



# Affordances and Constraints in the Implementation of Project-Based Language Teaching: The Experiences of Teachers of English as a Foreign Language

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**Abstract:** Project-Based Language Teaching (PBLT) is an innovative approach that enhances student engagement, creativity, and language proficiency through collaborative projects. This approach can deliver various benefits as well as pose challenges. This article reports the findings of a mixed-method study that investigated the experiences of high school teachers of English as a Foreign Language (EFL) when implementing PBLT, and PBLT's affordances and constraints. The convenience sample comprised 120 EFL high school teachers in Tay Ninh, Vietnam. Data were collected via a questionnaire and semi-structured interviews. The findings revealed that while teachers acknowledged PBLT's affordances, such as enhancing student engagement, improving student collaboration, and developing student creativity, they also encountered constraints related to time management, pedagogical shift, and assessment. The article offers insights for educators and policymakers to improve PBLT implementation, contributing to more effective English language instruction in Vietnamese high schools.

**Keywords:** PBLT; EFL teachers; benefits; challenges; language teaching.

*Received: 26<sup>th</sup> March, 2025; Revised 1<sup>st</sup> June, 2025; Accepted: 10<sup>th</sup> October, 2025*

DOI: <https://doi.org/10.33100/jossh.2025.1.1.5>

## 1. Introduction

Project-Based Language Teaching (PBLT) has gained widespread recognition as an effective instructional approach that enhances student engagement, collaboration, and language acquisition. By integrating real-world projects into language learning, PBLT fosters critical thinking, creativity, and communication skills - key

competencies for 21st-century learners (Larmer et al. 2017; Tran and Nguyen 2025; Tran and Tran 2019, 2020, 2021). Pop and Sim (2013) assert that learning a foreign language not only deepens the understanding of English grammar but also enhances overall communication and problem-solving skills. In addition to intellectual benefits, fluency in a foreign language makes travel easier, expands career opportunities, and offers insights into various cultures and peoples. International companies increasingly prioritize candidates who are proficient in English, which helps

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them integrate and succeed in multicultural work environments.

PBLT is not only aligned with the goals of education reforms in many EFL contexts, including Vietnam, but also reflects broader international trends in language education. PBLT is defined by several key attributes, such as fostering continuous inquiry, critical thinking, and the production of public deliverables (Larmer et al. 2017). These attributes make PBLT an effective method for enhancing student engagement, creativity, and confidence in using English in everyday contexts. However, research has shown that challenges to the implementation of PBLT persist, such as planning, assessment, pedagogical shift, and resource constraints (Harris 2015; Mouni 2022; Tamim and Grant 2013).

Within the research context of Tay Ninh, most high schools are supposed to apply innovative teaching methods, especially PBLT. This method has been recently used across Vietnam due to changes in the English textbooks supplied by the Ministry of Education, as well as the need to apply teaching methods that excite and stimulate student creativity and confidence in English language learning. Nevertheless, many schools encounter obstacles in the application of this teaching method. Teachers often encounter difficulties adapting to this change, from lesson planning to student assessment. Despite efforts and support from educational management, the implementation of PBLT still requires innovation and rigorous training support for teachers. The lack of resources and training may decrease the effectiveness of PBLT in classrooms. Research has also indicated that students engaged in project-based learning demonstrate stronger retention of language skills compared to those in traditional learning environments (Han et al. 2015).

However, for PBLT to be effectively implemented on the larger scale of a province, better understanding of the affordances and constraints encountered by teachers in implementing PBLT is essential. Exploring such affordances and constraints is the subject of this article.

By examining the issues of affordance and constraint, the article aims to further enrich the existing body of literature on PBLT, particularly in EFL contexts. It contributes to the broader theoretical understanding of how teachers adapt and implement innovative teaching methods like PBLT. On a practical level, the findings have the potential to inform policymakers, educational planners, and teachers themselves about the affordances and constraints of implementing PBLT. By highlighting the specific obstacles teachers face, such as resource constraints, insufficient training, and the need for more tailored support, the article provides valuable feedback for designing effective professional development programs. Moreover, the findings can guide the creation of teaching materials, workshops, and training modules tailored to the needs of teachers. These practical recommendations can help foster a more supportive environment for the implementation of PBLT, ensuring that teachers are equipped with the knowledge and resources they need to succeed.

