ENGLISH TEACHERS' BELIEFS AND ATTITUDES TOWARDS PROJECT-BASED LEARNING

Kenan ACAROL[1]

Abstract

Since the implementation of the constructivist approach in 2004, student-centered learning models such as Project-Based Learning have started to gain importance. Project-Based Learning is a method which promotes students to discover information by project works and group works based on themes or topics unlike specific language tasks. Project-Based Learning creates a cooperative learning environment for learners and allows students to participate the process actively. A product emerges at the end of the project. Although there are many studies about Project-Based Learning, the number of studies investigating teachers' beliefs and attitudes towards Project-Based Learning are limited. Therefore, this research aims to explore the attitudes and beliefs of English teachers towards Project-Based Learning. A total of 25 English teachers from Turkey participated in this study. A qualitative research design was employed by the researcher and the data was collected through semi-structured interviews. In data analysis part, content analysis method was used. According to the research results, it was found that participant teachers have positive beliefs and attitudes towards Project-Based Learning. It has also been revealed that participants find Project-Based Learning more effective when it is compared to traditional methods, prefer to use it and want it to be implemented in Turkish schools.

İngilizce Öğretmenlerinin Proje Tabanlı Öğrenmeye Yönelik İnanç ve Tutumları

Öz

Yapılandırmacı yaklaşımın 2004 yılında benimsenmesi ile birlikte, Proje Tabanlı Öğrenme gibi öğrenci merkezli öğrenme modelleri önem kazanmaya başlamıştır. Proje Tabanlı Öğrenme, öğrencileri proje çalışmaları ve grup çalışmaları ile bilgi keşfetmeye teşvik eden bir yöntemdir. Proje Tabanlı Öğrenme, öğrenciler için işbirliğine dayalı bir öğrenme ortamı yaratarak sürece aktif olarak katılmalarını sağlayan, proje sonunda bir ürünün meydana geldiği bir öğrenme yöntemidir. Proje Tabanlı Öğrenme ile ilgili birçok çalışma olmasına rağmen, öğretmenlerin Proje Tabanlı Öğrenmeye yönelik inançlarını ve tutumlarını araştıran çalışmaların sayısı sınırlıdır. Bu nedenle, bu araştırma, İngilizce öğretmenlerinin Proje Tabanlı Öğrenmeye yönelik tutum ve inançlarını araştırmayı

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[1] Öğr. Gör.,Milli Savunma Üniversitesi, Kara Harp Okulu, kacarol@kho.edu.tr, ORCID ID: 0000-0002-0803-8711

amaçlamaktadır. Bu çalışmaya toplamda 25 İngilizce öğretmeni katılmıştır. Çalışmada nitel bir araştırma deseni kullanılmış ve veriler yarı yapılandırılmış görüşmelerle toplanmıştır. Veri analizinde bölümünde içerik analizi yöntemi kullanılmıştır. Araştırma sonuçlarına göre, katılımcı öğretmenlerin Proje Tabanlı Öğrenmeye ilişkin olumlu inanç ve tutumları olduğu sonucuna ulaşılmıştır. Ayrıca katılımcı öğretmenlerin Proje Tabanlı Öğrenmeyi, geleneksel metotlarla kıyaslandığında daha etkili buldukları, sınıflarında kullanmayı tercih ettikleri ve Türk okullarında uygulanmasını istedikleri de ortaya çıkarılmıştır.

1. INTRODUCTION

The most important feature that distinguishes developed countries from other countries is that they give importance to education. Because education is essential in the development of countries and individuals. Turkey is one of the leading countries supporting education. The education program, which is implemented in Turkey, is based on the constructivist approach since 2004. This approach which aims to reach developed countries' educational level is a student-centered approach. According to this approach, students should be able to discover new information on their own and solve the problems they may face in real life (Asım, 2012:82). In other words, the constructivist approach allows students to construct, interpret and develop the new information (Açıkgöz, 2009:51).

Since the implementation of the constructivist approach in 2004, student-centered learning models have started to gain importance. In this respect, Göçer (2007:41) stated that "to achieve success in teaching English, it has become a necessity to get rid of traditional methods' way of rote learning." Project-Based Learning is a suitable learning method for constructivist approach as it promotes students to discover information by project works and group works. Unlike traditional methods which are teacher-centered, Project-Based Learning is a student-centered learning model in which a product emerges as a result of the process, which encourages students to investigate and carry out research to find solutions to real life problems (Thomas, 2000:30-45).

