressed that teachers need to be flexible and use different types of assessment in PBL classes to assess each student subjectively because students differ in their levels, individual difficulties and learning styles. They presented two types of assessment: formative assessment, which is described as an ongoing process conducted during the work in the purpose of diagnosing and improving students' level, and summative assessment that is used at the end of the project to evaluate students' achievement and measure how much knowledge a student has grasped. Teachers need to make their feedback as positive as possible and encourage students to take it into account to make their performance better.

In fact, the assessment in PBL is an arduous task for teachers, especially in large classes since it requires a great focus on both individual and group work. To get a good quality final product, teachers need to utilize continuous assessment throughout all the stages and offer on-time feedback (Harmer, 2014).

2.1.8 Improving communicative competence through PBL strategy in EFL classes

Integrating PBL into the teaching process creates an atmosphere full of meaningful interactions where students are encouraged to communicate

with each other and exchange their ideas. This interaction promotes authentic learning, expands students' knowledge and develops their communicative competence.

The term communicative competence refers to the individual's ability to use the language appropriately to communicate in authentic situations using the right utterances and expressions, which is the key to social acceptance. Hymes (1972) illustrated that being a good communicator requires not only the ability to use the language correctly (linguistic competence), but also appropriately (communicative competence). In other words, any language user should have the knowledge of language codes including the usage of grammatical rules and vocabulary and how to combine them to convey correct meaning. It is also very important to have the knowledge of sociocultural rules that help individuals determine what kind of utterance is appropriate for the situation, topic, and people they talk to.

2.1.9 The role of teachers and students in PBL

Perhaps the ideal way to successfully implement project-based learning is to define the role of both the teacher and the student in the learning environment. Teachers should realize that this style of teaching requires a comprehensive change in their role, unlike the way they were used to in the old teaching methods.

In PBL, the teacher's role moves from being the deliverer of information into a guide and facilitator of learning. As opposed to the

traditional role of the teacher, students' opinions and choices are essential elements in PBL classes which appear through debates and negotiations, as they are given the freedom to select the ways to address the problem and present their findings, which in turn increases their curiosity and enthusiasm. So, teachers have to be democratic, interact with their students and be good listeners for their suggestions. During the work, the teacher has to pay close attention to how students are progressing and should act as a mentor, provide the necessary assistance when needed and show tolerance for ambiguity (Madoyan, 2016). The more the teacher is receptive and comfortable to his new role, the higher the quality of student performance is gained.

According to the constructivist learning theories, the role of teachers shifts from “sage on the stage” to “guide on the side”. These theories place students at the center of the learning process and consider them more than merely empty vessels need to be filled with knowledge. Students are given a more active role, where they are involved in meaningful discussions that motivate them to rearrange their existing knowledge to produce new one. Simply, teachers are seen as facilitators whose responsibility is to present the content of the material in an obvious manner that allows students to interact with it and make sure that students are totally immersed in the learning process (King, 1993, p.30).

Larmer, Mergendoller and Boss (2015) overemphasized the critical role of the teacher for the successful application of PBL, explaining that the teacher's ability to manage the classroom, expect difficulties, define the

desired learning goals, create meaningful and positive interactions with students, support students when necessary, deal with students' individual differences and provide good explanation of the content are all major factors that greatly contribute to the success of PBL. In addition, they claimed that PBL strategy allows teachers to develop students' autonomy gradually through the scaffolding process. This is accomplished by breaking down the difficult tasks into small parts to make it easier for students to complete them successfully, as the teacher uses modeling, and provides assistance when needed. Hence, scaffolding helps students to be successful in PBL.

Therefore, not all teachers are suitable for implementing project-based learning, they must be adequately qualified, creative and possess the necessary skills and knowledge to use it properly. Chenfeld (1987) wrote in his book " Creative teachers can transform ordinary learning into a magical moment. They can translate routine lesson plans into memorable experiences. They can present facts in such original ways that the facts fuse with other, deeper understandings and result in exciting discoveries for the students." (p. 36).

As for students' role in PBL environments, they are given enough freedom to select the topics and the methods to be used in accomplishing a specific task satisfactorily. They have to define the problem, gather the necessary information, ask questions, set expectations, think critically, participate in discussions, support each other and draw conclusions. After

presenting the project, they are offered adequate time to evaluate and reflect on their work (Donnelly & Fitzmaurice, 2005).

According to Collier (2017), PBL requires students to take the responsibility of their own learning by identifying specific roles for each member in the team. They also need to play the role of being decision makers regarding the topics of the project as well as the form of presenting their end products. Another critical role for students in PBL environments is to monitor their work. Every team can select a leader whose responsibility is to direct the members to use the target language, make sure that all have a chance to participate and remind each member of his duties to carry out the project successfully.

2.1.10 The benefits and difficulties of implementing PBL

Project-based learning is considered a beneficial strategy that reflects positively on the educational process in general, teaching English as a foreign language in particular.

According to Aksela and Haatainen (2019), there is an effective role of PBL strategy in terms of enhancing classroom discipline and creating a pleasant and harmonious environment, explaining that PBL facilitates the process of managing and organizing students due to the fact that students take the most burden of the work. Therefore, involving them in the learning process makes them more eager to learn and less interested in interrupting others or creating a disturbing and uncomfortable atmosphere.

Kubiatko and Vaculová (2011) demonstrated that PBL helps teachers create good and warm relationships with their students, since they are given the chance to work with and understand every student. In this case, students become more open with the teacher and more confident in expressing their opinions and asking questions to improve their learning habits and expand their knowledge.

PBL strategy derives its strength from the fact that it gives students an opportunity to be engaged in a wide range of practices through which they feel close to reality and get better and deeper understanding of the subject, claiming that the long duration of research helps students focus more deeply on specific aspects of the subject and get detailed information about it. This means, getting into an experience is the best way to learn something (Thuan, 2018).

One of the most important skills that distinguishes PBL from traditional teaching strategies is collaboration. It can be considered the core of such kind of strategies, where students work in small groups and distribute the roles for each member to maximize their learning. This is in line with what was written by Bender (2012) " As students become adept in PBL instructional experiences, they will also become seasoned team players who are used to planning activities as a team, specifying roles for various team members, working together to solve problems, supporting each other ideas, and offering appropriate and helpful peer evaluations of each other's performance." (p.52)

PBL has also a dynamic role in improving students' academic achievement and increasing their motivation. Larmer et al (2015) wrote that "PBL will inspire and motivate passive students, restore the joy of teaching, rebuild communities, help solve world problems, and ... dramatically raise test scores! " (p.2). Besides, they claimed that the ability to collaborate and interact with others increases when working on a specific project, which reflects positively on students' social skills, communication competence and time-management ability.

According to Donnelly (2005), technology plays a valuable role in facilitating students' work when implementing project-based learning strategy. In PBL, students are stimulated to use technology and the Internet to collect the necessary information and communicate with the world outside the classroom. Also, its use provides students an opportunity to access useful websites such as libraries that enrich them with the information they may need to complete a real task and create high quality products. In addition, technology offers an opportunity to publish the work and share it with others, allowing for great chances to exchange the opinions and experiences and get helpful feedback, which may constitute an effective tool for evaluation.

Briefly, PBL seems to be a multi-benefit strategy and incorporating it into EFL classes offers teachers remedies for common problems they face. Despite the many benefits of this strategy as mentioned above, there are some challenges that hinder its successful application in the learning environment.

One of the most important challenges that teachers face when using project-based learning is the lack of time. This type of activities demands long periods of time and great effort in terms of preparation, planning, evaluating and monitoring students. Therefore, its use requires the teacher to allocate additional time after the lesson, which will overburden the teacher and students and negatively affect their performance (McKay, 2017). In this regard, teachers should be aware of managing the time as well as planning properly from the beginning to ensure a good start of the lesson.

Another concern, some teachers find it difficult to accept their new role in the classroom, so they are reluctant to adopt PBL. They justify their position stating that giving students the freedom to choose topics and making them the main players in the class create a messy atmosphere, making it difficult for the teacher to control the class and scaffold students. So, they feel more comfortable with the traditional methods of teaching that make the class more disciplined (Hertzog, 2007).

Freedman (2013) summarized the main challenges teachers encounter when implementing PBL in their classes. First, choosing a rich and realistic problem connected to the curriculum is one of the most important challenges for teachers to motivate students and draw their attention to learning. Another issue that teachers should be careful about is monitoring students and making sure that everyone has an opportunity to participate and interact. In addition, giving an accurate assessment is a hard

task, so the teacher needs to constantly observe the progress of each student and be fair with all. This can be accomplished by recording the interactions and contributions of students during the work and by talking to them individually in order to understand their role in the project and determine the extent of their contribution to the work.

However, Holm (2011) asserted that the teacher should not always be blamed, as there are other factors related to the school system that contribute mainly to the successful use of project-based learning as the availability of resources, time, costs, and the balance between PBL and other demands in the school. Similarly, Ravitz (2010) confirmed in his study the optimal application of PBL can only be flourished in schools with high quality policies and systems that are consistent with PBL.

The implementation of PBL can also be challenging for students. Krajcik, Blumenfeld, Marx, Bass, Fredricks and Soloway (1998) revealed that some students suffer from difficulties when experiencing learning through the inquiry process. Some failed in coming up with meaningful questions, gathering and analyzing data, managing the time and drawing conclusions. Kirschner, Sweller and Clark (2006) added that while most students are accustomed to traditional teaching methods that rely on direct guidance and detailed information that clarify concepts and procedures, they struggle when are placed in situations that require self-reliance in searching for information through the inquiry process to solve problems with minimum guidance.

Relatedly, Ge, Planas and Er (2010) emphasized the importance of providing direct instructions in PBL, especially for novice learners. As working on PBL activities without enough instructions makes it difficult for them to succeed, explaining that this type of activities is higher than their mental abilities and the problems "generate a heavy load on students' working memory due to their lack of proper schemas to integrate new information with their prior knowledge"(p.31). In short, it is good to provide explicit guidance in some cases, particularly when you feel that students are struggling at a certain point.

To sum up, it can be asserted that we cannot imagine the educational process without challenges whether for students or the teacher. To overcome these challenges and achieve the desired benefit from PBL, we need to arm our students with the necessary knowledge that assist them to succeed as well as to equip teachers with a sense of empowerment and support.

2.2 Related Studies

This part presents some of findings extracted from a number of studies that were conducted to illustrate teachers' awareness of project-based learning, their attitudes towards it, the advantages of this strategy and the obstacles that teachers face when applying it.

