Abstract
In today's internationalized learning environment, intercultural communicative competence is deemed insufficient for students. Academic mobility presents challenges and opportunities due to language, culture, and learning background differences. The number of international students in Ukrainian universities is increasing. The efficacy of project-based learning in foreign language acquisition is recognized and incorporated into the English language syllabus in Ukraine. The current study investigates the effectiveness of project-based activities in English classes at Ukrainian Universities for improving students' intercultural communicative competence and autonomous learning. It included seven university English language teachers and five groups of 59 students from various cultural backgrounds. Classroom observation and case study design were carried out to describe how the teachers and students used project-based learning. This research will provide new perspectives on the effective incorporation of project-based activities in English classes to boost students' communication confidence to collaborate with diverse cultural groupmates and develop autonomy in learning. The study revealed that project-based learning allowed students to interact with the target content, focusing on long-term memory and promoting attitudes about education. Several advantages of this technique over traditional methods of improving international communicative skills and increasing confidence in language acquisition were highlighted by teachers and students. It engaged students in collaborative and cooperative language learning, improved their digital literacy, and promoted student autonomy. Thus, the project-based learning approach is highly recommended for educational use by teachers and students and should be encouraged in universities.

Keywords: English language learning, intercultural communicative competence, international students, project-based technology, student's autonomy

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Introduction

With the development of society and the economy, the relationship between people from different countries and backgrounds is getting closer and closer. Therefore, in the 21st century, individuals with high levels of intercultural competence are more needed than ever. Understanding foreign cultures and the contributions of foreign language teachers have helped a growing number of teachers in Ukraine recognize the value of developing learners' communicative competence to learn languages effectively.

In today's internationalized learning environment, intercultural communicative competence is deemed insufficient for students. Academic mobility presents challenges and opportunities due to language, culture, and learning background differences. A large number of students from different countries of the world (about 148 countries) study in Ukraine. Moreover, every year, the number of visiting students tends to increase. Thus, from 2011 to 2014, the number of international students increased by 20,000 (from 50,000 to 70,000). This figure is currently at an all-time high since the number of students declined dramatically, by around 60,000, due to the country's unfavourable circumstances. About 240 educational institutions train international students. Almost 150 different countries annually send their students to have the opportunity to get an education in Ukraine, but most of all students go from the following countries: Azerbaijan (10,000), Turkmenistan (9,000), India (6,000), Nigeria (3,000), Morocco (3,000), Georgia (2,000), Jordan (2,000), Iraq (2,000), China (2,000), Uzbekistan (1,000). In addition, European students (about 5%) also go to Ukraine for higher education. The number of international students in Ukrainian universities is increasing; only the Taras Shevchenko National University of Kyiv hosts 1762 international students from 57 countries (Admin, 2022).

The teachers’ roles in fostering learner autonomy are direct. They are strategic in creating autonomous language classrooms for learners, from understanding their needs and interests to designing activities accordingly, from negotiating all assignments with learners to supporting multi-role teachers' self-assessments. Teachers recognize the need to develop students' ability to learn independently and should create a supportive environment that addresses the need for new and different assessment techniques in the learning process. In addition, foreign language teachers should focus on cultivating a positive attitude of learners to become autonomous learners.

Everything in the classroom should be supportive and encouraging so that learners gain the confidence to take control of their learning. These roles provide learners with autonomy, thus creating an autonomous classroom. First, learners are encouraged to be active in their learning. Second, effective communication can take place by actually using a language. Finally, since the speed of learning a foreign language and some other variables will vary from learner to learner, the problem of personalization and individualization finds a solution in the concept of learner autonomy.

This study aimed to investigate the effectiveness of project-based activities in improving students’ intercultural communicative competence and boosting their autonomous learning, as well as to investigate teachers of English perceptions of the effectiveness of using project-based learning in improving students’ intercultural communicative competence and boosting their autonomous learning. Furthermore, the current study determines whether teachers and students support integrating project-based technology to enhance students’ international communicative competence and autonomous learning in the university. Therefore, the following research questions were explored:
1) What are the teachers of English perceptions of project-based learning as a strategy to improve students’ communicative competence?

