Assessing the Effectiveness of Project-Based Learning Strategies for Enhancing Student Motivation in EFL Grammar Classes

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Abstract

This study investigates how project-based learning (PBL) strategies motivate university students enrolled in grammar courses in the Kurdistan Region, aiming to address the limitations of traditional lecture-based approaches. It also demonstrates how PBL enhances motivation, engagement, skill acquisition, and knowledge application. The quantitative research utilized an online questionnaire to survey 109 undergraduate English as a Foreign Language (EFL) students from four universities in the Duhok Governorate. Participants received only 4 hours of training per week over 2 weeks, focusing on the fundamentals of PBL rather than mastery of the approach. Data analysis conducted with SPSS revealed that students generally favor PBL, as evidenced by high mean scores and a significant number of "Agree" and "Strongly Agree" responses. The findings indicate that PBL fosters increased motivation, enjoyment, and engagement in grammar instruction. Students perceive it as a practical, relevant, and effective means of enhancing skills such as confidence in applying grammatical rules, creativity, collaboration, and proficiency in both oral and written grammar.

Keywords: (Project-Based Learning (PBL), Motivation, Grammar, Engagement, Creativity).

تقييم فعالية التعلم القائم على المشاريع في تعزيز دافعية الطلاب في دروس قواعد اللغة الإنجليزية كلغة أجنبية

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الملخص

تبحث هذه الدراسة في كيفية تحفيز استراتيجيات التعلم القائم على المشاريع (PBL) لطلبة الجامعات المسجلين في مساقات القواعد في إقليم كردستان، بهدف معالجة القيود الموجودة في الأساليب التقليدية القائمة على المحاضرات. كما توضح كيف يعزز التعلم القائم على المشاريع الدافعية والمشاركة واكتساب المهارات وتطبيق المعرفة. استخدم البحث منهجاً كمياً من خلال استبيان إلكتروني شمل ١٠٩ من طلبة اللغة الإنجليزية كلغة أجنبية في أربع جامعات بمحافظة دهوك. تلقى المشاركون تدريباً لمدة أربع ساعات أسبوعياً على مدى أسبوعين، ركز على أساسيات التعلم القائم على المشاريع بدلاً من الإتقان الكامل للمنهج. أظهر تحليل البيانات باستخدام برنامج SPSS أن الطلاب يفضلون عموماً التعلم القائم على المشاريع، كما يتضح من ارتفاع المتوسطات وعدد كبير من إجابات "أوافق" و"أوافق بشدة". تشير النتائج إلى أن التعلم القائم على المشاريع يعزز الدافعية والمتعة والمشاركة في تدريس القواعد. ويرى الطلاب أنه وسيلة عملية وفعالة وذات صلة لتعزيز مهارات مثل الثقة بتطبيق القواعد، والإبداع، والعمل الجماعي، والكفاءة في القواعد الشفوية والكتابية.

الكلمات المفتاحية: (التعلم القائم على المشاريع (PBL)، الدافعية، القواعد، المشاركة، الإبداع).

1.0 Introduction

The implementation of innovative teaching methodologies in higher education, particularly Project-Based Learning (PBL), has the potential to enhance practical skills and academic achievement. PBL fosters critical thinking and collaborative problem-solving; however, its application to teaching English grammar reveals a complex intersection between experiential education and the rigid structure of grammar rules. This juxtaposition presents challenges for educators and necessitates a reevaluation of traditional grammar instruction methods.

Traditional pedagogical methods focused on passive learning do not effectively nurture the engagement necessary for skill acquisition. Project-Based Learning (PBL) increases student motivation by allowing autonomy and relating studies to personal interests. It promotes active learning, interdisciplinary exploration, and open-ended inquiry, leading to improved comprehension and persistence through real-world challenges such as problem-solving and data analysis. PBL also encourages collaboration and critical thinking by providing diverse perspectives, enhancing students' ability to evaluate arguments, and fostering accountability in team settings.

