

Individual Contributions in Project-Based Learning: A Qualitative Study of Moroccan EFL Students

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Abstract

Project-based learning (PBL) has increasingly been used to promote active participation, collaboration, learner autonomy, and meaningful language use in English as a foreign language (EFL) classrooms. However, collaborative project work may make individual participation difficult to observe, particularly when students work collectively toward a shared final product. This study explores how Moroccan EFL students describe their individual contributions and difficulties during collaborative project work. The study adopts a qualitative descriptive case-study design and draws on individual progress records completed by approximately 26 secondary-school students during classroom project work. The analysis indicates that students' reported contributions extended beyond the production of the final project and included research and information gathering, writing and content preparation, drawing and visual design, decision-making, planning, presentation preparation, and other practical tasks. Students also reported different forms of difficulty, particularly uncertainty about how to complete particular tasks and challenges associated with design and project preparation, while some students reported experiencing no significant difficulty. The findings suggest that individual progress records can help make otherwise less visible forms of self-reported participation more observable within collaborative PBL. Rather than evaluating the effectiveness of PBL, the study provides a classroom-based account of what students reported doing during project work and the challenges they reported encountering. The study contributes to the limited body of research documenting reported student participation in Moroccan secondary-school EFL project work.

1. INTRODUCTION

Project-Based Learning (PBL) has become an increasingly prominent approach in contemporary education, particularly in contexts where greater emphasis is placed on learner-centred instruction, collaboration, autonomy, and the development of skills extending beyond the memorisation of subject content (Yaman, 2014; Assaf, 2018). Rather than positioning students primarily as recipients of information, PBL typically involves extended activities through which learners may investigate questions, make decisions, solve problems, collaborate with peers, and create a final product or outcome. Thomas (2000) identifies centrality, driving questions, investigation, autonomy, and realism as important characteristics distinguishing

PBL from activities that simply ask students to produce a project at the end of a conventional instructional sequence.

The relevance of PBL to English as a Foreign Language (EFL) education is particularly significant. Language learning can benefit from situations in which students use English to accomplish meaningful purposes rather than exclusively completing isolated language exercises. Project work may require learners to search for information, discuss possibilities, prepare written material, negotiate decisions, organise content, and present their work. Therefore, language use becomes integrated into a broader activity through which students have a concrete reason to communicate.

The collaborative nature of project work, however, raises an important pedagogical question of how can teachers identify individual participation when students are working in groups toward to achieve a shared objective. Project-based learning incorporates group work as a core principle (Harmer & Stokes, 2014; Migdad, 2016; Assaf, 2018). Therefore, the group nature of PBL activities does not necessarily reveal the individual processes through which that product was developed. Furthermore, students may work on different tasks (e.g. researching information, preparing written content, designing project elements, organizing the final presentation, etc). These contributions may all be essential to the completion of the project but may not be equally visible in the final product.

Moreover, as Westwood (2008) states, students do not always prefer working with their peers to complete assignments. Some of them may be uncomfortable with their assigned role, while others may feel demotivated if their teammates do not contribute adequately to the group work. Additionally, assuming more responsibility in a learner-centred approach can create a sense of pressure among students (Stauffacher et al., 2006). These factors may hinder students' productivity and may limit their individual contribution. The problem becomes particularly relevant in classrooms where project work is used not only to produce a final artefact but also to promote collaboration and learner responsibility. If individual participation remains invisible, students' different roles may be overlooked by teachers and researchers. Furthermore, difficulties experienced during the process may disappear once the final product has been completed. This reinforces the need to examine what students report doing during project work rather than focusing exclusively on the completed project.

The study draws on a particularly practical source of classroom data: individual progress and contribution records. During project work, students were asked to document what they had done, what they intended to do, what they considered their contribution to the team, and any problems or difficulties they were experiencing. These records provide an opportunity to examine participation from the students' own perspectives.

Accordingly, the present study addresses the following research questions:

1. What types of individual contributions do Moroccan EFL students report making during collaborative project work?
2. What problems or difficulties do students report experiencing during collaborative project work?

By answering these questions, the study aims to contribute to the growing literature on PBL in Moroccan EFL education while examining the potential usefulness of simple individual progress records for documenting students' reported participation.

