

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**  
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### **Theme**

## **The Role of Project Work in Enhancing Learners' Intrinsic Motivation**

**The Case of 4<sup>th</sup> Year Students at Medjili Brothers  
Middle School, Bordj Bou Arreridj**

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## ABSTRACT

The skills needed for the new generation make them use their technical potentials to learn how and where to search for knowledge. Current trends in teaching/ learning have advocated the use of project work (PW) as a pedagogical activity to foster 21<sup>st</sup> century students' motivation. Project-based learning (PBL) is an instructional approach designed to meet the needs of today's students, give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world in an autonomous manner. It is also one of the student-centered approaches that have been highly recommended in the new Algerian educational reforms. Thus, the present study delves into PW and intrinsic motivation. It investigates the attitudes of Algerian students and teachers towards the use of PBL, and its role in enhancing the intrinsic motivation level of 4<sup>th</sup> year middle school (MS) students at Medjili Brothers' MS in BBA (with some 4<sup>th</sup> year MS teachers of English ) belonging to the Third District. It seeks to determine the roles teachers can perform within PBL and whether students and teachers prefer using PBL in their classrooms over teacher-centered approaches to learning. In this research, teachers' and students' questionnaires were used as tools to collect data and to test the hypotheses that both teachers and students may show positive perceptions towards the use of PBL to foster the students' intrinsic motivation. The findings revealed that 4<sup>th</sup> year MS students and teachers hold favorable attitudes on behalf of this new method (as far as the Algerian context is concerned) to boost the learning motivation, collaboration and critical thinking skills. At last, since PW is a fundamental aspect of learning/ teaching, we recommend that it should be undertaken through motivation, interest and encouragement to unblock the various gateways of learners' motivation, cooperation and creative thinking.

**Key Words:** project-based learning, project work, intrinsic motivation, collaborative/ cooperative learning (CL), teacher, learner

## **List of Abbreviations**

**CL:** Cooperative / Collaborative Learning

**EFL:** English as a Foreign Language

**EX:** Extrinsic Motivation

**IM:** Intrinsic Motivation

**MS:** Middle School

**PBL:** Project-based Learning

**PBLT:** Project-based Language Teaching

**PBP:** Project-based Pedagogy

**PW:** Project Work

**SL:** Second Language

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# General Introduction

## Background of the Study

Out of the need for the high involvement of learners in writing tasks, there has been a great deal of discussion about how to increase learners' intrinsic motivation to enhance their learning in English. Some researchers (Barron & Darling-Hammond, 2008; Thomas, 2000) accentuate the use of extrinsic motivators like reward, while others prefer to rely on intrinsic motivators like project work. Numerous research studies have shown that intrinsically motivated students have higher achievement levels, lower levels of anxiety and higher perceptions of competence and engagement in learning than students who are not intrinsically motivated (Biggs, 2006). This study demonstrates that there is a positive correlation between intrinsic motivation (IM) and academic achievement (Corpus, Hayenga & Megan, 2009).

In light of the literature motivation work an important role with engagement to enhance learners' outcomes (Biggs, 1999). Motivation is viewed as a necessary element to engage students in learning, and also as a means to achieve academic levels (Russell 2005; Ryan & Deci, 2009). Educators have seen that to resolve students' issues and making school engaging place, they actually need to listen to students' point of view about their classes and teachers. (Mitra & Serriere, 2012).

The project work (PW) initiative was introduced by the Algerian Ministry of Education to provide students with opportunities to foster collaborative learning (CL) skills, to improve both oral and written communication, to practice creative and critical thinking skills, and to develop self-directed inquiry (Ministry of Education, 1999). Although PW has been introduced for few years, there has not been much research in the context, especially in terms of its effect on students' motivation. There is still much to explore about PBL and its role in enhancing learners' motivation intrinsically.

Therefore, this study begins to address issues that are surrounding the inefficiency involved in PW and collaboration among learners in the Algerian educational context. This includes how learners with far better information resources can share with others. More particularly, the study directly addresses consortium issues like leadership, communication and membership contribution as key factors in this kind of collaboration. The objective of this research is to contribute to the existing body of literature with new findings and implications.

## **Rational**

The central motive for the selection of this topic is the scarcity of research that requires a combination between project-based learning (PBL) the support of learners' IM in lessons. Such a topic is very important, especially in Algeria. Should PBL be brought to Algerian classrooms? This question has perplexed us through years since we have been MS teachers of English. As teachers, we have had certain experiences that made remarkable impressions on us that the learning in Algeria is still delivered and taught according to the old methods where the learner could lose the will to learn. This situation is problematic as these traditional methods are no longer appropriate to the new demands of learners. In terms of language proficiency, for example, fourth year students face difficulties and show learning disabilities, especially in understanding contexts, listening comprehension, idioms, intercultural differences...etc., as English is still foreign to them. Through our experience in teaching, we have become aware of the problems of the teaching materials used and the methods followed in the Algerian educational system. The biggest problem lies in using the same, similar and boring materials and methods with our learners. In order to master a foreign language, students should not only learn grammatical structures, but also perceive the cultural, regional, economic, political and historical background of that language. All these elements can be found in the method of PW which can encourage the will of learners for interaction, discussion, problem solving...etc., and create a democratic atmosphere to enjoy learning.

## **Research Aims**

The present study aims at examining the views learners and teachers hold on using PW. It is based on the idea that learners require to work in a motivating climate which includes intrinsic and extrinsic motivators to cover all learners' motivational interests. Most particularly, it investigates the positive role of PW in boosting, intrinsically, the learners' motivation. Additionally, it highlights how effective it is to integrate PBL into our classrooms. Another aim of this study is to investigate that the Algerian students concerned the present study in the area of B.B.A Destrict , do not only have the linguistic elements, but also the ability to actively participate in the classroom without being asked, thereby avoiding monotony in class and making the teacher a helper and partner.

## **Research Questions and Hypotheses**

In attempting to investigate the role of project work in enhancing learners' intrinsic motivation, this study seeks answers to the following research questions:

- 1-What attitudes do fourth year middle school learners hold about PBL?
- 2-What are the perceptions of teachers towards the implementation of the project work in enhancing learners' intrinsic motivation?
- 3- What are some of the teachers' roles to motivate learners in PBL?

Based on the assumption that PBL is a tool for enhancing the IM of learners, we hypothesize that: Fourth year MS students have positive attitudes towards PBL. We also hypothesize that teachers of 4<sup>th</sup> year MS hold positive attitudes towards using PBL in enhancing their students' motivation, while their main role is to guide the learning process.

## **Research Methods**

Adopting a quantitative research design that consists of mixed methods would be workable for this study. For the sake of understanding the attitudes of teachers towards integrating PW in class to motivate learners to learn, teachers' questionnaire was chosen as a suitable descriptive tool for gathering relevant data to this study. It was administered to some MS teachers who teach fourth year level from the third district in B.B.A.. The questions within teachers' questionnaire were analyzed qualitatively as it required taking the different views into account. A second questionnaire was administered to students (4<sup>th</sup> year MS from Medjili Brothers' Middle school -district 3- ) aiming at gaining their insights and opinions about employing the PW in the classroom.

## **Expected Outcomes**

This current research would provide insight into the importance of PBL in predicting and boosting students' motivation. Thus, the expected outcomes of this study would reveal that most learners like doing project works in the classroom rather than their ordinary projects because most of them enjoy learning when communicating, collaborating, and working with their peers. Besides, we expect that the findings would support the idea that PBL has a positive influence on students' motivation, and it is able to enhance their cooperation skills.

Furthermore, the questionnaires that will be administered to the teachers and learners are likely to show positive perceptions towards PBL in Algerian MS classrooms.

This study would also ensure that PBL is a fruitful strategy in teaching/learning as it brings energy into the classroom. It is amongst the most excellent pedagogic techniques to raise motivation and autonomy among learners. “Our students need to have a sense of control over the world in order to be engaged and motivated”, (Headden& McKay, 2015).

## **Literature Review**

Since the purpose of this research is to determine the role of PW in enhancing the IM of learners, the review of the literature will investigate some analysis of PBL and the motivation theory.

Based on the notion of the school as a ‘social laboratory ‘that was provided by John Dewey (who argued for the importance of practical experience in learning) and his empirical philosophy (1938), PBL is a method and a part of instructional approaches where students learn problem solving through activities involving in-depth work on an assigned project. Thus,PBL is characterized by meaningful activities, learning, collaboration, decision making and problem-solving strategies.

Furthermore, John Piaget’s constructivist theory indicates that learners can construct their own knowledge through interaction with peers and that is an essential feature in PBL. CL is an effective way to implement constructivism in the classroom (Hoy & Woolfolk, 1993).According to some researches (e.g.: Coleman, 1961; Johnson &Johnson, 1992; Salvin, 1996...) PBL can contribute to the development of students’ creativity, internal motivation, responsibility, communication, problem solving ability and other skills. Baillie and Fitzgerald (2000) believe that PBL develop students’ deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. Solomon (2003) claims that PBL is not a matter of applying knowledge, it is a matter of solving problem within a teams.

Therefore, learning to collaborate is very important and students can learn real-world skills naturally through PBL(Lee& Lim,2012;Kim,2011).

A research study was conducted by Blumenfeld, Marx, Krajcik, and Soloway (1991) revealed that PBL has the potential to increase students’ interest in learning, help them to solve problems, acquire a deeper understanding and improve competencies and skills .



Smithers (2013) conducted a pilot study, qualitatively, to discover the merit of implementing PBL in a Japanese university.

The results revealed how students not only desire more authentic materials as their language proficiency improves, they also derive more satisfaction from the learning experience, and their motivation to learn increases when engaged in the study of authentic task. Thomas (2000) together with Torp and Sage (1998) claimed that the process of PBL is done through cooperative activities, monitoring and giving feedback (constructivism). Howard (2002) says that tasks should take the form of meaningful projects; English learning has taken place when students participate in motivational, challenging and practical projects. Project-based learning (PBL) has been viewed an instructional strategy that makes students perform meaningful tasks (Howard, 2002).

PBL is a mean that organize the learning content to students . It helps them to find practical problems and find solutions by themselves within a collaborative team. (Lee, J. & Choi, 2015). It is to mention that collaborative classroom learning occurs when students are in The process of solving problems and sharing results with others is an indicator of collaborative learning. So, they take more responsibility and learn academic as well as social skills. ‘Students learn to cooperate effectively with other people and learn various perspectives while working together on a common project’ (Byun, 2007). In a project work, learners work in small groups on academic tasks to reach a collective result over a period of time. They pursue solutions to certain problems, make predictions, debate ideas, collect data, analyze, draw conclusions and communicate their findings to others. As a result, PBL is considered as a powerful strategy that can enhance students’ motivation and promote self-learning and autonomy.

In addition, PBL is arguably the greatest opportunity to engage students in authentic projects in order to help conceptualize what has been taught, and apply it in the real world.

. English language learners in particular can understand how to use English and can realize educational values (Hung, Keppell, & Jong, 2004). In order to achieve these effects, The teacher plays the role of facilitator by providing timely feedback during class. That is to say,. structuring meaningful tasks within groups to find common as well as individual learning outcomes

2/ The word “motivate” derives from the Latin *‘movere’* meaning *to move*. Motivation can be defined as the tendency of people to discover and benefit from meaningful learning activities (Wlodkowski, 1999). It is a factor that affects the achievement of a specific goal and

the learning behavior that continues until the goal is achieved (Brophy, 1988). Some researchers define motivation as the power to initiate actions and determine directions, suggested by internal and external factors such as curiosity, competitiveness, satisfaction and reward.

Regarding the two types of motivation, extrinsic versus intrinsic, in IM the motive itself is associated with the rewarding activity, not the same as reward and punishment (Schunk, 2001). Keller(1991) noticed that when students want to learn, they want to engage in high work activities and not by unnecessary motivation activities. IM involves the highest degree of self-determination (Deci & Ryan, 1985). It refers to having inherent enjoyment in doing the task.

Previous studies have demonstrated consistently the positive effects of IM on performance, self-esteem, persistence, and emotional outcomes (Deci & Ryan 1995; Skinner & Patrick 1993; Grolinck, 1987). Based on the social cognitive theories of motivation that have generated numerous studies in the past five decades including self-efficacy theory (Bandura, 1977), value-expectancy (Atkinson, 1964), and goal orientation (Dweck, 1986), there have been a number of studies as a cognitive support for students' IM in addition to an affective support which play a decisive role in learners' motivation.

Several studies have shown the benefits of PBL in motivating students. It can motivate students to participate in class activities and help them enjoy learning (Richards & Rodgers, 2001). Pedersen (2003) indicates that students would have high IM in PBL if they have control over class activities, perceive great opportunity for collaboration and view problems as challenging. Scott (1994) tackled the Inquiry-based process which allows students with more flexibility to make their own investigations and situating themselves into the learning content where they are required to work together and present their own results. Levstik and Barton (2001) investigated the Discipline Inquiry methods where authentic investigations were presented by learners. In their social science study, they revealed that students roll their eyes to memorize dates, places, names...that would help them in studying history opposing the idea that history is purely a set of narrative events which should be memorized. They called this process 'doing by history' that involves in depth inquiry and investigations built on prior knowledge.

In addition, (as cited in M. Grant, 2002) Dodge (1995-1998) discovered Web-Quests which were created for inter-disciplinary (inquiry-oriented) tasks. It requires engaging projects or activities with the use of resources from the World Wide Web (web), CD ROM's, videos.... That process gives much focus on using information instead of looking for it (Starr, 2000). Ultimately, Project-based Science (PBS), Disciplinary Inquiry (DI) and Web Quests (WQ) all took the idea of collaboration and CL into account and encouraged learners to develop different social skills. PBS, DI, WQ are some models of PBL which provided students with opportunities to make their own results and reflections (Dodge, 1997; Yoder, 1999).

There are some recent studies which proved the effectiveness of PBL (cited in Project-Based Pedagogy and Assessment Webinar, 2022). Xie (2021) conducted a study in a Based Japanese class in USA. It resulted in proving that learners liked PBL courses, enjoy their projects and were proud of their achievements. This study supported Beckett and Slater (2019) claim that PBL affords opportunities for language, content, and skills' development in a low stress optimal environment. It also claimed that PBL cultivated collaboration, communication, problem solving and critical thinking skills. Another research was done by one of the PHD students of Dr. Beckett (2021). That doctoral student conducted a study in a low resources context in challenging times. It was about Lebanese, Syrian, and Libyan EFL teachers. She reported how successful to implement PBL by those teachers despite the hard situation and the difficulties there. At the beginning of 2022, a Turkmen woman, Jeyran Babayanona, made a research entitled 'Project Based Teaching as Solution to Online Learning in Low Resource Context' in Turkmen EFL classes. She concluded that her students , who were not willing to learn or come to school, were able to do impressive project works and were highly engaged after implementing a PBL strategy using a variety of technological tools. Her students, in groups, could do phone calls, blogs, posters, social media posts...and they produced amazing products such as books for their dreams, unusual places to live in poster, the doctor's office project...

## **Structure of the study**

The present work is divided into three chapters within a general introduction. The latter constitutes of some background information, aims of the study, research questions, hypothesis and a glance at the literature review. Chapter one encloses two sections; a section for PBL including its definition, history, benefits, some of its disadvantages..., the other section is about motivation, its definition, types...Chapter two includes the methodological elements that were followed in this study. It consists of describing the methods, research tools, the sampling and

the procedures of data analysis. The last chapter is one of the most important parts of this research; chapter three is devoted to data analysis and interpretation. It concerns the analysis of the collected data by means of the students' and teachers' questionnaires. It provides some pedagogical implications and suggestions as well.

# Chapter One: Literature Review

## 1.1. Part One: An Overview of PBL

### Introduction

Our learners would, one day, articulate “tell me and I forget, teach me and I remember, involve me and I learn” Benjamin Franklin, (1706-1790). This is out of the need of some new ways to learn since, to our knowledge, most of the teachers in Algeria still employ traditional ways that are more teacher-centered, ignoring learners’ abilities, skills and their learning styles which would be of a great help in facilitating the learning process. Most of students nowadays get bored in their schools; when they feel unengaged and bored, they are not likely to learn (Blumenfeld et al, 1991). Doing projects, thus, can be an amazing technique to address their learning needs and get them involved. Through their projects, students can explore and discuss other topics that are not presented by their teachers using their own tools and thinking manners since the rote learning they are receiving is no longer answering their challenging questions, nor it is making them aware of their knowledge and how to get it. Drawing a portrait, designing a house plan, making a Face book publication, or writing a letter... all can be projects that would be joyfully accomplished by our little kids.

As such, the present chapter would cast light on the useful advantages of PBL as a newly suggested strategy to learning/teaching after providing some definitions of what this model is with some of its traces in history. Then, it considers some of its characteristics and challenges within the pedagogical context. Last but not least, the chapter closes with some instances of PW from the Algerian middle school (MS) level.

### 1.1.1. Definition

There is no single definition to PBL; a wide range of explanations has been given to the term where various researchers tried to afford a suitable clarification of what PBL is.

PBL is described as a comprehensive approach to classroom teaching and learning that is designed to engage in the investigation of real world problems (Blumenfeld et al,1991). The term projects refers to “long-term, problem-focused and meaningful activities that bring ideas from a number of subjects or disciplines”(Goodrich, Hatch, and Unger,1995, p.8)). PBL stands for “considerable individualization of curriculum instruction and assessment. In other words, the project is learner-centered” (Moursund, 1998, p.4). Beckett(1999,p.4)highlighted that

“PBL is a series of individual or group activities that involve language content learning through planning, researching, analyzing and synthesizing data, and reflecting on the process orally and/or in writing by comparing, constructing, and justifying alternatives’’. It is a model that organizes learning around projects (Thomas, 2000). Harris and Katz (2001) explained it as an instructional method that allows in-depth investigation of a topic worth learning about.

Additionally, Howard (2003) explained that PBL is an instructional technique where meaningful tasks serve as the context and the stimulus for building knowledge and critical thinking. It is seen as a teaching strategy that will “enable students to connect knowledge, skills, values, and attitudes and to construct knowledge through a variety of learning experiences’’ (Lam and Cheng, 2009, p.87). PBL is also known as an innovative approach to learning that teaches a multitude of strategies critical for success in the 21<sup>st</sup> century (Stephanie & Bell, 2010). PBL is defined as an interdisciplinary, student-centered activity with clearly defined outcomes (Han, Yalvac & Capraro, 2015).

