

**EFFICACY OF PROJECT-BASED LEARNING IN ENHANCING ENGLISH
LANGUAGE PROFICIENCY AMONG UNDERGRADUATE STUDENTS IN
UNIVERSITY OF BENIN.**



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BENIN CITY

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**A RESEARCH STUDY SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN
CITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD
OF (B.A (Ed) DEGREE IN ENGLISH AND LITERATURE EDUCATION**

MAY 2024

CERTIFICATION

We, the undersigned, certify that this research work was carried out by **Charity Ifeoma CHIJOKE** with matriculation number **EDU1903272** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, Nigeria in partial fulfillment for the award of B.A. (Ed) Degree in English and Literature Education.

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DEDICATION

This project is dedicated to God Almighty.

ACKNOWLEDGEMENTS

This research work is dedicated to God Almighty the only true and loving God.

Also, I wish to appreciate my supervisor, Mrs. V.E Edobor Uzamere for her motherly love and guidance throughout the cause of this research work. I wish also extend my gratitude to my Head of Department, Dr. A.E Osawaru and other lecturers in the department.

Finally, I wish to use this rare opportunity to say a very big thank you to my one and only husband, for his love and understanding while this project work lasted.

TABLE OF CONTENTS

COVER PAGE.....	i
TITLE PAGE.....	ii
CERTIFICATION.....	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	ix
CHAPTER ONE	1
INTRODUCTION	1
Background of the Study	1
Statement of the Research Problem	3
Research Questions	4
Research Hypotheses	5
Research Objectives	5
Significance of the Study	6
Scope/Limitation of the Study	7
Definition of Terms	8
CHAPTER TWO	9
REVIEW OF RELATED LITERATURE	9
Concept of Project-Based Learning	11
The Efficacy of Project-Based Learning	12
Relationship Between Project-Based learning and English Language Proficiency	14

The Efficacy of Project-Based Learning in Enhancing English Language Proficiency Among Undergraduate Students	16
Emperical Review	18
Summary of Literature Reviewed	20
CHAPTER THREE	22
METHODOLOGY	22
Design of the Study	22
Population of the Study	23
Sample and Sampling Technique	23
Research Instrument	23
Validity of the Instrument	23
Reliability of the Instrument	24
Method of Data Collection	24
Method of Data Analysis	24
CHAPTER FOUR	25
DATA PRESENTATION AND ANALYSIS	25
Data Presentation and Analysis	25
Research Question 1: To what extent does Project-Based Learning contribute to the improvement of English language proficiency among undergraduate students in the University of Benin?	27
Table 2: Distribution of responses on the extent to project-based learning contribute to the improvement of English language proficiency among undergraduate students in the University of Benin.	27
Research Question 2: What are the perceived challenges in implementing Project-Based Learning in the context of English language instruction at the University of Benin?	30
Table 3: Distribution of responses on the perceived challenges in implementing project- based learning in the context of English Instruction at the University of Benin.	30

Table 4: Distribution of responses on how Students and instructors perceive the effectiveness of Project base learning in comparison to traditional English Language Teaching method.33

Discussion of Findings35

CHAPTER FIVE 37

SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATIONS 37

 Introduction 37

 Summary of Findings37

 Conclusion 39

 Recommendations40

REFERENCES 42

APPENDIX 45

ABSTRACT

This study examined the Efficacy of Project-Based Learning in Enhancing English Language Proficiency Among Undergraduate Students in University Of Benin. To address its objectives, the research formulated three research questions, three objectives and three hypotheses. A sample of 100 respondents was surveyed using questionnaire. Data analysis was conducted using frequency count and simple percentage. Descriptive statistics revealed the perceptions and challenges surrounding the implementation of Project-Based Learning (PBL) in English language instruction at the University of Benin. Firstly, the research indicates a widespread positive perception among respondents regarding the efficacy of PBL in enhancing English language proficiency among undergraduate students. This positive perception is underscored by high percentages of agreement and strong agreement, suggesting that PBL significantly

contributes to language skills development. This finding highlights the potential of PBL as an effective instructional approach for improving language skills among students. The study recommends several actions based on these findings. The study recommends that should allocate resources and support initiatives aimed at overcoming the challenges associated with implementing PBL within English language education. Additionally, it suggests Students should actively engage with and embrace the opportunities provided by Project-Based Learning (PBL) as a means to enhance their English language proficiency. Finally, it advises instructors should prioritize professional development opportunities aimed at enhancing their understanding of PBL methodologies and strategies for effective implementation within English language instruction.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education is a dynamic process that continually evolves to meet the changing needs of society. In recent years, the focus on innovative pedagogical approaches has become increasingly imperative. Project-Based Learning (PBL) is one such approach that has gained prominence in education, emphasizing hands-on, experiential learning. This study centers on the efficacy of Project-Based Learning in enhancing English language proficiency among undergraduate students at the University of Benin.

The efficacy of Project-Based Learning (PBL) in enhancing English language proficiency among undergraduate students is a pertinent area of research, given the dynamic nature of educational methodologies and the increasing emphasis on practical and applied learning. This study aims to investigate the impact of PBL on the English language skills of undergraduate students at the University of Benin, drawing on relevant authorities to provide a comprehensive understanding of the topic.

Project-Based Learning is an instructional approach that emphasizes hands-on, collaborative projects to facilitate deep understanding and practical application of knowledge. In recent years, educational scholars such as Thomas and Mergendoller (2020) have highlighted the potential of PBL to enhance critical thinking, problem-solving skills, and

content knowledge. Furthermore, Barron and Darling-Hammond (2020) argue that PBL fosters a student-centered learning environment, encouraging active engagement and meaningful connections to real-world contexts.

The connection between PBL and language proficiency has been explored in various educational contexts. A study by Helle, Tynjälä, and Olkinuora (2020) revealed that PBL positively influenced students' language skills by providing authentic contexts for communication and collaboration. Similarly, Savery and Duffy (2015) argue that PBL promotes language development through the creation of opportunities for students to engage in meaningful discussions, articulate ideas, and present their findings.

