

Attitudes of EFL Learners in Kuwait Toward Project-Based Approach

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[Doi:10.19044/esj.2024.v21n2p24](https://doi.org/10.19044/esj.2024.v21n2p24)

Submitted: 04 December 2024

Accepted: 13 January 2025

Published: 31 January 2025

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Cite As:

Alobaidan A.S. (2025). *Attitudes of EFL Learners in Kuwait Toward Project-Based Approach*. European Scientific Journal, ESJ, 21 (2), 24.

<https://doi.org/10.19044/esj.2024.v21n2p24>

Abstract

Investigating learners' attitudes is highly relevant to the improvement of teaching strategies and educational outcomes. The current study attempts to examine the attitudes of female EFL learners in the College of Basic Education in Kuwait toward the integration of project-based learning (PBL) in their English courses. The data were collected quantitatively using a questionnaire designed for the purpose of the study. The participants completed the questionnaire after experiencing PBL for about two months in their compulsory general English courses. The results revealed clear positive attitudes of these learners toward this student-centered method. The participants of the study have reported improvements in their English language skills, self-confidence, motivation, collaborative skills, and planning. These results can be used to improve the quality of English teaching in Kuwait and encourage the integration of PBL in all English classes in Kuwait's public educational institutions. It is hoped that by encouraging the adoption of these modern strategies, Kuwait can enhance 21st-century skills among the graduates of its institutions and prepare them to be active and productive in their future careers.

Keywords: Learner's attitudes, project-based learning, English as a foreign language, student-centred methods, Kuwait

Introduction

English as a global language has gained significant attention worldwide due to its strong connections to future educational and professional success (Alnwaiem, Alazemi, and Alenezi, 2021). Learners are now more aware of the importance of having an adequate amount of English if they wish to achieve a successful career. Being aware of the requirements of the new globalised world, Kuwait is one of the countries that gives special importance to improving the process of learning English among its citizens starting from a very young age (Alsafran, Al Ajmi, and Al Azmi, 2020; Assaf 2023). Although English is still taught as a foreign language in state-funded schools, the Kuwait Ministry of Education is exerting continuous efforts to improve curricula to meet the latest recommendations in the field and encourage English teachers to adopt communicative teaching methods (MOE, 2015; MOE, 2016; Tryzna and Al Sahroufi, 2017). The main objectives of the English Language Teaching General Supervision in Kuwait focus on improving the learner's 21st-century skills, like critical thinking, problem-solving, independence, and creativity (Tryzna and Al Sahroufi, 2017). In order to achieve the desired English proficiency by the time students reach their tertiary level, the Kuwait Ministry of Education integrated the English language as a compulsory course to be taught in all state-funded schools starting from grade one to grade twelve. Students in these schools receive about 45 minutes a day of English language instruction five times a week. The MOE (2016) expects learners to meet level B2 of the Common European Framework of Reference for Languages (CEFR) by the time they graduate from grade twelve.

Despite the well-designed English curriculum and the constant efforts to improve the pedagogical practices, public school graduates continue to struggle with their college-level education due to their low English proficiency (Al-Nouri, 2019; Alsafran, Al Ajmi, and Al Azmi, 2020; Tryzna and Al Sahroufi, 2017). According to Alsafran, AlAjmi, and AlAzmi (2020), many graduates of public schools in Kuwait suffer from this issue, which consequently causes them to lack motivation and self-confidence. The scholars suggest that this problem could be the result of the traditional teaching methods that learners might have been exposed to during their prior college education. In her investigation of this issue, Al-Nouri (2019) emphasises the above-mentioned problems and highlights some points that might have resulted in them. Among these reasons are the negative attitudes that the majority of the participants in her study exposed toward learning English. These attitudes are linked to the belief that learning English is not important, as it is considered a waste of time, and it could affect their national identity. Moreover, the participants showed a notable preference for adopting Arabic as the language of instruction in their tertiary education and considered that to