In our attempt to define it, we suggest that PBL is one of the learner-centered methods which comprise students’ active skills in questioning, investigating problems, working in groups, finding possible solutions to problems, and building their own learning. It is then a form of self-directed learning where the teacher acts as a guide and not a knowledge deliverer, while students are their own knowledge constructors.

### **1.1.2. History of PBL**

Since PBL is an engaging instructional model which permits students to be their own builders of their learning. It was traced in constructivism, constructionist, and collaborative learning ideas.

Back to the 1990’s, PBL roots started to rise supporting the idea of ‘*learning by doing*’ (John Dewey’s theory, cited by M. Grant, 2002) which embraced the student-centered experiential learning and educational philosophy that aims at educating the whole learner. Educating a learner as a whole demands organizing the learning of content subjects through a series of projects where students can learn language theories and research about the knowledge (Beckett, 2021). PBL was also recalled within the constructivist perspectives (Piaget, 1969; Vygotsky, 1978; Perkins, 1991) where individuals interact with their environment to construct their own knowledge. However, each individual tries to learn using his/her personal style and abilities.

With the appearance of constructionism (Papert, 1966) which was explained as ‘learning by making’, the focus then was on the notion that individuals learn best when they construct a meaningful artifact that can be shared with others (Harel & Papert, 1991; Kafai & Resnick, 1996). Being so; learners become more engaged in their learning.

The collaborative approach (Britton, 1970) afterwards brightens up as a powerful strategy that would boost students’ self-directed learning and motivation as the issues of learning arise mostly from problems which entice students’ interest (Hmelo & Silver, 2004).

Within the past ten years, PBL has evolved as a recent approach and is still carrying on as a growing neoteric way of learning/teaching over the forthcoming years.

### **1.1.3. PBL Characteristics**

Gardner (1991) argued that, because of its various features, PBL is a more effective means of adapting to students’ various learning styles or ‘multiple intelligences’. It is characterized by students’ autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real world practices; that, according to Bell (2010), deepen students’ learning and their freedom to build knowledge (Kokatsaki, Menzies, and Wiggins, 2016). Therefore, PBL is doing realistic tasks, not school-like ones, as it gives students feelings of authenticity and responsibility to perform something collaboratively (Gordon, 1998). As such, five distinctive features can be drawn within a PBL environment. First, learners get attracted by a guiding question that forms a problem to think of. Second, they get access to the different investigation processes through the use of the needed resources as textbooks, videos, pictures...etc. Third, students try to collaborate and work collectively, each with his/her own ideas, to find out how to best solve the posed problem. Fourth, they get scaffold to know some new ways to do projects including learning technologies like how to use computers and the web. Finally, they get opportunities to create their projects in the sort of artifacts (writing journals/reports, making brochures, designing landmarks, creating games ...) and present them through discussing different ideas (Blumenfeld, 1991; Krajcik, 1994; Czerniak & Berger, 2002).

Three other features were added by Helle, Tynjala and Olkinvor (2006). They are the learners’ control of their learning process, valuing authentic learning contexts (contextualization of projects), and the creation of various ways of presenting their works.

### **1.1.4. PBL in Pedagogical Context**

PBL can be fully embedded within pedagogy as it is one of the learning/teaching strategies that are believed to be efficient in facilitating the teaching practices and improving the learning outcomes. Implementing projects in the pedagogical context aids learners to verify knowledge through articulating their learning, verbally or in written, with teachers and peers (Beckett, 2021). It has been nominated to be a worldwide method and an effective approach for learning and teaching that is implemented for the 21<sup>st</sup> century skills (Beckett & Slater, 2020)

Following Dewey's educational philosophy, W. Kilpatrick (1871-1965) –his successor and student- was the first who approached the idea of project-based pedagogy (PBP) during 1920's. Thereafter, project-based language teaching (PBLT) was inserted to second language within the pedagogical status as a way to claim the deficiencies of the formal language teaching approaches which focused on teaching the language content out of context (Beckett, 1999). PBLT aimed at ameliorating the teaching approaches along with language education. Beckett (1999) argued that PBLT is for teaching language form and function in authentic contexts as learners try to improve their disciplinary knowledge, critical thinking skills, and complex problem-solving skills.

PBLT is about teaching the language associated with disciplinary knowledge (Dewey, 1927) where learners develop, change, and learn different ways of learning and thinking. Kolb (2003) claimed that PBP is about learning by experiencing and reflecting upon learning not through rote memorization or collective repetition. With such pedagogy, learners can develop a variety of skills such as decision making and collaborating within a team, among so many others. These skills would be highly used in their PW and would make some changes in their societies (Beckett, 2021).

#### **1.1.4.1. PBLT Practices**

As PBL is one of the best approaches for teaching language content and skills' learning (Beckett and Slater, 2005). Language within projects needs attention from all students (Dewey, 1927 cited by Beckett & Beck in Project-Based Pedagogy and Assessment Webinar, 2022) particularly when teaching second or foreign language learners (Beckett, 1998).

Some effective PBLT practices that focus on the learning goals are listed below. In one, teachers should use key knowledge that addresses the diverse success skills. In two, teachers should prepare a challenging problem (question) for learners which would get their interest and motivation to work. In three, they try to put learners in a real world context by the use of authentic tasks. In four, they should let students decide and have options within their projects.



This would offer them with opportunities to design, plan, and revise, present and criticize others' works. The latter is another key practice to help them build a cultural background through their works. Furthermore, teachers should support their students' learning (scaffolding), manage the different steps of PW, coach and assess them continuously to attain efficacious results.

#### **1.1.4.2. PBL Environment**

PBL should be in an optimal language learning environment that should follow some particular criteria as suggested by Egbert (2004). Learners should be in a setting that offers them ways to interact and negotiate in the target language with authentic audience. They should also get involved in real world tasks which would allow them to think of solutions. They try to produce innovative and creative products within language. Eventually, they get their feedback and try to work on the incorrect areas through the learning process. This atmosphere would, consequently, grant them less anxiety and therefore to be autonomously active and engaged (Egbert, 2004).

#### **1.1.4.3. Challenges within PBL**

Implementing PBL, within the Algerian schools or elsewhere, can be intimidating for both teachers and learners.

For teachers, some changes in the classroom (for example seating) make some teachers feel uncomfortable as it looks a bit difficult especially in its beginning. They may find some difficulties on how to group students, where and how to make them sit. Finding topics of interest to stand as topics for projects is another challenge for teachers within PBL. Teachers may lose control of time and class management (Marx, Blumenfeld, Krajcik, & Soloway, 1997). Besides, technology use forms a serious barrier when implementing PBL especially for inexperienced or those teachers who spent long years following the traditional methods. Assessing the works (projects) of learners might be the most daunting challenge for teachers; as learners try to construct their knowledge and create their own artifacts, educators should assign constructive feedback because their students get more aware of their own works and want them to be evaluated (Pickett & Dodge, 2001). As far as we know, some teachers are unable to motivate learners to collaboratively work and give them ambiguous instructions to do the assigned project/task.

For learners, getting inexperienced with group or peer work is challenging while working on a PW (Johnson & Johnson, 1989; Socha & Socha, 1994). Learners may find

difficulties negotiating and discussing; that is likely to lead to conflicts between them. Therefore, some sessions to train learners to interact and work cooperatively are needed. Additionally, some students, while doing a PW, tend to socialize and chat with his friends rather than working on the project (Mentzer, Brook & Czerniak, 2017). Some other learners find difficulties with the whole work as teachers assign ambiguous instructions. Thus, they would likely produce unclear works.

PBL implementation requires teachers to follow more instructional, disciplinary and coaching ways rather than ‘telling and spoon feeding’ (Intel, 2003). It also requires the knowledge of using technology, how to effectively evaluate learners’ works, get their interest and teach them how to cooperatively work with peers or in teams.

### **1.1.5. PBL Benefits**

A limitless number of PBL advantages can be drawn. PBL has demonstrated its prospects to reinforce 21<sup>st</sup> century learning skills and make learning more engaging in real-world situations (Bell; 2001; Han, 2015). PW is a valuable method for both students and teachers (Thomas, 2010).

Through PBL, learners learn how to be responsible, independent, and how to set goals for their works. They get access to know a variety of social skills. Take negotiating, communication, being a good listener/speaker, and working cooperatively as advantageous instances. A PBL environment forms suitable conditions for students to get more opportunities for learning and allows them to develop their own ways of thinking/learning (active learning). Subsequently, they are likely to find out who they are, how they learn, and what they like most about learning. As such, this model would grant them chances to expand their skills in schools or in their future lives.

#### **1.1.5.1. Benefits for Learners**

Students get multi roles in their classrooms as being thinkers, data collectors, designers, artists, painters, problem solvers, investigators ...etc among so many others. Acquiring new ways of understanding is enhanced when students are “connected to meaningful problem solving activities and when they are helped to understand why and how those facts and skills are relevant” (Bransfort, Brown and Conking, 2000, P.23). Learners try to ensure their concern, motivation, and curiosity for learning by taking more responsibilities (Wolk, 1994; Tassinari, 1996, Worthy, 2000). They also “shape their projects to fit their own interests and abilities” (Moursund, 1998, P.4).

PBL also permits learners to learn by doing and applying their ideas (Blumenfeld et al, 2000), and become more autonomous. They actively construct their ideas and build their learning through questioning, explaining, discussing, challenging others' ideas and trying to create new views through the various critical thinking skills. Research has outlined that students within PBL classrooms score higher than students in the normal classrooms (Marx, 2000; Rivet and William, 2003; Krajicick, 2004).

From the socio-cultural perspective, learners build up their knowledge by means of interaction with their peers. Being in a group would help increase learners' commitment, willingness and motivation on doing tasks. Therefore, learners learn best how to socially collaborate through dialoguing, agreeing or disagreeing. Chang (2010) discovered that positive interaction with peers results in high enthusiasm for learning. Moreover, projects create a spirit of competitiveness where students get a sense of joy and desire to do inventive things. "Hurrah!" "Yes, I did it", "I found it", "I am correct" ...are among the expressions students may utter for their happiness to achieve something. This goes in hand with Bandura's social learning theory that motivation and competences mastery come with a sense of belonging to social community.

Within PBL, learners help each other and cooperate to reach collective outcomes by debating ideas, collecting data, drawing conclusions, and communicating their findings to others (Chen and Lam, 2009). Learners try to complete a project and ensure that the group's goal is achieved (Deutsch, 1949). Collective learning, on its turn, aids learners to decrease the feelings of anxiety, stress and de-motivation.

#### **1.1.5.2. Benefits for Teachers**

Teachers, as well, get some profits from PBL. Being a guide and a facilitator in PW would relieve some of the burden of teachers 'doing everything'. PBL promotes professionalism and collaboration among colleagues; it provides teachers with new ways to structure relationships with students (Thomas, 2000). Educators tend to feel more comfortable to uncover other trends of classroom learning. They get more opportunities to transmit traditional school experiences that are based on theory, repeating, memorizing, following orders and doing routine tasks into more viable experiences through the application of learning, discovering, integrating skills and self-directed activities (Intel, 2003). Through PBL, teachers discover some learners who no longer find those traditional classrooms effective; they are the ones who can benefit from PW experience (SRI, 2000). In addition, some traditional teachers

get the chance to learn some technologies such as how to use computers, the web, data projectors, making videos, power-point presentations...within PBL classrooms.

### **1.1.5.3. Maximizing PBL Benefits**

For maximizing the benefits of PW in foreign language classrooms, Alan and Stoller (2005) suggested ten steps. First, students together with their teachers should agree upon the project topic. Second, they have to determine how to achieve the final outcome. Third, they try to plan and structure the selected project. Fourth, instructors should prepare their learners for the language demands to be able to collect information. Students gather the needed data as a fifth step. As a sixth step, teachers try to equip their learners with some ways to analyze data. In the seventh step, students get to analyze the compiled information. As an eighth stage, instructors prepare their learners for the concluding tasks. Students submit and present their final production during the ninth phase. Lastly, students present, discuss and evaluate their projects.

Xie (2021) conducted a study in a content based Japanese language class in USA where he proved how effective these steps are.

### **1.1.6. Relationship between PBL and Cooperative Learning**

Cooperative learning (CL) forms a setting where a group of students work together by sharing challenging learning tasks and try to make alternative views to solve a given problem (Deubel, 2007). PBL, on the other hand, is a model that organizes learning around projects.

The relationship, then, between the two (PBL and CL) is highly interrelated. CL and PBL form new approaches to language teaching/learning; they are both opposing the traditional ways. The two are strategies of active learning where learners try to learn through social contexts, think of ways to find out solutions to different questions and communicate effectively, and. In both models, students are together, working in small groups or pairs, trying to help each other to achieve a collective goal. Learners interact actively in PBL or CL. Such interactions would enable them to make sense of what they are learning about, become more responsible to discuss, negotiate, and agree or disagree with their peers (Adam and Hamm, 1994). In a team through CL or PBL, learners together play an important role in effective collaboration (Johnson & Ahlgren, 1976).

CL and PBL strategies strive to create group situations which will foster support and the system of feedback; learners work on developing decision making, problem solving and general social interaction skills (Rushatz, 1992).

### **1.1.7. Project Framework**

In her book, *Project Work*, D. F. Booth (2002), a teacher trainer working for the British Council, proposed the following as key items for a project framework:

- In one: the level of language ability of both teachers and learners should be set.
- In two, the age range (children, teenagers, adults, university students...) should also be defined.
- In three, how much time a certain PW requires must be defined.
- In four, the general aims along with the language aims of the project should be clearly demonstrated at the onset of PW.
- In five, the location should be determined; where it is appropriate to do a given project (inside the classroom, in the school yard, outside the school...).
- In six, resources should be available for doing a PW; these can be books, net or data projector.
- In seven, teachers and students' preparation for the PW is crucial for making successful projects.
- In eight, the procedure of a PW ought to be clear to the stages; it should anticipate any problem(s) and clarify the students' and teachers' roles.
- In nine, a follow up should be programmed to focus on the language needs that have been missing during the PW. Variation is an important element within PW; that is to manifest how some projects can be adapted to different levels for developing certain skills or content areas. Last, comments are needed on the final products either by teachers or by learners themselves.

#### **1.1.7.1. Stages of PW**

According to DL. Fried Booth, three main stages can be seen in each project. The first stage is called the planning stage. It is the phase where learners can discuss the content of the PW with their teachers in English or their mother tongue. A lot of ambitious ideas can be lightening up through this stage for getting students' interest. Teachers present the topic for their learners; they predict specific language needs and how to fulfill the end-product. The second phase is the implementation stage. It is where students carry out the assigned project

tasks to achieve the objectives of their projects with the support of their teachers through real-world settings such as interviewing people, going on a trip and writing a report about it and other projects that can be done outside the normal classrooms. Creating the end-product is the third step. PW products would better be tangible products that would take various forms like posters, magazines, wall display, brochures, audio recording, and video film....Students, during this stage, share their products to be evaluated by their mates and/or teachers.

### **1.1.8. Roles of Teachers and Learners in PBL**

PW is a source of inspiring ideas for teachers and learners, and since PBL is a learner centered approach, it largely depends on learners to come out with the knowledge they want to reach, while teachers are no longer knowledge providers; their role changes according to their learners. The following section, thence, sheds light on the role of each.

#### **1.1.8.1. Teachers' Role**

Within PBL, teachers hold a number of jobs. A teacher can perform the roles of an expert, formal authority, personal model, facilitator, delegator and more in the classroom (Grasha, 1994). The teacher can be a class manager who is responsible for all tasks including grouping students, their sitting places, the relationship between them, allocated time...etc .The teacher can also play the role of a coach who models, guides and trains his learners to succeed. The role of the teacher as a coach is associated with real-world projects (Bolton, 1999). Being a controller is another function for teachers. It is there where the teacher gets a complete charge of the class, acts as a natural leader of the classroom and gives instructions of all that is taking place there. Therefore, teachers become organizers as well because a good organization makes a successful learning. Among their jobs is to be a prompter who encourages students to participate and do projects, and provides them with some support to enhance their abilities. They also try to be a participants who take part in the different steps of a project. Teachers as assessor is another major part of teachers' job; it is the role of assessing students' works to find out how well they are doing, and to give the appropriate feedback for each product. Furthermore, teachers can provide their students with the suitable sources to do their projects and be their sole resource especially when language seems to be missing in speaking or writing tasks. Lastly, educators can be investigators in PW by trying to develop their own skills to find out what best ways foster learning, and seek for their personal and professional development.

#### **1.1.8.2. Learners' Role**

Johnston (2005) tackled the topic of roles and responsibilities in team projects. He clarified five major roles for students within PW. First, ready learners who hold realistic expectations and are ready to learn, form a team, participate and learn how to work in a group within real-world projects. Second, learners as coachee who is willing to be part of a dialogue with the teacher or classmates, has the desire to pursue projects and apply concepts in meaningful contexts. Third, learners as contributors who can contribute to the classmates' learning experience where each individual can provide a valuable service to another. Fourth, being a team member who participates subordinates his preferences to the objectives of all and works for the good of the team is the major job of the student in PW. Fifth, students are academic scholars who learn the course content, try to learn by themselves and make their own plans and ways to learn; by working together, each one discovers how best to learn.

### 1.1.9. Examples of PW from Algerian Textbooks

Table 1 shows some suggested project works from the new Algerian MS textbooks *My Book of English1* (2016), 2 (2017), 3 (2018), 4 (2019).

**Table 1: Examples of PW from the Algerian Textbooks**

Levels	1st term project	2nd term project	3rd term project
1 MS	My family profile	My school presentation	My country's brochure
2 MS	My classmates' shopping Habits	My healthy food and exercise poster	A memorable holiday report/ A travel leaflet
3 MS	Our national heritage Article	My birth place (photo album)	My wildlife Pictionary
4 MS	Universal landmarks and figures' brochure	Our dream career video survey	Our school charity project

## Conclusion

Throughout this chapter, we explored the significant roles that PBL holds within its features, and presented some pedagogical practices. In such a way, PBL is proved to be largely beneficial for both learners' performance and teachers' practical methodology in the classroom if it is appropriately implemented. Conceived of this way, teaching is not spoon-feeding students with information to be memorized for later use; and learning is, similarly, no longer a matter of repeating or memorization. Rather, within PBL, the process is a more learner-based mode in which learners are involved in realizing their own products and structure their own knowledge with their classmates using a variety of skills for enunciating '*together, we are better*'.

