Buletinul Ştiinţific al Universităţii Politehnica Timişoara
Seria Limbi moderne

Scientific Bulletin of the Politehnica University of Timişoara
Transactions on Modern Languages

Vol. 25, Issue 1 / 2026

Project-based English Language Learning through Digital Content and Games

Maja ĆUK & Valentina BUDINČIĆ*

Abstract: Digital content and games offer innovative ways to enhance language learning in the English classroom and for that reason they present exciting opportunities for exploration and research in the field of English language teaching. While digital content provides the whole variety of materials and language learning tools, games, in particular, promote active participation and collaboration, making language acquisition enjoyable. In order to present practical insights and strategies for educators to effectively integrate these tools into their teaching practices, this paper explores the benefits and challenges of incorporating digital content and games into English language instruction through project-based activities.

Keywords: language learning, digital content, games, project-based activities

1. Introduction

Engaging students in personally meaningful projects related to curriculum questions, through research and creativity, plays an important role in English language learning. The interactive activities and creative works they design supplement the teaching procedures that make up the body of a course. In enjoyable digital projects, students practice, increase knowledge and improve thinking. As the authors of the paper "Past, Present, and Future of Podcasts in Higher Education" mention:

> According to Lazzari (2009), podcasts created, edited, and delivered by students can be a form of developing teamwork, promoting collaboration, creating and structuring (through roles) group work, and developing a social network within a course (Fernandez et al. 2015, 312).

* Full Prof., Faculty of Foreign Languages, Alfa BK University, Serbia, E-mail: maja.cuk@alfa.edu.rs; Full Prof., Faculty of Foreign Languages, Alfa BK University, Serbia, E-mail: valentina.budincic@alfa.edu.rs

BUPT

Similar to digital content, games can act as extra ingredients to enrich an integrated teaching unit: they can get the students into the right mood for learning at the beginning of a lesson, serve as a brief vocabulary or grammar review or provide relief after an exhausting topic. The tasks in the class "perceived by acquirers as pleasant" help students to overcome "affective barriers" (Krashen 1994, 299).

The aim of this paper is to show how digital content and games offer innovative ways to enhance language learning in the classroom and for that reason they present stimulating opportunities for examination and studies in the field of English language teaching. In the theoretical part, we will introduce the views of the scholars who claim that it is important to incorporate digital content and games in the classroom. In one of the sections of the paper we will describe the project-based activities in the course *Shakespeare's plays* within a research project "Creative Approaches in Teaching Language, Literature and Culture" at the Faculty of Foreign Languages (Alfa BK University) in Belgrade (Serbia). We will also present the findings of the questionnaire and discuss what the students at the mentioned institution of higher education think about the role of the project-based activities related to the mentioned concepts.

2. Digital content and games in the English Language Classroom

Digital media has influenced and changed traditional teaching methods. Nowadays, students have access to an endless library of information – video lectures, resource-sharing platforms, virtual classroom, educational apps, and so forth. In "Digital Natives, Digital Immigrants", Marc Prensky points out that our students today are "all 'native speakers' of the digital language of computers, video games and the internet" (Prensky 2001, 1). They are "digital natives" (Prensky 2001, 1). The author alerts to the dangers of digital (il)literacy of the teachers and the fact that "digital immigrant instructors, who speak an outdated language (that of pre-digital age), are struggling to teach a population that speaks an entirely new language (Prensky 2001, 1).
Prensky draws attention to the fact that learners have changed radically:

> Digital Natives are used to receiving information fast. They like to parallel process and multi-task. They prefer their graphics *before* their text rather than the opposite. They prefer random access (in a hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to serious "work". (Prensky 2001, 2).

Prensky emphasizes that the educators need to be thinking about how to incorporate *both* "Legacy content" (reading, writing, arithmetic, logical thinking, understanding the writings of the past) and "Future content" (software, hardware, robotics, nanotechnology, genomics, etc., as well as the ethics, politics, sociology and languages). The author concludes that "we need to invent Digital Native

BUPT

methodologies for *all* subjects, at *all* levels, using our students to guide us" (Prensky 2001, 2).

