

The Essence of Sustainable Education in Project-based Learning through Technology Integration in EFL Classroom

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Abstract

Today educators have a vital responsibility to encourage sustainable education where skills, knowledge, values, and worldviews create patterns for engagement with the world. The study aimed to examine project-based learning in EFL classrooms through technology integration. Data was collected through an online survey. Moreover, interviews were conducted with EFL classroom leaders demonstrating the goodness and trustworthiness of survey findings. The findings provided insightful implications towards the research problem. Respondents acknowledged language and cultural hurdles in project-based learning. Furthermore, suggested that project-based learning facilitates reliable learning, a renewed understanding, and distinct ways of thinking. The results demonstrated that sustainable education through project-based learning, especially for EFL education promotes self-recognition for a new breadth of global learning and cultural capabilities in higher education. Furthermore, learners become more employable and concerned with developing real-world skills.

Keywords: Sustainable Education, Project-based learning, Technology integration, EFL classroom