TEACHERS' CHALLENGES AND STRATEGIES OF PROJECT-BASED LEARNING DUE TO LIMITED TIME FOR MENTORING SPEAKING ABILITY

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Abstract: The Project-Based Learning (PjBL) is a learning approach that focuses on students, where students are given more freedom in completing projects. However, the implementation of this method provides mixed perceptions among teachers. Some teachers face challenges in the form of limited assistance to students during the project completion process. In contrast, others perceive the method as supportive or challenging. This research explores teachers' challenges with the Istiqlal English Course (IEC) in Probolinggo and the strategies used in implementing Project-Based Learning (PjBL), especially in teaching speaking skills. This research uses a qualitative approach with a case study design, involving two main instruments: observation and one-on-one interviews. Moreover, the results state four challenges: Vocabulary limitations, students' time, motivation, difficulty in assessing individuals, and intensive monitoring. The strategies are: building student courage, observing participation, setting time limits, using a detailed plan, and combining PjBL and traditional methods. Based on these findings, it is recommended that teacher training programs include practical guidance on time management and student assessment within a Project-Based Learning (PjBL) framework to support more effective implementation in speaking instruction in English as a foreign language (EFL) classrooms.

Keywords: *challange, PjBL, strategy, speaking*

INTRODUCTION

Mastering English speaking skills has become one of the main indicators of students' English proficiency (Purwati et al., 2024). Speaking enables students to convey information effectively to their interlocutors and engage in meaningful communication. To improve speaking skills, students need to practice both inside and outside the classroom, focusing on pronunciation, intonation, fluency, and accuracy,

especially in expressing and contributing (Wardani et al., 2020). Interpersonal speaking performances include interviews, role plays, chats, discussions, and games (Purwati et al., 2024). Furthermore, encouraging students to think critically and creatively is also considered an effective strategy in improving their speaking skills (Terenzini et al., 1995).

One learning approach that can support the development of students' speaking skills is Project-Based Learning (PjBL). PjBL not only improves language skills but also fosters in-depth understanding, critical thinking, collaboration, creativity, and communication skills (Bytyqi, 2021). Through PjBL, students engage in real-world tasks that encourage meaningful language use. Activities typically implemented in PjBL include discussions, conversations, individual or group presentations, and role-playing (Kusumawati, 2019). This approach encourages active participation and provides opportunities for students to practice speaking in authentic and interactive contexts.

Project-Based Learning (PjBL) is closely related to collaborative learning, where students actively share knowledge and engage in discussions. According to Almulla (2020), PjBL encourages collaboration among students and increases their active participation in the learning process. Hidayati et al. (2023) found that PjBL significantly contributed to vocabulary mastery, speaking fluency, writing skills, and reading comprehension. Meanwhile, Song et al. (2024) emphasized that this approach can increase overall student engagement in the learning process.

Furthermore, PjBL emphasizes real-world problem-solving and inquiry-based activities. These activities typically take the form of assignments or projects in which students work individually or in groups to gather information and present their results to the class (Ministry of National Education, 2007; Guo et al., 2020). Additionally, Yu (2024) stated that PjBL has a positive impact on students' affective, cognitive, and behavioral development.

However, this approach (PjBL) can be challenging for teachers unfamiliar with project-based learning methods (Hidayati et al., 2023). In student-centered learning methods, teachers need to pay attention to the dynamics of group discussions by conducting regular observations. This aims to provide assistance when needed, resolve conflicts between members, and identify learning difficulties that may arise (Pipit Muliyah et al., 2020). Therefore, the implementation of PjBL needs to be carefully

monitored to produce effective results. Du and Chaaban (2020) stated that many teachers are not ready to implement PjBL due to a lack of communication about changes and a lack of understanding, so that system support and professional training are needed. Aldabbus (2018) also added that pre-service teachers are reluctant and lack confidence in implementing PjBL because they believe this method will create noise in the classroom. Furthermore, PjBL requires a longer time to complete, which is a challenge for teachers (Moussaoui & Erguig, 2024).

Project-Based Learning (PjBL) places students at the center of learning and has been proven effective in English language teaching (Saavedra et al., 2021; Marisah, 2017). However, in the context of speaking classes, although PjBL can help develop students' interpersonal communication skills, challenges remain (Menggo et al., 2023). One major difficulty is ensuring that all students are truly engaged and actively interact throughout the project process. Yamada (2020) emphasized that teachers often struggle to encourage equitable participation from all students. PjBL requires collaborative engagement among students in completing projects, but it is not uncommon for some students to be less active or rely solely on their group mates. This presents a challenge for teachers in ensuring that all students benefit equally from project-based learning activities.