be more beneficial to their future and identity (Al-Nouri, 2019). In fact, these negative attitudes about learning English could be attributed to the use of old traditional teaching methods that focus mainly on teachers as knowledge providers, while the role of learners is usually limited to receiving that knowledge and applying it in some out-of-context exercises (Al Rubaie, R., 2010, Assaf, 2023). Although the importance of implementing a student-centred approach in English teaching is highly emphasised in the Kuwait National curriculum (MOE, 2015), traditional methods are still followed by the majority of EFL teachers, and outdated pedagogical tools are constantly employed (Al-Nouri, 2019; Alsafran, Al Ajmi, and Al Azmi, 2020; Assaf, 2023; Tryzna and Al Sahroufi, 2017). The gap between the recommendations of English curriculum designers and the actual teaching practices is negatively affecting learners' attitudes in public schools of Kuwait. Assaf's (2023) study supports this claim, as the participants clearly attributed their struggles in the four English language skills to the traditional teacher-centred methods used in their previous English classes. Moreover, these participants have declared their vital need for the employment of modern, practical, and interactive teaching methods in which they can be more involved as learners. Apparently, learning English, especially in contexts where it is considered a foreign language (EFL), can be hindered by many factors; one of these significant factors is the learner's attitude toward EFL (Tran, 2020).

The learner's attitude is claimed to have a direct and noticeable impact on both the learning process and the outcomes. According to Latchanna and Dagnev (2009), 'attitude' is defined as "a mental and neutral state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 1). As the definition suggests, the previous experience of learners shapes their perspectives about the acquired knowledge and consequently guides their responses to it in any future exposure. Wulandari et al. (2024) support this view and suggest that learners' attitudes can directly influence their motivation and willingness to interact. This claim is further reinforced by Tran (2020), Yuliani et al. (2023), and Viet (2017), who emphasise that examining learners' attitudes in language learning contexts can lead to the effective development of curricula and teaching methods and inform decision-makers on the aspects that require improvements or modifications. Moreover, Viet (2017) indicates that a negative attitude that learners might have due to a previous experience can be changed into a positive one if the appropriate methods are employed.

Given the importance of this issue, the current study aims to examine the attitudes of EFL learners in the College of Basic Education in Kuwait toward the integration of a well-established approach in the field, which is project-based learning (BPL). It is hoped that by allowing these learners to try

this new method and discover its effects, their attitudes toward EFL could be positively altered.

Project-based learning (PBL) is a student-centred method that has recently gained attention in the field of education. The idea of integrating a project into teaching has always been part of the learning process (Thomas, 2000); however, PBL in its investigated form is claimed to encourage students' curiosity and involvement in the learning process (Maros et. al., 2021). Moreover, Al-Hammad et al. (2024) recommend PBL as one of the effective methods that can enhance the acquisition of 21st-century essential skills, such as critical thinking, problem-solving, and collaboration. According to Thomas (2000), there is no universally accepted definition of PBL, but the discussions around this concept seem to share a number of characteristics that refer to a process in which students need to work collaboratively on solving a problem or answering a question over a period of time and display a final product in a specific way.

The effectiveness of this approach as a better alternative to traditional teacher-centred methods has been investigated by many studies. For example, Gratchev (2023) compared the effects of both traditional examinations and project-based assessments on students' performance. He concluded that project-based assessment provided a better learning experience and led to improved performance compared to the traditional exams. His study also revealed positive attitudes among a number of learners about the replacement of exams with assignment-based assessments. These learners praised the more realistic conditions of projects compared to exams and the provided opportunities to practice the required skills to solve a real-life situation. Gratchev (2023) attributes these positive findings to a number of factors, including access to resources, flexibility of time limit, and consequently decreased stress and anxiety, which are not available in exam assessments. Moreover, Maros et. al. (2021) noticed similar positive attitudes toward PBL among the participants of their study. Their findings recommend PBL as one of the effective student-centred methods that teachers can integrate into their teaching. PBL is also found to enhance learners' collaborative abilities and improve essential 21st-century skills like critical thinking, problem-solving, creativity, and responsibility (Aifan, 2021; Tran & Nguyen Ngoc, 2023). Furthermore, Naji et al. (2020) reviewed the studies that investigated the implementation of PBL in the Qatari educational system and found that this method is noted to raise learners' motivation, increase their willingness to engage in the learning process, and improve in-depth learning. Positive effects on other skills like collaboration, analysis, and self-directed learning are also indicated in this review.