Podcasts, as well as social media, can also be effective in boosting students' engagement. In the paper "'Self-actualization' and Language Learning: Podcasts as Engaging Teaching Materials", the authors analyzed how podcasts, having the potential to encourage students "are beneficial in the language learning process" (Budinčić&Ćuk 2025, 342). As a form of "authentic material", they "can support students learning because they offer a broader range of interests and enable developing various activities in the classroom" (Budinčić&Ćuk 2025, 342). Furthermore, podcasts and other forms of digital content "expand the notion of 'text'" in language learning and enable learners to divert the focus of the attention "beyond the more mechanical aspects of foreign language system", similar to literature (Collie&Slater 1987, 7).

In the paper "Multimedia Teaching with Video Clips: TV, Movies, YouTube and mtvU in the College Classroom", the author explains how a video, when processed in a particular way in students' brains, can "facilitate learning" (Berk 2009, 2). Videos influence core intelligences in a learner's brain. According to Berk, they can "tap verbal/linguistic, visual/spatial, and even musical/rhythmic" intelligence (Berk 2009, 3). It is interesting that a video clip engages "both hemispheres", since "the left side processes the dialogue, plot, rhythm, and lyrics" and the right side "processes the visual images, relationships, sound effects, melodies and harmonic relationships" (Berk 2009, 3). Furthermore, digital content in the classroom can have a special effect on students' feelings. As Berk claims: "Video clips can be used to communicate with learners at a deeper level of understanding by touching their emotions" (Berk 2009, 3). As a teaching tool, videos might even "manipulate students' Alpha and Beta brain waves to relax or alert them for learning when they're not sleeping in Delta or Theta waveland" (Berk 2009, 4). Berk also presents the most significant studies on the effectiveness of clips in the classroom:

> The empirical findings of research on the effectiveness of videos embedded in multimedia classes or modules are very encouraging. Numerous studies in specific areas such as teacher education have produced significant results favoring videos (Borko, Jacobs, Eiteljorg, & Pittman, 2008; Brophy, 2004; LeFevre, 2003; Moreno &Valdez, 2007; Pryor, & Bitter, 2008; Richardson & Kile, 1999; Seago, 2003; Sherin, 2003;Wang & Hartley, 2003). (Berk 2009, 5).

When it comes to selecting appropriate videos, the author asserts that there are three sets of criteria that must be considered: "a) the students' characteristics, b) the offensiveness of the video, c) the video structure" (Berk 2009, 47).

Similar to Prensky, Mizuho Linuma claims that information and communication technology skills are "a new form of competency within education" (Linuma 2016, 1). The author draws attention to the fact that "the use of computers in education is considered to better educational practice" (Linuma 2016, 4). However, it is important that researchers "consider how the computer is used at home and at

BUPT

school" (Linuma 2016, 5). The shift towards digitally mediated learning environments has also raised new pedagogical challenges, as teachers must adapt their methods to the expectations and learning styles of digitally native students (Grigoraș and Dejica 2023, 160).

Although games can also be viewed as leisure activities outside academic obligations, some authors emphasize their didactic potential. In the introduction of her book *Beginners' Communication Games*, Jill Hadfield defines a game as "an activity with rules, a goal and an element of fun" (Hadfield 1990, 8). Closely related opinions and perspectives have been expressed by Gasser and Waldman (1979, 54), Yu (2005, 34–35) and Sanchez, Morfin and Campos (2007, 49–50) (Vitaz 2017, 49). Authors who lay special emphasis on having fun through meaningful play in the classroom are Avedon and Sutton-Smith, (1971, 315), Lee (1986, 1) and Wright, Betteridge&Bucky (2006, 1) (Vitaz 2017, 42; 45; 50). On the other hand, the particular scholars (Dalton 2005, 4 and Deesri 2002), have drawn special attention to the competitive aspects of games in language learning (Vitaz 2017, 49).

According to Klippel, "in contrast to 'play', 'games' are rule-governed and often contain an element of contest, either between the participants themselves, or the participants and the game materials" (Klippel 1980, 400). When it comes to instructional goals and teaching, "a thorough analysis of each game is necessary in order to establish its teaching value" (Klippel 1980, 402). It is recommended and that a teacher should propagate mainly games "which train the participants in cooperating towards the achievement of a common goal" (Klippel 1980, 404). The attitudes towards the games in the classroom between children and adults may differ, according to Klippel:

> Whereas children can easily forget their surroundings (the classroom setting and the teacher's intentions) during a game and enjoy it providing the goal be motivating, adults are far more often aware of the didactic purpose behind a language teaching game. This awareness, however, does not necessarily spoil their enjoyment in the game; the latter can be enhanced by their feeling of "doing something useful" at the same time as having fun (Klippel 1980, 404).