2.2.1 Studies related to the effectiveness of using PBL in learning environments

It has been widely agreed that integrating PBL into the EFL classes provides many benefits.

Syarifah and Emiliasari (2019) conducted a study to discover the extent to which project-based learning improves students' writing abilities as well as to explore their views regarding the use of PBL in teaching writing skills. The results revealed that PBL has positive effects on developing not only the four basic language skills, but also other important skills such as thinking critically, imagining, brainstorming and creativity which in turn reflected positively on the ability of building meaningful and correct sentences and writing high-quality texts taking into account the cohesion and coherence. The findings also indicated that students demonstrated positive attitudes toward PBL explaining that it enriched their ability to collaborate with others, work in a team and exchange their ideas through networking. So, PBL can be effectively adopted as an alternative strategy to teach writing in the educational institutions.

The study of Karyawati and Ashadi (2018) emphasized that implementing PBL strategy gives positive effects in drama classes. The results indicated that PBL creates an atmosphere full of energy and enthusiasm where students are engaged in various activities through which they have to communicate with others, think critically, ask questions, analyze and be creative which positively affects their speaking competence and performance in English drama classes. The results also stressed on the necessity of developing teachers' methods of teaching to cope with the changing needs and interests of students these days. By using PBL, students will be equipped with the required skills that help them succeed in the 21st century.

According to Weber's study (2016), project-based learning is a versatile strategy that challenges students to find powerful solutions to real-life problems by working individually and in small groups which in turn affects their cognitive and affective domains. This study sought to determine the impact of PBL on students' self-efficacy at high schools. Thus, the data was collected by using a self-efficacy survey through which participants' motivation, confidence, teamwork, flexibility, and problem-solving skills were observed. A significant positive change was observed in the previously stated aspects as well as in students' self-efficacy after implementing PBL. The findings confirmed that involving in such activities enables students gain a deeper knowledge of the topics they are studying and encourages them to take risks and think out the usual.

Ali and El-Henawy (2015) concluded that PBL has a significant impact on students' oral communication skill using English language. Such kind of strategies gives students the freedom to express themselves and use the language fluently away from stress by being involved in an interactive and friendly atmosphere. Findings revealed that through PBL, students become more independent, active, comfortable and excited to learn as they are provided with rich opportunities to be creative and use the language contextually. Additionally, they indicated that PBL offers a safe area with low levels of anxiety in which all students, especially shy students, are encouraged to participate, exchange ideas and share experiences without fear of making mistakes.

Relatedly, Yaman (2014) tried to explore EFL students' perspectives toward the effectiveness of project-based learning in developing their speaking skills. He explained that the main contributor to students' poor academic performance in speaking English is the lack of opportunities provided for authentic practice of the language. As the findings showed, PBL is considered a useful strategy that develops students' ability to use language fluently in different contexts. The results also revealed that teachers cannot develop their students' speaking skills theoretically by giving instructions, instead they are required to make learning more natural by basing it on real-life experiences.

The study of Baş and Beyhab (2017) tried to find out the impact of multiple intelligences supported by PBL strategy on both the academic achievement as well as the attitudes of fifth grade students towards learning English. As the results showed, there was a significant difference in the motivation and achievement level when using PBL between the experimental and the control group in favor of the first group. In terms of students' attitudes towards English classes, it was found that students who were taught by PBL exhibited more positive attitudes towards learning English than those who were taught by traditional methods. Based on the findings, it can be said that PBL makes learning more fun as it requires students to use and integrate various types of intelligences like visual, verbal, physical, social, etc.

The study of Kimsesiz (2017) endeavored to examine the influence of using PBL in teaching EFL vocabulary to pre-school learners in Turkey.

The experimental methodology was adopted to achieve the purpose of the study. As the results showed, PBL strategy had a positive role in developing learners' vocabulary and making them more motivated to learn compared to other teaching strategies. Interestingly, PBL allowed learners to learn vocabulary implicitly in meaningful context, which facilitated and accelerated the process of acquiring vocabulary and made it more fun. In addition, it was reported that PBL allowed learners to use English language naturally to communicate with each other and with the teacher, which created an interactive, friendly and collaborative atmosphere full of meaningful dialogues. Despite its many benefits, the results indicated that PBL was rarely used in teaching EFL in Turkish pre-schools. This was due to teachers' unawareness of the effectiveness of PBL or its role to enrich learners' knowledge.

A further study that examined the effectiveness of PBL in promoting students' achievement with regard to their reading ability and vocabulary was carried out by Soleimani, Rahimi and Sadeghi (2015) in Iran. The results revealed that the academic achievement of students in the experimental group was higher than in the control group. Apparently, well-planning and well-implementing of project-based learning can positively affect students' retention of information and improve their achievement in terms of reading skills and vocabulary.

Essien (2018) confirmed in his study that PBL is helpful in enhancing students' English language ability. The data was collected

through two tools: T-test to investigate the efficacy of PBL on students' English language abilities and a questionnaire to explore students' perceptions toward PBL. According to the obtained data, it was found that PBL creates close relationships between the teacher and students which allows the teacher to offer the necessary help for each student and work on addressing his/her weaknesses. In PBL classes, students are stimulated to interact with others and use as much English as possible for the purpose of communication in real situations, rather than focusing on accuracy which in turn improves several skills such as critical thinking, collaboration, problem-solving, as well as presentation. The results also indicated that PBL is a great teaching strategy that allows students to develop their independence and social skills.

According to Alacapınar (2008), PBL reinforced students' creativity, facilitated the process of gaining deep knowledge and improved group work that created an atmosphere full of trust and friendship. It was confirmed that relating teaching to the real-life increases students' motivation and interest towards learning.

The study of Chu, Tse and Chow (2011) sought to examine the impact of integrating collaborative teaching approaches and project-based learning strategy on developing the technological skills and information literacy for primary school students in Hong Kong. After completing two projects that were based on the inquiry process, the results illustrated that the application of this type of activities affected positively on improving

both the literacy information as well as IT skills for students. Besides, it was observed that the incorporation of technology in PBL classes facilitated students accessing the necessary information and data, provided a visualized education which made it easier for students to understand the information, and provided great opportunities to communicate with others and share experiences.

Noticeably, the review of literature presented different findings that confirm the fruitful use of project-based learning in EFL classes.

2.2.2 Studies related to the obstacles of PBL

Aldabbus (2018) in his study aimed at exploring the challenges that teachers might face during the implementation of PBL in some primary schools in Bahrain. The data was gathered by using questionnaires and semi-structured interviews. The findings revealed that most teachers failed in applying PBL due to several reasons. Some were not confident enough and lacked the knowledge to use PBL. They could not have the ability to determine the topics in the textbook that can be taught by PBL because the curriculum was not designed to be taught by this kind of strategies. Also, teachers were unable to manage the time according to the school schedule as the application of PBL required more time than the expected. Selecting suitable content, monitoring students' work, and designing reliable assessment instruments were other observed striking obstacles. Additionally, it was found that some schools lacked the necessary

equipment and did not provide any facilities such as the financial support to use project-based learning effectively.

The study of Cintang, Setyowati and Handayani (2018) attempted to find out the obstacles teachers face when implementing PBL. It was reported that most teachers, even those with experience, encounter difficulties in mastering PBL. The main reason behind this is the absence of training programs on the effective use of PBL strategy. It was concluded that teachers had difficulties starting a project and managing the time, since the implementation of PBL requires good time management skills. The lack of students' discipline served as another technical obstacle observed in this study, as students were not disciplined in following the instructions and procedures of working on projects. As a result, too much noise was created in the classroom which distracted students' attention.

According to Collier's (2017) study, three challenges were observed when implementing PBL in the classroom. First, many teachers lack the knowledge and experiences to use PBL, so they did not have the ability to integrate it into their teaching. This was due to the absence of training programs that supply teachers with the information necessary to apply PBL successfully in their classes. Second, teachers lack of sufficient time to execute PBL since it requires great amount of time in the processes of preparation, implementation and assessment. The third big challenge was the lack of students' participation. Although teamwork is an integral part of PBL classes, some students considered it as a problem and did not make

any effort because of their lack of the needed skills and their lack of confidence, which made the other members of the group do all the work.

Harris (2014) found out that project-based learning is more effective than traditional teaching methods in terms of developing collaboration, communication, creativity, innovation, critical thinking and problem-solving skills. So, teachers demonstrated their admiration and satisfaction with this strategy. Despite this, the results showed that there were many challenges faced teachers when applying PBL, the most important of which were: managing the time, designing a plan for project-based learning lessons, meeting the standards, engaging students in the learning process, shifting the teacher's role from a director to a facilitator, and implementing PBL within the specified schedule.

Based on Fragoulis and Tsiplakides (2009), one of the most important problems associated with implementing PBL strategy was that some students were unfamiliar with the group work. Despite the distribution of roles to all members, it was noted that some students were controlling the work, while others had little opportunity to participate. More importantly, it was observed that some students were using their mother tongue while communicating instead of the target language which posed a serious problem. As the consequence, the teacher followed some treatment strategies to help students complete the work properly such as using modeling and asking students to think loudly. In addition, the results indicated that the long duration of the project distracted students' attention,

reduced their motivation and made them feel bored. Another concern, some students were unable to accept the new role of the teacher as a facilitator of the learning process rather than a source of information, so they were uncomfortable with the work.

A further study that presented common difficulties when using PBL was done at a university in China by Fang and Warschauer (2004) which revealed teachers' frustration toward teaching by PBL. The study sought to reform the curricular and integrate new technologies to develop EFL students' abilities for international communication. Although the results revealed the role of PBL in improving students' autonomy, collaboration and engagement, they showed that few teachers were willing to use PBL in their classes. This was due to the fact that this strategy requires increased amount of time, extensive efforts for preparation and implementation, and careful assessment.

2.2.3 Studies that examine teachers' perspectives and attitudes towards PBL

Although there are many studies that have proven the effectiveness of using project-based learning strategy in teaching English, few studies have addressed teachers' attitudes and perceptions towards its effectiveness.

In his study to explore teachers' perceptions of PBL, Intykbekov (2017) found out that teachers were aware of both the benefits and

challenges of using PBL which reflected on their ability of integrating it in their teaching. Every teacher had his own way in perceiving PBL according to his experience and previous knowledge. Nevertheless, all participants agreed that PBL is an incredible mean of teaching that increases students' engagement in real-world activities, fosters self-learning, develops students' autonomy, evolves good rapport between the teacher and students, and among students themselves and promotes learning by doing which deepens students' understanding of the subjects. In PBL environments, teachers are only facilitators while students are given the freedom to go beyond the content and formulate their own interpretations. It was also observed that there are several challenges teachers have to deal with when using PBL as lack of knowledge, lack of time and problems related to group work.