There are various researches which imply that teachers are not well-informed about Project-Based Learning in Turkey (Baki and Bütüner, 2009). The opinions of English teacher candidates towards Project-Based Learning were also investigated in Turkey, and it was revealed that half of the teacher candidates participated in the study could not find an opportunity to use Project-Based Learning in their teaching process (Baysura, Altun and

Yücel-Toy, 2015). However, there are not so many researches which deal with English teachers' views on Project-Based Learning in Turkey. Therefore, investigating the beliefs and attitudes of teachers towards Project-Based Learning is an important issue and more research in this area should be conducted.

2. REVIEW OF LITERATURE

The term, Project-Based Learning was defined by Sarwar (2000:4) as "A voluntary collaborative or individual process initiated by the teacher to provide EFL learners a meaningful use of the target language outside the classroom." Even though there are many different variations of Project-Based Learning, such as "project-oriented approach, project work/method", the main purpose of this learning system is the same (Beckett, 2002:54). Project-Based Learning is based on problems and finding solutions. It is a learning system that ensures learning through project works. Thanks to various projects, it gives learners responsibility and thus learners are able to decide the process of their own project (Thomas, 2000:30-45). In Project-Based Learning, learners work collaboratively to find a solution to a real problem. Individual differences are also taken into consideration in project-based learning. Besides, Project-Based Learning addresses different learning styles (Wrigley, 1998).

Projects are based on themes or topics unlike specific language tasks. Haines (1989:1) states that various skills are used during the project work, so Project-Based Learning provides many opportunities for learners in a natural context. According to Stoller (1997:4) basic characteristics of project work are these: Learners shape their project in accordance with their interest, teacher guidance is supported to learners while dealing with a problem. Learners are able to work individually or in a group. Cooperation instead of competition is encouraged. Project-Based Learning is learner-centered and various tasks, regarding real-life issues, are carried out by learners. At the end of the work, a product (such as a report, a poster or a presentation) is shared with other learners. Motivation, challenge, and stimulation are the basic characteristics of project work. Thanks to project works, learners gain autonomy, self-esteem, content knowledge as well as language improvement.

Project-Based Learning is a recent and incomplete area of studies which need further research and attention. Beckett (1999) indicated that Project-Based Learning is an important issue and more and more research should be conducted in this area. Eyring (1997), regarding this issue,

investigated the attitudes of teachers and learners towards Project-Based Learning. As a result of her study, it was revealed that although some students enjoyed project works, others were dissatisfied as there is no specific linguistic aspect in their work. Wilhelm (1991) investigated the attitudes of students towards Project-Based Learning and according to the result of the study, it was found that most of the learners felt satisfaction during the project works as they had chance to take responsibilities of their own learning. In Turkish educational context, Subası-Dinçman (2002) investigated the perceptions of teachers and found that teachers support Project-Based Learning as an alternative assessment. Similarly, Kemaloglu (2006) stated that according to learners, Project-Based Learning is quite helpful as it helps students to improve their language skills as well as various skills, such as presentation skills and writing. Gökçen (2005), in his study, declared that many teachers find Project-Based Learning as an effective and alternative assessment tool. In another study, Yıldız (2009) investigated the effectiveness of Project-Based Learning on learner achievement in vocabulary learning and it revealed that students who worked with project works learn better thanks to Project-Based Learning. As there is not extensive research in this area, this study aims to reveal the perceptions and attitudes of teachers in Turkey towards Project-Based Learning.

3. METHODOLOGY

3.1.Research Questions

Based on the literature review, this study examines the following research questions:

1. What does the concept of Project-Based Learning mean to teachers?

2. According to the teachers, what are the advantages and disadvantages of Project-Based Learning?

3. Do teachers prefer to use Project-Based Learning in their lessons?

4. Which one is more effective according to teachers: Project-Based Learning or traditional methods?

5. Do teachers want Project-Based Learning to be implemented in Turkish schools?

3.2. Research Design

A qualitative research design for this study is selected by the researcher. Qualitative research can be defined as a scientific method to collect non-numerical data and it refers to the concepts, meanings, definitions, metaphors, description, symbols, features of things unlike counts and measures (Babbie, 2014). Interview technique was employed as the source of data and questions, in this research, were prepared by using semi-structured interview forms. Wragg (1999) indicates that semi-structured interviews give an opportunity to researchers to collect more in-depth data which cannot be observed directly.