## 2. Literature Review

### 2.1. Definition of PBLT

Scholars have provided various definitions and interpretations of PBLT across different contexts. However, a common thread runs through these definitions, and they often employ similar philosophical and theoretical foundations to

explain it. As highlighted by Blank (1997, cited in Railsback 2002), students in PBLT are afforded opportunities to engage in project planning, execution, and evaluation, with projects often extending their relevance beyond the classroom. Ravitz (2010) emphasized that PBLT employs various types of "projects" as motivational tools for students, focusing on the presentation and demonstration of the language skills they have developed. Although PBLT is frequently linked with constructivism, Guo et al. (2020) argued that PBLT is more appropriately rooted in problem-solving and inquiry-based teaching and learning approaches. These researchers used the terms "problem-based" and "inquiry-based" methods interchangeably. Similarly, Krajcik et al. (1994) identified six essential features of PBLT: a driving question, a focus on learning objectives, engagement in educational activities, student collaboration, the use of scaffolding technologies, and the creation of tangible artifacts. Other definitions of PBLT have also been proposed. Damiri et al. (2012) characterized PBLT as an innovative approach that emphasizes contextual learning through engaging and complex activities. According to Thomas (2000:1), PBLT is "a model that organizes learning around projects", and "projects" are defined as "complex tasks, based on challenging questions or problems, involving students in design, problem-solving, decision-making, or investigative activities; allowing students to work relatively autonomously over extended periods, and culminating in realistic products or presentations". It is also described as an interdisciplinary, student-centered approach with a clearly defined project outcome (Han et al. 2015). Based on these different definitions, PBLT can be understood as an educational approach where language learning is integrated into

real-world projects, fostering active student participation in planning, executing, and assessing tasks with tangible applications beyond the classroom. Rooted in constructivist principles, PBLT emphasizes problem-solving and inquiry-based learning, promoting collaboration, autonomy, and the creation of meaningful artifacts.

## 2.2. *Affordances and Constraints of PBLT*

The affordances of PBLT are numerous, including the enhancement of student engagement, improved student collaboration, and the development of student creativity. Mohamed (2023) showed that PBLT promotes active engagement in learning by involving students in real-world projects that necessitate the use of language skills. According to Almazroui (2022), this approach can deepen and reinforce learners' understanding of language concepts. PBLT is an instructional method demonstrated to be effective as it engages students actively in their own learning process. Additionally, PBLT helps students develop essential 21st-century skills such as collaboration, problem-solving, and creativity. These skills are highly valued in both academic and professional environments. In PBLT, students work in teams to solve complex problems, which fosters collaboration and the ability to communicate effectively with others (Do 2023; Katekina et al. 2019; Tran and Nguyen 2025; Tran and Tran 2019, 2020, 2021). One of the significant benefits of PBLT is its positive impact on language proficiency. Unlike traditional methods that often focus on isolated grammar rules and vocabulary memorization, PBLT immerses students in real-world tasks that require them to use language meaningfully. This immersion fosters improved proficiency across all four language skills: speaking, listening, reading, and writing. It encourages students to engage in real-world tasks that

mimic situations they will encounter outside the classroom. This focus on functional language use leads to more meaningful practice, which is essential for language proficiency (Almazroui 2022; Mouni 2022).

While PBLT offers affordances, it also presents constraints that educators may encounter during its implementation. Prominent among these are time constraints, assessment difficulties, and the pedagogical shift needed for teachers to adopt this methodology. Research has highlighted the challenges of finding the right balance between PBLT and the broader curriculum. Because PBLT is a lengthy process, teachers are required to provide ongoing input and conduct continuous evaluations (Shome and Natarajan 2013). A second challenge is assessment. In PBLT, evaluation is frequently embedded in authentic contexts, involving activities such as tracking group progress and assessing content knowledge to determine readiness for addressing the driving question and presenting outcomes in ways that mirror real-world workplace practices. As a result, students are assessed differently in the PBLT classroom. Shpeizer (2019) emphasized that teachers are responsible for evaluating not only the final product but also the process, the skills developed, and both individual and group contributions. Another constraint is the teacher's pedagogical shift. Tamim and Grant (2013) highlighted that one of the difficulties in implementing PBLT stems from the conflict it creates for teachers with deeply ingrained beliefs in traditional teaching methods. Consequently, educators need to demonstrate adaptability and be comfortable with the uncertainty inherent in a student-centered approach. Moreover, they should cultivate a classroom environment that encourages inquiry and challenge, which is essential for fostering a genuine

appreciation for learning (Tamim and Grant 2013).