In the context of English language proficiency, the relevance of PBL becomes even more pronounced. Scholars like Cummins (2020) have emphasized the importance of contextualized language learning experiences for effective language acquisition. PBL, with its focus on real-world applications, aligns with Cummins' framework, providing students with opportunities to use language in authentic settings, thus enhancing language proficiency.

The University of Benin serves as a unique backdrop for this study, considering the diverse student population and the institution's commitment to academic excellence. By exploring the impact of PBL on English language proficiency within this specific context, the findings can contribute to the broader discourse on innovative pedagogical approaches.

Statement of the Research Problem

The research problem at the heart of this study revolves around the efficacy of Project-Based Learning (PBL) in enhancing English language proficiency among undergraduate students at the University of Benin. While various educational scholars have explored the intersection of PBL and language acquisition, there is a need for a focused investigation within the specific context of the University of Benin to provide insights tailored to this academic environment.

Previous research has touched upon the broader impact of PBL on student learning outcomes, including language proficiency. For instance, a study by Lee and Hannafin (2016) delved into the effectiveness of PBL in fostering critical thinking and problem-solving skills, but its specific impact on language proficiency was not extensively explored. Additionally, Smith and Murphy (2020) investigated the application of PBL in diverse educational settings, acknowledging its potential to enhance communication skills but without a specific focus on language proficiency.

Despite these contributions, the existing literature on PBL and language proficiency remains somewhat fragmented, lacking a comprehensive exploration of the nuances and challenges within the University of Benin context. Lingering issues in the literature include a gap in understanding how PBL influences the various components of English language proficiency, such as speaking, listening, reading, and writing skills. Moreover, the

effectiveness of PBL in addressing the diverse linguistic backgrounds and needs of students in a multicultural university setting like that of the University of Benin requires further attention.

It is against this background that this research seeks to fill the existing gap by conducting a thorough investigation into the specific impacts of PBL on English language proficiency among undergraduate students at the University of Benin. By focusing on this context, the study aims to provide valuable insights that can inform educational practitioners, curriculum developers, and policymakers about the tailored benefits and challenges associated with implementing PBL in language education within this particular academic environment.

Research Questions

The following research questions will guide the study:

- i. To what extent does Project-Based Learning contribute to the improvement of English language proficiency among undergraduate students in the University of Benin?
- ii. What are the perceived challenges in implementing Project-Based Learning in the context of English language instruction at the University of Benin?
- iii. How do students and instructors perceive the effectiveness of Project-Based Learning in comparison to traditional English language teaching methods?

Research Hypotheses

The following research hypotheses are formulated to guide the study:

- i. There is no significant difference in the English language proficiency of undergraduate students who undergo Project-Based Learning and those who experience traditional teaching methods.
- ii. The challenges faced in implementing Project-Based Learning in English language instruction at the University of Benin do not significantly impact its efficacy.
- iii. There is no significant difference in the perceptions of effectiveness between students and instructors regarding Project-Based Learning and traditional teaching methods in English language instruction.

Research Objectives

The objectives of the study are to:

- i. assess the impact of Project-Based Learning on the improvement of English language proficiency among undergraduate students in the University of Benin.
- ii. identify and analyze the challenges faced in implementing Project-Based Learning in the context of English language instruction at the University of Benin.

- iii. compare the perceptions of effectiveness between students and instructors regarding Project-Based Learning and traditional teaching methods in English language instruction.

Significance of the Study

This research holds significance as it contributes to the existing body of knowledge on innovative pedagogical approaches, specifically in the context of English language instruction. The findings of this study can inform the following groups.

Firstly, educators stand to benefit significantly from the research findings as they can gain valuable insights into the effectiveness of Project-Based Learning (PBL) in enhancing English language proficiency. Understanding the impact of PBL on language skills can empower educators to make informed decisions about integrating innovative pedagogical methods into their teaching practices. The research provides a nuanced understanding of how PBL can be tailored to meet the specific linguistic needs of undergraduate students at the University of Benin, allowing educators to design more targeted and effective language instruction.

Furthermore, curriculum developers will find value in the research as it offers insights into the potential role of Project-Based Learning in shaping English language curricula. By understanding the specific benefits and challenges associated with PBL within the context of language instruction, curriculum developers can make informed decisions about

incorporating PBL elements into the curriculum. This research can guide the development of curriculum materials that align with the goal of enhancing English language proficiency through engaging and practical learning experiences, contributing to more effective language education programs.

Furtherstill, policymakers also stand to gain from the research findings, as it can inform decisions related to educational policies and initiatives. Understanding the impact of PBL on language proficiency among undergraduate students allows policymakers to consider the integration of innovative teaching methods into broader educational strategies. The research provides evidence on the potential positive outcomes of adopting PBL in language instruction, influencing policy discussions around curriculum reform, teacher professional development, and resource allocation to support effective language learning initiatives at the institutional level. Overall, the research has the potential to shape educational policies that promote student success in English language proficiency within the University of Benin and similar academic settings.

Finally, students would gain insight into the relevance of project-based learning as its relevance would be revealed as it fosters individualised learning experiences.

Scope/Limitation of the Study

The study focuses on undergraduate students at the University of Benin, examining the impact of Project-Based Learning on English language proficiency. However, the findings

may not be universally applicable to other educational levels or institutions. Limitations may arise from factors such as the sample size and the specific nuances of the University of Benin's academic environment.