2) What are the teachers of English perceptions of project-based learning as a strategy for boosting students’ autonomous learning?

3) What are the students’ perceptions of project-based learning as a learning strategy to improve their communicative competence?

4) What are the students’ perceptions of project-based learning as a learning strategy to improve their autonomous learning?

This research will provide new perspectives on the effective incorporation of project-based activities in English classes to boost students' communication confidence to collaborate with diverse cultural groupmates and develop autonomy in learning in universities.

Literature Review

Teaching English as a foreign language has adopted a project-based learning approach to reflect student-centred teaching principles (Hedge, 1993). Project organization is a successful method of effectively combining language and content. (Stoller, 1997). Project work is more effective when teachers relax control and students view teachers as mentors and facilitators (Sheppard & Stoll, 1995). Teacher-led curriculums allow teachers to teach lessons and engage students. In the field of language education, project-based language learning is beneficial for improving learners' language skills and metacognitive skills because project-based learning “creates purposeful opportunities for language input, language output and explicit attention to language-related features” (Stoller, 2006, p. 32). Newprasit and Seepho (2015) conducted a pre-experimental study in Thailand. They found that the overall English language skills of the English language learners in their study improved significantly after the implementation of project-based learning in the English course. Shaalan I.E.A. (2020, p.475) added that project-based learning "add more positive attributes to the students’ characters in the classroom". Since project-based learning facilitates interactions with peers, the social environment is essential to learning (Baghoussi & El Ouchdi, 2019).

Intercultural competence is becoming increasingly important in many disciplines, especially language learning. Byram (1997) claimed that "language proficiency teaching and intercultural competence teaching are inseparable" (p. 22), reflecting the critical relationship between language and culture in English teaching. Cultural differences can conflict because it becomes difficult to convey meaning without a common language, behavioural patterns, and shared values (Bennett, 1993). Therefore, teachers must develop learners' communicative competence to use English as a foreign language in and out of classrooms.

Learner autonomy is mainly developed through project-based learning. Students use a range of learning approaches, create their questions, plan their study, organize their research, and solve challenges in the life context (Bas, 2011). To improve learner autonomy in language education, project-based learning is employed with English language learning. Learner autonomy, according to Littlejohn (1985), is based on the assumption that if students are involved in decision-making processes over their language, they are more excited about learning, and learning may be more focused and purposeful for them. According to Benson (2011), learner autonomy is a prerequisite for effective language learning; as learners gain autonomy, they become not only better language learners and more responsible and critical members of the communities in which they reside. Moreover, learner autonomy has played a significant role in lifelong communicative
competence, particularly in an environment where learners have limited opportunities to interact with native speakers and use English. As a result, boosting learner autonomy in the English as a foreign language classroom should be developed to improve students' autonomy and motivation for language learning.

The results of the case study by Omar, Taib, and Basri (2012) showed that students with low to medium English language levels were more comfortable completing projects and subsequently gained more confidence in speaking English as an outcome of the project-based language learning environment. The study also showed that project-based language learning promoted communication even among students who had a lower level of English proficiency owing to its ongoing activities and collaborative nature. The less competent English language learners may learn the language more successfully because they obtained the required assistance from the more proficient group members. Kalabzov (2015) claims that project-based learning may negatively impact the weaker students' lack of teacher supervision. There is strong support for project-based language learning as a promising teaching strategy for English language learners. In Ukraine, the effectiveness of project-based learning in foreign language acquisition is acknowledged and implemented into the English language curriculum at the tertiary level.

Based on the literature review, many educators have indicated that project-based learning may be one of the most effective methods of teaching English. Students can develop their autonomy and increase cross-cultural awareness. As a result, project-based learning is recommended to be used in English classes in higher education. Nonetheless, there is little literature on the obstacles and issues that both instructors and students face with project-based learning in English language classes in diversified settings.