According to Gredler, games are "competitive contests characterized by discrete plays or moves by the players" with the objective "to win by any strategy permitted by the rules" (Gredler 1996, 4). When it comes to academic games, the mentioned scholar suggests that "chance or random factors should not contribute to winning" and "winning in academic games should depend solely on the application of subject-matter knowledge and/or problem-solving skills" (Gredler 1996, 4). In Gredler's opinion, games may be used for four general purposes in the classroom:

> They are (1) to practice and/or to refine knowledge/skills already acquired, (2) to identify gaps or weaknesses in knowledge or skills, (3) to serve as a summation or review, and (4) to develop new relationships among concepts and principles (Gredler 1996, 4).

BUPT

The author emphasizes the benefits of using digital technology "and sophisticated games in which students apply a broad base of knowledge to solve complex problems" (Gredler 1996, 5) in the classroom: "Thus, one advantage of computer games is that they have the potential to challenge students' thinking in a variety of ways" (Gredler 1996, 5).

One of the most significant studies on the role of educational games in higher education in Serbia nowadays was conducted by Milica Vitaz in *The effect of using ludic activities on learning English as a foreign language in tertiary education and students' attitudes concerning their usage*. The participants in the experiments were students of the Faculty of Philology, University of Belgrade, who were divided into two homogenous groups – the control and the experimental group:

> The control group revised grammar and vocabulary units in the traditional way (through the usual exercises of circling the correct answer, filling in the gaps, transformations, etc.). The experimental group was exposed to ludic activities, five of which dealt with revising grammar, and the other five with revising vocabulary. After each activity the students would fill out a short questionnaire stating how much they liked the activity and how useful it was. They were also asked to write a short comment about each activity. At the end of the course both groups did a multiple choice test which contained questions about the relevant grammar and vocabulary units (Vitaz 2017, Abstract).

The statistical analysis showed that "the students who were exposed to ludic activities on average had better results in the test compared to the students who worked in the traditional way" (Vitaz 2017). The findings of our survey at the Faculty of Foreign Languages have also shown that students recognize the advantages of project-based learning through games and digital content and value innovative and interactive activities in the classroom.

3. Project-based learning and a research project "Creative Approaches in Teaching Language, Literature and Culture"

Project-based learning which started to develop at the end of the 20th century, refers to "any learning methodology whereby students solve a problem or respond to an inquiry question by completing a project collaboratively", according to O'Brien, Lavadenz and Armas (O'Brien, Lavadenz&Armas 2015, 24). Dewey and Piaget's constructivist and experiential learning theories, as well as Freire's problem-posing approach, laid foundation for the contemporary methodologies. Barna claims that "in higher education, PBL has been shown to revitalize foreign language learning by aligning instructional practices with student' real-life needs and professional goals" (Barna 2025, 282). The authors of the article "Project-Based Learning for English Learners: Promises and Challenges" assert that major advantages of PBL are "enhancing student motivation" and placing learners as "the main decision-makers in how they learn." (O'Brien, Lavadenz&Armas 2015, 25). On the other hand, the potential challenges in project-based learning, among others, might be "the degree of

BUPT

skill and knowledge, time allowed for inquiry, quality of lesson design and ability to balance scaffolding, modeling and feedback" (O'Brien, Lavadenz&Armas 2015, 25).

Since 2021, a special event has been organized at the end of every April at the Faculty of Foreign Languages, as part of the project *Creative Approaches in Teaching Language, Literature, and Culture*, focusing on project-based learning. In honor of Shakespeare's birthday, students participate at a round-table discussion "Shakespeare, Popular Culture and Creative Industries". The young researchers discuss the works of the most famous English writer and they also present their unique, creative solutions, inspired by his life and work. Apart from close reading of selected comedies and tragedies, students complete specific tasks in the course *Shakespeare's Plays*, during the second year of their bachelor studies. One of the assignments requires students to design and present a project entitled "How to make money on Shakespeare". The aim of this initiative is to offer an interdisciplinary approach to teaching and to show how literary contents, apart from introducing new vocabulary, can encourage creativity and improve practical skills which are useful for personal and professional growth. Project outcomes, presented at the mentioned event(s), have been viewed as innovative and inspiring for the audience.