Numerous studies highlight the benefits of Project-Based Learning (PBL) in language education, yet there is limited data on its effectiveness in teaching grammar to college-level EFL students. Much of the existing research focuses on general language proficiency or younger learners, overlooking the unique challenges of grammar in adult education. This study uniquely explores the integration of PBL with grammar acquisition, investigating motivational effects and the organization of PBL activities tailored for grammar instruction. By collecting data from students, the research aims to fill gaps in the current literature and provide actionable recommendations for enhancing grammar training in higher education EFL contexts.

1.1 Problem of the study

Student motivation is crucial for success in higher education; however, traditional lecture methods in Kurdistan may not effectively engage students or develop the necessary skills. Project-Based Learning (PBL) has proven beneficial worldwide but remains under-researched in Kurdistan's unique educational context. Factors such as cultural traditions and resource limitations can affect PBL's effectiveness. Additionally, both students and staff have minimal exposure to PBL, highlighting the need for tailored adaptations in local educational settings.

1.2 Aims of the Study

This study investigates the impact of PBL methodologies on university students' motivation in grammar classes within the Kurdistan Region. Its significance lies in addressing the shortcomings of traditional lecture-based methods, clarifying how PBL enhances motivation, engagement, skill development, and the practical application of knowledge. The findings will support teachers and policymakers in adopting more effective, student-centered pedagogical strategies tailored to the region's unique educational context.

1.3 Research Questions

This study tries to answer the following questions:

1. How does PBL impact students' motivation and engagement in grammar classes?
2. Does PBL improve students' confidence and skill development in grammar usage?
3. What is the perceived effectiveness of the organization and structure of PBL activities in facilitating grammar learning?
4. To what extent does PBL enable students to apply grammar knowledge in practical situations inside and outside the classroom?

2.0 Literature Reviews

2.1 Theoretical Foundations of Project-Based Learning

Project-based learning (PBL) is an innovative educational approach that promotes student autonomy through authentic activities, grounded in constructivist theories. Research by Kimani (2024) and Veselov et al. (2019) indicates that PBL fosters critical thinking and collaborative learning, thereby enhancing students' intrinsic motivation when clear objectives and meaningful project choices are provided. This method encourages students to link new material with existing knowledge, improving problem-solving skills. PBL also enhances critical skills in higher education, as noted by Mohammed (2017) and Fernandes (2014), with technology and proficient teaching being crucial for its

implementation (Kokotsaki, 2016). While PBL improves language proficiency in educational settings (Luo et al., 2022; Jaelani, 2021), educators face implementation challenges that must be addressed to fully leverage its benefits.

2.2 The Role of Grammar in Language Proficiency

Grammar is essential for effective communication, with Communicative Language Teaching (CLT) being the most effective method. Authors including Praise and Meenakshi (2014) and Alhamdany (2012) argue that integrating grammar with contextual and interactive teaching enhances communicative skills and engagement. Research indicates that contextualized grammar instruction improves English comprehension and proficiency, highlighting its role in developing communicative competence. Project-Based Learning (PBL) is a good fit with grammar standards and helps students speak better, especially those in vocational high school and those who aren't doing well in school. PBL fosters collaboration and receives positive student feedback, underscoring the need to customize it for diverse learner needs. Nurlely (2024) emphasizes effective grammar project principles, such as selecting appropriate topics and ensuring projects foster multiple language skills while meeting proficiency levels for engaging educational experiences.

2.3 Project-Based Learning and Motivation

Understanding student motivation in English language learning is critical to encouraging engagement and success. Motivation has two components: familiarity with the subject and recognizing its significance (Spada, 1997). Engaging students in learning is a challenge for educators, who must utilize effective methods to motivate them. Richard and Rodgers (1987a) define motivation as the desire to achieve goals fueled by energy. Gardner (1979) outlines four motivational components: a positive attitude, goal achievement desire, effort, and objectives. Teacher participation as facilitators and mentors is vital in the learning process. Amrullah et al. (2020) say that interesting teaching methods make students more excited

and motivated, which is important for success in learning environments. However, many students display a lack of enthusiasm, often due to uninspiring teaching strategies. Innovative methods, such as project-based learning, are gaining attention for their potential to increase student motivation and engagement.

