

STUDENTS' AND LECTURERS' PERCEPTION OF TECHNOLOGY- ENHANCED PROJECT-BASED LEARNING IN EFL HIGHER EDUCATION

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Abstract

The use of digital technology into English as a Foreign Language (EFL) teaching has enabled the adoption of innovative pedagogical approaches, such as Technology-Enhanced Project-Based Learning (TE-PjBL). This research aims to investigate EFL students' perception on the application of TE-PjBL in higher education context. This research aims to investigate EFL students' perception on the application of TE-PjBL in higher education settings. Utilizing a qualitative research approach, data were gathered via semi-structured interviews with 10 EFL students and 2 English lecturers who had participated in technology-enhanced project-based learning activities. The data were examined utilizing thematic analysis in accordance with Braun and Clarke's methodology. The results found four themes including (1) Learning Authenticity and Real-World Relevance, (2) Digital Collaboration as a Space for Negotiating Language and Meaning, (3) Creativity and Language Production through Technology, (4) Problem-Solving and Critical Thinking Development. These results indicate that students often see TE-PjBL as a significant and stimulating educational method that fosters genuine language application, teamwork, and the cultivation of 21st-century competencies. The research highlights the essential importance of pedagogical design and teacher support in enabling the successful implementation of technology-enhanced project-based learning in EFL classrooms.

1. INTRODUCTION

The rapid development of digital technology in the last decade has transformed language instruction methodologies in higher education. The Integration of multimedia platforms, has created new avenues for more genuine, offered online discussion or collaboration and feedback, was accessible and flexible, encouraged creativity, allowed students to explore new knowledge Ginusti, (2023), and student-centered learning English as a Foreign Language

(EFL) education. A prominent approach is Technology-Enhanced Project-Based Learning (TE-PjBL) Mabe et al., (2022); Mallinson, (2018), a framework that integrates project execution with technological resources for exploration, collaboration, and presentation. The adoption of TE-PjBL, while promising in boosting student involvement, creativity, and communication skills, also poses issues that affect students' interpretation and evaluation of their learning experiences (Lee, 2013).

In the EFL environment, a primary issue arises from the collaborative dynamics that are fundamental to PjBL. Although technology facilitates more adaptable online collaboration, not all students can adjust to digital coordinating methods. For instance, disparities in technology expertise among a group sometimes result in reliance on one or two people who possess superior digital skills. Moreover, communication via online platforms occasionally results in misunderstanding, delayed replies, and less responsibility. These settings can diminish the quality of collaboration and cause some students to view TE-PjBL as a procedure that requires more effort than it is obtained (Sunusi et.al, 2025).

EFL students have cognitive difficulties while integrating language skills with technology use and project execution. In many instances, students are required to comprehend technological directions in English, analyze academic material, create project content, and display final outcomes utilizing digital media. This intricacy may elevate cognitive burden and induce academic anxiety. When these expectations lack sufficient pedagogical scaffolding, students often develop unfavorable views of the efficacy of TE-PjBL in facilitating their language development

Project-Based Learning (PjBL) has been recognized as successful and beneficial in 21st-century education (Haniah et al., 2021; Rosmayanti et al., 2024; Song et al., 2024; Yulianti & Roza, 2023). It is an educational methodology that prioritizes student engagement by involving them in project Suryani et al., (2024) and increasing learning quality in higher education (Syahril et al., 2021). Projects are defined as intricate assignments centered around challenging inquiries, decision-making or investigating activities (Thuan, 2018). This supports that the PjBL model addresses four main principles, including authenticity, collaboration, creativity and problem solving (Arabloo et al., 2020; Ginusti, 2023; Jaleniauskiene & Lisaite, 2021; Suryani et al., 2024)

