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**Project work as a Learner Centered task in EFL Learners at
the secondary school level**

**Case study: second year scientific learners at Malek Ben Nabi
high school**

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in partial fulfillment of the Requirements for master degree*

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Dedication

I dedicate this thesis to my loved ones who mean a lot to me. First and foremost, to my mom whose love for me knew no bounds, and who taught me the value of hard work. Thank you very much mom, I will never forget your best motivational words and good spirits that you gave me throughout my life. As for you, father, you always used to say that I am behind you, and you did until the last minute. Thank you, father. I also want to mention my sister for being so loving and supportive thank you honey and my little sister thank you so much for your beautiful soul last but not least my fiancé I dedicate this to thank you so much for being there all the time thank you for your patience thank you for being in my life you are so special to me. I would like to thank my best friend, my only companion in everything,

Bensefia Nour el houda

Dedication

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Mom my queen, my first friend in this life. Dad, my hero and my biggest life inspiration
You have been that spark for me when my light blew out. I am truly thankful and honored to have you as my parents. Thank you for your unwavering love and support along this journey, I have taken. I love you all always and forever.

I dedicate this work to my beloved parents

To my supportive brothers

To my friend thank you for everything

To my grandfather. I wish you was here with us today.

May Allah grant you Jannat El-Firdaous.

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DEDICATION

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ABSTRACT

Project work is a work that focuses on completing a task as a strategy in new teaching approach. It leads the students achieve their learning process with their own study or self-monitoring by preparing a tangible work during a period of time individually in Pairs or in groups. Project work has become an increasingly popular feature within the ELT classroom based on the competency based approach. It is reliable and valid framework around which to base a series of classroom activities. The Algerian educational system has recently adopted the Project-Based Learning (PBL) in the teaching and learning of English in the secondary school since 2004 as part of its educational reforms. This present study attempts to investigate the role of PBL implementation in engaging second year scientific students of Malek Ben Nabi secondary school in Bordj Bou Arreridj in the learning process. More precisely, this study aims to show how PBL affects the students' performance in acquiring English as a foreign language. This is based on the main hypothesis, which says that PBL implementation in secondary schools can enhance second year EFL students' level. For the collection of data, the study has employed a mixed-method approach. In order to validate the hypothesis, the present study put into practice two data collection tools, namely, pupils' questionnaire and a classroom observation checklist. Pupils found difficulties during the implementation of the project, they confirmed that the project makes them reinvest their previous knowledge. The majority of the observed pupils were interested and motivated to successfully carry out the project work. Accordingly, this factors revealed the effects on pupil's self-centered learning.

LIST OF ABBREVIATIONS

PBL: project based learning

EFL: English foreign language

CBA: competency based approach

ICT: Information and communication technology

FEP: Framework Education Programs

SEP: School educational program

L2: second language

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GENERAL INTRODUCTION

Introduction

Teaching and learning of English as a Foreign Language (EFL) teaching-learning methodology has been significantly changed over the last few decades. This change is revealed through a shift in focus from teacher-centered to learner-centered. The Algerian educational system attempts to simulate this change by developing new reforms beginning by adopting CBA (new Competency-Based Approach) based on problem-solving situations which in turn lie at the heart of PBL (Project-Based Learning). PBL learner requires certain skills such as critical thinking, problem solving and creativity.

This study focuses on the endeavors to evaluate the implementing of project work at the secondary school level. It attitudes towards project-based learning whether its goals is to analyze its effectiveness in the acquisition of English as a foreign language in courses. The goal may be the completion of the whole project or the conclusion of tasks (wicks, 2000, p.10) and if it increases the self-education and achieving outcomes and success the employment of the method used.

1.1. Background of the study

Project work is a strategy that focuses on completing a task as in teaching process. It leads the students to achieve their learning objectives with their own study or self-monitoring by preparing a tangible work during a period of time individually, pairs, or in groups.

Project work has become an increasingly popular feature within the ELT English language teaching classroom based on the competency based approach. It is reliable and it is a valid framework around which to base a series of classroom activities. Teachers act like guides in ensuring the understanding of tasks, topics. Markham (2011) describes that "project-based learning (PBL) integrates knowing and doing". Project work provides as a task based learning, the central focus of the lesson in the task itself providing learners learning skills and communicate their ideas and information as an opportunity to test and concentrate on accuracy and make sure they resolve any doubts or problems they may face. According to Phillips, Burwood and Dunford note that the best way how to start planning the new project is to think of the end product and then choose the activities that will lead to its successful completion ". (Phillips, Burwood, Dunford, p.11).

This study attempts to evaluate the implementation of project work at the secondary school level and the effectiveness of project work on learner's self-centered learning.

1.2. Aim of the Study

The general aim of this work is to emphasize the role of applying project based learning in engaging English learners in classroom tasks. As far as the specific aims, this study aims to: Help EFL learners' engagement in learning process, advocate and raise EFL educators' awareness to integrate project work in their instruction and avoid the traditional classrooms and complete the roles assigned to both the teacher and his/ her EFL learners when conducting projects.

1.3. Statement of the problem

Learner's self-centered learning in PBL have obstacles when learning a foreign language. It can be stressful and they may lack the necessary skills. They found difficulties in defining the problem. Hence, teacher's role is to help them to be involved, not only behaviorally but also cognitively and emotionally, in pairs or in small groups aimed to form project workshops. However, self-regulation is the key to student success in learner-centered school.

1.4. Research Questions

This work attempts to find out whether adapting project- based learning effects students cognitive and emotional engagement. This can be done only through answering the following questions:

- _ How does Project-based Approach encourage learners to be engaged in the learning process?
- _ Do the project tasks effect on EFL learners motivation?

1.5. Research Methodology

This case study focuses on the implementation of project work in secondary school level. For the collection of data, the study has employed a mixed methods research approach in which a variety of data collection tools were used and directed to only a sample of research subjects so as to narrow the scope of the study: (a) questionnaires were handed to second year scientific learners to investigate their opinions on English class projects (b) classroom observation sessions were organized to observe the classroom practices.

1.6. Population

The study main concern is to highlight the role of PBL in engaging secondary school year learners in their learning process. Thus, the adequate sample of this study will be pupils of scientific secondary school at Malek Ben Nabi high school in Borj Bou Arreiridj with the number of 824 students. Accordingly, the current study deals only with the whole classroom (26).

1.7. Limitation of the study

The primary restriction of this study is that second year scientific students of secondary school in Bordj Bou Arreridj are the only ones who may participate. The validity of this study may be harmed if the results were to be generalized, because the participants in this study are only limited to EFL students at Malek Ben Nabi secondary school, the findings can only be used in this context.

1.8. Summary and conclusion

As for the present thesis structure, it subsumes a general introduction where the research work content is introduced in three chapters. The first chapter deals with the theoretical part of the research subject, the second chapter embed the research design and methodology. The third chapter enfolds the interpretation and discussion of the research findings it also includes a general conclusion and recommendations about the implementation of PBL

For more details, **the first chapter** discusses the theoretical background of project based learning. Its various definitions are mentioned and compared. It highlighted some key concepts relevant to PBL, origin of projects and the benefits of implementing PBL.

Then, it referred to types, steps and stages of project. It emphasized on the teacher and student role within PBL. It was necessary to mention the common confronted challenges when adopting PBL in foreign language classes.

Moreover, it discusses the constructivism learning process related to self-reflective autonomous learners. Also, it emphasized learner engagement in order to achieve independent problem-solving skills.

Additionally, **the second chapter** introduces the methodology and the tools embracing PBL are discussed in detail.

Chapter three reports the data gathered and provide a detailed interpretation and discussion of the results. To give credibility to the research, there is a number of recommendations and suggestions to teachers and learners to prepare for the implementation of PBL pedagogy in English classes.

CHAPTER ONE:
THEORETICAL PART

Introduction

It is past time for Algerian schools to implement a curriculum that reflects the abilities required of pupils in the twenty-first century. Project-based learning (PBL) is now regarded as one of the approaches that help students grow in their independence, accountability, social skills, and outdoor knowledge. Also, it emphasizes how important it is for kids to become motivated, engaged, and innovative in their learning. Constructivism, a learning philosophy that promotes active learning, is the foundation upon which PBL was created. This chapter focuses on introducing project-based learning (PBL) before going over a few crucial ideas, such as the notions of the project and PBL. Second, it makes an effort to pinpoint the foundational elements of project-based learning and its historical context. More importantly, this theoretical part aims to highlight the benefits of the project work in learning English as a foreign language and the main problematic issues that teachers may experience during the project work.

1.1. Definition of PBL

A number of definitions of PBL have been put out by various writers who have clarified its key characteristics based on the ideas that came before them. According to Project-Mars (2009), many educators have been interested in project-based learning for more than 40 years. It further explains that students do inquiry and exploration as part of project-based learning to enhance their knowledge and build their abilities. Instead than emphasizing instructor instructions, it focuses more on the student learning experience. It is a technique for gauging pupil comprehension by having them respond to particular questions. They follow it to learn more about the planet and their place in it (Project-Mars, 2009).

In Project Based Learning (PBL), the project is the main course; it contains and frames curriculum and instruction. (Tan and Chapman, 2016) argue that learners need to work with others to inquire into the issue raised, learn content and skills, develop an answer or solution, create high-quality products, and then present their work to other people. This process creates a strong need to know and understand the material. That is the key to increasing young people's motivation to learn in PBL, give them a real need to know, beyond simply getting good grades.

Project-based learning is a dynamic learning that makes students engaged in their own learning, allowing them to be active, effective and interactive participants in classroom. They have the responsibility to be within the learning process along with the teachers who are only facilitators (Campos et al, 2012). PBL is a teaching and learning model which mainly focuses on the student-centered instruction by assigning projects. It permits the students to work

autonomously to generate their own knowledge. Moreover, it engages students by experiencing real-world projects which lead to develop their cognitive skills. Through PBL, students use information sources and disciplines to solve problems. Thus, they will be able to manage resources and time.

According to Misher (2014), PBL is a teaching and learning method based on content and 21st century skills like communication and presentation skills, research and inquiry skills, reflection and self-assessment skills, and group involvement and leadership skills. PBL allows students to reflect on their projects and knowledge, opening the door to voice their choices. In language teaching, PBL is a flexible method permits to develop multiple skills in an integrated, meaningful, and ongoing activity. They add that projects are long-term meaningful tasks which promote the simultaneous acquisition of language, content and skills.

1.2. Origin of Project-based learning

Project-based learning (PBL) in American public schools has a long history that begins with the writings of Francis W. Parker and John Dewey in the 19th century. After being employed in primary schools, the idea of project-based classroom instruction was adopted from agriculture and the industrial arts as a general education technique and applied to all grade levels. The project method was quickly adopted and applied to any activity that students found engaging, regardless of how brief and/or insignificant, after having originally concentrated on "real-world" issues with palpable, quantitative impacts. The lack of a succinct definition for the project method has prevented the assessment of its success, regardless, the "method" became the "current" model of instruction in all subjects for all students, often failing to meet the needs of children, teachers, or society. The project method, as a descriptive term for school practice, was replaced with child-centeredness and the activity curriculum. After a period of near obscurity, PBL has been reclaimed by educators to educate 21st century students.

When William Heard Kilpatrick published "The Project Method" in the Teachers College Record in September of 1918, he started the piece saying, "The word 'project' is perhaps the latest arrival to knock for admittance at the door of educational terminology" (p. 319). He also posed the following two questions:

“... is there behind the proposed term ... a valid notion or concept which proposes to render appreciable service in educational thinking? Second, if we grant the foregoing, does the term “project” fitly designates the waiting concept?” (p. 319)

Kilpatrick's questions encompassed the whole range of issues related to the "project method," both its history and application to practice. Over the next five years, many authors offered definitions and explanations for the project method and how it should be enacted in schools. However, the definitions were diverse enough to encompass almost any instruction and failed to give teachers specific criteria against which they could measure their practice and, in the end, satisfied neither the theorists nor the practitioners.

Kilpatrick is frequently cited as one of the most popular professors and often criticized scholars of the Progressive Era; ultimately, his career spanned six decades (Cremin, 1961, p. 220; Kliebard, 1986, p. 176; Ravitch, 2000, p. 178). At the time that he published "The Project Method," however, Kilpatrick was struggling to earn a promotion to full professor at Teachers College at Columbia University. Before joining the faculty in 1911, Kilpatrick had been a student at Teachers College, studying under Dewey. Consequently, Dewey pragmatism and experiential learning philosophy shaped Kilpatrick's pedagogical theories and, more specifically, his approach to the project method (Cremin, 1961, p. 215).

The attachment of Kilpatrick to the project method in twentieth century educational literature is due to the fact that his article was reprinted tens of thousands of times all over the world (Cremin, 1961, p. 217; Kliebard, 1986, p. 159). Despite being identified as the father of the modern project method, Kilpatrick readily acknowledged that he is a late comer to the use of the term project, that he is unaware of its heritage, but that he sees value in using the term. "I did not invent the term nor did I start it on its educational career. Indeed, I do not know how long it has already been in use. I did, however, consciously appropriate the word to designate the typical unit of the worthy life described above?" (1918, p. 320).

Although Kilpatrick is unconcerned with pinning down the beginnings of the project method, other authors have located the origin of the term in agriculture, manual training, and domestic science (Horn, 1922), or with Dewey and others at Chicago and Teachers College (Parker, 1922). Parker (1922) also credits Francis W. Parker and C. R. Richards for popularizing the idea of pupil planning as part of the project process as early as 1901 (pp. 427-429). von Hofe (1916) wrote, "The sixth-grade pupils in the Horace Mann School are studying science regardless of every artificial division. The class chooses a project, something that has attracted attention and in which they are vitally interested. The teacher then presents the information to follow not the so-called logical development found in textbooks but the trend of thought of the pupils" (pp. 240-241). While not defining the practice as a "method," von Hofe described a practice that would shortly become popularized as the project method.

Recently, however, historical research has made great progress in answering the question of when and where the term “project”-”progetto” in Italian, “projet” in French, “projekt” in German, and “proekt” in Russian-was used in the past to denote an educational and learning device. According to recent studies, the “project” as a method of institutionalized instruction is not a child of the industrial and progressive education movement that arose in the United States at the end of the 19th century. Rather it grew out of the architectural and engineering education movement that began in Italy during the late 16th century (Knoll 1991a, 1991b, 1991c; Schöller, 1993; Weiss, 1982).The long and distinguished history of the project method can be divided into five phases:

- 1590-1765: The beginnings of project work at architectural schools in Europe.
- 1765-1880: The project as a regular teaching method and its transplantation to America.
- 1880-1915: Work on projects in manual training and in general public schools.
- 1915-1965: Redefinition of the project method and its transplantation from America back to Europe.
- 1965-today: Rediscovery of the project idea and the third wave of its international dissemination (Knoll, 1997).

As a popular method for general education in the early to mid-20th century, the project method borrowed its theory from agriculture and the industrial arts education and applied that theory to all subjects. However, lacking a clear definition, educational leaders and teachers often used their “definitions” to justify classroom activities driven solely by student interest, regardless of the educational value of the activity. Some (e.g., Douglass 1926) tried to prevent the overgeneralization of the term in classrooms; few practitioners listened and the focus became the interests of students. The social upheavals of the Great Depression and World War II refocused parents and leaders on societal needs rather than the wants of learners. Despite the brief activity in the later 1940s of the life-adjustment movement, the project method was thoroughly rejected by educational leaders as failing to meet the needs of children, teachers, or society.

In the last 10 years, augmented by research on learning and the effect of the learning environment on the learner, Kilpatrick’s goal of explaining the pedagogical and psychological principles of learning has come closer to being realized. Although the question of applying the project method to academic subjects was never answered in the 20th century, STEM PBL illustrates that the project method is appropriate for academic subjects.

1.3. Basic features of PBL

The characteristics of PBL are consistent among educators who studied and implemented this teaching method. (Simpson 2011.p.43-44) suggest these features:

- Complex explorations over a period of time
- A student-centered learning activity whereby students plan, complete and present the task.
- Challenging questions, problems or topics of student interest which become the centre of the project and the learning process
- The emphasis of teacher-directed activities
- Frequent feedback from peers and facilitators, and an opportunity to share resources, ideas and expertise through the whole process in the classroom.
- Hands-on activities and the use of authentic resources and technologies.
- A collaborative learning environment rather than a competitive one.
- The use of a variety of skills such as social skills and management skills.
- The use of effort in connecting ideas and acquiring new skills during different stages of projects.
- The production of meaningful artifacts that can be shared with peers, teachers, and experts in a public presentation.
- Assessment in both the process of working from the first stage to the last stage and the finished project.

