

## The effect of Project Base Learning Discussion Task in Developing Student's Motivation and Willingness: A Case study of EFL Students of Northern Border University, Applied College Preparatory Year

EMADELDEEN ELHADI YOUSOF

Northern Border University, Faculty of Science  
Kingdom of Saudi Arabia

ABDULMAJEED ALTAYIB OMER

Professor and Supervisor  
University of Umm Al-Qura  
Kingdom of Saudi Arabia

### Abstract

*The study is going to be about "The effect of project-based learning discussion task in Developing Students of English as a foreign language in Favor of motivation and Willingness. Type of the study is descriptive research in the way that it gives descriptions to the phenomena. The researcher used specific procedures to collect data of the study. The data collection is 'Project Task' or presentation of specific topics selected by EFL students and the task presented in front of the classroom. The tool of measurement is semi-structured questionnaire of 20 questions or claims to be ticked by students. Sample of the study is 40 students who are studying English Language course at the preparatory year and they are from nearly age (18-21) years old. Timing of the experiment is through the second semester the first year 2022.*

*Results of the study show that methodological and psychological perspectives items of the questionnaire revealed that EFL students of Applied College has benefited more after they tried the task Project Based Learning. It showed that both methodological and psychological perspectives of the students triggered by the presence and experience of project-based learning (PBL).*

مستخلص الدراسة ( النسخة العربية)

تتور الدراسة حول تأثير مهمة مناقشة التعلم المبني على المشاريع لتطوير طلاب اللغة الإنجليزية السنة التطبيقية جامعتن الحدود الشمالية كلغة أجنبية و لمعرفة مدي رغبتهم و تحفيظهم. الدراسة هي وصفية في المقام الاول و ذلك من حيث إعطاء وصف دقيق لظاهرة التعليم المبني على المشاريع. استخدم الباحث إجراءات محددة لجمع بيانات الدراسة وهو عبارة عن "مهمة مشروع" أو عرض لموضوعات محددة يختارها طلاب اللغة الإنجليزية كلغة أجنبية ل طرحها و تقديمها أمام الطلاب داخل قاعة الفصل الدراسي. أداة قياس الظاهرة هو عبارة عن استبيان شبه منظم يتكون من 20 سؤالاً أو ادعاء يتم اعطاه للطلاب بعد اداءهم للمشاريع داخل قاعة الدراسة. عينة الدراسة عبارة عن 40 طالباً يدرسون مقرر اللغة الإنجليزية في السنة التحضيرية الكلية التطبيقية بجامعة الحدود الشمالية بعمر و تتراوح أعمارهم بين (18-21) سنة تقريباً. توقيت التجربة خلال الفصل الدراسي الثاني من العام الدراسي 2022 .

أظهرت نتائج الدراسة أن وجهات النظر المنهجية والنفسية لبنود الاستبيان كشفت أن طلاب اللغة الإنجليزية كلغة أجنبية في الكلية التطبيقية قد استفادوا أكثر بعد أن اخضعوا لمهمة التعلم القائم على المشاريع. وأظهرت أيضاً أن وجهات النظر المنهجية والنفسية للطلاب عن وجود نسية استشعار لمفهوم التعلم القائم على المشاريع و يظهر ذلك في جميع فرضيات الدراسة الثلاثة.

**Key Words:** Project Base Learning Discussion Task, student's motivation, student's willingness, Northern Border University

## INTRODUCTION AND LITERATURE REVIEW

The paper of this study is going to be about "The effect of Project Base learning discussion task in developing students of English as a foreign language Motivation and Willingness. 'Moreover, the researcher is seeking the problem of this study by following certain procedures and methods to focus and study the phenomena of the so-called project-based learning task through presentation projects that given to the students of English language skills.

It has been claimed that the Project Based Learning (PBL) is a useful activity that EFL students need it to trigger, recover, and solve their barriers that confronted them during their classes of learning. Olga Supe and Aivars Kaupuzs (2015) stated that "Project-based learning is a student-centred, motivational, creative and meaningful teaching approach. Students at all ages can be involved in projects and show their knowledge, skills, and special abilities on a great variety of topics." Another definition stated by Ng Chin Leong, Patrick (2009) that "Problem-based Learning (PBL) is a curriculum model that emphasizes the effective use of task-based problems to engage students in active and multidisciplinary learning. Through problem-based learning, students learn how to solve problems that are ill-structured, open-ended or ambiguous."