All in all, PBL can be a productive vehicle for boosting learners' self-directed learning and motivation as well; it also enhances the teaching methods to foster the novel tendencies of the new generation.



## **1.2. Part Two: Motivation**

### **Introduction**

Motivation is a topic of interest to researchers in a variety of fields. It is one of the main psychological factors affecting learning English, which all researchers and scholars agree about its supreme importance. This section aims to introduce the different concepts of motivation according to different scholars and researchers. It also attempts to tackle the different types of motivation which include extrinsic motivation, intrinsic motivation and its role in addition to the factors that might affect both kinds. Further, the relationship between motivation, PBL and collaborative learning is highlighted.

#### **1.2.1. Definition of motivation**

Motivation is an important factor which encourages persons to give their best performance and help in reaching their goals. Many researchers did not stop and confine motivation just in one definition. For example, motivation is a psychological force that moves a person to take action (Ryan & Deci, 2000). It is generally known that motivation is a key feature in the success of language learning. As Dörnyei puts it, motivation gives the first motive to start learning the L2 followed by the sustainable force for prolonged learning process; indeed, second or foreign language acquisition requires motivation to some extent (Dörnyei, 1998, as cited in Huang 2007). In the scope of second language learning, Crookes and Schmidt (1991) define motivation as the learner's tendency to reach the goal of learning a second language. Motivation is a very important issue for investigation because it is implicated in the process of successful language learning. Moreover, Guthrie, Wigfield, Metsala, and Cox (1999) defined motivation as characteristics of individuals, such as their goals, competence-related beliefs, and needs that influence their achievement or activities. Many recent studies have focused on the need for improving motivation in EFL learning because, without student's motivation, there is no pulse to learn; so, motivation is recognized as a master key variable in language learning. Accordingly, "motivation is some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2007, p.98).

Gardner (1985) believes that motivation is comprised of three components: Motivational intensity, desire to learn the language and attitudes towards the acts of language learning (as cited in Dörnyei, 1998, p.122). Motivation is a major factor in transforming EFL learners from passive learners to active learners who have control over their improvement.

Motivated learners consider learning activities meaningful and valuable, and they try to get beneficial profits from doing so.

## **1.2.2. Types of motivation**

Motivation is affected by a combination of many factors involving trying, desire, and pleasure with the learning situation. Different types of motivation have been cited, including intrinsic and extrinsic motivation.

### **1.2.2.1. Intrinsic Motivation**

Intrinsic motivation (IM) is obviously an important type of motivation that refers to the engagement in behavior that is inherently satisfying or enjoyable. According to Hennessey (2010), intrinsic motivation refers to the reason why one performs certain activities for inherent satisfaction or pleasure. In addition, IM is the desire to do or get something because one really wants to do something for pleasure and enjoyment or for some other positive results (Usher, 2012). When a student is intrinsically motivated, we may assume that he or she is gifted and has a strong interest in a specific activity or subject. Students would not be able to achieve their goals in group working without IM. Because students who are intrinsically motivated find pleasure in group working, they like to work more. Moreover, IM happens when one acts without any explicit external rewards (Zimmerman & Chu 2013).

In IM, the motive itself is associated with the rewarding activity. So, it is not the same as reward and punishment. It emerges from the positive reaction of the individual to the work itself like interest, involvement, curiosity, satisfaction, or positive challenge, which is used as a reward for the work (Grant & Berry 2011). It is distinguished from extrinsic motivation (EM) which involves external factors (Pintrich & Schunk, 2001).

Furthermore, according to the self-determination theory IM involves the highest degree of self-determination. (Deci & Ryan, 1985, 1991). Previous studies have consistently demonstrated the positive effects of IM on performance, self-esteem, persistence, and emotional outcomes (Deci & Ryan, 1995; Grolnick & Ryan, 1987; Patrick, Skinner, & Connell, 1993). IM is an important factor that helps and supports the individuals' learning improvement and pushes them to be better.

When the learners have IM, it will give a good influence to their learning because intrinsic motivation comes from the learners itself. So, they learn English by their internal desire not from other factors from outside the learner. It means that IM is an inner drive to make an

effort to achieve the goal. If the learners have an IM, they will show their attitude in the classroom such as the will to learn English because they like and enjoy learning it. Intrinsically motivated learners enjoy being part in the learning process.

#### **1.2.2.2. Extrinsic motivation**

On the other hand, EM refers to the performance of an activity in order to attain a desired outcome, and it is the opposite of intrinsic motivation.

Ryan and Deci (1975) stated that “The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently and enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome” (p.55). According to Brown (2007) “extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self” (p.172).

Moreover, extrinsic motivation refers to the performance of an activity in order to attain some separable outcomes (Deci& Ryan, 1985). It is the external driving force that stimulates a person to perform certain acts. In fact, “extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel”(Harmer, 2007, p.98). According to Santrock (2004, p. 418) “extrinsic motivation involves doing something to obtain something else (a means to an end)”.

#### **1.2.3. Factors Affecting EFL Students’ Motivation**

There are many factors affecting students’ motivation which include: Family members, interest, the teacher, the methods, and the learning environment.

##### **1.2.3.1. The Teacher**

The student’s motivation is influenced by the teacher’s personality. Apparently, the teachers’ behaviors have a deep impact on students’ achievement. Therefore, different features of teachers’ behaviors may motivate or de-motivate students in EFL classes when learning a language. Love and interest are the most important characteristics that teachers should have to make students motivated. Additionally, the use of humor is considered as a significant factor too. Hunsaker (1988, p. 285) stated that “the main value of humor in the classroom lies in its use to stimulate, illustrate, motivate, and ease tensions”. Also, autonomy support is what teachers are trying to give their students. It is defined as “the amount of freedom a teacher gives to students so they can connect their behavior to personal goals, interests and values” (Reeve 1996, p.206 as cited by Phan, 2010). Dornyei (2001, p. 106) claimed that a

teacher is a facilitator who “views him/herself as a helper and instructional designer who leads learners to discover and create their own meanings about the world”. Thus, teachers are in charge of their students’ learning.

### **1.2.3.2. Family Members**

In fact, family members’ attitudes have an impact on the learners’ motivation to learn English because they think that good English will help them to get good jobs in the future. According to Phan (2011, p.166), “with reference to the influence of family members, the student participants’ “motivation to learn the English language was influenced first and foremost by their parents, and then by other family members, including extended family members”. Thus, the students’ motivation is influenced by family members’ encouragement and support. Generally, family members’ attitude and encouragement are considered as the best conditions to enhance learners’ motivation.

### **1.2.3.3. Interest**

Some students could feel bored doing the same activities in the classroom. If they are not interested in activities, they would not be motivated much in their language learning. This is why “individual interest has been described as the energizing force behind intrinsic motivation” (Alexander, Murphy, Woods, Duhon & Parker, 1997 as cited by Bye & Pushkar, 2007).

This means that the teacher cannot enhance students’ motivation without students’ interest in the learning process. Therefore, the teacher must create an interactive learning environment and motivate his/her student by applying different motivational factors. (Hidi, 2000, as cited by Bye and Pushkar, 2007). Hidi (2000) stated that high levels of interest are necessary to trigger and maintain a strong intrinsic motivation for learning.

### **1.2.3.4. Learning Environment**

In addition to the teacher, the interest and family members, it is important to talk about where the instruction takes place; this is referred to as the learning environment. Harmer (1991) talked about two types of environment: The physical appearance and the emotional atmosphere of the class. This can greatly influence on the initial and continuing motivation of the students. An attractive classroom at the beginning of the course can help students keep going their motivation. By doing so, the classroom atmosphere becomes more agreeable and interesting. Teachers are able to create and sustain the emotional atmosphere of the classroom which is very

important. There is a need for a supportive and cooperative environment to suit various learning types. Teachers with students should create the right conditions for motivated learning.

#### **1.2.3.5. The Method**

Harmer (2007) points out that teachers and students should have some confidence in the way of teaching and learning. If this condition is fulfilled, chances of success would increase. However, if one of the two parts (teachers or students), they would lose confidence in the way of teaching and learning, and this would negatively affect their motivation.

#### **1.2.4. The Role of Motivation:**

Motivation is a crucial factor in learning because it encourages students during the learning process. Consequently, they would show a desire to learn and be in the classroom. In other words, when students have a sense of control over their learning, they improve their autonomous motivation which plays a significant role in their achievement and success. According to Deci and Ryan (2000, p. 69), “motivation concerns energy, direction, persistence and equifinality, all aspects of activation and intention.”

Students are intrinsically motivated because they enjoy the process of learning English for its own sake. That is to say, motivated learners are more able to improve their learning abilities than unmotivated ones since motivation gives them the ability to be at the center of the learning process. Motivation is raised by the teacher’s role to encourage students and provide them with a positive feedback.

Furthermore, motivation provides the effort and energy that a learner needs to achieve the task. It increases the speed that a learner is putting to achieve a goal. In education, motivation is a factor of high or low points of the goal (Brown, 2000)

Moreover, teachers also need to know how to manage their classroom and feel at ease when they are teaching. This can be done using different strategies to make the unmotivated students become more interested in learning, and maintain or fortify the motivational state of those who are motivated.

To sum up, the role of motivation is regarded as an influential element in the success of any educational learning process, especially in learning a language, in order to experience successful and effective teaching.

### **1.2.5. Students' Motivation and Collaboration**

Collaborative learning is considered as the best method that increases students' motivation. Slavin (1984 cited by Patricia Quinn, 2006) stated that one factor that influences the success of cooperative learning is the positive motivational impact of peer support for learning. This method of learning has a positive impact on students' motivation because it raises their self-esteem, which motivates them to participate within small groups. The main goal of cooperative learning is helping each other and communicating with one another, through this, the students' motivation increases. By applying cooperative learning, the students will have the ownership of their learning, which leads directly to enhance their motivation. Cooperation among learners will make them more interested and motivated to learn. It permits them to develop their communicative skills and learn from each other (Dornyei, 2007). Concerning the notion of cooperative learning, it fosters the motivational aspect of learners and helps boost learners' achievement.

### **1.2.6. Students' Motivation and PBL**

In order to motivate learners to learn, put them in a collaborative classroom atmosphere; learning occurs while students are in the process of solving problems. Moreover, the key to create a positive PBL learning experience is to identify the students' needs and then incorporate activities that address their various learning styles. This implies getting to know the learner as soon as possible through the use of profiles and introductory activities that provide insights into who the learner is. Furthermore, PBL teaching motivates learners to track their own progress by offering them opportunities of assessment, which help them examine the achievement of their objectives. For Conrad and Donaldson (2004), "assessment in an engaged learning environment should focus on whether the stated objectives of the course have been met and whether the students have been engaged in the learning process. Engaged learning requires a higher level of thinking" (p.31/34).

Thus, we address the importance of project-based learning to incorporate the use of English vocabulary when performing a team project. It can also stimulate students' motivation in learning English.

In summary, in this project-based learning, students are encouraged to create their own projects in an attempt to measure growth in the areas of motivation which facilitate learning English and make them more attentive to their class activities. The teacher must ensure that the activities are relevant to their interests and their daily life.

## **Conclusion**

It could be concluded that motivation is one of the most important factors affecting students' performance in learning English, which is a source of concern for foreign language teachers. We discussed two types of motivation-intrinsic and extrinsic- and shed light on their role. We also presented some factors could affect learners' motivation.

As a whole, we cannot treat PBL and CL without mentioning motivation. This is because students' participation in project-based learning and cooperative learning has motivated them to learn.

## Chapter Two: Methodology

### Introduction

At the Algerian middle schools, students are required to do some projects by the end of each term. Some examples of these were given beforehand. However, a common practice shared by most teachers, as far as we know, involves giving students the topic of the PW at the beginning of the term and students, outside the classroom, prepare their works and give them back to their teachers almost when the term finishes. Some other teachers prefer their students to stick their own products on the walls of the classroom, as a decoration form, without even seeing what is inside or correcting their pupils' mistakes; by doing this, they are neglecting that the majority of students would love to present them and know about their teacher's and peers' comments.

Because of the nature of the present study, it is indispensable to elicit students' and teachers' opinions about the role of PW in increasing learners' motivation. Those views are very important to establish some guidelines and points of departure to teach through PW sessions and make teachers and learners aware of this valuable technique to ameliorate the learning nature in the Algerian classrooms and improve some of the teaching methods.

Accordingly, this chapter is devoted to the research methodology. It deals with the description of research tools, sampling and procedures of collecting and analyzing the data.

### 2.1. Research Methodology

To gather data, researchers depend on research methods and research methodology. While the two are used interchangeably, there is a difference between them; the term *Methods* refers to the tools for collecting the data, whereas *methodology* refers to the paradigm (design) that guides the research.

In this study, a mixed –methods approach is employed by combining quantitative and qualitative research methods; two survey questionnaires for students are used as quantitative tools, in addition to one to teachers involving both quantitative and qualitative. a mixed questionnaires as the main research tools.. This research took place at Medjili Brothers Middle



School, Tixter with teachers working at the Third District<sup>1</sup>, BBA. The reason behind choosing the questionnaire is seen as a good way of data gathering within a reasonable period of time, not to mention the amenability of its results to mix straightforward analysis and interpretation.

## **2.2. Research Tools**

This section tackles the tools that were used for collecting the data.

### **2.2.1 Students' Questionnaire**

The first tool that was chosen as a tool is the students' questionnaire. The following lines describe the sample, the objectives and some description for this tool.

#### **2.2.1.1 The Sample**

Fourth year students at Medjili Brothers' Middle School, Tixter-BBA- (District 3) are the participants in this study. This level consists of an approximate number of 70. We randomly selected a sample of 40 students to respond to the questionnaire. The choice of this level was based on the fact that it contains a variety of interesting topics of sequences as well as projects. However, as we may know, most of these projects are not done, or done using the old method of doing PW (going to the net, searching for a given topic, writing some information on a large sheet of paper, sticking some pictures about that topic, and giving it to the teacher or sticking it on the classroom walls).

#### **2.2.1.2 Aim of the Students' Questionnaire**

This questionnaire is designed for 4th year MS students to gather their opinions about the use of PBL as a pedagogical activity in their classrooms and to give them the chance to express their views about PBL and its role in boosting their motivation and helping them to learn.

#### **2.2.1.3 Description of the Students' Questionnaire**

The students' questionnaire was designed to be administered to 4<sup>th</sup> year middle school students at Medjili Brothers' school, in Tixter. It is composed 20 questions arranged under three sections. The first section (questions 1 to 5) addresses background information about the respondents: Their gender, their age and their favorite hobbies. It also addresses their attitudes

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<sup>1</sup>A district is an administrative division in the education system to which a number of schools belong within the same city.

towards feeling comfortable at school, and being happy with others in the classroom. Section two, is devoted for closed-ended questions about PW. It is divided into two sub-sections, A and B. Sub-section A (questions 6 to 10) deals with yes/ no questions, with one question that necessitates ticking the suitable answer, whereas sub-section B (questions 11 to 13 ) is about statements of agreeing or disagreeing. The third section is about motivation and cooperative learning within PBL. It holds 7 questions (question 14 to 20) where the students should choose the appropriate answer according to their perceptions.

## **2.2.2 Teachers' Questionnaire**

The second tool for gathering the data in this study is the teachers' questionnaire. Here is the sample selected, the objectives behind this questionnaire and some light on its description.

### **2.2.2.1 The Sample**

Our sample was 15 teachers who teach 4<sup>th</sup> year MS level from the same District. We could get in touch with some teachers who answered directly on the hard copies of the questionnaire, while others answered via e-mail, with the help of the inspector of this District. The teachers were randomly selected. Choosing 4<sup>th</sup> year MS teachers was based on making a parallel balance between the level of students (4<sup>th</sup> year) with their teachers who have much knowledge about this level's syllabus and particularly about its PW topics.

### **2.2.2.2 Aims of the Teachers' Questionnaire**

This questionnaire was designed for 4 MS teachers of English from the third district in order to know about teachers' attitudes towards PBL in enhancing learners' intrinsic motivation, to add new insights about this new strategy (PBL) especially in MS level, and to determine some of their roles in boosting their students' motivation within PBL sessions.

### **2.2.2.3 Description of the Teachers' Questionnaire**

This questionnaire was designed for some 4 MS teachers belonging to the Third District in BBA. It involves 17 questions structured in three sections. The first section contains questions about the participants' general information. The second section contains 8 questions with the purpose of gathering some background information about the teachers' views on the role of project based learning and the learner's intrinsic motivation. The last section contains 5 questions which address the teachers' roles in project based learning to motivate learners. The questionnaire contains both closed-ended questions that only include choices and open-ended questions which need explanation and justification. This research tool was chosen because it

may help to provide additional information for our research. The main purpose of this questionnaire is to know whether teachers have an experience on the PBL teaching method and to highlight the role of PBL in enhancing learners' intrinsic motivation.

### **2.3. Questionnaires Administration**

The following part deals with how the two questionnaires were administered.

#### **2.3.1 Students' Questionnaire Administration**

The students questionnaire was administered to two groups (each group has 20 students) of 4<sup>th</sup> year MS students at Medjili Brothers MS (Tixter, BBA) in their classrooms. Each group took 15 minutes to answer all the questionnaire's questions by the end of the session. After taking the permission, we explained the nature of this questionnaire, declaring that it is anonymously going to be used for research study purposes. There were some questions from the part of students, and we tried to simplify and clarify the things they wanted to understand. Students were really helpful to answer objectively without looking at each other's sheet. We ended up with thanking them for their participation in this study.

#### **2.3.2 Teachers' Questionnaire Administration**

The teachers' questionnaire was administered to 15 MS teachers (who teach the 4<sup>th</sup> year level). Out of 15, 10 teachers were given the questionnaire by hand as we could go to their respective schools. We asked them to kindly answer the questionnaire, explaining that it will be used only for research purposes. The other 5 teachers could answer us via e-mail; that took a bit of time to wait for their replies as they could not answer on the spot.