**Method**

This study investigates the attitudes towards the effectiveness of project-based learning to increase communicative competence and learner autonomy among English language teachers and students at a university in Ukraine. One of the qualitative research methodologies used in this study was a case study. Case studies analyze an event in its current and authentic context, provide extensive descriptions and explanations, and aim to investigate a system with defined limits (Merriam, 2010). Classroom observation and an online survey with open-ended questionnaires were carried out to describe how the teachers and students perceive project-based language learning. A criterion sampling strategy was used to choose participants. In addition, a literature review on project-based learning and its benefits was undertaken, and studies on the subject were explored to establish the participants' questions.

**Participants**

The study group included seven university English teachers and five groups of 59 students from various cultural backgrounds from different faculties at the university in Ukraine, ranging in age from 18 to 21. A criterion sampling model, one of the purposeful sampling methods, was used to choose participants. As a result, teaching and studying in different faculties at the university in Ukrainian were used as a factor for selecting participants. Students who took part were assigned the codes S1, S2, ... SS9 and teachers T, T2……T7. It is emphasized that received information would only be exploited for scientific purposes. Data collection was undertaken during the fall semester of 2020-2021.
**Data Collection Process**

The qualitative data were collected through open-ended questionnaires distributed to university students and teachers. The survey form was distributed to the student in the second year of study using "Google Forms", and the students responded via "Google Forms" and sent it out to English language teachers of different faculties, and the teachers answered via "Google Forms".

**Data Analysis**

The data collected was analyzed using content analysis. Before the questionnaires were sent to the participants, detailed instructions were given to ensure the reliability of their replies. The data included only direct quotes from the teachers and students to reflect their opinions accurately.

**Research procedure**

The survey form was distributed to the student in the second year of study. Questionnaires were also distributed to English teachers to obtain data on how incorporating project-based technology enhanced students' communicative skills and autonomous learning. Consequently, seven teachers and five groups of students from different faculties who were reachable and answered all questions were included as research participants.

**Results**

**Findings Related to English Teachers' Opinions on Project-based Language Learning as a Strategy for Improving Communicative Competence**

The study's first sub-question aimed to determine teachers' opinions on project-based language learning as a strategy to improve students' communicative competence in English classes. It was seen that students' opinions were grouped under two themes, "advantages" and "disadvantages". The obtained themes, codes and frequencies are presented in Table one.

Table one in Appendix A shows that some opinions were grouped under the theme of "advantages". Under this theme, the most frequently expressed codes were: "assistance by the proficient students" (f=6); "students encounter new words while researching for information" (f=6); "promoting interactive surroundings" (f=6), "reduction of anxiety" (f=4); "linking English learning with inter-cultural communication" (f =6); "reduction of linguistic barriers" (f=3). On the other hand, the participants stated their opposite opinions under the theme of "disadvantages". Under this theme, the most frequently expressed codes were: "imbalance of workload" (f=3)", lack of supervision" (f=2) and "student’s fears" (f=2). Direct quotations from the participants on these topics and codes are given below.

"…. What I noticed was that students' communication inside the project helped them overcome difficulties in interacting, especially when they had groupmates from other countries to overcome linguistic differences. In a multicultural society, we need to understand each other and communicate effectively….." (teacher 2).

"…….I see the involvement of weaker students in the project and assistance from stronger ones……"(teacher 3).

"Some students with a higher level of English take more tasks to complete than with lower level, and obvious imbalance of workload is evident……" (teacher1).

"I like how students are involved in researching information and processing it……" (teacher 4).
Fostering Intercultural Communicative Competence

"…. linking English learning with inter-cultural communication……." (teacher 7).

Findings Related to the Opinions of English Teachers of Project-based Language Learning as a Learning Strategy for Boosting Autonomous Learning

The study's second research question aimed to determine teachers' opinions on project-based language learning as a teaching strategy for boosting autonomous learning. Table two in Appendix B shows that some opinions were grouped under the theme of "Sufficiency to develop autonomous learning". Under this theme, the most frequently expressed codes were: "opportunity to set the plan" (f=7); "opportunity to choose individual timeline of study pace" (f=7); "sharing experience with the peers" (f=4), "measure input of a groupmates" (f=4); "justification of methods and techniques chosen for project accomplishment" (f=4). On the other hand, the participants stated their opposite opinions under the theme of "Insufficiency to develop autonomous learning". Under this theme, the most frequently expressed codes were: "lack of student’s responsibility" (f=4); "lack of students’ motivation" (f=3) and "the importance of teachers' training" (f=3). Direct quotations from the participants on these topics and codes are given below.