Implementing Project-Based Learning (PjBL) has several challenges, especially in terms of supervision, guidance, student preparation, and emphasis on learning objectives. Teachers often have difficulty providing personal assistance because they cannot monitor each student optimally. Apart from that, many students who are not ready to learn independently, so their ability to organize and complete assignments is limited. Students also tend to focus more on task performance compared to the main goals of learning, such as mastering language skills and developing independent learning abilities ensure that the projects in the PjBL remain oriented towards language learning goals, emphasizing core skills such as fluency, grammar, vocabulary and accuracy, rather than superficial aspects. This will be an important topic of this research, whether teachers can accompany, guide, and become a motivator also to produce the main results and main targets. Sometimes students do not understand the main target of implementing PjBL, for example making blog videos. The target is to develop speaking skills, but students sometimes emphasize aesthetics more than on the aspects they

must understand to achieve the main target, which is speaking. Teachers are key players in educational change, it is necessary to voice their perspectives to understand their attitudes, needs, and beliefs (Du & Chaaban, 2020).

This research seeks to identify these problems. It aims to understand teachers' perceptions of the challenges in implementing Project-Based Learning (PjBL), which significantly limits their ability to directly monitor students' speaking activities, and to identify the strategies they use to overcome these challenges. Through this research, it is hoped that new insights will be gained regarding the effective implementation of PjBL in developing students' speaking skills in English classes. PjBL has been proven effective in English Language Teaching (ELT), but further research is needed to understand its impact on specific language skills in the context of learning English as a foreign language (EFL) (Moussaoui & Erguig, 2024). This research is important because there is still a lack of studies specifically exploring the concrete strategies teachers use in implementing PjBL for speaking instruction. The researchers hope these findings will help readers improve their teaching skills, particularly in helping students develop speaking skills in learning English as a foreign language.

REVIEW OF LITERATURE

Project-Based Learning (PjBL) is a learning approach that emphasizes students' active involvement through collaboration in problem-solving and real-world application of knowledge. Research shows that PjBL improves student engagement, vocabulary mastery, speaking, writing, and reading comprehension (Song et al., 2024; Hidayati et al. 2023). In addition, PjBL also has a positive effect on the affective, cognitive, and behavioral aspects of students (Yu, 2024). However, the implementation of PjBL faces various challenges, especially for teachers and students who are not familiar with student-centered learning methods (Hidayati et al. 2023). This literature review discusses the effectiveness of PjBL, its benefits, and challenges in its implementation.

Benefits of PjBL in Learning

PjBL encourages collaborative learning, where students actively share knowledge and discuss (Almulla, 2020). This approach also improves language skills, including speaking, writing, and reading comprehension (Song et al., 2024; Hidayati et al. 2023). By focusing on real-world problems, PjBL encourages inquiry-based

learning, where students gather information and present the results (Ministry of National Education, 2007; Guo et al., 2020). Research proves that PjBL is very effective in teaching English (ELT), improving students' communication skills (Saavedra et al., 2021; Marisah, 2017). In addition, PjBL helps develop interpersonal communication skills, preparing students to interact in real life (Menggo et al., 2023).

Challenges in the Implementation of PjBL

Although it has many advantages, the implementation of PjBL faces several obstacles. Teachers often have difficulty managing class dynamics, so it is necessary to make regular observations to facilitate group discussions, resolve conflicts, and overcome student learning difficulties (Muliyah et al., 2020). Many teachers are not ready due to a lack of training and understanding of the PjBL method (Du & Chaaban, 2020). Prospective (pre-service) teachers in particular are often hesitant and not confident in implementing PjBL because they are worried that the class will become too noisy (Aldabbus, 2018). In addition, PjBL takes longer to complete the project, thus posing logistical challenges (Moussaoui & Erguig, 2024). Another challenge is ensuring the active participation of all students, as some may not be fully engaged in collaborative tasks (Yamada, 2020).

Although numerous studies have supported the effectiveness of Project-Based Learning (PjBL), most existing studies have focused on its general educational benefits or its application in well-resourced educational contexts. Research on the application of PjBL in diverse educational settings, particularly those with limited resources or unique cultural characteristics, remains limited particularly in terms of teacher preparedness and student engagement in English as a Foreign Language (EFL) classrooms.