3.3. Participants

This research was conducted with the participation of 25 teachers, 17 females (68%) and 8 males (32%) in total. Descriptive statistics of participants related to their age, experience, and work place is shown below.

Table 1. Descriptive Statistics for Participants' Workplace

		Frequency	Percent	Valid Percent
Valid	High School	7	28,0	28,0
	Primary School	7	28,0	28,0
	Secondary School	5	20,0	20,0
	University	6	24,0	24,0
	Total	25	100,0	100,0

Table 2. Descriptive Statistics for Participants' Ages and Experiences

	N	Minimum	Maximum	Mean	Std. Deviation
Age	25	23	43	27,16	5,344
Experience	25	0	20	4,16	4,776
Valid N (listwise)	25				

3.4.   Data Collection, Analysis and Procedure

The following questions were used in semi-structured interviews. Questions: "1) What does the concept of Project-Based Learning mean to you?"; 2) What are the advantages and disadvantages of Project-Based Learning?; 3) Would you use Project-Based Learning in your lessons?; 4) Which do you think is more effective: Project-Based Learning or traditional methods?; 5) Do you think Project-Based Learning should be implemented in Turkish schools?" The interviews were conducted in Turkish language to make the participants feel more comfortable. Participants' responses were noted and content analysis method which is described by Patton (1990) as examining and labeling, was used to analyze the data.

4.   RESULTS

4.1. Project-Based Learning for Teachers

The first research question explores what teachers think about Project-Based Learning. Accordingly, the question "What does the concept of Project-Based Learning mean to you?" was asked to teachers. Most of the teachers who participated in the research stated that they had previously heard the concept of Project-Based Learning, while few stated that they were not aware of this concept. The concept of Project-Based Learning has been defined by teachers in various ways.

In my understanding, Project-Based Learning is that students learn how to learn and rather than giving theoretical information to the students, they learn by doing various researches and project works.

Project-Based Learning is a technique that students try to solve real-life problems in the classroom environment.

Project-Based learning is a method in which students actively participate and produce a product at the end of the learning process.

I think it is a system that focuses on critical thinking and finding solutions.

I have heard the Project-Based Learning. I think, it is process and product-oriented method which evaluates students according to their works.

In my opinion, Project-Based Learning is a student-centered learning method which includes real-life problems which students try to solve through project works.

I have heard the concept of Project-Based Learning before. It is a method that allows students to learn through projects.

The concept of Project-Based Learning has been defined by the teachers as a student-centered method in which students learn by doing projects. However, expressions such as problem solving, group work, product-oriented method have also been used by teachers to define this concept. Based on these results, it can be said that teachers have general knowledge rather than detailed knowledge about Project-Based Learning.

4.2.Advantages and Disadvantages of Project-Based Learning

The second research question examines the beliefs and attitudes that teachers have about Project-Based Learning. Accordingly, the question "What are the advantages and disadvantages of Project-Based Learning?" was asked to the teachers. The advantages of Project-Based Learning expressed by teachers are listed below.

In my opinion, Project-Based Learning leads students to be autonomous and it also teaches students how to conduct a research by using their cognitive abilities.

Project-Based Learning requires students to use foreign language not only in the classroom but also outside the classroom. Therefore, students' communication skills are developed through various works. Besides, the process is important as much as the product.

As Project-Based Learning is a group activity, students' communication skills are improved. The importance of cooperation is emphasized. Because the problems are associated with real life, some questions, such as: "Where will I use what I have learned?" are not asked by students.

Students actively participate in the learning process; therefore, they learn more effectively.

Project-Based Learning can contribute to the development of a sense of responsibility, time management, writing and speaking skills, social skills and cooperation.

It helps students to develop critical thinking, problem-solving skills, collaborative work, and communication.

Thanks to Project-Based Learning, students can more easily solve the problems they may face in everyday life.