Thu T. K. Le (2018) in her article Project-based Learning in 21st Century stated that: "The concept of Project-Based Learning (PBL) is not new, but it has recently gained the spot light in education field. In the past decade, studies on PBL have increasingly been conducted and adopted across a diversity of educational institutions worldwide. Another claim by Loyens et al, (2015) claims that "The PBL approach is a typical form of cooperative and research-based learning technique, characterized by active student engagement and comparative." Chin and Chia (2004) & Morrison (2004) cited from Louise Martin & Karen Bill stated that "Students work in groups to solve problems and take responsibility for their own learning through a process of encountering a problem and exploring resources to provide an acceptable, justified solution."

### Hypotheses of the Study

Moreover, the research paper has hypothesis that the researcher foreseen to achieve the proposed goals of the intended study.

Hypotheses are:

- 1- Project-based learning task presentation helps students to improve their learning of English as a foreign language and trigger their motivation and willingness to learn English language.
- 2- Presentation of PBL tasks trigger EFL student's interaction and peer work.
- 3- PBL task proposes to trigger the cognitive skills of students to overcome and take the challenge to remove the iceberg of their reluctance.

### Population of the Study

The researcher in this section of study selected students from university level in order to test the hypothesis properly. The researcher selected EFL learners who are studying English Language skills in the first semester Faculty of Applied College at Northern Boarder University, Saudi Arabia. The students were about 30, and they are nearly in age from 18-20 years old and from different background and they are all Saudi.

In addition to that, the researcher proposed a plan for carrying out the study and focused more to design out the study and chooses a suitable design to collect the data and discuss the results and outcomes in a good level of explicitness. The researcher selects the population from the Applied College at Northern Boarder university the first semester. The researcher selected the method of presentation of certain topics to be discussed in front of the classroom. skills. As observed, the researcher proposed that as a problem of research to be focused and studied.

### **Methods and Tools of Data Collection**

In this section of research, the researcher is going to propose and select useful methods and procedures to collect data for the study. Therefore, the researcher designed a purposeful method to be followed and useful in the way that it is easy discussed and collect data. The kind of the study is a descriptive quantitative study in which it follows the phenomena and produce results in a quantitative and descriptive way to support the hypothesis of the study. The checklist schedule of the project-based learning of this study paraphrased and cited and adapted on a research study by Ali Zubi (2019) in which the researcher foreseen that it is suitable to the design of the study and is going to achieve a purposeful result. Tool of data collection is a Project Tasks presentation in the classroom or (PBL) Project Based Learning. The researcher divided the students into groups and gave them a variety of topics, and each group selected a specific topic. Therefore, each group of students proposed a plan and design their tasks in the way that students can collect data and information of their topics from different resources i.e.: internet based, magazines, newspaper articles etc, and put it in a suitable computer program like (Microsoft word, power point, etc) to be presented as a talk show or a seminar. After collecting data, they contact course instructor (The researcher) and plan a method of presenting the task in front of the classroom. The groups the researcher selected are 7 groups each group contains 3 students. Students are asked to contact each other to collect the data for their projects in the way that they can practice, share, and collect information for their project task.

The project task presentation took about 2 weeks in order to give opportunity to all groups to present their tasks and reflect their thoughts on their pair work. Questions from audiences also exist to make a wonderful discussion so far. After finishing the projects, the researcher (instructor) makes use of a useful design to measure the degree of change among students after their experience of project-based learning tasks presentations. It is a semi-structured questionnaire adopted from a research study and developed and mended to meet the needs of this study. It is paraphrased and adopted from research by Ali Alzubi (2019) "The effects of smartphones mediated language learning strategies on the learner autonomy of Saudi Arabian undergraduates" to measure and evaluate the degree of development or change. The degree of change is a matter to change.