2. LITERATURE REVIEW

2.1. Conceptualising Project-Based Learning

PBL is commonly associated with learner-centred, inquiry-oriented, and extended learning activities (Yaman, 2014). Although the term “project” can refer to many different classroom practices, not every activity involving a final product necessarily constitutes PBL (Moussaoui & Erguig, 2024). Thomas (2000) remains one of the frequently cited foundations for understanding PBL. His review identifies several characteristics that distinguish PBL from conventional classroom projects. These include the centrality of the project to the curriculum, the presence of a driving question or problem, constructive investigation, learner autonomy, and authenticity. Through the implementation of such an approach, students are not simply required to reproduce information already provided by the teacher, but instead, they engage in processes of investigation and construction. This distinction has important implications for student participation. When students have opportunities to make decisions about what information to find, how to organise it, what product to create, or how to present it, their participation becomes an essential part of the learning process (Migdad, 2016).

Research on PBL has increasingly recognised collaboration as an important component of project work. Hussein (2021), for example, examined 67 student reflection reports and reported that students experienced collaboration-related difficulties involving conflicting priorities and uncertainty surrounding project assignments. Such findings suggest that the collaborative process deserves attention rather than being evaluated only through the final outcome. Similarly, Vogler et al. (2018) examined students' experiences of interdisciplinary PBL using reflective journals and focus groups. Their research highlighted collaboration, communication, and other interpersonal skills as important components of project-based experiences. These findings reinforce the need to examine what happens during project work rather than focusing exclusively on the completed project. The issue is also relevant to EFL contexts. Yamada (2021), for example, investigated PBL in a Japanese EFL context involving high-school students and teachers, with particular attention to team learning. The study demonstrated the importance of examining how learners experience collaborative project work within language-learning environments.

In the context of Morocco, Moussaoui and Erguig (2024) discuss the implementation of PBL in Moroccan classrooms and argue that although project-based approaches have gained attention, their implementation can be affected by misconceptions concerning the nature of PBL and by practical challenges. Their discussion emphasises the need for project work to retain core characteristics such as meaningful investigation, learner involvement, and purposeful activity. Other research has investigated specific outcomes associated with PBL in Moroccan EFL settings. Moussaoui et al. (2026), for instance, examined Moroccan secondary-school students' perceptions of leadership skills following a PBL experience. Their study involved 45 students and used questionnaires and semi-structured interviews. The authors reported students' perceptions of development in areas such as confidence, fluency, organisation of ideas, collaboration, shared responsibilities, and discussion management.

The present study approaches Moroccan PBL from a different perspective. It focuses on the individual contributions students report making during project work. This distinction is important because participation itself represents an underexplored dimension of classroom project work. Understanding what students report doing may help teachers monitor collaborative processes and identify forms of participation that would otherwise remain less visible. From this perspective, documenting students' individual contributions can provide a classroom-based source of information about learner involvement, autonomy, and collaborative activity during the project process.

2.2.Collaboration in Project-Based Learning

Collaboration is one of the most visible features of many PBL environments (Thomas, 2000). Students often work in pairs or groups, divide responsibilities, exchange ideas, and combine their work into a final product. However, collaborative work is rather challenging to implement in an EFL classroom (Stauffer et al. 2006). Students may have different abilities, interests, levels of motivation, or understandings of their responsibilities. Some may take initiative, while others may wait for instructions. Some may prefer linguistic tasks, while others may contribute more strongly through visual design, research, organisation, or practical preparation. Hussein (2021) provides evidence of the complexity of collaboration through an analysis of students' reflections on PBL. The study identified difficulties involving conflicting priorities and uncertainty concerning project assignments. Such difficulties demonstrate that collaboration requires organization and communication in addition to the completion of academic tasks. Vogler et al. (2018) likewise examined collaborative dimensions of project work and highlighted the role of communication and interpersonal skills. Their findings suggest that PBL can create opportunities for the development of skills that are not easily captured by conventional academic assessment.

These findings have implications for the present study. If students contribute in different ways, then a single collective project cannot necessarily provide sufficient evidence of individual participation. Additional documentation may therefore be useful.

2.3.Individual Contributions within Collaborative Work

Although PBL is often discussed in terms of collaboration, collaboration does not require identical contributions from all members of a group. Instead, different students may assume different roles during different stages of a project. For example, one learner may be responsible for researching information, another may write descriptions, another may prepare visual elements, and another may coordinate the presentation. Such contributions may be complementary rather than equivalent. This distinction is important in EFL classrooms because language production is not the only form of participation that supports a project. A student searching for information may contribute indirectly to the linguistic content later produced by the group. A student designing a logo may contribute to the communicative purpose of the final product even though the task itself is primarily visual.