### **2.4. Data Analysis Procedures**

#### **2.4.1 The students' Questionnaire:**

We collected data from the part of students by means of a questionnaire that was described previously. After it was administered, we changed the answers (variables) into numbers by means of coding (e. g: yes 1, no 2). We entered the data (numbers) into an EXCEL 2007 file through which we could have all the 40 papers' answers in one spread sheet which displayed only numbers of coded answers. We tried to focus on correct keying and data entering to get reliable descriptive statistics. Through the use of SPSS, then, we could get the analysis of these statistics using frequencies and percentages that were transformed into statistical tables

and pie charts. Then, each question of the questionnaire was separately discussed and commented on.

### **2.4.2 The teachers' Questionnaire**

By using another questionnaire, we gathered data from 4<sup>th</sup> year MS teachers. we coded the close-ended questions and we formed patterns out of the repeated answers of the open-ended ones (similar answers were grouped as one). The teachers' views were changed into numbers. Using SPSS, we keyed and entered the statistics. For better readability of the results, pie charts and tables were also used in the analysis of this questionnaire. Comments were provided for better interpretation and data analysis, after each question.

### **Conclusion**

This chapter's significance lies in tackling the methodological issues involved in this research study. The emphasis was on describing the research tools used in this; study, teachers' and students' questionnaires, their objectives, how they were administered, collected and correspondingly analyzed aiming at gaining reliable results.

# Chapter Three: Results and Analysis

## Introduction

As far as educational research is concerned, the practical study is of a paramount importance. It helps confirming or disconfirming the hypothesis stated at the very beginning of the research project. In this chapter, we will deal with the analysis of the teachers' and students' questionnaires that were described previously. Emphasis, then, would be on discussing and interpreting the results gained through the two questionnaires.

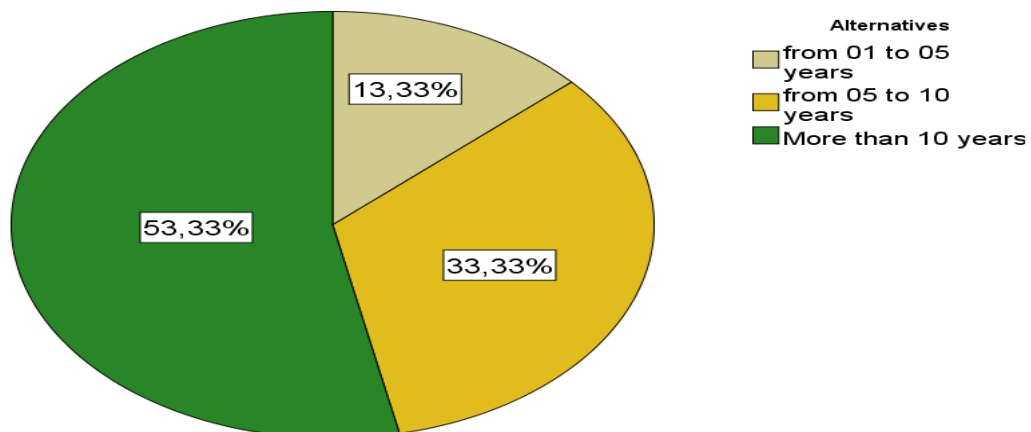
### 3.1. Analysis of the Teachers' Questionnaire

#### 3.1.1. Section One: Teachers' General Information

**Question One:** How long have you been teaching English?

**Table 2: Teachers' Teaching Experience**

Alternatives	Number	Percentage
from 01 to 05 years	02	13.33%
from 05 to 10 years	05	33.33%
more than 10 years	08	53.33%



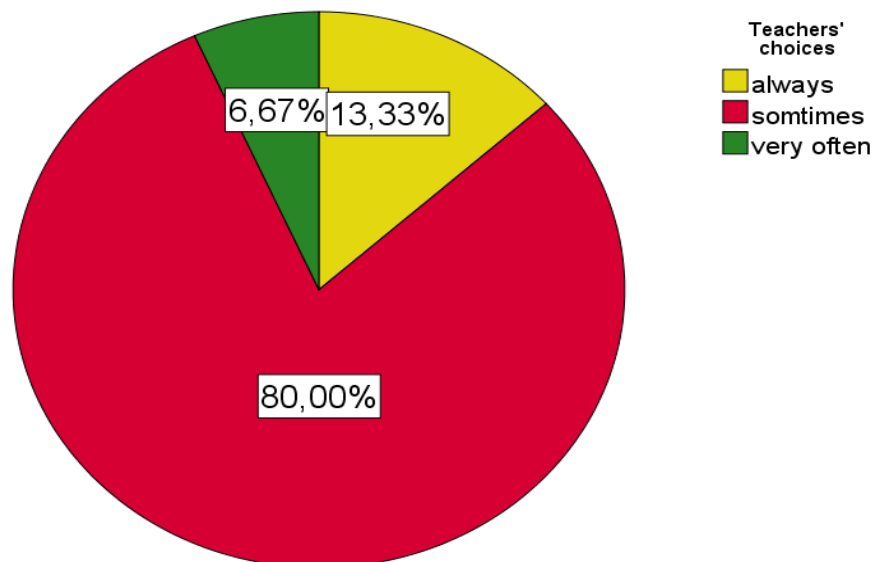
**Figure 1: Teachers' Teaching Experience**

As a response to question one which is related to teachers' experience, two teachers out of fifteen said they have from 01 to 05 years of experience, with a rate of 13.3%. Five teachers have an experience that ranges between 05 to 10 years, with a rate of 33.3%, and eight teachers have more than 10 years of experience. This shows that, in our sample, more experienced teachers outnumber less experienced ones. This may guarantee deeper and insightful answers to the remaining questionnaire items as, we believe, experience plays a role in teacher's development.

**Question Two:** How often do you use PBL in the classroom?

**Table 3: Teachers' Frequency of the Use of PBL**

Alternatives	Number	Percentage
Always	02	13.33%
Sometimes	12	80%
very often	01	6.66%



**Figure 2: Teachers' Frequency of the Use of PBL**

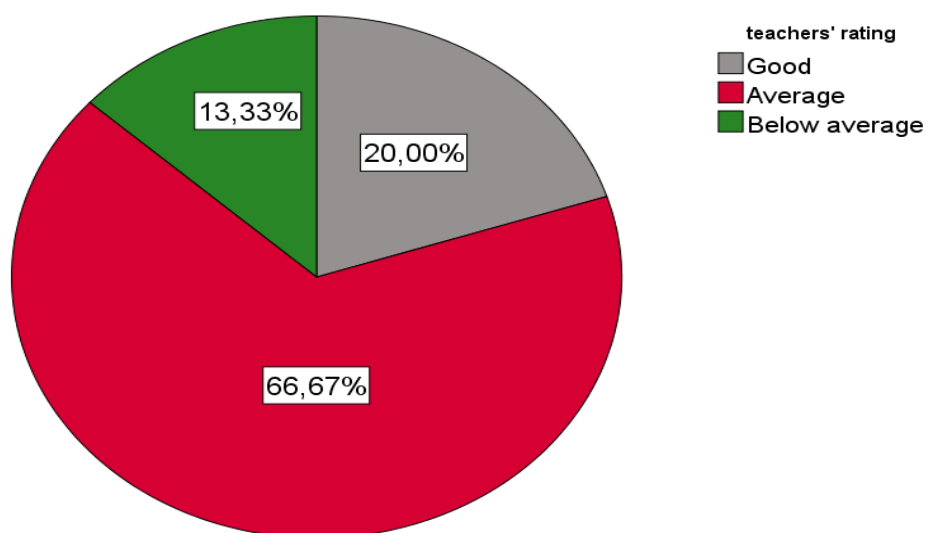
In relation to what teachers say about their use of PBL, two teachers, with a rate of 13.3%, said always; twelve teachers with a rate of 80% opted for sometimes. Only one teacher,

with a rate of 6.7 %, opted for very often. The results indicate that most of the teachers are using PBL in their classroom.

**Question Three:** How do you rate your learners’ performance at ordinary lessons?

**Table 4: Teachers’ Ratings of Learners’ Performance at Ordinary Lessons**

Alternatives	Number	Percentage
Good	03	20%
Average	10	66.66%
Below average	02	13.33%



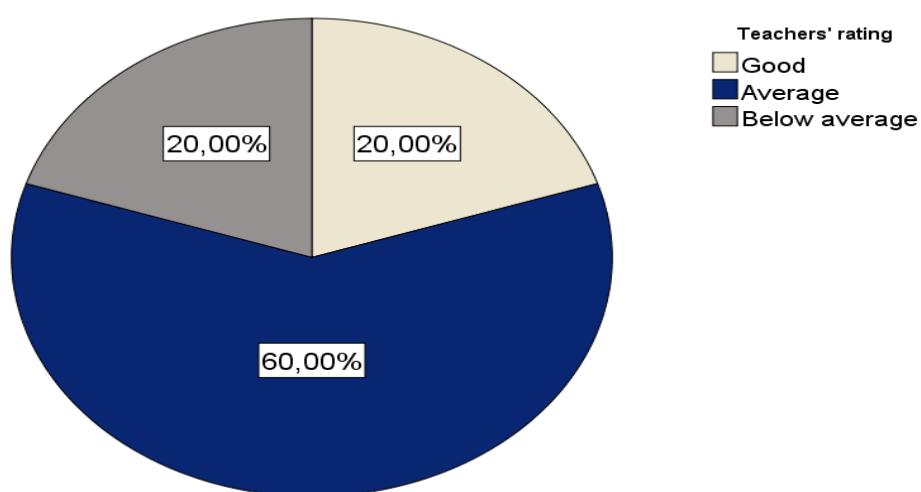
**Figure 3: Teachers’ Rating of Learners’ Performance at Ordinary Lessons**

Concerning question three which is related to rating learners’ performance at ordinary lessons, three teachers out of fifteen said their students were good with a rate of 20%; ten said average, with a rate of 66.7% and only two teachers their students’ performance is below average, with a rate of 13.3%.

**Question Four:** How do you rate your learners' performance at project work?

**Table 5: Teachers' Rating of Learners' Performance at PW**

Alternatives	Number	Percentage
Good	03	20 %
Average	09	60 %
Below average	03	20 %



**Figure 4: Teachers' Rating of Learners' Performance at PW**

As an answer to question four, which is related to rating learners' performance at project work, three teachers out of fifteen said that their performance is good with a rate of 20%, Nine chose "average" with a rate of 60% and only three teachers opted for "below average" with a rate of 20%. Teachers claimed that learners' performance is average at PW as well as at ordinary lessons.

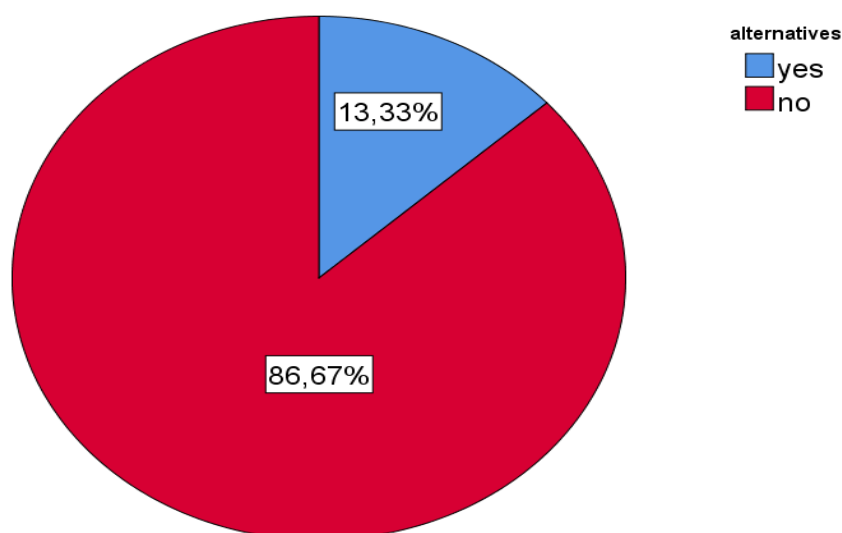


### **3.1.2. Section Two: On the teachers' view on the role of project-based learning and the role of learner's intrinsic motivation.**

**Question one:** Is project-based learning only done in the classroom?

**Table 6: The Use of PBL is Confined to the Classroom only**

Alternatives	Number	Percentage
Yes	02	13.3. %
No	13	86.7 %



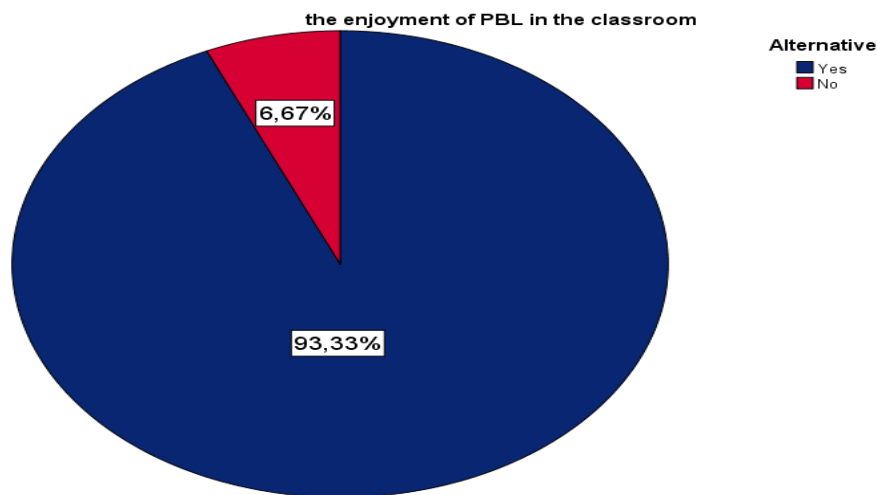
**Figure 5: The Use of PBL is Confined to the Classroom only**

Concerning the question whether PBL can only be done in the classroom, two teachers with a rate of 13.3% said *yes*, while thirteen teachers said *no* with a rate of 86.7%. So, as the results suggest, most of them believe that PBL is not limited to classroom practice.

**Question two:** Do you enjoy doing project work in the classroom?

**Table 7: The Enjoyment of PBL in the Classroom**

Alternatives	Number	Percentage
Yes	14	93.33 %
No	01	6.66 %



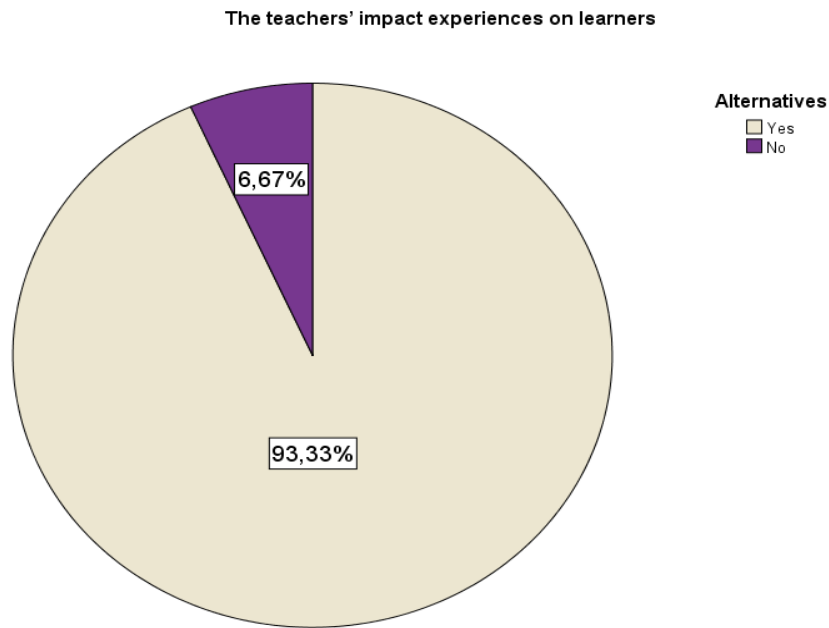
**Figure 6: The Enjoyment of PBL in the Classroom**

In response to question two which is related to the teachers' enjoyment of doing PBL in the classroom, fourteen teachers, with a rate of 93.33 %, answered with *yes*; whereas only one teacher with a rate of 6.67% answered with *no*. According to teachers' views, PBL is an enjoyable technique for teachers.

**Question Three:** Has your teaching experience impacted your learners' motivation?

**Table 8: Impact of Teachers' Experience on Learners' Motivation**

Alternatives	Number	Percentage
<b>Yes</b>	14	93.33%
<b>No</b>	01	6.66%



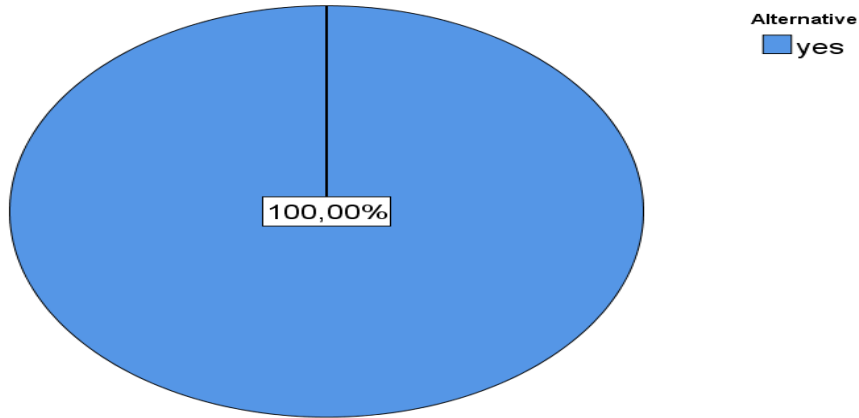
**Figure 7: Impact of Teachers' Experience on Learners Motivation**

In response to question three which is related to the teachers' experience impact on learners, all of the participants answered by *Yes*. Most of them (93,33%) justified that the teaching experience is positively associated with learners' motivation because the teacher is more likely to know more about his learners' learning styles, strategies and interests; Hence it will help heron deciding upon the adequate learning activities that motivate learners and make learning enjoyable. By contrast, only one teacher (6, 67%) answered by *no*.