Furthermore, few studies provide an integrated perspective that examines both the pedagogical advantages and practical challenges of implementing PjBL. This leaves a gap in understanding how to balance the theoretical potential of PjBL with the realities of classroom implementation, particularly in developing country contexts or for pre-service teachers who lack confidence or have not received adequate training. This study contributes to the development of knowledge by presenting a focused analysis of the implementation of PjBL in an English language (EFL) learning context, highlighting the pedagogical benefits and practical challenges encountered, particularly from the perspective of beginning teachers. The novelty of this research lies in the identification

of contextual barriers and the proposal of practical strategies to optimize PjBL implementation through teacher training and structured support. This review also serves as a foundation for further empirical studies aimed at adapting the PjBL framework to different educational contexts.

METHOD

This study uses a qualitative approach with a case study design to explore the challenges faced by English teachers and tutors at the Istiqlal English Course (IEC) at Istiqlal Islamic Boarding School in Probolinggo, and to understand the strategies they use when implementing Project-Based Learning (PjBL). A qualitative approach is chosen because to help the researcher understand events and experiences in their real-life context. The methods used in this research are designed to collect information about participants' actions, thoughts, and feelings in a specific setting. Qualitative research provides insights into human behavior and sociocultural contexts by exploring the meaning individuals or groups ascribe to a social or human problem. This method involves collecting non-numerical data through interviews, observations, or documents to understand phenomena in their natural settings (Creswell, 2008). This is why the researcher used a qualitative case study for this study.

This research was conducted at the Istiqlal English Course (IEC) in Probolinggo. Participants in this study consisted of four teachers at IEC: two men and two women. The researcher selected these four participants because they had been teaching at IEC for a considerable period of time and had extensive experience in teaching English as a Foreign Language (EFL) using the Project-Based Learning (PjBL) approach. They were also considered capable of applying various methods and approaches in their teaching practices. The participant selection process was based on the results of a one-week observation conducted by the researcher during a visit to their home areas. To ensure the validity of the data and the participant selection process, the researcher applied a triangulation method, namely by combining observation and interview techniques, and conducting member checks to ensure the accuracy of the data and interpretation of the interview results.

In this research, researcher used two data collection methods, namely observation and interviews. The interviews in this study used a semi-structured format

guided by open-ended questions to explore teachers' experiences and perspectives in depth. Each face-to-face interview lasted approximately 30-45 minutes, was audio-recorded; and transcribed verbatim for analysis. Observational data was obtained through one week of direct observation of classroom learning activities. Researchers used observation sheets and video recordings to record teaching behaviors, student interactions, and obstacles and strategies in implementing PjBL. The analysis was conducted descriptively, identifying patterns in the observations and comparing them with interview results through triangulation to increase validity and ensure the accuracy of the findings.

Data analysis was conducted following the model of Miles and Huberman (1994), which consists of four main stages. The first stage is data condensation, which is the process of selecting, filtering, and summarizing the most relevant data to focus on the core research issues. The second stage is data presentation, where the condensed information is arranged in a visual format such as a table, diagram, or matrix to facilitate the identification of patterns and relationships. The third stage is conclusion drawing, where researchers interpret the data and formulate findings based on emerging themes. The fourth stage is verification, to ensure that the conclusions drawn are accurate and consistent with the existing data. In addition, researchers used the In Vivo Coding technique (Miles et al., 2014), which is coding using participants' original words or phrases to capture the direct and authentic meaning of their experiences. This technique helps in identifying themes and patterns in greater depth.

FINDINGS AND DISCUSSION

Findings

In this discovery, the researcher explains the findings and results of an interview with four English teachers who have implemented PjBL-based learning. Three tables containing different questions according to the research objectives that explored, and the results was analyzed in the discussion.

Table 1 reveals a perception of what are teachers' challenges in implementing PjBL-based learning, especially in speaking learning. According to previous research, there were still many teachers who feel challenged by this approach from being a traditional process to a modern method. They have to practice so that the

implementation is clear and structured. PjBL can be challenging for teachers and students who were unfamiliar with these methods (Hidayati et al., 2023). In the results of this interview, researchers found obstacles and challenges that quite reasonable and relevant to the conditions in the learning environment according to the results of class observations.