PBL has also been explored in English teaching contexts and revealed promising results. For example, in their exploration of the most effective

pedagogical strategies to employ in TESOL courses at Kuwait University, Saad & Almfleh (2023) suggest that PBL is one of the highly recommended methods that can improve teaching quality and enhance learners' English proficiency. Moreover, Boardman et al. (2024) conducted a comparative study in which they compared traditional teaching strategies with PBL in a secondary school and examined the reactions of both teachers and learners. Their study concluded that PBL can be considered a successful method to enhance the language learning process and encourage learners' interaction and collaboration. Despite the challenges that might be faced through the implementation of PBL, Boardman et al. (2024) asserted that, with adequate training and education, this method is highly achievable in English teaching classes, and its results are worth pursuing. In another study by Adams (2018) that investigated the perceptions of EFL teachers and learners towards PBL, a number of encouraging conclusions were reached. Adams suggested that the revealed attitudes towards this approach were generally positive. In this study, the interviewed teacher reported improvements in the learners' collaborative skills and willingness to participate. Moreover, most of the participants in this study highlighted the effectiveness of this method for language learning and raising motivation. Similar positive reactions were emphasised by Thuan (2018), who integrated PBL in EFL elementary classes for two years and noticed evident satisfaction with this method among his students. He also found that this approach encourages learners' interaction, increases their motivation, and enhances autonomous learning. These engaging results of PBL are also observed to improve the reading comprehension skills of EFL learners in a study conducted by Kavlu (2015).

The literature clearly shows the significant effects of PBL in the field of education in general and in EFL in particular. The promising outcomes revealed by the previous studies encourage the integration of PBL in EFL classes in Kuwait's public educational institutions. However, concerns may arise regarding the introduction and acceptance of this new method among EFL learners in Kuwait, who might resist the implementation of unfamiliar strategies, as indicated by Naji et al. (2020). Therefore, the current study aims to examine EFL learners' attitudes in Kuwait toward PBL after experiencing this method in one of their EFL classes. It is hoped that by employing a new student-centred method that encourages them to be active and productive, learners can have positive attitudes about learning English and how feasible it can be. This study is also considered significant for drawing the attention of stakeholders and policymakers in Kuwait to the positive attitudes of the participants about this experience, which might encourage them to implement this method in EFL classes in the future. Moreover, the findings of this study provide insights that could be effectively employed to improve the quality of EFL teaching in Kuwait and equip learners with one of the major requirements

for their educational and professional success. Although the study only focuses on the attitudes of undergraduate EFL learners, its results can inspire other researchers to examine the perspectives of different groups of EFL learners in Kuwait before reaching any generalisable results. Through this study, the following questions are addressed:

1. What concerns do EFL learners in Kuwait have about learning English through PBL?
2. What difficulties do EFL learners face when having to learn through PBL?
3. How effective do EFL learners believe PBL to be for their English language improvement compared to traditional teaching methods?

Methodology

This study investigates learners' attitudes toward integrating PBL in EFL courses in Kuwait. A quantitative method is adopted to achieve the purpose of this study. According to Dornyei (2007), quantitative research is effective for revealing the common features among a certain group regarding specific phenomena. It is also capable of producing objective data that could be generalised to similar contexts (Dornyei, 2007). These characteristics seem to well serve the purpose of the current study, which is hoped to reach useful findings that are possible to generalise to other EFL contexts in Kuwait.

Data Collection

The quantitative data were collected through a questionnaire designed to investigate the participants' attitudes toward the effectiveness of PBL for learning English. Questionnaires are widely used methods in applied linguistics for collecting large amounts of data that test informants' attitudes regarding a specific issue (Zhang and Aryadoust, 2022; Dornyei, 2007). They are also reported as effective in providing objective and reliable data that can be used in other similar studies and inform the process of policymaking (Dash and Arulmozi, 2023).

The questionnaire consisted of 19 closed-ended questions designed to collect factual (5 items), behavioural (4 items), and attitudinal (10 items) data (Dornyei, 2007). The items were mainly multiple-choice questions (MCQs), where the participants selected the most applicable responses from a set of predefined options. The questionnaire also included 3 rating scale items, in which respondents rated the improvements of specific aspects on a scale from 1-5, with 1 indicating the least improvement and 5 indicating the highest. A pilot study was conducted with 50 participants to ensure clarity and reliability, resulting in minor changes to some questions to improve the wording of the items. Following Dornyei's (2007) recommendations, the questionnaire was

intentionally designed to be short and concise to motivate the informants to answer all the questions and provide honest answers to each item. To enhance accessibility and streamline data collection, the questionnaire was administered to all participants electronically through Microsoft Forms.