On the other hand, (Stoller, 2002.p.110) suggest six features of PBL :

- Project work focuses on content learning rather than on specific language targets.
- Real-world subject matter and topics of interest to students can become central to projects.
- Project work is student centered, though the teacher plays a major role in offering support and guidance throughout the process.
- Project work is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way.
- Project work leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks.
- Project work culminates in an end product (e.g., an oral presentation, a poster session, a bulletin-board display, a report, or a stage performance) that can be shared with others, giving the project a real purpose. The value of the project, however, lies not just in the

final product but in the process of working toward the end point. Thus, project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different project-work stages.

- Project work is potentially motivating, stimulating, empowering, and challenging. It usually results in building student confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities.

1.4. The Six A's of Designing Projects:

1.4.1. Authenticity: The theme of the project is derived from students' interests, the issue developed in the project is supposed to be treated within the community. The objective is to make students produce a work that has personal and social value.

1.4.2. Academic Rigor: Students during their projects workshops, they deal with different fields that lead them to acquire miscellaneous knowledge. Thus, they find themselves in challenge with the use of the appropriate and accurate tools or methods according to the discipline they are dealing with. By the end, students develop their thinking skills.

1.4.3. Applied Learning: By working outside the school, facing real-life situations and solving problems, students use the competencies they need in their future career such as teamwork, communication and problem-solving skills, using technology, etc.

1.4.4. Active Exploration: The due time of the project workshop is valuable, the tools used, such as media, printed sources and others, are also crucial for authentic exploration. Students will eventually present what they have investigated using the communication skill.

1.4.5. Adult Connections: Project work is a window of opportunity to meet, directly or indirectly, experts and specialists who enrich their knowledge, adults from outside school help students to fulfill their real-world task successfully.

1.4.6. Assessment Practices: Students have a chance to check similar projects to improve and evaluate theirs. They have the right to receive regularly feedback, of each part of the project. Going over the main points, the main criteria of PBL are:

- Projects have center-stage role in the curriculum; they are limited in time with which students are working in pairs or in groups. They are based on collaboration and * cooperation.
- PBL is learner-centered method; it provides the opportunity for deeper researches of well-meaning topics. Learners are more autonomous in making individual artifacts that show their understanding (Grant, 2002 cited in Schneider, 2006).

- Projects are included with real world issues.
- Projects started from a logical challenging driving question, carried out with previous learned skills ended with productive outcomes (Dillenbourg, 2002 cited in Schneider, 2006).
- Scaffolding; teachers are no longer the center of the teaching-learning process, instead, they facilitate, guide and encourage learners, in addition to the support of the experts, the group members and all the contributors of the project work.

1.5. The Four C's of the 21st century Skills

It is not enough to make students understand but also apply their knowledge through the different skills they develop during their learning process. The four most needed 21st century learning skills are **critical thinking**, **communication**, **collaboration** and **creativity** (the four C's).

1.5.1. Critical Thinking: Speaking about left-brain activity refers to critical thinking. Students who use this crucial skill are able to:

- ✓ Analyze something they have already broken it into parts to examine each one.
- ✓ Argue by using group of statements as evidence in order to conclude something.
- ✓ Classify by identifying the types of something and differentiate between them.
- ✓ Evaluate by giving what something is worth.
- ✓ Solve Problems by finding a way to stop the causes and results of a problem after analyzing them.

1.5.2. Creativity: The most common creative abilities are:

- ✓ Brainstorming ideas by asking questions and quickly citing all the possible answers.
- ✓ Creating something, which needs to form or construct materials according to a plan.
- ✓ Designing something, this requires a link between form and function for a certain purpose.
- ✓ Questioning which leads the unknown to be known.
- ✓ Innovating, that means to create something that has not existed before such as an idea or an object.

1.5.3. Communication: Learners are asked to have the following abilities:

- ✓ Analyzing the situation, that means thinking about the purpose, the context, and the interlocutors of a message.
- ✓ Following conventions; means using the communication norms of such medium.
- ✓ Turn taking, this means to be able to shift from sender of ideas to receiver or vice versa.
- ✓ Speaking; including the use of spoken words, voice tone, body language, gestures, facial expressions, and visual aids to express thoughts.

- ✓ Writing; including encoding messages into words, sentences, and paragraphs for communicating.

1.5.4. Collaboration: Students of the 21st century need to be able to:

- ✓ Delegate; means to assign duties for the group members to fulfil a given task.
- ✓ Lead a group in a way all the members of the group contribute according to their abilities.
- ✓ Manage time, which includes a schedule of tasks and track the progress towards goals.
- ✓ Resolve conflicts, means to be able to cooperate, compromise and compete.
- ✓ Build teams, means to be able to work cooperatively to achieve a goal.

1.6. The Benefits of PBL

It emerges that PBL represents an interesting complement into the school tuition since it carries several advantages. It remains to be seen that the introduction of Framework Education Programs (FEPs) into the Czech educational system has supported the legal re-introduction of PBL into the Czech curriculum. PBL has been expanding firstly due to the development of the Internet and globalization, which enables an easy access to huge amount of information these days, and therefore changes the demands on educational results and creates the environment for broader PBL implementation (Svobodová et al., 2010).

Secondly, Jezberová et al. (2011) confirm that PBL is one of the educational methods that may develop several key competences described in FEPs in complex and informal ways. The main developed competencies are mainly personnel and social ones.

Beyond any doubt it is PBL that makes use of mutual cooperation and communication among students, in fact, it supports team cooperation and significant personnel characteristics like responsibility, autonomy or spirit of enterprise. Haines (1989) highlights the facts that project work increases student motivation and interest into the subject owing to emphasis on the based features mentioned above. First of all, it is the student involvement into the choice of working project that increases their inner motivation since all students bring into work their own ideas, view and individual approach. Herewith PBL serves for all abilities within a class and even relatively weak students may be able to use other talents valuable for collective success.

Secondly, PBL provides contacts with reality and students may apply the knowledge they have theoretically learnt as well that students may try to solve practical problems. Next, it emerges that PBL enables to connect knowledge from other school subjects and students are to

learn how to work with information from various sources, such as the Internet, books or information from friends, parents

Fulfilling a work with an end product of project work encourages students to develop self-confidence. The students learning skills can be improved through PBL, they are engaged in purposeful communication to complete authentic activities. Based on some researchers, the benefits of PBL are:

- A project work is considered as an interpretation of learners' needs since they choose the topics according to their interests and their learning styles. Thus, it is useful for both; those who failed in the traditional classes or they are low achieving learners and those with high academic achievements.
- **Increasing motivation:** Projects are funny and challenging for learners who become more involved, more motivated in doing homework and less skipping classes.
- Boss and Krauss (2007) confirm that in project-based learning, students gain important knowledge, skills, and dispositions by investigating open-ended questions to “make meaning” that they transmit in purposeful ways.
- Improving the meta-cognitive and self-regulated learning by asking students to identify the problem, gathering, then analyzing data, constructing hypothesis and finally comparing and sharing their product with other students.
- Students work cooperatively, which help them to discover more their interested topics. The collaborative nature of the investigation enhances all of these valuable experience, as well as promotes a greater appreciation for social responsibility (Schneider, 2007)
- Helping students to develop the real world skills for instance, how to collaborate well with others, make decisions, take initiative, and face problems (Railsback, 2002; cited in Yunyta, 2017).
- Enhancing the quality of students' learning and increasing their capability for applying and integrating all the skills they have already learned (Railsback, 2002; cited in Yunyta, 2017).
- Increasing self-esteem; students feel proud of themselves after finishing a valuable work that can be shared outside the classroom and school (Railsback, 2002; cited in Yunyta, 2017).
- Providing a practical, real-world ways of using technologies (Railsback, 2002; cited in Yunyta, 2017).
- Emphasizing on the content rather than on precise language objectives (Railsback, 2002; cited in Yunyta, 2017).

- Engaging students in purposeful communication to achieve authentic tasks. Thus, they have the opportunity to use language in natural context and participate in meaningful activities that require the use of genuine language.
- Students will be able to use all the four skills, reading, writing, listening and speaking (Railsback, 2002; cited in Yunyta, 2017).
- In foreign language classes, it is common to use pair or group work, which stimulates cooperation. This practice encourages individual students to talk more (Railsback, 2002; cited in Yunyta, 2017).

1.7. Possible restrictions and disadvantage of PBL

Project based learning overlaps with problem-based learning in many points. According to Schneider and Synteta, (2006) the common features between project-based and problem-based learning are: first, both of them lead to the students' engagement in critical thinking by constructing their own meaning through applying what they have learned. Second, in the two methods, students may function as scientists, or social scientists using a variety of technologies, write, create media and speak publicly. However, the two PBLs are different from each other in the focus, duration and outcomes of each. Problem based inquiry focuses on science problems; the project is completed in one or a number of classes. Project based learning is interdisciplinary and the duration of the unit may take days or even weeks. In problem-based learning, the processes and the outcome are more common and expected. In project-based learning, the outcomes or the answers are as unique as the students or the group work that engage in it. In project-based learning, teachers are likely to be surprised and pleased to find the students' work exceed their expectations in both creativity and quality.

As Kratochvílová (2006) points PBL must be considered only a complementary teaching method and should be used only in specific cases where the student personnel development is in mind. There are several reasons why PBL is still not sufficiently used and overestimation of this method is one of them. She warns that over-usage may threaten to meet the School Education Programmes (SEP) goals given by the curriculum. In the second place, she states that this teaching method is demanding in terms of preparation time, materials, school technical equipment as well as the project organization and student discipline. Haines (1989) suggests that teachers should reconsider the potential benefits that project work may cover with the potential problems that are associated with them. To begin with, he mentions that students should be mature enough to be capable of working independently on their projects. He also mentions the importance of which approach of tutoring teachers. Haines discourages teachers

from using a directive approach to teaching and recommends a non-directive one that would support student participation and motivation. Similarly, Haines warns teachers that controlling the entire project work is a highly demanding process. It requires the ability of group work from students and also teachers should know their students in order to estimate their abilities together with their limitations. Furthermore Svobodová et al. (2010) recommend teachers should find a balance between teacher's intervention into work and letting pass student ideas. In their work they also indicate most frequent mistakes that teachers should generally avoid:

- Choosing too demanding themes and goals that are hard to fulfill in the given time and out of the student's limits or knowledge.
- Underestimating the preparation to project work; ignorance or little experience may lead to teacher's failure.
- Underestimating student's abilities of group or team working.
- Making mistakes originating from incorrect central project planning.
- Planning too short or too long project work, each project must have a start and an end.

Finally they point out the fact that although a good preparation is one of the necessary keys towards the success of PBL. Thus, teachers should be aware what the recommended proper preparation covers and be familiar with their role in the PBL, the student's roles and all stages that are necessary to embrace in order to succeed.

1.8. Types of projects:

Although project work is similar in many ways, but also it can have different forms and types depending on many factors. It may differ on how much the teacher and the students determine the nature of the project tasks and on data collection techniques.

On the one hand, Henry 1994 (in Stoller, 2002, p.110) suggests three types of projects:

Types of Projects	Methodology
Structured Projects	The teacher set and plan the subject, the tools, the methodology and the presentation.
Unstructured Projects	Students of this type of projects are supposed to set them by themselves.
Semi-structured Projects	The organization in this type is shared between the teacher and the students collaboratively.

Table 1: Henry's Types of Projects (Henry, 1994)

On the other hand, (Haines,1989, p.1) identifies four types of projects in terms of the way data is collected:

Types of Projects	Data collection
Research and information projects	They collect the data via the library, the Internet or archives.
Correspondance projects	They necessitate communication with individuals to demand information using electronic mails, letters, faxes, or phone calls.
Survey projects	the students are asked to design a survey, then use it to collect and analyze data.
Encounter projects	it occurs outside the school they entail a face to face interaction with guest speakers, individuals .

Table 2:Haines’s Types of Projects (Haines, 1989)

Another category of project classification is related to the way information is transmitted to an audience, (Haines, 1989) has added three other types:

Types of projects	Transmission of Information
Production projects	They are related to the creation of a product that can be a videos, radio programs, poster sessions, written reports, photo essays, letters, and handbooks.
Performance projects	They include debats oral performance or theatrical performances.
Organizational projects	They can comprise the planning and formation of a club or a conversation table. (Haines, 1989, p. 1)

Table 3 : Transmission of Information in Haines’s Types of Projects (Haines, 1989)

1.9. The Process of Project-Based Learning:

During the preparation of project work by the learners with the guidance of the teacher, there are different stages that the learner goes through to develop project work.

(Simpson, 2011) develop these four main steps:

1. Starting the project: in this stage, the students select a topic of his interest, the teacher guide them by asking them questions about the topic. Students then establish the project outline and plan the method of development, the outcomes and individual’s responsibilities.

2. Developing the project: here the students search collaboratively or individually for information from different sources to answer their driven questions and note down the results.
3. Reporting to the class: this stage involves presenting and receiving feedback from other students on the progress of and improvements to the project (p.58).
4. Assessing the project: the evaluation of the final product by a student, group of students or by the teacher.

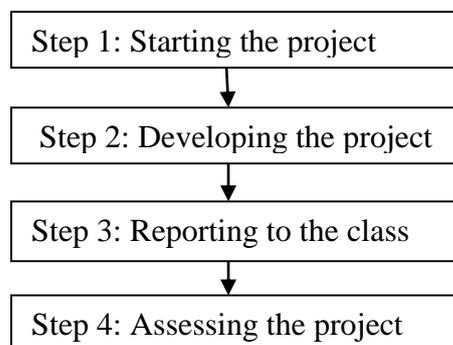


Figure 01: The four main steps of PBL (Simpson, 2011.p.58)

1.9.1. Papendarou model:

Papandreou maintain that a project is a process in which learners conduct a series of activities, learners need to go through certain stages , so he proposed the following steps :

Steps	Tasks
Step 01 Preparation	The teacher present the topic to the students, they discuss together the topic using the ask-answer method.
Step 2: Planning	The teacher and the students determine the mode for collecting and analyzing data, and different work is set.
Step 3: Research	The students work individually or collaboratively to collect information from different sources.
Step 4: Conclusions	According to the analysis of the data collected the learner draw conclusions.
Step 5: Presentation	The learners are expected to present their final product to the audience.
Step 6: Evaluation	In this part, the teacher makes comments on the students' endeavor and efforts.

Table 4: The Six-Step Model of (Papandreou, 1994)

1.9.2. Fredericka L.Stoller Framework Model

(Stoller, 2002) suggests ten steps of project development:

1-Learners and teacher agree on a theme for the project: the students discuss and decide about the topic they want to investigate.

2-Learners and teacher determine the outcome: during this step the instructor and the student consider the nature of the project, its objectives and the way it will be presented.

3-Structure the project: they elaborate the body of the project. Students should ask:

- What information is required to finalize the project?
- How can the information be obtained?
- How will the information be processed and evaluated once collected?
- What does each member of the group play in the evolution of the project?
- What timeline will the learners follow from the starting point to the end?

4. The teacher prepares the learners for the language demands of information gathering: teachers plan language instruction activities to prepare students for information gathering tasks if the learners are required to write a letter, for instance, the teacher can introduce letter formatting convention, and audience considerations, including the levels of formality and word choice.

5. Learners gather information: student collect information about the topic they decide to investigate.

6. The teacher prepares the learners for the language demands of compiling and analyzing data.

7. Learners compile and analyze information: students comply and analyze information to identify relevant data for their topic.

8. The teacher prepares learners for the demands of the culminating activity: the teacher can bring in language improvement activities such as, editing and revising the written report to help the learner succeed with the final presentation of their final products.

9. Learners present the final product.

10. Learners evaluate the project: they reflect about the process developed through the project.

The steps the teacher and the student followed to reach the final output, how effective their product is, and whether they will bring some changes next time (p. 113-117).