### 2.3. *Empirical Studies on PBLT*

Existing research on PBLT in various contexts offers valuable insights but also highlights gaps. Collier (2017) investigated the challenges and benefits of implementing a PBLT approach in a Spanish high school. The study involved three Spanish classes: two experimental groups and one control group. Data collection employed five instruments: pre-test and post-test questions, a performance-based written presentation assessment from the school district, a six-question survey, and a daily teacher observation journal. The findings indicate that while the PBLT approach influenced grammar and vocabulary achievement, it did not appear to affect writing performance.

Le and Ho (2021) conducted research examining the challenges and benefits of incorporating PBLT into English for Specific Purposes (ESP) classes. Involving 64 fourth-year students, the research utilized three main data collection tools: questionnaires, student interviews, and journals. The findings indicated that integrating PBL into ESP classes provided more benefits than challenges for the students. Specifically, students reported improvements in language and content knowledge, workplace-related skills, self-responsibility, and motivation. The main challenges related to classmates, including issues with skills, English proficiency, and negative attitudes.

Another study carried out by Mouni (2022) investigated secondary school EFL teachers' perceptions of the benefits and challenges related to PBLT in EFL classrooms. Data were gathered through in-depth interviews with three secondary-level EFL teachers from schools in the Kailali

district of Nepal. The findings indicated that while EFL teachers recognized the value and benefits of PBLT in language education, they faced ideological, pedagogical, and operational challenges in its effective implementation.

Scholarly work across different countries has sought to comprehend the perceptions, challenges, and benefits of PBLT in various educational contexts. The studies indicate a shared interest in understanding how PBL can be implemented effectively to enhance language education globally. Each study underscores the importance of considering the specific context in which project-based instruction is implemented. Understanding and addressing context-specific needs emerge as crucial for effective PBLT implementation. However, there is an absence in the literature regarding teachers' perspectives on the affordances and constraints of implementing PBLT.

### 3. Methodology

#### 3.1. Context and Participants

The study reported here employed a mixed-methods approach and adopted a pragmatic worldview (Creswell and Creswell 2018) to explore the affordances and constraints of EFL teachers implementing PBLT. Data were obtained from a questionnaire and semi-structured interviews. The quantitative data from the questionnaire served as the main source for data collection, while the qualitative data from the interviews played a complementary role, providing an in-depth understanding of the research focus. The research was conducted in 22 high schools in Tay Ninh, Vietnam, where English is a compulsory subject. In these schools, students receive three English lessons per week, following the curriculum prescribed by Vietnam's

Ministry of Education and Training (MOET). The English textbooks used in these schools consist of various units covering language knowledge (vocabulary, grammar, pronunciation), skills (reading, writing, listening, speaking), and cultural content. At the end of each unit, students are required to complete a project and present it in class, making PBLT a relevant and applicable teaching approach in this context.

The study recruited 120 high school EFL teachers using a convenience sampling technique, ensuring accessibility and willingness to participate. These teachers were selected because they had experience in implementing PBLT in their teaching. Among the participants, 30% had less than five years of teaching experience, 45% had between five and fifteen years, and 25% had over fifteen years. In addition, 80% of the teachers had attended professional training workshops related to PBLT, while 20% had never received formal training on this instructional method. From the cohort of 120 teachers, eight of them were invited to partake in the semi-structured interviews on a voluntary basis.

#### 3.2. Instruments

A closed-ended questionnaire was designed for data collection. It was divided into two main parts: Part A collected demographic and background information about the participants. Part B consisted of two sub-sections: Section A (12 items adapted from Larmer et al. 2017) sought information on affordances in implementing PBLT; Section B (12 items adapted from Tamim and Grant 2013) collected information on constraints in implementing PBLT. All 24 items were structured on a five-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree) to quantify teachers' levels of agreement with different statements. The questionnaire was

initially developed in English and then translated into Vietnamese to ensure that all participants fully understood the items and could provide accurate responses. The Cronbach's alpha for the questionnaire was .81, indicating a high level of internal consistency (Section A:  $\alpha = .79$ ; Section B:  $\alpha = .83$ ). Additionally, a semi-structured interview protocol was developed to gather in-depth information on the affordances and constraints faced by EFL teachers when implementing PBLT. Both instruments were piloted to determine whether the questions effectively elicited the intended information. They were then modified in terms of language use and content.

