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INVESTIGATING THE PROJECT-BASED LEARNING IMPLEMENTATION AND ITS IMPACT ON EFL LEARNERS' ACHIEVEMENTS: FOURTH YEAR LEARNERS AT MOUFDI ZAKARIA MIDDLE SCHOOL AS A CASE STUDY

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SUBMITTED BY: SUPERVISED BY:

MISS NADJET BOUHLASSA   DR.AMMAR BENABED

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Dedication

In the name of Allah the Almighty the Sustainer the Most Merciful, all praises

go to Him for enlightening our way to complete this research work.

I dedicate this dissertation to my dear mother and father, who provided me

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Abstract

Thecurrent study is an attempt to explore teachers' awareness and implementationof the project-based learning as a practical teaching method, and its effective impact on EFL learners' achievements in the Algerian middle schools, namely Moufdi Zakaria School at Tiaret. Besides, the research endeavors to identify the impediments which may preclude the effective execution of the project-based learning. For the sake of gleaning enough data in connection with the issue under investigation, the study relies on a mixed method, viz. both qualitative and quantitative research tools were used. Asemi –structured interview, conducted with five middle school teachers and questionnaires were directed to eighty middle school learners. The findings reveal that the project-based learning has a positive effect on fourth year middle school learners, though some reticence has been felt on the part of some teachers as regards its implementation and the underpinning objectives of the competency-based approach tenets. It is worthy to highlight that the project-based learning does not require teachers' insightful knowledge only, but many other factors are concerned with its appropriate implementation and effective impact on EFL learners' both cognitive and metacognitive skills development; viz. learners' motivation and commitment and the availability of the necessary working resources. After, seventeen years of introducing the project-based learning in the EFL syllabi, it is noticed that Middle school English teachers still seemto do their best to render possible the materialization of the objectives of the accredited approach; Competency-based Approach. Yet, being in the blur for insightful theoretical knowledge lack, middle school teachers are expecting better sustainment of their pedagogical and professional concerns.

Key words: Project-based learning, implementation, achievement, teaching method

List of Abriviation

B A C	Baccalaureate
B E M	Brevet d'Enseignement Moyen
C A S L T	Canadian Association of Second Language Teachers
C B A	Competency Based Approach
C C S S	Common Core State Standards
C N E G	Centre National d'Enseignement Généralisé
E F L	English As A Foreign Language
I C T	Information and Communication Technology
P B L	Project based-learning
P L Cs	Professional learning communities
S O E	Spotlight on English
V L Cs	Virtual Learning Communities

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General Introduction

General Introduction

English language teaching approaches have gone through many changes in different stages according to the theories of language description and language learning, such as structuralism, communicative language teaching coming to project based learning (PBL) that represents nowadays an approach to learning which may meet several students´ needs. For one thing it offers a skill-based practice; for another it symbolizes the focus on students who should become involved, show inner motivation and creativity. The main advantage is that students deal with real subject matter by working on the real problems. It emerges that this sense of solving an authentic difficulty, in the area of group work and cooperation experience has the potential to help students learn. However, project work comprises quite a complex topic since its implementation and usage at schools lays increased demands both on organization and psychological aspects of teachers' work. This dissertation first explores general PBL characteristics that are valid to any school subjects and then focuses mainly on the features of PBL that are distinctive to English classroom background. The work tries to identify major aspects English teachers should be acquainted with before they start promote PBL in their English classes. The theoretical part offers not only the PBL framework that covers main PBL stages and documents.

Moreover it deals with the problematic issues English teachers may experience during the project work such as the usage of mother tongue during the group work and how teachers should ignite the initial motivating sparkle in students. The problem when preparing for PBL is that; on one hand teachers are supposed to plan the whole project work carefully, on the other hand, according to PBL experts teachers should not plan the content in advance since all the PBL advantages basically derive from the fact that project work should be proposed by students, filled mainly with students' ideas and driven by students´ work. The purpose of our thesis is to investigate what elements are involved when conducting a successful implementation of PBL into English classes. The work outlines in what areas teachers and subsequently students should be systematically prepared in advance for project work.

The Objectives

The specific research objectives of this study are twofold, firstly, to investigate on the implementation ofthe Project Based Learning in 4th Year Middle School education and secondly, to investigate on the effects of project-based learning in 4th Year Middle School on students' achievement.

General Introduction

In the last years, big changes have been made in middle school curriculum in Algeria. The aim of the changes was to provide for the students an environment in which they can reach their own conclusions instead of just lecturing them. In achieving this important task, the project-based learning approach proved to be one of the most effective learning model. Since studies about project-based learning are not sufficiently done in Algeria, this study constitutes an example of project-based learning and its application. Teachers may benefit from the study and may plan their lessons considering its results and it can give suitable recommendations to administrators and future researchers.

Research questions

Similar to any academic research, the present study is based on the following research questions. In order to channel the research pathway, the following research questions are asked to as to set up the contour and frame in connection with the current research:

- **Research question 01**

To what extent are middle school teachers aware of the effectiveness of PBL implementation?

- **Research question 02**

How can PBL implementation enhance learners'knowledge and skills? Or what effectscan PBL implementation have on learners' achievements?

- **Research question 03**

What are the benefits and challenges of implementing PBL in 4th Year Middle School education?

Hypotheses

As stated above, the primary concern of the current research work is to investigate the project-based learning implementation and its impact on EFL learners' achievements. To this end, some hypotheses are suggested as tentative answers to the above questions, seeking their confirmation or disconfirmation.

❖ Teachers maybe conscious of the effectiveness of the PBL for the importance they devote to it.

❖ PBL can enhance learners' reinvestment of the acquired knows and the development of the social skills too.

❖ PBL can serve 4AM learners by putting them in authentic contexts that give meaning to their learning. PBL can match different learning preferences, styles. Thus, the availability of different choices, may increase their motivation. Yet, some hurdles such as crowdedness, learners' lack of motivation, demotivating projects types, unavailability of means may preclude its effective both implementation and efficiency.

Significance of the Study

The study examines the project in the 4th year middle school to find out the effectiveness of project-based learning (PBL) on learner's achievements.

Motivation

The main reason for choosing this topic is our curiosity to know why the majority of the top educational systems in world used this strategy, that is motivating learners in the middle school and some teachers deal with project –based learning as extra work that has no importance.

Research Instruments

To confirm or reject the research hypotheses, two investigation tools are being chosen, viz., a questionnaire is administered to fourth year middle school learners.It is to collect data and get better understanding about the project-based learning implementation in EFL classes in our Moufdi Zakaria Middle School. Besides, an interview, conducted with middle school English teachers, is used to probe experience-based data as regards the effectiveness of the project pedagogy and its impacton learner's achievements.

Organization of the Study

This research is divided into a general introduction, three chapters and general conclusion. The introduction comprises statement of problem which provides the reader with the purpose of the study and determines the variables of this phenomenon. The first

chapter contains the review of literature. It is an overview of the project-based learning.It deals with definition of PBL and what is its importance in the classroom .Its elements types, origins, characteristics of project work, theories underlying PBL, problem based learning, benefits of PBL, challenges. The second chapter is about an overview of Algerian educational reform, syllabus and text book, competency-based syllabus and description of Algerian middle school textbooks, textbook content. Its element types,description of middle syllabus, definition of competency, description of Algerian middle school textbooks.

The third chapter includes data analysis.This comprises the analysis of the collected data from learner's questionnaire and teacher's interview, findings and conclusion to sum up to whole work followed by stated recommendations, the limitations of the study and the list of references.

Chapter One

Literature Review

Origin, Definitions and Underpinning Theories

Introduction

The demands of the world of education to produce professional graduates are in line with the development of the industrial world; it means that the rapid developments of the industrial world are increasingly world of education to produce professional graduate. Equipping children and young people with the knowledge to changing real–world context of the 21st century is a universal challenge faced by schools.The common core state standards (henceforth CCSS) pose many challenges for educators, the change to fewer, higher, and clearer standards calls for deeper study of fewer concepts. The other key change introduced by the CCSS is the focus on preparing all students for college and careers when they graduate from high school.Since the common core standards call for more students focus, responsibility, and independent learning, educators must rethink their curriculum and methods of instruction PBL is a well research pedagogy that supports the implementation of the CCSS. Project–based learning encourages student-centered learning. Planning for executing project that students choose and construct require a level of autonomy that many students, as well as teachers, may be unprepared for. Both the common core state standards and 21st century learning on the skills students need to be successful in today' s world.In light of those criteria, this part is designed to present project pedagogy and methods and characteristics and challenges and the literature which are relevant to our investigation.

I.1. Definition

Project-based Learning (henceforth PBL) is generally considered as alternative to traditional teacher-led instruction. However, there are teaching methods in which students learn by actively engaging in real world and personally meaningful projects. They can involve community members and settings, and they often result in an exhibition or product for a real-world purpose or audience. The typical project lasts from two to eight weeks. The project is thus an oral or written production that learners realize in groups of four students maximum. It must be presented at the end of several learning grouped sequences (project pedagogy) – It must be motivating for all learners. The project choice is done according to the range of communicative tasks related to their students' accessibility. Production must come from the group, or the group members according to their level of study.

The basis of project-based approach (henceforth PBA) is hardly new. Early in the 1920s, William Kilpatrick advocated project-based instruction (Sumbul, 2010) his notion was that such instruction.

Most teachers, knowing the value of engaging, challenging projects for learners, project-based learning (henceforth PBL) is an instructional method centered on the learners. PBL has been defined in many ways. For this reason, there exists no single definition. In the given definitions, PBL has been referred to as a "model" "approach" or a "technique" or"learning" or a "teaching". It appears that no common agreements have been reached yet. In this study, PBL has been considered as an "approach" (Gultekin, 2007).

In PBL, learners plan, implement, and evaluate projects that have real world applications beyond the classroom (Blank, 1997). PBL is a comprehensive approach to classroom teaching and learning that is designed to engage learners.

The project, sometimes referred to as project work, can then be seen as an extensive PBL activity in which students need to find ways to verify a phenomenon or solve a problem. As such, the skills set as well as the appropriate attitudes and abilities required on the part of students include abilities like critical thinking, creativethinking, the ability to manage time and ability to work cooperatively with others (Ngeow Kong,2001).

I.2. Origin of the PBL

In the 1980s and 1990s, education researchers increasingly realized that when students are bored and unengaged, they are less likely to learn (Blumenfeld& al., 1991).Studies of student experience found that almost all students are bored in school; even the ones who score well on standardized tests (Csikszentmihalyi,Rathunde, & Whale, 1993).

The project method originates from Pragmatism, the philosophical movement which appeared in the middle of the 19th century and promotes action and practical application of knowledge in everyday life (Frey, 1986:31). Major proponents of Pragmatism are J. Dewey (1935) and W. Kilpatrick (1935) in the U.S.A, and H.Gaudig and G. Kerschensteiner in Germany.

Byabout 1990, it can become obvious to education researches that the problem wasn't the fault of the students; there was something wrong with the structure If we could find a way to engage students in their learning, to restructure the classroom so that students would be motivated to learn, that would be a dramatic charge.

Also by about 1990, new assessments of college students had known that the knowledge they acquired in high school remained at a superficial level – even the best – scoring students, those at the top colleges, often had not acquired a deeper conceptual understanding of material whether in science, literature, or math (Gardner, 1991). Educators still face these critical problems today.

I.2.1. Dewey and the PBL

Whenever teachers across America talk about the origin of PBL, the name of John Deweyoften comes up.Dewey wrote about in 1897 called "My pedagogical Creed" which outlined the concept of "learning by doing" based on student self-interest and a constructivist Approach.While it embraces Dewey' writing as the true birth of the PBL a quick review of history shows things differently. By the time Dewey had written his book at the end of the nineteenth century, education became standardized on many levels. For this reason his concept of 'learning by doing' piqued the interest of schools that already had education plans in place, relying that relied heavily on look learning.When it comes to learning in the classroom, it comes as surprise to teachers that BPL works well.By implementing this learning technique, teachers are in essence reenacting the discovery phase of students is presented with a problem and they are given the tools they need to find

the solution through collaboration.As human beings, we seem to learn best by discovering things for ourselves .In short, Dewey did not create the concept of project-based learning ……he merely helped put the concept of 'learning by doing' back on the radars of educators all over the world. Now more than a century later, the PBL is being used in classroom across the globe.

I.2.2. Theories Underpinning the PBL

Social constructivism and the fundamental cognitive theorists have described that cognitivism essentially recognizes that a significant degree of learning involves associations established through contiguity and repetition. (Good & Brophy1990). The same theorists also subscribe to the importance of reinforcement. In essence, cognitive theorists view learning as acquisition or reorganization of the cognitive structures through which learners process and store information (Mergel, 1998).

I.2.3. Characteristics of the Project Work

The project works as an important integrated part in the learning process have some basic features that are distinguished from other learning materials. Project –based learning varies from classroom to classroom, but is often characterized by the following attributes:

- Organized around a problem or challenge without a predetermined solution.
- Creates a need to know of essential content and skills.
- Student design the process for reaching a solution.
- Requires critical thinking, problem solving, collaboration, and various forms of communication.
- Provides the opportunity for students to examine the task from different perspectives using a variety of resources, separate relevant from irrelevant information, and manage the information they gather.
- Students learn to work independently and take responsibility when they are asked to make choices.
- Students regularly reflect on what they are doing.
- A final product (not necessarily material) is produced and is evaluated for quality.
- The classroom has an atmosphere that tolerates error and change.
- The teacher takes on the role of a facilitator rather than a leader.

The PBL approach creates a 'constructivist' learning environment in which students construct their ownknowledge. Where in the 'old school'model, the teacher was the task Master, yet, in the 'new school' model, the teacher has becomea mere facilitator.

I.2.3.1. The21st Century Skills Development

 A project pedagogy should give the student opportunities to build such 21st century skills as collaboration, communication, critical thinking, and the use of the new Information and Communication and Technologies (henceforth ICTs), which will serve them well in the workplace and life. This exposure to authentic skills meets the second criterion for meaning work-an important purpose. A teacher in a PBL environment explicitly teaches and assesses these skills and provides frequent opportunities for students to assess themselves. These necessary skills needed for success argue for the implementation of the PBL curriculum in the classroom. Students are often provided with opportunity to build upon their problem solving, collaboration and lighter order thinking skills.

I.2.3.2. Cooperative versus Collaborative Learning

Collaborative learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A group of students is discussing a lecture or students from different schools working together over the internet on a shared assignment are both examples of collaborative learning.

Cooperative learning, which will be the primary focus of this workshop,is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity .They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face to face and learn to work as a team.

In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills .They learn to deal with conflict .When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.

In order to create an environment in which cooperative learning can take place, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task, students work together on, must be clearly defined. The cooperative and

collaborative learning techniques presented here should help make this possible for teachers.

Also, in cooperative learning small groups provide a place where:

1- Learners actively participate.
2- Teachers become learners at times,and learners sometimes teach.
3- Respect is given to every member.
4- Diversity is celebrated,and all contributions are valued.
5- Students learn skills for resolving conflicts when they arise.
6- Members draw upon their past experience and knowledge.
7- Goals are clearly identified and used as a guide.
8- Research tools such as internet access are made available.
9- Learners are invested in their own learning.

The above roles and activities, entailing from cooperative and collaborative learning techniques, should be instilled and emphasized among all learners so as to maximize their achievements.

I.2.3.3. Critical Thinking

The critical-thinking process is one that is both meaningful and necessary, but it is often overlooked in traditional classroom. Rather than creating students who are simple consumers of information, critical thinking promotes deeper learning by students, as they become producers of information. Through critical thinking, students manipulate the researched information to produce new content. In the course of the critical-thinking process, students truly learn and understand the content, as they are able to apply it in a new situation and evaluate it. Often students become masters of memorizing content. However, many students who struggle with memorization are left believing they are "not smart" or just aren't "good at school".

Introducing critical thinking at all levels calls for teachers to incorporate opportunities for predicting modeling, forecasting, and developing the questions process. Students are given the possibility to evaluate alternative solutions, meta-cognitively develop a structure for solving a problem, and continuously improve their thinking skills.

I.2.3.3.1. Teaching Critical-thinking Skills

Students who are younger may find challenging investigations to be less threatening than older student, who have been "traditionally" educated for a longer period of time. Learning the gale of schools has become second nature to many, while it has become the distraction for others. Teaching students how to think critically may be necessary. Scaffolding of information to lead to critical thinking is imperative at his stage. We can't expect our students to innately know how to think critically in the classroom without providing them in the support.

I.2.3.3.2. How is it different?