Participants

The study included 180 female EFL learners from the College of Basic Education in Kuwait. Most of these students have received EFL instruction for at least twelve years (45 minutes a day, five times a week) during their pre-college education. Of these, 99 participants were enrolled in the Pre-intermediate General English course (PGE), which is equivalent to Level A2 of the CEFR. The remaining participants were enrolled in the Advanced General English course (AGE), which is equivalent to Level B1 of the CEFR. Both courses are compulsory, which means that students need to pass them in order to graduate and get a bachelor's degree.

Around 92% of the participants were between 18 and 25 years old, with the remaining 7% older in age. The majority of the informants specialised in Islamic Studies (41%), whereas the rest majored in different specialisations, including scientific majors (14%), Arabic language (10%), home economics (7.5%), and other majors (26%). All of the participants provided informed consent to participate in the study before completing the questionnaire.

The points mentioned previously about the characteristics of EFL learners in Kuwait seem to be clearly evident in the participants of this study. Many of these students suffer from language anxiety, lack motivation, underestimate the importance of learning English, and struggle with basic language skills. Therefore, it was a bit challenging to encourage learners with these characteristics to attempt a new learning method and participate in this project. After learning about the project's plan and its role in teaching and assessment, several students immediately withdrew from the course.

Procedure

The study was conducted over two months, during which the participants worked collaboratively on completing a project. The PBL process was structured through the following steps to ensure clarity and consistency:

1. Topic selection: Each group (5-6 participants) selected a topic of interest.
2. Division of subtopics: Topics were divided into subtopics to allow each member to focus on one aspect of the investigation.
3. Guiding questions: Participants formulated three to four guiding questions to direct the investigation and focus on specific points.

4. Information Collection and Writing: Participants gathered information to answer the guiding questions in the form of well-written paragraphs (a minimum of one paragraph for each question).
5. Oral presentations: Each group introduced the final project through an oral presentation in English.

These steps were structured to control the process and guide the learners in their work to achieve the ultimate EFL goal. Through these steps, learners were expected to improve collaborative, analytical, and critical thinking while enhancing linguistic skills like reading, listening, writing, and speaking. Throughout this process, the teacher monitored the participants' learning by providing feedback and addressing challenges through targeted language instruction that focused on the linguistic skills necessary to complete the project. This included 1–2 hours per week of grammar, vocabulary, writing, and reading comprehension exercises, in addition to short oral presentations conducted every two weeks. After completing their work, the participants responded to a post-project questionnaire to examine their attitudes toward this experience and their perceived improvements in English. This adopted methodology aimed to familiarise the participants with PBL and eliminate any concerns that they might have regarding its difficulty or the adequacy of their English level. Having been through this experience, the participants were able to form new attitudes and perceptions about this method and its effectiveness for English learning. These attitudes are revealed through the results of the questionnaire, which are discussed in the following sections.

Results

In this section, the results of both behavioural and attitudinal questions are presented. The behavioural section was designed to focus on the informants' beliefs and attitudes before attempting the new teaching method. The participants were first asked to assess their English proficiency; 41% of them rated their level as average, 25% believed theirs was satisfactory, and only 9.4% described their proficiency as "low" or "very low". On the other hand, 16% of the informants believed that they had a "very good" level of English, and 7% rated their level as "excellent". Almost half of the participants reported that this was their first time working on a project in an EFL course, whereas the other half had prior experience with this method. As for their initial reactions to the integration of PBL, 19.5% of the informants were hesitant to keep the course, but they decided to try, while for 34%, there was no other alternative but to remain enrolled. Conversely, 44% of the participants expressed their excitement to try this method and believed it would enhance their English proficiency.