The study of Habók and Nagy (2016) aimed at analyzing teachers' perspectives regarding PBL including their roles, activities that will take place, and evaluation procedures. The study was carried out with elementary and secondary school teachers, who were asked to complete an online questionnaire consisting of 15 questions. In general, the results showed the tendency and preferences of teachers towards the use of group-based activities such as PBL. Hence, they revealed a great acceptance of their roles in PBL as facilitators and motivators of the learning process. As regards the evaluation process, it was observed that teachers demonstrated encouragement for the students' contribution to the evaluation process.

In a descriptive study done in Canada, Petersen and Nassaji (2016) aimed at exploring the attitudes of ESL teachers toward PBL. The

researcher collected the information through two tools: a questionnaire and interviews. The findings revealed that teachers were greatly aware of the benefits of PBL as an excellent way to reinforce students' communication and integrate their language skills in ESL classrooms. The results also demonstrated that PBL was perceived positively by both teachers and students.

The study of Ott (2015) aimed at investigating the secondary school teachers' attitudes towards PBL and determining the factors that affected those attitudes. Based on the results, it can be said that there is a strong relation between teachers' attitudes towards PBL and the extent to which it is applied in their classrooms, explaining that teachers who have positive attitudes are more likely able to use it effectively, while teachers with negative attitudes tend to avoid using it. The findings indicated that teachers' perceptions were very positive, but demonstrated negative attitudes regarding the policy of education.

The study of Harrigan (2014) showed that teachers stressed on the effectiveness of PBL in improving the academic success of students as well as in developing their 21st century skills, engagement and retention. However, they revealed that lack of resources and time consuming were the main challenges they faced while implementing PBL which made them unwilling to use this strategy in their classes. In this regard, the study recommended administrators to create a supportive environment for teachers to encourage them using the best teaching strategies that enhance positive atmosphere and prioritize communication and collaboration.

Trisdiono (2014) carried out a qualitative study to explore the perspectives of teachers toward the application of PBL in the elementary schools in Yogyakarta. The results explored that teachers lack the courage to try new things and lack understanding and knowledge for creativity and innovation, as a large percentage of teachers, reaching eighty percent, were still adhering to traditional one-way teaching methods that rely mainly on lecturing and memorizing. This was obvious when they tried to implement PBL in their classes, as they encountered enormous difficulties regarding selecting authentic topics, formulating provoking questions, creating an enjoyable and attractive atmosphere, providing a good explanation of the problem, managing the time and defining the steps of working. Therefore, their perceptions were negative towards the application of PBL, which led them to believe that traditional methods are more effective.

The study of Keleş (2007) was designed to determine the effectiveness of project work through investigating the attitudes of teachers and students at Muğla University School of Foreign Languages. Although the results confirmed the presence of positive attitudes of both teachers and students towards the project work, it was noted that the advantages of project work with regard to increasing students' motivation, developing their autonomy, and improving various skills were not observed to the extent that was described in the literature. Also, the findings pointed that the level of tasks presented to students was higher than their level, and that they did not receive sufficient guidance and assistance during the work.

2.2.4 Comment on Previous Studies

In brief, most of the above-mentioned previous studies emphasized the necessity of integrating PBL within the teaching process due to its great benefits in several areas including improving students' language skills as exhibited in the study of Syarifah and Emiliasari (2019) and enhancing students' motivation, attitudes and teamwork as demonstrated in the study of Weber (2016). Additionally, the study of Karyawati and Ashadi (2018) concluded that PBL has a positive role in fostering the 21st century skills that have become an urgent need for individuals to succeed nowadays. This in turn affects positively on students' academic performance and achievement in English classes as observed in the study of Baş and Beyhab (2017).

Despite the advantages of using PBL, the studies of Aldabbus (2018), Cintang, Setyowati and Handayani (2018), Collier (2017), Fragoulis and Tsiplakides (2009), and Fang and Warschauer (2004) reported that there are several obstacles and challenges that hinder teachers from achieving the desired results when implementing PBL in their classes.

As for teachers' perspectives and attitudes towards PBL, the studies of Intykbekov (2017), Habók and Nagy (2016), Ott (2015), Keleş (2007), Harrigan (2014) and Petersen and Nassaji (2016) exhibited positive attitudes of teachers. While, the studies of Trisdiono (2014) and Kimsesiz (2017) indicated that teachers' perceived PBL negatively.

This study is consistent with the previous studies in that it seeks to explore teachers' attitudes toward PBL strategy and the obstacles of its implementation. However, it is the first to investigate the extent of EFL teachers' awareness of PBL and the impact of the variables of gender, experience, academic qualification, the level of teaching stage and place of graduation on their awareness of PBL and their attitudes towards its effectiveness in the Palestinian context.

2.3 Summary

In this chapter, the researcher reviewed and summarized a number of previous literature related to PBL strategy. As a result, it was found that there are many studies about the effectiveness of PBL in teaching English language and developing students' various skills. However, there were very few studies conducted to explore teachers' awareness of this strategy and their attitudes towards it despite its great role in the educational process. The review of previous studies gave the researcher a solid foundation in selecting the appropriate methodology for the study and constructing the instrument to reach useful conclusions and recommendations.

Chapter Three

Methodology and Procedures

3.1 Introduction

3.2 Methodology

3.3 Research Questions

3.4 Population of the Study

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3.6 Instrument of the Study

3.7 Validity of the Instrument

3.8 Reliability of the Instrument

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Chapter Three

Methodology and Procedures

3.1 Introduction

This chapter describes the steps and the methodology followed in this study. It presents the study methodology, research questions, the population and the sample of the study, the study instrument, the validity and reliability of the instrument, the study procedures, the study variables and the statistical analysis.

3.2 Methodology

The descriptive approach was used to achieve the purpose of the study and to answer its questions.

3.3 Research Questions

1. To what extent English teachers are aware of PBL strategy?
2. What are the attitudes of English language teachers towards the effectiveness of PBL?
3. What are the obstacles facing the application of PBL in English language classrooms in Tubas governorate?
4. Are there any statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL and their attitudes towards its effectiveness due to the variables of gender, experience, academic qualification, level of teaching stage and place of graduation?

This question generates the following sub-questions:

1. Are there any statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL and their attitudes towards its effectiveness due to the variable of gender?
2. Are there any statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL and their attitudes towards its effectiveness due to the variable of experience?
3. Are there any statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL and their attitudes towards its effectiveness due to the variable of academic qualification?
4. Are there any statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL and their attitudes towards its effectiveness due to the variable of level of teaching stage?
5. Are there any statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL and their attitudes towards its effectiveness due to the variable of place of graduation?

3.4 Population of the study

The population of this study consisted of (99) male and female EFL teachers in the governmental schools in Tubas governorate during the second semester of the academic year 2019-2020.

3.5 Sample of the study

The study sample consisted of (99) English language teachers in the governmental schools in Tubas governorate which represented the whole study population. Only (76) questionnaires were received, and this number was adopted as the final sample size of the study.

The sample was distributed according to five independent variables: gender, experience, academic qualification, level of teaching stage and place of graduation. Tables (1-5) show the sample distribution according to the independent variables of the study.

A: Gender

Table (1): Sample distribution according to Gender variable

Gender	Frequency	Percentage
Male	25	32.9
Female	51	67.1
Total	76	100%

B: Years of Experience

Table (2): Sample distribution according to Years of Experience variable

Years of Experience	Frequency	Percentage
Less than 5 years	14	18.4
From 5-10 years	27	35.5
More than 10 years	35	46.1
Total	76	100%

C: Academic Qualification

Table (3): Sample distribution according to Academic Qualifications variable

Academic Qualifications	Frequency	Percentage
Bachelor	68	89.5
Master	8	10.5
PH.D	0	00.0
Total	76	100%

D: Level of Teaching Stage

Table (4): Sample distribution according to Level of Teaching Stage variable

Level of teaching stage	Frequency	Percentage
Basic	24	31.6
Secondary	27	35.5
Basic and Secondary	25	32.9
Total	76	100%

E: Place of Graduation

Table (5): Sample distribution according to Place of Graduation variable

Place of graduation	Frequency	Percentage
AN-Najah National University	38	50.0
Arab-American University	10	13.2
Al-Quds Open University	15	19.7
Other universities	13	17.1
Total	76	100%

3.6 Instrument of the study

The researcher developed a 39-item questionnaire to identify the extent to which English teachers are aware of PBL strategy, to determine whether their attitudes towards its effectiveness are positive or negative and to highlight the obstacles they encounter during PBL implementation.

The questionnaire consisted of three domains:

- The first domain aimed to explore the extent of teachers' awareness of PBL: (13) items (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13).
- The second domain aimed to reveal teachers' attitudes towards the effectiveness of PBL: (15) items (14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, and 28).
- The last domain detected the obstacles teachers face in PBL environments: (11) items (29, 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39).

The Likert's five-level scale was adopted in the questionnaire as follows:

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

3.7 Validity of the instrument

To ensure the validity of the questionnaire, it was given to five juries in the field of teaching English as a foreign language: two of the juries from An-Najah National University in addition to three English school

teachers to ensure the appropriateness of the content to the objectives of the study. See appendix (B) page 122.

3.8 Reliability of the instrument

The reliability coefficient (Cronbach Alpha) was used to find out the reliability degree for the three domains of the questionnaire and the total score. Table (6) shows reliability coefficients of each domain and the total score "degree" of the study.

Table (6): Reliability coefficients of each domain and the total score of the study

Domain	Number of items	Reliability coefficient
Teachers' awareness of PBL	13	0.707
The effectiveness of using PBL	15	0.916
The obstacles of applying PBL in the English language classroom	11	0.849
Total score	41	0.940

Table (6) shows that all the reliability coefficients are high, and suitable for the purpose of the study.

3.9 Procedures of the study

In order to achieve the purpose of this study and to answer its questions, the researcher used the following procedures:

First, after confirming the validity and reliability of the study instrument, the researcher made all the amendments proposed by the jury regarding the use of some terms in addition to other observations related to the mechanics of writing. The final copy of the questionnaire will appear in appendix number (A) pages 117-121, respectively.

Second, an approval was obtained from the Faculty of Graduate Studies head, and then the researcher contacted the Ministry of Education in Ramallah to obtain a permission to distribute the questionnaires among teachers and collect the necessary information to carry out the study.