On the other hand, teachers' ideas about the disadvantages of Project-Based Learning are as follows.

It may not be easy to find projects for each topic and it may be challenging for the teacher to use in a crowded classroom.

Students may experience difficulties in some stages, the teacher should be a good guide. It can also be a problem in terms of time and money.

There may be minor problems in classroom management in the primary school group.

I think, sometimes students may copy things from each other during project works and this is actually what we call as plagiarism.

The workload of the teacher may increase and if the problem is not defined properly, misunderstanding among students may occur.

As the student types are different from each other, there may be problems such as disagreement among students, non-fulfillment of duties, and unequal distribution of work.

The selection of subjects that are not appealing to students' interests can make the learning process difficult. This may be one of the disadvantages of Project-Based Learning.

It may be difficult for the teacher to coordinate larger groups. Materials which are expensive and difficult to reach may cause students to have difficulty in the process. If the teacher does not plan well, the process can

become a challenge for the students. Therefore, realistic, appropriate projects should be selected.

4.3.Applicability of Project-Based Learning for Teachers

The third research question investigates whether teachers prefer to use Project-Based Learning in their courses or not. It is also aimed to find the reasons for their preference. Therefore, the participants were asked the interview question: "Would you use Project-Based Learning in your lessons?" While 24 of the participants (96%) stated that they preferred to use Project-Based Learning in their lessons. One participant (4%) stated that she did not prefer to use Project-Based Learning. Here are some reasons stated by the teachers during the interview:

I would use Project-Based Learning because I want my students to learn on their own, to be researchers and to think critically.

I would use because it makes students eager to learn as they are active learners.

Yes, because students are actively involved and learning becomes more effective in this way. Students are more willing as they are involved. However, I suppose, students must have prior knowledge and the process should be planned in detail.

Of course, I would. If the subject is appropriate, activities related to this will enable students to participate more actively. This creates a more effective learning environment. While working on a real-life problem, students also develop in terms of English and self-expression. English is a course that can be learned with experiences.

I would use. Innovative approaches rather than traditional ways always allow us to go one step further in education.

Yes, because as creativity among students increases, they learn better.

I would prefer to use Project-Based Learning in my classroom as long as enough facilities are provided. Because, English is a language which is improved by practicing. And Project-Based Learning gives that chance to students to practice.

I would use. Because group work, organization, writing and speaking skills of students can contribute to the development of a sense of responsibility.

4.4.Project-Based Learning and Traditional Methods

The fourth research question addresses the teachers' beliefs and perspectives on Project-Based Learning and traditional learning. Therefore, teachers were asked this question: "Which do you think is more effective: Project-Based Learning or traditional methods?" 21 (%84) of the participants found Project-Based Learning more effective. 2 (%8) participants stated that it depends on the class level. 2 (%8) participants claimed that traditional methods are more effective. Teachers' answers are as follows:

I think Project-Based Learning is more effective because it is not only product-oriented but also process-oriented.

Which is more effective depends on the level of the class.

Project-Based Learning is definitely better. Because students take responsibilities for their own learning. This makes it easier to learn. Besides, group works which are in synthesis and analysis levels in Bloom's Taxonomy, help students to improve themselves.

I think traditional methods are more effective. Because in group work activities, students only learn the part of their own and they do not give the same importance to other parts of the project.

While traditional learning methods are sometimes easier to use, new learning methods required by the modern education system are more effective. Not only the product but also the process is important in Project-Based Learning. This is more useful in terms of following students' skills and development.

Project-Based Learning is more effective in terms of measurement and evaluation but if we consider the implementation process, classical methods are more useful.

I think Project-Based Learning is more effective because in traditional learning, students just learn the subject for a while, then they generally forget. However, in Project-Based Learning, as students experience and discover new information through project works, Project-Based Learning enables more permanent learning for students.

I think Project-Based Learning is more effective when I compared to traditional methods, but measurement and evaluation may be a disadvantage for Project-Based Learning.