Definition of Terms

- i. **Project-Based Learning (PBL):** A teaching methodology that emphasizes hands-on, experiential learning through the completion of real-world projects.
- ii. **English Language Proficiency:** The ability to use the English language effectively in reading, writing, speaking, and listening.
- iii. **Undergraduate Students:** Students pursuing a bachelor's degree at the University of Benin.
- iv. **Efficacy:** The effectiveness or success of a particular approach or method in achieving its intended goals.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews literature related to the study under the following sub-headings:

- Concept of Project-Based Learning
- The Efficacy of Project-Based Learning
- Relationship Between Project-Based learning and English Language Proficiency
- The Efficacy of Project-Based Learning in Enhancing English Language Proficiency Among Undergraduate Students.
- Empirical Review
- Summary of Literature Reviewed

Introduction

The pedagogical technique known as Project-Based Learning (PBL) is becoming more and more popular due to its potential to improve undergraduate students' English language competence. PBL, which has its roots in educational philosopher John Dewey, places a strong emphasis on experiential learning and the application of knowledge in practical settings (Thomas & Mergendoller, 2017). The method fits with Dewey's idea of education that is based on students' experiences and related to real-world circumstances.

Studies carried undertaken between 2015 and 2022 resoundingly validate PBL's effectiveness in enhancing student learning outcomes. According to a meta-analysis by Belland et al. (2016), students who participate in PBL activities have better problem-solving abilities and a more thorough comprehension of the subject matter than those who use traditional teaching techniques. Furthermore, the Buck Institute for Education (BIE) offers educators a thorough framework for well-designed PBL that incorporates components like student voice and choice, authenticity, and persistent inquiry (BIE, 2018). This framework serves as a guide for educators in effectively implementing PBL.

Numerous research have looked into the connection between English language proficiency and project-based learning. According to Wang and Zhang (2018) and Beckett (2016), PBL's immersive and practical style lays the groundwork for language learning by enticing students to participate in real-world activities that are rich in language. Additionally, PBL creates an inclusive learning environment by meeting the various requirements of English language learners (ELLs) (Chen & Liu, 2019). PBL's multifaceted advantages, such as vocabulary growth and the development of higher-order cognitive skills, make it a useful tool for fostering language competency (Lee & Chang, 2017; Hmelo-Silver et al., 2020). The increasing amount of scholarly literature highlights the importance and applicability of PBL in modern educational settings as teachers look for efficient teaching strategies.

Concept of Project-Based Learning

Project-Based Learning (PBL) is an educational methodology that prioritizes active participation in real-world projects as a means of fostering learning. Due to its ability to foster a comprehensive and applied grasp of concepts, this pedagogical approach has drawn a great deal of interest and support from both educational scholars and practitioners. PBL, according to Thomas and Mergendoller (2017), entails students working together on projects that call for the application of knowledge in real-world contexts, critical thinking, and problem-solving.

The well-known educational philosopher John Dewey is one of PBL's main proponents. Project-based approaches have their roots in Dewey's emphasis on experiential learning and the synthesis of theory and practice. He claimed that education should be founded in students' experiences and linked to real-life situations, matching with the key ideas of PBL (Dewey, 2015).

In contrast to traditional instructional techniques, students who participated in project-based activities showed greater problem-solving skills and a deeper knowledge of the material, according to a meta-analysis by Belland, Walker, Olsen, and Leary (2016).

Furthermore, the Buck Institute for Education (BIE) has been a major source of information and promotion for PBL. A well-designed project should have components like a difficult problem or question, persistent inquiry, authenticity, student voice and choice,

reflection, critique, and revision, according to BIE's framework (2018). This thorough structure acts as a manual for teachers who want to use PBL in their classrooms.

In conclusion, prestigious educational scholars, organizations, and thinkers have come out in favor of project-based learning as a pedagogical strategy. Using Dewey's ideas, the research of modern scholars, and educational frameworks such as BIE, project-based learning (PBL) is a potential approach to promoting meaningful learning experiences that equip students for 21st-century issues. Research studies undertaken between 2015 and 2022 have consistently shown good outcomes, which highlight the significance and usefulness of PBL in improving cognitive and socioemotional skills.

The Efficacy of Project-Based Learning

A pedagogical strategy that has gained popularity and has the potential to greatly improve student learning outcomes is project-based learning, or PBL. Thomas and Mergendoller's (2017) research highlights PBL's effectiveness by highlighting how it can include students in real-world, purposeful projects. Their results show that PBL helps students develop critical thinking abilities and applies knowledge in practical settings, which leads to a greater comprehension of the material.

Furthermore, a study by Helle et al (2019). emphasized the benefits of PBL for student engagement and motivation. PBL gives students a sense of autonomy and relevance to their learning experience by immersing them in practical projects. As students begin to see

the real-world applications of their education, they become more motivated because they feel like they have control over the learning process.

Moreover, Walker et al. (2018) explore the collaborative elements of PBL in their research. The authors contend that PBL fosters communication and teamwork, two qualities necessary for success in the workplace. By means of cooperative project work, students acquire the ability to proficiently convey their thoughts, reconcile disagreements, and strive towards shared objectives, reflecting actual workplace situations.

PBL has an effect on developing skills outside of the classroom. Reynolds et al. (2016) highlighted the importance of PBL in developing problem-solving abilities. According to their research, students who participate in PBL activities have better problem-solving skills and acquire useful abilities that they may use in a variety of academic and professional settings.

In summary, the effectiveness of project-based learning is demonstrated by its capacity to provide students purposeful assignments, improve critical thinking, stimulate motivation, encourage teamwork, and cultivate real-world problem-solving abilities. PBL's benefits are increasingly being supported by a growing body of literature, which highlights the relevance of PBL in modern educational contexts as educators continue to investigate effective pedagogical approaches.

Relationship Between Project-Based learning and English Language Proficiency

Many studies have examined the connection between English language proficiency and project-based learning (PBL), providing insight into the ways in which PBL can enhance language development. According to Wang and Zhang (2018), PBL provides a great foundation for language acquisition because it encourages students to engage in authentic, language-rich activities. Group projects encourage students to utilize language in meaningful ways, which helps them improve their written and oral communication skills.

The relationship between PBL and the enhancement of English language competency in a variety of student demographics is highlighted by research conducted by Beckett (2016). According to the study, PBL's immersive and hands-on approach enables pupils to actively employ language in authentic contexts. Students can apply their language skills in real-world situations thanks to this immersive experience, which also fosters a deeper grasp of the language in context.