2.4 Previous Studies

Multiple studies have investigated the effectiveness of PBL in enhancing motivation and language skills among EFL students, particularly in grammar-focused programs. Nurcahyoko (2014) found that project-based learning significantly improved students' grammar, irrespective of their motivation levels, suggesting its potential for widespread application. Aghayani and Hajmohammadi (2019) claimed that project-based learning greatly enhanced the writing skills of EFL learners, linking this improvement to increased engagement and the use of language in real-life contexts.

Benlaghrissi and Ouahidi (2024) explored mobile-assisted project-based learning for speaking skills and identified significant improvements in fluency, grammar, and pronunciation, illustrating how technology-enhanced initiatives may motivate students. Similarly, Rofik (2023) reported that collaborative writing projects within a PBL framework boosted student engagement and accountability, promoting teamwork. Lastly, Kavlu (2017) investigated the implementation of PBL in Iraqi EFL classes and found that it improved students' communication skills, motivation, and collaborative abilities. Collectively, this research demonstrates that incorporating PBL methodologies in EFL grammar instruction can bolster student motivation and enhance their language proficiency.

3.0 Methodology

The study employs a quantitative methodology for collecting and analyzing data, characterized by gathering numerical information to identify patterns and make predictions, as supported by Bhandari (2021)

and Dornyei (2007). Data were collected via a questionnaire comprising 20 closed-ended Likert-scale items, administered online to 109 undergraduate English as a Foreign Language students from two private universities (Cihan University-Duhok and Nawroz University) and two public universities (University of Duhok and University of Zakho) in Duhok, Kurdistan. The study focused on maintaining ethical standards and involved two weeks of Project-Based Learning (PBL) interventions to enhance students' communication skills and motivation.

The questionnaire, evaluated for content validity, included demographic information and sections on motivation, confidence, the structure of PBL, and strategies, with responses kept confidential for academic purposes. Each attitudinal item is rated on a five-point Likert scale from "Strongly Disagree" to "Strongly Agree," facilitating insight into students' feelings. The questionnaire, developed after thorough research on Project-Based Learning (PBL) and language acquisition, was evaluated by experts for content validity and clarity before distribution. Participants were assured of anonymity and confidentiality, with their responses used solely for academic purposes. SPSS was utilized to analyze data highlighting the motivational impacts of PBL in grammar classes.

3.1 Validity of The Questionnaire

Validity denotes the extent to which the obtained data corresponds with the true domain of investigation (Ghauri et al., 2020). The validity of a questionnaire is confirmed when it aligns with the study's objectives and precisely assesses the intended constructs (Field, 2013). The questionnaire was distributed via email to four expert jurors in linguistics and sociolinguistics for validation, and subsequently revised based on their input and recommendations.

3.2 Reliability of The Questionnaire

 Assessing questionnaire reliability is crucial; it is defined by Carmines and Zeller (1979) as the consistency of results across reassessments. It relates to repeatability, with a reliable scale producing similar outcomes under the same conditions (Moser & Kalton, 1989). The Cronbach Alpha

coefficient is the primary metric for internal consistency, with a widely accepted minimum of 0.70 (Whitley, 2002; Robinson, 2009). Hinton et al. (2004) describe four reliability thresholds: excellent ($\geq$0.90), high (0.70-0.90), moderate (0.50-0.70), and low ($\leq$0.50). The questionnaire achieved a reliability coefficient of 0.924, indicating "excellent reliability," with all 21 items measuring the same underlying concept.

Table 1 Reliability Statistic

Cronbach's Alpha	No. of Items
0.924	21

4 . Results and Discussion

This section analyzes the findings from a study on the implementation of Project-Based Learning (PBL) in university-level grammar instruction, highlighting the positive impact on student motivation and engagement. The data, collected from 109 respondents, include demographic information and perceptual elements evaluated on a Likert scale, assessing various dimensions of PBL, such as motivation, collaboration, and effective learning strategies. A "Motivation Score" reflects student motivation influenced by PBL. Descriptive statistics are used to gauge student perspectives and connect findings to educational theories. The study concludes with implications for pedagogy, discussing both advantages and challenges of PBL, and offers guidance for teachers on enhancing student-centered learning environments.