This section also revealed the main concerns that the informants had regarding the integration of PBL. Almost half of them were worried about their grades and the possibility of losing marks, whereas 25% were anxious that their level of English was insufficient to perform these kinds of projects. For about 30% of the informants, the main concern was trying a method that they were unfamiliar with, while the idea of having to present orally in English concerned about 15%. Only 6% of them identified the lack of motivation to work on a project in a foreign language as a significant issue. The results of the behavioural section are displayed in the charts below.

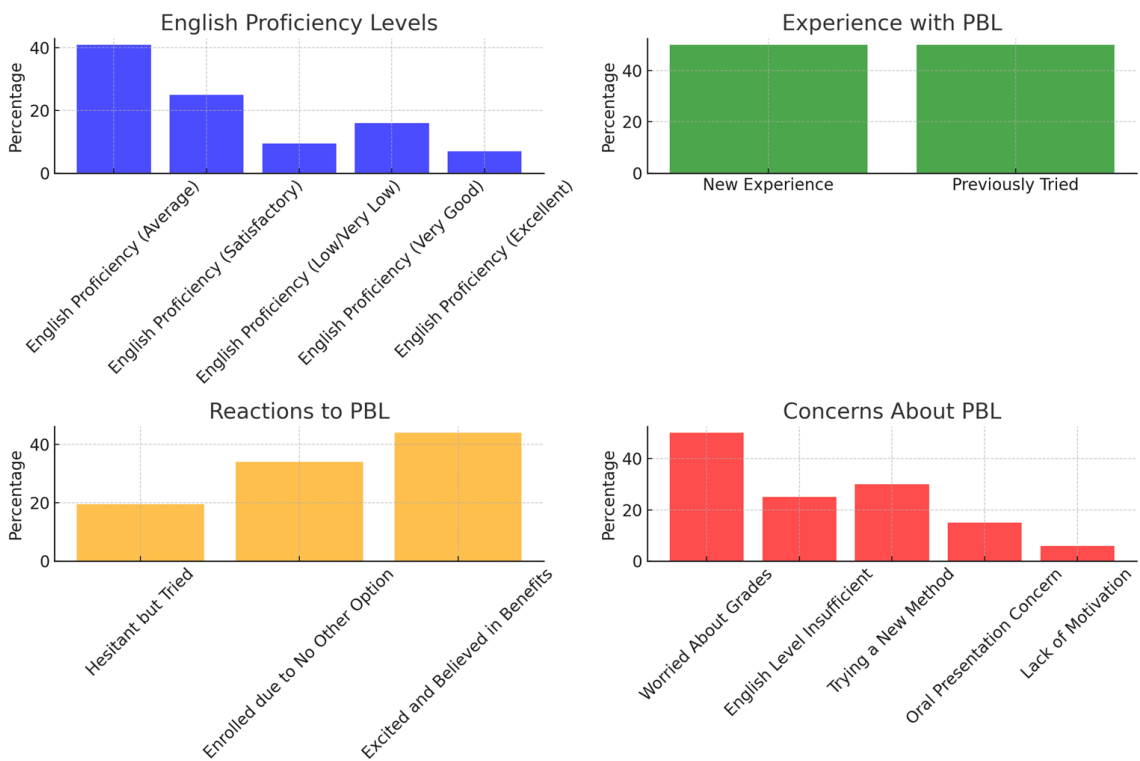


Figure 1. Results of Behavioral Questions

The next section of the questionnaire included 10 attitudinal questions that aimed at revealing the informants' attitudes after experiencing PBL in their English courses. The first question focused on the perceived effectiveness of the project's steps. Nearly three-quarters of the answers (72%) considered the steps excellent and effective for completing the project successfully, while 25% described them as useful to some extent. Only 1% found these steps unclear, and another 1% thought they were not helpful and unnecessary. In the next question, the participants were allowed to choose more than one response to specify the most challenging part of PBL. About half of the 180 participants (89) believed the biggest challenge was the oral

presentation, followed by topic selection, which was chosen by 48 participants. Working in a group was challenging for 42 of them while answering the presentation questions in a well-written English text was more difficult for 31 informants. The least challenging part was asking guiding questions, which were selected by 25 respondents.

