

The Impact of Project-based Learning Approach on Iranian EFL Learners' Learning of English Idiomatic Expressions

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This study aimed at investigating the effect of Project-Based Learning approach on improving EFL learners' knowledge of English idiomatic expressions. To this end, 60 male and female Iranian EFL intermediate learners were selected on the basis of Oxford Placement Test results and were randomly assigned to experimental and control groups. The participants in the experimental group were asked to do projects on the instructed idioms. The projects included scenario writing, making dubsmaashes, audio role plays on animation and movie episodes. The students in the control group received bilingual idiom list (English and the Persian equivalents) and were instructed through traditional Present, Practice and Produce model (PPP). The data were collected through pre- and post-test design and a structured interview. The results of ANCOVA (analysis of covariance) indicated that the experimental group outperformed the control group. Besides, theme elicitation through open coding on structured interview approved the efficacy of project-based learning in terms of its potential in increasing learner autonomy, motivation and cooperation. The implications and suggestions for further study are discussed.

Key words: Project-Based Learning (PBL); Idiomatic Expressions; EFL Learners, Motivation, Learner Autonomy, Collaborative Learning.

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