### **Validity and Reliability of Project Based Learning (PBL)**

Validity of the Project -Based Learning (PBL) is tested in the pilot study made by the researcher in the way that this method of data collection (PBL) is measures what is supposed to measure. It measures the student's degree of change or improvements after they participate in the intervention of in-class presentation tasks in light of motivation and willing. The intervention is about implementation of lectures and tasks of Project based exercises inside the classroom during the semester. It is about 7 to 9 lectures of

exercises to train EFL students of the Applied College. The researcher divided students into 7 groups each of which they cooperate with each other and prepare their task for presentation in front of their colleagues. Therefore, the researcher depends on the outcomes of the overall results that comes from the student's presentations in front of their partners.

### **Questionnaire (check list)**

The researcher in order to measure the EFL students change and development of their awareness of the concept of PBL; the researcher selected a questionnaire check list for that to check students understanding of the concept of Project Based Learning (PBL).

The searcher questionnaire is about Methodological Perspective and Cognitive skills of Project Base Learning (PBL). This questionnaire is designed to assess Student's satisfaction and benefits of The Project Base Learning (PBL) and as result evaluate the motivation and willing among EFL first semester Students of the Applied College at Northern Boarder University. The Questionnaire adapted, paraphrased, and cited from Ali Abbas Alzubi, (2019) Najran University (KSA). Students indicate their choices of responses with ticking that tells the frequency of their understanding of these skills. There are no right or wrong answers to these statements.

### **Results, Findings, and Discussion**

In this section of the study, the researcher provides results of data collection. As the researcher selected the tool of data collection and Project Based Task; therefore, it is time to introduce the results and discuss the outcomes and findings of the study to support the hypotheses of the research paper study in light of knowing that if there is an improvement that EFL students of the Applied College encountered and to what extent.

The researcher is going to introduce the Results of the questionnaire of the "analysis of methodological perspective." "I preview my Project and identify goals and objectives of the discussion" Students achieved the mean 4.0 and a standard deviation 1.2. "I preview and define the type of the Project achieved the mean 4.6 and standard deviation 0.9. "I arrange and plan steps of project task effectively" achieved mean 4.2 and deviation 0.1. "I select an appropriate methods and techniques to prepare my PBL task" achieved mean 4.1 and deviation 1.0. "I monitor my mistakes and errors when planning and doing the materials and information" achieved mean 4.0 and deviation 1.3. "I evaluate my plan after preparing the project task" achieved mean 3.4 and deviation 1.5. "I rate my presentation in a proficiency way achieved mean 3.9 and deviation 1.2. "I use mind map before doing my discussion of my project task" achieved mean 3.7 and deviation 1.5. "I make a warm up first before beginning the project discussion" achieved mean .3.7 and deviation 1.3. "I use suitable resources to understand and produce an appropriate project" achieved mean 4.0 and deviation 1.1. "I use logical thinking to collect data and produce logical information to the project" achieved mean 4.2 and deviation 1.0. "I sort and organise information when planning the task and also when making the final version of the project" achieved mean 3.9 and deviation 1.4. "I feel satisfied when I cooperate with my partners in presenting the project" achieved mean 4.4 and deviation 4.1. "I have a stronger motivation towards preparing and presenting projects" achieved mean 4.3 and deviation 1.1. The above results show that students achieved the criteria of methodological perspective of the PBL task in the scale score of "often" cause the overall sum of the criteria being ticked

in the table achieved the mean 4.0 and standard deviation 0.64 that means the students after they intervened in the PBL tasks they felt and achieved the criteria “often”. That mean the task triggered their understanding.

The following are checklist table (1) and Figure (1) that show the Analysis of Methodological Perspective items of Questionnaire that students feel in light of their contribution of PBL tasks in classroom.