Third, the researcher encountered a problem in receiving the questionnaires from teachers due to the conditions related to Corona virus, so she distributed the questionnaires electronically.

Fourth, after gathering the questionnaires, the data was processed statistically by using the Statistical Package for Social Science (SPSS). Various statistical procedures were also used such as standard deviations, means, frequencies and percentages.

3.10 Variables of the study

The study included the following variables:

First: Independent variables:

1. Gender: It is divided into two levels (male and female).
2. Years of Experience: It is divided into three levels (less than 5 years, from 5-10 years and more than 10 years).
3. Academic qualification: It is divided into three levels (Bachelor, Master and Ph.D).
4. Level of teaching stage: It is divided into three levels (Basic, Secondary and Basic and Secondary).

5. Place of graduation: It is divided into four levels (An-Najah National University, Arab American University, Al-Quds Open University and Other Universities).

Second: Dependent variables: The dependent variable in this study is English language teachers' awareness of project-based learning (PBL) strategy and their attitudes towards its effectiveness.

3.11 Statistical Analysis

To analyze the data, the researcher used means, frequencies, percentages, and standard deviations to estimate the teachers' responses on each item and total score. T-test, One Way ANOVA and Scheffe post hoc test were used to examine the study hypotheses. Cronbach alpha was used to calculate the questionnaire reliability.

3.12 Summary

In this chapter, the researcher presented detailed information on the methodology part of the research. The descriptive approach was adopted to achieve the aims of the study. The study sample consisted of (99) male and female English language teachers in the governmental schools in Tubas governorate, which represented the whole study population. A 39-item questionnaire was developed to collect data, which was later processed statistically by the Statistical Package for Social Science (SPSS) in addition to various statistical procedures such as standard deviations, means, frequencies and percentages.

Chapter Four

The Results of the Study

4.1 Introduction

4.2 Results Related to the Study Questions

4.3 Results Related to the sub-questions

4.4 Summary

Chapter Four

The Results of the Study

4.1 Introduction

This chapter presents the results of the study questions that aimed at investigating the extent of English teachers' awareness of PBL strategy, their attitudes towards its effectiveness and the obstacles of PBL implementation. It also examined the influence of the variables of (gender, years of experience, academic qualification, level of teaching stage, and place of graduation) on teachers' attitudes.

To accomplish the purpose of the study, the researcher analyzed the data collected from the questionnaires using the Statistical Package for Social Sciences (SPSS). The statistical analysis revealed the following results:

4.2 Results Related to the Study Questions:

4.2.1 Results related to the first question, which is : "To what extent English teachers are aware of PBL strategy?"

To answer this question, the researcher calculated the means, standard deviations, percentages and levels for teachers' responses on the extent of their awareness of PBL as shown in table (7).

Domain One: Teachers' awareness of PBL

Table (7): Means, standard deviations, percentages, levels and the total score of teachers' responses about their awareness of PBL

No.	Item	M	SD	Percentage	level
1	I believe that PBL is an effective strategy in teaching English as a foreign language.	4.09	0.49	81.8	Very high
2	I use PBL strategy in my classes.	3.80	0.67	76.0	High
3	Traditional strategies are more effective than PBL in teaching English.	2.66	0.99	53.2	Low
4	I am not confident in using PBL.	2.51	0.97	50.2	Low
5	PBL activities are vital to be integrated in the curriculum.	3.99	0.82	79.8	High
6	Students seem to learn better in PBL environments.	3.82	0.80	76.4	High
7	I am flexible in dealing with the needs of my students.	4.34	0.66	86.8	Very high
8	I encourage my students to be independent and creative.	4.57	0.52	91.4	Very high
9	I support student-centered learning strategies.	4.41	0.52	88.2	Very high
10	I encourage learning through experience.	4.30	0.65	86.0	Very high
11	I believe that problem-solving and critical thinking are important skills for students.	4.55	0.50	91.0	Very high
12	As a teacher, I consider myself as a mentor and facilitator of students' learning.	4.38	0.59	87.6	Very high
13	I employ appropriate teaching strategies to enhance collaboration, participation and communication among students.	4.45	0.60	89.0	Very high
Total score		3.99	0.26	79.8	High

The first domain of the questionnaire aimed at exploring the level of teachers' awareness of PBL strategy (to what extent PBL is integrated and

applied in their teaching) and it serves as a prerequisite for the subsequent domains.

Based on the results shown in Table (7), it is clear that teachers' awareness of PBL as perceived by the teachers themselves achieved a mean of (3.99), indicating that there is high level of awareness among teachers about PBL.

The items (1, 7, 8, 9, 10, 11, 12, 13) obtained a very high degree of response from the study sample, where the percentages of these items ranged from (81.8% - 91.4%). The items (2, 5, 6) received a high degree of response, where the percentages ranged between (76.0% - 79.8%). Moreover, the items (3, 5) gained a low degree of response with percentages of (53.2%, 50.2%) arranged respectively.

It is worth mentioning that the highest percentage in this domain was given to the item "I encourage my students to be independent and creative." which scored (91.4%), whereas the lowest percentage was given to the item "I am not confident in using PBL." which scored (50.2%). This serves as an evidence of teachers' realization of the necessity of developing students' creativity and innovation and improving their ability to be independent individuals who are able to solve the different problems they encounter through critical thinking. Also, it seems that teachers are able to incorporate PBL strategy into their classes and have enough confidence to use it, which is a good result.

4.2.2 Results related to the second question, which is: " What are the attitudes of English language teachers towards the effectiveness of PBL?"

To answer the second question, means, standard deviations, and percentages were computed, and table (8) shows the results.

Domain Two: The effectiveness of using PBL

Table (8): Means, standard deviations, percentages, levels and the total score of teachers' attitudes towards the effectiveness of using PBL

No.	Item	M	SD	Percentage	level
14	PBL allows students to deepen and broaden their learning.	4.13	0.53	82.6	Very high
15	PBL shifts students' role from being passive into active.	4.24	0.49	84.8	Very high
16	PBL helps students make connections between classroom learning and the outside world.	4.21	0.66	84.2	Very high
17	PBL creates a collaborative learning environment.	4.14	0.53	82.8	Very high
18	PBL allows students to become responsible for their own learning.	4.17	0.72	83.4	Very high
19	PBL increases students' motivation to learn.	4.17	0.74	83.4	Very high
20	PBL enables students be more creative and innovative.	4.26	0.50	85.2	Very high
21	PBL improves students' academic performance.	4.08	0.69	81.6	Very high
22	PBL establishes good relationships between the teacher and the students and among students themselves.	4.04	0.70	80.8	Very high
23	PBL empowers students' critical thinking skills.	4.18	0.71	83.6	Very high
24	PBL allows the teacher to teach skills beyond the content.	4.20	0.57	84.0	Very high
25	PBL offers students an opportunity to deal with authentic materials.	4.14	0.69	82.8	Very high
26	PBL develops students' communicative competence.	4.25	0.57	85.0	Very high
27	PBL may help students develop their technological abilities.	4.04	0.68	80.8	Very high
28	PBL caters to a wide range of students' needs.	3.96	0.64	79.2	High
Total score		4.15	0.43	83.0	Very high

After verifying the EFL teachers' awareness of PBL strategy, it was important to examine their attitudes towards the effectiveness of its use, which was the goal of the second domain. Table (8) shows that the effectiveness of using PBL as perceived by the teachers themselves achieved a mean of (4.15), which means that their attitudes towards the effectiveness of PBL were very high and positive.

It is also observed that the items from (14- 27) received a very high degree of response with percentages ranging between (80.8%-85.2%). Furthermore, teachers' attitudes were high in the item (28) with a percentage of (79.2%). This means that there is a consensus among teachers on the usefulness of integrating PBL in teaching English language. The highest percentage in this domain was obtained by the item (20) "PBL enables students be more creative and innovative" which scored (85.2%). However, item (28) "PBL caters to a wide range of students' needs" attained the lowest percentage, which scored (79.2%).

The purpose of the last domain was to reveal the obstacles teachers encounter when using PBL.

4.2.3 Results related to the third question, which is: " What are the obstacles facing the application of PBL in English language classrooms in Tubas governorate?"

Table (9) shows the results.

Domain Three: The obstacles of applying PBL in the English language classrooms.

Table (9): Means, standard deviations, percentages, levels and the total score of the obstacles of applying PBL in the English language classrooms

No.	Item	M	SD	Percentage	level
29	I lack knowledge about the procedures for using PBL strategy.	2.84	1.18	56.8	Low
30	PBL may create disciplinary problems in the classroom environment.	3.28	1.13	65.6	Moderate
31	Some students do not prefer working in groups.	3.79	0.93	75.8	High
32	PBL does not ensure that all students have an equal contribution in the work.	3.72	1.01	74.4	High
33	It is difficult to select topics suitable for PBL.	3.16	1.07	63.2	Moderate
34	In PBL, it is difficult to evaluate students' work.	3.04	1.12	60.8	Moderate
35	PBL requires longer preparation.	3.93	0.84	78.6	High
36	The curriculum is difficult to be taught by PBL.	3.47	1.16	69.4	Moderate
37	PBL is difficult to be taught in crowded classes.	3.97	1.12	79.4	High
38	Schools lack the necessary resources to implement PBL.	4.01	0.82	80.2	Very high
39	In PBL, it is difficult to manage time according to the planned schedule.	3.80	1.11	76.0	High
Total score		3.55	0.66	71.0	High

Table (9) exhibits that the obstacles of applying PBL in the English language classrooms as perceived by the teachers themselves achieved a mean of (3.55), which means that there is a high level of obstacles teachers face when applying PBL in the English language classrooms.

As the above table shows, item (38) received the highest percentage of responses with a percentage of (80.2%). The items (31, 32, 35, 37, 39) recorded a high degree of response with the percentages ranging from (75.8%- 76.0%). While items (30, 33, 34, 36) scored a moderate degree of response, where the percentages ranged between (60.8%-69.4%). Finally, the item (29) got the lowest percentage which scored (56.8%).

According to the obtained results, the majority of teachers agreed that the lack of facilities offered by schools was the main obstacle of integrating PBL in the learning environments. Problems related to group work, long preparation, crowded classrooms and lack of time were adopted as other obstacles that hinder the successful implementation of PBL. However, teachers disagreed with the item "I lack knowledge about the procedures for using PBL strategy." which scored the lowest percentage (56.8%). This indicates that they are well versed of PBL and are able to use it perfectly.