The present study therefore uses the concept of individual contribution broadly. Contribution refers to any student-reported activity that students considered part of their responsibility toward the shared project. This definition allows the study to capture participation that may otherwise be overlooked by language-focused measures.

2.4.PBL and EFL Learning

PBL has particular potential in EFL classrooms because projects can provide meaningful reasons for students to use the target language. Yamada (2021) examined PBL in a Japanese EFL context, focusing on team learning and perceptions of both students and teachers. The study illustrates how project work can be examined not only through language outcomes but also through students' experiences of working together. Boardman and Hovland (2024) similarly explored secondary students' perceptions of PBL in inclusive high-school language arts classrooms. Their findings included themes related to creativity, collaboration, choice, and literacy, demonstrating that project work can involve multiple dimensions of student experience. These studies are relevant to the context of the present study as they suggest that PBL should not be reduced to a particular language skill. Students' engagement with projects can involve cognitive, social, organisational, creative, and communicative processes. This broader perspective is consistent with the present study. Rather than examining grammar, vocabulary, or speaking scores, the study investigates the forms of participation that students themselves documented.

2.5.PBL in the Moroccan EFL Context

PBL has been increasingly implemented and researched in Moroccan EFL classrooms (Khoudri et al., 2023; Moussaoui & Erguig, 2024; Astaifi, 2024; Benlaghrissi & Ouahidi, 2024; Bekou et al., 2026; Bouqetyb, 2021; Moussaoui et al., 2026). Moussaoui and Erguig (2024) discuss PBL implementation in Moroccan classrooms and identify misconceptions and practical challenges surrounding the approach. They argue for clearer understanding of what constitutes meaningful PBL and discuss its potential contribution to language learning and broader learner development. This perspective provides an important foundation for the present study. If project work is to function as a genuinely learner-centred approach, students need opportunities to participate meaningfully in the development of their projects. The present study complements this line of research. The current study focuses on what students report actually contributing during project work. This difference in research question and data source is important. Thus, the present research can be situated within a developing body of Moroccan PBL research while maintaining a distinct analytical focus.

3. METHODOLOGY

3.1.Research Design

The study adopted a qualitative descriptive case-study design. A qualitative approach was appropriate because the primary objective was to understand and categorise students' descriptions of their own participation rather than to test a predetermined hypothesis. Qualitative research design "focuses on people's experience from their perspective... knowledge, opinions, and perceptions" (Roberts, 2010, p. 112). The study was also based by a particular classroom context, group of students, and project experience. It therefore constitutes a classroom-based case rather than a large-scale investigation of Moroccan EFL learners. The present work, therefore, provides a descriptive account of participation within one instance of collaborative project work.

3.2.Participants

The participants were 26 Moroccan secondary-school EFL students at Youssef Ibn Tachefine High School, a public institution located in the urban center of Khouribga City, Morocco. The students were organised into five project groups. The groups worked collaboratively toward project outcomes while individual students were asked to document their own participation.

The use of five groups provided a collaborative structure in which students could divide responsibilities and contribute different types of work. The participants' individual records constituted the primary dataset for the present study.

3.3.PBL Work

The project activities required students to collaborate on practical and creative tasks relevant to their syllabus, which covered units focusing on themes such as learning and school life, shopping habits, artistic interests, eating habits, health, hobbies, environmental protection, money, and new technologies. The student records indicated participation in activities such as: researching information; finding information required for the project; preparing content; drawing and visual design; preparing project presentations; deciding next steps to follow, etc. These activities required students to contribute different types of work to their groups. The projects therefore provided a context in which students could demonstrate participation through linguistic, cognitive, organisational, creative, and practical activities.

3.4.Data Collection

The main data source consisted of individual contribution sheets completed by the 26 students. As shown in Table 1, the sheets contained four prompts designed to document students' ongoing involvement in the project: "Work done (before today's class)," "Work planned in/after today's class," "My contribution to the team," and "The problems/difficulties I am having."

Table 1. Individual Contribution Sheet

Student:	_____
Group:	_____
Date:	_____
Project:	_____
1. Work done (before today's class)	_____
2. Work planned after today's class	_____
3. My contribution to the team	_____
4. Difficulties I am having	_____

These prompts provided information about students' completed and planned tasks, individual contributions to their teams, and the difficulties they encountered throughout the project. The structure of the records was particularly useful as it captured both completed and anticipated activities. The first prompt provided retrospective information concerning work already completed. The second prompt provided information concerning students' intended future contributions. The third prompt explicitly invited students to identify their individual role within the team. The fourth prompt provided information about difficulties encountered during

project work. Consequently, the records combined elements of reflection, planning, and participation monitoring.