The third question in this section examined the participants' perceived improvements in English after the integration of PBL. The majority of the informants (71%) reported noticeable progress in their English level after this experience, while 23% of them were uncertain, and 6% stated that they did not notice any improvement. The next question asked the participants to rate the positive effect they believed this method had on their English proficiency level on a scale from 1-5, where 1 represented the least positive effect (0-19%) and 5 referred to the highest positive effect (80-100%). The responses showed that 34% rated the impact as (5), 13% rated it as (3), 5% believed it was (2), and only 3% rated it as either (4) or (1). About the aspects that improved most after this experience, self-confidence was chosen 72 times by the participants, followed by the acquisition of new vocabulary and the increase of lexical knowledge, which received 66 votes. While collaborative working skills improved among 44 participants, 33 of them believed that they acquired more information about new topics, and 22 participants benefitted from the effective planning of the project. Notably, 53 participants believed that the PBL had benefitted them in all the above-mentioned aspects.

Despite the perceived benefits, about 60% of the respondents indicated that their initial concerns about integrating PBL were still justified, while 40% believed the opposite was true. Regarding the factors that assisted the participants to pass this experience successfully, 39% of them highlighted the importance of the instructor's continuous guidance and support. The steps specified to complete the project were effectively helpful to 26% of the participants, while 24% believed they were able to complete this project because of working within a group. Only 11% of the participants attributed their success to a previous experience in conducting these kinds of projects. Participants were also asked whether their perceptions of the most effective method for learning English had changed following their experience with PBL. While 32% of the informants still preferred to be taught through traditional methods, the majority of them (about 68%) perceived PBL as a more effective substitute for these methods. Moreover, 83% of the participants indicated that, in the future, they would more probably choose a course that adopts PBL; in contrast, 16% reported that they would still prefer a course that follows a traditional exam-based assessment. Finally, the participants were asked to assess their English language general improvement after passing this course on a scale from 1-5, where 1 equals the least improvement and 5 equals the best improvement. 38% of the participants rated their improvement as (4),

29% decided it was (5), 19% chose (3), 10% chose (2), and only 2% chose (1), indicating that there was barely any noticed improvement in the language. The results of the attitudinal section are displayed in the following charts.