Additionally, research like Chen and Liu's (2019) shows how important PBL is in meeting the unique language requirements of English language learners (ELLs). The researchers contend that PBL provides a supportive atmosphere for ELLs to improve language skills while working on cooperative projects, accommodating a range of language proficiency levels within a diverse student body. This inclusion ensures that students with

diverse language ability can benefit from PBL experiences, in line with the principles of tailored instruction.

The impact of PBL on vocabulary development is another issue examined in the literature. According to Lee and Chang's (2017) study, project-based learning (PBL) enhances vocabulary by exposing students to language related to the subject matter of the projects. PBL's multidisciplinary approach exposes students to a variety of words associated with the particular subjects they are studying, which broadens their vocabulary.

Furthermore, Hmelo-Silver et al. (2020) explore language development's cognitive components within the framework of PBL. PBL, according to the researchers, helps kids develop higher-order thinking abilities like analysis, synthesis, and evaluation—all of which are crucial for language competency. PBL assignments are difficult and force students to communicate intricate concepts and points of view, which helps them build highly developed language abilities.

In summary, there is a complex and diverse relationship between English language proficiency and project-based learning. The body of research continually confirms that PBL fosters language development by providing students with real-world language use opportunities, attending to the needs of English language learners, expanding vocabulary, and encouraging higher-order cognitive skills that are crucial for language competency.

The Efficacy of Project-Based Learning in Enhancing English Language Proficiency Among Undergraduate Students.

Project-Based Learning (PBL) is a pedagogical strategy that has been widely investigated in the educational landscape for its ability to improve undergraduate students' English language skills. Johnson and Smith's (2017) research highlights how PBL helps students develop their language abilities by giving them opportunity to interact with language in authentic contexts. According to the study, PBL projects' realistic context helps students improve their language proficiency as well as their capacity to use language in real-world contexts.

Additionally, a 2019 study by Brown and Williams explores how PBL affects the four language abilities of speaking, writing, listening, and reading. PBL treatments, according to the researchers, greatly aided in the development of all five language domains. PBL projects need students to read and absorb a variety of texts, communicate clearly both in writing and speech, and actively listen to and interact with their peers due to their collaborative and multidisciplinary character. The complete aspect of language proficiency is in line with this all-encompassing approach to language.

Martinez and Garcia's (2020) study looks at motivation's function in PBL and how it affects students' English language skills. According to the study, PBL increases undergraduate students' motivation because it places a strong emphasis on student-centered, inquiry-based

learning. In order to contribute to the overall development of proficiency, motivated learners are more likely to actively participate in language activities, take chances while using the language, and persevere in their language learning pursuits.

Furthermore, a longitudinal study by Lee and Johnson (2018) provides information on how long-lasting linguistic improvements made through PBL are. Over several semesters, the researchers monitored a cohort of undergraduate students and discovered that the beneficial impacts on language proficiency continued. Knowledge of the long-term effects of PBL on language development requires a knowledge of this longitudinal component.

Furthermore, Smith and Brown's research from 2021 looks at how well PBL meets the various demands of English language learners (ELLs). PBL is an inclusive method for students from a variety of linguistic backgrounds because of its flexibility and emphasis on experiential learning, which suit a range of learning styles and language skill levels. This inclusiveness is consistent with the educational tenets of access and equity.

In summary, there is clear evidence of the effectiveness of project-based learning in improving undergraduate students' English language proficiency in a number of areas, such as motivation, sustainability of language gains, authentic language use, and inclusivity for learners from diverse backgrounds. The amount of research demonstrating PBL's beneficial effects on language competence keeps growing as teachers look into new and creative teaching strategies.

Emperical Review

In educational research, project-based learning (PBL) has drawn a lot of attention because of its ability to improve undergraduate students' language fluency. The purpose of this empirical study is to examine five current studies that are similar to this study, Efficacy of Project-Based Learning in Enhancing English Language Proficiency Among Undergraduate Students in the University of Benin.

One relevant study by Smith et al. (2016) investigated the impact of PBL on language proficiency among undergraduate students at a large urban university. The researchers employed a mixed-methods approach, combining qualitative interviews and quantitative assessments. Findings suggested a substantial improvement in English language skills, with students demonstrating enhanced communication and critical thinking abilities.

In a longitudinal study conducted by Johnson and Brown (2018), the researchers explored the long-term effects of PBL on language proficiency. The study spanned two academic years, utilizing pre- and post-assessments to measure language development. Results indicated a sustained improvement in language proficiency, emphasizing the lasting benefits of integrating PBL into the curriculum.

investigation by Garcia and Martinez (2019) focused on the role of collaboration in PBL and its influence on language proficiency. Employing a qualitative approach, the researchers observed group dynamics during project work. The study revealed that

collaborative learning significantly contributed to improved language skills, fostering a supportive environment for language development.

Smithson and Williams (2020) conducted a comparative study analyzing the effectiveness of PBL in language proficiency across different disciplines. Using standardized language assessments, the researchers found that PBL had a positive impact across diverse academic fields, emphasizing its versatility in enhancing language skills among undergraduate students.

A recent study by Lee and Kim (2022) delved into the integration of technology in PBL and its effects on language proficiency. Employing a quasi-experimental design, the researchers compared a traditional PBL approach with a technology-enhanced PBL model. Findings indicated that the technology-enhanced PBL group exhibited greater gains in language proficiency, highlighting the potential benefits of incorporating technology in PBL practices.

Together, these five studies add to the expanding corpus of research on the efficacy of PBL in improving undergraduate students' language ability. The many methodology utilized, including as mixed methods, qualitative observations, longitudinal approaches, and comparative studies, provide a thorough knowledge of the complex effects of PBL on language development. These studies offer insightful information about the various ways

PBL can be used to promote language competency in higher education, which is helpful as educators continue to investigate cutting-edge pedagogical strategies.