For example, a group of students have created their own course on Shakespeare's works and made the presentations of various plays where the text in the slides is explained in more details. They showed that a whole video about a particular play, similar to a podcast, could be created. Students also wrote various literary forms inspired by Shakespeare's plays – alternative endings, diaries of the major characters (Lady Macbeth, Caliban, Ariel, etc.), interviews with Shakespeare's characters (Hamlet, Iago, etc.), and so forth. One of the students succeeded in publishing a book of her own, about "extraordinary women" in Shakespeare's historical plays and their roles in society (Novakov 2022, 6).

Some of the students showed that Shakespeare can be used in creative industries. They discovered that a video game about Shakespeare's life and works can be made. A student suggested that "An Escape Room" can be organized by using motifs from Shakespeare's plays.

The series of activities which integrated both digital content and games, promoted active participation and collaboration among students, making language acquisition enjoyable. Students were interacting with each other, feeling engaged and motivated. Similar to other projects which we organize at the Faculty of Foreign Languages such as a teacher training program "The Use of Literary Contents in English Language Teaching", the initiative has shown that "it is not difficult to combine classic activities used in the communicative approach (e.g. role-play, interviews, exchange of opinions, informal conversation, group work) with literary contents" (Parezanović, Panajotović&Ćuk 2022, 23).

4. Findings of the Survey

The aim of our survey was to gather students' thoughts and insights related to project-based activities, educational games and digital content in English language learning in

BUPT

order to investigate how project-based language learning activities can be designed to maximize both efficiency and learner engagement. The questionnaire consisted of 10 questions and was completed by 20 respondents, all of whom are bachelor's degree students of the second and fourth year at the Faculty of Foreign Languages, Alfa BK University, Belgrade. The survey was conducted in March 2025. While the limited sample size may not accurately reflect the wider population, the findings could still offer valuable insights for creating engaging ELT activities. The responses are analyzed in the following discussion.

1. How often do you do project-based activities in English language learning?
Frequently Occasionally Rarely Never

The answers to this question showed that 50% of students *occasionally* do project-based activities in the process of English language learning. 35% of students do such activities *frequently* and 15% of them *rarely*. These results suggest that project-based activities are fairly common component in English language learning for most students, with majority (85%) engaging in them at least occasionally and make this group of respondents suitable to provide relevant data in the following questions.

2. To what extent do you think project-based activities in English increase student motivation?
Very high degree High degree Moderate degree Low degree No degree at all

The question related to the connection between project-based activities and motivation showed that 45% of students believe the degree to which project-based activities can increase students' motivation is *high*, 25% believe that the degree is *very high*, while 25% think that it is a *moderate* degree. Only 5% of students claims that this influence is *low*. These results suggest that majority of students (60%) believe that project-based activities may increase students' motivation to a high or even very high degree, while 5% who believe this influence is low indicates that some students probably have different preferences in the language learning process.

3. To what extent do you think project-based learning improves English communication skills?
Very high degree High degree Moderate degree Low degree No degree at all

Regarding the influence of project-based activities on the improvement of English communication skills, the findings indicate that the vast majority of students (85%) believe project-based activities positively contribute to the improvement of their English communication skills, with 40% stating the influence is to a *very high* degree and 45% to a *high* degree. Only a small portion of students recognize the impact as *moderate* (10%) or *low* (5%), which may be caused by individual differences in learning styles or experiences. Overall, these data support the idea that project-based

BUPT

activities may be a powerful tool for developing communication skills in language learning.

4. Which English language skills do you think benefit most from project-based activities? (You may choose more than one answer.)