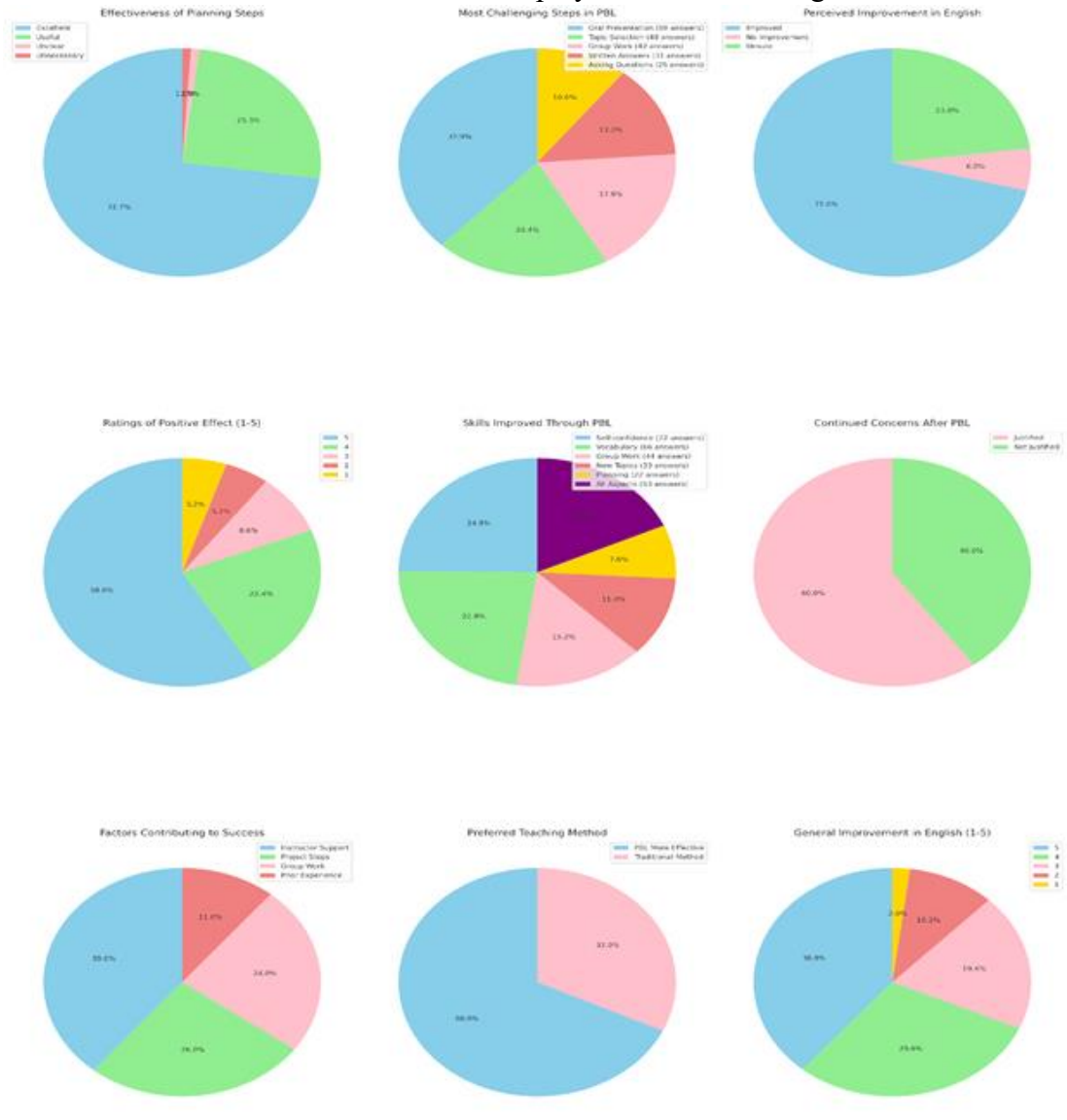


Figure 2: Results of Attitudinal section

Discussion

The results of this study align with the previous literature on the effectiveness of PBL and the positive attitudes toward it. However, before discussing these results, it is important to highlight the significant difference

in the attitudinal results between the informants from the two investigated courses. More informants from the AGE course (75%) rated their English level as average or better compared to 60% of those from the PGE course. Furthermore, a greater proportion of the AGE course (60%) have previously tried working on a project through an EFL course than the participants from the PGE course (40%). This might consequently have led to similar variations in the answers to the next question, where 51% of AGE students expressed excitement about the implementation of PBL compared to only 38% of the PGE students. This can be attributed to the fact that students at the AGE level have usually completed one or two prerequisite English courses in college, which might have contributed to their better evaluation and more positive attitudes. Nevertheless, these differences are observed in the attitudinal questions only, not in the other sections of the questionnaire.

Overall, there is evident positivity among participants from both groups regarding their perceived English level and willingness to implement a new method. This can be elicited from the fact that 66% of them described their English proficiency as average or even better, compared to only 34% who assigned a lower evaluation to their EFL skills. Furthermore, a significant percentage of the participants (44%) were optimistic about the experience and decided to try it, despite a clear cautiousness in the other answers. This hesitation is justified in the study of Naji et al. (2020), in which they highlighted the importance of addressing the worries of learners and teachers who are used to traditional teaching when asked to shift to more learner-centred methods, like PBL.

In addition to hesitation, a number of concerns appear in the answers of the participants regarding PBL, including fear of losing marks and unwillingness to implement an unfamiliar method, especially among the students of the PGE group (34%). The insufficient English competency was also raised as a main concern, despite the positive attitudes toward their English skills that were reflected in the previous section. This was evident in the item “My English proficiency level would not help me complete this project effectively” which was chosen by 25% of the participants and the item “I do not prefer to perform an oral presentation, especially in English” which was chosen by 15%. This suggests that EFL learners in this study have positive attitudes about their English proficiency but are reluctant to employ it for new purposes that they are unfamiliar with. The results also imply that learners’ motivation might not constitute a major obstacle to the implementation of new learner-centred methods, even in EFL classes, as this issue was raised as a major concern by only 6% of the participants.