Applying a group work can help both the teacher and the learner to do their tasks effectively. This technique creates interaction atmosphere and allows the learner to cover come some psychological problems like shyness.

- A project-based instruction is innovative by its emphasis on cooperate learning. Additionally, students create tangible results to present what they have learned.

- Students use technology and inquiry to respond to a complex issue, problem or challenge. PBL focuses on students centered inquiry and group learning with the teacher acting as a facilitator, as opposed to the one in charge.

- Activities match as nearly as possible the real world tasks of professionals in practice rather than classroom-based tasks. This encourages interdisciplinary perspectives and enables learners to play diverse roles and build expertise that is applicable beyond a single well-defined. Lastly, it allows a range and diversity of outcomes open to multiple solutions, rather than a single correct response obtained by the applications of predefined rules and procedures.

I.2.3.3.3. Is PBL for everybody?

Some teachers might not prefer to not use PBL. Some are concerned about controlling the classroom and planning every minute, so conducting a project with student's voice and choice just seems too "messy" and fraught with uncertainty. Other teachers, particularly in high schools, prefer traditional teaching methods over PBL because they are more focused on their academic disciple then on working as closely with

young people as PBL requires they like being the "sage on the stage" and would find the role of "guide on the side" unfamiliar and uncomfortable.

We offer two thoughts for teachers who don't feel PBL is far then.

• You can still have structure and use traditional tools in project-based approach. Especially in their first few projects, we advice teachers to design the key pieces of the project in advance and map out project calendar in detail, allowing for more limited students in put then you might have assumed PBL requires . As teachers gain experience with PBL, they begin to see how much they are able to let go and trust the process. And rest assured traditional tools such as lecture and structured lessons have a place in PBL when and as needed.

• Try it you might like it! And your expertise still has a place. Some high school teachers tell us, after they are done their first project or two, that although they found it challenging the work with teenagers in a new ways, it was more fulfilling and, well, fun. And they could still give that wonderful lecture about civil war battles or the DNA evidence for evolution, but now student paid more attention because they saw its purpose in the context of on engaging project.

I.2.3.3.4. Information Technology in Project Work

Use the Information and Communication Technology (ICT) for project work.

As students engage in project work, they rely on related facilities and resources to assist them. In the contemporary context, this often includes ICTs. In fact for the five project groups in the current study, ICTs or online applications featured quite significantly in their project work Blumenfeld &*al.* (1991). Conveyed the potential of ICTs in enhancing the PBL and expounded that besides motivating students, ICTs may be critical in enhancing students' interest and assisting in their learning. ICTs can also provide the means to build on the artifact and resources for the project work. It also provides and facilitates access to information required for their research, regardless of geographical location, as well as enhances connection to peers and mentors or teachers. With advancement of web2.0 technologies, there is an increased use of online applications such as the wiki space where student engage.

These shared experiences on virtual platforms are especially valuable in the case of project work as it facilitates researchers to be mindful of the work done by others and the challenges they faced so as to avoid overlapping and committing similar mistakes (Gannon – Leory&Fontainha, 2007).

Gannon - Leory&Fontainha (2007) further elaborate that such online portals incorporating virtual learning communities (VLCs) can serve as a gateway where students can seek out advice, ideas and opinions.

I.2.3.3.5. Motivating Learners

Elementary school children are typically motivated to learn and do good work in school because they arrive with natural desire to learn about the word and they want to be able to read, write, and use numbers. They also tend to like and want to please their teachers, and the teaching method. Especially in the primary grades – often still have an element of fun and play. But even young students may grow tired of work sheets, drills, or other traditional instructional method if such approach is used too much.

Once they reach middle school and especially high school, many students report that they are not engaged at school for much of the time. Some minds still be motivated by the desire to earn good grades and please their teachers and parents, but far too many simply go through motions of listening to their teachers, completing a assignment, doing homework and studying for tests. Even many "model" students with high GPAS who take challenging courses admit that, although they know how to play the game of school, they don't find their work intrinsically or meaningful.Generally speaking, students are driven to learn by external factors, not the real "need to know" that is one of the keys to PBL motivational effect.

I.2.3.3.6. Motivating Learners to Stay to School

Students drop out of school for many reasons, and oneof them is being bored and disengaged. Improve teaching and curricula to make school more relevant and engaging and enhance the connection between school and work.

a) More Motivated, better Behaved

Experienced teachers know that when students are deeply engaged by a topic or a task, a lot of classroom management issues fade away. Student who used to disrupt class

behave differently when they're doing active work on project that engages them (Lambross 2002).Students, who previously did not do their assignment or turned in shoddy work, become more responsible and step up their work quality when they care about a project.

b) The Roles of Teachers and Learners in PBL

With the emphasis on encouraging students to initiate their learning and carry-out their own projects, PBL shifts the learning process from a teacher-centered and teacher-directed approach to a more student-centered approach. The role of the teacher then shifts to that of being a mentor providing resources, support and advice to students (Howard, 2002; Thomas, 2000). In this approach, teachers also provide the necessary skill training to enable their students to embark on their projects. This could take the form of providing 'just-in-time' classroom activities when necessary (Wong&*al.*, 2006). Teachers, instead of being directors and knowledge transmitters, coach students in their learning journeys as they proceed with their project work (Savery, 2006). In this way, teachers guide students with their research proposals and plans, assisting them with employing the resources that they need to carry out their project work, thus contributing to the learning process of the students as they make sense of their learning (Hassard, 2000). In certain situations, a teacher could also assume the role of co-researcher with their students and be a peer member of the project group, thus enhancing the intellectual conversations within the group (Thomas &Mergendoller, 2000).

I.3. Project-based Learning vs Problem-based Learning

Both PBL and problem-based learning have the same abbreviation known as PBL (Lee and Tsai, 2004) though in this dissertation the abbreviation is only used to refer to project-based learning. They are two distinct approaches to learning which are used interchangeably. They are based on authentic educational goals and include formative and summative evaluation. In addition, the two methods of learning emphasis the student is at the center with teachers as facilitators or coach (Ibid.).Moreover, students' research and problem-solving skills are improved, as well as their ability to work cooperatively with their peers.Although these many similarities, project and problem-based learning are not identical approaches, Project- based learning tends to be associated with engineering and science instruction. Problem-based learning is also used in these disciplines, but has its origins in medical training and other professional preparation practices (Riyan&koschman 1994).

Students have a great deal of control of the project they will work on and what they will do in it. The project may or may not address a specific problem. This is in PBL, on one hand. On the other one, a specific problem is defined by the course instructor. Students work individually or in teams over a period of time to develop solutions to this problem. This is applied in problem-based learning.

It is clear that in PBL, students dominate their own learning and collaboratively work together to accomplish their intensions. They have the convenience to build up their knowledge and establish their creative thinking and skills throughout their projects. As defined in the literature, PBL and problem-based learning share several characteristics. However, the major difference between the two lies largely in their application. Problem-based learning focuses on the problem and the process, whilethe PBL focuses on the product.

I.4. Why is PBL a Problem?

The majority of researchers on PBL focus on success stories of the possible benefits of using PBL in educational systems.Even though the potential benefits are substantial,moving towards PBL is challenging.Research on PBL can be unclear and "limited",when it comes to implementation (Murray &Savin-Baden,2000).There are two major issues that can be identified when examining the research on PBL.The first issue is the lack of clarity between problem and project-based learning.Hmelo Silver (2004) brings to attention the second major issue associated with learning through PBL. She identifies the fact that PBL *"emphasizes that learners are actively constructing knowledge and that they have the skills to do so."* (p.239). As a result,there is a transformation of student and teacher roles (Hmelo-Silver,2004).This section will focus on these issues that arise when trying to implement PBL into the learning environment.

I.4.1.Confusing with Wording

One of the major defining problems of moving towards PBL into the classroom is the unclear definition of what PBL is and what it entails.Throughoutthe research in this area, problem-based and project-based learning are used interchangeably. Barron et al (1998) have gone so far as summarizing both problem and project-based learning research into one category 2014, failing to differentiate between the two forms of student learning.

They have proposed the idea that the terms project and problem can both be used to describe PBL with little to no distinction between them. As teachers strive to incorporate this new educational paradigm into their classrooms, they are forced to navigate a variety of information that is unclear and fails to provide details significant to the implementation of PBL in the classroom.

I.4.2. The Need for Clarity

Clarity in PBL is significantly lacking when it comes to defining problem- and project-based learning. In order for this shift in thinking to be successful, clarity is crucial. Perrenet & *al*.identify the similarities between problem- and project-based learning noting that both are *"based on self-direction and collaboration"* and both have a *"multidisciplinary orientation"* (2002, p.345).These two similarities are very broad and leave many questions unanswered.

Looking at these attempts to differentiate between the two terms and processes causes even more confusion when referring back to the competency shifts outlined by Edmonton Catholic. The goal of using the BPL in the classroom is to move away from teacher-centered content delivery and allow students to take control. At the definition outlined by Mills and Treagust (2003), PBL doesn't meet this objective the same way that problem-based learning would. As a result, this lack of specificity in terminology causes confusion on whether teachers are actually meeting the goals of transform.

I.4.3. Benefits of the PBL

It has been broadly agreed that the implementation of PBL in EFL classrooms brings students a lot of benefits. Indeed,PBL is a powerful teaching method that has copious benefits for students,ranging from project management to self-confidence.According to research conducted by the Autodesk Foundation,studies have shown that the PBL is linked to significant improvements in student test scores,attendance and classroom engagement. It also gives teachers the opportunity to build stronger relationships with their students by acting as their hands on learning facilitator.In essence, the PBL is an instructional method where students collaborate with others and learn by doing.

It is also clear that PBL *"teaches student's complex processes and procedures such as planning and communicating."*(Barron, &*al*. 1988).This requires time for both teachers and students to master the behaviors and strategies necessary for successful PBL. The PBL has important benefits for today's students:

A project integrates the four language skills:speaking, listening, reading, and writing, and requires the use of a variety of activities. While working on a project students have opportunities to *"recycle known language and skills in a relatively natural context."* (Haines, 1989 p.1)

Similarly, Levine (2004) argues that mostly recognized benefit of implementing project in the foreign language classroom is improved language skills because students engage in purposeful communication to complete authentic activities,they have the opportunity to use language in a relatively natural context (Haines,1989) and participate in meaningful activities which requires practical language use. Authentic activities refer to activities designed to develop students' thinking and problem solving skills which are important in out-of-school contexts, and to foster learning to learn (Brown &*al.*,1933).While activities are anything students are expected to do,beyond getting input through reading or listening, in order to learn, practice, apply, evaluate,or in any other way to respond to curricular content (Brophy&Alleman,1991).Practical activities are tasks that integrate across the curriculum. In addition, the PBL provides opportunities for the natural integration of language skills. (Scoller, 2006)

Second, students develop meta-cognitive skills because a project in an activity that *"involves a variety of individual or cooperative tasks such as developing a research plan and questions,and implementing the plan through empirical or document research that includes collecting,analyzing and reporting data orally and/or in writing."* (Beckett,2002,p.54)

Third, as students work together to achieve their end product they develop confidence and independence (Fried-Booth,2002).Project work incorporates collaborative team work, problem solving, negotiating and other interpersonal skills, which have been identified by learners as important for living successful lives (Stein, 1995).Besides,Farouk (2016) for presentation and reduce communication anxiety.

If applied strategically, the PBL can be used as a solution which provides a framework that allows teachers to spend less time catering to each individual in a class. This can occur because group members who grasp the underlying subject matter of a project can reinforce concepts for themselves via teaching other students. In this framework, a teacher needs only assess group members via oral presentation or question to ensure members all shared in the collective learning from the project.

Forth, better prepared for the world of work, each time a project is conducted, succeed or fail, that project has provided a new experience.This is awesome for students. Why? Because students of PBL will enter the workforce with significant experience in the areas of research, logical reasoning, team cooperation and even project management. This occurs because students of PBL are educated in a system which closely mirrors the reality of adulthood and the workforce rather than in an outdated education system disembodied from the needs of the world.

The advantages mentioned above provide a good case for the implementation of PBL into schools and the full benefits of PBL cannot be achieved without considering the nature of both student's and teacher's knowledge,motivation and the complexity of the classroom settings.

I.5. The Challenges in Implementing PBL

The majority of the researchers on PBL focus on success stories or the possible benefits of using PBL in educational systems. And of course, they have also found many challenges in the implementation affecting the success of PBL, which can be categorized as followed:

I.5.1. Challenges Related to Teachers

First, teachers cannot easily decide which topic or unit in the textbook to be taught by PBL. This challenge could be due to that the curriculum is not designed to be taught by PBL. Therefore, this is left to teachers to decide. Another striking difficulty faced by the participants is implementing the PBL within the school schedule, because they have to complete certain topics in certain time as planned by the Minister of Education. Using PBL often takes more time than other methods of teaching which may delay the processes of presenting and covering the lessons scheduled.

Another major obstacle faces teachers is that implementing PBL students would make too much noise in classroom. This can be due to the lack of experience.

I.5.2. Challenges Related to Students

Here the problem is that some students dominate the work and do not allow their classmates in the group to take active role in the project, whereas others want to direct the project according to their interests' especially high achievers.However,*"teachers are able to*

set students up for success by helping them build a solid foundation for these skills through the use of scaffolds." (Hmelo-Silver and Barrows,2006 p.24).

Furthermore, using technology is one of the essential components of PBL,but not all of the students have their own devices or they don't have access to technology which obstructed them from searching for information to be shared with their classmates in the group. Another issue is that not all of the students have the same goal from doing projects so you find students work very fast focusing on finishing the project rather than learning from the process of carrying it out. This can be attributed to the common fact that students were still exam oriented and interested in gaining high marks rather than acquiring skills.

I.5.3. Challenges Related to Curriculum

The curriculum is artificial and not based upon something authentic. Therefore, pre-service teachers find it difficult to adjust it to be taught in meaningful projects. Some of them use it as a normal project or task-based learning neglecting the elements of PBL.As it has mentioned before, the curriculum is not designed to be taught by PBL. Therefore, teachers should strive to find out how the content of the lesson will be modified and contextualized so that it can be taught by PBL while preserving the lesson objectives. This is a common problem and often happens especially when the emphasis is placed upon the end product rather than the process of conducting the project *"the true focus of PBL is encouraging students to engage in inquiry, explore real-world contexts and share their learning with others."* (Holland, 2015)

I.5.4. Challenges Related to Schools

Schools do not offer the necessary materials and facilities required for projects. This can be due to the lack of financial resources devoted for such projects. Different projects need different materials and facilities to be conducted and if the schools do not have sufficient budget, it would be hard for teachers to apply PBL. Another difficulty is that some administrations preferred simpler methods of teaching to avoid noise and spending money. Either they don't welcome any shift or they put obstacles in the path of teachers so they do not use unfamiliar methods of teaching.School factors were the major barrier as reported by many researchers such as Blumenfeld, *&al.* (1994).These factors include insufficient resources, inflexible schedules, and lack of the Information and Communication

Technologies (ICTs).In addition,a number of students and district curricular policy are serious limitations that obstruct the implementation of PBL.

I.5.5. Challenges Related to Parents

School-parents' collaboration may help greatly the success of the educational process. This relationship doesn't exist, and there is not effective communication between teachers and parents as it should be. So, the majority of parents underestimates the value of the PBL, and isnot keen to offer the necessary materials and facilities that enable them to conduct the project. This is maybe because parents are not aware of the importance of the PBL.

I.6. A Shift in Focus

Through a change occurred at the content level inasmuch as the target country and Algeria were the main focus of the course. The last radical shift was that of the 2000's when the educational authorities decided to insert Algeria in the global world by adopting an educational policy based on constructivism and the competency based approach.

I.6.1. Moving towards Change

Implementation of 21st century learning into the classroom will result in changes at all levels of the educational systems. Previously held beliefs regarding teacher instruction and student learning will need to be transformed as new methodologies are introduced into the classroom. Not only will students and teachers experience pedagogical shifts, but schools boards will also be forced to alter their previously held ideologies on learning.The three levels within the education system that will need to adjust their pedagogical views in order to facilitate the PBL process are mentioned as follows.