An authentic project enables students to construct meaning through experimental learning by presenting authentic sources, real audiences that resemble global practice (Atikah et al., 2022) and the application of language in real life (Jaleniauskiene & Lisaite, 2021). Integration of technology into language education has considerably revitalized pedagogical approaches by providing students with personalized learning experience (Yiling et al., 2025). Digital collaboration creates space for students to use English as a means of authentic communication in EFL context, (Cujba & Pifarré, 2024; Mallinson, 2018). Creativity in PjBL is reflected through creativity to design, develop and present original learning products (Asdar et al., 2022). Technology in PjBL have a function as a cognitive tools that support high-level thinking process to solve problem (Arabloo et al., 2020)

The researches indicate that Technology-Enhanced Learning (TEL) within Project-Based Learning (PjBL) can enhance student involvement and the quality of educational results, including language proficiency and favorable attitudes towards learning (Benlaghrissi & Ouahidi, 2024; Suryani et al., 2024). Likes, other studies have shown that a TPACK-based approach can help educators design more effective and contextual PjBL learning while reducing student confusion in using technology (Shafie et al., 2019). Thus, TPACK serves as an important conceptual foundation for designing meaningful and sustainable TE-PjBL.

Cujba and Pifarré (2024) established that technology-enhanced project-based learning may improve students' positive attitudes and enrich conceptual comprehension. Mallinson (2018) asserted that technology-enhanced Project-Based Learning (PjBL) may connect academic

education with societal and professional demands. Meaningful learning can only be attained if initiatives are organized, pertinent, and bolstered by continuous feedback.

Many researchers discuss the students' perception of Project-based Learning implementation (Atikah et al., 2022; Dewi et al., 2023; Haniah et al., 2021; Susanti et al., 2020; Syahril et al., 2021; Yulianti & Roza, 2023), but few explore student perceptions using an interpretive qualitative approach to understand students' perception of Technology-Enhanced PjBL as a complex pedagogical experience. Current research often regards technology as a secondary instrument and predominantly depends on superficial perceptual data, cooperation inquiry and learning obstacles within technology-mediated project based learning context. This research aims to investigate EFL Students' and Lecturers' perspectives of Technology-Enhanced Project-Based Learning

2. RESEARCH METHODS

This research used a qualitative approach with an interpretive design (Creswell & Creswell, 2018). This approach was chosen because students' and lecturers' perceptions are not viewed as objective entities that can be measured numerically, but rather as construction of meaning formed through social, pedagogical and technological interactions.

The research was conducted at Universitas Megarezky, in which the numbers of subjects were 10 EFL students and 2 English lecturers. Participants were chosen by purposive sampling, with the criterion that students have direct expertise in executing technology-based projects. The participant count was considered adequate to produce comprehensive data and for extensive topic analysis in qualitative research. This instrument was selected for its ability to enable the researcher to comprehensively investigate students' and lecturers' experiences and perspectives while remaining centered on the primary research subject. The interview guide included open-ended questions about students' experiences with technology throughout the project, the problems they faced, collaborative dynamics, and their views on TE-PjBL's impact on English language acquisition.

Research data were collected through semi-structured interviews, which were chosen because they provided a balance between conceptual structure and the flexibility of exploring students and lecturers' experiences.

Thematic analysis was employed to examine the interview data, adhering to the methodologies established by (Braun & Clarke, 2022). The analytical procedure encompassed multiple phases: (1) data familiarization via transcription and iterative readings, (2) preliminary coding of pertinent meaning units, (3) categorization of codes into initial themes, (4) evaluation and refinement of themes, (5) definition and designation of themes, and (6) compilation of a findings report. This method facilitates the systematic and transparent identification of meaning patterns that reflect students' views of TE-PjBL.

3. RESULTS AND DISCUSSION

3.1 Results

In this section, the researchers presented the findings obtained during field data gathering. The preceding phase indicated that the respondents of the research are students and lecturers from the English Education Department. Interview data analysis using reflexive thematic analysis resulted in four main themes representing students' and lecturers' perceptions of the implementation of Technology-Enhanced Project-Based Learning in an EFL context. These themes reflect how technology integration in PjBL shapes the language learning experience, the development of 21st century skills and pedagogical dynamics in the EFL classroom.