The figure in the following page summarizes the ten steps of Stoller :

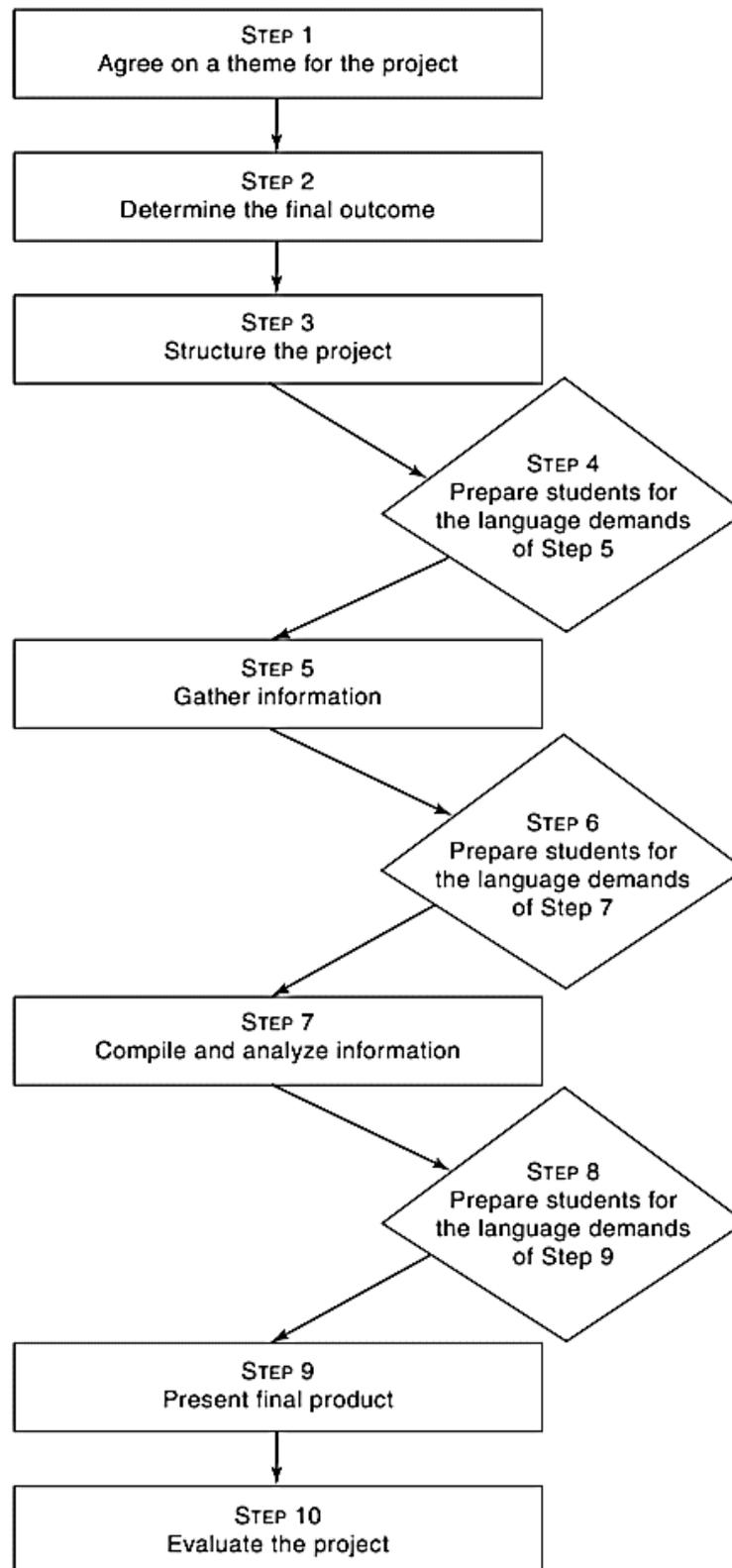


Figure 02: Developing a Project in a Language Classroom (Stoller, 2002, p.112)

1.10. Teacher's Role within PBL

The role of the teacher is multiplied, including that of a manager, organizer, controller, prompter, assessor, participant, resource and investigator. The teacher's role moves from "content expert" to "supportive coach" during the project work (Fleming, 2000, p.10).

Project-based learning is effective only in classrooms where teachers support students by giving sufficient guidance and feedback, provide detailed directions for how to develop the project and encourage student motivation. In order to create effective project-based learning activities, the teacher needs to:

- Set clear objectives for the project.
- Consider the content and purpose of the project.
- Treat the resources and how to use them.
- Divide the students into groups depend on the nature of the project.
- The teacher is a coach, facilitator. He help students with their activities and tools, to explain difficult concepts.
- Supervise learners in order to get the appropriate procedures.
- Help the learners to establish a schedule before submitting their projects.
- Provide help in the planning stage.
- Create rubrics for assessment or evaluation forms, so that the learners know what is expected of them before the end of the project. This rubrics lead to self-evaluation.
- Provide feedback.
- Encourage the surdents work.

Frequently the teacher's role as a coach allows the use of open-ended questions, fosters reflective discussion, respects and values diversity in learners and their questions, enables multiple representations of ideas, questions and conclusions, models the tools of inquiry and investigation, seeds student inquiry with powerful ideas and frameworks, and builds assessment into learning process (Fleming, 2000).

Moreover, they should support learners who might become discouraged by developing monitoring and scaffolding tools to help learners keep on task and on time and complete long-term assignments effectively. They are required to "develop clear and understandable rubrics that let students know how their performance will be rated" (Fleming, 2000, p. 9).

Teachers have multiple responsibilities not only relate their role to that of a 'project manager'. As it is stated by (Micheal Simkins et al, 2002):

Many teachers find that the ultimate success of a project-based unit depends heavily on thoroughness of advanced planning. Once projects are underway, teachers provide coordination to ensure that things go according to plan. They meet with student groups to review progress and discuss the quality of completed components or subsections. They refer students having trouble to other students who have previously faced and overcome a similar problem. When they notice more than one group struggling with the same difficulty, they may convene the whole class for an impromptu brainstorming session (p.101).

1.11. Learner's Role within PBL

In PBL, “the role of the student shifts from “recipient of information” to “maker of meaning” (Fleming, 2000, p.8). (Schneider ,2005) states that the structure of PBL is changed from “teachers telling” to “students doing”, students become problem solvers, decision and meaning makers rather than passive listeners. They work with their groups collaboratively, organize their activities, conduct research, solve problems, synthesize information, organize time and resources and reflect on their learning.

Since PBL is learner-centered, it encourages learners' voice and choice and gives them more independence and responsibility in their learning. Students when learning through PBL, they apply the knowledge rather than consuming it. They are asked to reveal what they have learned (content), what they can do (demonstration) and what new skills they have build up.

Furthermore, class discussions, talks with the teacher, critique sessions, reviews with other students lead learners to make regulations that will develop the overall quality of their project. During these discussion, interactions and activities, students must take the responsibility for establishing resources or suggesting the roles of the group team roles such as facilitators, timekeepers, reporters, or recorders. The final product, performance or demonstration is presented to an audience outside the school.

1.12. Challenges of PBL:

Researchers have shown along with a lot of benefits possessed by PBL, of course, there also found many challenges in the implementation affecting the success of PBL.

Besides, students who are not experienced with working in groups may have difficulty in negotiation and compromise (Grant, 2002). Here the teacher must teach students how to interact with group members and work collaboratively.

The challenges encountered by the teachers are mainly identified with those who likely to be unfamiliar with planning and managing the required PBL skills (Boss, 2011). According to (Schneider and Synteta, 2005), teachers have difficulties to :

- To plan the projects based on the adequate learning skills that support the pedagogical approach as PBL.
- To manage the activities in the classroom like to follow up several projects, give feedback and support where and when is required.
- The use of technology when it is necessary.
- Plan the assessment, to evaluate the students' understanding.

Students' challenges are assumed as follow:

- To induct coherent research questions;
- To identify the appropriate research methodology.
- To search for the right resources and direct investigation.
- To manage the time and keep deadlines.
- To work collaboratively with the group members, to give successful work.

1.13. Assessment of PBL

The evaluation of student learning is the principal way for assessing project work, the processes and efforts that lead to the final production and what the learning outcomes are (Blumenfeld, et al., 1991). Assessment methods for students in PBL include a range of options, from conventional written exams to innovative approaches like case-based assessment, self and peer evaluation, performance-based evaluation, and portfolio assessment. (Berge, Mortelmans, Spooren, Petegem, Gijbels, Vanthournout, 2006, p. 347).

According to (Laur, 2013), assessment can be classified into formative and summative assessments. Formative assessment is generally desired for giving feedback throughout the process of creating projects, while summative assessment provides students with the overall degree of their performance at the end of the course (Markham et al., 2003). But, the one that is optimal to PBL is the formative assessment because it reveals the student learning progress much better than summative assessment which represents end-of-unit tests, these tests are not an accurate picture of student.

It is important to create a well-planned and structured formative assessment that aids in enhancing students' learning and emphasizes on both learning and performance. Teachers

should provide formative assessment at least once during the course of the project. Prior to the completion of a project, feedback is needed from teachers.

Apart from teachers who act as evaluators, peers and learners are the primary origins of assessment. Assessment conducted by peers is an opportunity for learners to give continuous feedback on their peers' learning processes and projects. (Wilson, 2001). In PBL, students can evaluate their own team members' work or peers' work by offering suggestions for improvement or giving support. In addition, peer assessment allows students to develop the important skill of giving constructive feedback. Therefore, peer assessment is not only marking the work of others but also an important part of the learning process, as students are responsible for their comments and actively involved in giving and receiving assessment (Wilson, 2001).

1.14. Constructivism

This concept is related mainly to three famous theorists who are (Bruner 1966, Vygotsky, 1978 and J. Piaget, 1973). Constructivism summarized by Perkins (1991:20) in the following quote:

“Knowledge is actively constructed by learners as they are trying to make sense of their experience, learners form, elaborate and test candidate mental structures until a satisfactory one emerges”.

The role of experience is prominent as it helps learners to construct knowledge from it. For this, Piaget was known for the term of “the construction of reality” (Roy Killen 2006: 5). He states that our understanding and our thinking develop from and in the domain of our experience.

He also stresses the utility of environment in the development of knowledge. He sees that an individual constructs his understanding of the world through interaction with the environment that triggers assimilation.

Vygotsky (1978), for his turn assumes that learning and development of the individuals can not be achieved without reference to the social and cultural context in which these concepts are embedded. For him learning is a social negotiation of meaning.

Snowman and Biechler suggested (2000:11 cited in Roy Killen:6) four principles of constructivism:

a- Any knowledge is not received passively but is actively constructed by the learner. Meaningful learning is the creation of knowledge structures from personal experience.

b- Knowledge is the outcome of personal interpretation of experiences; one person's knowledge can never be totally transferred to another.

c- The cultures to which people belong influence their view of the world around them and, therefore, influence what they learn.

d- Construction of ideas is aided by systematic, open-minded discussion and debate.

We read from the above ideas that constructivism cannot occur without the interchangeability of influential culture between the members of the same environment. Thus, understanding requires the development of valid connections between new and existing knowledge and experiences.

1.14.1. Cooperative learning

Working in pairs or groups or even seeking help outside of the class is one factor that can enable learners to be more autonomous from teacher's dependency. Cooperative learning has defined as a small group of learners working together as a team to solve a problem, complete a task, or achieve a common goal. (Arts and Newman1990:448). Vygotsky (1978) emphasized the utility of engaging children in situations where they could achieve independent problem-solving skills under adult guidance or in cooperation with more capable peers. This guidance has been redefined as "scaffolding" needed to support learner in their work. Cooperative learning techniques can promote not only the student learning and academic achievement, but it helps to make learners acquire social skills that make them able to face any difficulties in their life experiences. Gillies. al (2003) argue that the increased emphasis on group learning is a reaction to societal changes including a new emphasis on teamwork in business sector.

1.14.2. Learner autonomy

What is meant by autonomy is to make the learner gradually independent from teacher's guidance and interference in his learning process and take the responsibility of learning so that he becomes a lifelong learner.

The approach of CBA targets the learner autonomy and this can be achieved through the acquisition of linguistic and procedural behaviors which make him express his personal ideas. (Accompanying documents 2006:115). Autonomy should not be considered to be an outcome but a process which enables the learners to achieve the educational goals. (Holec, 1981) gives a good definition for the concept of 'autonomy'. "Autonomy is the ability to take charge of individual's own learning". This means learners are engaged in tasks which enable

them to be less independent from their teacher but should look for tools which can be used as scaffolding.

Dickinson (1997) focuses on making decisions importance in learning, and thinks that autonomy is a situation in which the learner is responsible for all decisions concerned with learning and the implementation of these decisions.

Under the belief that man is a producer of society and a product of it, (Evan 1993:18 and Macaro 1997:167) state that independent learning derives its force from the belief of developing long term learner strategies which will be of use in situations where teacher may be not available. If we return back to the curriculum objectives, we will find that developing the competency of “know how to do” and “knowhow to be” as the major priorities that should be given in the teaching /learning of English language. From the above definitions we can note that learning should no more be considered as a matter of teacher domination and learner reception but an action oriented which makes learners achieve their learning goals through their teacher’s guidance.

1.14.3. Cognitive skills

The CBA curriculum puts the cognitive approach as the core stone of teaching / learning English. The approach introduced in the (accompanying documents 2006: 114) made a great emphasis on the two concepts: “The constructivist” stated before (see p11) and “the cognitive”.

Cognition is defined as knowing, perceiving or conceiving as an act or faculty distinct from emotion and volition. (Definition is taken from oxford dictionary). This means that knowledge and developing mental thinking skills are the main target of learning.

For the development of mental skills, we find Richards (1997: 59) making a reference to the importance of integrating cognitive styles in learning. These were defined as: “Cognitive and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.” (Keefe 1997; cited in Willing 1988:40).

Richard’s reference to cognitive styles is believed on the notion that individuals possess particular personal learning type’s specific for them. He cited that different cognitive styles reflect different ways people respond to learning situations. For instance, some people like to work independently, while others prefer working in groups. Some of them like to spend a lot of time planning before they complete a task , whereas others spend little time.

Talking about cognitive skills, The CBA stresses the integration of **Bloom’s taxonomy** (1964) in the teaching/learning process and which aims at developing the learners’ intellectual

skills divided according to Bloom into six stages (categories) listed from the lowest level to the highest one or from the simplest to the most complex.

These domains of thinking are: **Knowledge** where learners simply recall or remember information through assigned tasks ; **understanding** (comprehension) in which learners can interpret, translate and understand the meaning of structures and meanings; **application** that requires to use the data gathered or acquired to solve a category of problems; **analysis** and consists of separating parts of concepts so that they can be understood more clearly; **synthesis** and it is a way of gathering different parts into a whole; **evaluation** in which learners can critique, assess and give their judgment. The implementation of these principles requires the acquisition of **competency of to do** called ‘**savoir faire**’ in the syllabus by mobilizing the learners skills to make the learning task more practical than it used to be in terms of allowing the learners to learn first how to learn before the mastery of linguistic content.

1.14.4. Problem solving:

As we mentioned before in the description of cognitive approach and constructivism that engaging learners in activities which allow individuals to construct knowledge with the provided scaffolding (working collectively, in pairs or supported by tutor) is one of the major objectives of making the teaching/learning process more student-centered in terms of combining thinking skills with experiences for the attainment of knowledge.

Problem solving approach also has roots in constructivism as mentioned by a group of scholars (Schneiderman, Borkowski, Alavi, & Norman, 1998) who view that ‘**problem solving**’ enhances learning by engaging learners in problematic situations which require individual’s thinking skills, making a plan for the collection of data and then arriving to the outcome. (Schneiderman et al, 1998).

On the other hand, Willis (2001: 177) sees that a problem solving activity is an instance in which learners are given a controversial issue or a social problem and may be asked to solve it. The task aims at developing learners thinking skills because problems make learners think and they learn by thinking. Problem solving not only helps learners to solve problems assigned by teacher during the lessons, but it aims at making them able to solve any problem they may face in their future life. For this (Schartz, 1993: 227, stated in Killen: 207) in which he emphasizes that: Problem solving is a situation for posing significant, contextualized, real world situations, and providing resources, guidance, and instructions to learners as they develop content knowledge and problem solving skills”

As a matter of fact, ‘**problem solving**’ should no more be contained in the concept of mere tasks performed within a curriculum, but a further teaching objective which contributes to the development of human abilities like thinking, analyzing, synthesizing...

Conclusion

In the postindustrial society there has been a growing call for a change of demands on educational results and didactic approaches and Project Based Learning (PBL) represents nowadays an approach to learning which may meet several students’ needs. For one thing it offers a skill-based practice for another it symbolizes the focus on students who should become involved, show inner motivation and creativity. The main advantage is that students deal with real subject matter by working on the real problems. It emerges that this sense of solving an authentic difficulty, in the area of group work and cooperation experience has the potential to help students learn.