3.5.Data Analysis

The data were analysed through qualitative content analysis. The analysis included repeated examination of the student records to identify recurring descriptions of participation. Activities that appeared similar in meaning were subsequently grouped into broader categories. The contribution categories included research and information gathering, writing and content preparation, drawing and visual design, decision-making, planning and organisation, presentation preparation, and practical project preparation. The reported difficulties were grouped into broader categories such as no reported difficulty, uncertainty about how to complete a task, design-related difficulty, organisational or coordination difficulty, and other task-related difficulty. The categories were not imposed as fixed variables before examination of the records, instead they were developed from recurring patterns in students' responses. Moreover, since an individual student could report more than one contribution, the categories are not necessarily exclusive.

4. RESULTS

4.1.General Pattern of Individual Participation

The analysis of the student records showed that students in the five project groups reported a range of activities. Their reported contributions were not restricted to writing or oral presentation and included research, information gathering, design, decision-making, planning, preparation, and presentation. This diversity suggests that collaborative project work involves multiple forms of work. The records also indicate that students did not necessarily report performing identical tasks. Individual contributions appeared to reflect the particular responsibilities students described within their teams. Therefore, although the final outcome belonged to the group, students reported contributing through varied responsibilities.

4.2.Research and Information Collection

The first recurring category of contribution involved research and information gathering. Students described activities such as researching topics and finding information required for their projects. For example, some records explicitly referred to "research" or "finding information." These statements indicate that students reported participating in the investigative dimension of project work. Information gathering was particularly relevant to projects requiring students to prepare concrete details. For instance, in relation to a restaurant-themed project, students reported looking for information concerning elements such as products, prices, days, and schedule timing. Such activities illustrate the connection between project work and inquiry. Students reported identifying and collecting information required for their products rather than simply receiving all of the information from the teacher. The contribution of research-oriented students may be difficult to identify from a final product because the information appears collectively rather than under the name of the student who found it. The individual records therefore provided an additional source of information about this reported contribution.

4.3.Writing and Content Preparation

A second contribution category involved writing and content preparation. Students reported preparing information and content for their projects. Such work could include developing written descriptions, preparing information for menus or other project materials, and organising

content that would later be presented. This type of contribution is particularly relevant to EFL learning because students were required to work with English-language content while developing their projects. However, the records suggest that linguistic production formed only one part of participation. This finding supports a broader understanding of project-based EFL work. Students can contribute to a language-learning project through several complementary responsibilities, rather than all students being required to perform exactly the same linguistic task.

4.4. Drawing and Visual Design

A particularly visible category in the records was drawing and visual design. Students referred to drawing and working on visual components of the projects. Logo-related tasks were among the examples appearing in the records. Students' records therefore described visual design as one form of contribution, alongside written and other project tasks. In this regard, design activities were also associated with some of the difficulties reported by students. Some students indicated uncertainty about how to complete design-related tasks. This is understandable because designing a logo or other visual component requires decisions concerning appearance, organisation, and presentation that may not have been explicitly taught in the English lesson. The presence of these reported activities illustrates the range of tasks involved in the classroom project work.

4.5. Decision-Making

Another form of individual participation involved decision-making. Students reported taking part in choices concerning elements such as names, types of projects, and other components. Decision-making is relevant to the present study because students described it as part of their involvement in determining aspects of the project rather than simply following a completely predetermined procedure. For example, selecting a name or logo requires students to consider alternatives and reach a decision within their team. Although the available records cannot reconstruct every group discussion, they indicate that students reported decision-making as a contribution to the project. This finding also complements the Moroccan PBL literature. Moussaoui et al. (2026) discuss negotiation, decision-making, communication, and shared responsibilities as dimensions associated with students' perceptions of leadership within PBL. The present study does not measure leadership development; it documents students' reports that decision-making formed part of their participation.

4.6. Planning and Organisation

The second prompt on the progress sheet (i.e., work planned in or after the class) provided reports of planning and organisation. Students were asked to think beyond what had already been completed and identify the next steps in their work. This is relevant to project work because projects unfold across several stages. Students may need to determine what remains unfinished, what information still needs to be gathered, and what materials need to be prepared. Planning therefore represents a reported form of participation even when it does not immediately result in a visible product. The records indicate that students' reports of participation were not limited to completed tasks; they also included plans for the future direction of their work.