Table 1. Teachers' challenges of PjBL

Code	Category	Theme
T1: Lack of vocabulary T2: Students who is lack confidence T3: Constraint of time T4: Time	Teachers challenges in teaching	Teachers' challenges in implementing PjBL for speaking ability.
T1: Need time endlessly to learn speaking T2: Many children here are not too fond of anything related to English T3: the insufficient number of students T4: the schedule or time given is sufficient to implement PjBL	Constraints teachers most often encounter	
T1: Because the student has less ability in speaking T2: Students who are not active will always agree everythings T3: Difficult for me to find out who is less able to speak T4: Because the students with weak speaking skills sometimes just become a burden	Teachers difficulties to assess students' speaking abilities	

In Table 2, the researcher wants to look in depth at the strategies used by teachers to achieve effectiveness in implementing PjBL, especially in teaching speaking. Whereas, in Table 3, the researcher wants to look in depth at PjBL's strength in learning speaking skill.

Discussion

Main Challenges in Implementing PjBL in Teaching Speaking Skills

Teachers face various challenges in implementing PjBL to teach skills, especially speaking. From this point, the researcher revealed a challenge where the teachers felt they faced an obstacle regarding their vocabulary, which they had not yet mastered. It causes teachers to experience fatigue or overload when organizing the projects given to students. From the teacher interviews conducted, it was found that teachers T3 and T4 revealed that limited teaching time due to the busy activities at the

Islamic boarding school was a significant obstacle to implementing PjBL. T3 stated, "Our schedule at the Islamic boarding school is very busy, limiting the time we have to mentor students." It limited the teachers' opportunities to provide direct guidance during the project process. T4 added, "Due to limited time, many students are less motivated to learn and come to class on time." This statement indicates that time constraints impact the effectiveness of PjBL implementation and students' overall learning motivation. Integrating PjBL often requires a longer time frame, and it challenges teachers (Moussaoui & Erguig, 2024).

Table 2. Teachers' strategies used to overcome these challenges

Code	Category	Theme
T1: Much sharing the tips how to have a good public speaking T2: Giving them different opportunities every week T3: Giving them memorization and practicing in public T4: Motivate the students to be brave to speak	Tips in implementing PjBL for speaking	Teachers' Strategies in Implementing PjBL for Speaking
T1: Do direct meeting and give appreciation T2: By giving each student the obligation to practice speaking T3: Call them one by one to check whether they were all active and involved T4: Come to each group to ensure that all the group members get the opportunity to speak	Teachers' guidance in PjBL	
T1: Coming on time and giving proportional lesson T2: No answer related T3: By giving them a time limitation T4: Preparing a lesson plan for time management	Teachers' role in PjBL	

It also aligns with T2, which states that students often need more time to understand the project concept, mainly because they are unfamiliar with this method. The teacher conveyed that sometimes the teacher felt there was a lack of time to accompany them individually. Maximizing time management in lessons often clashes and is less efficient in other Islamic boarding school activities. Habok and Nagy (2016, p. 3) illustrate these weaknesses by stating that PjBL is a method that is "very time-consuming" and "requires great attention to detail". Although PjBL effectively facilitates deep learning, its implementation requires careful planning, sufficient

resources, and a significant time commitment from teachers and students. It adds to the burden on teachers in implementing PjBL, where they are sometimes pressured by time regulations and their own students' abilities.

Table 3. PjBL's strength in learning speaking skill

Code	Category	Theme
T1: It helps the teacher to bring the lesson easily T2: It encourages active participation, collaboration, and real-world communication T3: This method is quite effective than other methods T4: It is a good method to improve students' speaking skill	The effectiveness of PjBL in Speaking	PjBL's strength in learning speaking skill.
T1: Giving the opportunity to choose projects that suit their interests T2: It can be seen in students' daily speaking activities T3: Keeping attention to their daily speaking activities T4: No answer related	The assesment of PjBL for speaking	

Availability of Time in the Learning Schedule for PjBL

Some teachers consider the time in the study schedule insufficient to support the optimal implementation of PjBL. This means that they still prioritize traditional methods, where they always want to accompany the students with intent. T4 believes that learning to speak requires much time because the more time spent practicing, the better the results students will achieve. Because learning to speak is very complex. Speaking is an important skill, but it is not easy to learn and teach because there are many complex things inside it (Bahrani, 2012). Moreover, the teacher will provide feedback for evaluation. This is an obligation, but teachers must also have the courage to face the challenges. Giving feedback and backchanneling in conversation, learning activities in which learners build their grammatical awareness inductively, and developing metalinguistic knowledge (Kayi, 2006).