I.6.1.1. School Board Pedagogical Shift

As Alberta Education calls for instructional methodologies aimed at developing 21st century competencies, schools boards are forced to implement new policies to meet these demands. It can no longer be the case that we find *"one instructor implementing PBL"* in the classrooms (De Simone,2008,p.18). Rather,it mustbecome wide spread throughout the district.This forces school districts to rearrange their pedagogical stance when it comes to curriculum delivery and assessment. In an informal response to the changes school delivery models, Anne Fierhellerstates that

I.6.1.2. Teacher Pedagogical Shift

As Camp (1996) stresses that moving towards true PBL model forces teachers to undergo a "paradigm shift".With PBL,teachers' roles move from one of delivering information to one of "facilitating learning" (Dahlgren &al.,1998,p.439).Teachers are forced to re-examine their pedagogical views as the ideology behind PBL "conflicts with deep seated teacher beliefs." (Rosenfeld&Rosenfeld,2005,p.386)

  One major obstacle most educators need to overcome is their need to teach as much information as possible in a given amount of time. According to Dahlgren & al.(1998),many teachers believe that PBL lacks in breadth of information and that they were unable to over as much as material as a traditional lecture-based style. Murray&Saven-Baden (2000) highlight the shift in pedagogical thinking of moving from quantity in education to quality. Teachers need to move from the mind set of being "suppliers of legitimate knowledge" (Murray&Saven-Baden, 2000,p.117) to seeing themselves as being a "facilitator" in knowledge acquisition (Rosenfeld&Rosenfeld,2005,p.386).Traditional pedagogy is challenged when PBL is implemented in the classroom and teachers are forced to question their educational beliefs. This creates a struggle within as teachers try to adapt to a new way of looking at education while also trying to meet the educational needs of their students.

I.6.1.3.LearnerPedagogical Shift

Teachers are not the only ones experiencing a complete shift in roles. Students are forced to take on new responsibilities for their learning that they have never had before.Self-directed learning can prove *"particularly difficult"* for learners when it comes to *"applying meta-cognitive strategies"* (Lim&His,2000,as cited by Hmelo-Silver,2004,p.260).Rather than participating in traditional *"didactic teaching and learning experiences"*(Grant,2011,p.50),students are now expected to be *"responsible for their own learning"* and employ *"reflective, critical thinking skills"*(Bareiter&Scardanakua,1989).Furthermore, this means that students need to *"be aware of what knowledge gaps"* they have in order to understand what information they need learn (Dalgren& al.,1998,p.438).This creates major challenges for students as they *"lack familiarity with inquiry learning"* and have difficulty identifying the required data.

Conclusion

The BPL is a dynamic approach to teaching in which students explore the real world's problem and challenges. Within PBL, this type of active and engaged learning inspires students to obtain a deeper knowledge of the subjects they are studying. The PBL is an emerging teaching methodology that is being implemented in many educational institutions. It is being used as a method for instruction and learning in the middle school. Through PBL, students are more actively engaged in the learning process. Research shows that students engaged in PBL transfer their knowledge to situations outside the classroom. Projects allow students to transfer their knowledge to situations outside the classroom. So, the PBL allow students to transfer their skills to other disciplines and to real world problems.

Chapter Two

The Context of the Study

Introduction

The ministry of education launched new reforms that resulted in the embracement of a new approach;the CBA,and the publication of new textbooks for middle school years of English study.The four manuals are respectively, "Spotlight On English" book one (SOE) for first year, Spotlight On English Book Two SOE for second year,Spotlight on English book three for third year,On The move for fourth year .The present chapter is undertaken within this scope of reforms to provide first an overview on the school system in Algeria, the competency based approach and the analysis of the four aforementioned textbooks.

II.1. A Succinct Overview of the Algerian Educational Reform

Education in Algeria is mandatory and free for all Algerians and three stages distinguish the school system: primary, middle and secondary education .Primary school is compulsory and used to last six years,but is now reduced to five years at the end of which children generally aged 11-12 years old pass "Primary School Examination". Contrary to primary school, middle school study period was,again, extended to four years instead of three after the 2003 educational reforms, and a "Middle School Certificate" (BEM) would allow 12-16 years old pupils to progress to secondary school in one of the two streams that are: literary streams and scientific streams,according to their general averages.Secondary school starts with a one year foundation course for their averages students are assigned to a more specialized stream. Three years form the whole duration of secondary studies,and end up with the baccalaureate examination (BAC) which once passed allows students to follow higher education or tertiary education at around 12-19 years old.

Students who fail in either middle or secondary school examination are left with two choices; they can either gain a vocational training in a training center or undertake distance learning with The National Open School (CNEG).

II.2. Description of the Middle School Syllabus and Textbook

Teaching relies on a set of interrelated factors without their perfect harmony the expected outcomes cannot be achieved, viz., the syllabus and textbook contents. They both provide teachers and learners with guidelines leading to better outcomes achievements and necessary support to ease the matter for them.

II.2.1. Description of the Algerian Middle School Syllabus

Traditionally, the syllabus is useful both the teacher and the learners as embarking on a course of study (Albers,2003).It can be used as a teaching tool. Matejke and Kurke (1994) identify four major roles played by the syllabus as a teaching tool, this includes:serving as a contract, serving as a communicative device, serving as a plan, serving as a cognitive map

II.2.1.1.The Syllabus as a Contract

Parkers and Harris (2002)argue that the first purpose of the syllabus is to serve as a contract or an agreement between learners and their instructor.Like any contract serves to state what is expected during the term of the contract and to guide the behavior of the both agents of the learning process. For instance,a statement of learners' and teachers' roles and responsibilities including class procedures, attendance and other requirements show the contractual nature of syllabus (Majetke and kurke,1994 quoted in Albers,2003).

II.2.1.2.The Syllabus as a Communicative Device

The syllabus can mention as a communication device.That is it communicates with succinctness the expectations and experiences integral to a given course (ibid.).It also communicates the overall purposes of the course and the set of strategies that will enable the learners to attain these goals.

II.2.1.3.The Syllabus as a Plan

As teachers plan a course, they are faced with issues related for instance to content, organization as well as sequencing. For example, the selection and sequencing of topics in the syllabus convey to both the teacher and the learners what the syllabus authors find important and in what order will be the topics dealt with.As an outline or a plan of what is to be taught, the syllabus shows the teacher the manner in which the learners will be engaged and the way they can accomplish the learning goals.

II.2.1.4. The Syllabus as a Cognitive Map

The syllabus may serve as a cognitive map which helps the learners to locate the final destination for the course and "The markers that will keep them on track." Albert, 2003: 61).Besides it shows how the assigned work will lead them to achieve the final goal (ibid.).

II.3. Competency-based Syllabus

The point of departure; under a competency-based syllabus, is a specification of the learning outcomes in terms of competencies.Schenk 1978, (cited in Richard 2013;24) asserts:

> Competency-based education has much in common with such approaches to learning as a performance–based instruction, mastery learning individualized instruction. It is outcome–based and is adaptive to the changing needs of student goals and objectives in that they describe the students, teachers, and the community ……Competencies differ from the other student goals and objectives in that they describe the student's ability to apply basic and other skills in situations that are commonly encountered in everyday life. Thus, CBE is based on a set of outcomes that are derived from an analysis of task typically required of students in life role situations.

Competency-based instruction draws a lot from performance -based instruction also called task-based instruction, in that tasks are viewed *"as a mechanism that best activates language learning processes."*Richards, 2013:17. It differs; however,from the objectives-based approach in that the content is not specified so as to help attain the set objectives,but is based on students' abilities to apply basic and other skills to perform tasks likely to be performed in real life situations.

Since the Algerian educational system is currently embracing this approach to the teaching of English and all the other remaining subjects,worthy of mention is a thorough and detailed description of the competency-based approach,after a detailed presentation of the task –based syllabus.

II.3.1. Theoretical Framework of the CBA

The competency-based approach CBA as stated by Richards and Rodgers2001 adheres to the interactional and functional views of language learning; it advocates the determination of learning goals in terms of measurable and precise descriptions of knowledge, skills, and behaviors, expected from the part of learners at the end of a course of study. In like manner, Browden 2004 asserts that determining outcomes in explicit and

precise ways are perquisites for a successful career.Emphasis on observable behaviors goes back to the origins of CBA which,as stated by Tuxworth 1990,drew on industrial and business models that specified outcomes in terms of behavioral objectives.Similarly, Richards 2006 views that work related and survival oriented language teaching relied widely on the competency-based model ,so as to teach students the basic skills they need in everyday survival situations.

For Docking 1994 a CBA

> ……is organized not around the notion of subject knowledge but around the notion of competency.The focus moves from what students know about language to what they can do with it.The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification,teaching strategies, assessment and reporting.(p. 16)

Accordingly, CBA is stressing what learners can do with language not what they know about language. The organization of the curriculum,the syllabus, the teaching strategies,and assessment tools has competencies at their heart.

Aurebach(1986) lists eight key features of the CBA:

1-A focus on successful functioning in society: The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.

2-A focus on life skills: rather than teaching language in isolation,CBA/ESL teaches language as a function of communication about concrete tasks.Students are taught just those skills required by the situations in which they will function.

3-Task-or performance –centered orientation: What counts is what students can do as a result of instruction. The emphasis is on overt behaviors rather than on knowledge or the ability to talk about language and skills.

4-Modualized instruction: Objectives are broken into narrowly focused sub objectives so that both teachers and learners can get a clear sense of progress.

5-Outcomes which are made explicit a priori: Outcomes are public knowledge, known and agreed upon by both learner and teacher.They are specified in terms of behavioral objectives so that students known exactly what behaviors are expected of them.

6-Continuous and ongoing assessment: Students are pre-tested to determine what skills they lack and post-tested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested.Program evaluation is based on test results and, as such, is considered objectively quantifiable.

7-Demonstrated mastery of performance objectives: Rather than the traditional paper-and-pencil test, assessment is based on the ability to demonstrate pre-specified behaviors.

8-Individualized, student-centered instruction: In context, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time-based; students'progress at their own rates and concentrate on just those areas in which they lack competence. (p, 414-415)

Weddel 2006 resumes the different stages of CBA pedagogy into;first, an assessment of the learners needs.Second, a selection of the competencies that should be specified and stated in measurable behaviors. Third, determination of the target instruction;the content is based on learners' goals, i,e., competencies.Last but not least evaluation of the competency,learners continue to learn until mastery of the competency.Assessment should be criterion-referenced: each competency must have clear performance criteria, and learners need to be assessed on how successful they are in performing tasks,not how well they know about language.

II.3.2. Definition of Competency

Some dichotomies are made between competency and competence, competency for Browden 2004 is a diminutive of competence. Competence, for some, is a job related, and determines an individual's capacity to meet the requirements of a job .Competency, on the other hand is person related because it is all about a human's knowledge, skills,and abilities integrated to effectively perform in life or workplace.Competency will be retained in the present study.

The competency based approach CBA as an educational movement is, then having competencies as its organizing principal. Competencies according to the report of the national postsecondary education cooperative working group on competency –based initiatives in post-secondary education NPEC Report, Jones,and Voorhees,2002;

> …are the result of integrative learning experience in which skills ,abilities ,and knowledge interact to form bundles that have currency in relation to tasks for which they are assembled and demonstrations are the result of applying competencies .It is at this level that performance can be assessed. (p.7)

Competency is then an integration of knowledge, skills, and abilities that lead to demonstrable and measurable behaviors as a manifestation of this competency.Still, Mrowicki 1986 considers competencies as the description of knowledge, skills, attitudes and behaviors necessary to the performance of a real life task.

Well-designed competencies, according to Griffith and Lim2014, need: First, to describe specific knowledge and skills that can be applied in new and complex contexts. Second,clear performance criteria must be described;standards need to be clear. Third, each competency must be personalized.Examples of competencies listed by Mrowicki (Ibid.) can involve the following:

Topic: Shopping

1- Read a limited number of basic signs.

2-Ask about the price of items.

3-Express basic food needs.

4-Request correct change when incorrect change is received.

5- Express intention to buy the item.

6-Read abbreviations for common measures and weights.

7-State clothing needs, including size and color.

8-Differentiate sizes by reading tags and tape measures.

II.3.3. Teachers' Roles

Teachers under a learner-centered approach that is the CBA are no more the detainers of knowledge, but facilitators and guides; they have to determine what and how well learners must perform;they give clear instructions and make sure that every learner understands the task. In this respect,Paul 2008 maintains that teachers need to be providers of authentic materials,activities, and practice opportunities. Those materials as advanced by Griffith and Lim 2014 need to be oriented toward doing rather than knowing,and related to any domain of life.Typical areas, for which competency –based activities can be suggested can involve job interview or job application, these areas are described by Docking 1994 *"..as a collection of units of competencies" which consist of specific knowledge, thinking processes ,attitudes ,and perceptual and physical skills"* (p. 14); the competency specified needs to be dissected into sub skills that call upon a specific knowledge, skills and attitudes.

Furthermore, teachers need to guarantee an individualized instruction,as learners are supposed to move at their own paces; instruction is not time-based.They are also required to provide constructive feedback on how well learners are doing toward successful completion of tasks;they have to ensure an ongoing assessment.

II.3.4. Learners' Roles

The learner is active and learns to learn by acting upon his learning because s/he is at the heart of this instruction. Richards and Rodgers 2001 advance that *"the learner needs to practice and perform the skills taught: he has to do something with the language, not just knowing about the language."* He is required to be well aware of the appropriate and purposeful uses of the targeted competencies. Besides he must be able to transfer the knowledge gained in school to pertinent contexts of use outside, in real life. Mastery of the stated competency determines the learner's success. If the specified competency is unattained he stays in the actual program.

II.4. The Project-based Syllabus

The foreign language scene knew the emergence of various types of syllabuses. These have been triggered by the different approaches to language teaching based on different assumptions about acquisition and learning. Language instructors and syllabus designers can choose from the two broad categories of syllabuses: synthetic and analytic

,this distinction between the two categories has been advanced by Wilkins (1976),and is reflected in a second classification .White (1988) type A and type B syllabuses .In the view of Long and Crookes (1992),the synthetic syllabus segments the target language into discrete linguistic items for presentation, such as lexical items, grammar points,and function. Design starts with the language segments of various kinds (grammar structure, words, sentence patterns, functions, etc.) which are presented to the learners as models one at a time as sequence determined by many factors like learnability and frequency.

The analytic syllabus, on the other hand, is experiential aiming to immerse learners in real life language use. Analytic syllabuses,as observed by White (1988) represent the educational value system espoused by progressivism. The latter a problem posing type of education which puts emphasis between instructors and learners and learners themselves (Beglar and Hunt ,2002).

II.5. The Textbook

Textbook as a defined by The Oxford Advanced Learner's Dictionary (2000) is *"A book that teaches a particular subject and that is used especially in schools and colleges…"* (p.479).Longman Dictionary of Competency English (2011) considers "course book" as the British synonym of the word "textbook".Course book for Tomlinson (2011) is:

> A textbook which provides the core materials for a language
> learning course .It aims to provide as much as possible in one book
> and is designed so that it could serve as the only book which the
> learners necessarily use during a course. (p.xi).

In the same vein, Stray (1993:73) recognizes a textbook as a book *"designed to offer a pedagogical and didactic presentation of a certain field of knowledge".*

Course book, textbook and material are retrained to be used, in the present research, interchangeably to mean the book that presents a given content used by both teachers and learners.

II.5.1. The Use of the Textbook

Greenal (1984;cited in Sheldon,1988) *"frames the contradicting opinions in relation to textbook use in terms of a "course book credibility gap."*Proponents and opponents of textbook use seem to have each disparate arguments.

The advantages of the textbook use are delineated by Cunnings worth (1995:7) as:

> A resource for presentation material (spoken and written), a source of activities for learner practice and communicative interaction,a reference source for learners on grammar, vocabulary, pronunciation,etc….,a source of stimulation and ideas for classroom language activities, a syllabus where are reflected learning objectives which have already been determined,a source for self-directed learning or self-access work, and a support for less experienced teachers who have yet to gain confidence.

In addition, Ur (1996) views that *"textbooks provide both teachers and learners with guidance within a structured framework to follow, they are time saving,economic, light and easy to carry,and an opportunity for learners to learn independently."*In vein with Hutchinson and Torres (Ibid.), Sheldon (1998:237) claims that textbooks are not only *"the visible heart of any ELT program, but are also accredited by students as more effective than teacher-generated or "in-house" materials."*

In the other side of the spectrum are authors who view that textbook are not so important.Allwright (1981) opines that *"...the management of language learning is far too complex to be satisfactorily catered by a pre-packaged set of decisions embodied in teaching materials"* (p.9).Tomlinson (2010) observes that a major disadvantage of textbook use is that just a minority of textbook writers make reference to applied linguistic principles. Tomlinson (2008) points out that many rely on their institution as to what they view best for language learning.

Textbooks remain indispensible in the teaching learning context despite the aforementioned drawbacks; it is just they need to be carefully handled by textbook writers, teachers and learners.