4.7. Presentation Preparation

Another form of participation involved preparation for presentation. Students referred to presentations and presentation-related activities in their records. Presentation preparation can

involve several tasks, including organising information, deciding how material should be presented, preparing visual support, and coordinating responsibilities among group members. In an EFL context, this stage can also create an opportunity for meaningful oral language use. Nevertheless, the records indicate that students reported presentation preparation as part of the project process.

5. REPORTED DIFFICULTIES

5.1.No Reported Difficulty

Some students indicated that they were experiencing no particular problem. Responses equivalent to “no problems” suggest that these students perceived themselves as progressing adequately at the time they completed their records. However, the absence of a reported difficulty should be interpreted carefully. A student may experience a minor problem without considering it important enough to record. Consequently, “no reported difficulty” is treated as a category describing the students’ written responses rather than objective evidence that no difficulty existed. Nevertheless, the presence of such responses demonstrates that the monitoring sheet allowed students to communicate both difficulties and satisfactory progress.

5.2.Uncertainty About How to Complete Tasks

Some students reported uncertainty concerning how to complete particular tasks. This category is pedagogically important because project work often requires students to perform tasks they may not have previously encountered. When students are expected to work with a certain degree of autonomy, uncertainty can occur concerning procedures, design decisions, information organisation, or other aspects of the group work (Stauffer et al. 2006). Such uncertainty does not necessarily indicate failure. It can identify a moment at which scaffolding is needed. The progress records therefore provided the teacher with an opportunity to identify where students might require clarification. This finding is consistent with Hussein’s (2021) observation that uncertainty concerning project assignments can represent a challenge within collaborative PBL.

5.3.Design-Related Difficulties

Design-related problems were another recurring type of difficulty. Students mentioned difficulties associated with logos and visual elements. These difficulties illustrate an important characteristic of project-based work: projects may require students to perform tasks extending beyond conventional language exercises. For an EFL teacher, this creates a balance between supporting the project and maintaining the linguistic focus of the classroom. The records indicate that some students needed support with the practical or creative aspects of project production.

5.4.Organisation and Coordination

Collaborative projects also require students to coordinate their individual responsibilities with the work of their group. Although the records do not provide sufficient evidence to calculate a precise frequency of coordination difficulties, the structure of the responses shows that students were expected to think about both their individual responsibilities and the shared project. This is consistent with the literature describing collaboration as a potentially challenging component of PBL. Hussein (2021), for example, identified conflicting priorities and uncertainty surrounding assignments among the challenges students experienced. The present study adds a classroom-level illustration of the importance of making individual responsibilities visible.

6. DISCUSSION

The present study investigated two questions, mainly the types of individual contributions reported by Moroccan EFL students during collaborative project work and the difficulties they reported experiencing. The findings show that students' participation extended across several dimensions of project work. These included research, information gathering, writing, design, decision-making, planning, and presentation preparation. This diversity supports the conceptualisation of PBL as a learning process involving investigation, autonomy, and purposeful activity rather than simply the production of a final project.

Thomas's (2000) review emphasises investigation and autonomy as important characteristics of PBL. The present findings illustrate these principles at classroom level because students reported activities involving information gathering, decision-making, and planning. The findings are also consistent with Moussaoui and Erguig (2024), who emphasise the importance of distinguishing authentic PBL from a simple assignment in which students are asked to produce a project. Their discussion of Moroccan classrooms highlights the importance of understanding the principles underlying PBL implementation. The present study contributes to this discussion by showing what student involvement can look like at the level of individual classroom activity.

6.1. The Visibility of Individual Contributions

One implication of the findings concerns the visibility of individual participation. When five groups work toward shared products, the teacher may observe the overall development of the projects without being able to identify every student's contribution. The individual progress records provided an additional source of self-reported information about activities such as research and information gathering or logo design. For example, a final product may contain information or a logo without indicating which student reported finding or designing it. The records therefore complemented the final product by documenting students' own accounts of their roles. In this classroom case, such documentation may be useful when teachers want to consider individual participation alongside group-level work.