To conclude, the current chapter attempted to provide an overview of the project based learning (PBL). It highlighted some key concepts relevant to PBL. Then, it referred to origin of projects, Moreover, this part of the study offered the benefits of implementing PBL in foreign language classes. Finally, it was necessary to mention the common restrictions and disadvantage when adopting PBL in foreign language classes.

Then, it referred to types of projects, its steps and stages. More importantly, this chapter emphasized on the teacher and student role within PBL. Besides, it suggested the optimal strategy through which project work should be assessed. Finally, it was necessary to mention the common confronted challenges when adopting PBL in foreign language classes.

Constructivism learning provides a framework to ensure students’ transformations into self-reflective autonomous thinkers who can withstand attitude-based information or underlying assumptions. This approach determined to support evidence from previous own experience using what students already know and what students must learn, by autonomy. It emphasized the utility of engaging learners in situations where they could achieve cooperative and cognitive skills in order to achieve independent problem-solving skills.

CHAPTER TWO:

METHODOLOGY

2.1. Data collection research

This section encompasses the interpretation of the main results of the data collected from the content analysis of the materials, questionnaires, classrooms observation throughout this chapter. The data gathered was applied to answer the two previously mentioned research questions of this study.

Generally speaking, the project work is given prominence in both the syllabus in which the units end with the realization of projects, and the accompanying document; it promotes inter disciplinarily and collaboration and aims to make knowledge functional which will eventually motivate the learners interest. That implies that the syllabus designers focused on promoting higher-order thinking skills and enhancing the 21st-century skills through the project pedagogy. In addition, within the unit phases the project work methodology is mentioned to:

- Brainstorming gets the learners to brainstorm the topic, agree on it, the format and content of the final product. The Fact-Finding stage contains activities deals with tools to be prepared outside the classroom.
- Organizing is the stage where learners are put into groups.
- During writing stage, the teacher monitors, guides and gives advice.
- Assessing is the last stage. Here the group spokes man reports the findings, and then the work is assessed by peers and by the teacher.

The steps above match the stages of the project work. The findings of this analysis reveal that the designers recommend the structured project. This kind of project is teacher-centered since the teacher determines, specifies and organizes the topic, the methodology and oral performance. Furthermore, s/he provides all the instructions needed to complete the project.

Any research process is based on a specific research design in which a range of methods and procedures are used to identify, locate, assess, and analyze the information a researcher needs to support her/his research question.

Mouton (1996) claims that a research design is "a set of guidelines and instructions to be followed in addressing the research problem" p.107. The research adopts a mixed methods design. Qualitative research is used to explore and understand thoughts, concepts, or experiences and it comprises interviews, observations, and literature reviews.

However, the quantitative research deals with numbers and statistics with the use of charts and graphs. Its aim is to test or confirm the theories and assumptions raised in the study.

In this study, a mixed method approach was used to investigate the effectiveness of project work as a learner centered device to learn English.

In order to explore the importance of project work, the research study relied on a qualitative data collection method that was conducted through questionnaires directed to learners and classroom observation sessions.

2.2. Data Collection Procedure

To collect the necessary data to address the tow research questions of the present study. The researcher used some research tools the learners' questionnaire to explore learners' attitudes towards learning English through project work and classroom observation to inquire about classroom practices to obtain data on how PBL is implemented into second year high school.

2.3. Data Collection method

2.3.1 Mixed Methods Research

The mixed methods research is a procedure for collecting, analyzing and combining or mixing quantitative and qualitative methods in a single study in order to provide better understanding of a research problem or issue. In this study, the researcher additionally opted for this method so as to have a clear understanding of the importance of project work (Tashakkori and Creswell,2007) define mixed methods as a research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study.

2.3.2. Quantitative and Qualitative Research

Our research which is under investigation is based on mixed method contained the two phases: qualitative and quantitative .

2.3.3. Qualitative data collection methods

The First phase, we collect data through observing the participant and take Field notes as sources of data. The purpose is to explore how to implement PBL in classroom. The data will be collected and analysed qualitatively to see the actual Implementation of PBL in high school. The findings of the qualitative phase will be used to build to the subsequent quantitative

phase. We will prepare a questionnaire to measure students' satisfaction with the application Of PBL. Also, in the second phase, the researcher will use the questionnaire to collect Quantitative data about the progress of the PBL group of students as a result to analyse the collected data.

2.3.4. Quantitative data collection methods

Quantitative approach is that used in order to quantify the variation and diversity in from the questionnaire instrument used to quantify data as a second phase. This latter is the choice to our research because the questionnaire demands to collect and have statistics on the sample that have been chosen to be able to quantify it. As Dornyei affirms that “by administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour” (2003, p. 9). In order to collect the required data that answer our questions, a questionnaire was designed for the scientific 2nd year secondary school.

Conclusion

This chapter describes the research design and data collection tools used to collect data, analyze it and set conclusions to ensure the reliability and validity of the study. Moving through the chapter, a full presentation of the main results of classroom observation and questionnaire with the analyze of findings. The type of research used in the present work is based on a mixed methods research design. Moreover, this chapter includes the research procedure followed in carrying out this study. The results are analyzed in details in the next chapter.

CHAPTER THREE:
FINDINGS AND DISCUSSION

3.1. Classroom observation:

In order to enrich the accuracy of the data obtained, the researcher used non-participant classroom observation as a means of obtaining data on how PBL is implemented into second year secondary school classes, determining teacher's and pupils' roles, and exploring the extent to which second year secondary school pupils are learning English through the project work. Consequently, we believe that non-participant classroom observation can guarantee the opportunity of being an eyewitness of how PBL is implemented to learn English.

3.1.1. Classroom Observation Procedures

The classroom observation was conducted At Malek Ben Nabi secondary school, Bordj Bou Arreridj. We assisted four sessions with second year high school class. One of which were headed by a teacher presenting project assignment, whereas the two other sessions were devoted to attend project presentation by one group of two pupils. The duration of each of the four sessions was one hour. As far as the classroom observation sheet is concerned, it contains structured statements in addition to a part devoted for further remarks and comments.

3.1.2. Description of the Classroom Observation Checklist

The classroom observation sheet contains four sections: General Classroom Atmosphere, Project-Based Learning (PBL), Teachers Roles, Pupils Roles. The first section contains a general description of classroom mood, physical seating arrangement, and smoothness of the atmosphere. The second section is devoted to capture how PBL is implemented during the processes of project work. The next two sections determine in details the exact roles assigned to both the teacher and his/her pupils during the project assignment and presentation. Besides, we have included some comments and remarks concerning the observed differences between project assignment session and project presentation class. As far as the observation checklist format is concerned, it contains items on which the observer ticks based on whether they are observed, fairly observed, or not observed at all. Furthermore, the observer can add more details and comments in the appropriate column.

3.2. Analysis of Classroom Observation

3.2.1. Section One: General Classroom Atmosphere

3.2.1.1. The physical setting is suitable for pupils to be motivated in classroom activities

The aim of this statement is to provide a full picture of the seating positions and table arrangements within the classroom, and whether or not it is suitable for pupils to carry out the classroom activities and be flexible. In the session in which project assignment occurred, pupils were sitting in the common formal way that observed in any secondary school classroom. Furthermore, pupils were given the opportunity to use a variety of other learning materials, such as the course book, dictionaries, and other materials to carry out and follow the teacher project instructions.

On the other hand, during project presentation, the physical setting was formal whereas the teacher had the full control on the student seating management, she asked the students to seat according to their group members of the project. The students were well disciplined, Respective and cooperated with each other's and with the teacher because they follow her instructions. Moreover, pupils used only the white board and their project product.

3.2.1.2. The seating arrangement favors effective interaction.

The project major aim is to enable EFL pupils to carry out meaningful data in English. Accordingly, in the project presentation classes, the tables and the chairs were grouped together in order to enable the pupils to present their project comfortably. Moreover, classroom furniture was arranged so that it allows the teacher and pupils to easily move about the classroom. It was also noted down that the teacher moved around the classroom and even have a seat with them.

However, since the project assignment session does not require pupils to interact, the teacher disregarded classroom furniture arrangement. Therefore, the seating arrangement presents a hurdle which obstructs classroom interaction. In addition, the teacher remained at her desk and was not required to move around.

3.2.1.3. The teacher provides a friendly and comfortable atmosphere for pupils to present their project work readily.

It was observed that the teacher was friendly and created a sense of humor during classroom instruction. Moreover, she did not made pupils feel frustrated or ashamed to participate. In other words, it was observed that pupils considered their teacher to be a non-threatening person who urged them to act naturally and without any affective constraints. More specifically, during project presentation, the teacher possessed good listening skills and a caring soul by listening to the pupils' own product as part of PBL curriculum and principles. Furthermore, she created a sense of community and belonging amongst pupils by maintaining

a collaborative environment. All these characteristics could successfully enable the majority of pupils to share ideas and participate naturally throughout their presentation.

3.2.2. Section two : Project-Based Learning

3.2.2.1. Group work is organized.

It is assumed that teachers implementing PBL are supposed to organize group work in order to enable their pupils to share information and interact in the target language throughout the project presentation. In sessions where PBL was implemented, group work was strongly emphasized. Furthermore, we have observed that group work was highly elaborated by the teacher and her pupils. In addition, pupils However, it was observed that most student-student conversation was conducted in the target language.

As far as project assignment session is concerned, it did not require group interaction. It was fairly observed that some pupils formed pair-work while asking clarification from their classmates. However, some of them displayed disruptive behavior, which urged the teacher to re-establish the class discipline.

3.2.2.2. Pupils present their project readily

This statement fits only the observation of project presentation class. Hence, we noticed that pupils who have some psychological difficulties, such as shyness, anxiety and various other affective factors that obstruct their active participation and speaking in class, were somehow overcame through their work presentation.

3.2.2.3. The Project objectives are determined

Obviously, assessing pupils' learning cannot occur unless the teacher has designed a purposeful lesson. Thus, setting the learning objective is a crucial component of the lesson plan. Therefore, in all the sessions we have attended, the lesson consisted of a definite learning objective(s). In fact, each task of the lesson had its own objective. For instance, in one session, which was project assignment session, there were many stages pupils should go through to fulfil their project, the teacher set clear objectives for each single stage in order to enable the pupils to achieve their work purposefully. Eg: The project assignment was to make a report on scientific experiments aimed to enable pupils first, recognize and use different scientific terms. Second, enable pupils to conducting a scientific experiment through carrying out, observing, analyzing and deducing conclusions. Thus, they develop the critical thinking skill.

3.2.2.4. Timing is respected during the project presentation phase.

To begin, the timing of any classroom task was stated by the teacher .However, there are always exceptions. Some pupils asked for additional time in order to demonstrate a complete worthy product.

3.2.3. Section Three: Teacher roles

3.2.3.1. The teacher's given instructions.

This statement is suitable for the assignment session of the project. Concerning the teacher tasks, the instructions were clear, precise, and concise. Consequently, the most of pupils fully grasped what was exactly required of them, without any ambiguity in the comprehension of the form of the instructions. As far as the course books tasks, some project instructions were somehow lengthy and redundant. This created some comprehension problems for some pupils, which urged the teacher to clarify, or sometimes to re-word the task instructions.

3.2.3.2. The teacher uses L1 when giving instructions

It was observed that teachers rarely used their L1 only when they are forced to explain the project instructions to pupils who lack sufficient vocabulary items or because members of the group are unable to understand.

3.2.3.3. The teacher determines the elements and stages of the projects

As for other classroom tasks, during the project assignment, pupils themselves generally elicited the topic through a careful exploitation of the materials in hand and textbook. Besides, the stages of the projects (Pre-stage which is represented by the project assignment, During-stage which is represented by the project workshop (this stage takes place outside the classroom), and the stage of the project presentation. The teacher specialized one session for the presentations.

3.2.3.4. The teacher guides and monitors the groups.

Since projects are of a communicative nature, the teacher guides his/her pupils to organize their own groups. Therefore, pupils group need to teacher supervision and monitoring. During the project assignment, it has noticed that the teacher provided effective and clear instructions to monitor the project groups, but without any interference in the pupils project planning. Thus, pupils can successfully and fairly share the project tasks between the group members. Besides, she tried to facilitate interaction amongst pupils using English. To this end, pupils gained effective feedback and could effectively plan and organize their projects.

3.2.3.5. The teacher encourages pupils to use English during the project presentation.

Indeed, the use of English during the project presentation is crucial and obligatory. Accordingly, it is observed that the teacher used only the English language to instruct and direct the session. In fact, Arabic was totally forbidden during the project presentation. However, some pupils may sometimes find it difficult to explain and answer the teachers and peers questions, (after their presentation), in the target language. In this case, we have observed that the teacher tried to help them using simple words to express their ideas.

3.2.4. Section Four: Pupils Roles

3.2.4.1. Pupils ask clarification questions.

We have observed that, in project assignment session, whenever pupils encountered a difficulty, they simply referred back to ask clarification questions. During task-led classrooms, however, asking clarification questions. However, pupils focused more on peer and group tutoring. Therefore, asking for teacher’s clarification and further explanation occurred only in case when the whole group encountered difficulties.

3.2.4.2. Pupils use L1.

We have observed that the use of L1 is totally forbidden during project presentation. In fact, the teacher praised those pupils who answered in English. However, during the presentation, pupils used Arabic most of the time. The use of English during this stage was restricted to their presentation and negotiation of meaning with their teacher.

3.3. Analysis and Results of Learners’ Questionnaire

The aim of this questionnaire is to answer the questions, which investigates second year Malek Ben Nabi secondary school learner’s attitudes and perceptions towards the use of projects to learn English. This data collection tool includes (10) questions, it contains closed-ended questions requiring pupils either to provide “YES” or “NO” responses, to choose the appropriate answer from amongst a list of distinct options. The questionnaire also consists of open-ended sub questions, such as "if yes, say how", which are designed to obtain deeper insights into the pupils' responses and choices.

The participants were twenty-six (26) students of secondary school level of Malek Ben Nabi. The data collected is presented in a form of tables including the number and percentage of informants' answers. It also includes pie charts for the total percentage that are followed by analyses and discussions of the results for each question.

Question item 01: A/ Have you ever learnt English outside school?

	Number	%
Yes	22	85
No	4	15
Total	26	100

Table 5: Learners’ Attitudes towards English

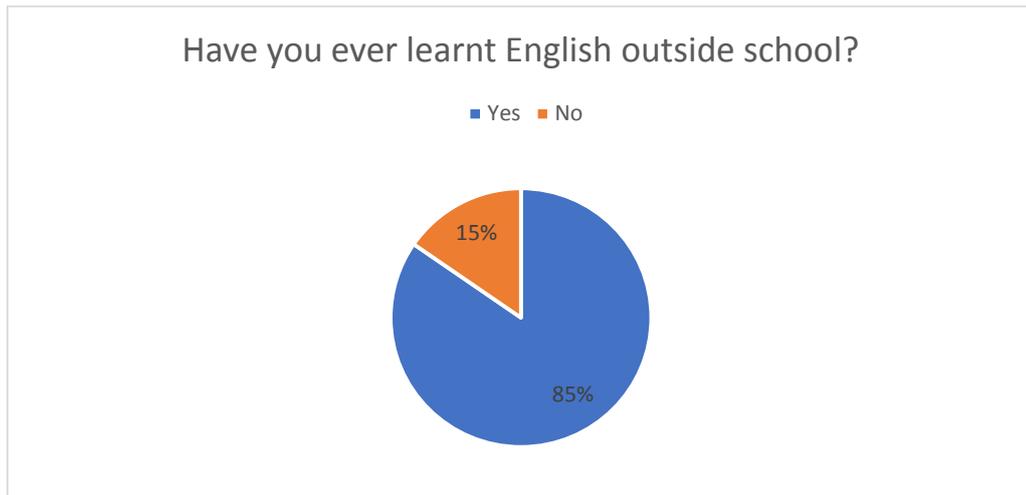


Figure 03: Learners' Attitudes towards learning English outside the school

The first part of this item is simply yes or no question, to examine the attitudes of secondary school students towards studying English outside the educational institution. According to the table 22 of the participants confirmed that they learn English outside the school. Only 4 of them disapproved that they rely on inside school resources of learning. That is to confirm, as the figure illustrates that the high percentage of the confirmation reached 85% while the disapproval recorded 15%. Accordingly, the participants who chose the yes option were asked to specify the source they use to learn it.