II.5.2. The Project-based Textbook

As said earlier,language textbooks provide a varied set of activities helping learners acquire the target language.Project work, which gained the endorsement of educators in the field for the benefits it offers, is among these activities included in the textbooks' different units. The Canadian Association of Second Language Teachers (CASLT) proposed a model for organizing instructional units.This model presents a clearly defined project at the outset of the textbook's didactic units. This project creates the need to know certain communicative situations to successfully complete the final project.The activities and tasks in every unit are sequenced in such a way as to lead the learners step by step to final project.

The beginning step of the units is designed to allow learners and teachers to their preexisting knowledge (linguistic and contents) of the topic area of the unit.The aim of the beginning step also involves stimulating learners' interests and motivation and agreeing on the final project.The last phase of the project –based unit involves learners presentation on their products and their reflections on their progress and difficulties encountered in the unit.(CASLT,1994:9-11 quoted in Turnbull Miles;1999:550).

II.6. Description of the Algerian Middle School Textbooks

The description of the four years textbooks, viz., SOE1, SOE2, MBE, OTM, is an objective which involves a careful examination of the content without the articulationof any value judgment.

II.6.1. Spotlight on English 1 (SOE1)

Spotlight on English Book one is made up of 189 pages .It was first issued in 2003 by ;as authors, L,Meragza, head of the project, K,Achour, H,Meziane, F,Bouhadiba and L, Tamrabet. The textbook is destined to learners aged 11 to 12 years old who have never been introduced to English.

The textbook destined for the Algerian first year middle school pupils is communicative in terms of syllabus design ,and its thematic or topical in terms of organization ;seven topics are suggested; Hello, Family and friends,Sports, On and out, Food, Inventions and discoveries, and environment. The seven files ,SOE1 encloses,unfold with an introduction in Arabic directed to pupils,it gives an overview on the content of the textbook with a great emphasis placed on the learner as an active agent in the learning

process expected to be open to the cultures,and supposed to collaborate with her/his classmates to find solution to different problems they are confronted with ,in their project work. The presentation of the final outcome of the project work, as stated in this introduction, would not only enhance pupils' learning of English, but helps them extend and transfer its use to similar contexts as well.

The pre-file, as an introductory unit, is named "**You know English**!"It unfolds with an activity (activity page 13) in which learners look at pictures and say their corresponding names in English, even if the instruction is unclear, it says "look at picture 1 and say", where in fact there twenty six small pictures. The names corresponding to those pictures are alphabetically enclosed in a table and are oriented from right to left.

Each file is made up of three sequences, in addition to listening scripts; learn about culture; reminder and your project.

II.6.1.1. File Structure Description

All files in SOE1 are made up of three sections dubbed sequences; each sequence consists of "Listen and Speak", "Practice", and "produce":

- **Listen and speak**: This subsequence aims at promoting oral interaction in English among 1st year pupils. The pupils it generally starts with a conversation related to the topic of the file. They are required to listen, recognize, and practice patterns of speech under the guidance of their teacher; in contexts similar to real life ones
- **Practice:** This second sub sequence presents the pupils with more practice of the new points taught through role play, information gap activities and reading passages. Grammar is presented at this stage.
- **Produce:** The suggested activities in this third sub-sequence are designed to determine how far pupils are mastering the newly taught notions; the writing skill seems to be the prevailing skill stressed throughout the suggested activities.

The three sequences are then followed by the "listening scripts" which are the transcripts of the listening materials of the three first sequences.

- **Learn about culture:** It is the subsequent section where pupils are exposed to a cultural aspect related to the topic of the file, either in the local or the target one. This

section is a bridge between the pupils' culture and the British or the English –speaking countries' culture.

▪ **Reminder:**

It is a summary of the vocabulary items, grammar points, and functions covered in the file.

▪ **Check:** This part acts as a classroom evaluation tool of the learning process that helps pupils consolidate the previously learnt items, and orients the teacher toward any remedial work needed.

▪ **Project Work**

The is the core of the file ,it is the context where pupils assume a gradual responsibility for their learning .In a group work ,the pupils process factual and linguistic information, practice language items acquired in class ,and re-invest them in similar contexts they may encounter in real life.

A glossary or vocabulary list is provided at the end of the textbook (p.165-189).The English vocabularies have their equivalents in Arabic.

II.6.2. Spotlight on English 2 (SOE2)

It targets learners that have been exposed to English for one year and who are aged between 12-13 years old .The textbook was first published in 2004: the authors are L. Meragza as head of project, F. Bouhadib, W. Guedouj,Z.Torche.This textbook encompasses 125 pages split up into five files.

The five topical files are graded as follows: 'A Person's Profile','Language Games','Health Cartoons and Theatre'. All five files follow the same pattern.They are made up of three sequences which open up with the objectives of the sequence in question.After the three sequences come respectively the "Listening Scripts" "Learn about Culture" "Check" "Your Project" and "Self –assessment". Then follow three lists the first relates to contractions of the two auxiliaries "to be" and "to have" (p118), the second is a list for spelling (p118),and a list of verb forms (119).

II.6.2.1. File Structure Description

▪ **Objectives:** each sequence has its own objectives to be achieved.

Learn the language: This part comprises three sequences .All three sequences unfolds with the objectives it seeks to achieve, then progresses as follows

- **Listen and speak:**

It starts with

-A conversation to listen to

-Pronunciation and spelling

a- Listen and Repeat

b-Identify

c- Compare

- **Practice stress and intonation:**

a- Practice

b- Go forward

- **Discover the Language**

In this part of the file, pupils find out how language works in a contextualized framework, they practice either orally on in writing the language structures they have come across,in the short text they read at the beginning. So as to be internalized,the rules pupils deduce are supplied in Reminders. The following sub-parts form this section:

a- **Read**
b- **Practice**
c- **Reminder**
- **Listening Scripts:**

The scripts of the conversations pupils listen to in "Listen and Speak" come under this heading.

- **Learn about Culture**

Learners are introduced to some cultural facts ,related to the topic of the file .Cultural pluralism is highlighted with one end in perspectives; to make of the individual

pupils tolerant persons open the other culture ,and ready to accept the differences existing between the local culture and the target one .

- **Check**

A series of tasks form this section that seeks to help learners consolidate previously learnt items.This section can direct the teacher to any remedial work, if the pupils fail to find the adequate answers.

II.6.2. Your Project

Learners through the project work are placed in front of a problem situation whose resolution requires the integration and re-investment of the knowledge, skills, and capacities acquired along the file in order to come out with a tangible output or a solution, and in which pupils' attitudes are inferred from the teachers' observation.

- **Self- assessment**

It is a grid that closes up the file. Learners are rendered responsible for their learning; they are the ones to determine what they have acquired and what remains to be done, in addition to whether they enjoyed or not the topic or the file,the projects,the activities selected, and working alone, with a partner or in groups.

II.6.3. My Book of English (MBE)

It was first published in 2005 and then revised in 2009. It consists of 188 pages from this manual whose authors are S,A. Arab, B, Riche, H, Ameziane,N, Khouas ,K,Louadj. The targeted learners have spent two years learning English and are 13-14 years old.

To the difference of the preceding textbooks,the project is announced right from the beginning of the file.Then, a preview follows, in which the functions to be dealt with in all three sequences are listed.Just after those three sequences, come Snapshots or Culture.Activate your English,and Where Do We Stand Now! At the end of MBE is a list for electronic messaging (p.175-176) a list of irregular verbs (p.173) and a list of spelling rules (p.175-176).

II.6.3.1. File Structure Description

The textbook still sticks to three sequences which are preceded by:

- **Project:**

It announces the project final outcome right from the outset.

- **Preview:**

It displays the files contents to keep the learnerinformed beforehand of the contents he is supposed to cover during the year.

- S**equences 1, 2 and 3**

Each sequence starts with:

- **Listen and speak**

The learners, with books closed listen to the teacher as s/he reads or a recorded tape to the "listening scripts" at the end of the book.They are expected to make sense of what they hear and to familiarize themselves with a number of language structures.

- **Say it clear**

This sub-rubrictrainslearner's tongues and lips not just to speak correctly, but also todo meaningfully.

- **Imagine**

Relying on cues from pictures and texts, learners play roles in situations that imitate real life; they use the sense, sound, vocabulary and grammar items they have already learnt: a sort of partial-integrative activity.

- **Read and Write**

Different reading tasks are suggested to train learners become good readers.It is made up of two sub-rubrics: your turn and write it out. The assembly of these two activities intends to prepare learners to reading as receptive yet very significant for the productive skill of writing.

- **Snapshots of Culture**

This part is an open window on Britain,the USA and other English-speaking countries.In class discussions and writing tasks the learners compare and contrast the local

culture to the target culture; a way out to learn about the differences and similarities that characterize different cultures. This rubric is intended to develop learners' intercultural competence so as to ease their integration to world society in the era of globalization.

- **Activate your English**

Learners practice the vocabulary they have acquired in the file and build it up. They make use of it in other specific situations. The aim behind such a rubric is to incite learners to reinvest the acquired knows into know-how-to-do. In so doing, they prove both their understanding and appropriate usage. It is a criterion of successful learning that goes beyond that state of passive recipients to active agents in the classroom.

- **Where Do We Stand Now**

It is made up of three sub-sections: Project round up, Language summary, Test yourself.

- **Learning Log**

It records what learners learnt and what they have not. Findings of this learning log need to be communicated to the teacher to find assistance. It consists of learners' personal records their own experiences, thoughts, feelings and reflections. It reflects on the learners' learning amount and still ambiguous concepts, structures…

- **Time for Song**

It is a rest-time devised task; a song closes up the file before pupils' progress to the next file. It is a short while devoted to elevate mood and shackle routine. Songs can boost learners' brain production of hormone dopamine, helping relieve feelings of anxiety and depression.

II.6.4. On the Move (OTM)

On the move was first published in 2006, its two authors are S,A Arab, and B,Riche. The fourth year textbook consists of 6 files displayed along 192 pages. The book is designed for learners aged between 14-15 years old who spent three years learning English.

The novelty in the fourth year textbook is that the file is no more segmented into three sequences; it is rather made up of two sections that are: "Language Learning" and "Skills Building".

Language Learning is sub-divided into "Listen and Consider"; "Read and Consider", "Words and sounds" and last "Take a Break".

II.6.4.1. File Structure Description

A) Language Learning
- **Food for Thought**

Under this sub section, two pictures are contrasted to set learners think, and warm them up to what comes next. It is a technique to incite learners to anticipate things. Doing so, they develop their imagination and at the meantime reinvest their prerequisites. It characterizes the inductive method, leaving a wide margin to learners to

- **Listen and Consider**

Learners go through three steps, pre-listening, while-listening and post listening stages. Each of which helps practice and improve pronunciation and intonation patterns. Grammar is also practiced in oral written texts, and the rules are enclosed in a Grammar Reference at the end of the book.

- **Read and Consider**

Reading in this sub-section goes through pre-reading, while-reading and post-reading stages. A pre-reading stage helps learners predict what the reading extract is about, a while-reading stage helps confirm the hypotheses formulated earlier,and a post-reading phase to practice the rules discovered while reading in the "Write it out" section .

- **Words and Sounds**

This sub-part is designed to help learners acquire new vocabulary related to the topic of the file, practice word formation as well as pronunciation, stress, and intonation.

- **Take a Break**

Learners at this level relax, play games and practice every day with a smile.

B) Skills Building

Place in now to the learners' productive skills, different sub-parts/rubrics are involved. They all converge toward developing skills that require much autonomy and self-reliance, claiming for individual and collaborative work and cognitive and metacognitive reinvestment. In fact, such procedures enable learners to master new ways of analyzing and solving problems. In so doing, learners move from low-order skills, viz., remembering and understanding contents to high-order skills of analyzing, evaluating and creating contents. Then, learners are challenged to think critically and creatively about the world around them, their motivation and willingness to take part increase along with opportunities to construct stronger language skills.

- **Research and Report**

Learners engage in research tasks that will make them better acquainted with English speaking countries and become more autonomous and self-dependent. Such sub-rubric is meant to prepare learners to identify objectives, plan the steps to be followed, the means to use and the selection of the favorite sources for fetching the required information. By doing that, learners can begin to understand the complexities of various issues they might come across.

- **Listening and Speaking**

The materials provided will help students acquire a good command of listening, and speaking skills and strategies, enabling them to follow and comprehend discourse such as lectures, conversations, interviews, and discussions. The coping window will equip learners with tips and hints for the purpose. These tips and hints will also help develop speaking and social skills among learners.

- **Reading and Writing**

This sub–section is similar to the previous one except that listening and speaking are not the stressed skills, but reading and writing are indeed. Besides, learners the more they read and write, the more they broaden their vocabulary repertoire and are able to articulate concepts accurately and more effectively to others. Increasing your ability to communicate also helps make them better learners.

- **Brainstorming**

At the level of the file, learners start thinking with their partners on the ways in which they will realize their project. During brainstorming phase, all members will have the opportunity to be heard; involving them in creativity and decision making. In fact, brainstorming builds involvement, commitment, loyalty, and enthusiasm. Participating in the sessions stimulates and unlocks people's creative talents. It also builds self-esteem because learners are being asked for their participation and their ideas.

- **Project Round up**

Learners are asked to compare their project with the one given to them as a sample. Thus, they can be inspired by the example or can improve on it.As a group, they compare, discuss, and assess other groups' projects. In this session, the teacher and learners summarise what they have been doing during the period devoted to the project work. The learners have been working on their projects, using different resources and means, then comes the moment to assembly things and share shares useful tips with their classmates.

- **Where Do We Stand Now**

This sub-rubric helps students assess their achievements through: Progress, check, and Learning log. As far as self-assessment is concerned, this sub-rubric is a scoring guide used to assess the quality of learners' constructed knowledge. The use of the aforementioned methods provides basis for self-evaluation, reflection and peer-review. It is aimed at accurate and fair assessment, fostering understanding and indicating a way to proceed with subsequent teaching/learning. The integration of this sub-rubric ensures what is called ongoing assessment or formative assessment.

- **Time for…**

Learners sing, share a joke or words of wisdom, just to get ready for the new next file.Free time gives learners the opportunity to play and experiment. It also gives them a break from their daily pressures and allows them to be incorporate what they learned into their everyday activities. Those happy moments and positive emotions create dopamine and serotonin. When these substances are released into the brain it has positive effects on our memory as well as our brain's ability to learn and to be receptive.

II.7. Textbook Content

Tomlinson 2011 in reference to textbook content views that "*such a book usually includes work on grammar, vocabulary, pronunciation, functions of the skills of reading, writing, listening and speaking*"(p.xi.) Textbook content should not just help the learner acquire a linguistic and a communicative competence but should also be an open window on the culture of the target language.

II.7.1. Grammar Presentation

Attitudes toward the teaching of grammar in the context of English language learning impact greatly the selection and presentation of materials, and pedagogical practices. The advent of communicative approaches, in the 80's, caused a vacillation in attitudes between those favoring an explicit analysis of the language system or grammar rules ,and those who prefer an implied and unconscious learning of form throughout language use .This debate can be summed up under what Thornbury 1999 call shallow-end approach and deep-end approach to communicative language teaching CLT.The shallow-end approach to stipulates that so as to make the learner use communicatively language in a given situation, It is necessary first to learn the grammatical rules then to put them into practice in that communicative situation.

The deep-end approach, on the other hand,believes that grammar is acquired unconsciously during the performance of those communicative situations,which renders the explicit teaching of grammar useless.Grammar under the deep-end approach is taught through the inductive approach also called the rule discovery path as opposed to the deductive approach. Purpora (2004) states that through the deductive approach "*...the teaching of language obviously involved the transmission of grammar rules from teacher to student ,and to know a language meant to know the intricacies of its grammatical system and to recite the its rules.*"(p.1) where as in the inductive approach "*...students are presented with examples of the target language and led to discover its underlying organizational principles in order to be able to formulate a formal set of rules and prescriptions.*"(Ibidem, p.2). If deductively presented,grammar rules are transferred from teacher to learner,but if inductively presented learners take in charge the discovery of grammar rules;the teacher presents learners with examples from which they discover rules by themselves,thing that can make those rules more memorable.Similarly,Stranks 2003 backs the idea of raising learner's attention to the grammatical features in the input and

then asking them to draw their conclusions,what is known as presenting grammar as a "receptive skill".