4.2.4 The total score of all domains

Table (10): Means, standard deviations, percentages, levels and the total score of the study domains

No.	domain	M	SD	Percentage	level
1	Teachers' awareness of PBL	3.99	0.26	79.8	High
2	The effectiveness of using PBL	4.15	0.43	83.0	Very high
3	Obstacles of applying PBL in the English language classrooms	3.55	0.66	71.0	High
Total Score		3.93	0.24	78.6	High

Table (10) summarizes the results of English teachers' awareness of project-based learning strategy and their attitudes towards its effectiveness.

It is clear from the table that the second domain scored a very high level with a percentage of response reaching (83.0%). However, the first and the third domains scored a high level, where the percentages were respectively (79.8%, 71.0%). The total score achieved a mean of (3.93) which indicates a high level of awareness and attitudes of English teachers towards PBL effectiveness.

4.3 Results Related to the sub-questions

4.3.1 Results related to the first sub-question, which states the following hypothesis

"There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of Project-Based Learning strategy and their attitudes towards its effectiveness due to gender variable."

The researcher used T-Test for independent samples to answer this sub-question. Table (11) shows the results.

Table (11) Independent sample t-test results about the English teachers' awareness of PBL strategy and their attitudes towards its effectiveness due to the gender

Domain	Gender	Frequency	Mean	S.D	T-value	Sig.*
Teachers' awareness of PBL	Male	25	4.02	0.24	0.799	0.427
	Female	51	3.97	0.28		
The effectiveness of using PBL	Male	25	4.24	0.45	1.350	0.181
	Female	51	4.10	0.41		
Obstacles of applying PBL in the English language classrooms	Male	25	3.79	0.55	2.280	0.025*
	Female	51	3.43	0.69		
Total score	Male	25	4.04	0.26	3.058	0.003*
	Female	51	3.87	0.21		

* Statistically Significant at ($\alpha \leq 0.05$), D.F = 74.

Table (11) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning strategy and their attitudes towards its effectiveness due to gender in the first and second domains (Teachers' awareness of PBL, the effectiveness of using PBL).

However, there are statistically significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning strategy and their attitudes towards its effectiveness due to teachers' gender in the third domain (Obstacles of applying PBL in the English language classrooms) and the total score in favor of male teachers.

4.3.2 Results related to the second sub-question, which states the following hypothesis

"There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of Project-Based Learning strategy and their attitudes towards its effectiveness due to years of experience."

The researcher used One Way ANOVA to test the hypothesis. Tables (12-13) show the frequencies, means and standard deviations of the teachers' responses due to Years of experience and the results of One-Way ANOVA respectively.

Table (12) Frequencies, means, and standard deviations of the English teachers' awareness of PBL strategy and their attitudes towards its effectiveness due to Years of experience

Domain	Years of experience	N	Mean	SD
Teachers' awareness of PBL	Less than 5 years	14	3.96	0.24
	From 5-10 years	27	4.00	0.26
	More than 10 years	35	4.00	0.28
The effectiveness of using PBL	Less than 5 years	14	4.23	0.47
	From 5-10 years	27	4.16	0.39
	More than 10 years	35	4.10	0.45
Obstacles of applying PBL in the English language classrooms	Less than 5 years	14	3.43	0.76
	From 5-10 years	27	3.68	0.61
	More than 10 years	35	3.50	0.67
Total score	Less than 5 years	14	3.92	0.23
	From 5-10 years	27	3.97	0.22
	More than 10 years	35	3.90	0.27

Table (13) One-Way ANOVA to test the differences in the English teachers' awareness of PBL strategy and their attitudes towards its effectiveness due to Years of experience

Domain	Source of variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
Teachers' awareness of PBL	Between groups	0.014	2	0.007	0.096	0.908
	Within groups	5.245	73	0.072		
	Total	5.258	75			
The effectiveness of using PBL	Between groups	0.172	2	0.086	0.459	0.634
	Within groups	13.656	73	0.187		
	Total	13.828	75			
Obstacles of applying PBL in the English language classrooms	Between groups	0.742	2	0.371	0.839	0.436
	Within groups	32.283	73	0.442		
	Total	33.024	75			
Total score	Between groups	0.083	2	0.041	0.691	0.505
	Within groups	4.380	73	0.060		
	Total	4.463	75			

*Significant at ($\alpha \leq 0.05$)

Results in Table (13) show that there are no statistically significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning strategy and their attitudes towards its effectiveness due to years of experience.

4.3.3 Results related to the third sub-question, which states the following hypothesis

"There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of Project-Based Learning strategy and their attitudes towards its effectiveness due to academic qualification."

To answer this sub-question, t-test for independent samples was used. Table (14) shows the results.

Table (14) Independent sample t-test results about the English teachers' awareness of PBL strategy and their attitudes towards its effectiveness due to academic qualification

Domain	Academic Qualification	Frequency	Mean	S.D	T-value	Sig.*
Teachers' awareness of PBL	Bachelor	68	3.97	0.26	2.116	0.038*
	Master	8	4.17	0.22		
The effectiveness of using PBL	Bachelor	68	4.10	0.40	2.735	0.008*
	Master	8	4.53	0.48		
Obstacles of applying PBL in the English language classrooms	Bachelor	68	3.61	0.60	2.675	0.009*
	Master	8	2.98	0.92		
Total score	Bachelor	68	3.92	0.24	0.550	0.584
	Master	8	3.97	0.26		

* Significant at ($\alpha= 0.05$), D.F = 74.

Table (14) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning

strategy and their attitudes towards its effectiveness due to years of experience in the total score. However, it was observed that there are statistically significant differences in the domains of teachers' awareness of PBL and the effectiveness of using PBL in favor of master degree holders and there are statistically significant differences in the domain of the obstacles of applying PBL in the English language classrooms in favor of bachelor degree holders.

4.3.4 Results related to the fourth sub-question

The hypothesis of this sub-question states that: "There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of Project-Based Learning strategy and their attitudes towards its effectiveness due to level of teaching stage."

The researcher used One Way ANOVA to test the hypothesis. Tables (15-16) show the frequencies, means and standard deviations of the teachers' responses due to level of teaching stage and the results of One-Way ANOVA respectively.

Table (15) Frequencies, means, and standard deviations of the English teachers' awareness of PBL strategy and their attitudes towards its effectiveness due to Level of teaching stage

Domain	Level of teaching stage	N	Mean	SD
Teachers' awareness of PBL	Basic	24	3.93	.22
	Secondary	27	3.97	.28
	Basic and Secondary	25	4.07	.27
The effectiveness of using PBL	Basic	24	4.08	.37
	Secondary	27	4.19	.43
	Basic and Secondary	25	4.16	.49
Obstacles of applying PBL in the English language classrooms	Basic	24	3.34	.66
	Secondary	27	3.59	.64
	Basic and Secondary	25	3.70	.67
Total score	Basic	24	3.82	.20
	Secondary	27	3.95	.25
	Basic and Secondary	25	4.00	.26

Table (16) One-Way ANOVA to test the differences in the English teachers' awareness of PBL strategy and their attitudes towards its effectiveness due to level of teaching stage

Domain	Source of variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
Teachers' awareness of PBL	Between groups	0.248	2	0.124	1.807	0.171
	Within groups	5.010	73	0.069		
	Total	5.258	75			
The effectiveness of using PBL	Between groups	0.159	2	0.080	0.426	0.655
	Within groups	13.668	73	0.187		
	Total	13.828	75			
Obstacles of applying PBL in the English language classrooms	Between groups	1.602	2	0.801	1.861	0.163
	Within groups	31.423	73	0.430		
	Total	33.024	75			
Total score	Between groups	0.402	2	0.201	3.612	0.032*
	Within groups	4.061	73	0.056		
	Total	4.463	75			

*Significant at ($\alpha \leq 0.05$)

Table (16) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning strategy and their attitudes towards its effectiveness due to level of teaching stage except the total degree. The researcher used Scheffe post hoc test to determine the source of differences. Table (17) shows Scheffe post hoc test results.

Table (17) Scheffe post hoc results to determine the differences in the English teachers' awareness of PBL strategy and their attitudes towards its effectiveness due to Level of teaching stage in the total score

Level of teaching stage	Basic	Secondary	Basic and Secondary
Basic		-0.125	-0.176*
Secondary			-0.051
Basic and Secondary			

*Significant at ($\alpha \leq 0.05$)

Table (17) shows that there are significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of PBL strategy and their attitudes towards its effectiveness due to level of teaching stage in the total score between basic stage and basic and secondary stage in favor of in favor of the latter.

4.3.5 Results related to the fifth sub-question

The hypothesis of this sub-question states that: "There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of Project-Based Learning strategy and their attitudes towards its effectiveness due to place of graduation."

The researcher used One Way ANOVA to test the hypothesis. Tables (18-19) show the frequencies, means and standard deviations of the teachers' responses due to the place of graduation and the results of One-Way ANOVA respectively.

Table (18) Frequencies, means, and standard deviations of the English teachers' awareness of PBL strategy and their attitudes towards its effectiveness due to Place of graduation

Domain	Place of graduation	N	Mean	SD
Teachers' awareness of PBL	AN-Najah National University	38	4.05	0.24
	Arab-American University	10	3.89	0.22
	Al-Quds Open University	15	3.90	0.25
	Other universities	13	3.99	0.36
The effectiveness of using PBL	AN-Najah National University	38	4.14	0.45
	Arab-American University	10	4.21	0.33
	Al-Quds Open University	15	4.02	0.45
	Other universities	13	4.28	0.42
Obstacles of applying PBL in the English language classrooms	AN-Najah National University	38	3.46	0.61
	Arab-American University	10	3.62	0.39
	Al-Quds Open University	15	3.68	0.66
	Other universities	13	3.58	0.97
Total score	AN-Najah National University	38	3.92	0.25
	Arab-American University	10	3.94	0.19
	Al-Quds Open University	15	3.89	0.32
	Other universities	13	3.99	0.19

Table (19) One–Way ANOVA to test the differences in the English teachers' awareness of PBL strategy and their attitudes towards its effectiveness due to Place of graduation

Domain	Source of variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
Teachers' awareness of PBL	Between groups	0.341	3	0.114	1.663	0.183
	Within groups	4.918	72	0.068		
	Total	5.258	75			
The effectiveness of using PBL	Between groups	0.491	3	0.164	0.884	0.454
	Within groups	13.336	72	0.185		
	Total	13.828	75			
Obstacles of applying PBL in the English language classrooms	Between groups	0.611	3	0.204	0.453	0.716
	Within groups	32.413	72	0.450		
	Total	33.024	75			
Total score	Between groups	0.073	3	0.024	0.399	0.754
	Within groups	4.390	72	0.061		
	Total	4.463	75			

*Significant at ($\alpha \leq 0.05$)

Table (19) shows that there are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning strategy and their attitudes towards its effectiveness due to place of graduation. This means that the place of graduation does not have any effect in the teachers' awareness of PBL or their attitudes towards its effectiveness.