B/ If yes, how did you learn it?

- Through CDs or audio tapes
- Through books
- Through courses in private schools
- Through the internet
- Your parents
- Others

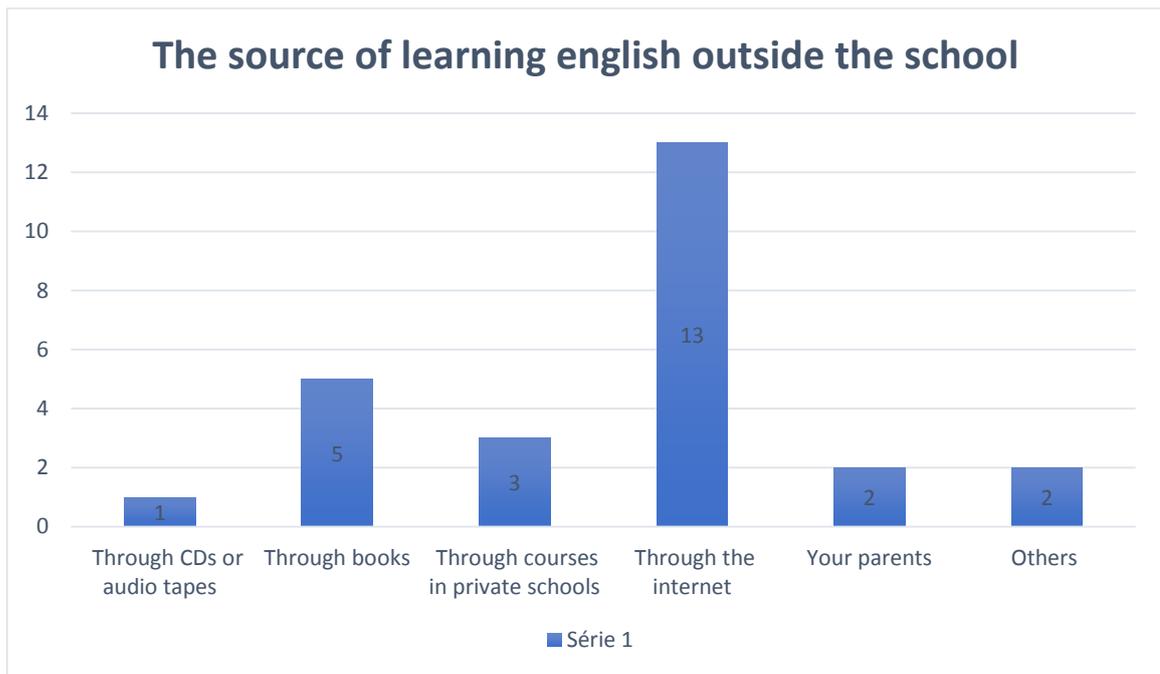


Figure 04:The source of learning English outside the school

As the figure 2 represents, each column indicates a choice for the sources learners use to learn English outside the school. It is important to mention that the choices were given in a check boxes form in which the respondent is eligible to select more than one choice.

Therefore, at the top of the choices, 13 learner preferred to use Internet to learn English outside the school.

Still, 5 of the respondents prefer using books as a means to learn it, 3 of them learn English through courses in private school. The rest of the participants confirm that they learn it with the help of their parents or through CDs or audio taps.

Question item 02: How do you like learning in class?

- Individually
- In pairs
- In small groups
- One large group

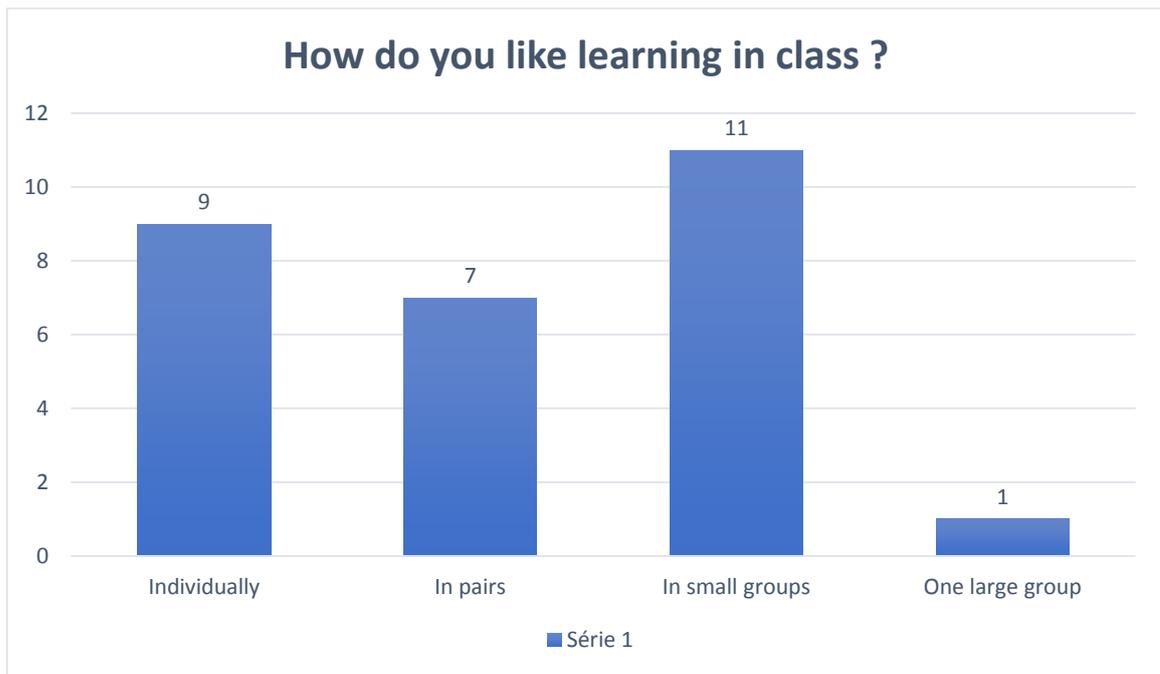


Figure 05: Learners' Preferred Way of Doing Projects

The statistics on figure 03 indicate that 11 respondents affirmed that they prefer to work in small groups. Moreover, 9 of respondents asserted that they learn better when they work individually. However, only 7 of respondents preferred to work in pairs. But on the whole, the results imply that learners highly value small group and individual work, and these results may consequently encourage teachers to pursue more group and collaboration work so that learners embrace deep learning.

Question item 03: Do you like learning ...?

- By memory
- By problem solving
- By getting information for yourself
- By getting information from the teacher
- Other

This question aims to discover which of the listed way the participants are using in their learning.

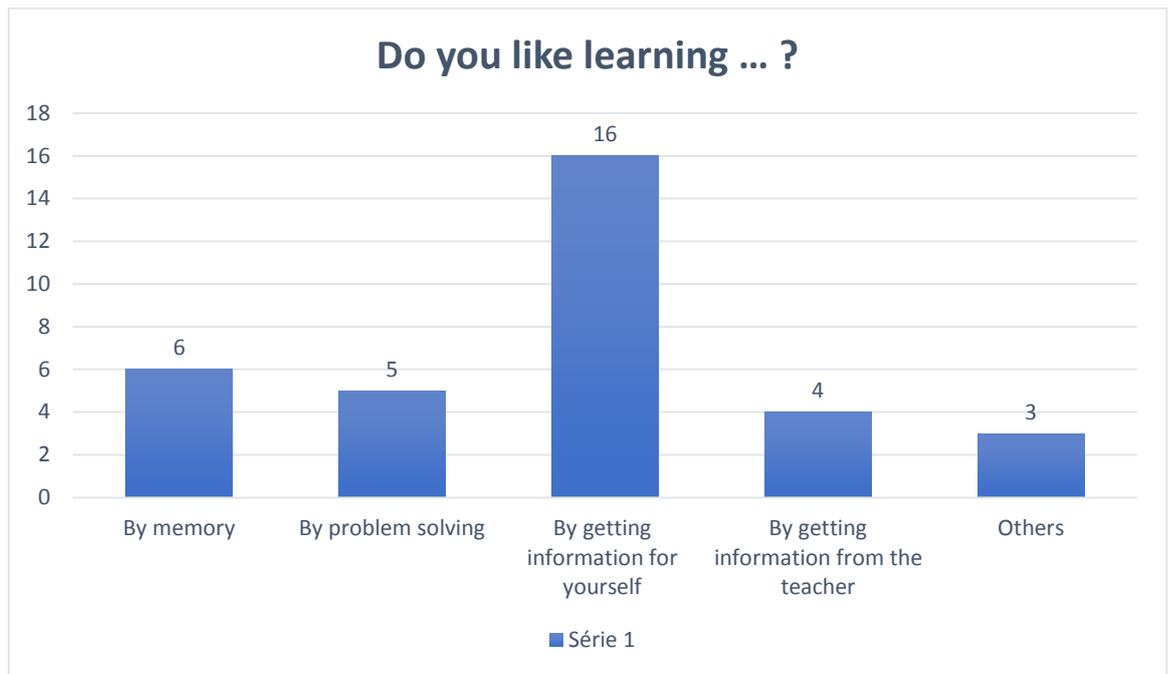


Figure 06: learner’s way of learning

As the figure 4 represents, each column indicates a way of learning. Clearly stated, the choices were distributed in check boxes form; therefore, some of the participants indicate more than one way of learning. As a result, each of the listed choices recorded significant number of counts. At the top of the columns, “learning with getting information of the learner himself” counted the highest number of choices of 16 counts, successively, learning by memory and by problem solving recorded similar alike counts between 6 and 5. Equally, learning by getting information from the teacher recorded adequate number of 4 counts where in 3 counts rest for other ways of learning.

However, the inclusive number of counts of the participants' choices indicate that each one of them had more than one way of learning.

Question 04: Among the following activities, which one makes the learner Autonomous?

option	number	percentage
-A_ Individual work	15	57
-B_ Group work	06	23
-C_ Project work	05	19
Total	26	100

Table 6: Autonomous activities

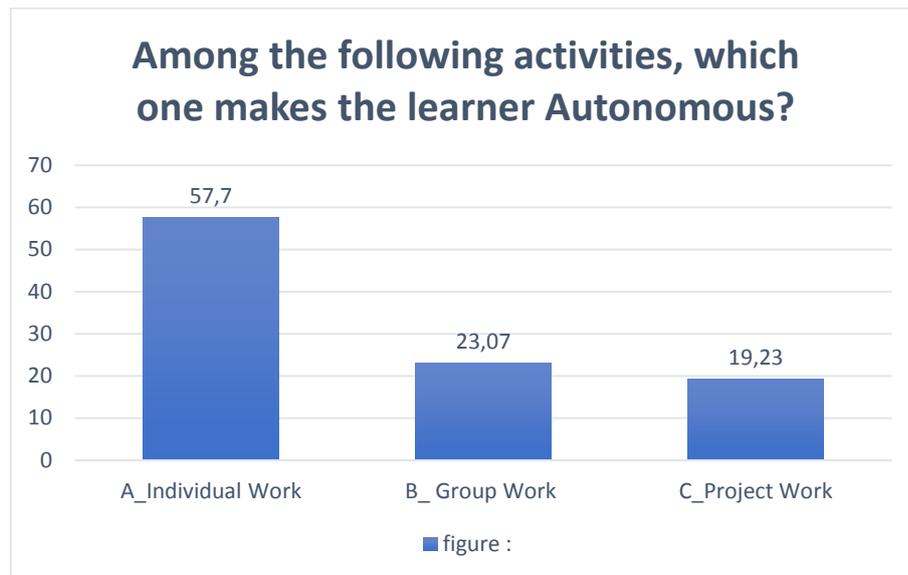


Figure 07:The source of learning English outside the school

The figure represents a total results of given choices , each rate indicates a choice for learning through those activities to make the learner more confident and free to learn with his/her own strategy in using materials, trial information and receive new ideas within individually or in pairs in a select work. At the first column the chosen “A” stand as the most pupils’ class choice as it is more active and practical for individuals; it takes 15 numbers from the whole class of 26 pupils which is around 57% , while 06 went to “B” the group work and 05 went to choice “c” which is project work. It noticed as the lowest choice that can help to learn as an activity.

Question 05: How often do you use project work in your learning?

- a) Once a month
- b) Once a term
- c) Once a year
- d) None

Option	Number	Percentage
a) Once a time	08	31
b) Once a term	17	65
c) Once a year	0	0
d) none	01	04
Total	26	100%

Table 7: learners’ using project work in their learning

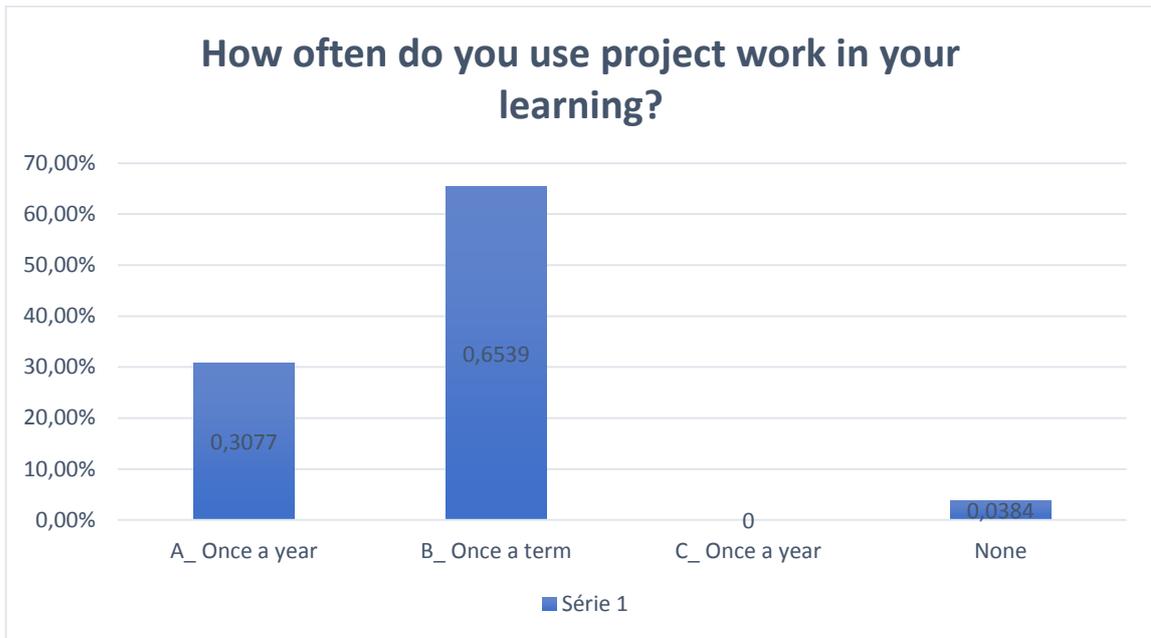


Figure 08: the use of project work

This question is about how often learners use project work to find out how many times they use it on average and if they enjoy it or not, especially because of its extensive benefits for students and improvements in learning and searching. It provides their understanding and lessons’ rules; thus, the most of students choose the “B” choice of once a term. It is 17 out 26 pupils, it shows that the students when select this “B” choice they are aware of what does it means by project work and when it must be used they are around 65, 39 % then 08choose “A” once a month since they accounts for 30, 77% and no choice for the third one except the final choice has just one selected.

Question 06: Does project work motivate you to learn?

- A_ YES NO
- B_ If yes, say how?