4.5.The Turkish Education System and Project-Based Learning

The last research question examines whether Project-Based Learning should be implemented in the Turkish education system or not. Therefore, the interview question "Do you think Project-Based Learning should be implemented in Turkish schools?" was asked to participants. 21 of the participants (84%) in the study stated that it should be implemented in Turkish schools. On the other hand, while 3 participants (%12) stated that it should not be implemented because the Turkish education system is not ready for this, 1 participant (%4) stated that she is not sure. Here are some responses stated by participant teachers during the interview:

We need to use Project-Based Learning in Turkish schools so that students can achieve to evaluation level in Bloom's taxonomy.

I think it would be difficult for crowded classes in Turkish schools.

Yes. In today's technology age, students lose their creativity and real-life skills (like social relations) because of the opportunities they can reach. Students' creativity can be encouraged by such methods.

Definitely, it should be implemented. Because, if children love something, they do it, and I believe that thanks to Project-Based Learning they will have the opportunity to learn everything easily.

It should be implemented as long as the necessary facilities are provided. This allows for more permanent learning than traditional learning.

It can be implemented depending on the student profile and degree. Curriculum and other factors must be taken into account. If students have potential, it can be implemented easily. Besides, a pilot study can be helpful before implementation.

It should be implemented. But it should be well planned. The students should not have the responsibilities they cannot cope with. Project topics must be linked to daily life. Because if the implementation process is well planned, Project-Based Learning can be beneficial for students.

In my opinion, Project-Based Learning should be implemented in Turkish schools because it enables permanent learning for students. It also makes students to have different skills such as critical thinking and communications through project works.

It may be implemented. If we consider the education system in Turkey, we can see that there are many deficient implementations. But if we consider the Project-Based Learning, it may help. Last of all, for this system to be

efficient we need to explain to the students why they are learning a topic and raise their awareness and finish off teacher-centered education.

CONCLUSION & DISCUSSION

The Turkish education system, with the implementation of constructivist approach in 2004, has been more student centered. Therefore, many teaching techniques have changed with this approach. Project-Based Learning is one of the methods which is student-centered, and it has great importance in today's education system. The fact that Project-Based Learning has recently started to be implemented in the Turkish education system requires more detailed researches in this area. Therefore, in this study, teachers' attitudes and beliefs towards Project-Based Learning were investigated.

The first research question aims to explore how well Project-Based Learning is known by teachers. According to the answers, most of the teachers have some knowledge about Project-Based Learning, yet only few of teachers have knowledge in detail. Therefore, it is a requirement that in teacher education, the subject "Project-Based Learning" should be included in detail. In the second research question, which explores the advantages and disadvantages of Project-Based Learning, teachers have often stated that Project-Based Learning will be of great benefit to students as it promotes cooperation and active learning in the classroom environment. However, applicability for every topic, classroom management, unequal distribution of work, are the disadvantages stated by teachers. Consequently, although teachers think that Project-Based Learning contributes to the student, the factors that make the application difficult are crowded classes and classroom management problems for teachers. In the third research question that investigates the applicability of Project-Based Learning, teachers were asked whether they want to use Project-Based Learning in their classroom. 96% of the participants stated that they wanted to use Project-Based Learning in their classrooms which means that this application, is mostly seen useful by teachers. Accordingly, it can be said that English teachers who participated in the research are not only eager to use Project-Based Learning in their lessons, but also have positive attitudes towards Project-Based Learning. In the fourth research question which seeks the teachers' beliefs and perspectives on Project-Based Learning and traditional learning, it was asked to teachers which application they find more useful. 84% of the participants stated that they found Project-Based Learning more useful. Hence, it can be said that in terms of effectiveness, teachers have more positive attitudes towards Project-Based Learning. The last research

question which examines whether Project-Based Learning should be implemented in the Turkish education system or not, was asked to the teachers. 84% of the participants stated that they want Project-Based Learning to be implemented in Turkish schools. The other participants stated that due to school facilities and student profile, it would be difficult to implement Project-Based Learning.

As a result of the research, it has been found out that Project-Based Learning is seen useful and effective by teachers. It was also revealed that teachers have positive beliefs and attitudes towards Project-Based Learning. The limited number of teachers and inadequate researches conducted in this area are the limitations of the research. Thus, more research should be conducted to understand the perceptions and attitudes of teachers towards Project-Based Learning.