Difficulties in Assessing Students' Speaking Abilities in Groups

One important point is that most teachers find it difficult to assess students' speaking skills when working in groups. Some students with lower proficiency "hide" behind the participation of more fluent peers, making individual weaknesses less apparent. In student-centered learning, teachers must regularly monitor group discussion

dynamics to provide support, resolve conflicts, and identify learning difficulties (Muliyah et al., 2020). Assessment challenges also arise because more fluent students often drown out the voices of less proficient students. T3 and T4 agreed that students with lower speaking skills tend to rely on stronger group mates. T1's findings indicated that students who are passive or hesitant to express their opinions often follow the ideas of dominant peers, leaving their abilities unobserved. T2 added that low-proficiency students can even become a "burden on the group" and fail to show significant progress under certain conditions. To address this issue, teachers can implement scheduled individual observations, structured peer assessments, and speaking assessment rubrics that assess the contributions of each group member so that students with less visible performance can be detected.

Strategies for Monitoring Students in PjBL Activities for Speaking Skills

Based on the results of interviews with teachers in their courses, they use various strategies to monitor individual student engagement during PjBL activities that focus on speaking skills. This becomes their strategy in achieving the target or primary goal of implementing PjBL. T4 emphasized the importance of supporting students so they dare to appear publicly. He believes the courage to try is an important first step, so students must be equipped with tips and tricks to become good speakers. Teachers are key players in educational change. They must voice their perspectives to understand their attitudes, needs, and beliefs (Du & Chaaban, 2020). This view also aligns with the approach used by T2, which allows students to try out various roles such as speaker, poet, and storyteller. This strategy provides a variety of experiences and allows students to develop their vocabulary and skills progressively, even though initially there are still challenges that must be overcome. Integrating PjBL in speaking classes can help prepare students' interpersonal communication skills, but challenges (Menggo et al., 2023).

Meanwhile, T3 used a more core method: memorizing activities and practicing public speaking. He believes this approach can train students' abilities even though it starts with coercion, which will become a habit. On the other hand, T2 focuses on building student motivation and involvement by being a direct companion or accompanying individuals and controlling the group directly. Aldabbus (2018) states that when applied, PjBL would create too much noise for students in the classroom. It

shows that personal empowerment through direct interaction between teachers and students can be important in project-based learning activities. This means that PjBL is effective when collaborating with traditional methods.

How to Ensure All Students Actively Participate in Speaking Activities

Teachers in implementing PjBL also have a challenge in ensuring student involvement in their group collaboration. PjBL can be difficult for teachers, especially in enabling interaction between all students (Yamada, 2020). T4 chose a direct approach by holding face-to-face meetings and providing motivation and support for students to speak individually. T1 expressed the same thing and gave every student the opportunity to speak, express opinions, and respond to something. To improve speaking skills, students should practice both inside and outside the classroom, focusing on pronunciation, intonation, fluency, and accuracy, particularly in asking and giving opinions (Wardani et al., 2020). This approach slightly refers to the traditional approach, but the method used by the teacher is a collaboration between PjBL and the lecture method. Still tied to T3's opinion, who checked student involvement individually by calling them one by one. This provides direct monitoring of student participation so that nothing missed. This is currently a challenge for teachers who are still in the process of implementing a learning approach using PjBL because it will take up a little of their time. In student-centered teaching and learning methods, teachers need to pay attention to the dynamics of group discussions by carrying out regular observations (Muliyah et al., 2020). This aims to provide assistance if needed, resolve disagreements between members, and identify learning difficulties that may arise. T4 utilizes group work as a means to ensure participation. However, she visited each group to monitor whether all members, including those who lacked confidence, were involved in discussions and speaking activities.

Time Management in Project-Based Speaking Activities

The main challenge for a teacher in implementing Project-Based Learning (PjBL) is time management. Many teachers feel students can not achieve maximum results without being accompanied directly. In addition, students sometimes lose focus on the main learning objectives, so teachers often face difficulties in managing time and ensuring that all students can participate equally. T1 highlighted the importance of

structure in PjBL activities. According to T1, by giving students gradual turns to participate, the time spent in activities becomes more organized. This approach helps student understand the process gradually without feeling rushed. However, assertiveness in managing time is also considered crucial. T3 stated that good time management can be achieved by providing clear time limits for each activity. This strategy is considered effective in ensuring that the entire series of activities is completed according to the predetermined schedule.