The teaching of grammar, for Larson –Freeman 1991,means *"enabling language students to use linguistic forms accurately,meaningfully and appropriately"*(p.280).That is why the structures the teaching of grammar within a three dimensional framework encompassing form Meaning and Pragmatics.Form answers how are the structure formed? Meaning answers what does the structure mean? Pragmatics answer when/why is the structure used? Grammar teaching should focus on providing learners with meaningful input related to real-life contexts of use.Learners need to know what the suggested structure mean, and when or why they are used.If all three requirements are met,learners can use grammar not as an end in itself but as a means to achieve competence in language use.

II.7.2. Vocabulary Presentation

Vocabulary as knowledge of words and word meanings gained ground in language learning with regard to the important role it plays. Zimmerman 1997 views that vocabulary learning is of great importance to EFL learners.Wilkins 1972 reports that *"While without grammar very little can be conveyed,without vocabulary nothing can be conveyed."*(p.111) that it is without vocabulary the learner will be at a loss of communication.

Beck et al 1987 advance that:

> Research has provided much useful information about vocabulary learning and instruction.What it has not provided is a simple formula for optimal instruction. What it has not provided is a simple formula for optimal instruction,because no such formula can exist. (p.150)

Interesting findings have been unveiled about the teaching and learning of vocabulary,but none could pretend to present the best teaching method in relation to this aspect.

Literature and research related to vocabulary teaching and learning hold that two approaches are followed: the implicit and incidental approach and the explicit and intentional approach.Hulstijn 2001 defines the implicit one as *"learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary*

learning."(p271).Whereas the explicit one as *"any activity geared at committing lexical information to memory."*(p.271).The implicit way encourages learners to infer meaning of words from context leading,thus, to an incidental learning of those words.The explicit way, on the other hand, focuses learners' attention directly on the words to be learnt.

In a nutshell,high-frequency words need to be high priority because learners are likely to encounter them in the input they receive and the output they produce.In addition, textbooks need to help provide an explicit instruction of contextualized words from their short memories to their long term memories.Learners should be encouraged and trained throughout the various textbook task to use and to be aware of the different strategies they can use tocomprehend the difficult vocabulary, Among such strategies are:the use of dictionaries,or word analysis.

II.7.3. Pronunciation Presentation

Pronunciation for Seidhover 2001 is the production and perception of significant sounds of the language where meaning is targeted when using language.Morley views that *"intelligible pronunciation is an essential component of communication competence."(1991b; 488)*

With regard to the role pronunciation plays in language learning,Celce-Murica and Goodwin 1991 assert that pronunciation can and should be taught at any level.Richards and Renandya 2002 view that *"....pronunciation also known as phonology includes the role of individual sounds and sound segments,that is ,features at the segmental level,as well as supra-segmental level as stress,rhythm and intonation."*(p.175)

Ladefoged 2006,and Richards and Renandya 2002 divide speech into two levels: segmental and supra-segmental.Segments are identified by Ladefoged (Ibid.) as discrete units or small segments of speech which are consonants and vowels which together constitute a syllable and from an utterance.Supra-segmental features refer to aspects beyond the level of individual sounds to conclude words and larger chunks of speech such as intonation,stress,and rhythm.

Materials should contextualize both features of pronunciation,the segmental and supra-segmental ones,in meaningful and real-life situation,if intelligibility is sought after. Pronunciation intelligibility,for Morley 1991b,is to reach a certain level of pronunciation which does not hinder the learners' ability to communicate.

III.7.4. Listening Skill Presentation

Rivers 1966 points out that *"speaking does not of itself constitute communication unless what is said is comprehended by another person."*(p.196). Communication, accordingly,is not achieved unless a speaker is understoodby a listener;this view highlights the pivotal role of listening.In vein with the aforementioned importance of listening,Mendelson1994 views that listening accounts for 40-50 of communication, with speaking at 25-30, reading at 11-16, and writing at 9.

But despite the importance of this skill,Brown 1987 argues that a considerable number of published courses on listening comprehension and classroom practices in many schools and in many countries show that listening is still considered as the least important skill in language teaching.

The language is supposed to be comprehended by the listener falls under two categories;the transactional and the interactional language functions. Brown and Yule,1983; Richards 2008; Richards ibid. equate listening to listening comprehension and suggest that listening instructional materials and classroom activities need to combine two types of communication : the instructional and the transactional.

The interactional way of communication involves small talks and conversations that seek to maintain or further social interaction.Small talk consists of short exchanges on non-controversial topics, such as the weather,school,etc.,and generally closes up with fixed expressions such as 'see you later'.Conversation, on the other hand,involves a joint interaction around topics.

The transactional language; however,is an interaction that focuses on getting something done rather than maintaining social interaction; this type of language is generally referred to as functions.There are two types of transactions;giving or obtaining goods or services such as ordering food in a restaurant.

To wrap up,the listening materials,as suggested by Hill and Tomlinson 2003, can develop learner's listening comprehension abilities if they manage to involve learners affectively either by relating the subject to learners' lives,or seeking an emotional response to the situation.In addition,listening materials need to tackle both types of communication, viz., the interactional and the transactional.

III.7.3.5. Speaking Skills

Chaney (1998: 13) defines speaking as *"the process of building and sharing meaning through the use of verbal and non-verbal symbols,in a variety of contexts."* Speaking is a two-way process that involves a speaker to be understood by a hearer.

Speaking is then an interactive process whose participants,as stated by Nunan 1999 require a linguistic as well as a socio-linguistic competence,that is they not only need to formulate correct sentences,but are also required to know when,why,and in what ways to produce language.Speaking as a communicative act in an EFL context requires a special attention for two main reasons. First,because the English language is hardly spoken outside the classroom confines, the case of Algeria,and second because many learners consider speaking as the measure of knowing that language.In the same vein, Richards 2008 contends that:

> The mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. (p19)

II.7.3.6. Reading Skills Presentation

Eskey 2005 deposits that many EFL learners do rarely speak the language in their day to day lives but need to read to get access to the bulk of knowledge .There goes without denying the fact that this bulk of information exists nowadays in English that is why reading as a skill needs to be instilled in learners.

Reading is identified by Grabe and Solter 2002 as *"..the ability to draw meaning from the printed page and interpret this information appropriately."*(p.6) In trying to extract meaning from print,three main processes gained popularity in developing teaching methods and in conceiving textbooks; the bottom-up model (Gough, 1972), the top down model (Goodman,1988) and the interactive model (Rosenblat, 1994).

So as to opt for the best teaching strategy in reading,in the Algerian middle school context,the texts or the passages enclosed in textbooks need to be carefully selected in order to permit an interaction between the text and the reader.

A reading lesson ,according to Dubin and Bycina (ibid), should involve three phases, a pre-reading,a while reading phase ,and a post reading phase. The pre-reading phase seeks to activate learners' background knowledge of the subject because it affects their comprehension of the material, and *"to provide any language preparation that might be needed for coping with the passage,and finally, to motivate the learners want to read the text."* (Dubin and Bycina,ibid. 202)

Some of the techniques that can be used at this stage can include pictures, word association technique, guessing games,reviewing vocabulary or grammatical structures,using the title or subtitles, and telling a parallel story to introduce difficult words.

The while reading stage aims at helping students understand the content and its rhetorical structure.The commonly used technique is asking comprehension questions.For Dubin and Bycina(ibid)three levels of comprehension should be addressed, the explicit, the implicit, and the implied.

The last step is the post reading phase, it seeks to check learners' comprehension,and can take the form of a written or oral summary or comparison of several texts.

II.7.7. Writing Style Presentation

Prior the 80's,writing was conceived as a product that needed to be strictly controlled by the teacher to reduce the possibility for errors (Kroll, 1991).It was used as a means towards one end:Language practice where *"methodology involved the imitation and manipulation (substitutions, transformations, expansions, completions, etc. of model passage carefully graded for vocabulary and sentence patterns."*(Silva 1990: 12)

Writing then stated to be considered as a communicative act whereby ideas prime on accuracy. So interest shifted,as stated by Tribble 1996,to *"writing activities which move learners from the generation of ideas and collection of data through to the 'publication' of a finished text."*(p.36).What was targeted was no more the end product of writers,but the

different steps writers go through to achieve the final outcome,namely planning ,drafting, editing and publishing.The process approach to the teaching of writing aspires to raise learners' awareness to the various cognitive strategies the act of writing demands .But neither the linguistic knowledge nor the linguistic skills were enough, writers needed to set a purpose and to determine the contexts where writing is produced.

II.7.8. Cultural Aspects Presentation

Alpetkin 2002:57 states that *"learning a foreign language becomes a kind of enculturation, where one acquires new cultural frames of reference and a new world view, reflecting those of the target language culture and its speakers."*According to Alpetkin, the foreign language one learns becomes a vehicle for the canalization of the target culture norms and values, and which in their turn becomes references for the learners of that foreign language. Cultural representation in textbooks needs to be considered with precaution so as to prevent the denial of one's culture and thus one's identity.

Cortazzi and Jin 1999 assert that three types of materials can underline the cultural representation in textbooks; source culture material, target culture materials, and international materials.Source culture material mirrors the local culture and not the target culture. Drawing on the native culture, learners are exposed to contexts and topics they are familiar with but in English because as reported by Cunnings worth (ibid.) it is preferable to keep the second language learner away from the target culture as she/he is not going to get in the target society; time should be devoted to language learning rather. In addition to this argument other, experts regard exposure to the target culture as a threat to the native culture, and as a blow to learners' identity.

The content of textbook, hence,is supposed to include language knowledge i.e grammar, vocabulary,pronunciation, listening, speaking; reading and writing. In addition to those components,raising learners' cultural awareness is inevitable if seeking to meet the three textbook content requirements of love ridge et al 1970 which are first, content must contain what is basis to the subject being treated,second it has to contribute to the pupils' education, and third it needs to help pupils understand the world around them and fit them for practical life.

Conclusion

To conclude**,** in this chapter we shed the light on the educational system in Algeria, the syllabus and it functions,and the teaching and learning within the CBA,and we focused on the textbook of the four years analysis. By the end of this chapter we formulated a clear idea about the principles of the Algerian middle school program.

Chapter Three

Research Design, Methodology and Data Analysis

Introduction

As seen in the previous chapters, a theoretical framework of the two variables of the present research has been provided. The available literature helped in obtaining some clarified and transparent understandings of the issue under investigation. The aim of the research is to find out the importance of the project-based learning implementation and its impact on EFL learners' achievements.

This chapter is devoted practically to verify the research hypotheses and answer the research questions through the analysis and interpretation of the results gathered from a mixed approach which combined both qualitative and quantitative methods. Finally, the chapter concludes with some suggestions and recommendations provided by the researchers.

Section One: Research Design and Methodology

III.1.Overall Research Design

When conducting a research, the choice of the appropriate research methodology is a difficult step that should be based on the researcher's convictions, beliefs and interests (Goulding, 2002). The choice of the method is highly related to the nature of the issue being investigated. According to Nunan (1992, p.2) research is evaluation, asking questions, analysis, confirming hypotheses, overview, gathering and analyzing data in a specific field according to certain predetermined methods. Therefore, in our way to achieve the above mentioned elements of research, we opted to use a mixed methodology combining both quantitative and qualitative methods for data collection.

How the research proceeds is the linchpin of undertaking any research, because the choice and the clarity of the method have an effect on the validity and reliability of the final gleaned findings. The research type is governed by "fitness for purpose" (Cohen, Manion& Morrison, 2000: 146). That is to say, the purpose of research determines the adoption of a more or less adequate methodology and design. In our case, the aim was to investigate the effects of the project-based learning in developing learners' speaking skill in the secondary school education. Therefore, the research method adopted in the current study is the mixed one, requiring a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence. In fact, the mixed method research gets inspired on potential strengths of both qualitative and quantitative methods, allowing researchers to explore

diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions. The choice of such research method is meant to seek the intended validity and reliability thanks to the more panoramic view of their research landscape, viewing the issue from different viewpoints and through diverse research lenses.

III.2. Case Study Approach

Case studies can be put among descriptive-interpretive designs as they *"strive to portray 'what it is like' to be in a particular situation"* (Cohen & al., 2000: 182). Our enquiry takes the format of a case study as an approach (Hitchcock & Hughes, 1995; qtd. in Cohen & al., 2000; Marczyk& al., 2005), not as a method for data collection (Cohen &Manion, 1994, qtd. in Bellalem, 2008) because of the following reasons. Case studies are time-and locus-bound. Furthermore, as Hitchcock and Hughes (1995) suggest, they are valuable research approaches especially *"when the researcher has little control over events."* (qtd. in Cohen & al., 2000: 182). They also provide unique examples of a class, click or a community of real people in authentic contexts, enabling in-depth understanding of events not just abstract theories and principles (Cohen & al., 2000). Conforming to these characteristics, our study was conducted with a limited small group of middle school teachers and within the confines of a particular site in one province in Algeria, Tiaret, aiming at presenting vivid descriptions of the participants' authentic actions.

III.3. Quantitative and Qualitative Research

The quantitative-qualitative opposition is most often the hallmark of research battlefields; which of the two can prodigiously gain primacy over the other to get the title 'scientific'. Quantitative research proponents claim that they conduct more rigorous research and use statistical analyses to find about their object of study. The key features of quantitative research *"include formal and systematic measurement and the use of statistics."* (Marczyk& al., 2005: 17). Depicting an objectivist view to reality, this type is thought of as *"obtrusive and controlled, objective, generalisable, outcome- oriented, and assumes the existence of 'facts' which are somehow external to and independent of the observer or researcher."*(Nunan, 1992: 3). Qualitative research, on the other hand, can be defined as the one that attempts to carry out an in-depth study with a limited number of participants to know about their attitudes, behaviour and experiences (Dawson, 2002).

Strauss and Corbin (1998) state that different from their counterparts, qualitative researchers enquire about *"organizational functioning, social movements, cultural phenomena, and interactions between nations"* (qtd. in Bellalem, 2008: 72). It is worthy to say that none is the best as this distinction is *"simplistic and naïve,"* confirms Nunan (1992:3). They are complementary at the extent that the strength of one mends the weakness of the other.

For the sake of ensuring data triangulation, the current research adopts a blend of the two, considering that the two paradigms were positioned on a continuum. Nevertheless, Dörnyei (2007: 45) observes that the blending of methods *"has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings."* The use of mixed methods was to corroborate our findings and to improve the validity of the collected data. In this sense, qualitative data would add, supplement and interpret the statistical data because *"words can be used to add meaning to numbers." (ibid.).* In either research methodology, be it quantitative or qualitative, identifying research context and participants as well as sampling methods are of utmost importance.

III.4.Sampling Technique

According to these facts, the participants were selected on the basis of a somewhat purposive and convenience or opportunity sampling (Cohen et al., 2000; Dörnyei, 2007). Adopting a purposive sampling technique, the researcher simply chooses a group of people who fulfil his purpose (Cohen &*al*., 2000). Opting for *"convenience sampling … accidental or opportunity sampling … the researcher simply chooses the sample from those to whom she has easy access."* (Cohen &*al*., 2000: 102). Dörnyei (2007) also defines the former as the most common and largely practical technique to build a sample with those available, and the latter as accidental situations in which the researcher is likely to come across a group who, to some extent, satisfies his research needs.

The rationale for this selection is premised on the fact that being "captive audiences" (Cohen et al, 2007:114) this sample of middle school teachers of English conveniently fulfilled the requirements of our research in terms of purpose, availability at a certain time, easy accessibility and geographical proximity (Gall, Gall & Borg, 2003). After all, a group of teachers/learners is needed to demonstrate willingness to collaborate. Nevertheless, it is admitted that this kind of sampling does not claim relevance of findings

to the larger population which this particular sample belongs to. The argument can be that albeit empirical, most research in social sciences surprisingly does not employ random sampling (Dörnyei, 2007). Aligning with qualitative research, purposive and convenience sampling techniques, quantitative researchers' goal is not generalisable to the whole population; *"instead they might seek to describe or explain what is happening within a smaller group of people;"* (Dawson, 2002: 47)

This study was conducted with teachers and pupils at MoufdiZakaria middle school. 80 pupils belonging to the 4th year and 5 teachers were selected to be a part of this investigation. The selection was based on the consideration that fourth year pupils already have an experience with PBL in the previous years so we try to know if they are familiar with it and its importance by delivering a questionnaire .In addition to 5 teachers who responded to a structured interview. The selection of those teachers was based on the intention to get a deeper and more valuable insight since they are also concerned with it.

III.5. Research Tools

For the sake of data scientific validity, the use of a pair research tools, viz., questionnaire and an interview, seems to be the most appropriate for the collection of diversified data, allowing the expansion and strengthening of the research conclusions. In other words, the findings entailing from these research tools provide stronger evidence for their corroboration through triangulation.