### 3.3. Data Collection and Analysis

Copies of the questionnaire were administered to the target population in person and online. Although 140 teachers were approached, 120 responses were deemed valid for analysis. The other 20 responses which indicated incomplete and invalid answers were excluded. To be able to approach the research participants, the research permission was obtained from the Department of Education and Training in Tay Ninh. Teachers were given instructions and explanations on how to complete the questionnaire, which took, on average, approximately 20 minutes. Regarding the interviews, eight teachers experienced in implementing PBLT were invited to participate. The interviews, conducted in Vietnamese, took approximately 15-30 minutes and were fully recorded with the interviewees' consent.

For data analysis, SPSS was used for quantitative data and content analysis for

qualitative data. The quantitative data were descriptively analyzed in terms of mean and standard deviation. The content analysis was conducted as follows: All recordings were transcribed verbatim with great care and deductively analyzed based on the predetermined codebooks generated from the theories of affordances and constraints. The transcripts were read repeatedly and data corresponding to pre-determined themes were grouped and summarized. Each interviewee was assigned a code (e.g. T1 as in Teacher 1).

## 4. Results

### 4.1. Affordances in Implementing PBLT

The affordances of implementing PBLT for EFL teachers were measured in terms of enhancing student engagement, improving student collaboration, and developing student creativity.

#### *Enhancing Student Engagement*

The study found that, in general, teachers believed that PBLT boosted student engagement by making learning more interactive and meaningful ( $M=3.98$ ;  $SD=.74$ ). As shown in Table 1, teachers reported that PBLT “[promoted] students' active engagement in real-world projects” (B2:  $M=4.23$ ;  $SD=.70$ ) and “[stimulated] students' active learning” (B3:  $M=4.23$ ;  $SD=.70$ ). Additionally, they believed that PBLT could engage students more readily in classroom activities (B1:  $M=4.14$ ;  $SD=.56$ ), motivate them to be willing to participate in project work (B4:  $M=3.80$ ;  $SD=.81$ ), and excite them to engage in project-based activities (B5:  $M=3.80$ ;  $SD=.81$ ).

**Table 1: Student Engagement**

		<b>N=120</b>	
		<b>M</b>	<b>SD</b>
B1	Students engage more in classroom activities.	4.14	.56
B2	PBLT promotes students' active engagement in real-world projects.	4.37	.77
B3	PBLT stimulates students' active learning.	4.23	.70
B4	Students are willing to participate in project work.	3.35	.82
B5	Students are excited about project-based activities.	3.80	.81
<b>Average</b>		<b>3.98</b>	<b>.74</b>

The qualitative interview responses reinforced this finding. The interviewees noted that students were more enthusiastic and willing to participate when they could see the practical values of their projects. They emphasized that students felt more ownership over their learning, which led to greater engagement. Some notable responses include:

“My students were more engaged because they could apply what they learned to real-life situations.” (T1)

“Even shy students participated more when working on projects because they felt responsible for their group’s success.” (T4)

#### *Improving Student Collaboration*

The results indicated that teachers regarded PBLT as significantly enhancing student collaboration skills, with an overall mean score of 3.91 (SD = .82) (Table 2). Among the different aspects of collaboration assessed, teachers reported that PBLT created an environment for group work (B8: M=4.04; SD=.78), encouraged students to work in groups independently (B9: M=4.03; SD=.87), and provided them with various opportunities to contribute their ideas in groups (B10: M=4.02; SD=.79). Additionally, teachers also agreed that PBLT facilitated students working in groups (B6: M=3.95; SD=.76) and enhanced their ability to work with peers (B7: M=3.50; SD=.89).

**Table 2: Student Collaboration**

		<b>N=120</b>	
		<b>M</b>	<b>SD</b>
B6	PBLT facilitates students working in groups.	3.95	.76
B7	PBLT enhances students' ability to work with peers.	3.50	.89
B8	PBLT creates an environment for group work.	4.04	.78
B9	PBLT encourages students to work in groups independently.	4.03	.87
B10	PBLT provides students with a lot of opportunities to contribute their ideas in groups.	4.02	.79
<b>Average</b>		<b>3.91</b>	<b>.82</b>

Regarding the interview results, teachers also highlighted that one of the affordances from PBLT was its capacity to foster teamwork, which was considered a valuable skill for students. Some notable responses include:

“Thanks to PBLT, students can work well in groups, developing stronger

communication skills and learning how to divide tasks effectively.” (T3)

“When conducting the projects, students have opportunities to support one another. Consequently, they develop their teamwork skills.” (T5)

### *Developing Student Creativity*

Teachers recognized the development of student creativity as a major advantage of PBLT, with an average score of 3.85 (SD=.79) (Table 3). They said that PBLT could help students think critically (B12:  $M = 4.23$ ;  $SD = .74$ ), encourage them to generate new ideas (B11:  $M = 4.01$ ;  $SD =$

.71), and allow them to express ideas freely (B13:  $M = 3.98$ ;  $SD = .80$ ). Moreover, teachers also thought that PBLT could promote student flexibility in learning approaches (B15:  $M = 3.90$ ;  $SD = .78$ ) and support them to develop their problem-solving skills (B14:  $M = 3.76$ ;  $SD = .81$ ).

**Table 3: Student creativity**

		<b>N=120</b>	
		<b>M</b>	<b>SD</b>
B11	PBLT encourages students to generate new ideas.	4.01	.71
B12	PBLT helps students think critically.	4.23	.74
B13	PBLT allows students to express ideas freely.	3.98	.80
B14	PBLT supports students to develop their problem-solving skills.	3.76	.81
B15	PBLT promotes students' flexibility in learning approaches.	3.90	.78
<b>Average</b>		<b>3.85</b>	<b>.79</b>

The interviewed teachers reported that when they used PBLT, their students could work collaboratively, resulting in enhanced creativity. As the following participants noted:

“When doing projects in groups, students became more confident in coming up with creative solutions and presenting their work.” (T6)

“At first, some students struggled with open-ended tasks, but with guidance, they became more independent thinkers, and they could find ways to solve problems creatively.” (T8)

Overall, the results showed that PBLT played an important role in developing student creativity. However, to achieve maximum effectiveness, there should be greater support and guidance from teachers to encourage students to develop confidence in expressing their opinions and thinking creatively when participating in projects.

### *4.2. Constraints in implementing PBLT*

The constraints for EFL teachers when implementing PBLT include time management, pedagogical shift, and assessment.

#### *Time management*

The findings in Table 4 indicated that time constraints posed a significant challenge to the implementation of PBLT, with an overall mean score of 4.05 (SD = .87). Teachers strongly believed that striking a balance between conducting PBLT and the curriculum timeline is challenging (C2:  $M=4.45$ ;  $SD=.73$ ). They agreed that it was time-consuming to implement PBLT (C1:  $M=4.15$ ;  $SD=.86$ ) because it consists of different activities such as designing suitable projects for students (C3:  $M=3.45$ ;  $SD=.87$ ), instructing them on how to conduct projects (C5:  $M=4.25$ ;  $SD=.81$ ), and guiding them in project presentations (C4:  $M=4.11$ ;  $SD=.83$ ).

**Table 4: Time management**

		<b>N=120</b>	
		<b>M</b>	<b>SD</b>
C1	Implementing PBLT is time-consuming.	4.15	.86
C2	Finding the balance between conducting PBLT and the curriculum timeline is challenging.	4.45	.73
C3	I spend a lot of time designing suitable projects for my students.	3.45	.87
C4	It takes me a lot of time to guide my students in project presentations.	4.11	.83
C5	I spend a lot of time instructing students on how to conduct projects.	4.28	.81
<b>Average</b>		<b>4.05</b>	<b>.87</b>

In the interviews, most teachers reported that they faced difficulties in managing time when implementing PBLT in the classroom due to the following reasons:

“It is challenging to allocate time effectively so that students have sufficient time to work in groups and complete their projects within the learning timeframe.” (T1)

“Conducting projects takes more time compared to traditional teaching methods. Allocating time for each phase of the project and ensuring that students meet deadlines can be challenging.” (T6)

#### *Pedagogical Shift*

Teachers admitted that it was challenging for them to alter their teaching methods in PBLT implementation ( $M=4.05$ ;  $SD=.87$ ) (Table 5). They found it challenging to monitor student progress (C10:  $M=4.30$ ;  $SD=.88$ ) and student activities (C8:  $M=4.12$ ;  $SD=.92$ ) and to shift their mindset from being a supplier to a facilitator in the teaching process (C9:  $M=4.14$ ;  $SD=.78$ ). Furthermore, it was challenging for teachers to transition from teacher-centered instruction to a student-centered approach in PBLT (C7:  $M=3.97$ ;  $SD=.85$ ) and to maintain students’ interest in conducting projects (C6:  $M=3.71$ ;  $SD=.92$ ).