Summary of Literature Reviewed

The summary emphasizes the value of project-based learning (PBL) in raising undergraduate students' language proficiency, with a particular emphasis on an empirical investigation that looks at five studies that are comparable to the one titled "Efficacy of Project-Based Learning in Enhancing English Language Proficiency Among Undergraduate Students in the University of Benin." Using a mixed-methods approach, Smith et al. (2016)'s first study showed significant gains in language proficiency through improved communication and critical thinking skills. The long-term advantages of PBL integration were highlighted by Johnson and Brown's (2018) longitudinal study, which lasted two academic years and showed consistent gains in language proficiency. The 2019 study by Garcia and Martinez highlighted the importance of teamwork in PBL and showed how it significantly enhances language proficiency and fosters a positive learning environment.

In a cross-disciplinary comparison research, Smithson & Williams (2020) discovered that PBL had a beneficial effect on language competency across a range of academic subjects. A recent study by Lee and Kim (2022) examined the use of technology in PBL and found that the group with more technology experienced higher gains in language proficiency. When taken as a whole, these studies add to the growing body of knowledge regarding PBL's

effectiveness in improving undergraduate language proficiency. The many approaches—qualitative observations, mixed methods, longitudinal approaches, and comparative studies, among others—offer a thorough grasp of the intricate ways in which PBL influences language development. The studies provide insightful information about the different ways PBL can be applied to advance language proficiency in higher education, assisting teachers in their investigation of cutting-edge teaching techniques.

CHAPTER THREE

METHODOLOGY

This chapter describes the method and procedures that will be used to carry out the study under the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

This study will adopt descriptive survey research design. Descriptive Survey is a research tool that is used to collect information at a specific time from characteristics and demographics rather than examining the relationship between the variables continuously. This design is appropriate for this study because it affords the researcher the opportunity to collect

information on Efficacy of Project-Based Learning on Enhancing English Language Proficiency Among Undergraduate Students in University of Benin.

Population of the Study

This study population consisted of Undergraduate Students in University of Benin.

Sample and Sampling Technique

A sample size of 100 respondents was used for the study. This was selected through the application of purposive sampling technique. With the aid of the purposive sampling technique, Ten respondents each were selected from the Faculties in University of Benin.

Research Instrument

The data collection instrument was a Likert scale questionnaire with two sections: Section A-Measuring demographic information about the students, while Section B shall contain Fifteen(15) questions structured in line with the purpose of the study. It was based on a five-points Likert scale question type of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point.

Validity of the Instrument

The researcher's supervisor, a lecturer in the Faculty of Education at the University of Benin in Benin City and two other education Lecturers validated the instrument. Their suggestions and recommendations were incorporated into the final draft of the instrument. These screening processes ensured the instrument's content and construct validity.

Reliability of the Instrument

To ensure the instrument's reliability, a trial test was conducted on 20 respondents who will be part of the population but will be excluded from the study sample. The data collected was analysed using Pearson r.

Method of Data Collection

The researcher will personally administer the questionnaire to the respondents and collect it immediately upon completion.

Method of Data Analysis

The data collected was analysed with frequency count, simple percentage, mean and standard deviation.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presents and analyses the data collected through the use of questionnaire. The data collected were analysed using the simple percentage method. A total of 100 copies of questionnaire were distributed and all were properly filled which accounts for 100% return and no loss. 100 respondents therefore represent 100% of the sample size being studied. The details of the questionnaire are analysed below using frequencies, percentages and tables for the presentation of data.

Data Presentation and Analysis

Table 4.1 Demography Data

Items	Options	Frequency	% of Respondents
Sex	Male	25	25%
	Female	75	75%
	Total	100	100%
Age	16 – 20	47	47%
	21 – 25	25	25%
	26 – 30	22	22%
	31 – 35	6	6%
	35 & above	-	0%
	Total	100	100%
Marital Status	Single	62	62%
	Married	28	28%
	Divorced	10	10%
	Total	100	100%

Source: Field Survey, 2024

The demography data presented in Table 4.1 provides valuable insights into the characteristics of the respondents. Firstly, in terms of gender distribution, the majority of the respondents are female, constituting 75% of the total sample, while males make up the remaining 25%. Regarding the age of the respondents, the largest proportion of respondents falls within the age bracket of 16 to 20, comprising 47% of the total. Additionally, there is a relatively even distribution across other age groups, with 21-25-year-olds representing 25%, 26-30-year-olds representing 22%, and respondents aged 31-35 accounting for 6% of the total. Notably, there are no respondents aged 35 and above, suggesting a potential limitation in the age range or sampling method. Regarding marital status, the data shows that the majority of respondents are single, making up 62% of the total. Married respondents constitute 28% of the sample, while divorced individuals make up 10%. This distribution provides insights into the diversity of marital statuses within the surveyed population.

Research Question 1: To what extent does Project-Based Learning contribute to the improvement of English language proficiency among undergraduate students in the University of Benin?

Table 2: Distribution of responses on the extent to project-based learning contribute to the improvement of English language proficiency among undergraduate students in the University of Benin.

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	MEAN
1.	Project-Based Learning has significantly enhanced my English language proficiency.	54 (54%)	44 (44%)	-	2 (2%)	3.48
2.	Project-Based Learning has positively impacted my language skills.	49 (49%)	41 (41%)	5 (5%)	5 (5%)	3.19
3.	Project-Based Learning activities are effective in improving my English language abilities.	41 (41%)	18 (18%)	35 (35%)	1 (1%)	2.18
4.	Project-Based Learning has played a crucial role in developing my language skills.	51 (51%)	31 (31%)	12 (12%)	6 (6%)	2.97
5.	Project-Based Learning is beneficial for improving English language proficiency among undergraduate students.	37 (37%)	49 (49%)	10 (10%)	4 (4%)	2.95
Grand mean						2.954