4.1 Results

4.2 Descriptive Statistics

Table (2) below provides the mean and standard deviation for what appears to be a consolidated "Motivation" score, as well as possibly for individual items or sub-scales that are not explicitly labeled as such in the provided snippet.

- **Mean Values:** The mean values for most of the perceptual items range from approximately 3.50 to 4.05 on what is presumably a 5-point Likert scale (where 1 might be "Strongly Disagree" and 5 "Strongly Agree").
  o For example, "Using Project-Based Learning in grammar classes makes me feel more motivated to learn." has a mean of 3.77.
  o "PBL makes learning grammar more enjoyable for me." has a mean of 3.83.
  o "I find that working on projects with a clear goal helps me learn grammar better." has a mean of 3.99.
  o The overall "Motivation" score has a mean of 3.7101.

These high mean values generally indicate a positive perception among students of the benefits of Project-Based Learning in grammar classes, particularly in terms of motivation, enjoyment, engagement, and the practical aspects of learning.

- **Standard Deviation (SD) Values:** The standard deviations for these items typically range from approximately 0.866 to 1.137.

Relatively low standard deviations suggest that the responses are clustered around the mean, indicating a consensus among the respondents on these items. Larger SDs would imply greater variability in opinions.

4.2.1 Frequency Tables for Demographic Variables

Table 2 University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	University of Zakho	40	36.7	36.7	36.7
	University of Duhok	32	29.4	29.4	66.1
	Cihan University-Duhok	15	13.8	13.8	79.8
	Nawroz University	22	20.2	20.2	100.0
	Total	109	100.0	100.0	

The sample is drawn from four different universities, with the University of Zakho being the most represented. This diversity provides a broader perspective across different institutional contexts.

Table 3 Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First Year	16	14.7	14.7	14.7
	Second Year	88	80.7	80.7	95.4
	Third Year	5	4.6	4.6	100.0
	Total	109	100.0	100.0	

The vast majority of respondents (over 80%) are second-year students. This heavily skewed distribution may limit the generalizability of the findings, as perceptions may be more representative of this specific academic stage.

Table 4 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	40	36.7	36.7	36.7
	Female	69	63.3	63.3	100.0
	Total	109	100.0	100.0	

The sample has a higher proportion of female respondents (approximately 63%), which should be considered when interpreting gender-related perceptions or generalizability.

4.2.2 Frequency Tables for Perceptual Items (PBL Statements)

Each statement related to PBL's impact on learning is presented with frequency, percentage, valid percent, and cumulative percent for each response category (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree).

Table 5 Using Project-Based Learning in grammar classes makes me feel more motivated to learn.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.8	1.8	1.8
	Disagree	8	7.3	7.3	9.2
	Neutral	23	21.1	21.1	30.3
	Agree	56	51.4	51.4	81.7
	Strongly Agree	20	18.3	18.3	100.0
	Total	109	100.0	100.0	

The results in Table 5 reveal that the students tended to have positive perceptions regarding the PBL method in the grammar classes (69.7% of students agreed or strongly agreed that PBL in the grammar classes increased their motivation; 9.1%, on the other hand, disagreed, and 21.1% remained neutral. This relatively strong positive skew emphasizes PBL as a successful motivating strategy in a grammatical learning context typically dominated by routine, demotivating pedagogy. The relatively small percentage of negative responses indicates that the resistance to PBL is not huge and may be due to individual differences in learning styles or experience with traditional learning. In general, the findings support the assertion that PBL empowers learners to be more motivated for EFL grammar learning, both in the reduction of the fear of failure and the increase in self-confidence in learning EFL grammar, confirming previous studies that emphasize the effect of PBL on learners' autonomy, meaningful engagement, and task relevance.