❶ The students' questionnaire:

This section sheds light on the motives behind using a questionnaire as a tool of data collection, illustrating the procedure and course of its development as well its structure. By and large, questionnaires are the most convenient tools to glean data from a large number of respondents in a record time. They are easy to construct and to process. They are often used to collect data about a particular population's facts, attitudes, opinions, desires, and wants. Although we admit that questionnaires should be employed with a high number of informants. The questionnaire consists of four sections, and a total of 19 questions (15 close-ended questions,3 of the questions suggest adding another answer while just one question is an open-ended question. The first section is for personal information (age, gender, and if it is their first time in this year).The second section is about learners' reflection on the English language,it contains 4 questions .The third section

is about learners' reflection on the PBL it contains 11 questions .The fourth section is about learners' possible suggestions, it contains only one question.

❷Teachers' interview

In addition to the questionnaire, we found it better to use an Interview.We opted for the interview as a form of joint action (Desgagné 2005) where narration supported by the researcher in the course of the interview represents a stage of cooperation. Besides, the use of the 'mixed approach', i.e., the combination of the interview (qualitative tools) and the questionnaires (quantitative tools) is carried out to collect enough insightful data and ensure a comprehensive assessment on the issue of neophyte teachers' challenges.

The interview was carried out with 5 teachers. It consists of 11 open-ended questions that helped us to get more clarifications ad explanations from the interviewees.

Section Two: Data Analysis Procedures

Introduction

After designing the research study, the following step will be about the analysis of data gathered from the research instruments stated above, this will help the investigators to find answers to the research questions. Besides, constructing information and reflecting on the impact of the PBL on the EFL learners' achievements, the analysis included quantitative and qualitative data analysis procedure. This will help to enrich the current study.

III.6. Analysis of the pupils' questionnaire

Section One: Learner's Personal Data

Question-item 1: What is your gender?

Gender	Number
Males	27
Females	53

Table III- 1: *Respondents' Distribution according to Gender*

The numerical data above demonstrate that the heavy majority 66.25% (53 out of 80) of the participants are females, whereas the rest, viz., 33.75% (27 out of 80) are males.

Question-item 2: What is your age?
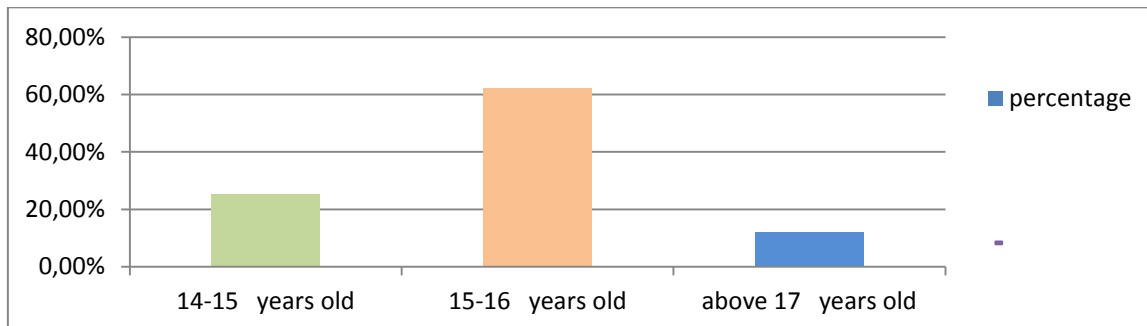
Graph III- 1: *Respondents' Distribution According to Age.*

The data in the bar chart indicates that 62, 30% of the participants (50 students)are between theage of 15 and 16, while 25, 5% (22 students) are from 14 to 14 years old.The rest of the participants (08 students) are from the age of 17 and above.

Question-item 3: Is it your first time in 4th Middle School class?
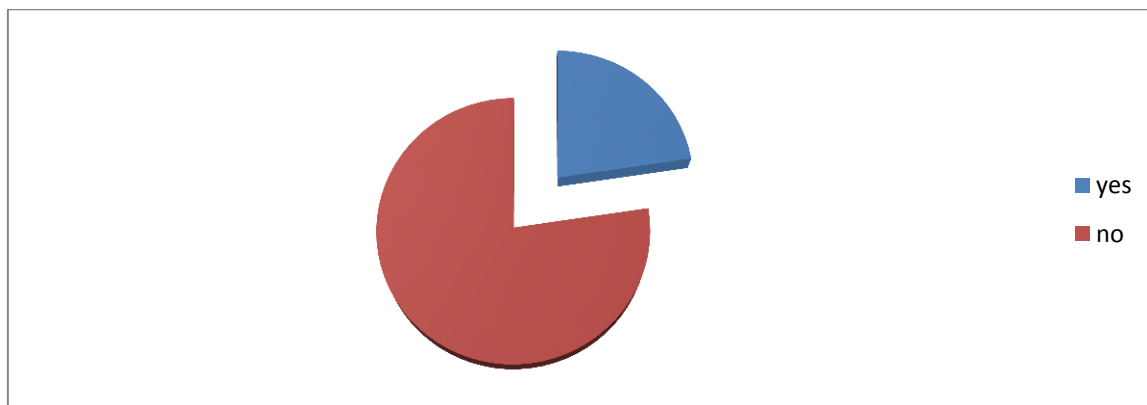
Graph III- 2: Repetitiveness of Participating Pupils

When asking this question, 75 pupils (93.75 %) assert that this is their first time in the 4th grade while the rest which are 5 pupils (6.25%) repeated the year.

Section Two: Learner's Reflection on the English Language

Q4: How would you evaluate your level at English?

   a) **excellent**   ☐   b) **good**   ☐   c) **average** ☐   d) **bad**   ☐
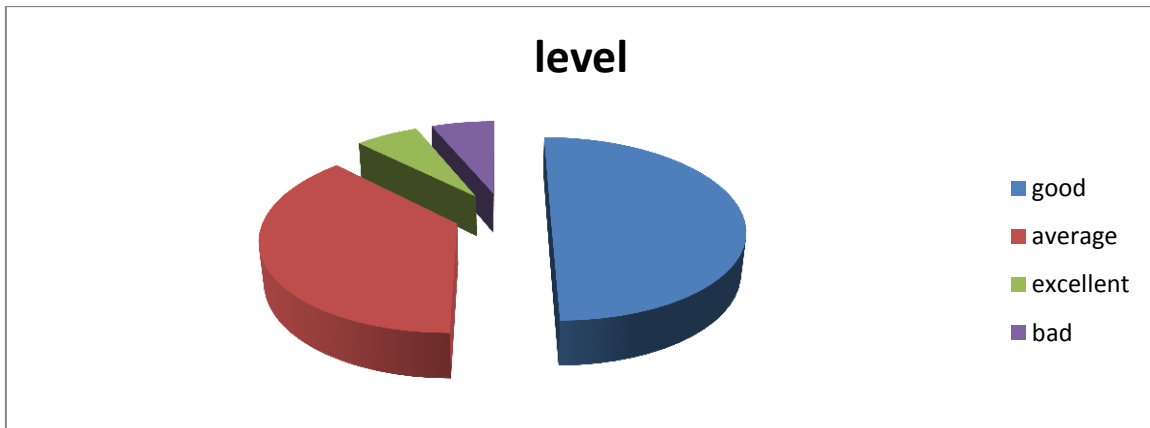
Graph III- 3: level of Participating Pupils

As far as this question is concerned, its major aim is to elicit the respondents' level in English. The participants were offered a scale containing five levels ranging from the "very weak" to the "very good". As the rates denote, half the number of the participants 50% (40out of 80 students) described their speaking ability with choosing "good" which is an acceptable answer, while 37.50% (30 students) choose "average" ,they think that they are not so competent. 5 pupils (6.25%) chose "excellent" which is equivalent to those who said "very good"; 5 pupils (6.25%) ,while no one chose "bad".

Question-item 5: English is…………………..language.

   a) **Very easy** ☐ b) **Somehow easy** ☐ c) **Somehow difficult** ☐ d) **Very difficult** ☐
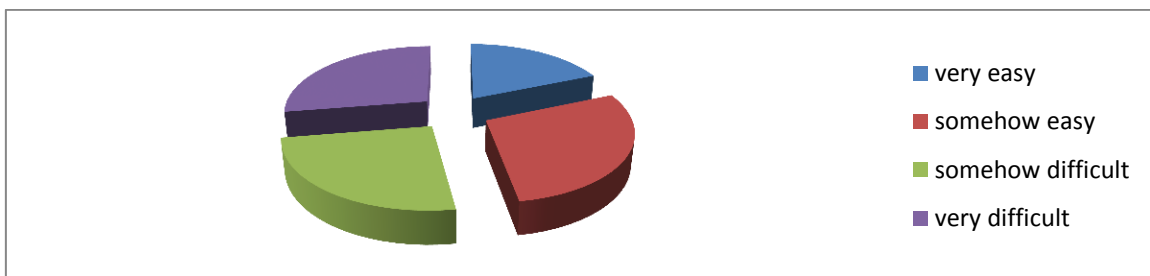
Graph III- 4: Respondents' Perception of the English Language easiness/Difficulty

When delivering this question, respondents were given 4 choices to tick from the appropriate one for them.15 informants (18.75%) said that English is an "easy language", 23 of them (28.75%) ticked "somehow easy",20 pupils (25%)chose "not very easy",while 22 pupils(27.5%) answered by "difficult language"

Question-item 6: You learn English _____.

a)   **For communication** ☐ b) to pursue studies   ☐   c) to fulfill pleasurable objectives ☐
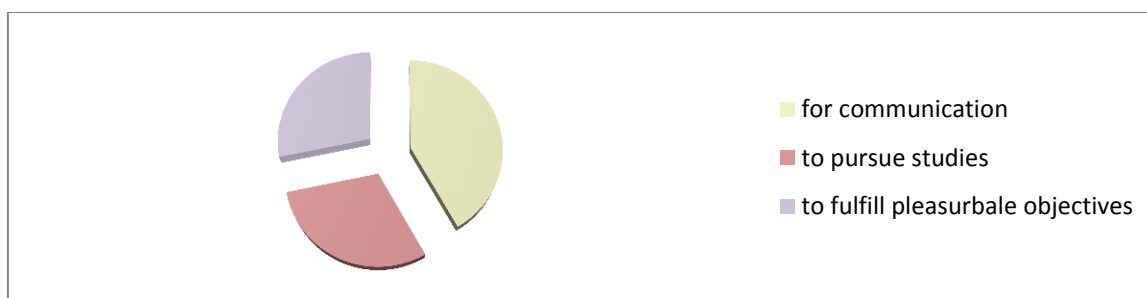
Graph III- 5: Respondents' Reasons for Learning the English Language

Here we wanted to know the pupils' purpose when learning the English language; the question addresses their personal learning, out of the curriculum. 33 pupils (41.25%) chose the answer "to communicate with people around the world", 24 pupils (30%) preferred "to carry on studies", while 23 (28.75%) pupils answered by "to fulfill pleasurable objectives"

Q7: In case you succeed your baccalaureate examination, would you choose English as a specialty?

a) **Yes** ☐   b) No   ☐
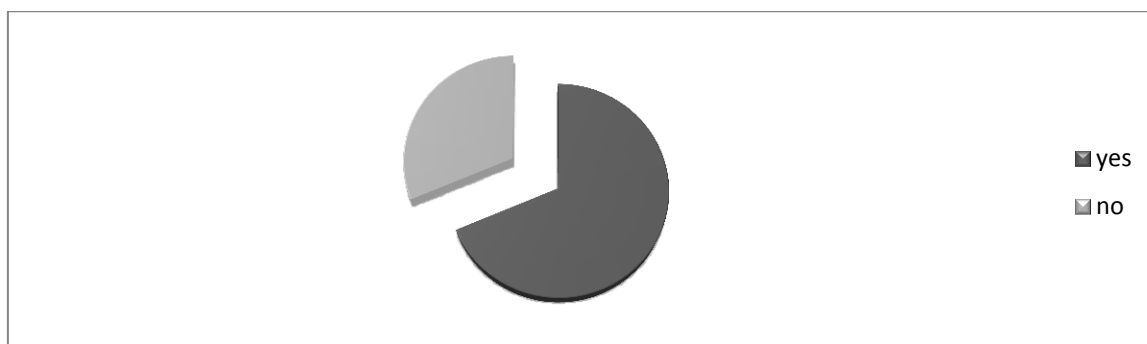
Graph III- 6: Respondents' choice of the English Language for Tertiary Education

When we asked this question, the majority of the pupils 63 pupils (78.75%) do not want to carry on their tertiary education in the domain of English language, while17 (21.25%) pupils confirmed their want.

Section Three: Learner's Reflection on the PBL

Question-item 8: Are you interested in carrying on projects in English?
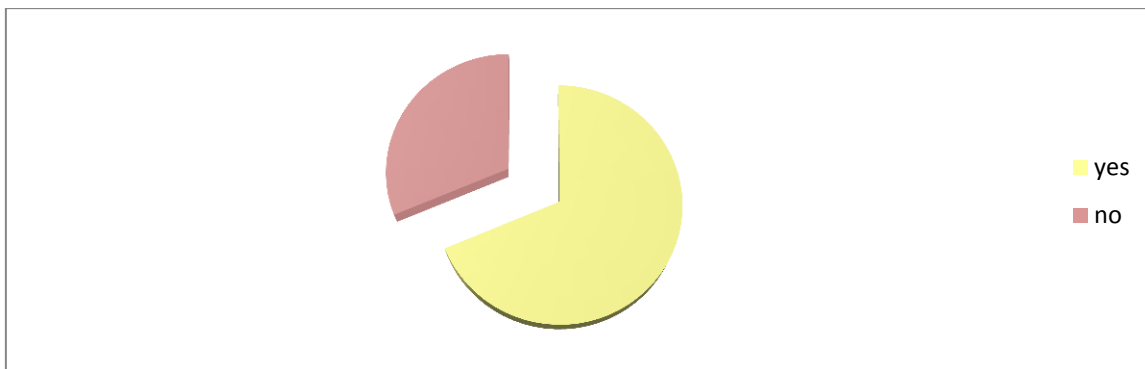
Graph III- 7: Respondents' Interest in Projects in English Language

This question considered the pupils' opinions regarding to what extent they are interested in doing projects. Surprisingly, the pie Chart reveals that 55 pupils (68.75%) showed their interest in carrying on projects in English, while the rest of them which make 25pupils (31.25%) answered by are not interested in doing so. It is believed that learners some learners think that project enable them to maintain conversationsin English and, thus, can effectively operate in English classes. It was also revealed that project raise their intrinsic motivation to challenge themselves and undertake the project successfully whatever their difficulty level was. Teachers confirmed that the effectiveness of the project lies in the pupils" degree of flexibility and sense of responsibility it develops. However, some respondents argued that classroom project are monotonous and do not meet their needs.

Q9: Do you regularly accomplish projects in English classes?

a) **Yes** ▢   b) **No** ▢
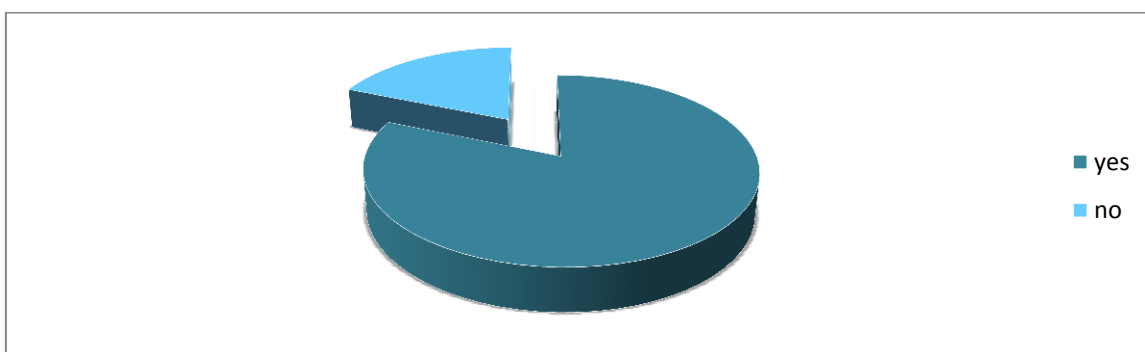
Graph III- 8: Respondents' Accomplishment of Projects in English

Here the majority of the pupils, i.e., 65 representing 81.25%, attest that they regularly accomplish projects in English. Yet, the rest, i.e., 15 of them (18.75) affirm that they do not.