"…. To my mind, with the projects, students have an ample opportunity to learn at their own pace and build on the content knowledge……." (teacher 1).
"……. Teammates have different interests, so interaction is easier and more dynamic for. After the project, friendships last longer than work assignments so future projects go smoother…." (teacher 4).
"….. What I would like to emphasize is that groupmates should have different interests to enhance interaction and cooperation…." (teacher 2).
"……. Additionally, having students from diverse backgrounds promotes multiculturalism…." Friendships form during project assignments and can benefit everyone involved in a group……."(teacher 2).
"……. In my class, I have a few demotivated students who resist working in groups…. I always strive to understand their motivations so they can succeed……."(teacher 3).
"……. I encounter problems with the assessment. I need supplementary training and guidelines on assessing projects…."(teacher 4).

Findings Related to Students' Opinions of Project-based Language Learning as a Learning Strategy for Improving Communicative Competence

The third research question of the study aimed to determine students' opinions on project-based language learning as a learning strategy for improving communicative competence. Table three in Appendix C shows that some opinions were grouped under the theme of "advantages". Under this theme, the most frequently expressed codes were: "confidence development in speaking than before" (f=50); "interactive environment" (f=49); "excitement of learning new vocabulary" (f=49), "increase communication opportunities in authentic contexts" (f=35); "acquiring intercultural knowledge" (f=48); "taking into consideration cultural background" (f=46); "acquiring intercultural knowledge" (f=48); "develop cross-cultural empathy" (f=48). On the other hand, the participants stated their opposite opinions under the theme of "disadvantages". Under this theme, the most frequently expressed codes were: "anxiety to communicate" (f=29), "lack of class hours’ discussions" (f=20) and "anxiety to work in groups" (f=20). Direct quotations from the participants on these topics and codes are given below.
"….. Learning from mistakes reinforces my confidence and makes me a better speaker……" (student 27).
"Overall, projects improve my English language content knowledge by learning new things and using them in everyday situations. Therefore, using English well in my daily experiences will improve dramatically over time…." (student 58).
"…….Working together is one of the most important skills that I can possess. We use it every day when working on projects at university …. I love it…." (student 7).
"…….Our teachers also encourage us to practice public speaking in our projects during the presentations. It is so helpful for building my self-confidence……" (student 10).
"Ultimately, receiving positive feedback from your peers strengthens your abilities……" (student 52).
"…. The experience of receiving feedback is stressful when my performance is not what I want it to be……" (student 14).

Findings Related to Students' Opinions of Project-based Language Learning as a Learning Strategy for Boosting Autonomous Learning

The fourth research question of the study aimed to determine students' opinions on project-based language learning as a learning strategy for boosting autonomous learning. Table four shows in Appendix D that some opinions were grouped under the theme of "sufficiency of project-based language learning to develop independence". Under this theme, the most frequently expressed codes were: "ability to manage my work according to my plan" (f=52); "improvement of investigating skills" (f=50); "appreciation of feedback from groupmates" (f=49), "fostering independent learning (f=48)"; "freedom to determine study pace" (f=47); "provides opportunities to coach groupmates" (f=46). On the other hand, the participants stated their opposite opinions under the theme "insufficiency of project-based language learning to develop independence", "lack of supervision from the teacher" (f=28), "imbalance of workload among group members" (f=18); "difficulties to measure own input" (f=14); "fear of public assessment" (f=13); "tight deadlines decreases motivation" (f=13). Direct quotations from the participants on these topics and codes are given below.