**Question Four:** Is motivation an important element for project-based learning?

**Table 9: The Importance of Motivation in PBL**

Alternatives	Number	Percentage
<b>Yes</b>	15	100 %
<b>No</b>	00	00 %



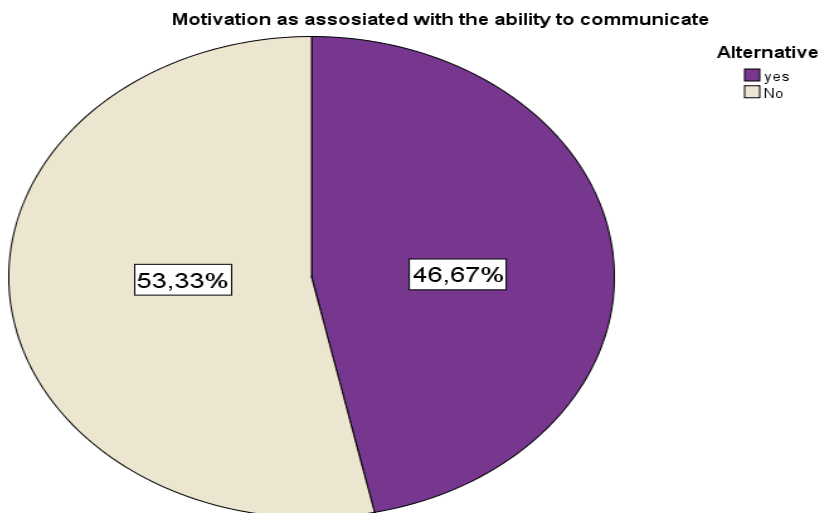
**Figure 8: The Importance of Motivation in PBL**

In relation to motivation as an important element in PBL, all teachers, with a rate of 100% said yes. The result shows that the teachers are aware of the importance of motivation for the learning process.

**Question Five:** Is motivation always associated with the ability to communicate in the project-based learning?

**Table 10: Motivation as Associated with the Ability to Communicate**

Alternatives	Number	Percentage
Yes	07	46,7%
No	08	53,3%



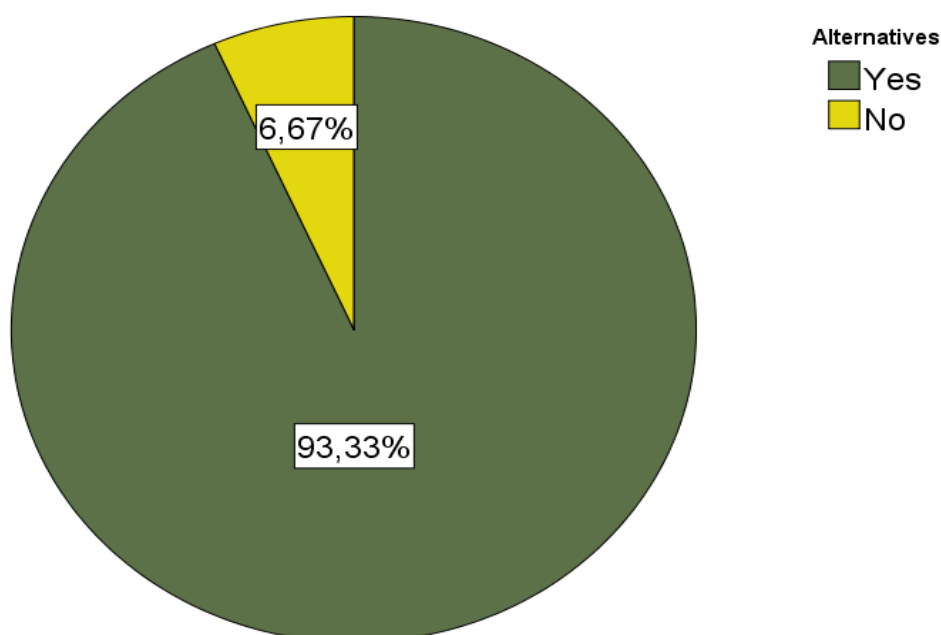
**Figure 9: Motivation as Associated with the Ability to Communicate**

Concerning question five which is related to the relationship between motivation and the ability to communicate, seven teachers with a rate of 46.67% said *yes*. Similarly, eight other teachers said *no*, with a rate of 53.33%.

**Question Six:** In your view, can motivated learners self-improve in project-based learning?

**Table 11: Motivation and Students' Ability to Self-improve**

Alternatives	Number	Percentage
Yes	14	93.33 %
No	01	6.66 %



**Figure 10: Motivation and Students' Ability to Self-improve**

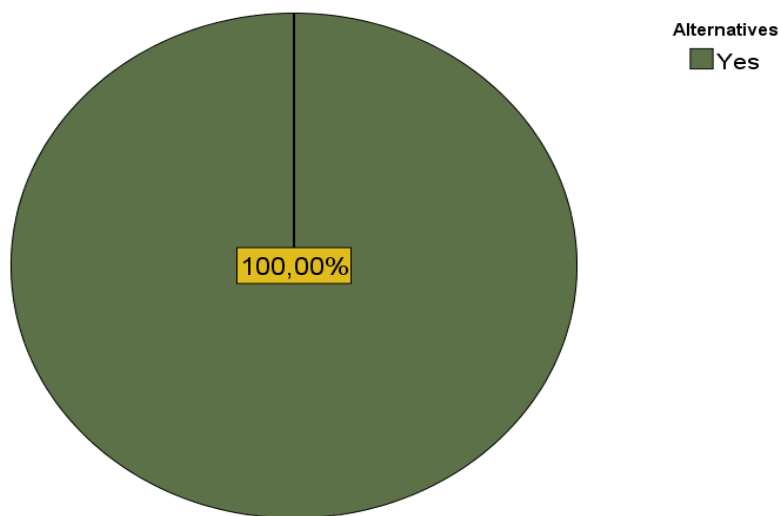
In what concerns motivation and learners' self-improvement, fourteen teachers with a rate of 93.33% said *yes* against one teacher with a rate of 6.67% said *no*". The "yes" justifications were as follows: PBL is an effective technique which proves significance as it

allows learners to be active participants in their learning process and hence helps them self-improve in their academic performance. They are able to construct their own knowledge and improve their cooperative skills.

**Question Seven:** Does motivation have an impact on student's results when using project-based learning?

**Table 12: The Impact of PBL on Students' Results**

Alternatives	Number	Percentage
Yes	15	100%
No	00	00%



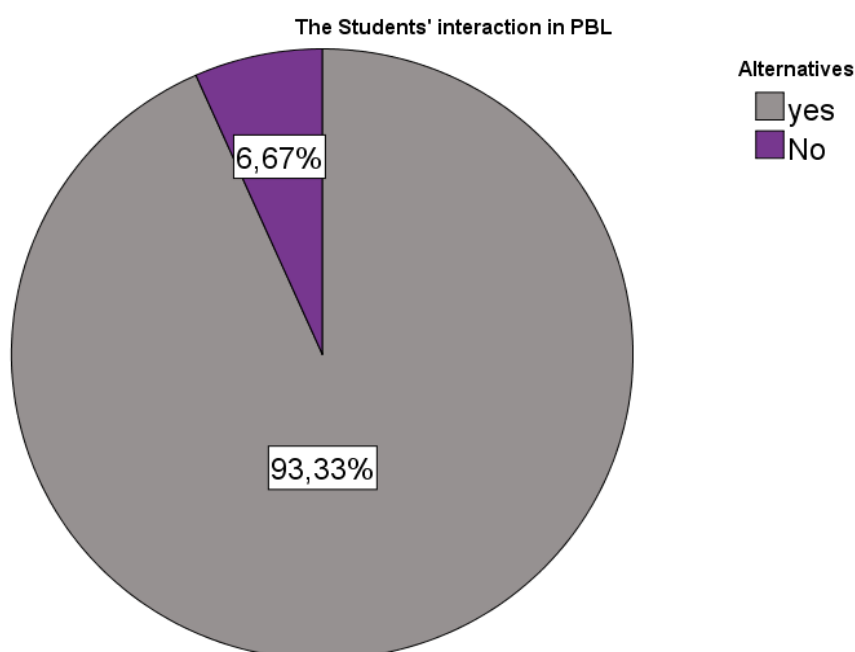
**Figure 11: The Impact of PBL on Students' Results**

Concerning the impact on student's results when using project-based learning, all teachers responded positively, with a rate of 100% answered *yes*. This implies that, the participants consider that there is a relation between motivation and the students' achievement when using PBL.

**Question Eight:** Do you find interaction in the project-based learning between the learners?

**Table 13: Learners' Interaction in PBL**

Alternatives	Number	Percentage
Yes	14	93.33%
No	01	6.66%



**Figure 12: Learners' Interaction in PBL**

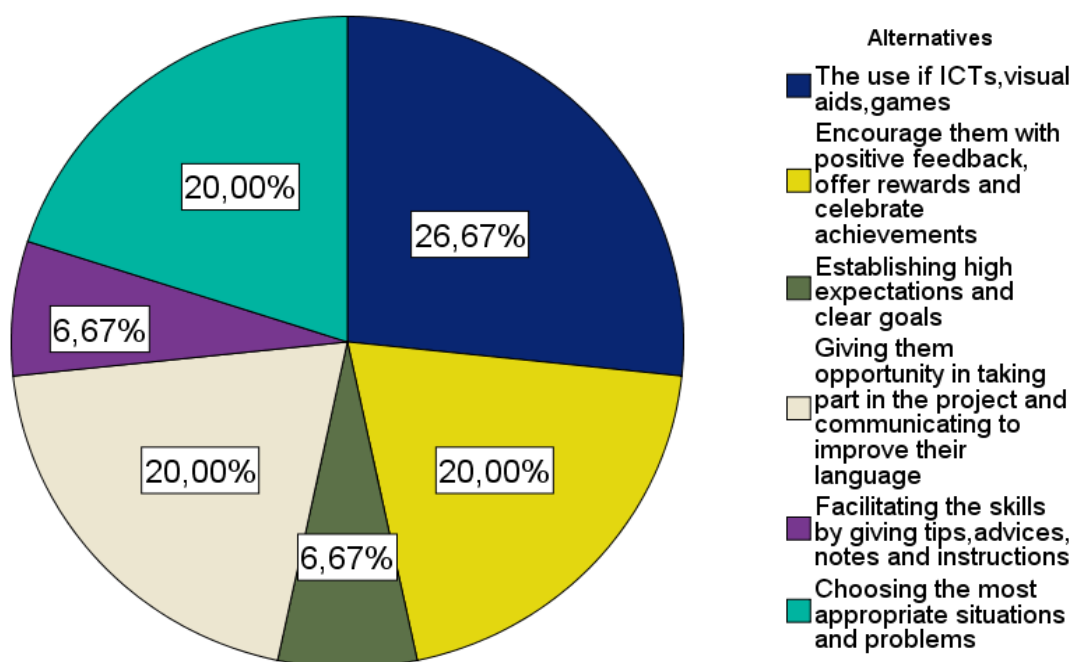
Concerning question eight which is related to the students' interaction in PBL, fourteen teachers, with a rate of 93.33%, said *yes*; they found interaction between learners in PBL. By contrast, only one teacher said *no*, with a rate of 6.67%. It means that PBL helps the learners to interact with each other.

**3.1.3. Section three: The role of teachers in project-based learning to motivate learners.**

**Question One:** How do you motivate your learners in project-based learning?

**Table 14: Ways to Motivate Learners in PBL**

Ways teachers use to motivate learner's in PBL	Number	Percentage
The use of ICTs, visual aids, games	4	26,7%
Encourage them with positive feedback, offer rewards and celebrate achievements	3	20,0%
Establishing high expectations and clear goals	1	6,7%
Giving them opportunity in taking part in the project and communicating to improve their language.	3	20,0%
Facilitating the skills by giving tips, advices, notes and instructions	1	6,7%
Choosing the most appropriate situations and problems	3	20,0%



**Figure 13: Ways to Motivate Learners in PBL**

All of the respondents acknowledged the importance of motivation in general and during PBL in specific. Some teachers (26.67%) mentioned that they motivate their learners through the use of ICTs, visual aids, games. Some others (20%) stated that they give them opportunity to take part in the project and communicate to improve their language, then they encourage them with positive feedback, offer rewards and celebrate achievements. In addition, the teachers

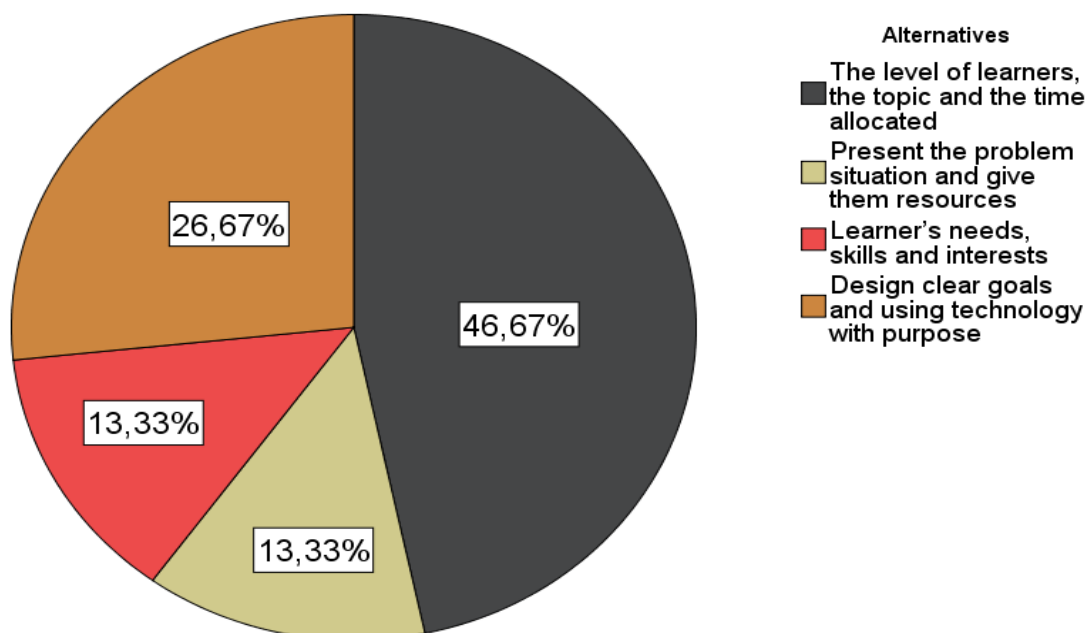


(6.67%) said they should facilitate the skills by giving tips, advices, notes and instructions by establishing high expectations and clear goals. One of the teachers added that she gives the students the most appropriate situations and problems.

**Question Two:** What do you take into consideration when designing a project-based learning lesson?

**Table 15: Key Elements in Designing a PBL Lesson**

Key elements in designing a project - based learning lesson	Number	Percentage
The learners' level, the topic and the time allocated	07	46,7%
Presenting the problem situation and give them resources	02	13,3%
Learner's needs, skills and interests	02	13,3%
Designing clear goals and using technology with purpose	04	26,7%



**Figure 14: Key Elements in Designing a PBL Lesson**

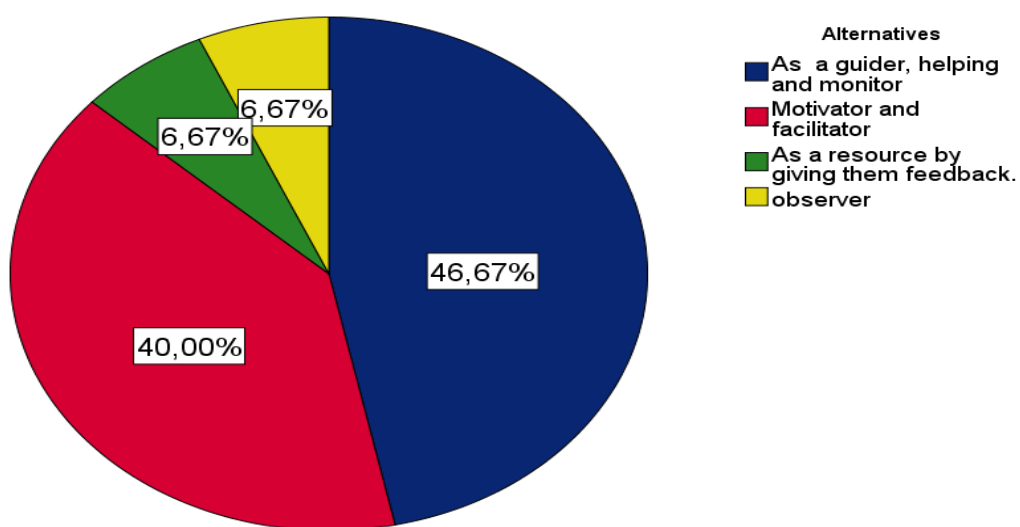
The majority of the teachers answered that they take into consideration learners' level, the topic and the time allocated (46.7%).Some (13.33%) answered that they present the problem

situation and give them resources by designing clear goals and using technology with purpose. Others (26.67 %) said that they take into consideration the learners’ needs, skills and interests.