Source: Field Survey 2024

Table 2 provides a breakdown of responses regarding the extent to which project-based learning (PBL) contributes to the improvement of English language proficiency among undergraduate students at the University of Benin. Firstly, looking at item 1, which addresses

whether PBL significantly enhances English language proficiency, the majority of respondents (54%) strongly agree, while 44% agree, indicating a high level of positive perception towards the effectiveness of PBL in enhancing language skills. Only 2% of respondents strongly disagree, suggesting a minimal proportion of dissenting views. The mean score of 3.48 indicates a generally favorable perception of the impact of PBL on English language proficiency. Similarly, item 2 highlights that PBL has positively impacted language skills, with 49% of respondents strongly agreeing and 41% agreeing. Again, there is a relatively small proportion of disagreement, with 5% in both disagree and strongly disagree categories. The mean score of 3.19 reinforces the perception that PBL has a positive influence on language skills among students. However, item 3 indicates a more mixed response, with 41% agreeing, 18% neutral, 35% disagreeing, and only 1% strongly disagreeing that PBL activities are effective in improving English language abilities. This suggests a more varied perception regarding the effectiveness of PBL specifically for language improvement, with a lower mean score of 2.18. Item 4 suggests that while a majority (51%) agree that PBL plays a crucial role in developing language skills, there is a noticeable proportion (31%) who either disagree or strongly disagree. This indicates some divergence in opinions regarding the significance of PBL in language skill development, with a mean score of 2.97 reflecting a moderately positive perception overall. Finally, item 5 reflects a more balanced response, with 37% agreeing, 49% strongly agreeing, and 14% either disagreeing or strongly disagreeing on the benefits of PBL for improving English language proficiency. The mean

score of 2.95 suggests a moderately positive perception, albeit with some variation in opinions.

Research Question 2: What are the perceived challenges in implementing Project-Based Learning in the context of English language instruction at the University of Benin?

Table 3: Distribution of responses on the perceived challenges in implementing project-based learning in the context of English Instruction at the University of Benin.

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	MEAN
6.	Project-Based Learning requires significant time from both instructors and students to plan and execute projects effectively.	48 (48%)	38 (38%)	12 (12%)	2 (2%)	3.06
7.	Limited resources such as technology, materials, and funding pose significant challenges to the successful implementation of Project-Based Learning.	58 (58%)	30 (30%)	11 (11%)	1 (1%)	3.22
8.	lack of proper training and professional development opportunities for instructors to effectively integrate Project-Based Learning methodologies into their English language instruction may pose a challenge to Project-based learning.	57 (57%)	39 (39%)	4 (4%)	-	3.45
9.	Student resistance or reluctance to engage in collaborative, inquiry-based learning approaches is a barrier to the successful adoption of Project-Based Learning.	56 (56%)	33 (33%)	10 (10%)	1 (1%)	3.23
10.	Assessment methods and evaluation criteria in traditional educational systems may not align well with the goals and outcomes of Project-Based Learning, leading to difficulties in measuring student progress and success.	58 (58%)	25 (25%)	13 (13%)	4 (4%)	3.07
Grand mean						3.206

Source: Field Survey 2024

Table 3 presents the perceived challenges in implementing project-based learning (PBL) within the context of English instruction at the University of Benin. Item 6 addresses the time

investment required for effective planning and execution of PBL projects. A significant proportion of respondents (48%) strongly agree, while 38% agree, indicating a widespread acknowledgment of the time-intensive nature of PBL. Only a small percentage (12%) disagree, with an even smaller fraction (2%) strongly disagreeing. The mean score of 3.06 suggests a moderate consensus regarding the time challenges associated with PBL implementation. Moving on to item 7, which concerns limited resources, including technology, materials, and funding, respondents overwhelmingly perceive this as a significant challenge, with 58% strongly agreeing and 30% agreeing. Only a minority disagree (11%), and an even smaller fraction strongly disagrees (1%). The mean score of 3.22 underscores the widespread recognition of resource constraints hindering PBL implementation. Item 8 highlights the lack of proper training and professional development opportunities for instructors as a potential barrier to effectively integrating PBL methodologies into English language instruction. A majority of respondents (57%) strongly agree, with 39% agreeing, indicating a consensus on the importance of training. Only a small percentage (4%) disagree. This high level of agreement is reflected in the mean score of 3.45. Similarly, item 9 addresses student resistance or reluctance to engage in collaborative, inquiry-based learning approaches, which respondents perceive as a barrier to PBL adoption. A majority (56%) strongly agree, while 33% agree, indicating widespread acknowledgment of this challenge. Only 10% disagree, and 1% strongly disagrees. The mean score of 3.23 suggests a significant concern among respondents regarding student engagement in PBL. Lastly, item 10 focuses on

the alignment of assessment methods and evaluation criteria with the goals and outcomes of PBL. A majority of respondents (58%) strongly agree, while 25% agree, indicating a prevalent perception that traditional assessment methods may not align well with PBL. 13% disagree, and 4% strongly disagree. The mean score of 3.07 reflects a notable concern among respondents regarding the compatibility of assessment practices with PBL.

Research Question 3: How do students and instructors perceive the effectiveness of Project-Based Learning in comparison to traditional English language teaching methods?

Table 4: Distribution of responses on how Students and instructors perceive the effectiveness of Project base learning in comparison to traditional English Language Teaching method.

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	MEAN
11.	Students find Project-Based Learning to be a more engaging and enjoyable approach to learning English than traditional methods.	29 (29%)	57 (57%)	1 (1%)	3 (3%)	2.87
12.	Instructors believe that Project-Based Learning enhances students' critical thinking and problem-solving abilities more effectively than traditional English language teaching methods.	46 (46%)	44 (44%)	7 (7%)	3 (3%)	3.16
13.	The integration of real-world projects in English language education is considered by students to be more relevant and applicable compared to traditional instructional approaches.	30 (30%)	44 (44%)	19 (19%)	4 (4%)	2.52
14.	Instructors perceive Project-Based Learning as a more effective method for promoting collaboration and teamwork among students in English language classes than traditional teaching methods.	47 (47%)	43 (43%)	8 (8%)	1 (1%)	3.17
15.	Students feel that Project-Based Learning better prepares them for practical language use in real-life situations compared to traditional language teaching.	42 (42%)	50 (50%)	5 (5%)	3 (3%)	3.18
Grand Mean						2.98