"I guess receiving feedback can be tough, but it is essential to your development as a person……."(Student 25).
"Working on projects in a group at our English classes with foreign students encouraged me to learn about the cultures and improve my communication skills…."(student 27).
"Receiving feedback helps you learn from your mistakes so you can succeed in the future……."(Student 34).
"…. you must learn how to push yourself if you want to learn effectively…."(student 5).
"…. In addition, you must learn how to self-regulate your study habits if you want to succeed at all time-of-the-day levels of performance…." (student 51).
"I think it is important to study outside the class, and it is engaging…."(student 21).
"Overall, I do not like tight deadlines because I have to finish everything on time…"(student 33).
"It is stressful for me……."(student 12).
To investigate students' and teachers' feedback concerning the effectiveness of project-based learning in increasing communicative competence and autonomous learning, structured surveys were conducted. Analysis of the responses indicates that almost all respondents agreed
that project-based learning fostered their autonomous learning and increased engagement in task completion. Tables one and two, appendices a and b, consecutively, show the teachers’ responses concerning project-based language learning to improve students' communicative competence and autonomous learning in English classes. The teachers' responses showed high agreement with the students' opinions that the introduction of projects in English classes enabled them to grasp some intercultural knowledge, be aware of cross-cultural issues, and become more sensitive to the intercultural context. Furthermore, as indicated in table three, four appendices c and d showed a consensus among students that project-based learning enhanced their collaborative and group skills.

However, despite enjoying the activities, the results show that the students still had reservations about the project-based learning in eliminating their anxiety about communicating in English. From the above results, project-based learning boosted students' communication confidence to collaborate with diverse cultural groupmates as they gained information in authentic contexts through interviews and data collection. Additionally, project-based learning allowed students to choose how quickly they wanted to learn, and it encouraged student autonomy and involved students in cooperative and collaborative language acquisition.

Discussion

The present study aimed mainly at investigating students’ perceptions of the effectiveness of project-based activities in improving their intercultural communicative competence and boosting their autonomous learning, as well as to investigate teachers of English perceptions of the effectiveness of using project-based learning in improving students' intercultural communicative competence and boosting their autonomous learning in English classes at the university in Ukraine. The study's findings indicate that teachers of English and students at the university were satisfied with the introduction of project-based learning for improving intercultural communicative competence and autonomous learning. Furthermore, according to the teachers' and students’ questionnaires, participants were optimistic about the project-based teaching and learning process. Students' reflections on project-based learning were highly rated. They expressed that introducing projects in English classes can help them grasp intercultural knowledge, be aware of cross-cultural issues, and become more sensitive to the intercultural context. It also can broaden their horizon and improve their communication skills. In addition, some students mentioned that project-based learning is more autonomous learning and is beneficial for them to improve their abilities to think and cooperate. The student's evaluation of the efficacy of project-based learning is in agreement with Beckett's (1999), which is cited in Beckett and Slater (2005) finding that teachers reported having achieved various goals for implementing projects in their classrooms, such as boosting independent learning, enhancing collaborative learning skills and facilitating the language communicative competence of students of different cultures. However, findings reveal that while most students recognize the value of projects, on the whole, they cannot satisfy the needs of students with different language proficiency; it calls for an overall innovation of curriculum standards, teaching, learning and assessment, also in course compilation.

The findings of the study also show support for Stoller's theory. However, these results are significantly related to the communication opportunities in project-based learning and authentic context while completing the project, which improves language skills (Stoller, 2006).

Project-based language learning requires students to work together in groups for a continuous period. Having plenty of opportunities to interact and communicate with their group
members during group discussions, contact inside groups is also inevitable, given that all members are working toward the same project objective. Based on Miller (2016), project-based learning enables students to collaborate and apply academic vocabulary to new situations. In project-based learning, incorporating authentic contexts makes the language learned by the students more effective since it is relevant to its use in the real world. As group members adapt to interacting with one another, regular communication with them helps learners feel less nervous while speaking. In much the same way, the learners in the present study were exposed to authentic contexts as their project was designed to be realistic and applicable to the real world based on their field of study. The language mastered while collaborating on the project is certainly important and will be useful to the students in their future lives, particularly at work. Project-based learning was a favourable component of the English classes that demonstrated positive affective benefits in content knowledge and helped build relationships and collaboration between groups, communication and reflection within diversified natural settings. Siwatu (2007) also listed knowledge about linguistic and cultural diversity as essential. It provides cultural awareness of individuals' and others' cultures.