**Table (1): Analysis of Methodological Perspective of the of PBL**

Item		Never	Rarely	Sometimes	Often	Always	Total	Me an	Standard Deviation
I preview Plan my Project and identify goals and objectives of the discussion.	Count	1	2	8	5	14	30	4.0	1.2
	%	3.3%	6.7%	26.7%	16.7%	46.7%	100.0%		
I preview and define the type of the Project.	Count	1	0	1	6	22	30	4.6	0.9
	%	3.3%	0.0%	3.3%	20.0%	73.3%	100.0%		
I arrange and plan my steps of project task effectively.	Count	0	3	3	10	14	30	4.2	1.0
	%	0.0%	10.0%	10.0%	33.3%	46.7%	100.0%		
I select an appropriate methods and techniques to prepare my PBL task.	Count	0	3	4	9	14	30	4.1	1.0
	%	0.0%	10.0%	13.3%	30.0%	46.7%	100.0%		
I monitor my mistakes and errors when planning and doing the materials and information of the project.	Count	2	3	4	6	15	30	4.0	1.3
	%	6.7%	10.0%	13.3%	20.0%	50.0%	100.0%		
I evaluate my plan after preparing the project task.	Count	3	7	5	4	11	30	3.4	1.5
	%	10.0%	23.3%	16.7%	13.3%	36.7%	100.0%		
I rate my presentation in a proficiency way.	Count	1	3	7	5	14	30	3.9	1.2
	%	3.3%	10.0%	23.3%	16.7%	46.7%	100.0%		
I use mind map before doing my discussion of my project task.	Count	3	6	2	5	14	30	3.7	1.5
	%	10.0%	20.0%	6.7%	16.7%	46.7%	100.0%		
I make a warm up first before beginning the project discussion.	Count	1	6	7	3	13	30	3.7	1.3
	%	3.3%	20.0%	23.3%	10.0%	43.3%	100.0%		
I use suitable resources to understand and produce an appropriate project.	Count	0	4	6	7	13	30	4.0	1.1
	%	0.0%	13.3%	20.0%	23.3%	43.3%	100.0%		
I use logical thinking to collect data and produce logical information to the project.	Count	1	2	1	13	13	30	4.2	1.0
	%	3.3%	6.7%	3.3%	43.3%	43.3%	100.0%		
I sort and organise	Count	2	5	2	7	14	30	3.9	1.4
	%	6.7%	16.7%	6.7%	23.3%	46.7%	100.0%		

information when planning the task and also when making the final version of the project.										
I feel satisfied when I cooperate with my partners in presenting the project.	Count	1	2	1	7	19	30	4.4	1.1	
	%	3.3%	6.7%	3.3%	23.3%	63.3%	100.0%			
I have a stronger motivation towards preparing and presenting projects.	Count	0	1	5	1	23	30	4.5	0.9	
	%	0.0%	3.3%	16.7%	3.3%	76.7%	100.0%			
I get more feedback when planning, preparing, and presenting projects.	Count	1	1	5	4	19	30	4.3	1.1	
	%	3.3%	3.3%	16.7%	13.3%	63.3%	100.0%			
I identify my needs to fix problems of composing projects.	Count	1	6	3	7	13	30	3.8	1.3	
	%	3.3%	20.0%	10.0%	23.3%	43.3%	100.0%			
Overall								4.0	0.64	

**Figure (1): Analysis of Methodological Perspective**



The researcher also is going to introduce the Results of the questionnaire of the “analysis of psychological perspective that EFL students encountered during and after PBL task intervention.” The PBL experience contributed to my cognitive development” achieved the mean 3.8 and standard deviation 1.2. “The PBL experience contributed to my cognitive research skills” achieved mean 4.1 and deviation 1.0. “The PBL experience contributed to my personality” achieved mean 3.9 and deviation 1.4. “The project helped me to create new horizons to improve my critical thinking” achieved mean 3.9 and deviation 1.2. The above results show that students achieved the criteria of psychological perspective of the PBL task in the scale of “sometimes” cause the overall sum of the criteria being ticked in the table achieved the mean 3.93, and standard deviation 0.92 that means the students after they intervened in the PBL tasks they felt

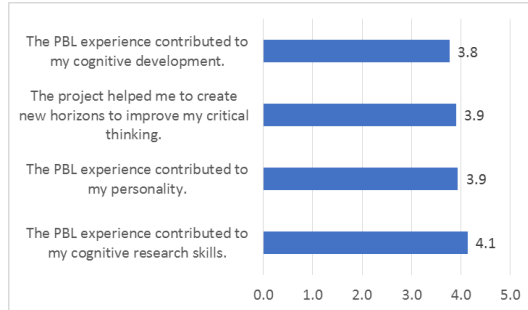
and achieved the criteria “sometimes”. That mean the task triggered their understanding.

The following are check list table (2) and Figure (2) that show the Analysis of Psychological Perspective items of Questionnaire that students feel in light of their contribution of PBL tasks in classroom.