Question-item 10: To what extent are you motivated to do projects?

a) **Extremely motivated** ▭ b) somehow motivated ▭ c) extremely demotivated ▭
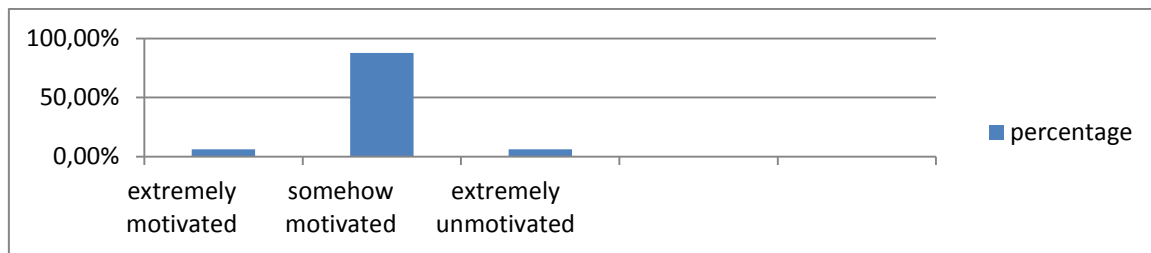
Graph III- 9: Pupils' Motivation for Doing Projects in English

Our purpose behind this question is to know if pupils are doing projects with motivation, or just because they are obliged to do it. In this sense just 5 pupils (6.25%) said that they are extremely motivated, other 5 pupils (6.25%) said they are extremely unmotivated, while the majority of them 70 pupils (87.5%) chose the answer "somehow motivated".

Question-item 11: How do you find the suggested projects?

a) **very interesting** ▭   b) interesting ▭ c) uninteresting ▭
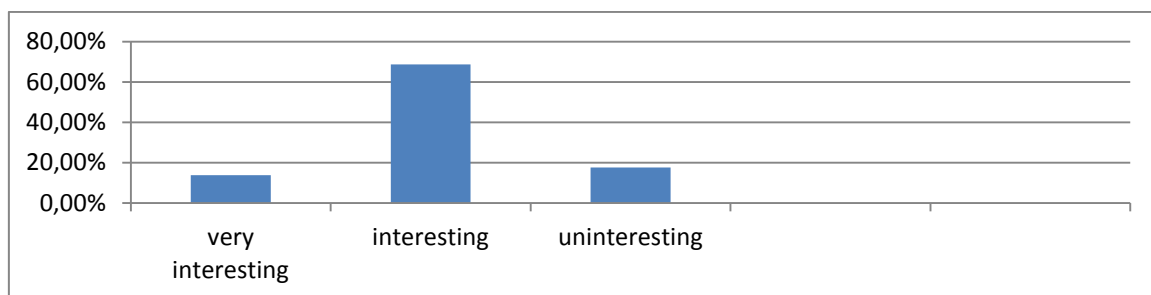
Graph III- 10: Respondents' Attitudes towards Projects in English

The results in the bar chart indicated that, 11 pupils (13.75%) answered by "very interesting", 55 pupils (68.75%) answered by "interesting", while14 pupils (17.5%) said that they are uninteresting.

Question-item 12: How do you prefer to accomplish your project?

a) **Individual work** ▭   b) pair work ▭   c) group work ▭
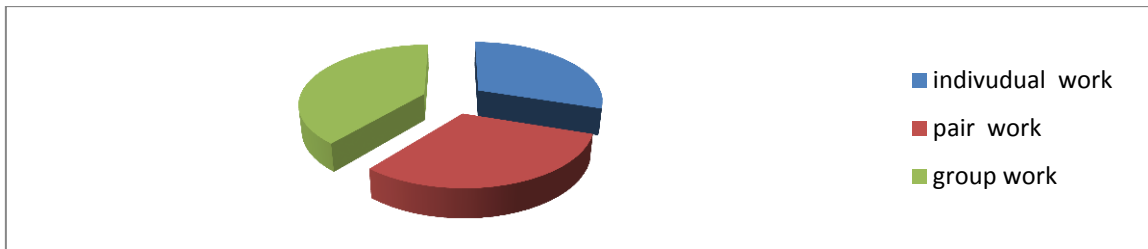
Graph III- 11: Respondents' Preferred Type of Grouping in Doing Projects

This question is designed to capture the participants' preferred mode of interaction during project work. As it is stated by some educators, projects ought to be taught through organizing groups in order to facilitate pupils' interaction and maintenance of collecting data and sharing responsibilities between the group members to successfully achieve the objective of the project work. Here 24 pupils (30%) preferred to work individually, 31 pupils (38.75%) chose to work in groups, while 25(31.25%) pupils liked to work in pairs.

Question-item 13: Do you ever face problems when doing projects?

   a) **Yes**   ▢   **b) No** ▢
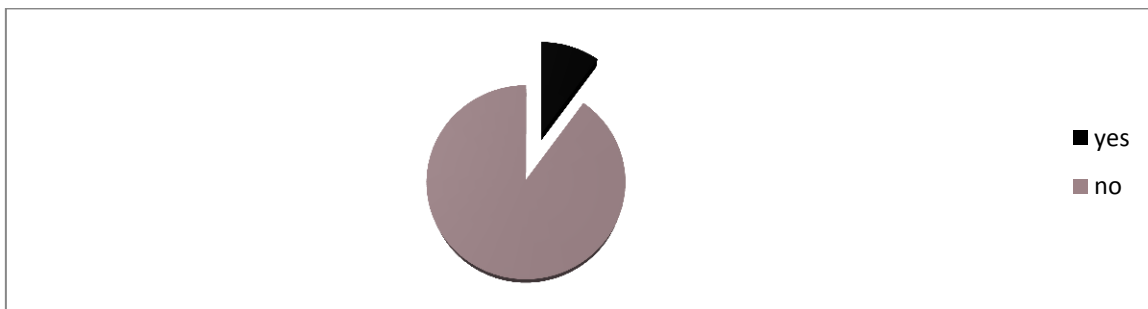
Graph III- 12: Respondents' Difficulties in Doing Projects

The answers of this question did not meet the researcher's expectations. The majority of students 72 pupils (90%) do not face any problems when doing projects, while 8 pupils (10%) attest that they do face problems when doing projects, however, they did not provide any justification for that.

Question-item 14: A) Do you learn anything from your projects?

a) Yes   ▢   b) No ▢

Options	Number	Percentage
Yes	68	85%
No	12	15%
Total	80	100%

Table III- 2:Respondents' Learning from Projects

A) According to the pie chart, we found that projects are somehow helpful for pupils, since 68 pupils (85%)of them answered chose "Yes, while 12 pupils answered chose "No".

B) If yes, what among the following?

a) Extra information   ▢   b) new vocabulary ▢   c) autonomous work   ▢

- extra information
- new vocabulary
- autonomous work

Graph III- 13: Respondents' drawn Benefits from Projects Work

B) And pupils who answered by "yes" we asked them to say what they learn from it, we gathered some answers which are :30 pupils (44.11%) answered by extra information; 25 pupils (36.76%) said that they learn new vocabulary ,and 13 pupils (16.25%) wrote to work together with no need to the teacher help.

Question-item 15: Do you find that doing projects help you improve your English?

a) Yes   ▢   b) No ▢

Graph III- 14: Respondents' perception of their English improvement thanks to Projects

We notice that, 56 pupils (70%) actually find it helpful in improving the level of English to do projects whereas 24 pupils (30%) think it does not help.

Q16: How do you find your teacher's evaluation of the project?
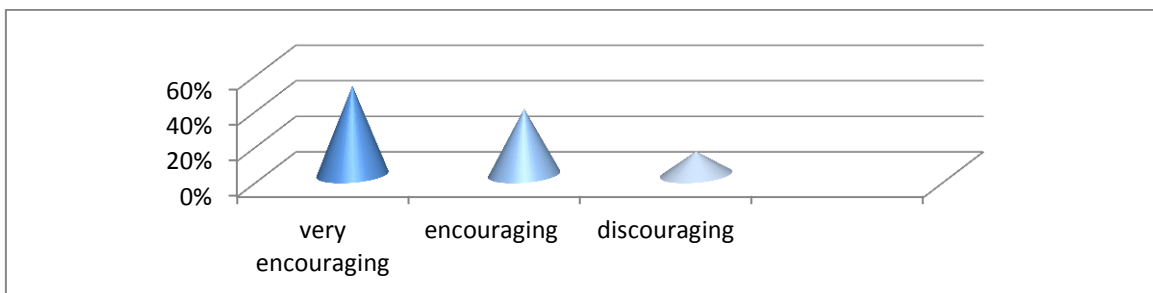
Graph III- 15: Informants' attitudes towards their Teacher's Evaluation of their Projects

In this sense, 40 pupils (50%) find teacher's evaluation of the projects encouraging, 30 pupils (37.5%) find it less encouraging, while the rest of the informants,which are 10 (12.5%) pupils, think teacher's evaluation of projects discourage them.

Question-item 17: What sources do you regularly depend on for your projects?

a) **Internet** ☐   b) **books**   ☐   c) **teachers**   ☐
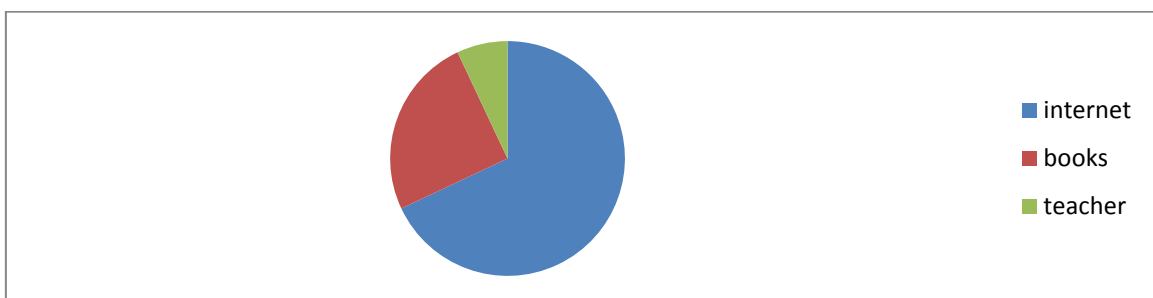
Graph III- 16: Informants' Sources of Dependence in Doing Projects

55 pupils (68.75%) use the internet as a source; other 20 pupils (25%) depend on books, while 5 pupils (6.25%) rely on their teachers.

Question-item 18: Is Internet available in your school?

a) Yes ☐   b) No ☐

Options	Number	Percentage
Yes	**00**	**0%**
No	**80**	**100**

Graph III- 17: Internet availability

The answers for the 18th question-item were unanimously negative. It seems, according to the respondents, that Internet service is not available.

Section Four: Learner's Possible Suggestions

Q19: What do you suggest to increase project positive impact on learner's achievement?

The aim behind this question is mainly to know what learners can suggest to increase the project positive impact on learner's achievement. Since it was an open-ended question, we didn't receive any answer from them, although the question was translated into Arabic.

III.7. Data Discussion and Interpretation

This study highlights the implementation of PBL in the fourth year middle school learners and its impact on their knowledge and skills. This section aims at discussing the results in the previous figures. The interpretation of the finding will enable the researchers to answer the research questions as well as to confirm or disconfirm the hypotheses. The results of the given questionnaire indicates that the majority of the learners mentioned that project-based learning can serve them and brings a deep learning and enhance learner's reinvestment of the acquired knows, but with different learning styles and levels and their development of the social skills from observing the participants responses it was shown that the learners prefer to work together in which affect their motivation and choices and make connections between their classroom experiences and their interests in real life. They claimed that have found positive relationship between PBL and their achievement that gives it meaning and effective learning. The majority agreed that there is a lack of

materials and when the projects are attracting them, interesting for them. In conclusion to be established is the teachers role to help their learners by design project in the world requires learners to engage in authentic context in which learners engage inquiry-based research projects.

Throughout this section he findings of this investigation are notified, then they are discussed, and deciphered according with previous results. Since our concern from the beginning was to know what are the benefits and challenges in implementing PBL in middle school education and how can teachers be encouraged and supported to practice inquiry based approaches, especially project-based learning to improve success to reform efforts at middle school in order to provide learners more enjoyable and effective learning environments through project-based learning.

III.6.2.The Teachers' Interview

It is another form of the data gathering tool, viz., the interview. It has been chosen for the sake of consolidating the data and to collect additional insightful information that serves the study for testing the hypothesis. I conducted interviews with five middle school teachers who are in charge of fourth year middle school learners. Owing to the lockdown and sanitary requirements imposed by the spread of the CoViD19 pandemic, the interviewees' answers were not done in a written form. In so doing, many in-depth data were regrettably elusive. In other words, the interviewees' facial expressions, gestures, body language, etc. could provide the interviewer with significant unspoken data, conveying the interviewee's self-confidence, honesty and openness.

III.6.2.1. Analysis of the Result

Question01: Which teaching approach are you familiar with?

The aim behind this question is to know if the interviewees are familiar with the new approach, viz., CBA, or they still keep teaching according to traditional approaches. They unanimously report that they are familiar with all approaches, yet they prefer the newly accredited one. For them the latter is centered on the learners' learning and the competencies development. Another teacher stated that the 'obsolete' approaches do not give the learners a chance to develop their competencies. Another one added that CBA has been changing over time and thus learners are considered to be the central elements of an ongoing lifelong instruction.

Question02: Which one do you prefer the most and the least? Why?

The reason behind asking this question was to find out whether teachers introduce learners of the English language with a new pedagogical approaches and strategies (CBA, communicative teaching and learning, skill getting, language construction…)and included aims with the curricular, Learner-centeredness, group work, collaborative learning, role-play, project-work, reflective learning…)

Three out of five teachers prefer the CBA because, according to them, it offers the learner the possibility to become responsible of the own knowledge construction and skills improvement. They added that it is no longer possible to keep to the traditional practices relying on knows transmission because such approaches have proved their failure in producing capable learners who autonomously solve the problems encountered.

Question 03: What does project-based learning mean for you?

As for this question, it was intended to check if the interviewees are insightfully aware of the PBL and its tenets. According to the respondents, the PBL is a unit of work which requires learners' active learning and investing the acquired knows into their daily activities. They also believe that project works enable the learners to work independently of their teachers by planning, selecting, organizing, looking for information and finally sharing their experiences with the classmates.

Referring to the above answers, it can be deduced that the interviewees are well-versed in theoretical principles of the PBL method.

Question 04: How did you become familiar with PBL?

All teachers agreed on using project-based learning and the majority of them stated that they noticed that learners' skills were enhanced or improved sinceproject-based learning was integrated in their classrooms.They stated that they become familiar with the PBL thanks to some workshops and their own reading of books and articles concerned with the issue.

Question 05: Were you trained on PBL implementation?

The reason behind asking this question (5) was to check if interviewees received any training on the PBL theoretical basis and the strategies to apply it in the EFL classes. In

fact, a few teachers (2/5) answered yes…..whereas others (3/5) said they benefited of no training as regards its implementation. They affirm that they merely grope up to render the issue practicable and interesting for their learners. Yet, the lack of means precludes its materialization in real-life situations.

As regards this question, it can be concluded that middle school teachers still lack effective training sessions so as to practice theory and theorize practice. Such interplay provides them with insightful shifting from the virtual to the real and increase their efficiency as regards PBL implementation.

Question 06: Do you actually assign project works to learners? If yes, what for?If no, why not?

This question is meant to reveal if project works are assigned to learners. In fact, four out five of the interviewees confirmed that they do assign projects to their learners. One of them denies any dealing with project-works. For those who do assign project works believe that they help learners to engage in their own self-directed learning. For them projects encapsulate all knows and skills the learners need to construct their own knowledge and competencies to cope successfully with real life problems. One of them added that those projects if appropriately selected and carried out will undoubtedly contribute in forging the suitable person for tomorrow. For the one who declined any project works use in his classes, the reasons, according to him, are twofold; viz., the lack of appropriate means and the uninteresting projectsquality. Yet, according to us, these cannot impede the implementation of the project works. In so doing, learners will be deprived of a real way out for the flourishing development of their knowledge and skills, and above all their personalities.

Question 07: What may preclude PBL implementation?

As regards the challenges of using project-based learning, all surveyed teachers stated that project works are too much effort requiring, time consuming and a lot of means demanding. Besides, two out of them mentioned that certain learners dominate their groups, and one mentioned that it is difficult to put the whole classroom control in the hands of the learners; letting adolescents work on their own. Others said that project works cannot be implemented because of the lack of material as internet, books and computers; ICTs.

Question 08: What does cooperative learning mean for you?