This study also reveals a general positivity regarding the experience of the participants in PBL, which is consistent with the findings of the previous related studies (Gratchev, 2023; Maros et al., 2021; Adams, 2018). The

majority of the answers highlighted the effectiveness of the project steps, and about 71% of the informants indicated a significant improvement in their English proficiency after going through this experience. They also noticed that implementing PBL enhanced their acquisition of new vocabulary, raised their self-confidence, provided new knowledge, and improved collaborative skills and effective planning. Moreover, three-quarters of the participants preferred PBL over traditional teaching, and the majority indicated their willingness to enroll in courses that adopt this method in the future. The study also highlights the most important factors for the successful implementation of PBL. On top of these factors is the guidance and support provided by the instructor, followed by the effective planning of the project and the collaborative work. On the other hand, having prior experience in PBL did not seem to be important to the majority of the participants.

In spite of the evident optimism toward PBL, it is important to acknowledge the percentage of the participants who still preferred the traditional teaching methods (32% for question 17 and 16% for question 18). Most of these participants have described their English proficiency level as either weak or satisfactory. Moreover, a good number of them have rated the improvement in their English level after the implementation of PBL as 1 or 2. This suggests that there is a remarkable relationship between the self-perceived English level and the flexibility to accept the implementation of a new student-centred approach, like PBL. Naji et al. (2020) anticipated these reactions and suggested that learner-centred methods, like PBL, might not be welcomed by learners with low English proficiency, who believe that their linguistic competence is not adequate for these types of strategies. One final note that can be elicited from the results of this study is that there is no significant relationship between the participants' majors and their attitudes toward PBL.

The obtained results in this study clearly support what has been suggested by the previous literature regarding the integration of PBL in education. The noticed effects of this method on the participants' educational achievement and English proficiency support the results discussed by the studies of Saad & Almfleh (2023), Thuan (2018), Adams (2018), and Kavlu (2015). The scholars in these studies highlighted the positive outcomes of implementing PBL in their classes, especially in terms of improving learners' English proficiency and linguistic achievement and increasing positivity among both teachers and learners. Moreover, the importance of group work and collaboration was confirmed in the questionnaire, which aligns with what Aifan (2021) and Tran & Nguyen Ngoc (2023) suggested regarding the advantages of integrating PBL in teaching. These studies asserted that one of the most important gains from this method is the enhancement of collaborative skills among learners, which plays a significant role in preparing them for their

future careers. Raising learners' motivation to engage in the learning process and increasing their willingness to try new methods can also be concluded from this study as result of integrating PBL. These results were also evident in most of the studies in this field, especially the ones by Naji et al. (2020), Gratchev (2023), Boardman et al. (2024), and Thuan (2018).

Conclusion

Testing learners' attitudes is considered one of the important factors for the improvement of learning methods and teaching strategies. The current study attempted to examine the attitudes of 180 EFL female learners in the College of Basic Education in Kuwait toward the implementation of PBL in their English courses. The purpose was to reveal how these learners, who are used to traditional teaching methods, would perceive this student-centred approach and interact with it. It can be concluded from this study that there is a clear positive attitude among the participants toward using PBL in English courses. Despite their concerns about their grades and the insufficiency of their actual English level, most of the participants believed that this method is more effective for improving their linguistic skills and preferred to choose a course with a similar approach in the future. Factors like the instructor's guidance and support, effective planning, and group work appeared to have contributed significantly to the successful completion of this project.

The study has provided important insights into how EFL learners in the College of Basic Education in Kuwait would perceive the integration of PBL in their English courses. However, further investigation can be carried out to learn more about the relationship between these outcomes and other aspects. Variables like age, major, and previous education might have an influence on how EFL learners react to the introduction of new student-centred methods in English teaching courses. Moreover, similar studies may be conducted on different groups of learners to see whether similar results would be obtained or other related factors would arise. It is hoped that this and other similar studies will encourage stakeholders and policymakers in Kuwait to integrate PBL as a modern and effective student-centred approach in EFL courses. If implemented, this method is expected to play a major role in achieving the goals specified in the Kuwait National Curriculum (MOE, 2015) and improving the level of English proficiency among graduates of Kuwait's public educational institutions. This would hopefully equip these graduates with essential 21st-century skills and help them meet one of the major requirements for their educational and professional success, which is having an adequate level of English proficiency.

Conflict of Interest: The author reported no conflict of interest.

Data Availability: All data are included in the content of the paper.

Funding Statement: The author did not obtain any funding for this research.

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