The students believed that the project-based activities benefited them in developing their English language skills, intracultural competence, and increased motivation and autonomous learning. Interestingly, the students showed reasonably strong agreement with the overall benefits of project-based learning in developing communicative competence and improvement of collaborative skills. Project-based learning has been determined to be appropriate for students with a lack of English competency, who reported that project-based activities helped to increase students' proficiency in English communication. Omar et al. (2012) support that project-based language learning facilitates communication even among students with lower English levels through its continuous activities and collaborative character. In the current study, the reason for reported anxiousness is a conflicting finding brought on by the participants' varying English language competency, which may have affected the students' speaking confidence. While enjoying the projects’ activities, the findings also indicate that the students still had doubts about the project-based learning's ability to relieve their anxiety about speaking English. Additionally, they expressed somewhat less satisfaction with their ability to speak English fluently during the course. This outcome supports the idea of Kalabzov (2015) that the absence of instructor supervision over the students with less speaking skills in project-based learning may severely affect their learning.

The study's scope is a significant limitation. This study has raised several concerns in need of further investigation. First, more objective data may have been acquired to avoid subjective data. Second, the study was done with a limited number of participants, only seven teachers and 59 students, which may have impacted the study's generalization. Finally, the study's broad scope is a significant limitation. This study has raised several concerns in need of further investigation.

**Conclusion**

The present study's findings conclude the efficacy of using project-based activities for enhancing students’ communicative competence and autonomous learning. First, this study is based solely on teachers' and students' evaluations of project-based language learning at a few faculties, which cannot identify all of the English language program's strengths and shortcomings. Second, the study was done with a limited number of participants, only seven teachers and 59 students, which may have impacted the study's generalization. Finally, the study's broad scope is a significant limitation. This study has raised several concerns in need of further investigation.
First, more objective data should be acquired to avoid subjective data. Second, it may be possible to study a bigger group of participants to collect more data in future studies. As a result, more research should be carried out utilizing alternative universes and samples to enhance the generalizability of the findings achieved in this study and compare the findings. The study's findings suggest that project-based learning boosted students’ intercultural communication confidence to collaborate with diverse cultural groupmates. It also increased their self-directed learning as they gained information in authentic contexts through interviews and data collection. In addition, project-based learning allowed students to interact with the target content, acquire intercultural knowledge, enhance the number of authentic contexts for communication, and opportunities for sharing experiences with peers. Teachers and students highlighted several advantages of this technique over traditional methods that improve communicative skills. It engaged students in collaborative and cooperative language learning, improved intercultural communication competence and promoted student autonomy.

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Appendices
Appendix A

Findings Related to English Teachers' Opinions on Project-based Language Learning as a Strategy for Improving Communicative Competence

Table 1. Teachers’ opinions on the improvement of students’ communicative competence with the project-based language learning

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
<th>Frequency (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>students encounter new words while researching information</td>
<td></td>
<td>f 6</td>
</tr>
<tr>
<td>the stronger ones assist weaker students in the project</td>
<td></td>
<td>f 6</td>
</tr>
<tr>
<td>linking English learning with inter-cultural communication</td>
<td></td>
<td>f 6</td>
</tr>
<tr>
<td>promoting interactive surroundings</td>
<td></td>
<td>f 6</td>
</tr>
<tr>
<td>provides an opportunity to work and use academic language for authentic purposes</td>
<td></td>
<td>f 4</td>
</tr>
<tr>
<td>reduces the learners’ anxiety to speak</td>
<td></td>
<td>f 4</td>
</tr>
<tr>
<td>provides positive effects on low-proficient English language students</td>
<td></td>
<td>f 4</td>
</tr>
<tr>
<td>reduce the linguistic barriers within the context of the project</td>
<td></td>
<td>f 3</td>
</tr>
<tr>
<td>Disadvantages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>workload difference between participants</td>
<td></td>
<td>f 3</td>
</tr>
<tr>
<td>threaten students who are weak in English due to a lack of control over them</td>
<td></td>
<td>f 2</td>
</tr>
<tr>
<td>lack of control of everyone’s involvement in discussions</td>
<td></td>
<td>f 2</td>
</tr>
</tbody>
</table>