Table 6 I am more engaged in grammar classes when working on PBL activities compared to other methods.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.6	4.6	4.6
	Disagree	9	8.3	8.3	12.8

Neutral	37	33.9	33.9	46.8
Agree	42	38.5	38.5	85.3
Strongly Agree	16	14.7	14.7	100.0
Total	109	100.0	100.0	

Table 6 indicates that students generally held favorable views about the PBL method in grammar classes, with 53.2% agreeing or strongly agreeing that PBL increased their engagement during activities compared to other methods; conversely, 12.9% disagreed, while 33.9% remained neutral. The data generally indicate that Project-Based Learning (PBL) enhances student engagement in grammar lessons during PBL activities compared to other methods.

Table 7 PBL helps me stay motivated throughout the learning process, even when the grammar topics are difficult.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.7	3.7	3.7
	Disagree	5	4.6	4.6	8.3
	Neutral	38	34.9	34.9	43.1
	Agree	47	43.1	43.1	86.2
	Strongly Agree	15	13.8	13.8	100.0
	Total	109	100.0	100.0	

The findings in Table 7 show that students generally held favorable views about the PBL method in grammar classes, with 56.9% agreeing or strongly agreeing that PBL helped them stay motivated throughout the learning process, even when the grammar topics were difficult; conversely, 8.3% disagreed, while 34.9% remained neutral. The data generally indicate that, with PBL support, they can maintain their motivation throughout the entire learning process, even when the grammar themes are challenging.

Table 8: PBL makes learning grammar more enjoyable for me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.7	3.7	3.7
	Disagree	6	5.5	5.5	9.2
	Neutral	23	21.1	21.1	30.3
	Agree	47	43.1	43.1	73.4
	Strongly Agree	29	26.6	26.6	100.0
	Total	109	100.0	100.0	

Table 8 indicates that students predominantly expressed positive opinions regarding the PBL technique in grammar classrooms, with 69.7% either agreeing or strongly agreeing that PBL enhances the enjoyment of grammar study; in contrast, 9.2% disagreed, while 21.1% stayed neutral. The findings generally suggest that PBL enhances the enjoyment of grammar learning.

Table 9 I feel more confident using grammar rules after participating in PBL activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	6.4	6.4	6.4
	Disagree	7	6.4	6.4	12.8
	Neutral	25	22.9	22.9	35.8
	Agree	48	44.0	44.0	79.8
	Strongly Agree	22	20.2	20.2	100.0
	Total	109	100.0	100.0	

The results in Table 9 demonstrate that students largely held favorable views on the PBL technique in grammar classrooms, with 64.2% either agreeing or strongly agreeing that PBL enhanced their confidence in applying grammar rules following participation in PBL activities; conversely, 12.8% disagreed, and 22.9% remained neutral. PBL enhances

their confidence in applying grammatical principles following participation in PBL activities.

Table 10 PBL allows me to feel creative while learning grammar rules

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.8	2.8	2.8
	Disagree	12	11.0	11.0	13.8
	Neutral	24	22.0	22.0	35.8
	Agree	52	47.7	47.7	83.5
	Strongly Agree	18	16.5	16.5	100.0
	Total	109	100.0	100.0	

Table 10 demonstrates that the PBL technique in grammar classrooms was predominantly positively regarded by students, with 64.2% either agreeing or strongly agreeing that it facilitates creativity in their acquisition of grammar principles. On the other hand, 13.8% of students expressed disagreement, while 22.0% maintained a neutral stance. Generally, PBL facilitates a sense of creativity in the study of grammatical principles.

Table 11: PBL has improved my ability to work collaboratively with others while learning grammar.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.7	3.7	3.7
	Disagree	9	8.3	8.3	11.9
	Neutral	33	30.3	30.3	42.2
	Agree	41	37.6	37.6	79.8
	Strongly Agree	22	20.2	20.2	100.0
	Total	109	100.0	100.0	

According to these findings in table (11), students generally had favorable opinions of the PBL approach in grammar classes (57.8% of students agreed or strongly agreed that PBL enhanced their capacity to collaborate with others while learning grammar; 12.0% disagreed, and 30.3% were neutral). Given that routine and demotivating teaching usually dominates grammatical learning, this unusually substantial positive skew highlights PBL as an effective motivating technique. Overall, the results strengthen the claim that PBL enhanced students' capacity to collaborate with others while studying grammar.