**Question Three:** What is the role of teachers to motivate learners in project-based learning?

**Table 16: Teachers’ Roles to Motivate Students in PBL**

Teachers’ role to motivate learners in PBL	Number	Percentage
As a guide, helping and monitor	07	46,7%
Motivator and facilitator	06	40,0%
As a resource by giving them feedback.	01	6,7%
Observer	01	6,7%



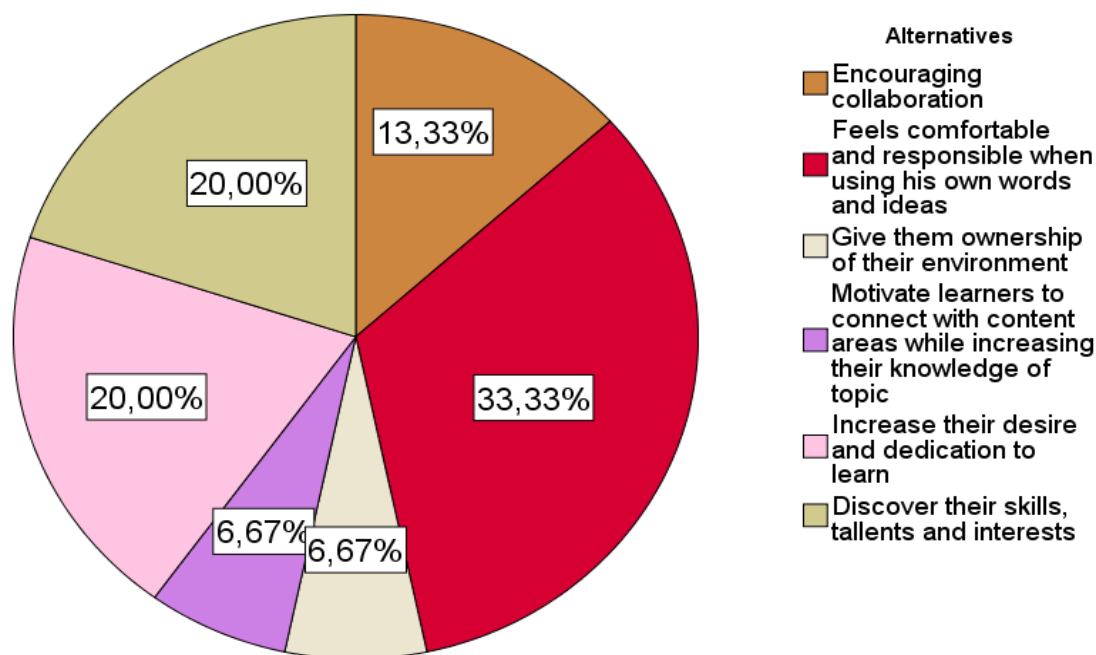
**Figure 15: Some Teachers’ Roles to Motivate Students in PBL**

As a response to question three, seven teachers, with a rate of 46.67%, said that a teacher should act as a guide, helping and monitoring. Six teachers, with a rate of 30%, said teachers should be motivators and facilitators. One teacher, with a rate of 6.67%, suggested that teachers should acts as a resource by giving them feedback, and another teacher said the teacher should be an observer.

**Question Four:** How, according to you, does project work motivate learners?

**Table 17: How does PW Motivate Learners?**

How doesPW motivate learners	Number	Percentage
Encouraging collaboration	02	13.3%
Feels comfortable and responsible by using his own words and ideas	05	33.3%
Give them ownership of their environment	01	6.7%
Motivate learners to connect with content areas while increasing their knowledge of topic	01	6.7%
Increase their desire and dedication to learn	03	20%
Discover their skills, talents and interests	03	20%



**Figure 16: How does PW Motivate Learners?**

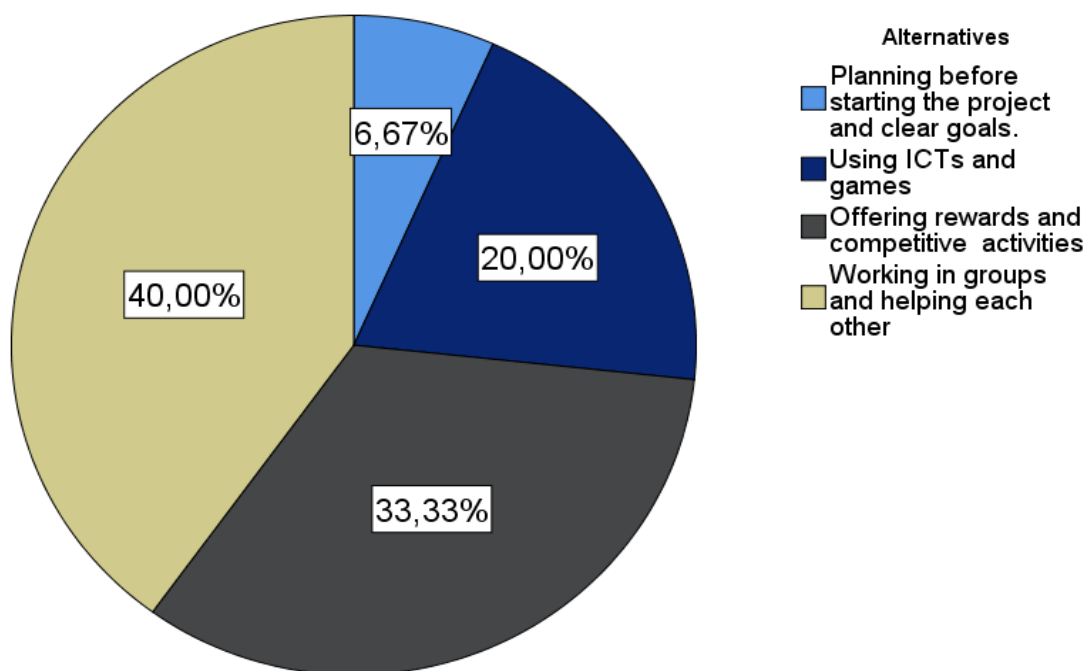
To show their interest in the question, teachers set different purposes. Two teachers with a rate of 13.3% said that PW motivates learning through encouraging collaboration. Five teachers with a rate of 33.3% said that the learners feel comfortable and responsible when using their own words and ideas. Three teachers with a rate of 20% said

learners would discover their skills, talents and interests, while three other teachers with the same rate said that the learners Increase their desire and dedication to learn. Finally, only one teacher representing a 6.67% rate said that PW gives learners ownership of their environment, and another one said that it motivates learners to connect with content areas while increasing their knowledge of topic.

**Question Five:** We would appreciate it if you could suggest some ideas to better motivate learners in PW.

**Table 18: Suggestions to Motivate Learners in PW**

Suggestions to better motivate learners	Number	Percentage
Planning before starting the project and setting clear goals	01	6.7%
Using ICTs and games	03	20%
Offering rewards and competitive activities	05	33.3%
Working in groups and helping each other	06	40%



**Figure 17: Suggestions to Motivate Learners in PW**

Teachers answer this question in different ways. They suggest the following:

- Planning before starting the project and clear goals.
- Working in groups and helping each other

- Using ICTs and games
- Offering rewards and competitive activities.

### **3.1.4. Discussion of the Results of Teachers' Questionnaire**

The main theme of the work was simply an investigation on the role of PBL in enhancing learners' intrinsic motivation. The analysis of the teachers' questionnaire has revealed the following results:

Most teachers have positive attitudes towards PBL in boosting the motivation of learners. They support the view that motivation is the basis for learners' learning, and for teaching as well. Most of them believe that PBL encourages learners to collaborate and feel comfortable and responsible when using their own words and ideas. They believe that motivation is the only instigator for learners to acquire ideas which constitute the basis for PBL. For them, it is thanks to motivation that learners were strongly having positive results when using this method. Hence, motivated learners start to construct their own capacities for self-improvement which is greatly encouraged in PBL.

According to their views, teachers give learners opportunity in taking part in the project and in communicating to improve their language, and then they encourage them with positive feedback, offer rewards and celebrate achievements. Teachers also reiterated that when designing a PBL lesson they must take into consideration the learners' level, needs, interests, the time given and the topic selection. They liked to assign them with designing clear goals and using technology with purpose. In addition, teachers also asserted their role to motivate learners in PBL by being a guide majorly, facilitator, motivator, helper and monitor. So, as a result of that, learners would show a great motivation for PBL.

Most teachers agreed that that they motivate their learners through the use of ICTs, visual aids and games. Teachers indicate that they have known the importance of motivation in PW, and suggested ideas to better motivate learners in project work by offering rewards, competitive activities, planning before starting the project and setting clear goals.

The results showed that teachers use different motivational strategies such as role play, games, videos and songs. Using these strategies, according to them, helps students to increase their motivation toward PBL.

## 3.2. Analysis of the Students' Questionnaire

The second part of this third chapter is devoted for the students' questionnaire. It is centered on analyzing 4 MS students' answers on the different questions of the questionnaire that was administered in their respective classrooms. It, consequentially, deals with interpreting and discussing their answers using tables and figures.

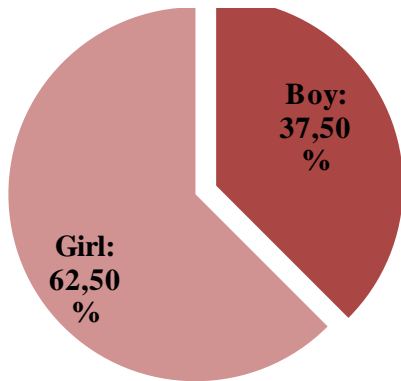
### 3.2.1 Section One: General information

**Question1+question 2+ question 3: the table below** presents the obtained answers to questions one, two and three; gender, age and hobbies, respectively.

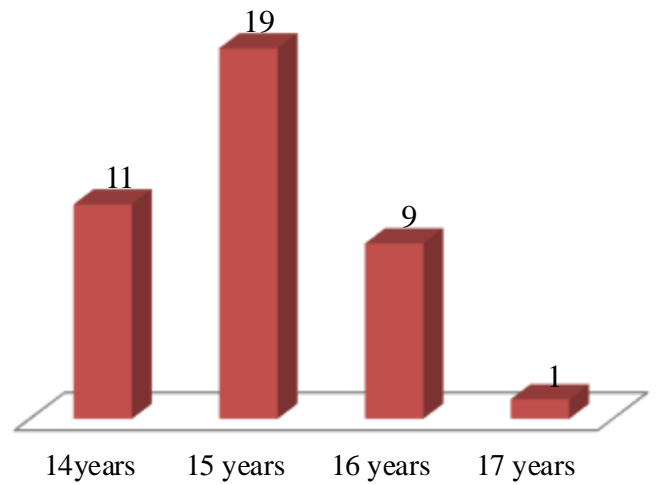
**Table 18: Students' Gender, their Age Range and Favorite Hobbies**

		Frequency	Percentage
<b>Gender</b>	<b>Boy</b>	15	37.5
	<b>Girl</b>	25	62.5
<b>Age</b>	<b>14 years</b>	11	27.5
	<b>15 years</b>	19	47.5
	<b>16 years</b>	9	22.5
	<b>17 years</b>	1	2.5
<b>Favorite hobby</b>	<b>Reading</b>	9	22.5
	<b>Writing</b>	4	10
	<b>Surfing on the net</b>	5	12.5
	<b>Doing some projects with friends.</b>	12	30
	<b>Drawing</b>	10	25

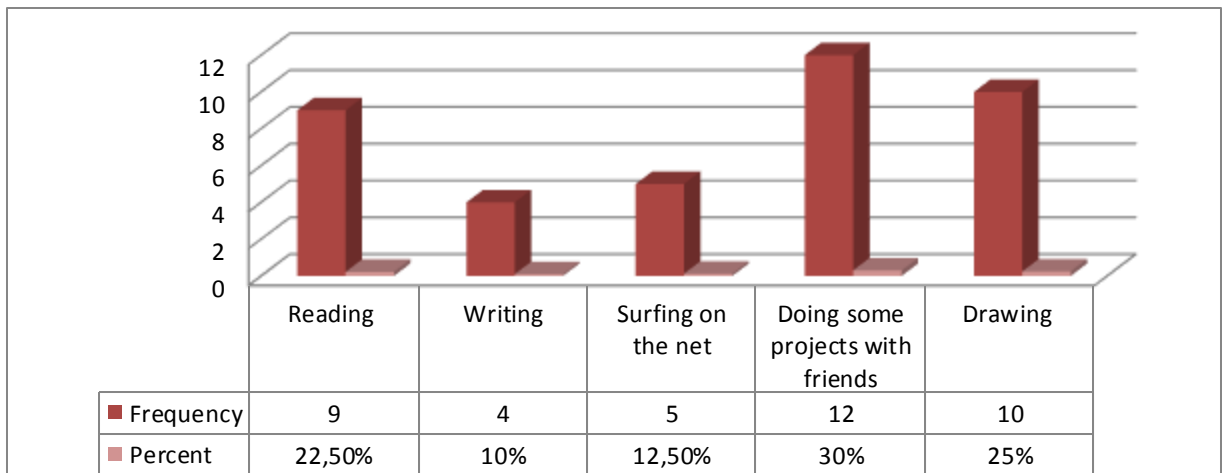
**Figure 19: Students' Gender**



**Students' age range**



**Figure 18: Students' Age Range**



**Figure 20: Students' Favorite Hobbies**

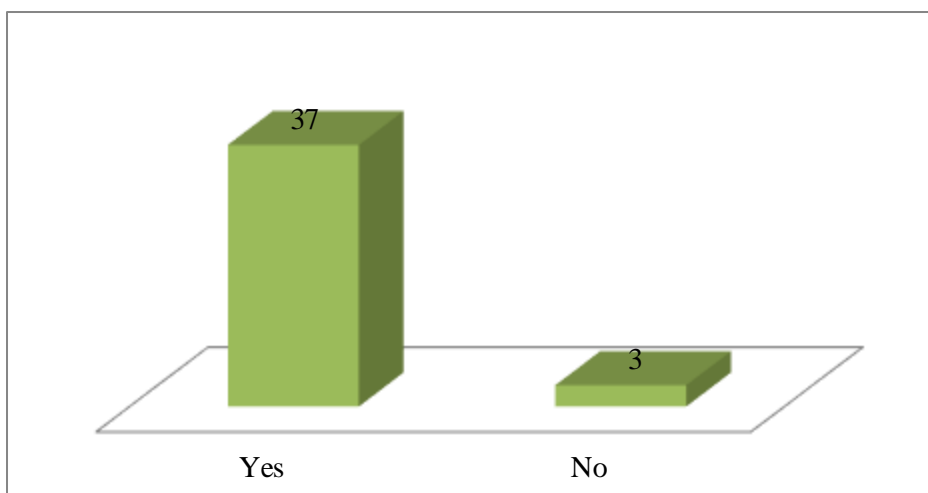
From the table eighteen we find that the total number was 40 pupils. The percentage of the total sample was for girls by 62.5% higher than the percentage of boys that was 37.5% of the total sample. Concerning the age, 47.5% of the participants were 15 years old, 27.5% were 14 and 22.5% were 16. Only one student was aged 17, representing 2.5% of the total sample.

As for hobbies, surprisingly 30 % of pupils prefer doing some projects with friends, 25% of them enjoy drawing, 22,5% chose reading, 12,5% were in favor of surfing on the net, and 10% of them like the writing skill. For others, some students declared that they like swimming, playing football, and reciting the holy Quran as additional hobbies.

**Question 4:**

**Table 19: Students' Views on Their Comfort at School**

Alternatives	Number	Percentage
Yes	37	92.5%
No	03	7.5%



**Figure 21: Students' Views on Their Comfort at School**

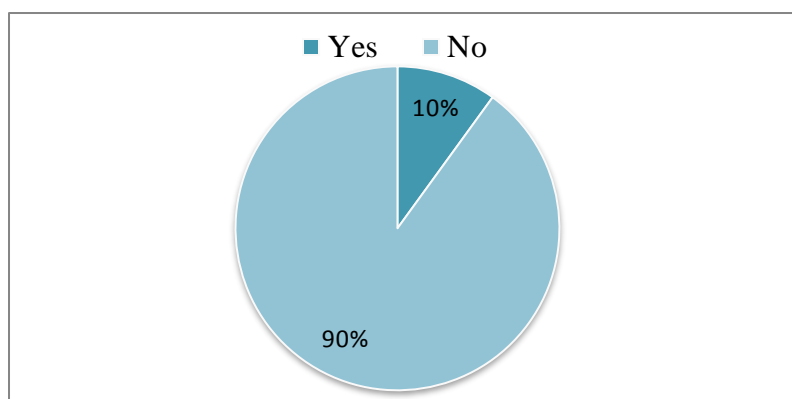
As the table above demonstrates, 92.5% of students were in favor of the response *yes* which means that they feel comfortable when they are at school. On the contrary, few of them (7.5%) answered *no* which shows that they do not feel comfortable. Thus, school is a safe place that would let students relax and allows them to share their views freely.

**Question 5:**

**Table 20: Students' Opinions about Being Happy With Classmates**

Alternatives	Number	Percentage
Yes	36	90 %
No	04	10 %





**Figure 22: Students' Opinions about Being Happy with Classmates**

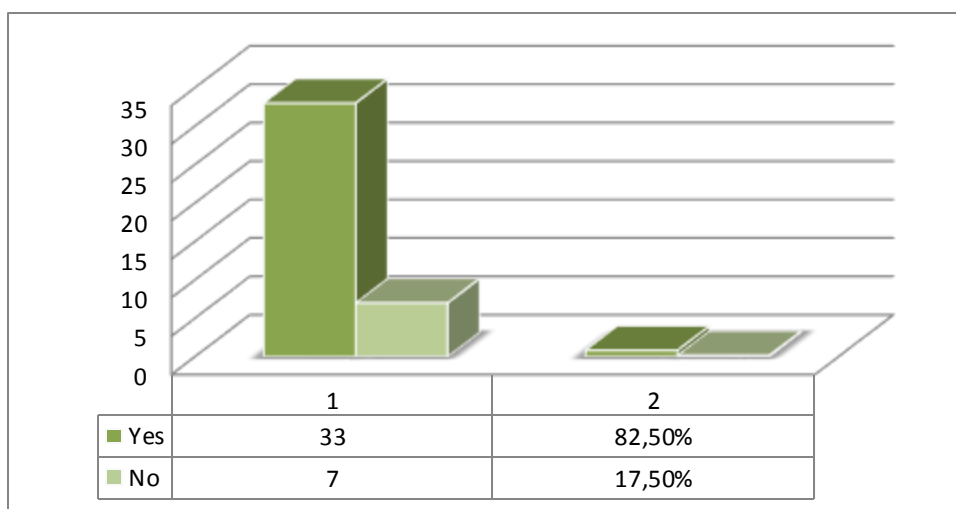
The table above shows that 90% of the pupils feel happy with their classmates while 10% of them do not feel so. This shows that they appreciate being at school with friends and that school is good for them as it makes their life meaningful.