- *Speaking*
- *Listening*
- *Reading*
- *Writing*
- *Vocabulary/Grammar*
- *All of the above*

The findings indicate that students perceive speaking as the skill that benefits most from project-based activities (28.78%), which may point that learners associate project-based activities in language learning with the opportunities for oral communication. Listening follows (21.21%), which may reflect that certain students relate projects with audio-visual materials or discussions. Vocabulary and grammar (19.69%) and writing (16.66%) also appear to benefit noticeably, showing that appropriate language use is encouraged by project tasks. Reading (13.63%) seems to be regarded as incorporated less than the other skills in project-based activities, which suggests that students probably perceive it as a separate activity. Finally, 7.57% of respondents believe that project-based activities equally enhance all language skills, indicating that students recognize their integrative nature in language development.

5. What other skills do you think learners develop from project-based activities in English language learning? (You may choose more than one answer.)

- *Critical-thinking*
- *Collaboration*
- *Creativity*
- *Digital literacy*
- *Flexibility*
- *Other*

Concerning the improvement of other skills through project-based activities, the answers showed that students believe in the first place it is *creativity* (32.78%). The skills which follow are *critical thinking* (22.95%), *collaboration* (21.31%), *digital literacy* (13.11%) and *flexibility* (9.83 %). Overall, the findings emphasise that students value project-based learning not only for language improvement but also for developing a broad range of 21st-century skills. This can be connected with the nature

BUPT

of project-based learning, which often involves teamwork, open-ended tasks, problem-solving, innovative thinking, analysis, decision-making and alike.

6. What type of digital content do you prefer when working on project-based activities in English language courses? (You may choose more than one answer.)

- *Videos or tutorials*
- *Interactive simulations*
- *Educational games*
- *Online collaborative tools (e.g. Google Docs)*
- *Other*

The responses to this question disclosed that in the process of working on project-based activities in English language courses *videos and tutorials* as a type of digital content are most preffered (37.83%). The following are *interactive simulations* (24.32%), *educational games* (18.91%), and *online collaborative tools* (18.91%). These results highlight students' affinity towards dynamic, multimedia resources that improve engagement, interactivity, and collaboration in the learning process.

7. What type of educational games do you prefer in English language learning? (You may choose more than one answer.)

- *Vocabulary games (e.g. word search, crossword puzzles, memory card matching)*
- *Grammar games (e.g. sentence correction races, grammar quizzes, board games with grammar tasks)*
- *Speaking and listening games (e.g. charades, role-playing games, or audio-based games like Kahoot!)*
- *Reading and writing games (e.g. story-building games, jumbled sentence games, or digital writing prompts)*
- *Other*

The response to this query suggested that *vocabulary games* are most preferred type of educational games (36.84%). This suggests that learners find vocabulary-focused games both enjoyable and effective for expanding their word knowledge. The following are *speaking and listening games* (23.68%), *grammar games* (21.05%) and *reading and writing games* (18.42%). Speaking and listening games which rank second and grammar games which follow closely highlight students' interest in interactive, communicative activities and grammar learning through more engaging, game-based approach. Reading and writing games may be considered most traditional and less dynamic and consequently the least preferred. Overall, the results suggest

BUPT

that students like educational games that are interactive, visually stimulating, and help reinforce practical language skills.

8. Would you like to see more project-based activities in English language learning? Why or why not?

Yes No Not sure

In their answer to this question most students (80%) argue that they would like to see more project-based activities in English language learning. This high level of approval suggests that students find project-based learning engaging, beneficial, and aligned with their learning preferences. Here are some of the comments which followed positive answers:

- Because my attention span is better when something is fun and creative.
- Because it is useful for overall learning experience.
- I would like to see more project-based activities, because we improve our vocabulary, which is very important to us, given that we are Anglists. It also gives us a chance to show our creativity to other people.
- Learners will develop skills such as better communication and things can easily be learnt in a practical way with friends. Because it represents a really fun way to actually learn something, and I think that in that way everything I have learnt so far stayed in my memory.
- It helps students stay motivated.
- Because they are very engaging and useful for my skills as a student, and there is always a lot to learn from them.
- It is helpful with practicing grammar and vocabulary.

15% of students stated that they are *not sure*, which may reflect a lack of familiarity with project-based methods, uncertainty about their effectiveness or their personal negative attitude towards teamwork. Students which are *not sure* whether they would like to see more project-based activities in the future gave the following explanations:

- I'm not sure how effective this type of teaching is. Classic lectures should be preferred first, and then experimentation should or could begin.
- I'm not sure about it, sometimes they don't seem to me very useful, because people learn it in advance, learn it by heart and few students participate in it. (When it comes to presentations)
- I'm not very good at group projects and team work.