4.4 Summary

In this chapter, the researcher presented the results of the study questions and hypotheses after analyzing them statistically. It was revealed that most teachers are aware of PBL strategy and have positive attitudes towards its role in teaching EFL, which are very beneficial results. However, there are some challenges that face teachers while implementing PBL.

In fact, the results obtained from the sub-questions had a great role in highlighting the weaknesses of applying PBL in English language classes. This, in turn, will help supervisors in determining where to start to address these challenges and how to support teachers to overcome them.

Chapter Five

Discussion of the Results, Conclusion and Recommendations

5.1 Introduction

5.2 Discussion of the Study Results

5.3 Discussion of the Results Related to the sub-questions

5.4 Conclusion

5.5 Recommendations

5.6 Summary

Chapter Five

Discussion of the Results, Conclusion and Recommendations

5.1 Introduction

In this chapter, the researcher discussed the results of the study questions according to which the conclusion was drawn out, and a number of recommendations were proposed to teachers, the Ministry of Education and other researchers. The main purpose of this study was to explore the extent of English language teachers' awareness of PBL strategy, their attitudes towards its effectiveness and the obstacles teachers face while using PBL.

5.2 Discussion of the Study Results

5.2.1 Discussion of the results of the first question

- **To what extent English teachers are aware of PBL strategy?**

Domain One: Teachers' awareness of PBL

As shown in table (7), the findings of items (1) through (13) indicated that EFL teachers have a high level of awareness of project-based learning strategy with a total score reaching (3.99). This result is consistent with Intykbekov (2017), Habók and Nagy (2016) and Petersen and Nassaji (2016) who found that teachers were familiar with both the benefits and challenges of PBL. However, this finding is not consistent with the studies of Kimsesiz (2017) and Trisdiono (2014) which found that teachers were

unaware of the effectiveness of PBL or its role to enrich learners' knowledge, so it was rarely used in their classes.

The researcher believes that the reason behind this result is the teachers' realization of the importance of enhancing the skills of communication, problem-solving and critical thinking for students nowadays in addition to the availability of technology that gives them an opportunity to delve deeper into the field of teaching and search for new inventions to serve the interests of students and help them adapt to the current era.

Additionally, it was found that there is a strong relation between teachers' attitudes towards PBL and the extent to which it is applied in their teaching, explaining that teachers who possess positive attitudes tend to have a great acceptance and be more open to use PBL. In response to item (1) which scored a very high level of responses, teachers have positive attitudes towards the usefulness of PBL in teaching EFL which reflected positively on their responses to the second item that scored a high level of responses, indicating that their positive attitudes towards PBL contributed to increasing their tendency and motivation to apply this strategy in their classes. These findings agreed with what was concluded by the study of Habók and Nagy (2016), Ott (2015), and Petersen and Nassaji (2016), but disagreed with the findings of Harrigan (2014) that showed teachers' unwillingness to use PBL in their classes despite having positive attitudes towards it. This can be attributed to the lack of the necessary knowledge

about how to implement PBL and that PBL activities require extensive efforts and long preparation, which constitutes a heavy burden on the teacher.

It is important to realize that teachers' attitudes towards the teaching strategy influence students' behavior and attitudes towards it, either negatively or positively. Simply, they either increase students' motivation or their aversion towards this strategy, which in turn affects the final outputs of the educational process.

Moreover, the result of item (3) which scored a low level of responses, agreed with Bas and Beyhab (2017) who found that PBL is more effective in increasing students' motivation towards learning English than the traditional methods. This could be due to that PBL makes students feel more involved in the lesson and encourage them to take the responsibility of their own learning which increases their willingness to learn. However, this result disagreed with Trisdiono (2014) who found that the majority of teachers lack the courage to try new teaching strategies and still adhering to the traditional ones due to their believe that the traditional methods are more effective than PBL. This can be attributed to the fact that some teachers are very traditional. They insist on using the way they were taught when they were students that depends on receiving information in a superficial manner and creates a backward generation unable to produce the language. This destructive method of teaching is called "spoon-feeding" where the teacher direct students regards what to do and what they need to

know, which in turn impede the development of creativity and independent thinking.

The results of items (6, and 11) supported Intykbekov (2017), Harrigan (2014) and Petersen and Nassaji (2016) who found that PBL facilitates learning the language, increases students' engagement and develops their twenty-first century skills (critical thinking, problem-solving communication and collaboration) that improve students' ability to tackle real world issues. This is due to that this type of activity creates a supportive environment that is based on teaching the language in meaningful contexts related to real life. In PBL environments, teachers can expose students to the culture and beliefs of the foreign language which helps learners learn the language spontaneously within a great understanding of its nature.

Finally, the result of item (12) is consistent with Intykbekov (2017) and Habók and Nagy (2016) who revealed teachers' acceptance of their new role in PBL environments which is only limited to support students and facilitate their learning. This refers to teachers' realization that the positive change in the educational process begins with changing their traditional roles from lecturers to facilitators to make students more active in their learning. However, this result is not supported by Harries's (2014) study which found that teachers had difficulties when playing the role of facilitators rather than directors in their classes. This can be attributed to the fact that making students the main players in the class may create a

messy atmosphere, making it difficult for the teacher to manage the class and to attract students' attention.

5.2.2 Discussion of the results of the second question

- **What are the attitudes of English language teachers towards the effectiveness of PBL?**

Domain Two: The effectiveness of using PBL

The findings of items from (14-28) in table (8) indicated that EFL teachers' attitudes towards the effectiveness of PBL were positive with a very high level of responses scoring a percentage of (83.0%). This result agreed with the studies of Intykbekov (2017), Habók and Nagy (2016), Ott (2015), Keleş (2007), Harrigan (2014) and Petersen and Nassaji (2016), while disagreed with the study of Trisdiono (2014) which found that teachers' perceived PBL negatively.

The researcher attributes the reasons behind teachers' positive attitudes towards PBL to their passion for innovation, development and change in addition to some personal factors, such as the presence of previous knowledge and experiences about this strategy and the extent of their conviction in it. As for those who have negative attitudes towards PBL, their attitudes can be attributed to their fear of failure on the one hand and their resistance to change on the other hand. They tend to stay in their comfort zone and use the methods in which they feel most comfortable.

In response to items from (14- 27) which received a very high level of response, teachers strongly agreed that incorporating project-based learning into EFL classes positively affects students' learning. This result harmonizes with Syarifah and Emiliasari (2019) who confirmed that PBL has a significant impact on developing students' English language skills and improving their English proficiency. This can be attributed to the fact that PBL links theoretical reality with practice. It helps teachers to teach the language in meaningful contexts and raise students' awareness towards the cultural differences between languages, which are the behaviors, practices, beliefs and expressions of a certain group of people. Therefore, students' learning is not limited to memorizing the content in the curriculum, but they have to apply what they are learning to solve authentic problems. They gain knowledge through the process of building, team working, communicating and taking the initiative.

It is worth mentioning that item (20) with (85.2%) obtained the highest percentage, which serves as a strong indicator of the role of PBL in enhancing students' creativity and innovation. This result matches with Karyawati and Ashadi (2018) and Alacapınar (2008) who proclaimed that PBL strategy creates a stimulating atmosphere full of energy where students are encouraged to put their special touches, work independently and think outside the box to produce extraordinary results.

However, the lowest percentage was attained by the item (28) with a high level of responses (79.2%) indicating that PBL meets a wide range of

students' needs. This finding coincides with what Baş and Beyhab (2017) found that PBL activities combines various types of intelligences taking into account the students' different learning styles and preferences.

Items (14, 23 and 24) showed that PBL stimulates students' critical thinking of a certain topic, which helps them understand it in depth. These findings match with Weber (2016) who confirmed that PBL allows students deepen and broaden their knowledge of a specific topic. The results also match with Syarifah and Emiliasari (2019) who revealed the role of PBL in stimulating students' thinking and improving their abilities in writing high quality texts, synthesizing and analyzing texts, and drawing conclusions.

The researcher believes that PBL strategy is the best way that helps students be critical thinkers who are able to take decisions and make judgments regards real world issues. This kind of activities is structured around a driving question that can only be answered by critical and creative thinking. For instance, the question "How can we limit the impact of climate change?" requires students to interpret and search deeply to innovate a product (report, short film, posters, etc) and come up with convincing solutions.

In response to item (25), teachers agreed that PBL offers students an opportunity to deal with authentic materials. This goes in line with Yaman (2014) who reported that PBL exposes students to the real-life and makes the classroom as a mirror that reflects the world outside it. This, in turn,

increases students' motivation towards learning and improves their ability to produce the language perfectly.

Item (26) revealed that communication is one of the key skills that can be developed in PBL environments. This is attributed to the fact that PBL offers English language learners the same opportunity as the native speakers to interact in authentic communication situations. It bridges the gap between using English in class and using English in real life situations outside the class. This result supported Ali and El-Henawy (2015) who indicated that PBL creates an atmosphere full of meaningful interactions where students have the confidence and freedom to participate and produce the language fluently to express themselves away from the fear of making mistakes.

Finally, item (27) showed that PBL has a great role in developing students' ability to use technology. This is consistent with Chu, Tse and Chow (2011) who claimed that PBL stimulates students to use technology to access the necessary information, communicate with others and exchange the experiences which facilitates the learning process and makes it more effective.

5.2.3 Discussion of the results of the third question

- **What are the obstacles facing the application of PBL in English language classrooms?**

Domain Three: The obstacles of applying PBL in the English language classrooms.

The findings of items from (29-39) in table (9) exhibited that there is a high level of obstacles teachers face when applying PBL in the English language classrooms with a percentage of (71.0%). The researcher attributes this to the fact that this type of activities requires a comprehensive transformation in the educational process, in contrast to the methods that were used in the past, including the content, the workload, the distribution of roles and the teaching method.