3.1.1 Theme 1. Learning Authenticity and Real-World Relevance

Students think that TE-PjBL offers a more realistic learning experience due to the projects' connections to real world circumstance and the significant incorporation of English.

"Project-Based Learning teaches us the real because we had to create a video that can actually be shared online not just submitted to lecturer. It made me feel like I was using English for real communication" (S5,S3)

"This project is needed to our future workplace, especially when English is used through digital media" (S7)

The lecturer also emphasized the value of authenticity in learning design

"Technology promotes the contextualization of initiatives. Students are not only learning language. They are also equipping themselves for authentic conversation in the actual world."

3.1.2 Theme 2. Digital Collaboration as a Space for Negotiating Language and Meaning

Technology-based collaboration is perceived as an active space for discussion, negotiation of meaning, and practice of English communication.

"...through PjBL learning, we can share ideas and discuss everything in English relating our daily life" (S2)

"Sometimes it was challenging because not everyone participated equally, but we learned how to negotiate and solve problems together." (S9)

Lecturer perceives this dynamic as a crucial component of collaborative learning.

"Digital cooperation makes it possible to learn, even when there are problems. That is when learning really happens". (L2)

3.1.3 Theme 3. Creativity and Language Production through Technology

Students feel that technology provides more space for expression and creativity in using English.

"Using video and AI tools made me more confident. I could revise my script and pronunciation before submitting the project." (S5)

"I felt more creative because we could combine visuals, text, and audio. English was not only about grammar, but about delivering messages." (S10)

Lecturer look at creativity as a direct impact of student autonomy in projects.

"Students show more originality when they are allowed to choose digital tools and project formats." (L1)

3.1.4 Theme 4. Problem-Solving and Critical Thinking Development

Technology-Enhanced Project-Based Learning (TE-PjBL) is regarded as fostering critical thinking among students, particularly in addressing project challenges and assessing digital information

"We had to decide which online sources were reliable, especially when using English materials. It was not easy, but it trained our critical thinking." (S4)

"When technical problems happened, we had to find solutions ourselves, and that made us more independent learners." (S8)

The lecturer emphasized the changing role of pedagogy in this context.

"My role shifted to facilitator. Students were responsible for identifying problems and finding solutions through discussion and technology." (L2)

3.2 Discussion

The principle of authentic learning in Project-Based Learning emphasized the connection between academic tasks and real world contexts (Astawa et al., 2017; Mallinson, 2018). In the EFL context, authenticity is crucial because language is learned not only as a linguistic system

but also as a tool for social communication (Atikah et al., 2022). Technology integration strengthens this authenticity by providing a communication medium that resembles global English language practices (Ginusti, 2023). Then, digital collaboration as the second theme supports the findings of Haniah et al., (2021) and Yulianti & Roza, (2023), which show that technology-based PjBL encourages the development of collaboration and communication skills in EFL learning. From a sociocultural theory perspective, digital collaboration enables scaffolding between students, where language develops through technology-mediated social interactions (Lee, 2013). Thus, technology functions not only as a tool but also as a social space for language learning.

Students perceived that TE-PjBL provided ample room for creativity, particularly in English language production. Technology enabled students to express ideas through various multimodal formats, such as visual, audio, and text, which increased their confidence in using English. This is in line with research by Dewi et al., (2023) and Mabe et al., (2022) which confirms that technology in PjBL encourages creative language use. Within the TEL (Technology-Enhanced Learning) framework, creativity is viewed as the result of the interaction between pedagogy, content, and technology (TPACK), where students become producers of meaning, not simply consumers of material (Rosenberg & Koehler, 2015). Sulaeman et al. (2025) found that AI-assisted learning as another technology based learning can support English learning by helping students develop communication skills, expand vocabulary, and increase engagement, while also highlighting the opportunities and challenges. The technology is not only as an individual learning assistant but also as a medium for collaborative, project-based EFL learning. The last theme indicates that students and lecturers view TE-PjBL as an effective means to develop problem-solving and critical thinking. Students must identify project problems, search for information online, evaluate sources, and make collaborative decisions in English. These findings are consistent with the results of Arabloo et al., (2020); Song et al., (2024), which show that Technology-Enhanced PjBL contributes significantly to the development of higher-order thinking skills. In EFL pedagogy, developing problem-solving through projects helps students use language as a thinking tool, not just an object of learning, thereby simultaneously strengthening communicative and cognitive competencies.