In this question used to assess teacher knowledge about project6based learning and their current use of the PBL in their classrooms. Five teachers used PBL see that cooperative learning is successful strategy in which small teams, each consisting of learnerswith different levels, learning styles and preferences can interact, exchange ideas and share knows and experiences. Other teachers said that project-based learning groups differ from cooperative learning groups.

Question 09: If appropriately implemented, what impact could it have on learners learning?

Teachers identified a number of benefits from using project-based learning.Four out of five noticed some benefits entailing from PBL. They mentioned: active, interesting, relevant, autonomy, self-directed learning, communication skills development and motivation. They also added that these features reinforce learners' self-confidence, esteem andgetting the sense of responsibility, thus, preparing them for their future life.

Question 11: What do you suggest to render PBL reach the outcomes meant for?

In the last question of the interview, the interviewees were asked to suggest some strategies to render PBL reach the expected outcomes. The interviewees generously provided some suggestions. They insist on the teachers' regular training so as to update their theoretical knowledge on new approaches, techniques and methods as regards newly integrated things, especially PBL. They require a shift in paradigm concerning training sessions, study days and workshops from purely theoretical contents to the practical ones. For them support, scaffolding and accompaniment during the first years of the integration of the PBL remain important factors for teachers' insightful knowledge mastery of its founding basis leading decidedly to a successful implementation. The availability of the necessary means that ease the matter for learners and students such Internet, computers, data show, etc… Without these means at hand, learners' and teachers' motivation and commitment will vanish leaving no impact behind.

III. 6.2.2. Data Discussion and Interpretation

Analysis of the data gathered from the teacher's interview had provided a great help for the investigation. The respondent's answers have granted relevant information as regards the chief concern of the present research for it has permitted us to draw clear conclusions concerning the research questions. The findings of the interview show that most of the teachers are conscious of the effectiveness of importance they devote to it. Many facts have been revealed concerning the teachers attitudes towards the implementation of this technique and its enormous knowledge and skills, all teachers insisted on the importance of use PBL within EFL learners. However, they declared that PBL enhance learner's knowledge. From respondents answers we could say that implementing innovative approaches in the classroom like project-based learning serve 4 MS learners by putting them in authentic context that give it meaning which permit them to match different learning preferences and styles and apply more effort and motivation with such learners by integrating them in different choices, other teachers who used individual projects mentioned that learners were focused and excited about doing their projects. Teachers mentioned that they could observe the level of engagement by watching learners in class.In most cases learners were given freedom when designing their projects, which allowed them to take ownership and responsibility for completing and presenting them to their classmates.

As regards, implement PBL in middle school is the process created a situation where learners were solving problems and thinking their way through the steps of the inquiry process.The interview's results uncovered that the implementation of PBL has a positive impact on the learner's achievement because they were challenged by their teachers to create projects that were unique and different.In some cases teachers utilized group projects,which created a situation where learners had to work together discussing possible solutions to problems. According to teachers, some learners contributed more than others in these groups but all group members had to be involved in the process either by contributing discussions, writing up, plans, doing the actual project, or presenting the project to class.The success of a project-based learning appears to be dependent on elements of both teacher content knowledge and pedagogical content knowledge.

At the end, the data mentioned earlier paved the way to draw relevant conclusions concerning the research questions of the present investigation and the hypotheses build around these questions have been significantly confirmed.

Conclusion

The foregoing chapter was devoted to the analysis of the data gleaned from both the quantitative and qualitative. The latter revealed that the middle school English teachers, at least those targeted by the survey, are aware of the significance of the PBL and the added value it can supplement to the learners' learning development both cognitively and meta-cognitively. However, the materialization of such pedagogy requires the availability of a set of factors such as learners' predisposition to be engaged, teachers' appropriate training as regards its implementation and the means easing its workability.

Omnibus Recommendations

Relying on the results gleaned from the questionnaires and the interview, the following pedagogical recommendations are suggested so as to render the PBL implementation effective among all middle school teachers and maximize its positive effects on learners' achievements.

For Teachers

a) Middle school teachers should be more aware of the factors that may affect their learners' involvement.

b) Prior to learners' involvement, teachers' predisposition should be gained.

c) Teachers should rely on their self-training and knowledge updating as regards PBL founding tenets, process and product packages. In so doing, they keep pace with the novelties in connection with teaching/learning methods and strategies, and the requirements of the 21st century world society.

d) To allow the reinvestment of the knows and know-how-to-do, teachers could periodically organize, according to possibilities, field trips and excursions to shift the learning context from the vitro state to the vivo one, ensuring effective implementation of the learned things. This can result in a better understanding of the project content, raising the learners' intellectual curiosity. Thus, the cognitive skills will be developed. It can also strengthen the teacher- learners' relationship.

e) For the sake of increasing learners' motivation, they could select the most engaging and complying projects in connection with their interests, level and real contexts.

f) It is high time teachers had abandoned the traditional teaching methods which were heavily teacher-centered to embrace the new methods and strategies ensuring learners' autonomy and independence.

g) The integration of the ICTs in the EFL classes is no longer a choice but a persisting necessity in the era of digital technology. Teachers should be aware of the importance use of ICTs.

For Learners

a) Learners should be consciously aware of the benefits of language use and, thereby, practice the language in different situations of their real-life.

b) Learners should do their best to commit to all the teachers instructions for better academic results.

c) Learners have to recognize the importance of being engaged and its benefits on their learning achievement and the development of their language proficiency.

For Syllabus and Textbook Designers

a) Syllabi and textbooks designers are required to elaborate syllabi and textbooks contents and projects which match both learners' motivation and their real-life contexts.

b) They should provide teachers with appropriate evaluation grid which ease the matter for them as regards project-based evaluation.

c) Develop new methods to teacher preparation and professional development to help them understand these principals and facilitate to be in their daily instructional practice including their need of support from school and district administrators.

For Guardianship

The guardianship's responsibility is twofold. For the first, they are supposed to provide teachers with the necessary means to ease the workability of the required syllabi contents, and for the second one, they should plan on-going training sessions to ensure regular recycling, updating and readjusting to favour classroom practicum. The project pedagogy is a new interdisciplinary approach relying on constructivist, collaborative, integrative, reflective and inquiry-based learning deserves much insightfulness and support to enable practitioners to implement it in EFL classes.

Limitations of the Study

The current research was an attempt to investigate the implementation of project-based learning in middle school and the researcher took the fourth year of MoufdiZakaria middle school as a sample. Yet, several obstacles and limitations, which is the case in any research; came across. These obstacles might have affected both the validity and the reliability of the findings.

The first obstacle was the pupils' unwillingness to take part in the research.The pupils who answered the questionnaire focused only on the close-ended questions and skipped the open-ended ones, although there was only one and it was translated into Arabic. Besides, we planned for a classroom observation since it can be more suitable for a behavioral study; however it was impossible implement it due to the lockdown which is attributed to the world pandemic (COVID19). As regards the teachers' interview it was planned to be done with the teachers after spring break, but due to time constraints and quarantine we had to send it via e-mail. The interview was administered to 10 teachers, yet only 5 had the time to answer back.

Owing to the above mentioned reasons, a holistic overview of the problem couldn't be taken in order to generalize the results. Hence, the study and findings are limited to pupils of Moufdi Zakaria middle school.

General conclusion

General conclusion:

The present study aims at investigating the implementation of project pedagogy in the Algerian middle school, our research concluded that teachers accepted the project -based approach and that students were engaged in the process,however,this approach present teachers with a unique set of problems. This method is a non-traditional approach to learning, and it requires teachers to identify meaningful projects that challenges students to work either

This method motivates students to learn more effectively than passive teaching approaches

From this research are particularly important to demonstrate the positive impact of the project work in middle school specially 4 year because, student have experience with PBL and its effect on student achievement; While the majority of students believe that they have more responsibility for their own learning and offers benefits to all, test their ideas and present their projects to peers. Teachers must allow students to work independently for period of time.

This study revealed that students carrying out project- based activities had significantly higher achievement than those who continued taking routine teaching in middle courses.

However, learning appears to be more effective with the use of project-based activities .This study support the view that project –based learning is an effective and motivating strategy for students. Algerian curriculum like the other curriculum design projects in the world requires students to engage in authentic learning experiences, build student-centered atmospheres, encourage cooperative learningand critical skills. It should also, investigate, communicate and integrate interactive learning, knowledge and pedagogical skills as necessary for successful implementation of new practices.

The dissertation included a theoretical part which was divided into two chapters .The chapter was about an over view of project –based learning and second one about Algerian educational reform and middle school syllabus and text book. In addition, the practical part represented middle school learner's questionnaire .This questionnaire played a vital role in this research study since it shed light exactly on the main effect of implementation of PBL and its impact on student achievement .The analysis of the learner's questionnaire helped us to know the main problems of applying project-based learning in Algeria .The findings

General conclusion:

showed that were really facing problems which affected the implementation of the project work of both the teacher and learner .from the teacher interview helped us to know other problems ,some of these problems included lack of materials and crowded classes , no internet at school, lack of time and the ignorance of some teachers of how they could implement the PBLin their classrooms.

From this result of learner's questionnaire and teacher interview, we suggest the following pedagogical recommendations to improve teaching and learning project-based learning according to this approach:

Recommendations for teachers:

- Must use an appropriate teaching tools and techniques
- Select topics taking into account their learners needs.
- Read and interpret the curriculum and adapt it to the context of the classroom
- Produce complex learning situations and test their effectiveness with their classes
- Change and improve their behaviors, attitudes and teaching habits
- Produce a grid with criteria and indicators for assessing and scoring learners work.
- Produce materials for remedial work and the treatment of the student most frequent errors.
- Develop a problem situation and what resources to mobilize and to develop a situation of integration and what resources to mobilize.
- Carry out action research in their classes using feedback to design.
- Master and use ICTs in their classes, and to design communication networks fir teachers.
- Adopt an ethical behavior whatever the situation (with colleagues, with pupils with parents…).
- Be an example of professionalism and morality.
- Encourage pair and group work explain its advantages and its limits
- To create more teaching time.
- To motivate and encourage students to learn English language.
- Use technological tools during teaching.

General conclusion:

Recommendations for learners:

- The learner should be at the center of learning made responsible for his learning, be encouraged to take initiative and be creative.

- Should be responsible for the production of their project work.

- The portfolio : this contains the learners written more much as a reading report a written account of a film or play a newspaper article related to project work, a dictation, a letter to a friend. These rewritten by the learner who will be able to measure this own progress.

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Annexe

Annexe

Appendix A: Learner's Questionnaire

Dear learner,

Being on the verge of embarking on a Master research to investigate the project-based learning implementation and its impact on EFL learners' achievements, thus, I would be so grateful if you could help me by filling out the following questionnaire which is organized with the anticipation to collect checkable data so as to portray as truthfully as possible the teachers' implementation of the PBL and what effects it has on the learners' learning. Then, you are kindly required to join in so as your contribution will shed light on the issue under investigation. Confidentiality and anonymity of the participants are honored. I am genuinely appreciative.

Section One: Learner's Personal Data (please put a tick)

Q1: What is your gender?   Female ☐   Male ☐

Q2: How old are you?   12-13 ☐ 13-14 ☐ 14-15 ☐   15-16 ☐   16-17 ☐

Q3: Is it your first time in 4th Middle School class? Yes ☐   No ☐

Section Two: Learner's Reflection on the English Language

Q4: How would you evaluate your level at English?

  a) Excellent ☐   b) very good ☐   c) good ☐   d) Average ☐   e) bad ☐

Q5: English is……………………..language.

  a) an easy   ☐   b) somehow easy ☐   c) not very easy ☐   d) difficult ☐

Q6: You learn English _____.

a) tocommunicate with people around the world. ☐

b) to carry on studies   ☐

c) to fulfill pleasurable objectives   ☐

Q7: In case you succeed your baccalaureate examination, would you choose English as a specialty?

  a) Yes ☐   b) No ☐

Section Three: Learner's Reflection on the PBL

Q8: Are you interested in carrying on projects in English?

  a) Yes ☐   b- No ☐

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Q9: Do you regularly accomplish projects in English classes?

    a) Yes ☐   b-No ☐

Q10: To what extent are you motivated to do projects?

    a) Extremely motivated ☐   b) Somehow motivated ☐ Extremely demotivated ☐

Q11: How do you find the suggested projects?

    a) Very interesting ☐   b) interesting ☐   c) Uninteresting ☐

Q12: How do you prefer to accomplish your project?

    a) Individually ☐   b) in pairs ☐   c) in groups ☐

Q13: A) Do you ever face problems when doing projects?

    a) Yes ☐   b) No ☐

B) If yes, what sort of problems? _____

_____

Q14: A) Do you learn anything from your projects?

    a) Yes ☐   b) No ☐

B) If yes, what do you learn?

_____
_____

Q15: Do you find that doing projects help you improve your English?

    a) Yes ☐   b) No ☐

Q16: How do you find your teacher's evaluation of the project?

    a) Encouraging ☐   b) less encouraging ☐   c) discouraging ☐

Q17: What sources do you regularly depend on for your projects?

    a) Internet ☐   b) books ☐   c) Teachers ☐

Others:

_____

Q18: Is Internet available in your school?

    a) Yes ☐   b) No ☐

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Section Four: Learner's Possible Suggestions

Q19: What do you suggest to increase project positive impact on learner's achievement?

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Appendix B:Teachers' interview

Q1: Could you please sir/miss introduce yourself by giving your full name,your degree, and professional experience?

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Q2: Which teaching approach are you familiar with?

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Q3: Which one do you prefer the most and the least? Why?

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Q4: What does project-based learning mean for you?

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Q5: How did you become familiar with PBL?

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Q6: Were you training on PBL implementation?

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Q7: A) Do you actually assign project works to learners?

 B) If yes, what for? If no, why not?

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Q8: What may preclude PBL implementation?

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Q9: What does cooperative learning mean for you?

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Q10: If appropriately implemented, what impact could it have on learners' learning?

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Q11: What do you suggest to render PBL reach the outcomes meant for?

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الخلاصة

تهدف هذه الدراسة إلى استخدام التعلم القائم على المشروع كطريقة تدريس لمعرفة فعالية التعلم القائم على المشروع على تحقيق المتعلم وتطبيقه في التعليم في المدارس المتوسطة لتحقيق هذه الأهداف، استخدمت الدراسة أساليب مختلطة سواء طريقة البحث النوعي و الكمي، أجريت مقابلات شبه هيكلية مع خمسة معلمين، تم الرد على الاستبيان من قبل 80 تلميذا. تفضلا لمقابلة دمج علم أصولا لتدريس للمشروع في تدريس اللغة الإنجليزية من أجل تحديد تأثير نهج التعلم القائم على المشروع على تعلم التلميذ كشفت نتائجا لبحث أن إنجاز المتعلم يظهر تأثيرا إيجابيا فيم تعلمي المدارس المتوسطة في السنة الرابعة. أظهر تحليل البيانات أن تم تبنيه من قبل النظام التعليمي الجزائري في عام 2003 ويهدف إلى تعزيز كفاءات المتعلم لاستخدامها في الحياة الحقيقية، وبعض معلمي المدارس المتوسطة الجزائريين لا يستوعب و تطبيقه الحقيقي خاصة في تدريس لأنه مهارة صعبة لكل من المعلمين و المتعلمين.

الكلمات الرئيسية:

التعلم القائم على المشاريع – التنفيذ – الإنجاز- طريقة التدريس

Abstract

Cette étude visait à utiliser l'apprentissage par projet (PBL) comme méthode d'enseignement pour déterminer l'efficacité de l'apprentissage par projet sur la réussite de l'apprenant et sa mise en œuvre dans l'enseignement secondaire pour atteindre ces objectifs, l'étude a utilisé des méthodes mixtes, méthode de recherche qualitative et quantitative, des entretiens Semi-structuraux avec cinq enseignants ont l'entretien favorise l'intégration de la pédagogie du projet dans l'enseignement de la langue anglaise afin de déterminer l'effet d'une approche d'apprentissage par projet sur l'apprentissage de l'élève.Les résultats de la recherche ont révélé que la réussite de l'apprenant démontre un impact positif chez les apprenants de quatrième année du Collège. L'analyse des données a montré que le PBL a été adopté par le système éducatif algérien en 2003. Il vise à améliorer les compétences de l'apprenant à utiliser dans la vie réelle, certains enseignants du collège Algérien ne parviennent pas à absorber sa mise en œuvre réelle en particulier dans l'enseignement PBL car il est une compétence difficile pour les enseignants et les apprenants.

Mots-clés: Apprentissage par projet – Mise en œuvre – Réalisation-méthode D'enseignement