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GENİŞLETİLMİŞ ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN PROJE TABANLI ÖĞRENMEYE YÖNELİK İNANÇ VE TUTUMLARI

Giriş

Gelişmiş ülkeleri, diğer ülkelerden ayıran en önemli özellik eğitime verdikleri önemdir. Çünkü, eğitim bireylerin gelişiminde ve ülkelerin kalkınmasında esastır. Türkiye, bu açıdan eğitimi destekleyen ülkelerin başında gelmektedir. Türkiye'de uygulanan eğitim-öğretim programı 2004 yılından beri Yapılandırmacı yaklaşıma dayanmaktadır. Bu yaklaşıma göre, öğrenciler yeni bilgileri kendi başlarına keşfedebilmeli ve gerçek hayatta karşılaşabilecekleri problemlere çözümler getirebilmelidirler (Açıkgöz, 2009:51). Yapılandırmacı yaklaşımın benimsenmesi ile öğrenci merkezli öğretim yöntemleri, eğitim-öğretim sürecinde önem kazanmaya başlamıştır. Bunlardan biri olan Proje Tabanlı Öğrenme yöntemi, öğrencileri proje çalışmaları ve grup çalışmaları yolu ile bilgi keşfetmeye teşvik ettiği için uygun bir öğrenme yöntemidir. Geleneksel yöntemlerin aksine, Proje Tabanlı Öğrenme, öğrenci merkezli sonucunda bir ürünün ortaya çıktığı ve öğrencilerin gerçek hayatta karşılaşabilecekleri problemlere çözümler getirdiği bir öğrenme yöntemidir (Thomas, 2000:30-45). Literatürde Proje Tabanlı Öğrenme konusunda birçok araştırma bulunmasına rağmen öğretmenlerin tutum ve inançlarını araştıran araştırma sayısı oldukça kısıtlıdır. Bu nedenle, öğretmenlerin Proje Tabanlı Öğrenmeye yönelik inanç ve tutumlarının araştırılması büyük bir önem teşkil etmektedir.

Çalışmanın Amacı ve Yöntem

Bu çalışma, İngilizce öğretmenlerinin Proje Tabanlı Öğrenmeye yönelik inanç ve tutumlarını araştırmaktadır. Çalışma, farklı öğretim kademelerinde görev yapmakta olan, 25 İngilizce öğretmeninin katılımı ile gerçekleşmiştir. Çalışmada nitel araştırma deseni kullanılmış olup, veri toplama aracı olarak yarı yapılandırılmış görüşme tekniği araştırmacı tarafından seçilmiştir. Görüşmeler katılımcıların kendilerini daha rahat ifade edebilmesi için Türkçe olarak yapılmıştır, katılımcıların yanıtları araştırmacı tarafından yazılarak içerik analizi yöntemi ile analiz edilmiştir. Bu çalışmada aşağıdaki araştırma sorularına cevap aranmaktadır.

1. Proje Tabanlı Öğrenme kavramı öğretmenler için neyi ifade etmektedir?

2. Öğretmenlere göre Proje Tabanlı Öğrenme yönteminin avantajları ve dezavantajları neler olabilir?

3. Proje Tabanlı Öğrenme yöntemi öğretmenler tarafından öğretim süreçlerinde tercih ediliyor mu?

4. Öğretmenler Proje Tabanlı Öğrenmeyi mi yoksa geleneksel yöntemleri mi daha etkili bulmaktadır?

5. Proje Tabanlı Öğrenmenin Türk okullarında uygulanması öğretmenler tarafından istenmekte midir?

Bu araştırma sorularına cevap bulmak için kullanılan yarı yapılandırılmış görüşmede kullanılan sorular ise şu şekildedir.