**Table (2): Analysis of Psychological Perspective of PBL**

Item		Never	Rarely	Sometimes	Often	Always	Total	Mean	Standard Deviation
The PBL experience contributed to my cognitive development.	Count	1	3	9	6	11	30	3.8	1.2
	%	3.3%	10.0%	30.0%	20.0%	36.7%	100.0%		
The PBL experience contributed to my cognitive research skills.	Count	0	4	2	10	14	30	4.1	1.0
	%	0.0%	13.3%	6.7%	33.3%	46.7%	100.0%		
The PBL experience contributed to my personality.	Count	2	4	5	2	17	30	3.9	1.4
	%	6.7%	13.3%	16.7%	6.7%	56.7%	100.0%		
The project helped me to create new horizons to improve my critical thinking.	Count	2	2	6	7	13	30	3.9	1.2
	%	6.7%	6.7%	20.0%	23.3%	43.3%	100.0%		
Overall								3.93	0.92

**Figure (2): Analysis of Psychological Perspective of PBL**



## CONCLUSION

Therefore, and after the results and outcomes of intervention of the Project Based Task; it is clear that the results of the questionnaire both the methodological and psychological perspectives revealed that EFL students of Applied College has benefited more after they tried the task Project Based Learning (PBL). When the researcher discussed the results, it showed that both methodological and psychological perspectives of the EFL students of Applied College triggered by the presence and experience of PBL. The First hypothese “project-based learning task presentation helps students to improve their learning of English as a foreign language and trigger their motivation and willingness to learn English language” achieved properly by students in light of meeting the methodological procedures of the students they encountered PBL procedures so far.

On other hand, all students participated in the implementation of the PBL task and attend most of intervention lectures and do their best. As claimed by Bell (2010) that Project based learning (PBL) triggered the understanding of student-centred is clear to a quite extent in the way that students of Applied College tried the concept of student centred by implementing the steps or tips of PBL by collecting and arranging their tasks and do the presentations in front of the class.

Students also achieved the second hypothese “the presentation task triggers the EFL student’s social interaction and peer work” properly in the way that the they cooperate with each other during and before implementing PBL presentations when collecting and preparing data of PBL presentation. Furthermore, Students achieved third Hypothesis “proposes to trigger the cognitive skills of students to overcome and take the challenge to remove the iceberg of their reluctance” in a good way, and that appeared in the overall score of the Table (1) which scored 3.93 that means PBL task based sometimes trigger their psychological perspective and scored nearly 4.0 which rated “often.” Therefore, the EFL students of the applied college triggered their understanding of the concept of PBL by as a result of the outcomes of the checklist questionnaire. The correlation between the questionnaire and the intervention of BLB in-class task presentations is a subject to change. Thus, the researcher found that EFL students of the Applied College triggered the concept of PBL and that appear in their learning process after the intervention of PBL in the questionnaire check list which proofs the three hypotheses of the study.

## REFERENCES

1. Alzubi, A.F., (2019). The effects of smartphones mediated language learning strategies on the learner autonomy of Saudi Arabian undergraduates.
2. Thu T. K. Le (2018) Project-based Learning in 21st Century: A Review of Dimensions for Implementation in University-level Teaching and Learning. Web page: (PDF) Project-based Learning in 21st Century: A Review of Dimensions for Implementation in University-level Teaching and Learning. (researchgate.net)
3. Martin & Karen Bill. Incorporating Problem-Based Learning Strategies to Develop Learner Autonomy and Employability Skills in Sports Science Undergraduates. A academic Paper. V.7, No. 1. Web page file:///E:/PHD%20Resources/New%20folder%20(5)/Incorporating\_Problem\_Based\_Learning\_Str.pdf
4. Saleh Al-Busaidi and Fawzia Al-Seyabi (April 2021), Project-based Learning as a Tool for Student-Teachers’ Professional Development: A Study in an Omani EFL Teacher Education Program. Web page.
5. Olga Supe, Aivars Kaupuzs (2015). The Effectiveness of Project – Based Learning in the Acquisition of English as a Foreign Language (2015)
6. Loyens, S. M., Jones, S. H., Mikkers, J., & van Gog, T. (2015). Problem-based learning as a facilitator of conceptual change. *Learning and Instruction*, 38, 34–42.
7. Ng Chin Leong, Patrick. (2009), The Power of Problem-based Learning (PBL) in the EFL classroom.