Option	Number	Percentage
Yes	19	74%
No	07	26%
Total	26	100

Table 8: Project work Motivation

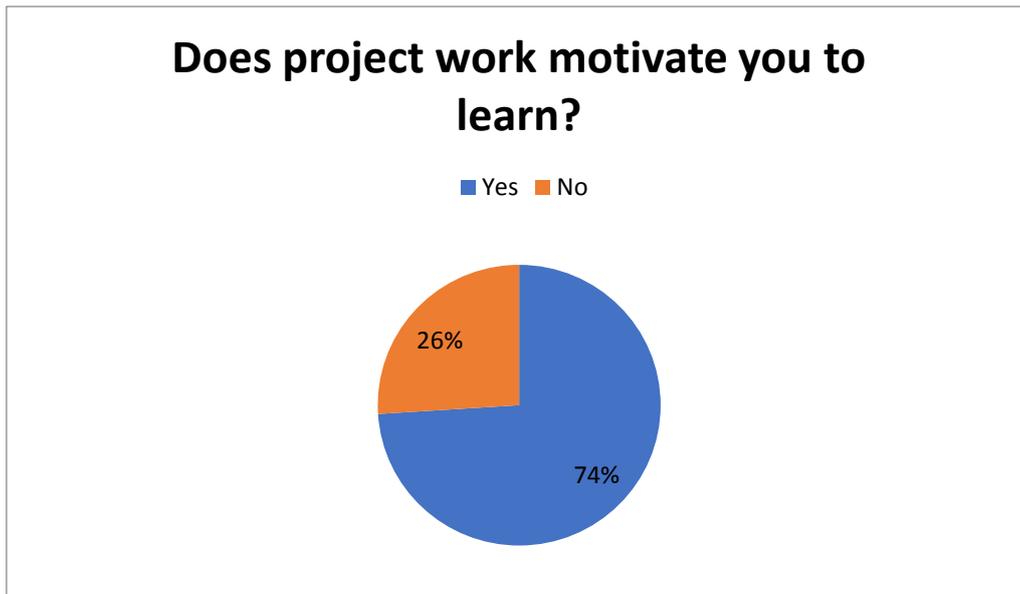


Figure09: Project work motivation to learning

The first section contains yes/no answers to the question posed about motivation to learning English through project work; 19 of participants answers by “yes” which they are interested with this element and they find good results reached 74% while the 26% of 07 participants said no.

By following to the second section, the participants who said yes in the box were asked for the reason why they are motivated when they learn from project work! The answers were 14 out of 19 participants who reinforce new skills. 04 of participants said that they received new information while they search of it, besides to 02 others said that they learn from new words with translation; whether 03 agreed with engagement and transforming ideas, discussing or communicating in language. And the idea of make experience in speaking, spelling by making presentations was for the rest of the members which it makes them more knowledgeable, therefore, they experiment new things, themes, and ideas differently in presented projects.

Question 07: Does project work make you more autonomous?

- **A_** YES _NO
- **B_** If yes, say how?

Options	Numbers	Percentage
Yes	13	50%
No	13	50%
Total	26	100

Table 9: the effectiveness of project work

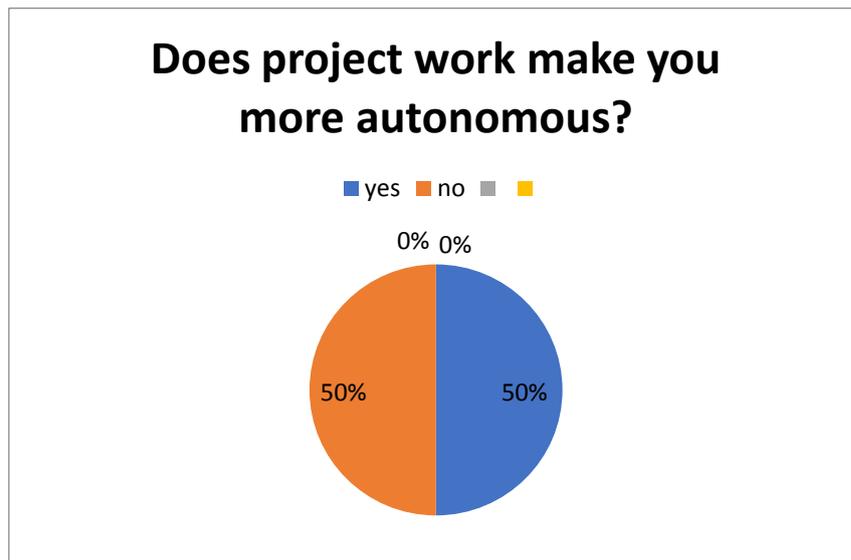


Figure10: the effectiveness of project work

According to the table of the effectiveness of project work to make students more autonomous the half percent 50% of the students said yes while the 2nd half presents the opposite. Consequently, just three 3 participants illustrate their choice by providing answers, the first said:” I can add and design it in my own way without limits”. While the second provide through searching for information and learn from it while the majority has no answers about 23 participants.

8 -Does project work make you reinvest your previous knowledge?

Options	Number	%
Yes	23	88
No	3	12
Total	26	100

Table 10: the learner reinvestment of previous knowledge

The first part of this item is simply a yes or no question, examining secondary positions According to sophomores, whether project work makes them reinvest their prior knowledge. According to the table, 23 of the participants confirmed that the project makes them reinvest their tribal information, and only 3 of them rejected it. The figure also shows that the high percentage of confirmation reached 88.4%, while the rejection rate reached 11.5%. Accordingly, the results of the analysis of this question confirmed that in the steps of the pedagogical project: the work plan of the pedagogical project is defined in three basic stages, namely:

A- The general perception stage (the nature and objectives of the project): a very important stage, which requires brainstorming and coming up with clear representations about the project. To be accomplished in terms of:

- Subject: The topic is formulated clearly and accurately.
- Motives: Asking a question: What are the reasons behind choosing the project (individual and collective needs)?
- Hypotheses: Developing a set of hypotheses or predicting the expected results.

All of these representations represent the tribe's information

The student encounters it in the first stages of the project.

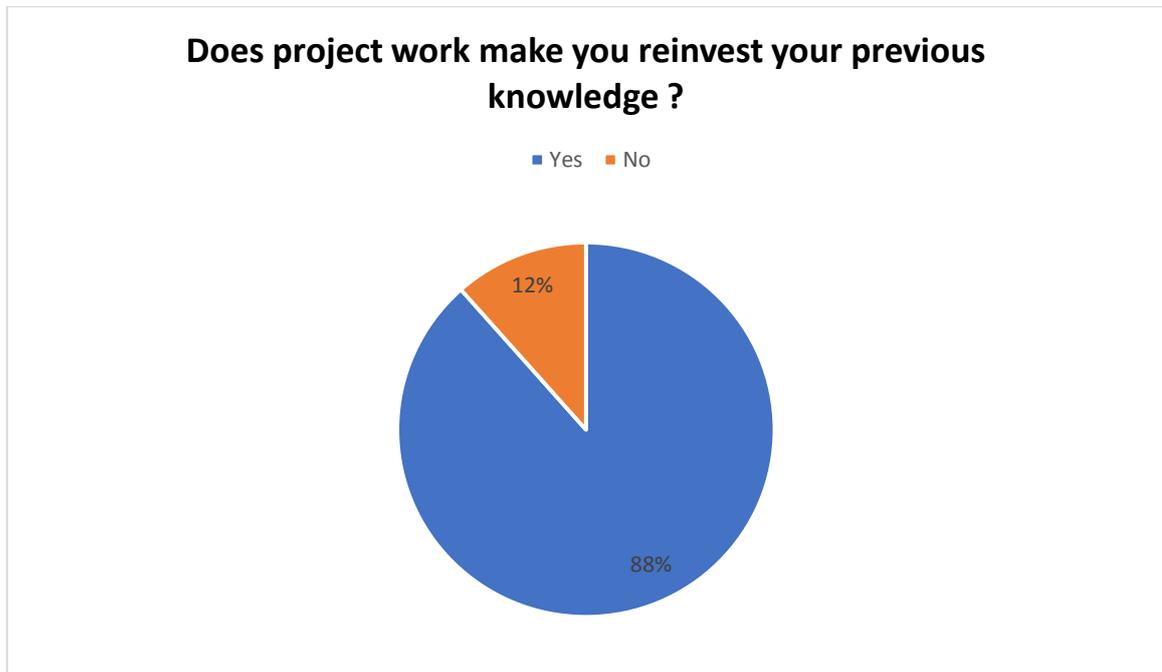


Figure 11:the learner reinvestment of previous knowledge

9-do you find difficulties in doing project work?

Options	Number	%
Yes	15	58
No	11	42
Total	26	100

Table 11: challenges in project work



Figure 12:challenges in project work

The first part of this item is simply a yes or no question, examining secondary positions According to the students of the second year of high school about whether they face difficulties while doing the project, according to table 15 of the participants confirmed that they do not face any difficulties while doing the project, and 11 of them refused that they face difficulties. The figure also shows that the high percentage of confirmation reached 57.6%, while the rejection rate reached 42.3%. Accordingly. Participants who chose the Yes option were given several options to determine the type of difficulties they faced while preparing the project.

If yes :

- a. Time consuming.
- b. Group members do not often agree.
- c. Group members do not often meet.
- d. Difficult to search for documents outside classroom.
- e. Topics chosen are not authentic

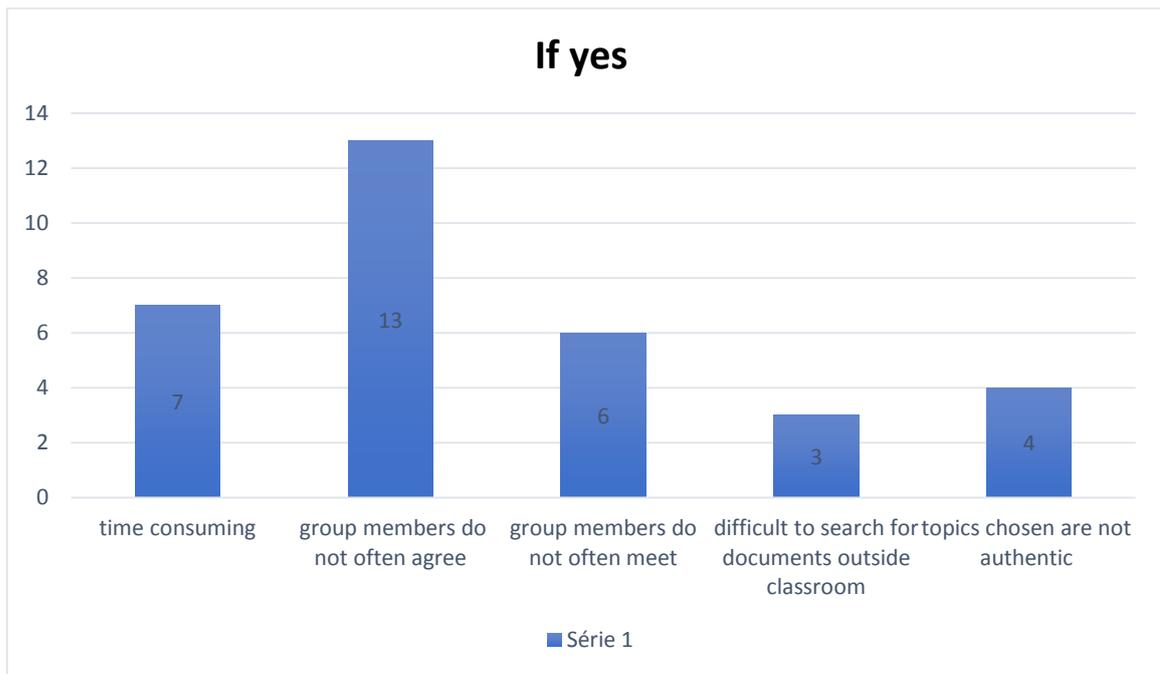


Figure 13: The difficulties in doing project work.

It also represents the figure (figure number), indicating each difficulty that the learner may encounter. Clearly stated, that the choices were distributed in the form of check boxes, therefore, some participants indicate more difficult or hindered learning. As a result, each of the listed options scored a significant number of counts. At the top of the columns, “Do you find it difficult to do the project work?” counts the highest number of choices from 13 counts, respectively. And the difficulty of meeting with members of the group, as the learners recorded that it is difficult to search for documents outside the classroom in 3 counts, and that the selected topics are not original with 4 counts.

However, the overall number of counts for participants' choices indicates that learners do indeed experience many. Difficulties during the implementation of the project, so we suggest the teacher to be aware of these difficulties and address them in order to obtain the desired results of the project and finally reach the planned goals.

10- What do you suggest to make this activity accessible to all learners?

Questions	Answers
1	We suggest discipline, using vocabulary that all learners understand, adhering to activity controls, and not being complacent or sarcastic.
2	We suggest discipline, using vocabulary that all learners understand, adhering to activity controls, and not being complacent or sarcastic.
3	Make the topics more interesting
4	The principle of dialogue and love of language, curiosity in learning
5	Providing a class for projects at the time of attendance and motivating students to do projects
6	Take your time to such for good information decide a theme for your project like styling them feel responsible about it and think of making it better then enjoy it
7	Choose more interesting topics
8	The activity is applied in the field and does not involve much money
9	Choosing easy and suitable topics with the academic environment, the participation of all cohort members in the project with agreement
10	Allow the use of internet and introduce the projects as videos, give more time to do it
11	Work outside the academic environment
12	Use the videos in presentation
13	No
14	Give more time
15	Provide time and tools to do the project work in the class
16	The principle of dialogue and love of language and curiosity in learning
17	I suggest discipline and commitment around this activity in terms of tools, duration, idea, and not mockery
18	Love of language, way to communicate
19	Purposeful project
7 learners does not answer the 10th question.	

Table 12: The suggestion of the accessibility of activities to learners

3.4. Discussion of the findings of the observation

During the analysis of the project work experiment in the classroom, we have attained precious data that slip light on various project work procedures when integrating systems and their impact over the pupils' engagement, particularly, speaking engagement, the use of English, and their knowledge. In other words, the analysis of project work observation revealed some factors that affect pupil's self-centered learning.

First, we have observed that the teacher has not used enough the ICT's in order to explore the content at the pre- stage. This is either because of the lack of these paraphernalia in the academic institution, or due to the difficulty of choosing respectable videos to present the task content. Nevertheless, it was observed that the teacher has presented feedback from the book at the beginning of the first session.

Accordingly, we can conclude that the pre- phase touched off pupils' thinking, seized their attention and eased the anticipation of the design content and, therefore, enabled them to be attentive and cognitively engaged. Also, due to the variety of the integrated systems, it was observed that the great maturity of pupils were encouraged to partake and present their answers during the first session. We noted down that several pupils were repossessing their former exploits and using their former knowledge, in addition to the real- life related information when exploring the design content.

Moreover, the further the design refers to the pupils' former exploits, the advanced the rates of participation are. As a result, active participation in terms of speaking engagement was strongly observed throughout the first session. The teacher has used applicable authentic motifs, which is an important specific of engaging systems. These attracted the pupils' interest, enhanced their provocation rates, and touched off their cognitive capacities.

Also, in classroom exchanges, pupils were not frustrated to partake studies and exploits since these cannot be estimated as right or wrong answers. In addition, it was observed that the design content is generally predicated on pupils expressing their studies using English, rather than simply applying language structures. During the observation, we noticed that the maturity of the enforced systems challenged the pupils to suppose creatively, and rightly plan for the project work experiment.

In addition, pupils' active knowledge was observed in their use of e- dictionaries to explain some new strange words, without the need for the teacher in their report. Also, the observed pupils perceived the need to communicate and, hence, laboriously join their groups.

Also, some pupils were observed to explain the project work content for other members of the group, and assigning the part(s) of each of them when planning for project work procedure. All these are regarded as vital characteristics of active learners. The association of group work is of critical significance in maintaining exchanges. Still, it was observed that during the planning phase, the majority of pupils interacted in the mother language, whilst a numerous of them communicated using the target language (English).

Nevertheless, the teacher's monitoring helped pupils to use English rather of their mother Language during this phase. On the other hand, during the the first session, nearly all the pupils presented their systems using the English language, and it was observed that ultimate of the pupils exchanges were successfully managed. Also, incorporating group work while choosing the experiment topic had a significant effect on the reduction of pupils' anxiety.

Therefore, what can be inspired from these findings is that the proper performance of group work in the project work have reacted in stimulating and optimizing pupils' capability to produce and communicate in the English language. The observation of the learner's parts in the project work reveals that she stressed the use of English. This emphasis is observed through the learner's use of English both during the two stages of the project work and to communicate with each other when the teacher monitors the groups. Either, although some pupils couldn't understand some English terms, the teacher either uses body language or asks other pupils to give an illustration containing that term. The analysis of the findings also reveals that the teacher does not neglect the incorporation of some remarks targeting the language form used to perform the project.

To conclude, having analyzed the project work observation findings, and by determining the part of the project- predicated knowledge, it can be inferred that the majority of the observed pupils were interested in the project work. They were also motivated to successfully carry out and fulfil the project work, and laboriously involved during the two stages of the project work. After the evaluation of the project work or the trial observation results, it can be deduced that the findings were as it was anticipated in the disquisition suppositions, and that administering PBL optimizes the pupils speaking engagement and encourage their self-learning capacities.