1. Proje Tabanlı Öğrenme kavramı sizin için neyi ifade etmektedir?

2. Sizce Proje Tabanlı Öğrenme yönteminin sahip olabileceği avantajlar ve dezavantajlar neler olabilir?

3. Proje Tabanlı Öğrenmeyi derslerinizde kullanmayı tercih eder miydiniz? Neden?

4. Kıyasladığınızda Proje Tabanlı Öğrenmeyi mi yoksa geleneksel yöntemleri mi etkili buluyorsunuz?

5. Sizce, Proje Tabanlı Öğrenme Türk okullarında uygulanmalı mıdır? Neden?

Bulgular ve Sonuç

Araştırma sonuçlarına göre, birkaç katılımcı harici diğer tüm öğretmenlerin Proje Tabanlı Öğrenme kavramını bildikleri görülmüştür. Birkaç katılımcı öğretmen Proje Tabanlı Öğrenme kavramını detaylı bir şekilde tanımlayabilmiştir. Genel olarak Proje Tabanlı Öğrenme, öğretmenler tarafından öğrenci merkezli, proje ve grup çalışması odaklı bir öğrenme olarak tanımlanmıştır. Proje Tabanlı Öğrenmenin avantaj ve dezavantajlarının neler olabileceği öğretmenlere sorulduğunda Proje Tabanlı Öğrenme çoğunlukla öğretmenler tarafından avantajlı olarak bulunmuştur. Birçok katılımcı öğretmen, Proje Tabanlı Öğrenmeyi öğrenci odaklı olması, öğrenciye kendi öğrenme sorumluluğunu vermesi, farklı becerileri içermesi, grup aktivitesi olması ve süreç odaklı olması nedeniyle avantajlı olarak

görmektedir. Öte yandan, her konu için uyumlu olmaması, uygulama yaparken sınıf yönetiminde problemler yaşanabilmesi, öğrenciler arasında adaletsiz iş dağılımı olması riski, kullanılan materyallerin ekonomik boyutlarının öğrenci için zor olması Proje Tabanlı Öğrenmenin öğretmenler tarafından ifade edilen dezavantajlardır. Katılımcılara derslerinde Proje Tabanlı Öğrenme yöntemini kullanmayı tercih edip etmedikleri sorulduğunda katılımcıların büyük çoğunluğu (%96) kullanmayı tercih ettiklerini belirtmiştir. Öğretmenler tarafından verilen gerekçelerden bazıları, Proje Tabanlı Öğrenmenin öğrenciyi süreç içerisinde aktif kılması, etkili bir öğrenme ortamı oluşturması, öğrencilerin yaratıcılığını arttırması, öğrencilerin farklı becerilerini (konuşma, dinleme vb.) geliştirmesidir. Proje Tabanlı Öğrenmeyi geleneksel yöntemlerle kıyasladıklarında, öğretmenlerin büyük çoğunluğu (%84) Proje Tabanlı Öğrenmeyi geleneksel yöntemlerden daha etkili bulmuşlardır. Öğretmenler tarafından belirtilen bazı gerekçeler, Proje Tabanlı Öğrenmenin süreç odaklı olması, öğrencilerin kendi sorumluluklarını alması, Bloom taksonomisinde bulunan üst düzey basamaklarını kullanmaya teşvik etmesidir. Öğrenci profili ve ölçme değerlendirme zorluğu ise Proje Tabanlı Öğrenme yönteminin katılımcılar tarafından eleştirilen noktalardandır. Son araştırma sorusu, öğretmenlerin Proje Tabanlı Öğrenmenin Türk okullarında uygulanması hakkındaki görüşlerini araştırmaktadır. Bu bağlamda katılımcıların %84'ü, Proje Tabanlı Öğrenmenin Türk eğitim sisteminde kullanılması gerektiğini belirtmiştir. Katılımcı öğretmenler tarafından belirtilen bazı sebepler, Proje Tabanlı Öğrenmenin güncel yaklaşımlardan biri olması, öğrenciyi yaratıcılığa teşvik etmesidir, öte yandan Proje Tabanlı Öğrenmenin okullardan uygulanabilmesi için bazı koşulların gerekliliği de öğretmenler tarafından belirtilmiştir. Bunlar, gerekli olanakların sağlanması, proje konularının özenle seçilmesi ve planlama sürecinin detaylı olarak belirlenmesidir. Araştırma sonucu olarak katılımcı İngilizce öğretmenlerinin Proje Tabanlı Öğrenmeye karşı olumlu inanç ve tutumlara sahip olduğu görülmüştür. Araştırmanın kapsamı ve katılımcılarının sınırlı olması, literatürde konu ile ilgili yeterli çalışma olmaması nedeniyle, Proje Tabanlı Öğrenmeye yönelik öğretmenlerin inanç ve tutumlarını araştıran daha fazla araştırmanın yapılması gerekmektedir.