### **3.2.2. Section Two: Project work**

**Question 6:**

**Table 21: Students' Views on Doing Projects in Classrooms**

<b>Alternatives</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	33	82.5%
<b>No</b>	07	17.5%



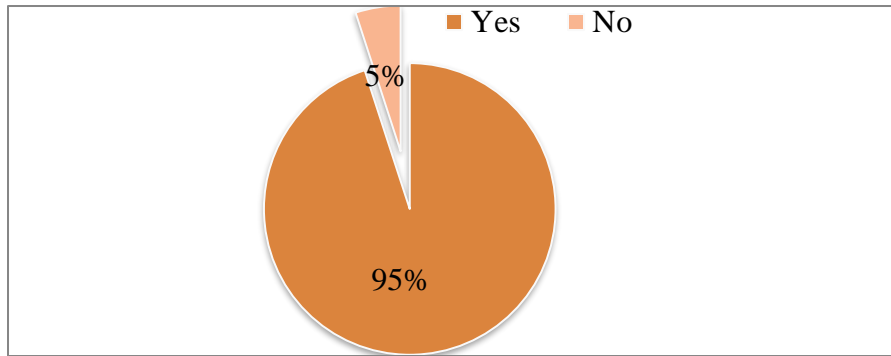
**Figure 23: Students' Views on Doing Projects in Classrooms**

Based on the data collected about whether students enjoy doing projects in the classroom or not -for which we asked the question "Do you like doing projects in the classroom"- 82.5% of them answered *yes* which means they like doing projects in the classroom. On the contrary, 17.5% of them stated that they do not like that, and answered *no*. Thus, most students prefer doing their project in their classrooms to take their opportunities of collaborating with others; try to develop new skills such as communicating, solving problems and driving their own learning.

**Question 7:**

**Table 22: Students' Attitudes on Helping their Mates in PW**

<b>Alternatives</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	38	95 %
<b>No</b>	02	5%



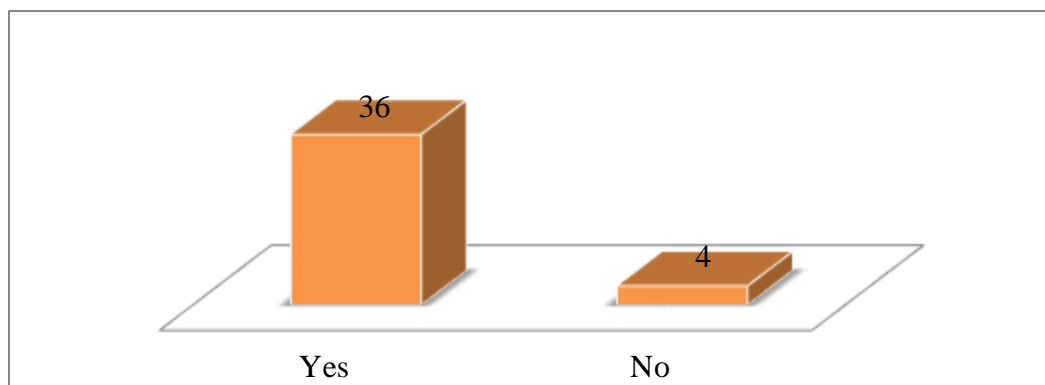
**Figure 24: Students' Attitudes on Helping their Mates in PW**

From the figure above, we noticed that most of the pupils stated that they like helping their classmates in doing a project while 5% of them answered “no”; declaring that they do not. That is a sign that students enjoy cooperation and being together.

**Question 8:**

**Table 23: Students' Participation in PW.**

Alternatives	Number	Percentage
Yes	36	90 %
No	04	10%



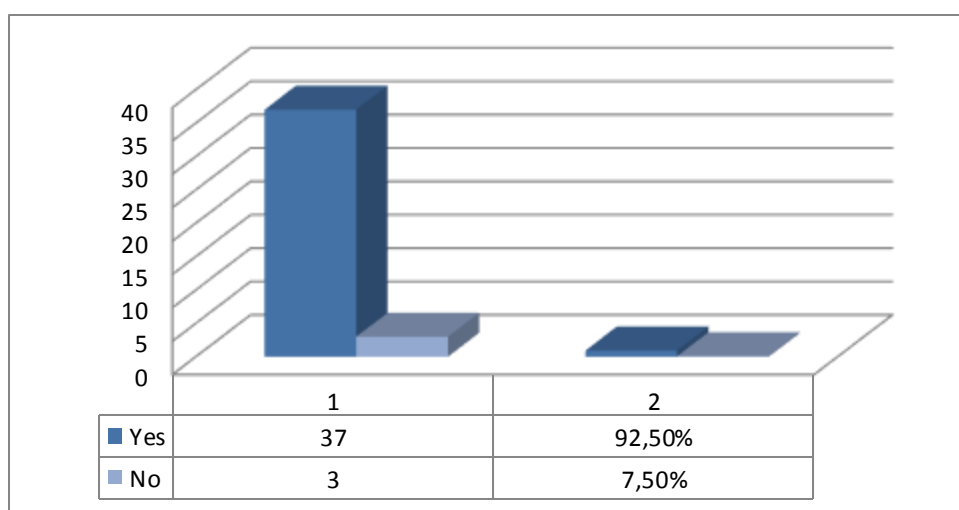
**Figure 25: Students' Participation in PW**

The table above represents 90% of pupils in favor of participating actively in doing projects. 10% of them stated that they do not participate actively. Thus, most students want to show their skills and talents via doing projects.

**Question 9:**

**Table 24: Students’ Opinions about Using the Learned Items from the Classroom in PW**

Alternatives	Number	Percentage
<b>Yes</b>	37	92.5%
<b>No</b>	03	7.5%



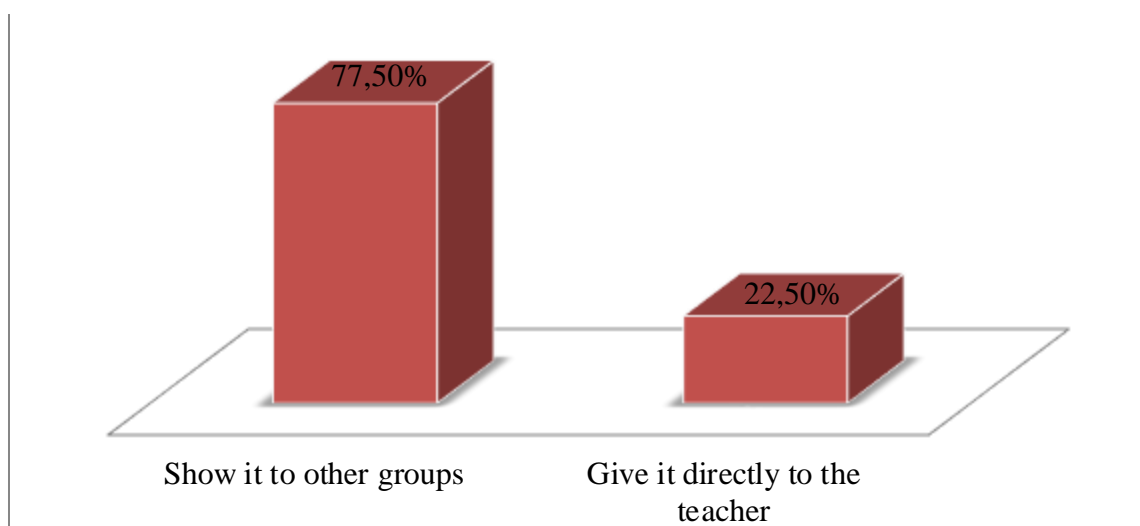
**Figure 26: Students’ opinions about using the learned items from the classroom in PW.**

The analysis of the pupils’ answers shows that 92.5% of them use what they have learned in the classroom, whereas 7.5% of them declared that they do not. Students prove that they cannot do projects without referring to their lessons which would help them summarize, question, discuss, design and create new things based on what they learned.

**Question 10:**

**Table 25: Students' Preferences when Presenting their Projects**

Alternatives	Number	Percentage
Show it to other groups	31	77.5%
give it directly to the teacher	09	22.5%



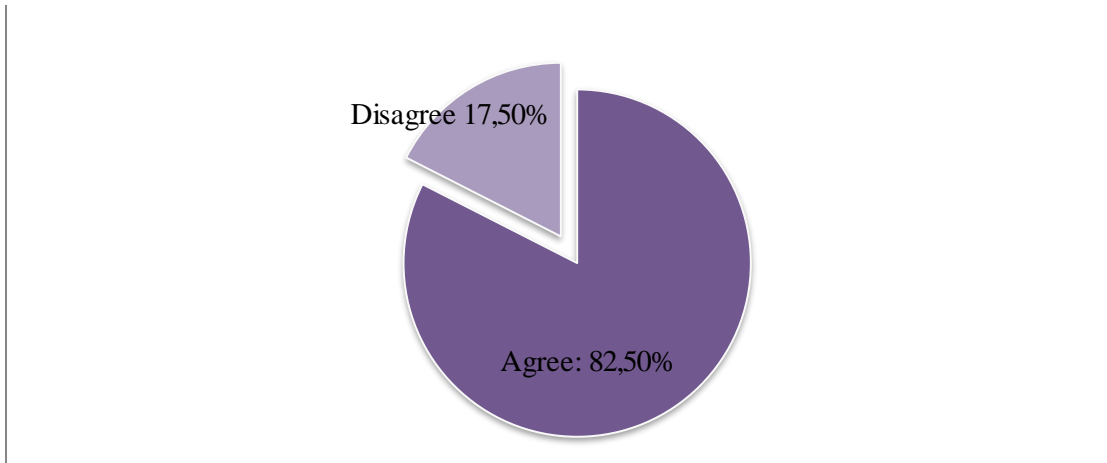
**Figure 27: Students' Preferences when Presenting their Projects**

The figure above represents the way pupils prefer presenting project work. More than half of them (77.5%) stated that they prefer to show it to other groups, while 22.5% of them prefer giving it directly to the teacher. Most students would love to share their products with others to show what they did and to benefit from others' views and comments.

**Question 11:**

**Table 26: Students' Agreement with "PW Helps Me in My Studies"**

<b>Alternatives</b>	<b>Number</b>	<b>Percentage</b>
<b>Agree</b>	33	82.5%
<b>Disagree</b>	07	17.5%



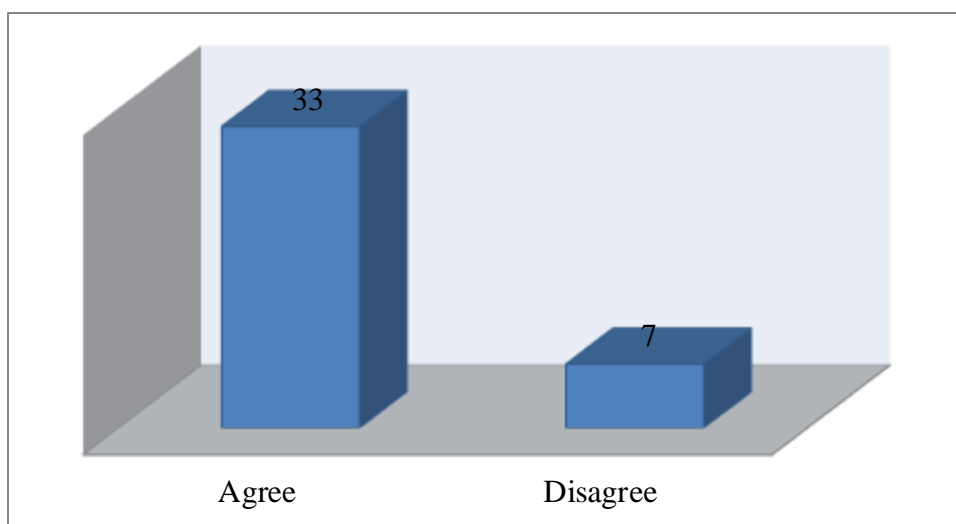
**Figure 28: Students' Agreement with "PW Helps Me in My Studies"**

For collecting data about the agreement of pupils about the advantages of project work, we used the statement "Project work is helpful to my studies", and the pupils were supposed to express their agreement or disagreement with it. We found that 82.5% of them believe that project work is helpful to their studies while 17.5% of them stated that they do not think so. This is a proof that PW is a beneficial strategy which can aid learners in their educational path.

**Question 12:**

**Table 27: Students' Thoughts about Doing PW inside the Classrooms**

<b>Alternatives</b>	<b>Number</b>	<b>Percentage</b>
<b>Agree</b>	33	82.5%
<b>Disagree</b>	07	17.5%



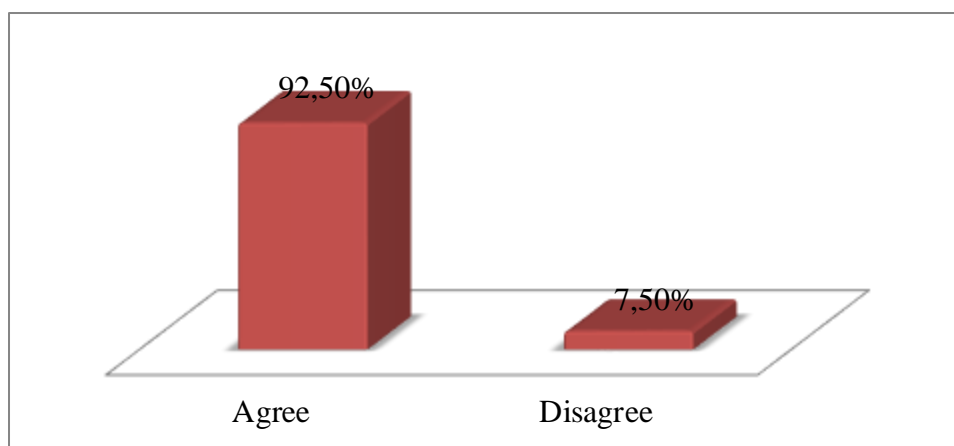
**Figure 29: Students' Thoughts about Doing PW inside the Classrooms**

We notice that 82.5% of the students agree that PW should be done in the classroom better than outside. Surprisingly, 7 of them disagree with our suggestion and prefer doing projects outside. This preference simply assures that learners are keen on producing some works in their classrooms with their friends and confirms their willingness to work cooperatively. Importantly, they want to have new learning strategies being fed-up with rote learning and memorization.

**Question13:**

**Table 28: Students' Agreement with PW's Potential to Show New Ways to Study**

Alternatives	Number	Percentage
Agree	37	92.5%
Disagree	03	7.5%



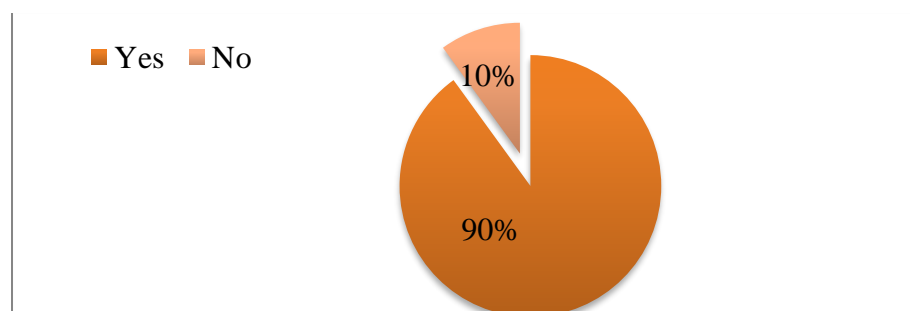
**Figure 30: Students' Agreement with PW's Potential to Show New Ways to Study**

There was an agreement among the pupils (92.5%) that project work can show them new ways to study. The rest (7.5%) expressed their disagreement with this. So, students confirm that they get opportunities to discover various methods and learn new skills namely agreeing, discussing, arguing, questioning...among a variety of others within PBL

### **3.2.3. Section Three: Motivation and cooperative learning**

**Question 14: Table 29: Student's Views about Being a Member in a Group**

Alternatives	Number	Percentage
Yes	36	90 %
No	04	10 %



**Figure 31: Student's View about Being a Member in a Group**

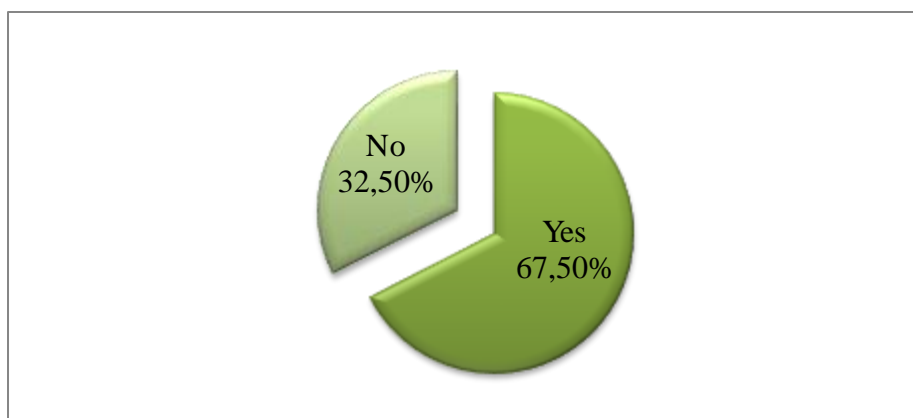


Most of the students (90%) chose *yes* suggesting that they enjoy being a member of a group while 10% of them chose *no* which means they do not enjoy that. This is an evidence that students support collaboration and working together in teams.

**Question 15:**

**Table 30: Students' Opinion about Moving when Working on a PW**

Alternatives	Number	Percentage
<b>Yes</b>	27	67.5%
<b>No</b>	13	32.5%



**Figure 32: Students' Opinion about Moving when Working on a PW**

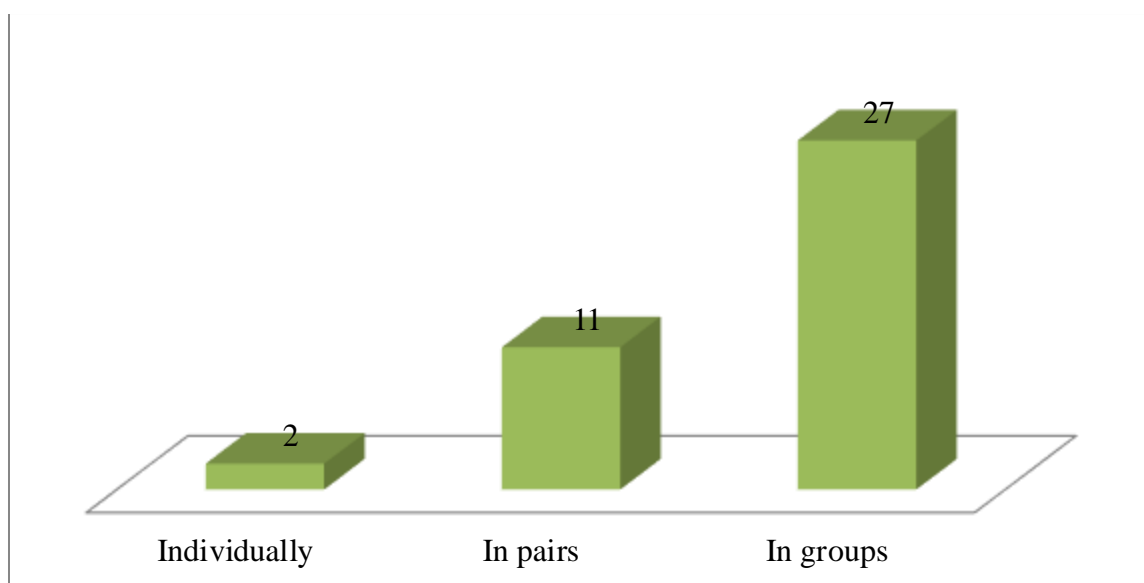
More than half of pupils (67.5%) prefer moving when doing a project, while only 32.5% of them do not like that. As we may know, movement is a sign of energy and enthusiasm that would help learners focus and learn more.