3.5. Discussion of the results of questionnaire analysis:

This section interpret of the key findings of the data collected from the pupils questionnaire we have obtained precious responses about the pupils "attitudes towards the integration of projects in learning English."

First of all, the results revealed that the majority of pupils use to study the English language outside the academic programs of secondary school. This is vital in achieving the required levels of engagement throughout their learning processes. Additionally, pupils perceive the importance and usefulness of studying English as a foreign language and acknowledge its prominence as a worldwide spoken language, and its significance as a requisite component of ones thorough progress in various fields.

Concerning the integration of project-based approach into English learning, the majority of pupils recognize the effectiveness of conducting classroom projects.

Furthermore, the analysis of the results imply that learners highly value small group when undertaking projects, which is a strong indication of the acknowledged necessity of interaction and communication in order to successfully complete the project work and achieve the learning objective(s).

By following to the pupils questionnaire of project work motivation to learn, the analysis of the results of the obtained data revealed that the majority of participants are interested and motivated with this element and they find good results if it holds topics which attract their interests. Importantly stating, pupils argue that they received new information while they search of it, learn from new words with translation and they agreed with engagement and transforming ideas, discussing or communicating in language. And the idea of make experience in speaking, spelling by making presentations was for the rest of the members which it makes them more knowledgeable, therefore, they experiment new things, themes, and ideas differently in presented projects. Accordingly, we can deduce that these pupils are behaviorally engaged with the performance of project work.

Eventually, a considerable number of pupils confirmed that the project makes them reinvest their tribal information and previous knowledge. Than show the effectiveness of project work in learning. On the other hands, pupils claimed that there is some difficulties during the implementation of the project, several options were given to them to determine the type of difficulties they faced while preparing the project.

For the suggestions to make this activity accessible to all learners opinions were different from one to another participants. They suggest discipline and commitment around this activity in terms of tools, duration, idea, and not mockery, make the topics more interesting, provide a class for projects at the time of attendance and motivating students to do projects and other opinions as shown at the analysis of the questionnaire.

Conclusion:

The present chapter is an attempt to bat the fieldwork of the present disquisition study. Ultimately, hitch data collection tools were employed, pupils' questionnaire, and project work observation. The pupils' questionnaire was designed and administered to (26) alternate time pupils of Malek Ben Nabi high school in order to illuminate the main engagement characteristics those pupils display in through the project work. Eventually, a project work observation was carried out for the sake of determining how systems are used within the classroom, gathering more detailed learners' places in PBL, and spotting light on project work as Learner Centered Device to Learning English.

**GENERAL CONCLUSION
AND RECOMMENDATIONS**

General conclusion:

The first chapter deals with theoretical part of PBL approach to teach English in EFL classes. We attempt to highlight on the project work characteristics, origins and basic features of PBL and Project types in which determined the nature of project tasks need by teachers and students. Moreover, we mentioned the stages when teachers integrate PBL in a constructivist classroom and how they solve a problem autonomously.

The second chapter is designed to reveal the main features of Engaged and Disengaged learners. This relates to the methodology we used in our observations during classes' instruction, and the strategies of framework engagement.

To follow this by analyze, Synthesis, discuss and make conclusions about all the data obtained from data collection tools like a questionnaire which distinct to learners and classroom observation checklist. We make this study on 2 years scientific stream in MALEK BEN NABI high school as a case study to reveal the way they integrate PBL during their classes. In addition, this steps of questioning the pupils about the way they use to collect information enable us to capture the pupil's self-report in engagement which identified through classroom observation. Those sections was divided into four. In the 1st, 2nd sessions we observed and ask them about project preparation pupil's engagement during classes, the 3rd help the project presentation while the last was for questionnaire.

To sum up, through the analysis and discussion of the data obtained, the findings confirmed the validity of the study's main hypothesis, which means that it teachers are obliged to implement a PBL approach to enhance their learners ' engagement.

General recommendations

Regarding the Analysis and discussion of data and research findings, some recommendations can be sited :

For teachers:

- _ Before seeking for students' engagement, teachers should be themselves ready and be engaged in implementing PBL.
- _ It is very important to select a method which will be effective and valid different ways in using materials, tools and new teaching items with some creativity to dealing with this century students who are technology generation.
- _ The way teachers assessed their students must be advocated to students interaction, discussing ideas, clarify and explain to each other and especially the way they communicate in target language.

_ Teachers should motivate their students in PBL using English language when discussing and changing thoughts.

_ Teachers should provide their learners with engaging project topics that are related to real-life situations.

_ Teachers should develop their knowledge to keep pace with real world development and keep students more comfortable and excited when they do their project.

For learners

_ Learners should be aware of their learning goals and recognize that there is importance of being engaged in PBL to achieving and develop their learning skills and language proficiency.

_Learners have to be disciplined and organized when they use learning items to practice the language in different situations of their real-life.

_Learners must be creative to accomplish their projects and using different manners, tools and technology to increase the value of their project ideas.

_Learners should follow the classroom rules, participate, and answer teacher questions and speaking with their mates during sessions using English language in order to use it in their presentations.

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APPENDICES

Appendix 01

Questionnaire

Dear student,

This questionnaire is designed for you to get your answers as a part of our research work to obtain the Master's degree in didactics. It is conducted to gauge "Project work as Learner Centered Device to Learning English at The Secondary School Level". You are kindly requested to answer the questions by ticking in the appropriate box/letter or giving a full answer when it is necessary.

عزيزي الطالب،
تم تصميم هذا الاستبيان لكي تكون إجاباتك جزء من عملنا البحثي للحصول على درجة الماجستير في علم التربية. يتم إجراؤه لقياس "عمل المشروع باعتباره جهازاً مركزياً للمتعلم لتعلم اللغة الإنجليزية في مستوى المدرسة الثانوية". يُطلب منك التفضل بالإجابة على الأسئلة عن طريق وضع علامة في المربع / الحرف المناسب أو إعطاء إجابة كاملة عند الضرورة.

1. Have you ever learnt English outside school? هل سبق لك ان درست اللغة الإنجليزية خارج المؤسسة من قبل؟

– Yes

– No

If yes, how did you learn it? اذا كان جوابك بنعم، عن طريق ماذا؟

a. Through CDs or audio tapes من خلال الأقراص المدمجة أو الأشرطة الصوتية ؟

b. Through books من خلال الكتب ؟

c. Through courses in private schools من خلال الدورات في المدارس الخاصة ؟

d. Through the internet من خلال الأنترنت ؟

e. Your parents والديك ؟

f. Other أخرى

2. How do you like learning in class? ما هي الطريقة المفضلة لديك للتعلم في القسم ؟

a. Individually فردية

b. In pairs ثنائية

c. In small groups في فوج صغير

d. In one large group في فوج كبير

3. which way Do you like learning بأية طريقه يمكنك التعلم ؟

a. By memory عن طريق الذاكرة

b. By problem solving عن طريق حل المشكل

c. By getting information for yourself عن طريق البحث بنفسك

d. By getting information from teacher عن طريق المعلم

e. Other أخرى

4. Among the following activities, which one makes the learner autonomous ? من خلال هذه النشاطات، ما هو ؟

النشاط الذي يجعل المتعلم اكثر استقلالية ؟

a. Individual work عمل فردي

b. Group work عمل جماعي

c. Project work عن طريق بيداغوجية المشروع

5. How often do you use project work in your learning كم مره تستعمل طريقه التعلم عن طريق المشروع في مشوارك ؟

الدراسي ؟

a. Once a month كل شهر

- b. once a term كل فصل
 c. once a year كل عام
 d. none ولا مرة

6. Does project work motivate you to learn? هل المشروع يحفزك على التعلم؟

- Yes
 – No

If yes, say how? إذا كانت الإجابة نعم قل كيف؟

.....

7. Does project work make you more autonomous? هل التعلم عن طريق المشروع يجعلك اكثر استقلاليه في التعلم؟

- Yes
 – No

If yes, say how? إذا كان جوابك بنعم قل كيف؟

.....

8. Does project work make you reinvest your previous knowledge? هل المشروع يجعلك تعيد استخدام معلوماتك في القبلية في وظيفة جديدة؟

- Yes
 – No

9. Do you find difficulties in doing project work? هل تعترضك مشاكل وصعوبات اثناء القيام بإنجاز المشروع؟

- Yes
 – No

If yes, is it because.....?

- a. time consuming تستغرق وقت طويل
 b. group members do not often agree عناصر الفوج المشارك لا تتفق
 c. group members do not often meet عناصر الفوج المشارك لا تلتقي كثير
 d. difficult to search for documents outside classroom مشكل البحث عن الوثائق خارج القسم
 e. topics chosen are not authentic المواضيع المختارة للمشروع لا تتوافق مع محيطك الدراسي

10. What do you suggest to make this activity accessible to all learners? ماذا تقترح لتجعل من هذا النشاط في متناول جميع المتعلمين؟

.....

.....

.....

Thank you very much for your time and contribution!

Appendix 02

Classroom Observation

- Classroom observation N= 01 session0 1
- School : Malek Ben Nabi High school
- Class : 2nd year S01
- Class Size : 26 pupils
- Time : 01 hour
- Name of teacher: Touati Asma
- Textbook
- Theme: Technology and Innovation
- Sequence: Budding Scientist
- Activity: 1/ Project Work about making an experimental Project.
2/ Writing a scientific report.

RESEARCH OBSERVATION TOPIC: Discussion between Teacher and Learners about the Unit and Design Project Activities.

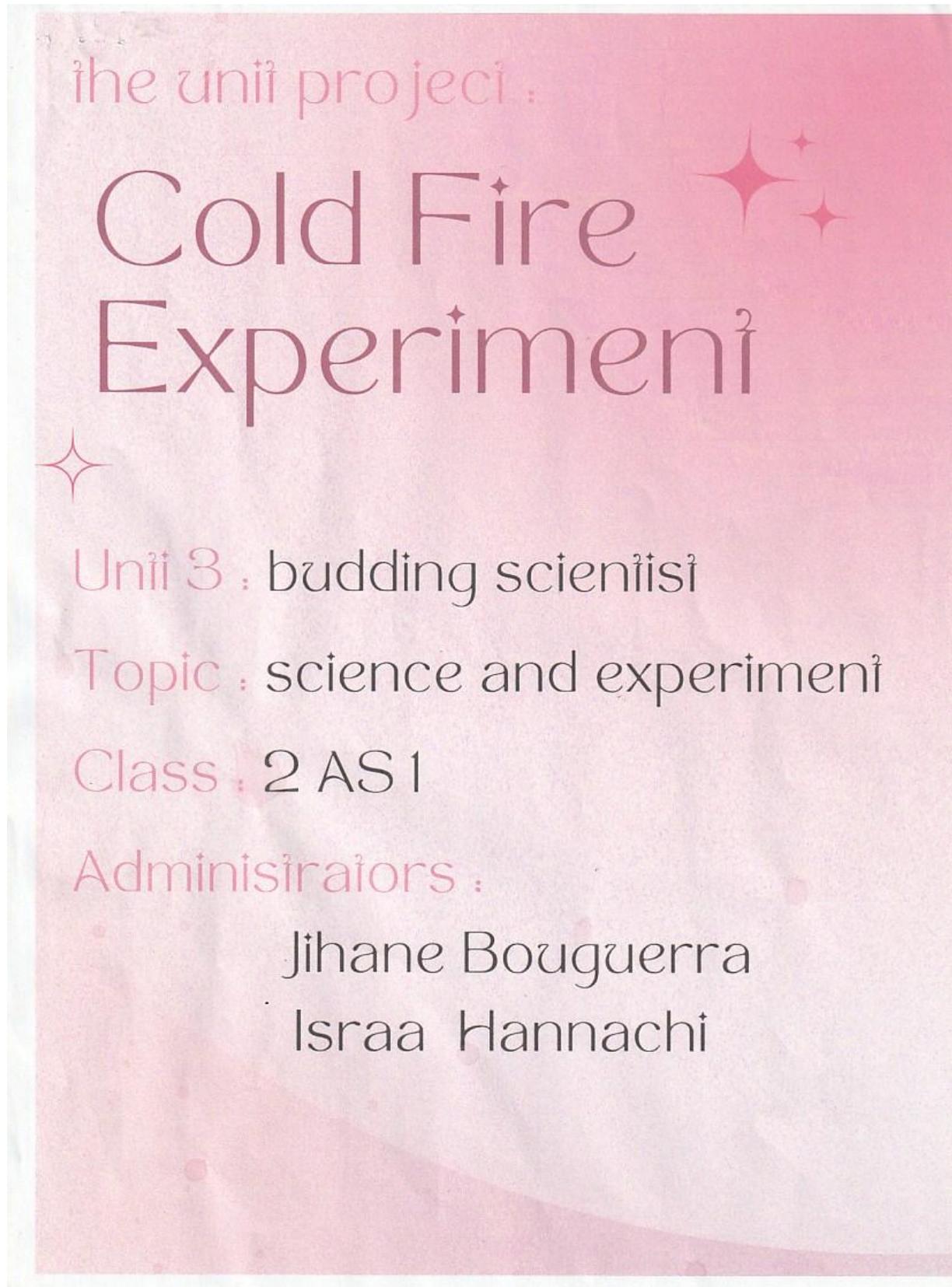
Notes from the Observation

steps	Actions and statements / Questions by teachers and learners	Researcher's comments
1- Observing teacher and learner actions	<p>_ T: makes an introduction to the pupils and ask a question about last session.</p> <p>_ T2: returned back to the last session; "Who can tell me about what we have learned in the previous unit?"</p> <p>-L: answers, " Waste not Want to "</p> <p>-L2: It talk about pollution and nature.</p> <p>_ T: give a title of the new unit "Technology and Innovation "then asks pp about: qs1: What do you know about technology?"</p> <p>-L1: Technology is science.</p> <p>-L2: Technology is science innovation.</p>	<p>_ Students are making attention with teacher.</p> <p>_Students interact with each other and communicate with teacher.</p>
2- Questioning	<p>_ T: said, "good ", and asks about science and advanced information.</p> <p>_ Qs: what does it means by the world "science"?"</p> <p>-L: science is the fact and truth.</p> <p>_ Here the teacher start to explain the topic and said that the science is the general fact and truth which help us to create something new and make innovations whatever the raison is for developing , help, or something else.</p>	<p>_Students are well listening, react and answering the questions.</p>
3- Exploring the topic	<p>_ T: give steps of making an experimental project: _ Prepare the tools / instruments to use them.</p>	

<p>4- Explanation</p>	<p>_Put Hypothesis: giving examples to pupils “give hypothesis to project work to help results “.</p> <p>_ make an observation on Hypothesis. Then analyse them. Finally, make results to make a report.</p> <p>_ T: explain more and said that the objective of this experiment work is how to write a scientific report.</p> <p>_ Teacher asks: What do you know about experiments?</p> <p>-L1: Experiments are the fact of experimentation. -L2: it is the way to trying to make an innovation or try something new like in physics.</p> <p>_T: well, experiment is how to innovate a new idea and thoughts in the real experimentation.</p> <p>_ This experiment work which give it to you to make it in groups and try to make a scientific experiment work.</p> <p>_At the same time write a report in the last “Report” as a second work.</p> <p>_T: asks: Can you give me some examples of experiments?</p> <p>-L1: lighting a “Lamp” without electricity _T: Yes, it is a good idea. -L2: Lighting some candles and cover them, let them to light without oxygen. _T: really! Can be this succeed? -L2: We will try.</p> <p>_T: In the Hypothesis, you must use conditions, you must use condition type 0.</p> <p>_T: Can you tell me why we use just type 0 not other one? -L: Because it speaks about scientific truth. Ex: If we freeze water, it becomes a solid.</p> <p>_T: good, now you can write down your lesson and don’t forget the work you will prepare contains two activities;1) An experimental work 2) Make a report.</p>	<p>_Teacher is well control her classroom “students” and interacts with them.</p> <p>_Teacher give chance and opportunities to her pupils to talk and expressing ideas.</p> <p>_Teacher’s method well performed in effective way; besides the presence and she knows how to take and give information.</p>
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steps	Actions and statements / Questions by teachers and learners	Researcher's comments
Asking learners about the process of preparation of the project work	<p>Q1: what kind of experiment did you chose? S : the name of our experiment is could fire .</p> <p>Q2 : why did you chose this experiment ? S : Because it is new idea, and new experience that we have not tried before it is enjoyable experiment .</p> <p>Q3 : Did you have previous information about this experiment ? S : i had previous information about this experiment from the module of science .</p> <p>Q4 : what is your sources ? S : i used to search for information in google and i watched youtube videos to learn more about the tools ans the steps used for the success of the expeeiment .</p> <p>Q5 : How did you divided your tasks in terms of timing and work ? S : during doind this project i devided my tasks and i disigned a schedule of my work to succeed in composing the experiment .</p> <p>Q6 : what are the tools that you may need in your experiment ? S : we need flammable gas, water,lighter,liquid soap and a bowl .</p> <p>Q7 : what is the psychological character that this experimental work leave in your psyche ? S : It will give me more confidence in talking english and i will feel proud when i finish my presentation.</p> <p>Q8 : what are the obstacles and challanges did you face during presenting this experiment ? S : during presenting this experiment there were some abstacles like communicating with my peer in the project and some audience anxiety .</p>	Focus on the cognitive skills and metacognitive skills .