It is worth mentioning that item (38) with (80.2%) obtained the highest percentage of responses, indicating that teachers agreed that the lack of resources offered by schools is the main challenge for applying PBL. This can be attributed to the lack of financial resources allocated for implementing such projects. Indeed, it will be difficult for teachers to implement PBL when schools do not have sufficient budget and resources, such as laboratory classrooms, multimedia centers and flexible learning areas that can facilitate group work. This result is in harmony with Aldabbus (2018) who reported that schools' lack of the necessary equipment in addition to the lack of the provided facilities constitute one of the obstacles to the effective implementation of PBL.

However, item (29) achieved the lowest percentage (56.8%) which means that the majority of teachers have the necessary knowledge of how to use PBL strategy and the goal behind its use, which is an essential issue for implementing it successfully. This is due to their awareness of the importance of breaking the routine and their eagerness to search for modern

strategies that fulfill students' needs and create a productive generation. This corresponds to the results obtained in the first domain, as there was a large degree of awareness among teachers of this strategy and its effectiveness. This finding disagreed with Aldabbus (2018) who revealed that teachers' lack of knowledge about PBL is one of the significant obstacles that led to the failure of applying it or achieving the desired goals.

According to the results of items (31, and 32) which received a high degree of response, most teachers agreed that group work serves as an impediment for implementing PBL. This could be attributed to teachers' inability to organize and manage students in group work because some students tend to dominate all the work and not give the other members of the group the opportunity to participate which makes them upset and may lead to conflicts within the group. This finding is in harmony with Collier (2017) who revealed that some students do not prefer working with others, as they lack the confidence and skills required to perform the task successfully. Similarly, Fragoulis and Tsiplakides (2009) found that teamwork does not ensure an equal contribution to all students.

In response to item (39) which received a high degree of responses with a percentage of (76.0%), it is difficult to manage time according to the planned schedule in PBL classes. This could be due to that the implementation of PBL often takes too much time and requires a much heavier workload than other teaching strategies making it difficult for teachers to cover the content according to school schedule. These results agree with those of Aldabbus (2018), Cintang, Setyowati and Handayani

(2018), Collier (2017), Harris (2014) and Fang and Warschauer (2004) studies.

5.3 Discussion of the Results Related to the sub-questions

There are five sub-questions in this study. For each of them a hypothesis was formulated.

5.3.1 Discussion of the results of the first sub-question, which states the following hypothesis

"There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning strategy and their attitudes towards its effectiveness due to gender variable."

After data analysis, the results revealed that there are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning strategy and their attitudes towards its effectiveness due to teachers' gender in the first and second domains. While it was found that there are significant differences in the third domain and the total score in favor of male teachers.

It is clear from the results that both male and female teachers are aware of PBL strategy and strongly believe in its effectiveness in teaching EFL. However, the results showed that male teachers have more obstacles of using PBL in their classes than female teachers. The researcher attributes this to the fact that male teachers face more problems than female teachers in controlling students and drawing their attention in this type of activities. As female students tend to be more calm, disciplined and active in group

work than male students, which makes it difficult for male teachers to manage the class.

5.3.2 Discussion of the results of the second sub-question, which states the following hypothesis

"There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning strategy and their attitudes towards its effectiveness due to years of experience."

As shown in table (13), there are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning strategy and their attitudes towards its effectiveness due to years of experience, which means that all EFL teachers regardless of their teaching experience are familiar with PBL and agree that its use positively affects students' English proficiency. The researcher attributes this result to that project-based learning is a recently applied strategy in the governmental schools to teach English as a foreign language. Therefore, all English language teachers have the same relatively short experiences in understanding and implementing this strategy, regardless of their years of experience.

5.3.3 Discussion of the results of the third sub-question, which states the following hypothesis

"There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning strategy and their attitudes towards its effectiveness due to academic qualification."

The data analysis revealed that there are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning strategy and their attitudes towards its effectiveness due to academic qualification in the total score. Conversely, it was found that there are statistical significant differences in favor of master degree holders in the first and second domains, but in favor of bachelor degree holders in the third domain.

This means that master degree holders are more aware of PBL and have more positive attitudes towards its effectiveness in teaching English than those with bachelor degree. This result can be explained by the fact that the educational level teachers receive affects the quality of their teaching. Teachers with high qualifications have better knowledge about modern teaching strategies than those with lower qualifications. So, they are more able to apply these strategies and are more flexible in dealing with the challenges that prevent the achievement of the desired goals than those with bachelor degree.

5.3.4 Discussion of the results of the fourth sub-question

The hypothesis of this sub-question states that: "There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of Project-Based Learning strategy and their attitudes towards its effectiveness due to level of teaching stage."

As shown in table (16), there are statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning

strategy and their attitudes towards its effectiveness due to level of teaching stage in the total score between basic stage and basic and secondary stage in favor of the latter. This means that teachers in the basic and secondary stage are more familiar with PBL and have positive attitudes towards it than those in the basic stage. This could be due to the fact that the transition between the basic and secondary stages prompts the teacher to search for modern and versatile strategies that suit students in all stages and all levels, and project-based learning is the best option to achieve this.

5.3.5 Discussion of the results of the fifth sub-question

The hypothesis of this sub-question states that: "There are no statistical significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of Project-Based Learning strategy and their attitudes towards its effectiveness due to place of graduation."

The data analysis in Table (19) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) in the English teachers' awareness of project-based learning strategy and their attitudes towards its effectiveness due to place of graduation, which means that the place of graduation does not have any effect in the teachers' awareness of PBL or their attitudes towards its effectiveness. The researcher believes that all universities seek to adopt modern educational policies to improve the quality of teaching and learning on the one hand, and to prepare high qualified teachers who are able to match their teaching with students' needs in the current century on the other hand.

5.4 Conclusion

This study examined the extent of teachers' awareness of project-based learning strategy in addition to their attitudes towards its effectiveness in teaching English as a foreign language. Also, this study sought to shed light on the most important obstacles that teachers encounter when using PBL in the classroom environment.

In general, the results revealed that teachers are highly familiar with PBL and believe in its positive influence in teaching English as a foreign language, agreeing that it is more beneficial and helpful than the traditional ways of teaching because it places students at the center of the teaching process and educates them to be independent and creative thinkers who are able to deal successfully with the different daily problems. This led to expanding teachers' realization to the need of using PBL strategy to provide extensive opportunities for students to take the lead and learn the language experientially by engaging in real-world situations.

However, the results indicated that there are many challenges teachers face that hinder the successful implementation of PBL. The most important of which are the lack of resources and facilities provided by schools, lack of time, group work problems, crowded classrooms, the difficulty of selecting topics suitable for PBL, the difficulty of teaching the curriculum through PBL, the difficulty of evaluating students' work and the difficulty of managing the classroom.

Based on the findings of the sub-questions, the researcher summarized the following conclusions: Teachers' gender does not affect the level of their awareness of PBL and their attitudes towards its effectiveness, while affects their responses about the obstacles of applying PBL and the total score in favor of male teachers; teachers' academic qualification does not affect the level of their awareness of PBL strategy and their attitudes towards its effectiveness in the total score. However, it has an effect in favor of master degree holders in the first and second domains, but in favor of bachelor degree holders in the third domain; teachers' level of teaching stage affects their awareness of PBL and their attitudes towards its effectiveness in favor of the basic and secondary stage; finally, teachers' years of experience and place of graduation do not have any effect on their awareness of PBL and their attitudes towards its effectiveness.

To sum up, we can be certain that the positive change of the current situation of teaching EFL in the Palestinian context begins with the teacher, because he/she is the influential source in the educational process as well as the one who is responsible for developing the level of students. So, having the necessary knowledge about PBL undoubtedly plays a very important role in achieving the desired goals and overcoming the challenges encountered during its implementation.

5.5 Recommendations

Based on the findings of the study, the researcher suggested the following recommendations:

5.5.1 Recommendations for teachers

Teachers are recommended to:

- Attend training programs, conferences and workshops relevant to PBL to get the necessary knowledge on how to use it properly to enhance students' performance in English language classes.
- Familiarize students with the significance of PBL and train them on how to deal with this kind of strategies to get rid of the ineffective traditional ways of thinking and replace it with the critical and creative thinking.

5.5.2 Recommendations for the Ministry of Education

The Ministry of Education is recommended to:

- Arrange training programs for teachers in the effective use of PBL.
- Enrich the textbooks with authentic content that reflect the real world and can be taught by PBL.
- Supply schools with the resources and funding needed to implement PBL.

5.5.3 Recommendations for future research

Other researchers are advised to:

- Conduct more studies about PBL and teachers' reflections on it in the Palestinian context, using different sample and location.
- Investigate the influence of other variables ,such as the type of school, on the level of teachers' awareness of PBL and their attitudes towards its effectiveness.
- Conduct studies on how well teachers are able to integrate PBL in their teaching and to what extent they are able to deal with the encountered obstacles, which can be best examined through classroom observation to obtain more accurate results.
- Design an analytical study to analyze the content of the English Palestinian curriculum and evaluate the amount and quality of activities that include projects.

5.6 Summary

In this chapter, the researcher interpreted and discussed the results of the study that were also compared to the existing literature. Findings showed that teachers are highly aware of PBL strategy and have positive attitudes towards its effectiveness in teaching EFL, which contributed to increasing their tendency and motivation to apply this strategy in their classes. This is attributed to their realization of the importance of replacing

the ineffective traditional teaching methods with innovative and modern ones, such as PBL, that suit the needs of students these days and improve their ability to tackle real-world issues. In PBL, students learn better because learning occurs through contexts that resemble real life where they are motivated to use the language for the purpose of communication in real-world situations which in turn leads to more flexible and sustained learning.

However, it was found that there are some challenges that hinder the successful implementation of PBL strategy. This can be attributed to the fact that this type of activities requires a comprehensive transformation in the educational process, including the distribution of roles between the teacher and students, the workload and the teaching methods.

To change the unfortunate situation in EFL classes, teachers need to be flexible and demonstrate their willingness to change. They need to break their fear of failure because failure is the first step towards success. The positive change in the educational process begins with changing teachers' traditional roles from lecturers to facilitators to make students more active in their learning. As a result, teachers will be able to create a productive generation with an independent personality that helps them think critically of the surrounding phenomena and solve real-world problems in an effective and successful way.

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Appendices

Appendix (A)

Questionnaire

Dear Teachers,

The following questionnaire was developed to collect the necessary information for accomplishing a study entitled "**English Teachers' Awareness of Project-Based Learning Strategy and their Attitudes towards its Effectiveness**".