**Question 16:**

**Table 31: Students' Preferences about How to Do a Project**

Alternatives	Number	Percentage
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<b>Individually</b>	02	5%
<b>In pairs</b>	11	27.5%
<b>In groups</b>	27	67.5 %



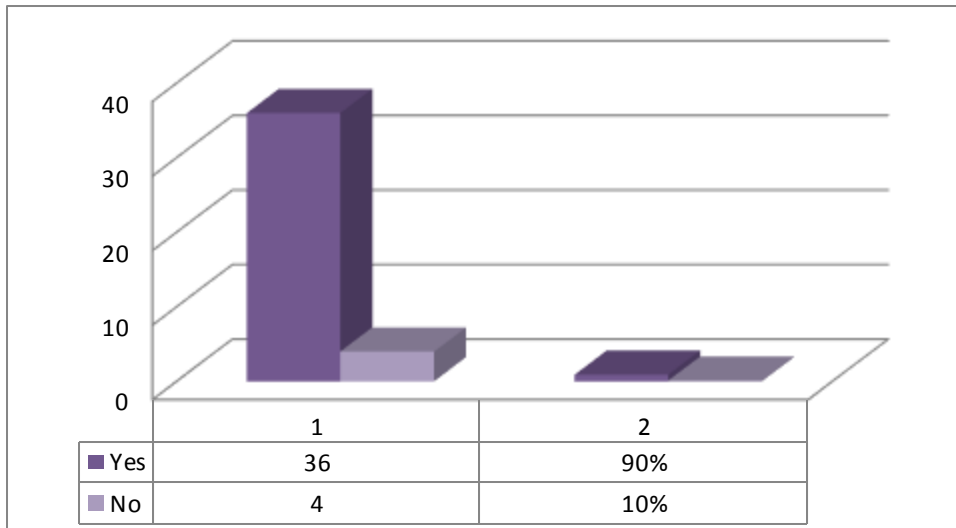
**Figure 33: Students' Preferences about How to Do a Project**

The results above illustrate that 67.5% of students prefer doing their projects *in groups*, while by 27,5 % prefer doing them *in pairs*. The least percentage was 5%, representing those pupils who enjoy doing projects individually. Preferring the group work is a sign of students' high motivation, competition and relaxation to be in a team. By means of these, students listen to each other, give their own ideas, discuss and compare them with others' views and try to build trust with mates to be able to achieve one goal; that is the one of all. Importantly, working in a group helps the members of a team to develop their communication skills.

**Question17:**

**Table 32: Students' Views on Asking their Classmates for Clarification in PW**

<b>Alternatives</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	36	90 %
<b>No</b>	04	10 %



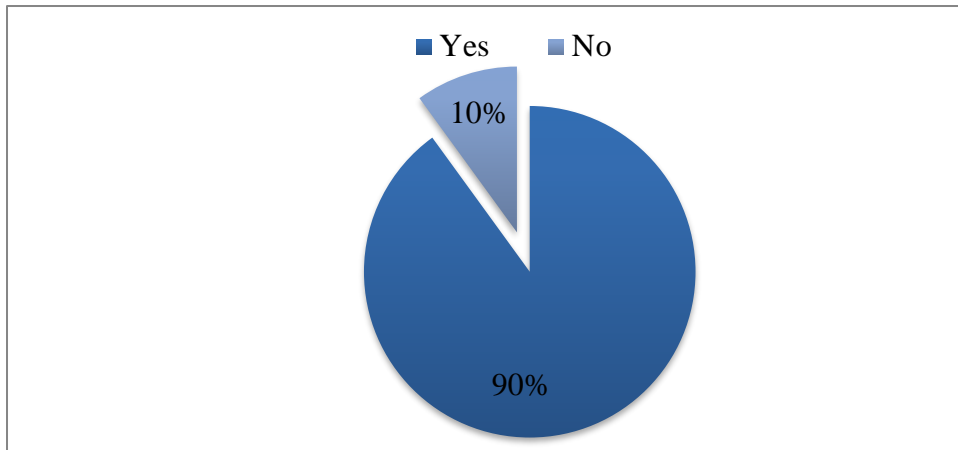
**Figure 34: Students' Views on Asking their Classmates for Clarification in PW**

According to the data collected, 90% of students answered that they ask their classmates if they do not understand something when doing projects. 10% of them answered *no*. Asking others means that students are engaged, want to know and help in producing the collective work.

**Question18:**

**Table 33: Students' Thoughts about Learning from Other Members in PW**

Alternatives	Number	Percentage
<b>Yes</b>	36	90 %
<b>No</b>	04	10 %



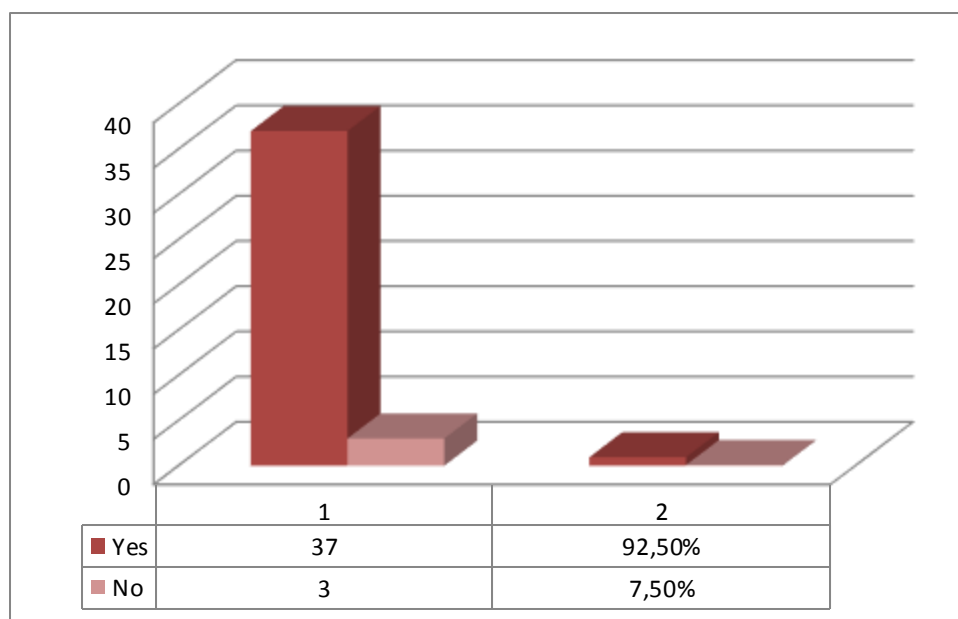
**Figure 35: Students' Thoughts about Learning from Other Members in PW**

We noticed that 90% of the pupils were in favor of the response *yes* which means that they learn from their classmates when they do PW. The other 10% of them said *no*. This is to ensure collaboration, support, and learn how to plan, organize ideas and socialize with other team members.

**Question 19:**

**Table 34: Students' Opinions on Correcting their Mistakes in PW**

Alternatives	Number	Percentage
<b>Yes</b>	37	92.5%
<b>No</b>	03	7.5%



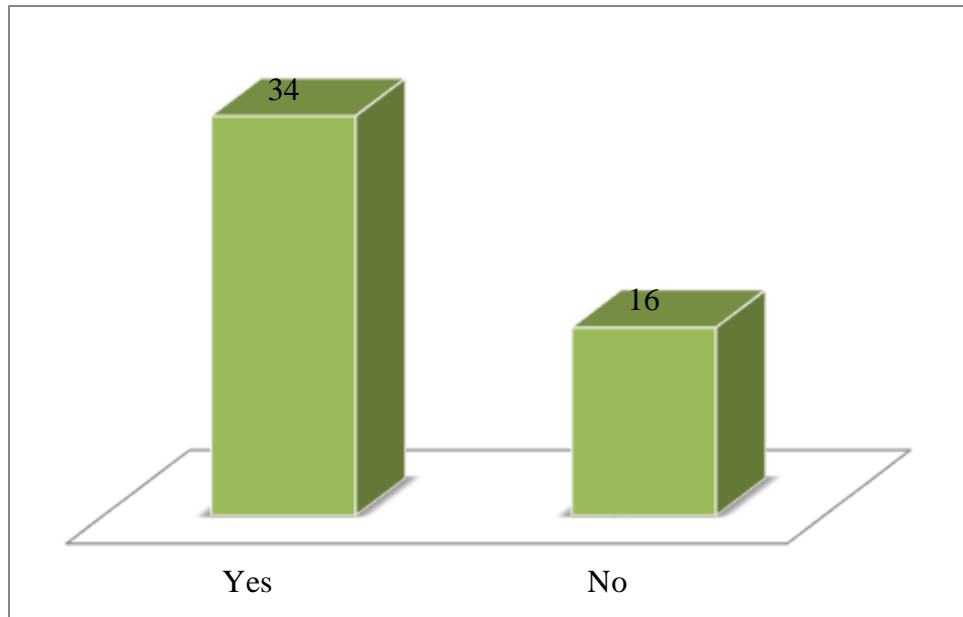
**Figure 36: Students' Opinions on Correcting their Mistakes in PW**

According to the results illustrated in the figure above, 92.5% of pupils answered yes; that is, they can correct some of their mistakes when doing a project. Whereas 7.5% of them stated that they cannot correct their mistakes. Hence, PBL and teamwork help students discover their errors; through discussing and debating ideas with others, one would highly be able to mend them and produce more correct ideas.

**Question 20:**

**Table 35: Students' Views on Constructing their Own Knowledge in PW**

Alternatives	Number	Percentage
Yes	34	85 %
No	06	15 %



**Figure 37: Students' Views on Constructing their Own Knowledge in PW**

From the results above, 85% of the pupils confirmed that they can build their information when doing project work. On the other hand, only 15% of them said *no*. That is, PBL opens a variety of ways to learners to be autonomous and discover how to learn best.

### **3.2.4. Discussion of the Results of the Students' Questionnaire**

Throughout the results gained from the students' questionnaire, we confirmed that students of the Algerian Middle schools hold positive attitudes towards PBL in enhancing their intrinsic motivation.

Fourth year middle school students enjoy doing PW inside the classroom, helping and participating in this learner-centered technique. They prefer presenting their products and showing them to their class mates with a sign of pride "Look at what we did!" Moreover, the findings showed how effective PW is as it guides pupils to have new ways to think, study, and why not invent new things. Importantly, learners were in favor of working in groups which highlights their interest in cooperation and its advantages such as learning from each other's experiences and views, correcting some mistakes with the help of peers and asking questions to open the doors for investigations and new ideas. In addition, students show great appreciation for PW as a hobby particularly if it is done with friends; that demonstrates their motivation to produce and create new things together when learning.

Last but not least, the results ensured that PW is a way leading to learner autonomy since it offers students the chance to build their own knowledge when doing a project, highlighting how effective is such a pedagogical strategy in their school life. .

### **Conclusion**

The present investigation reveals that both students and teachers have positive attitudes towards PBL and consider it as an important method in learning and teaching since it enhances motivation and opens doors for critical thinking and creative ideas. It, additionally, participates in making successful cooperative learning. For both teachers and learners, PBL influences the learning nature and it is essential for this new generation. Since a lot of technological facilities are available, they give more opportunities for easier learning strategies and teaching methods.

On the whole, we conclude that students and their teachers advocate the role of PBL in increasing motivation, and how effective it is in the teaching/learning process. Hence, PBL would be the framework in which motivation and cooperation can be substantially demonstrated, in addition to being a worth considering enterprise

## **General Conclusion**

Project Based Learning is certainly a valuable method of teaching and learning. This case study aims at spotting more light on the role of PW in enhancing learners' motivation and helping them to work collaboratively.

Teachers at the middle school as well as students should be aware of the importance of implementing Project Work as a course to help learners boost their level, develop their learning styles, and approach some new teaching techniques by teachers. Thus, teachers should avoid having ready-made projects which leave no room for motivation or creation. They ought to be trained about this approach and work hard to integrate it in accordance with the needs and interests of their pupils into their lessons as they teach grammar, reading or writing. In fact, this method may encompass all of them, in addition to developing more skills such as problem solving, critical thinking and social interaction. Within Project Based Learning, learners, besides increasing their motivation, try to learn how to be responsible students and start making decisions; that would help them change their knowledge, choose how to better learn and change their thinking towards their studying. If they positively change their thinking ways towards their schools, they will clearly transform their societies into better places.

The findings of the students' and teachers' questionnaires revealed that 4<sup>th</sup> year students and their teachers enjoy having PW in the classroom. In addition, they are aware of this strategy and its significance in enhancing motivation and supporting active learning. As such, there is still a special need to pay more attention to this model of teaching and learning, and trying to integrate it in the Algerian schools is highly crucial.

In a nutshell, PW should not be done as a separate activity that will be marked or evaluated by the term's end. Rather, it is becoming an essential part of teaching and learning. Therefore, it should be conducted through motivation and support which would open rooms for creativity and innovation from the learners' part.

As a final step to address the topic of the role of PW in enhancing learners' intrinsic motivation, we highly recommend introducing and implementing such a fruitful tool in the Algerian middle schools particularly in the 4<sup>th</sup> year level in order to boost the students' motivation and prepare them to be a creative generation in learning. We also suggest that the



Algerian middle school teachers should get in touch with this strategy, be trained on how to present PBL lessons and know how to deal with learners in such a type of courses.

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# APPENDICES

# Appendix A

## Teachers' Questionnaire

We would be very grateful if you fill this questionnaire for Master students' final dissertation under the topic of **“the role of project work in enhancing learner's intrinsic motivation”**. We would like to inform you that your answers will be completely anonymous and used only for scientific research purposes.

### **Section One: Teachers' general information**

1. How long have you been teaching English?

from 01 to 05 years      2. From 05 to 10 years      3. more than 10 years

2. How often do you use project-based learning in the classroom?

Always                      2. Sometimes              3. very often

3. How do you rate your learners' performance at ordinary lessons?

1. good                      2. average                      3. below average

4. How do you rate your learners' performance at project work?

1. good                      2. Average                      3. below average

### **Section Two: Teachers' views on the role of project-based learning in enhancing learner's intrinsic motivation.**

1. Is project-based learning only done in the classroom?

1. Yes      2. No

2. Has your teaching experience impacted your learners' motivation?

1. Yes      2. No

If yes, account for:

.....  
.....  
.....  
.....

3. Is motivation an important element for project-based learning?

- 1. Yes
- 2. No

4. Is motivation always associated with the ability to communicate in the project-based learning?

- 1. Yes
- 2. No

5. In your view, can motivated learners self-improve in project-based learning?

- 1. Yes
- 2. No

If yes, How.....

.....

.....

6. Does motivation have an impact on student's results when using project-based learning?

- 1. Yes
- 2. No

7- Do you find interaction in the project-based learning between the learners?

- 1. Yes
- 2. No

**Section three: Teachers' role in project-based learning to motivate learners.**

1. How do you motivate your learners in project-based learning?

.....

.....

.....

2-What do you take into consideration when designing project-based learning lesson?

.....

.....

.....

.....

.....

3. What is the role of teachers to motivate learners in project-based learning?

.....

.....

.....

.....

4. How, according to you, does project work motivate learners?

.....

.....

.....

.....

5. We would appreciate it if you could suggest some ideas to better motivate learners in project work.

.....

.....

.....

*Thanks for your cooperation*

## Appendix B

### Students Questionnaire



Send Attach Save Draft Spelling Cancel

To: Show BCC

Cc:

Subject: Plain Text

Arial 12 B I U T P S

Hello little boys and girls. My name is TABICA.I am coming from the planet of NAMISE.I am a middle school pupil too, and I have heard a lot about you and your school. I would be very grateful if you answer the following questions to help me know more about you. Maybe one day I will visit your planet.

With my best wishes

### Section one: General information

-Complete the information below

1-I am a: boy  girl

2-I am ..... years old.

3-My favorite hobby is (/hobbies are):

Reading writing surfing on the net doing some projects with friendsdrawing

-Others: .....

4-I feel comfortable when I am at school yes no

5-I am happy with my classmates yes no

### Section Two: Project work

A-Tick ( ✓ ) the suitable answer:

6-Do you like doing projects in the classroom yes no

7-Do you like helping your classmates in doing a project yes no

8-Do you participate actively in doing projects yes  no

9-Do you use what you have learned in the classroom yes  no

10-When presenting your project, do you prefer to:

-Show it to other groups  -give it directly to the teacher

**B/Choose agree or disagree**

11-Project work is helpful to my studies Agree  Disagree

12-Project work should be done in the classroom better than outside Agree  Disagree

13-Project work can show me new ways to study Agree  Disagree

### Section three: Motivation and cooperative learning

-Choose the suitable answer

14-I enjoy being a member in a group yes  no

15-I like moving when doing a project yes  no

16-I prefer to do my projects:

-**Individually**

- **In pairs**

-**In groups**

17-I ask my classmates if I do not understand something (in a project work) yes  no

18-I learn from my classmates when I do a project work yes  no

19-I can correct some of my mistakes when doing a project yes  no

20-I can build my own information when doing a project work yes  no