Only 5% of students answered disapprovingly, which could be due to different personal learning styles or past negative experiences. Student who answered to this question with ‚no' offered the following explanation: 'I feel like it just wastes time with no noticeable results'.

It can be concluded that the data gathered in this question strongly support the integration of more project-based activities in language instruction, as the majority of students perceive them positively and are open to more frequent use.

BUPT

9. What kind of project-based activities in English language courses would you like to do in the future?

In their answers to this question students wrote about future project-based activities they would like to participate in their English-language courses. Here are some answers:

- Perhaps it could be interesting to combine different departments of the University in one project; say the Faculty of arts and the Faculty of foreign languages. That project could be a performance, and exhibition, a play or something similar.
- I'd love to see creative activities like drama play, reading poetry, creating animations related to literature subjects and to combine more classes to collaboration.
- Debate and research projects with a task to research a current issue and hold a debate in class. Focus would be on argumentation, academic vocabulary, formal speaking. Creating a travel brochure for English speaking countries and focusing on descriptive writing, persuasive language and cultural vocabulary (Geography is plus)
- I would like to write tales or plays based on the original works, and to act and make a theatre or something similar.
- I would like to work presentations or work on a digital storytelling, where I can research a topic, organize information and share it creatively with others.
- I would like to create quizzes and games that would help people learn easier.
- Maybe making plays or video-games based on material. Also, making associations or memory games.
- Activities which enhance students creativity.

The variety of presented ideas show that teachers have quite a wide range of possibilities for creating project-based activities that would be liked by students, which particularly may encourage English teachers to incorporate such kind of activities in their courses.

10. Could you share your experience with project-based activities in your language learning process so far (course, topic, challenges, achievements)?

The replies to this question confirmed that most students have very positive opinion about project-based activities and that they helped them to develop various skills. Here are some answers:

- The projects I was involved in included cooperation mostly, which can be fun but also challenging depending on you and people you are working with. I think it's good because you are preparing yourself for the future and the work with different kinds of people and also you can develop other skills and get experience which can be beneficial.
- So far, I have positive experience with project-based activities (although I participated in only small number of them). I can share some of the activities

BUPT

related to University projects (such as presentations, team work on various topics etc).

- Project-based activities made learning more engaging, creative, practical by allowing me to apply my own concepts to the task.
- I have only experienced working on presentations or finishing the plot of already existing works. I found that this improved my writing and speaking skills.
- I really enjoy project-based activities in my language learning process. In my group we get along very well and we have great communication. Each project or presentation is done with pleasure. Last year our class made comic-book on topic about racism in America. It was fun and we all got an opportunity to investigate about the topic. We listened to each other and everyone's ideas were included into the project. I'm looking forward to our next project.
- Very refreshing and it makes you get better and more fluent whether you want it or not.
- I did a lot of project-based activities in our classes and it helped me improve my speaking skills. Our themes were really interesting, so in a way it connected me with a topic that we were doing and I got to see other people creativity, ideas and style which was beautiful and engaging. There were no particular challenges, and I hope we get to do more of them in the future.

However, one answer showed that still some students prefer traditional way of learning:

- I feel like project-based activities have largely been a waste of time that could have been spent on more traditional way of learning language, which in my opinion produce much better results.

5. Conclusion

Digital content and games, incorporated in project-based activities, make the learning environment more diverse, interesting and motivating. Considering the fact that (young) learners think and process information differently nowadays, adopting and implementing digital tools in the classroom can facilitate student learning. Similar to digital content, apart from providing fun, games in the classroom can be used to reinforce skills and improve collaboration between the participants. Project-based activities foster open communication and student autonomy and create an atmosphere where students feel heard and empowered.

Apart from improving language proficiency, the particular project-based activities at the Faculty of Foreign Languages have encouraged developing skills, such as critical and creative thinking, teamwork, information and media literacy, technological awareness, flexibility, proactivity, social and communicative skills. The authentic tasks have showed that project-based learning did not only improve students' language competence but also made them independent learners.