Table 12 The projects we work on in grammar classes make grammar learning more practical and relatable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.8	1.8	1.8
	Disagree	8	7.3	7.3	9.2
	Neutral	21	19.3	19.3	28.4
	Agree	50	45.9	45.9	74.3
	Strongly Agree	28	25.7	25.7	100.0
	Total	109	100.0	100.0	

The data in Table 12 indicate that students overwhelmingly had positive views of the PBL approach in grammar classrooms, with 71.6% agreeing or strongly agreeing that the projects enhance the practicality and relatability of grammar learning; 9.1% disagreed, while 19.3% remained neutral. The results validate the assertion that the projects undertaken in grammar classrooms make grammar learning practical and relevant.

Table 13: I find it easier to remember grammar rules when I learn them through PBL rather than traditional methods.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly	3	2.8	2.8	2.8

Disagree				
Disagree	12	11.0	11.0	13.8
Neutral	18	16.5	16.5	30.3
Agree	44	40.4	40.4	70.6
Strongly Agree	32	29.4	29.4	100.0
Total	109	100.0	100.0	

The data in Table 13 indicate that 69.8% agreed or strongly agreed that they find it easier to remember grammar rules when they learn them through PBL rather than traditional methods; 13.8% disagreed, while 16.5% remained neutral. The results validate the assertion that PBL makes remembering grammar rules easier when they are learned through PBL rather than traditional methods.

Table 14: I feel that PBL can improve my oral grammatical competence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.7	3.7	3.7
	Disagree	5	4.6	4.6	8.3
	Neutral	32	29.4	29.4	37.6
	Agree	44	40.4	40.4	78.0
	Strongly Agree	24	22.0	22.0	100.0
	Total	109	100.0	100.0	

The statistics in Table 14 show that 62.4% of respondents agreed or strongly agreed that PBL can increase their oral grammatical competence. By contrast, 8.3% of respondents disagreed with this statement, while 29.4% remained neutral. The findings support the claim that PBL has the potential to enhance students' oral grammatical competency.

Table 15: I feel that PBL can improve my written grammatical competence

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	2	1.8	1.8	1.8
	Disagree	7	6.4	6.4	8.3
	Neutral	34	31.2	31.2	39.4
	Agree	51	46.8	46.8	86.2
	Strongly Agree	15	13.8	13.8	100.0
	Total	109	100.0	100.0	

Table 15 shows that 60.6% of participants agreed or strongly agreed that Project-Based Learning (PBL) can improve their written grammatical competence. In contrast, 8.2% of respondents disagreed with this assertion, while 31.2% remained neutral. These findings reinforce the claim that PBL can enhance students' written grammatical skills.

Table 16: With PBL, I feel I have more expressive power in writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.7	3.7	3.7
	Disagree	5	4.6	4.6	8.3
	Neutral	40	36.7	36.7	45.0
	Agree	39	35.8	35.8	80.7
	Strongly Agree	21	19.3	19.3	100.0
	Total	109	100.0	100.0	

Statistics in Table 16 indicate that 55.1% of participants agreed or strongly agreed that Project-Based Learning (PBL) enhances their expressive power in writing. In contrast, 8.3% of respondents disagreed with this statement, while 36.7% remained neutral. These results support the claim that PBL improves expressive writing.

Table 17: PBL activities are clearly structured, which helps me better understand grammar topics.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.7	3.7	3.7
	Disagree	5	4.6	4.6	8.3
	Neutral	34	31.2	31.2	39.4
	Agree	46	42.2	42.2	81.7
	Strongly Agree	20	18.3	18.3	100.0
	Total	109	100.0	100.0	

According to the statistics in Table 17, 60.5% of participants agreed or strongly agreed that Project-Based Learning (PBL) activities are clearly structured, aiding their understanding of grammar topics. In contrast, 8.3% of respondents disagreed with this statement. Meanwhile, 31.2% of participants remained neutral. These findings reinforce the idea that PBL activities are well-structured, contributing to a better comprehension of grammar topics.