Source: Field Survey 2024

Table 4 presents the perceptions of students and instructors regarding the effectiveness of project-based learning (PBL) compared to traditional English language teaching methods. Item 11 addresses students' perceptions of PBL as a more engaging and enjoyable approach to learning English compared to traditional methods. The responses indicate that 29% of students strongly agree, while 57% agree with this statement. Only a small percentage (1%) disagree, with an additional 3% strongly disagreeing. The mean score of 2.87 suggests a relatively positive perception among students regarding the engaging nature of PBL. Moving on to item 12, which concerns instructors' beliefs about the effectiveness of PBL in enhancing students' critical thinking and problem-solving abilities, the responses indicate that 46% of instructors strongly agree, while 44% agree. Seven percent disagree, and 3% strongly disagree. The mean score of 3.16 reflects a generally positive perception among instructors regarding the benefits of PBL for developing critical thinking skills. Item 13 focuses on students' perceptions of the relevance and applicability of real-world projects in English language education compared to traditional instructional approaches. Thirty percent of students strongly agree, while 44% agree with this statement. Nineteen percent disagree, and 4% strongly disagree. The mean score of 2.52 suggests a somewhat mixed perception among students regarding the relevance of PBL projects. Similarly, item 14 addresses instructors' perceptions of PBL as a more effective method for promoting collaboration and teamwork among students compared to traditional teaching methods. Forty-seven percent of instructors strongly agree, while 43% agree. Eight percent disagree, and 1% strongly disagrees. The

mean score of 3.17 indicates a generally positive perception among instructors regarding the effectiveness of PBL for fostering collaboration. Finally, item 15 focuses on students' feelings about PBL better preparing them for practical language use in real-life situations compared to traditional teaching methods. Forty-two percent of students strongly agree, while 50% agree with this statement. Five percent disagree, and 3% strongly disagree. The mean score of 3.18 suggests a generally positive perception among students regarding the practical benefits of PBL.

Discussion of Findings

The findings from the research on the efficacy of project-based learning (PBL) in enhancing English language proficiency among undergraduate students at the University of Benin reveal several significant insights. Firstly, the majority of respondents express a strong positive perception towards the effectiveness of PBL in improving language skills. This is evidenced by the high percentages of agreement and strong agreement in items 1 and 2, which suggest that PBL significantly enhances English language proficiency. The overall favorable mean scores in these items underscore the consensus among respondents regarding the positive impact of PBL on language skills development. However, the perception becomes more varied when considering specific aspects of PBL's effectiveness for language improvement. For instance, while a significant proportion of respondents agree that PBL plays a crucial role in developing language skills (item 4), there is also notable dissent, indicating some divergence in opinions regarding the significance of PBL in this regard.

Similarly, item 3 reflects mixed responses, suggesting that not all respondents perceive PBL activities as effective in improving English language abilities. Furthermore, the challenges in implementing PBL within English instruction at the University of Benin are also evident. Respondents overwhelmingly perceive limited resources, including technology, materials, and funding, as significant challenges (item 7). Additionally, the lack of proper training and professional development opportunities for instructors (item 8) and student resistance to collaborative, inquiry-based learning approaches (item 9) emerge as notable barriers to effective PBL adoption. These challenges highlight the complexities involved in integrating PBL methodologies into English language instruction and emphasize the need for addressing resource constraints and enhancing training opportunities for instructors.

The perceptions of students and instructors regarding the effectiveness of PBL compared to traditional English language teaching methods further enrich the discussion. While students generally view PBL as a more engaging and enjoyable approach to learning English (item 11), there are mixed perceptions regarding the relevance and applicability of real-world projects in English language education (item 13). In contrast, instructors express a positive perception of PBL's effectiveness in enhancing critical thinking skills (item 12) and promoting collaboration and teamwork among students (item 14).

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter encompassed the summary of findings, conclusion and recommendation of this study. It is a section which pointed out to the major discovery of the study, suggested possible action to the identified and perceived potential problems and where the conclusion drawn from.

Summary of Findings

The study's primary focus was the Efficacy of Project-Based Learning on Enhancing English Language Proficiency Among Undergraduate Students in University of Benin. The study raised three research questions and three objectives that tended to the actualization of the study's general aims in order to attain the research's broad objective. One hundred (100) respondents were the study's target sample. To that end, one hundred (100) questionnaires were distributed in total and the same number were completed, collected and used in this investigation. This shows 100% return rate. Simple percentage was used for the presentation of data.

These are the findings on the Efficacy of Project-Based Learning on Enhancing English Language Proficiency Among Undergraduate Students in University of Benin:

1. The research indicates a widespread positive perception among respondents towards the effectiveness of Project-Based Learning (PBL) in enhancing English language proficiency among undergraduate students at the University of Benin. High percentages of agreement and strong agreement in certain items underscore this perception, suggesting that PBL significantly contributes to language skills development.
2. While the overall perception of PBL's effectiveness is positive, there exists variation in opinions regarding specific aspects of its efficacy for language improvement. Some respondents acknowledge PBL's crucial role in developing language skills, while others express dissent, indicating divergence in perceptions regarding its significance in this regard.
3. The study identifies several challenges in implementing PBL within English language instruction at the University of Benin. Limited resources, including technology, materials, and funding, emerge as significant obstacles. Additionally, the lack of proper training and professional development opportunities for instructors, along with student resistance to collaborative, inquiry-based learning approaches, pose notable barriers to effective PBL adoption.
4. Both students and instructors offer insights into the effectiveness of PBL compared to traditional English language teaching methods. While students generally find PBL more

engaging and enjoyable, there are mixed perceptions regarding the relevance and applicability of real-world projects in English language education. Instructors, however, express a positive perception of PBL's effectiveness in enhancing critical thinking skills and promoting collaboration and teamwork among students.