From a Project-Based Learning perspective, these findings reinforce the view that the core principles of PjBL (authenticity, inquiry, collaboration, reflection, and product creation) are more effective when supported by an integrated technology ecosystem. An LMS such as SEVIMA provides pedagogical structure, videos enrich multimodal input, AI tools support language scaffolding, and collaboration tools expand social interactions, all contributing to deeper language learning (Mabe et al., 2022; Syahril et al., 2021).

In contrast to several prior research showing predominantly report general positive attitudes toward technology-integrated Project-Based Learning without deeply unpacking the learning processes Haniah et al., (2021), the present study offers a more process-oriented and learner-centered account by revealing how EFL learners and lecturers experience Technology-Enhanced Project-Based Learning (TE-PjBL) across authenticity, inquiry, collaboration, reflection, and product creation. Moreover, unlike studies conducted in fully online or emergency remote teaching contexts Ginusti, (2023; Haniah et al., (2021) this research situates TE-PjBL within a deliberately designed pedagogical framework, demonstrating that technology does not automatically enhance learning but requires intentional scaffolding aligned with EFL objectives and PjBL principles. Consequently, this study extends existing literature by reframing TE-PjBL not merely as a supportive instructional model, but as a pedagogically complex learning ecology that shapes learners' engagement, autonomy, and meaning-making processes in nuanced and sometimes contradictory ways.

The findings of this study have important implications for theory, practice, and future research in EFL education by extending existing understandings of Project-Based Learning (PjBL) and Technology-Enhanced Learning (TEL). The results indicate that technology in TE-PjBL functions not merely as a supplementary tool but as a mediating learning ecology that shapes learner agency, engagement, and meaning-making processes, thereby refining PjBL principles of authenticity, inquiry, collaboration, reflection, and product creation (Taopan, 2020). Moreover, the study contributes to TPACK theory by demonstrating that imbalances among technological, pedagogical, and content knowledge may lead to cognitive overload and surface-level engagement, reinforcing the importance of instructional alignment in technology-enhanced language learning (Rosenberg & Koehler, 2015; Ye et al., 2024). Finally, the study points to future research directions that examine the longitudinal effects of TE-PjBL on learner autonomy, critical digital literacy, and language development, as well as comparative and design-based studies to optimize pedagogical orchestration of technology in diverse EFL contexts (Fikria et al., 2025; Ravi et al., 2025).

Based on these limitations, several suggestions for future research are proposed. Future studies may adopt mixed-methods or longitudinal designs to examine the sustained impact of Technology-Enhanced Project-Based Learning (TE-PjBL) on EFL learners' language proficiency, critical thinking, and learner autonomy over time. It is recommended to explore the role of specific technologies, particularly AI-driven tools such as in shaping inquiry, reflection, and ethical language use within PjBL environments.

4. CONCLUSION AND SUGGESTIONS

4.1 Conclusion

This research concludes that Technology-Enhanced Project-Based Learning (TE-PjBL) is regarded by EFL students and Lecturers as a significant and engaging educational method that foster authentic language utilization, inquiry-driven learning, interaction, reflection, and the creation of meaningful learning artifacts through the incorporation of digital technologies, including LMS platforms, video resources, AI tools, and online collaboration applications. The results demonstrate that technology serves as a cognitive and social facilitator that enhances learner autonomy, motivation, and communication competence when appropriately integrated with project-based assignments. These findings are significantly reliant on proficient instructional design, sufficient scaffolding, and educators' expertise in merging technology, pedagogy, and content knowledge, underscoring the necessity for a balanced and reflective approach to guarantee sustainable and equitable learning outcomes.

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