Table 18: PBL activities provide adequate guidance, which helps me better understand grammar topics.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.8	2.8	2.8
	Disagree	6	5.5	5.5	8.3
	Neutral	37	33.9	33.9	42.2
	Agree	50	45.9	45.9	88.1
	Strongly Agree	13	11.9	11.9	100.0
	Total	109	100.0	100.0	

Table 18 reveals that 57.8 percent of participants either agreed or strongly agreed that Project-Based Learning (PBL) activities provide sufficient instruction to help them understand various grammar issues. Meanwhile,

33.9 percent of participants took a neutral position, and 8.3 percent disagreed with the statement. These results support the notion that problem-based learning (PBL) exercises offer valuable guidance that enhances students' understanding of grammar-related topics.

Table 19: PBL activities are well-organized, which helps me better understand the grammar topic.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.8	2.8	2.8
	Disagree	6	5.5	5.5	8.3
	Neutral	32	29.4	29.4	37.6
	Agree	47	43.1	43.1	80.7
	Strongly Agree	21	19.3	19.3	100.0
	Total	109	100.0	100.0	

Statistics in Table 19 indicate that 62.4 percent of participants either agreed or strongly agreed that Project-Based Learning (PBL) activities are well-structured and enhance their understanding of grammatical topics. Meanwhile, 29.3 percent of participants expressed a neutral opinion, and 6.3 percent disagreed with the statement. These results support the assertion that project-based learning (PBL) tasks are systematically organized, thereby improving comprehension of grammatical concepts.

Table 20: I can easily do class exercises when I am taught grammar via PBL.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.8	2.8	2.8
	Disagree	8	7.3	7.3	10.1
	Neutral	27	24.8	24.8	34.9
	Agree	52	47.7	47.7	82.6
	Strongly Agree	19	17.4	17.4	100.0
	Total	109	100.0	100.0	

Table 20 indicates that 65.1 percent of participants either agreed or strongly agreed that Project-Based Learning (PBL) enhances learners' ability to complete class activities when grammar is taught through this method. Meanwhile, 24.8 percent of participants expressed a neutral opinion, while 10.1 percent disagreed with the statement. These results support the assertion that project-based learning (PBL) improves learners' capacity to complete class activities when grammar instruction is delivered through PBL.

Table 21: I feel I am better able to do my homework when our teacher teaches us via PBL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.7	3.7	3.7
	Disagree	6	5.5	5.5	9.2
	Neutral	32	29.4	29.4	38.5
	Agree	45	41.3	41.3	79.8
	Strongly Agree	22	20.2	20.2	100.0
	Total	109	100.0	100.0	

According to Table 21, 61.5% of participants either agreed or strongly agreed that Project-Based Learning (PBL) makes it easier for students to complete their homework when teachers use PBL as a teaching method. 29.4% of participants expressed a neutral attitude, while 8.2% disagreed with the statement. These findings support the claim that students perform better on their homework when taught using project-based learning (PBL).

Table 22: PBL helps me apply grammar to practical situations I might encounter outside of class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.6	4.6	4.6
	Disagree	4	3.7	3.7	8.3
	Neutral	38	34.9	34.9	43.1
	Agree	35	32.1	32.1	75.2
	Strongly Agree	27	24.8	24.8	100.0
	Total	109	100.0	100.0	

According to the data in Table 22, 56.9% of participants either agreed or strongly agreed that Project-Based Learning (PBL) enables them to apply grammar in practical situations they may face outside of the classroom. 34.9% of participants took a neutral stance, while 8.3% disagreed with the statement. These findings support the assertion that PBL helps apply grammar to real-world contexts outside the classroom.

Table 23: The strategies used in PBL activities, like group discussions or problem-solving, make grammar learning more effective.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.7	3.7	3.7
	Disagree	5	4.6	4.6	8.3
	Neutral	21	19.3	19.3	27.5
	Agree	49	45.0	45.0	72.5
	Strongly Agree	30	27.5	27.5	100.0
	Total	109	100.0	100.0	

Statistics (Table 23) indicate that 72.5% of participants either agreed or strongly agreed that the strategies employed in Project-Based Learning (PBL) activities, such as group discussions and problem-solving, enhance the effectiveness of grammar learning. 19.3% of participants held a neutral position, while 8.3% disagreed with the statement. These findings

reinforce the assertion that the strategies utilized in PBL activities, including group discussions and problem-solving, contribute to more effective grammar learning.