6.2. Different Forms of Participation

Another important finding concerns the diversity of roles. Students did not appear to contribute only through conventional academic tasks. Their participation included creative, organisational, investigative, and decision-making activities. This finding is consistent with broader PBL literature emphasising collaboration, creativity, choice, and learner responsibility. Boardman and Hovland (2024), for example, identified creativity, collaboration, choice, and literacy among themes emerging from secondary students' perceptions of PBL. The current findings similarly suggest that project participation should not be reduced to the amount of written English produced by each learner. For an EFL classroom, this does not mean that language learning becomes irrelevant. On the contrast, language can become embedded within a broader process in which students research, decide, create, and communicate.

6.3. Participation and Shared Responsibility

The findings also relate to the concept of shared responsibility. Moussaoui et al. (2026) found that students participating in PBL reported perceived benefits associated with collaboration and shared responsibilities in relation to leadership development. The current study's records indicate that students reported individual responsibilities within their groups. The present study

therefore complements this perspective by focusing specifically on what students reported doing during project work rather than on perceived leadership development.

6.4.Challenges as Part of the Learning Process

The reported difficulties also deserve attention. Some students reported no particular problems, while others expressed uncertainty about how to complete tasks or encountered design-related difficulties. These reports suggest that student autonomy does not necessarily mean complete independence from teacher support. In a PBL classroom, teachers may allow students to make decisions while still providing scaffolding when students encounter unfamiliar tasks. This is especially relevant in EFL contexts, where students may simultaneously be dealing with the linguistic demands of the task and the practical demands of project production (Kokotsaki et al., 2016). The records provided a simple way for students to communicate these reported difficulties without interrupting the entire project process.

6.5.The Value of Classroom Documentation

An important methodological implication concerns the use of simple classroom records as research data. The students' progress sheets were not originally designed as a complex research instrument. Nevertheless, they produced information relevant to participation, planning, and difficulty from the students' own perspectives. In classroom practice, similar reflection or progress-monitoring tools may provide teachers with additional information about students' reported participation without requiring a separate questionnaire or interview.

7. PEDAGOGICAL IMPLICATIONS

The findings suggest several possible classroom practices for teachers implementing PBL in EFL classrooms. First, teachers may use a short progress sheet during a project to document students' own accounts of their participation rather than relying only on the final product. Second, teachers may remind students that contribution can take different forms, including collecting information, writing, designing, drawing, organising, preparing a presentation, or helping to solve a project problem. Third, the question "What problems or difficulties are you having?" may be used as a simple way of identifying difficulties that students choose to report during the project. If several students report the same problem, the teacher may provide additional modelling or clarification. Fourth, asking students what they intend to do next may encourage them to reflect on their responsibilities and project progression. Finally, individual progress records may be used as supplementary information alongside group-level assessment. These practices are suggested by the present findings; they were not tested as interventions in this study.

8. LIMITATIONS

First, the study is based on a single classroom involving 26 students divided into five groups, which limits the transferability of the findings beyond this classroom context. Second, the study relies on student self-reports. Students may omit activities, interpret the concept of contribution differently, or provide more detail for some tasks than others, so the records cannot be treated as complete or objective measures of participation. Third, the data were generated through relatively short handwritten records, and the amount of information provided by students varied. Fourth, the study does not include independent observation or independent coding of every contribution. The analysis was conducted by the researcher, so researcher interpretation may also have influenced the development and application of categories. Therefore, the categories describe reported participation within this case rather than objectively measured

participation. Finally, because the study focuses on one classroom project experience and a small number of groups, future research could examine whether similar reported contribution patterns appear across different classes, schools, project types, and age groups, using independent observation or multiple coders where possible.

9. CONCLUSION

This study explored individual contributions and reported difficulties during collaborative project work among 26 Moroccan secondary-school EFL students organised into five project groups. The analysis of individual progress records showed that students reported contributing through research and information gathering, writing and content preparation, drawing and visual design, decision-making, planning, organisation, and presentation preparation. Students also reported difficulties, including uncertainty about how to complete particular tasks and challenges associated with visual design and project preparation, while some reported no particular difficulty. The specific contribution of the study is to document students' own accounts of participation through simple individual progress records within one collaborative PBL classroom context. These records provided an additional source of information alongside the group projects, but they should be understood as self-reported rather than objective measures of participation.

The study contributes to the growing literature on PBL in Moroccan EFL education by adding a process-oriented account of what students reported contributing while project work was taking place. Its contribution lies in documenting reported individual participation through a simple classroom-based record rather than in demonstrating the effectiveness of PBL. Future research could compare students' self-reported contributions with teacher observations, peer assessments, independent coding, or project artifacts. It could also examine whether particular reported contribution patterns are associated with language development or other learning outcomes.

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