

A Problem-Based Learning Approach in a Writing Classroom: Tutors' Experiences and Perceptions

Authors : Muhammad Mukhtar Aliyu

Abstract : This study investigated tutors' experiences and perceptions of a problem-based learning approach (PBL) in a writing classroom. The study involved two Nigerian lecturers who facilitated an intact class of second-year students in an English composition course for the period of 12 weeks. Semi-structured interviews were employed to collect data of the study. The lecturers were interviewed before and after the implementation of the PBL process. The overall findings of the study show that the lecturers had positive perceptions of the use of PBL in a writing classroom. Specifically, the findings reveal the lecturers' positive experiences and perception of the group activities. Finally, the paper gives some pedagogical implications which would give insight for better implementation of the PBL approach.

Keywords : experiences and perception, Nigeria, problem-based learning approach, writing classroom

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