Our research has shown that majority of students have a positive attitude towards project-based activities, educational games and digital content in English

BUPT

language learning. They believe that project-based activities help them develop language as well as some other 21-century skills. Most students argued they would like to do more such activities in the future. However, a small portion of respondents stated that they don't prefer project-based activities, which probably reflects their different learning habits and experiences. Students gave some ideas on project-based activities they would like to do in the future, which could be very useful guidelines for creating new project-based activities for English language learners in the future. Finally, we believe that this topic deserves further investigation, which would include other learner groups and larger corpus of respondents, measuring differences between students' achievements in language learning which includes project-based activities as opposed to learning without such activities, and alike.

Note:
This article is part of the project "Creative Approaches in Language, Literature, and Culture Teaching" which is carried out at Alfa BK University.

References

Berk, Ronald A. 2009. "Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom." *International Journal of Technology in Teaching and Learning* 5 (1): 1–21.

Budinčić, Valentina, and Maja Ćuk. 2025. "'Self-Actualization' and Language Learning: Podcasts as Engaging Teaching Materials." *Scientific Bulletin of the Politehnica University of Timişoara: Transactions on Modern Languages* 24 (1): 341–352.

Barna, C. G. 2025. "Project-Based Learning in Foreign Language Teaching and Assessment: The Story of a Journey." *Scientific Bulletin of the Politehnica University of Timişoara: Transactions on Modern Languages* 24 (1): 281–287.

Collie, Joanne, and Stephen Slater. 1987. *Literature in the Language Classroom*. Cambridge: Cambridge University Press.

Fernandez, V., J. M. Sallan, and P. Simo. 2015. "Past, Present, and Future of Podcasting in Higher Education." In *Exploring Learning and Teaching in Higher Education*, edited by M. Li and Y. Zhao. *New Frontiers of Educational Research*. Heidelberg: Springer. https://doi.org/10.1007/978-3-642-55352-3_14.

Gredler, Margaret E. 1996. *Educational Games and Simulations: A Technology in Search of a (Research) Paradigm*. http://mkoehler.educ.msu.edu/OtherPages/Courses/CEP_901B_SP03/Readings/Gredler_simulation_1996.pdf (accessed February 19, 2021).

Grigoraș, Cornelia-Patricia, and Daniel Dejica. 2023. "Teaching EFL to the Digital-Born Generation: Challenges and Expectations." *Professional Communication and Translation Studies* 16: 160–165. Timișoara: Editura Politehnica.

Hadfield, Jill. 1990. *Beginners' Communication Games*. Edinburgh: Longman.

Klippel, Friederike. 1980. "Games with Aims: Classification and Adaptation of Foreign Language Teaching Games." In *Proceedings of the 11th ISAGA Conference*, 400–415. Geneva.

BUPT

Krashen, Stephen D. 1994. “The Pleasure Hypothesis.” In *Georgetown University Round Table on Languages and Linguistics*, edited by James E. Alatis, 299–322. Washington, DC: Georgetown University Press.

Iinuma, Masami. 2016. *Learning and Teaching with Technology in the Knowledge Society: New Literacy, Collaboration and Digital Content*. Singapore: Springer Nature.

Novakov, Jelena. 2022. *The Wars of the Roses: Women and Sovereignty in Fifteenth-Century England*. London: Cymelia House.

O’Brien, G., M. Lavadenz, and E. Armas. 2014. “Project-Based Learning for English Learners: Promises and Challenges.” https://digitalcommons.lmu.edu/ceel_journalarticles/6.

Panajotović, Artea, Tijana Parezanović, and Maja Ćuk. 2022. “Upotreba književnih sadržaja u nastavi engleskog jezika.” *Reči: Časopis za jezik, književnost i kulturu* 14 (15). Beograd: Alfa BK Univerzitet.

Prensky, Marc. 2001. “Digital Natives, Digital Immigrants.” *On the Horizon* 9 (5).

Vitaz, Milica. 2017. *Uticaj ludičkih aktivnosti na učenje engleskog jezika kao stranog na akademskom nivou i stavovi studenata o njihovom korišćenju*. Doctoral dissertation. Belgrade: Faculty of Philology.

BUPT