**Table 5: Pedagogical Shift**

<b>No.</b>		<b>N= 120</b>	
		<b>M</b>	<b>SD</b>
C6	Maintaining students’ interest in conducting projects is challenging.	3.71	.92
C7	Adapting from teacher-centered instruction to a student-centered approach in PBLT is challenging.	3.97	.85
C8	It is challenging to monitor students’ activities in the project process.	4.12	.92
C9	I need to shift my mindset from being a supplier to a facilitator in the teaching process.	4.14	.78
C10	I find it challenging to monitor student progress in PBLT.	4.30	.88
<b>Average</b>		<b>4.05</b>	<b>.87</b>

The qualitative data aligned with the quantitative results, with interviewees confirming that they faced constraints related to pedagogical shift. Some notable responses include:

“Ensuring that all students receive the necessary support to complete the project can be challenging, especially when students

have varying levels of ability and skill. It is important to consider how to allocate tasks and provide individual support to ensure that all students are engaged and learning from the project.” (T7)

“We simultaneously observe, guide, and assist students during the project process,

which sometimes makes it challenging to effectively fulfill all these roles." (T5)

In brief, most EFL teachers agreed that there are issues of time constraint in implementing PBLT. They had to change their instructional approach to take on multiple roles in a PBLT classroom.

#### *Assessment*

The results indicated that assessment was believed to be one of the most significant challenges for teachers in implementing

PBLT, with an average mean score of 4.11 ( $SD = .84$ ) (Table 6). Teachers said that it was challenging for them to design evaluation criteria for project products (C13:  $M=4.60$ ;  $SD=.88$ ) and provide prompt feedback on student projects (C14:  $M=4.23$ ;  $SD=.74$ ). In addition, they found it challenging to equitably assess students' project products (C11:  $M=3.48$ ;  $SD=.98$ ), time-consuming (C12:  $M=4.08$ ;  $SD=.79$ ), and demanding (C15:  $M=4.14$ ;  $SD=.81$ ).

**Table 6: Assessment**

No.		N=120	
		M	SD
C11	It is challenging to equitably assess students' project products.	3.48	.98
C12	I spend a lot of time assessing students' project products.	4.08	.79
C13	I find it challenging to design assessment criteria for project products.	4.60	.88
C14	Providing prompt feedback on students' project is challenging.	4.23	.74
C15	It is demanding to assess students' project products.	4.14	.81
<b>Average</b>		<b>4.11</b>	<b>.84</b>

The interviewed teachers further reported that they faced several difficulties in assessing students' project products, as in the following examples:

"Projects often involve multiple aspects such as the working process, final product, soft skills, and creativity, requiring teachers to develop comprehensive and clear assessment criteria." (T1)

"Assessing project outcomes can be more complex than assessing traditional tests. The assessment needs to be fair and accurately reflects the level of completion and quality of the student's work, while also providing constructive feedback." (T7)

The issues of assessment criteria, fairness, and accuracy in assessing project outcomes emerged as constraints for EFL teachers in implementing PBLT.

## 5. Discussion

The findings of this study provide valuable insights into the affordances and constraints in the implementation of PBLT for high school EFL teachers. Overall, the study showed that PBLT enhanced student engagement, improved collaboration, and developed creativity, while also posing constraints related to time management, pedagogical shift, and assessment. One of the most significant affordances in implementing PBLT is its ability to increase student engagement. Teachers believed that students were more interested in English lessons when they were involved in real-world applications and interactive projects. A plausible reason for this is that the features of PBLT, which can involve students in designing and solving problems, result in greater student engagement in learning. This result supports that of Larmer et al. (2017), who stated that students retain

information better when they actively engage in meaningful tasks. This reinforces earlier studies that highlighted the role of PBLT in promoting experiential learning, and supports the notion that students become more motivated when they perceive learning as relevant and applicable to real life.