Table 24: I find that working on projects with a clear goal helps me learn grammar better.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.8	1.8	1.8
	Disagree	2	1.8	1.8	3.7
	Neutral	26	23.9	23.9	27.5
	Agree	44	40.4	40.4	67.9
	Strongly Agree	35	32.1	32.1	100.0
	Total	109	100.0	100.0	

Table 24 indicates that 72.5% of participants either agreed or strongly agreed that working on projects with a clear goal helps them learn grammar better. 23.9% of participants held a neutral position, while 3.6% disagreed with the statement. These findings reinforce the assertion that working on projects with a clear goal helps them learn grammar better.

4.3 Discussion

This section discusses the findings of the present study in relation to the research questions, which aimed to investigate the impact of Project-Based Learning (PBL) on students' motivation, engagement, confidence, and skill development in grammar classes. In general, the data overwhelmingly indicate that students generally hold a positive view of PBL in grammar classes. **The first research question is,** "How does PBL impact students' motivation and engagement in grammar classes?" The findings indicate that PBL is strongly associated with increased motivation, enjoyment, and engagement in grammar classes. The second research question reads, "Does PBL improve students' confidence and skill development in grammar usage?" The findings show that students perceive PBL as improving various skills, including confidence in using grammar rules, creativity, collaboration, and both oral and written grammatical

competence. Moreover. The third question is, "What is the perceived effectiveness of the organization and structure of PBL activities in facilitating grammar learning?" The analysis of the data indicates that students appreciate that PBL activities are generally well-structured and organized, and that they provide adequate guidance, which aids understanding of grammar topics. Finally, the last question is, "To what extent does PBL enable students to apply grammar knowledge in practical situations inside and outside the classroom?" And by looking at the findings, it is clear that a significant strength of PBL, as perceived by students, is its ability to make grammar learning more practical, relatable, and effective, especially for remembering rules and applying them in real-world situations. Strategies such as group discussions and problem-solving within PBL are also highly valued for effectiveness.

The findings of this study align with the existing literature on project-based learning (PBL) in English as a Foreign Language (EFL) contexts. This paper indicates that PBL shares results similar to those of Nurcahyoko (2014), Aghayani and Hajmohammadi (2019), Benlaghrissi and Ouahidi (2024), Rofik (2023) and Kavlu (2017). The results of this study reinforce the positive impacts of PBL on EFL grammar education. Specifically, this study supports the conclusions of Nurcahyoko (2014) and Aghayani and Hajmohammadi (2019), showing that PBL significantly enhances students' interest and engagement in grammar classes, thus addressing the initial research question. Additionally, in line with the findings of Benlaghrissi and Ouahidi (2024), participants in this study reported increased confidence and notable improvements in their grammatical proficiency, answering the second research question. Regarding the third research question, participants found the organization and structure of PBL activities to be highly beneficial for their grammar acquisition, corroborating the findings of Kavlu (2017) and Rofik (2023.), who highlighted the importance of collaborative and well-structured project tasks. The fourth research question is addressed through evidence that indicates students can apply their grammatical knowledge in real-world contexts, both inside and outside the classroom, demonstrating the

practical application of PBL approaches. In conclusion, these findings support the prevailing consensus in the literature that PBL effectively enhances motivation, develops skills, and facilitates the application of grammar in authentic contexts within EFL environments.

5. Conclusion

The descriptive analysis indicates that university students find project-based learning (PBL) highly beneficial for grammar education, with positive responses highlighting enhancements in motivation, engagement, and enjoyment. PBL is seen to strengthen essential skills, including oral and written grammar, creativity, teamwork, and confidence in applying grammatical concepts. Students appreciate the real-world relevance of language learning through structured, interactive activities such as group discussions and collaborative problem-solving, which enhance their understanding of grammar. While the sample primarily comprises second-year females, which suggests limited generalizability, the findings offer initial support for integrating PBL into grammar curricula. Future research should employ inferential methods to further explore these associations.

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