Appendix B

Findings Related to the Opinions of English Teachers of Project-based Language Learning as a Learning Strategy for Boosting Autonomous Learning

Table 2. Teachers’ opinions of project-based language learning as a strategy for boosting autonomous learning

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
<th>Frequency (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>opportunity to set the plan</td>
<td>f 7</td>
<td></td>
</tr>
<tr>
<td>opportunity to choose an individual timeline of study pace</td>
<td>f 7</td>
<td></td>
</tr>
</tbody>
</table>
Sufficiency in developing autonomous learning

- ability to select a plan, and methods for the project
- justification of methods and techniques chosen for project accomplishment
- reflection on personal learning
- sharing experiences with the peers
- evaluating own and groupmates
- measuring input of a groupmates

Insufficiency in developing autonomous learning

- lack of student responsibility
- lack of students’ motivation
- lack of class hours
- importance of teachers’ training

Appendix C

Findings Related to Students' Opinions of Project-based Language Learning as a Learning Strategy for Improving Communicative Competence

Table 3. Students’ opinions of project-based language learning as a learning strategy for improving communicative competence

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
<th>Frequency (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td>confidence development in speaking than before</td>
<td>f 50</td>
</tr>
<tr>
<td></td>
<td>interactive environment</td>
<td>f 49</td>
</tr>
<tr>
<td></td>
<td>the excitement of learning new vocabulary</td>
<td>f 49</td>
</tr>
<tr>
<td></td>
<td>helpful to reflect inter-cultural communication competence</td>
<td>f 47</td>
</tr>
<tr>
<td></td>
<td>taking into consideration cultural background</td>
<td>f 46</td>
</tr>
<tr>
<td></td>
<td>improvement in content knowledge</td>
<td>f 35</td>
</tr>
<tr>
<td></td>
<td>increase communication opportunities in authentic contexts</td>
<td>f 35</td>
</tr>
<tr>
<td></td>
<td>acquiring intercultural knowledge</td>
<td>f 48</td>
</tr>
<tr>
<td></td>
<td>develop cross-cultural empathy</td>
<td>f 45</td>
</tr>
<tr>
<td>Disadvantages</td>
<td>anxiety to communicate</td>
<td>f 29</td>
</tr>
<tr>
<td></td>
<td>anxiety to receive feedback from peers</td>
<td>f 29</td>
</tr>
<tr>
<td></td>
<td>lack of class hours for discussions</td>
<td>f 20</td>
</tr>
<tr>
<td></td>
<td>anxiety to work in groups</td>
<td>f 20</td>
</tr>
</tbody>
</table>

Appendix D

Findings Related to Students' Opinions of Project-based Language Learning as a Learning Strategy for Boosting Autonomous Learning
Table 4. *Students’ opinions of project-based language learning a learning strategy for boosting autonomous learning*

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
<th>Frequency (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sufficiency of project-based language learning to develop independence</strong></td>
<td>ability to manage my work according to my plan</td>
<td>f 52</td>
</tr>
<tr>
<td></td>
<td>improvement of investigating skills</td>
<td>f 50</td>
</tr>
<tr>
<td></td>
<td>appreciation of feedback from groupmates</td>
<td>f 49</td>
</tr>
<tr>
<td></td>
<td>provides opportunities to coach groupmates</td>
<td>f 46</td>
</tr>
<tr>
<td></td>
<td>freedom to determine study pace</td>
<td>f 47</td>
</tr>
<tr>
<td></td>
<td>fostering independence</td>
<td>f 48</td>
</tr>
<tr>
<td><strong>Insufficiency of project-based language learning to develop independence</strong></td>
<td>lack of supervision from the teacher</td>
<td>f 28</td>
</tr>
<tr>
<td></td>
<td>Inequality of workload among group members</td>
<td>f 18</td>
</tr>
<tr>
<td></td>
<td>difficulties in measuring own input</td>
<td>f 14</td>
</tr>
<tr>
<td></td>
<td>fear of public assessment</td>
<td>f 13</td>
</tr>
<tr>
<td></td>
<td>tight deadlines decrease motivation</td>
<td>f 13</td>
</tr>
</tbody>
</table>