Another key affordance was that PBLT improved student collaboration. The study found that students became more confident in group discussions and learned how to work effectively in teams. This finding can be attributed to the characteristics of projects in which students were required to work in groups. The more opportunities they had to work with their peers to conduct projects, the more teamwork skills they could develop. This finding aligns with Gillies and Ashman's (2000) study, which emphasized the importance of collaborative learning environments in enhancing interpersonal skills. Furthermore, PBLT was found to foster creativity. Teachers reported that students were more confident in expressing their ideas and generating innovative solutions to tasks. Since conducting projects consists of different stages that force students to think critically and solve problems, they are compelled to find novel ways to finish the projects. Furthermore, as students work in groups, they may be eager to demonstrate their knowledge and skills to their peers, which may motivate them to seek creative ways to finish the projects. This finding is consistent with the study conducted by Lou et al. (2017), which highlighted the role of project-based learning in developing student creativity.

Despite its affordances, this study also identified several constraints that hindered the effective implementation of PBLT in high school classrooms. Time constraints emerged as a primary barrier since teachers

had to struggle to balance project work with the curriculum's rigid structure. The findings revealed that PBLT required extensive planning, execution, and assessment time, making its integration within standard teaching schedules difficult. This was one of the most significant constraints for EFL teachers implementing PBLT. Such a finding is consistent with Mouni's (2022) study, which found that teachers often felt pressured to complete textbook-based content, leaving little room for project-based learning. Another major constraint was the pedagogical shift required of teachers. Transitioning from traditional teaching methods to PBLT required teachers to adopt new roles as facilitators rather than information providers. This shift demanded not only a change in teaching practices but also professional development to equip teachers with the necessary skills and knowledge. Tamim and Grant (2013) highlighted that the transition to PBLT required significant adjustments in teaching approaches. Teachers needed to develop new strategies for classroom management, student engagement, and the facilitation of independent learning, which can be daunting without adequate support and training. Assessment was another major concern, as teachers reported challenges in assessing both individual contributions and overall project outcomes. The multi-stage nature of project execution complicated the assessment of final outcomes. Consequently, most EFL teachers encountered project assessment as a major constraint in implementing PBLT. Additionally, the study found that traditional assessment methods did not align well with PBLT, making it difficult for teachers to provide fair and objective grading. This finding aligns with Harris's (2015) study, which emphasized the need for alternative assessment techniques such as rubric-based

grading, peer evaluations, and formative assessments.

## 6. Conclusion

This article has demonstrated that PBLT offers significant affordances for EFL classrooms in high schools, particularly in enhancing student engagement, collaboration, and creativity. However, it also identified key constraints – namely, time constraints, the pedagogical shift, and assessment challenges – which must be addressed to ensure the effective implementation of PBLT. The results highlight several pedagogical implications for EFL teachers, curriculum designers, and policymakers. Firstly, teachers should integrate project-based tasks that align with both language objectives and real-world applications, ensuring that students see the relevance of their learning. This can be achieved by designing project themes that cater to student interests, incorporating technology, and facilitating cross-disciplinary connections. Additionally, teachers should employ structured role assignments and peer evaluation methods to promote equal participation in group projects, addressing concerns about unbalanced collaboration. Another important implication concerns assessment in PBLT. As traditional testing formats do not fully capture the depth of student learning in project-based settings, alternative assessment strategies such as rubric-based grading, self-assessment, and formative evaluations should be adopted. These methods can provide more comprehensive and fair evaluations of both individual and group contributions. Furthermore, professional development programs should be offered to help teachers transition from traditional teacher-centered instruction to student-led, inquiry-based learning

approaches. To further enhance student engagement, schools could also consider incorporating experiential learning opportunities for conducting projects, such as field trips, cultural exchange activities, and interactive workshops with English speakers. These experiences can help students apply their language skills in real-life contexts, fostering a deeper understanding of both linguistic and cultural knowledge.

While this study provides valuable insights, it has several limitations. Firstly, it relied primarily on quantitative data, which, although useful for identifying general trends, may not fully capture the depth of teacher experiences and challenges with PBLT implementation. Future studies could employ additional research instruments, such as in-depth interviews, classroom observations, and teacher journals to gain richer insights into teacher and student experiences. Secondly, this study focused specifically on teacher self-reports on affordances and constraints in implementing PBLT, meaning that student perspectives were not directly examined. Future research could explore student attitudes, learning outcomes, and challenges in adapting to PBLT, providing a more comprehensive understanding of its impact. Additionally, investigating how different school environments (e.g., urban vs. rural, public vs. private institutions) influence the effectiveness of PBLT could offer more context-specific recommendations for its implementation.

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