Appendix 03



the report :

Cold Fire experiment 

- Generally people are afraid of the dangers of fire because it may burn us and it can even destroy buildings , so we must be careful when touching it but in this experiment we will show you that it is possible through the cold fire experiment, we can touch fire without causing any harm .
- Hypothesis : if we Put Gaz inside water it's temperature cools down therefore the fire becomes colder and harmless .

the steps :

- Put the water inside the bowl, then add the liquid soap to it and try to mix them well.
- Add the gas into the soap container, you will notice bubbles of soap forming as soon as you add it.
- Take the soap bubbles in the palm of your hands and then expose them to the source of fire (via a lighter).
- The fire will blow between your hands, so try to extend your hands away from your body.

the tools :

- flammable gas
- Water
- Lighter
- Liquid soap
- a bowl

the observation :

- we see the fuel droplet get smaller as it continues to burn. The fuel droplet eventually disappears as all of it is consumed by the burn without causing any damage .

Cold Fire Experiment :

The Results :

- when we keep the gas around the fire cold, while retaining the free electrons. we achieve Cold Fire . The way we achieve this is to take away the thermal energy of the gas, a gas that ionizes quickly, gives up free electrons with ease and has a high thermal activity at the same time.

Conclusion :

- The blue fire is considered one of the hottest types of fire, and its temperature exceeds the orange and red fire, but the cold fire with a pale blue color has a low temperature that is almost not felt by humans .

Appendix 04



Appendix 05

PUTTING THINGS TOGETHER

A CONSERVATION PLAN

Your conservation plan will be presented in the form of a prospectus. It will include:

A. a fact sheet synthesizing the main conservation measures that have already been taken by the Algerian government.

Conservation Fact Sheet

Natural resources:

a. Soil : e.g., A "green" dam was built to stop desertification in ...

b. Water: _____

c. Wild life and open spaces (e.g, forests, animals...): _____

d. Mineral Resources: _____

e. Monuments: _____

Human resources:

a. Health: _____

b. Education: _____

c. Culture: _____

d. Economy: _____



B. diagrams with presentations of how the public amenities and waste disposal systems work in your town. (Use sequencers and the present simple passive).

C. a country code and a town code (Use modals with the passive).

The Town Code

e.g., Energy saving resources must be used.

D. a map of an ideal (future) town with symbols and a small presentation.
e.g., My ideal town will be built

WHERE DO WE GO FROM HERE?

① Check over the language

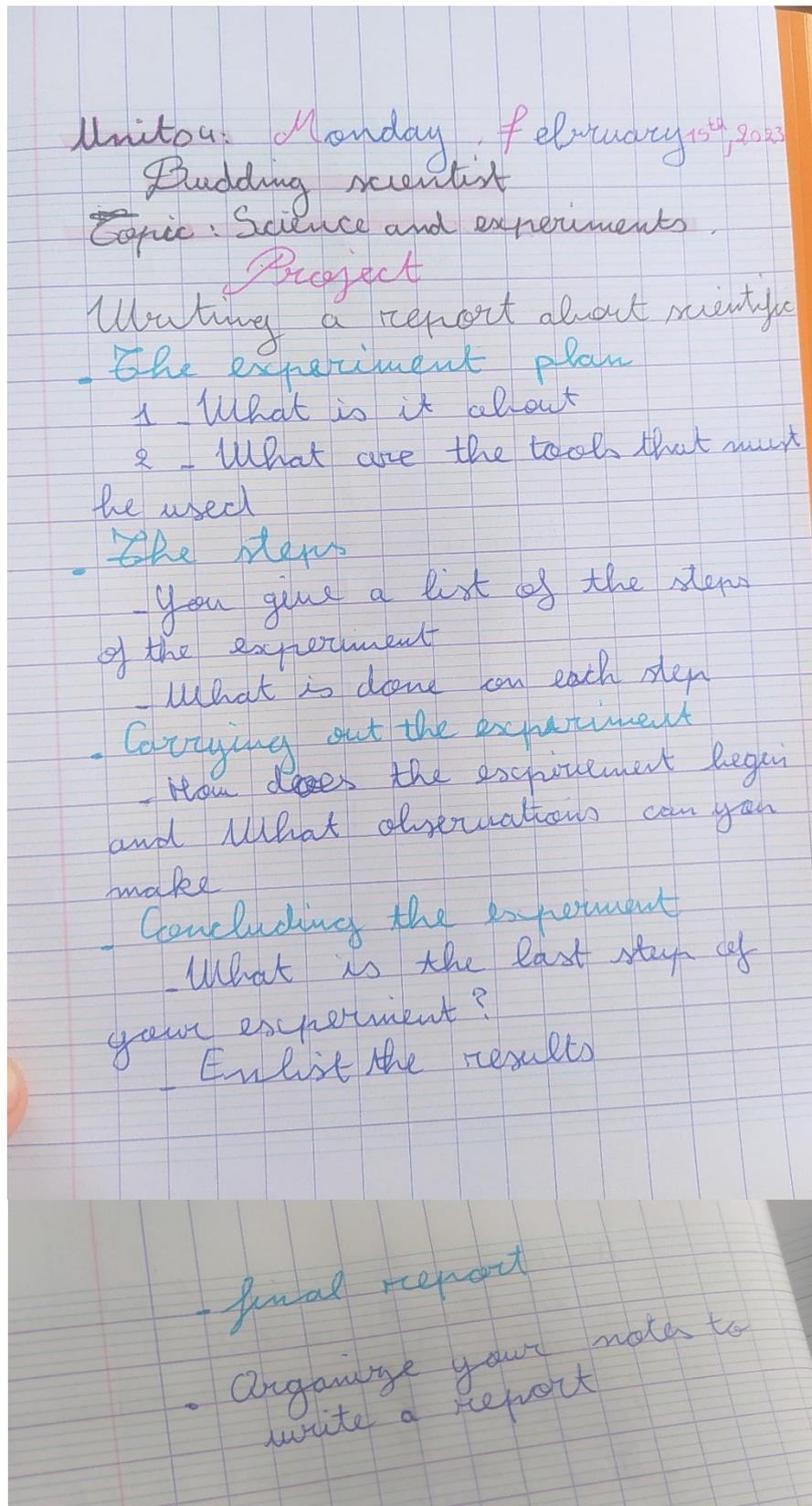
Put a tick ✓ to indicate how well you know each of the language points in the checklist. Illustrate by giving relevant examples in each case.

I can ...	Very well	fairly well	A little
<p>A. use</p> <p>a. the passive with the present simple tense.</p> <p>b. the passive with the past simple tense.</p> <p>c. the passive with the present perfect simple.</p> <p>d. the future simple passive.</p> <p>e. the passive with modals must, may, can, etc. in the passive.</p> <p>B. pronounce was and were with passive verbs.</p> <p>C. use link words (sequencers) : first, to begin with ... when describing a process.</p> <p>D. pronounce problem vowels and consonants.</p> <p>E. pronounce modals mustn't be, can't be and shouldn't be.</p> <p>F. use appropriate intonation when listing items.</p>		✓	

② Skills check

As to your skills performance, it will be assessed in the tasks sheet that your teacher will hand out to you.

Appendix 06



Appendix 07:

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE
 MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE SCIENTIFIQUE
 UNIVERSITÉ MOHAMED EL BACHIR EL IBRAHIMI B.B.A
 FACULTÉ DES LETTRES ET LANGUES
 DÉPARTEMENT d'ANGLAIS

وزارة التعليم العالي والبحث العلمي
 جامعة محمد البشير الإبراهيمي برج بوعريش
 كلية الآداب واللغات
 قسم اللغة الإنجليزية

السيد:
 العنوان:
 السيد:
 مدير التربية لولاية برج بوعريش

الغرض: طلب الترخيص بإجراء تربص ميداني

يشرفني أنه أتقدم الى سيادتكم بطلبي هذا، والمتمثل في الترخيص لإجراء تربص ميداني ب:
 بلدية:
 من الى غاية
 في اختصاص: تعليمية اللغات الأجنبية

تقبلوا مني فائق التقدير والاحترام.
 بتاريخ:

المعني بالأمر

رأي وموافقة مدير المؤسسة
 موافق بعد موافقة
 السيد مدير التربية

08 08 2077
 2021

1/1

جمهورية الجزائر الديمقراطية الشعبية
 REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE
 MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE
 UNIVERSITÉ MOHAMED EL BACHIR EL IBRAHIMI B.B.A
 FACULTÉ DES LETTRES ET LANGUES
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 وزارة التعليم العالي والبحث العلمي
 جامعة محمد البشير الإبراهيمي برج بوعريش
 كلية الآداب واللغات
 قسم اللغة بالإنجليزية

السيد:

إلى السيد: مدير التربية لولاية برج بوعريش

العنوان:

الغرض: طلب الترخيص بإجراء تربص ميداني

يشرفني أنه أتقدم الى سيادتكم بطلبي هذا، والمتمثل في الترخيص لإجراء تربص ميداني ب:
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بتاريخ:

المعني بالأمر

رأي وموافقة مدير المؤسسة
 موافقة
 مدير الترخيص
 08 فيفري 2023

1/1

* ملحق بالقرار رقم 10824... المؤرخ في 27 شباط 2020
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرقي
الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا الممضي أسفله،

السيد(ة): رشيد في نور الهادي الصفة: طالب، أستاذ، باحث خلال

الحامل (ة) لبطاقة التعريف الوطنية رقم AO135570 والصادرة بتاريخ 13/02/2021

المسجل (ة) بكلية / معهد الإدارة والاقتصاد قسم اللغة الإنجليزية

والمكلف (ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه)،

عنوانها: Project work as a learner centered task in F.F.L

learners at the secondary school level case study - second year

scientific learners at Moulta ben Abi
أصرح بشرقي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية

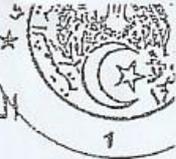
المطلوبة في إنجاز البحث المذكور أعلاه .

التاريخ: 2023/07/16

توقيع المعني (ة)

[Signature]

ملحق بالقرار رقم 10824... المؤرخ في 27 صفر 2020
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرقي
الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا الممضي أسفله،

السيد(ة): هوية والاسم الصفة: طالب، أستاذ، باحث
الحامل(ة) لبطاقة التعريف الوطنية رقم: 1088996959 والصادرة بتاريخ: 28 / 01 / 2018
المسجل(ة) بكلية / معهد المنطقة الإدارية
والمكلف(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه)،
عنوانها:
Project work as a learner centered Task in EFL learners at
the Secondary school level case study: Several non-Scientific learners
at U.Palek Ben Bouabou.
أصرح بشرقي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية
المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 2023 / 07 / 16

توقيع المعني (ة)

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

جامعة محمد البشير الإبراهيمي برج بوعريريج

تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة) السيد السيد السيد السيد
الصفة: طالب

الحامل (ة) لبطاقة التعريف الوطنية رقم: 100337414 والصادرة بتاريخ: 24.04.2016

والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

..... Project work as a learner Central task in EFL learners at
..... the secondary school level
..... Case study = secondary scientific learners at Salah Ben Keki high school

أصرح بشرفي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة
الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 27.16.2023

توقيع المعني (ة)



المخلص:

من المعروف أن أكثر المهارات تحدياً بالنسبة لمتعلمي اللغة الإنجليزية كلغة أجنبية هي القدرة على التحدث والكلام بها، فالمتعلم يجب ان يتحدث بطلاقة ويستخدم المفردات المناسبة في الجمل المنظمة جيداً وينطقها بشكل صحيح في تواصله مع الآخرين. وبالتالي، فإن أفضل طريقة للتدريس هي تلك التي تساعد متعلمي اللغة على التحدث بشكل أكثر شمولية ان المؤسسات التعليمية في جميع أنحاء العالم مهتمة حالياً بإدماج التفكير النقدي والتعلم القائم على المشاريع في أنظمتها التعليمية. فالنظام التعليمي الجزائري ليس بمنأى عن هذا الاهتمام العالمي.

التعلم القائم على المشاريع هو نهج من المفترض أن يحسن القدرة على التحدث. يحاول البحث الحالي دراسة دور تطبيق التعلم القائم على المشاريع في إشراك طلاب السنة الثانية من المرحلة الثانوية في ولاية برج بوعريريج ثانوية مالك بن نبي برج الغدير في عملية التعلم والتحدث باللغة الإنجليزية بتعبير أدق، تهدف هذه الدراسة إلى إظهار كيف يؤثر التعلم القائم على المشاريع بشكل إيجابي على مشاركة المتعلمين في التحدث باللغة الإنجليزية كلغة أجنبية. يعتمد هذا على الفرضية الرئيسية، والتي تقول أن تطبيق التعلم القائم على الحوار في الثانويات يمكن أن يشجع ويحفز التزام طلاب السنة الثانية ثانوي كمتعلمي اللغة الإنجليزية على تحسين مهاراتهم. وفقاً لذلك اعتمدنا نهج الطريقة المختلطة من أجل التحقق من صحة الفرضية، انتهجت الدراسة الحالية أدواتين لجمع البيانات، وهي استبيان التلاميذ، والملاحظة التي تم القيام بها داخل القسم، إلا أن تفسير البيانات التي تم الحصول عليها أظهر أن دمج التعلم القائم على المشروعات يمكن أن يؤدي إلى تعزيز مشاركة متعلمي اللغة الإنجليزية كلغة أجنبية. لذلك، يمكننا أن نستنتج أنه تم التحقق من صحة الفرضية المقترحة وتأكيداها.

الكلمات الرئيسية: التعلم القائم على المشاريع، والمشاركة، وعملية التعلم.

Résumé :

Il est bien connu que la compétence la plus difficile pour les apprenants de l'anglais comme langue étrangère est la capacité de parler et de parler en anglais. L'apprenant doit parler couramment et utiliser un vocabulaire approprié dans des phrases bien organisées et les prononcer correctement dans sa communication avec autres. Ainsi, la meilleure façon d'enseigner est celle qui aide les apprenants à parler de manière plus holistique.

Les établissements d'enseignement du monde entier souhaitent actuellement intégrer la pensée critique et l'apprentissage par projet dans leurs systèmes éducatif. Le système éducatif algérien n'échappe pas à cette préoccupation mondiale.

L'apprentissage par projet est une approche censée améliorer la capacité d'expression orale. La recherche actuelle tente d'étudier le rôle de l'application. Apprentissage par projet dans l'implication des élèves de deuxième année du secondaire de l'Etat de Bordj Bou Arreridj, Lycée Malek Ben Nabi A Bordj Ghedir dans le processus d'apprentissage et de parler anglais plus précisément, cette étude vise à montrer comment il influence l'apprentissage existant

Les projets se concentrent positivement sur l'engagement des apprenants à parler l'anglais comme langue étrangère. Cela dépend du principe principal, qui dit que l'application de l'apprentissage par le dialogue dans les écoles secondaires peut encourager et motiver l'engagement des élèves de deuxième année secondaire en tant qu'apprenants de l'anglais pour améliorer leurs compétences. En conséquence, nous avons adopté une approche de méthode mixte pour la validation Hypothèse : L'étude actuelle a utilisé deux outils pour collecter des données, qui sont le questionnaire des élèves et l'observation qui a été effectuée dans le cadre de l'étude Section, cependant, l'interprétation des données obtenues a montré que l'intégration de l'apprentissage par projet peut conduire à un renforcement de participation des apprenants d'anglais comme langue étrangère. Par conséquent, nous pouvons conclure que l'hypothèse proposée a été validée et confirmée.

Mots clés : apprentissage par projet, participation, processus d'apprentissage.