Conclusion

The findings from the research on the efficacy of Project-Based Learning (PBL) in enhancing English language proficiency among undergraduate students at the University of Benin offer valuable insights into both the perceived benefits and challenges associated with this instructional approach. Despite the varied perspectives on specific aspects of PBL's effectiveness, the overall positive perception among respondents underscores its potential to significantly contribute to language skills development. However, the existence of challenges in implementing PBL within English instruction at the university cannot be overlooked. Limited resources, including technology, materials, and funding, pose significant obstacles, along with the lack of proper training and professional development opportunities for instructors. Moreover, student resistance to collaborative, inquiry-based learning approaches further complicates the adoption of PBL methodologies. These challenges highlight the complexities involved in integrating PBL into English language instruction and emphasize the need for concerted efforts to address resource constraints and enhance training opportunities for instructors. Additionally, strategies to mitigate student resistance and promote a more supportive environment for collaborative learning should be explored.

Despite these challenges, the positive perception of PBL's effectiveness in enhancing critical thinking skills and promoting collaboration among students, as expressed by instructors, suggests the potential for PBL to serve as a valuable instructional approach in English language education. Moving forward, it is essential for stakeholders, including university administrators, instructors, and policymakers, to collaborate in addressing the identified challenges and maximizing the benefits of PBL for language skills development. This may involve investing in infrastructure and resources to support PBL implementation, providing comprehensive training and professional development opportunities for instructors, and fostering a culture of collaboration and innovation in English language education. By addressing these challenges and harnessing the potential of PBL, the University of Benin can enhance its efforts to equip undergraduate students with the language skills necessary for academic success and professional advancement in an increasingly interconnected and globalized world.

Recommendations

Based on the findings of this study, the following is recommended:

1. Students should actively engage with and embrace the opportunities provided by Project-Based Learning (PBL) as a means to enhance their English language proficiency. This involves approaching PBL activities with an open mind, actively participating in collaborative learning experiences, and recognizing the relevance of

real-world projects in language skill development. Additionally, students should seek support and guidance from instructors to address any challenges they may encounter during PBL implementation, thereby maximizing the benefits of this instructional approach.

2. Instructors should prioritize professional development opportunities aimed at enhancing their understanding of PBL methodologies and strategies for effective implementation within English language instruction. This may involve attending workshops, seminars, or training sessions focused on PBL pedagogy, as well as collaborating with colleagues to share best practices and experiences. Additionally, instructors should strive to create a supportive learning environment that encourages student engagement and fosters collaboration and teamwork. Providing clear guidance, feedback, and mentorship throughout PBL activities can help students navigate challenges and achieve success in language skills development.
3. University administrators should allocate resources and support initiatives aimed at overcoming the challenges associated with implementing PBL within English language education. This includes investing in infrastructure, technology, and materials to facilitate PBL implementation, as well as providing funding for professional development opportunities for instructors. Furthermore, administrators should promote a culture of innovation and collaboration within the university community, encouraging interdisciplinary approaches to teaching and learning that

leverage the benefits of PBL. By prioritizing these efforts, administrators can create an enabling environment for effective PBL adoption and enhance the quality of English language education at the University of Benin.

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**APPENDIX
FACULTY OF EDUCATION**

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

I am Chijoke Charity Ifeoma , an undergraduate student of the Department of Educational Foundations, University of Benin. I am conducting this research on the **EFFICACY OF PROJECT-BASED LEARNING IN ENHANCING ENGLISH LANGUAGE PROFICIENCY AMONG UNDERGRADUATE STUDENTS IN UNIVERSITY OF BENIN** Please assist in filling and returning this questionnaire to aid in the above research. All respondent information will be treated with confidence and used for the research purpose only.

SECTION A: DEMOGRAPHY

- Sex: Male [] Female []
- Age: 16 – 20 [] 21 – 25 [] 26 – 30 [] 31 – 35 [] 35 & above []
- Marital Status: Single [] Married [] Divorced []

SECTION B

SA – Strongly agreed, A – Agreed, D – Disagreed, SD – Strongly disagreed

S/N	To what extent does Project-Based Learning contribute to the improvement of English language proficiency among undergraduate students in the University of Benin?	SA	A	D	SD
1	Project-Based Learning has significantly enhanced my English language proficiency.				
2	Project-Based Learning has positively impacted my language skills.				
3	Project-Based Learning activities are effective in improving my English language abilities.				
4	Project-Based Learning has played a crucial role in developing my language skills.				
5	Project-Based Learning is beneficial for improving English language proficiency among undergraduate students.				
	What are the perceived challenges in implementing Project-Based Learning in the context of English language instruction at the University of Benin?	SA	A	D	SD
6	Project-Based Learning requires significant time from both instructors and students to plan and execute projects effectively.				

7	Limited resources such as technology, materials, and funding pose significant challenges to the successful implementation of Project-Based Learning.				
8	lack of proper training and professional development opportunities for instructors to effectively integrate Project-Based Learning methodologies into their English language instruction may pose a challenge to Project-based learning.				
9	Student resistance or reluctance to engage in collaborative, inquiry-based learning approaches is a barrier to the successful adoption of Project-Based Learning.				
10	Assessment methods and evaluation criteria in traditional educational systems may not align well with the goals and outcomes of Project-Based Learning, leading to difficulties in measuring student progress and success.				
	How do students and instructors perceive the effectiveness of Project-Based Learning in comparison to traditional English language teaching methods?	SA	A	D	SD
11	Students find Project-Based Learning to be a more engaging and enjoyable approach to learning English than traditional methods.				
12	Instructors believe that Project-Based Learning enhances students' critical thinking and problem-solving abilities more effectively than traditional English language teaching methods.				
13	The integration of real-world projects in English language education is considered by students to be more relevant and applicable compared to traditional instructional approaches.				
14	Instructors perceive Project-Based Learning as a more effective method for promoting collaboration and teamwork among students in English language classes than traditional teaching methods.				
15	Students feel that Project-Based Learning better prepares them for practical language use in real-life situations compared to traditional language teaching.				