Meanwhile, T4 uses lesson plans as the primary tool for managing time. With thorough preparation, T4 ensures that all activities in the class can be carried out according to plan without facing significant obstacles. This approach provides flexibility and complete control for teachers in guiding students during the project-based learning process. Overall, challenges in time management can be overcome through careful planning, setting firm time limits, and an organized activity structure. This shows that a strategic and planned approach is essential for successfully implementing PjBL.

Views on the Effectiveness of PjBL in Improving Students' Speaking Skills Compared to Other Methods

Even though there are many challenges they face in implementing this, teachers have a positive view of the effectiveness of PjBL in improving students' speaking skills. T4 stated that PjBL makes it easier for teachers to provide big encouragement for students to develop their speaking skills. PjBL has a positive effect on students' affective, cognitive, and behavioral aspects (Yu, 2024). This approach is considered more practical and provides real results compared to other methods. T1 said that PjBL is very effective because it provides active participation, collaboration, and real-world communication. A similar view was also expressed by T3, who considered that PjBL was more effective, especially in learning to speak, because students could immediately practice their abilities. With PjBL, students are encouraged to real-world problems, and inquiry processes of project work, typically entailing a "task" or "activity" in which learners work individually or in groups to gather information and deliver a presentation to the class (Ministry of National Education, 2007; Guo et al., 2020). Apart from that, T2 said that PjBL allows teachers to create new activities or media that directly involve students in speaking practice. This method provides a more

interesting and contextual learning experience so that students feel more encouraged to speak.

Assessment of the Success of Implementing PjBL in Speaking Learning

From the results of interviews with teachers, researchers found several indicators that could be said to be teachers' assessments of the success of implementing PjBL in speaking learning, assessed based on several indicators. This approach allows students to be more personally involved in learning. T1 measures the success of PjBL through students' daily speaking activities, their self-confidence, and fluency in completing tasks such as conversations or presentations. An example is when students are able to speak fluently in practical contexts such as in Islamic boarding schools. This was also supported by T4, who assessed the success of PjBL by observing students' daily speaking activities, especially in the Islamic boarding school environment. PjBL can improve various aspects of student learning outcomes, develop deep understanding and critical thinking skills, collaboration, creativity and communication (Bytyqi, 2021). T2 explained that implementing PjBL can increase students' interest in learning to speak English. According to T2, students feel that PjBL classes are more fun, so they are more enthusiastic about improving their speaking skills. This view shows that an interesting and enjoyable learning experience is an important factor in the success of PjBL.

CONCLUSIONS AND SUGGESTIONS

Conclusions

This study revealed that the implementation of Project-Based Learning (PjBL) in teaching speaking skills faces several challenges, such as time constraints, difficulties in assessing individual participation in group work, and low student confidence and vocabulary skills. But, teachers still view PjBL as an effective approach because it is able to encourage active participation, authentic communication, and student learning motivation. Strategies used by teachers such as giving speaking assignments directly, intensive group monitoring, and the use of collaborative methods with traditional approaches indicate that PjBL requires flexibility and careful planning.

The implications of this study suggest that PjBL has significant potential to improve students' speaking skills in a more communicative and participatory

educational context, particularly in community-based settings such as Islamic boarding schools (*pesantren*). However, limitations such as the limited number of participants and the focus solely on teachers' perceptions suggest the need for further research. Future researchers are advised to involve students, expand the scope of educational institutions, and explore technology integration as a solution to optimize PjBL implementation. This way, the sustainability and effectiveness of this approach can be enhanced to support the advancement of language education more comprehensively.

Suggestions

The findings of this study indicate that implementing Project-Based Learning (PjBL) in EFL speaking classrooms presents both benefits and challenges. Based on these empirical results, the following recommendations are offered for different stakeholders. For EFL Teachers, it is recommended to address time constraints by implementing structured mini-projects that last 1-2 weeks with clear milestones, as the study found that extended projects create monitoring difficulties. Additionally, teachers should develop standardized rubrics for assessing individual speaking performance in group projects, since the research identified this as a key challenge. For future researchers, this study's delimitations suggest several areas for further investigation. These include conducting longitudinal studies on PjBL's impact on speaking fluency development, comparative studies between PjBL and other active learning methods, and investigations into technology-enhanced PjBL models for speaking practice.

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