The questionnaire consists of two parts: The first part contains personal information, which includes gender, experience, academic qualifications, level of teaching stage and place of graduation; while the second part includes the items of the questionnaire.

Please read the questions carefully and answer them appropriately in the spaces provided. Your answers will be kept strictly confidential and the given information will only be used for research purposes.

Thank you for your co-operation.

Researcher:

Jehan Shawkat Sawaftah

***Part (1) : Personal Information**

Please put the mark (X) in the place that suits your case:

1. Gender: Male () Female ()

2. Years of Experience:

a- Less than 5 years ()

b- From 5-10 years ()

c- More than 10 years ()

3 . Academic qualification:

a- Bachelor ()

b- Master ()

c- Ph.D ()

4 . Level of teaching stage:

a- Basic ()

b- Secondary ()

c- Basic and Secondary ()

5 . Place of graduation :

***Part (2):** This section is divided into three domains:

1 . Domain One: Teachers' awareness of PBL.

2 . Domain Two: The effectiveness of using PBL.

3 . Domain Three: The obstacles of applying PBL in the English language classrooms.

Read the following statements carefully and put (X) in the box that best represents your level of agreement with each statement.

No.	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Domain One: Teachers' awareness of PBL.						
1.	I believe that PBL is an effective strategy in teaching English as a foreign language.					
2.	I use PBL strategy in my classes.					
3.	Traditional strategies are more effective than PBL in teaching English.					
4.	I am not confident in using PBL.					
5.	PBL activities are vital to be integrated in the curriculum.					
6.	Students seem to learn better in PBL environments.					
7.	I am flexible in dealing with the needs of my students.					
8.	I encourage my students to be independent and creative.					
9.	I support student-centered learning strategies.					
10.	I encourage learning through experience.					
11.	I believe that problem-solving and critical thinking are important skills for students.					

12.	As a teacher, I consider myself as a mentor and facilitator of students' learning.					
13.	I employ appropriate teaching strategies to enhance collaboration, participation and communication among students.					
Domain Two: The effectiveness of using PBL.						
14.	PBL allows students to deepen and broaden their learning.					
15.	PBL shifts students' role from being passive into active.					
16.	PBL helps students make connections between classroom learning and the outside world.					
17.	PBL creates a collaborative learning environment.					
18.	PBL allows students to become responsible for their own learning.					
19.	PBL increases students' motivation to learn.					
20.	PBL enables students be more creative and innovative.					
21.	PBL improves students' academic performance.					
22.	PBL establishes good relationships between the teacher and the students and among students themselves.					
23.	PBL empowers students' critical thinking skills.					
24.	PBL allows the teacher to teach skills beyond the content.					
25.	PBL offers students an opportunity to deal with authentic materials.					
26.	PBL develops students' communicative competence.					
27.	PBL may help students develop their technological abilities.					
28.	PBL caters to a wide range of students' needs.					

Domain Three: The obstacles of applying PBL in the English language classrooms.					
29.	I lack knowledge about the procedures for using PBL strategy.				
30.	PBL may create disciplinary problems in the classroom environment.				
31.	Some students do not prefer working in groups.				
32.	PBL does not ensure that all students have an equal contribution in the work.				
33.	It is difficult to select topics suitable for PBL.				
34.	In PBL, it is difficult to evaluate students' work.				
35.	PBL requires longer preparation.				
36.	The curriculum is difficult to be taught by PBL.				
37.	PBL is difficult to be taught in crowded classes.				
38.	Schools lack the necessary resources to implement PBL.				
39.	In PBL, it is difficult to manage time according to the planned schedule.				

Appendix (B)**The Validation Committee for the Questionnaire**

Name	Academic institution
1. Dr. Ayman Nazzal	An-Najah National University
2. Dr. Sameer Al-Issa	An-Najah National University
3. Dalal Zeidan	Beit-Qad Secondary Girls' School
4. Bothaina Staity	Beit-Qad Secondary Girls' School
5. Yafa Ahmed	Sarta Secondary Girls' School

Appendix (C)

**Permission of the Faculty of Graduate Studies' Dean An-Najah
National University**

Faculty of Educational
Sciences and Teacher Training
Department of Primary Education



كلية العلوم التربوية وإعداد المعلمين
قسم معلم المرحلة الأساسية

التاريخ : 2020/2/16

الأخ الدكتور محمد مطر المحترم

مدير مركز البحث والتطوير التربوي / رام الله

تحية طيبة وبعد،

الموضوع : كتاب تسهيل مهمة للطالبة

جيهان شوكت صدقي صوافطة

"11750018"

يرجى من حضرتكم التكرم بالإيعاز لمن يلزم بتسهيل مهمة الطالبة جيهان شوكت صدقي صوافطة "11750018" وذلك لإجراء دراسة بعنوان (وعي مدرسي اللغة الإنجليزية باستراتيجية التعلم القائم على المشاريع واتجاهاتهم نحو فعاليتها)، وذلك لتوزيع استبانات على مدرسي اللغة الإنجليزية في محافظة طوباس).

وتفضلوا بقبول وافر الإحترام والتقدير،،،

منسق برنامج أساليب تدريس اللغة الإنجليزية

د. سهيل كمالحة



جامعة النجاح الوطنية
قسم
مناهج التدريس

Appendix (D)

Permission of the Ministry of Education to carry out the Study

دولة فلسطين وزارة التربية والتعليم مركز البحث والتطوير التربوي		State Of Palestine Ministry of Education Center for Educational Research and Development
الرقم : ١٠٤ / ١٣٤٤ / ٢٠٢٠		التاريخ : ١٩ / ١ / ٢٠٢٠م
		
لجنه يهذه الامر تسهول مهنة بحثية		
يهذكم مركز البحث والتطوير التربوي اطوره تهنه، ويرهو منكم التكرم بتسهول مهنة الطاقه ' جوهان شوكت صهفي صوافهه '		
من جاده النجاح الوطنيه، لعمول على المعولم اللازمه لإعداد أطروحتها بعنوان: ' وهي مهني اللغة الإنجليزيه باستراتيجيه التعلم القائم على المشاريع و الجاهلهم نحو فعاليتها '		
ملاحظات: + تتجمع الباهة بياناتها من جميع مهني اللغة الإنجليزيه في جميع المدارس الحكوميه في محافظه طوباس، + تفرى الباهة أنشطة جمع البيانات بما لا يعين سير العمله التعليميه التعليميه في المدرسيه والمدارس، مع الاطروحه،		
د. محمد مطر مدير مركز البحث والتطوير التربوي		لعمول مهني وزير التربية والتعليم العالي، طريقه زهل الوزارة العاليه، السيد مدير التربية والتعليم - طوباس، صوافهه
Tel (+ 970-562-501092) E-mail (ncrd@moec.gov.ps)		

ب

وعي مدرسي اللغة الإنجليزية باستراتيجية التعلم القائم

على المشاريع واتجاهاتهم نحو فعاليتها

اعداد

جيهان شوكت صدقي صوافطة

اشراف

د. سوزان عرفات

د. فواز عقل

الملخص

هدفت هذه الدراسة إلى التعرف على مدى وعي معلمي اللغة الإنجليزية باستراتيجية التعلم القائم على المشاريع (PBL)، اتجاهاتهم نحو فعاليتها في تدريس اللغة الإنجليزية، وأهم العقبات التي يواجهها المعلمون عند تطبيق هذه الاستراتيجية في فصولهم. وقد تناولت الدراسة أثر المتغيرات التالية (الجنس، الخبرة، المؤهل الأكاديمي، مستوى المرحلة التعليمية و مكان التخرج) على اتجاهات المعلمين.

لتحقيق الهدف من هذه الدراسة، طورت الباحثة استبيان مكون من (39) فقرة بحيث اشتملت الاستبانة على 3 مجالات رئيسية: وعي المعلمين باستراتيجية التعلم القائم على المشاريع، فعالية استخدام التعلم القائم على المشاريع و عقبات تطبيق التعلم القائم على المشاريع في صفوف اللغة الانجليزية. قامت الباحثة بتوزيع الاستبيان على (99) معلم و معلمة للغة الإنجليزية في المدارس الحكومية في محافظة طوباس. تم استلام (76) استبانة فقط وتم اعتماد هذا الرقم على أنه حجم العينة النهائي للدراسة.

وقد كشفت نتائج هذه الدراسة الوصفية أن المعلمين على دراية تامة بفوائد استراتيجية التعلم القائم على المشاريع و لديهم مواقف ايجابية تجاه فعاليتها في تدريس اللغة الإنجليزية. و مع ذلك، أظهرت النتائج أن هناك عددًا من التحديات التي تعوق التنفيذ الناجح لهذه الاستراتيجية مثل: نقص التسهيلات التي تقدمها المدارس بما في ذلك مراكز الوسائط المتعددة والغرف الصفية المعملية والمناطق التعليمية المرنة التي تسهل العمل الجماعي، ضيق الوقت، مشكلات

العمل الجماعي، اكتناظ الفصول الدراسية، تقييم عمل الطلاب، اختيار مواضيع مناسبة للتعلم القائم على المشاريع و صعوبة تدريس المنهاج باستخدام هذه الاستراتيجية.

إضافة إلى ذلك، فقد وجد أنه لا توجد فروق ذات دلالة إحصائية عند مستوى $(\alpha \leq 0.05)$ في وعي معلمي اللغة الإنجليزية باستراتيجية التعلم القائم على المشاريع و اتجاهاتهم نحو فعاليتها تعزى لمتغير الجنس في المجالين الأول و الثاني، بينما كانت هناك اختلافات في المجال الثالث و النتيجة الاجمالية لصالح المعلمين الذكور. أما بالنسبة لمتغير المؤهل الدراسي للمعلمين، فقد تبين أن له تأثير لصالح حاملي درجة الماجستير في المجالين الأول و الثاني، و لكن لصالح حاملي درجة البكالوريوس في المجال الثالث. كما كانت هناك فروق ذات دلالة إحصائية عند مستوى $(\alpha \leq 0.05)$ تعزى لمتغير مستوى المرحلة التعليمية لصالح المرحلة الأساسية و الثانوية. بينما لم تظهر فروق ذات دلالة إحصائية تعزى لمتغير سنوات الخبرة و مكان التخرج.

في ضوء هذه النتائج، أوصت الباحثة بضرورة إثراء المنهج الفلسطيني بمحتوى حقيقي، تدريب المعلمين و الطلاب على الاستخدام الفعال للتعلم القائم على المشاريع و توفير الموارد و التمويل اللازم لتطبيق هذه الاستراتيجية.