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**Investigating the Effects of the Project-Based
Learning in Developing Learners' Speaking Skill in
Secondary School Education:
Second Year Secondary School Learners as a Sample**

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfilment of the Requirements for the Master's Degree in Didactics**

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DEDICATION

*In the Name of **Allah**, Most Gracious, Most Merciful*

I dedicate this work:

*To my parents who are the light of my life, **Allah** bless them now and
forever.*

*To my lovely sisters Fatima and Souad who have provided me with
Support, piece of advice, love and understanding*

To my family

To my friends.

*To all of my teachers, from the first class at the primary school to the last class
at the university.*

To all who support me

Thank you

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Abstract

It is commonly acknowledged that the most challenging skill for English foreign language learners is the speaking ability. A learner is supposed to be a good speaker/communicator if he or she uses proper vocabulary in the well-organized sentences and utters it in correct pronunciation and appropriate fluency. Consequently, the best teaching method is one which helps language learners to speak more comprehensibly. Project- based leaning is an approach which is supposed to improve speaking ability in terms of its five components (vocabulary, grammar, fluency, pronunciation, and organization). The present research attempts to examine the role of project- based leaning implementation in engaging second year secondary school learners in Tiaret in the learning process and in speaking English. More precisely, this study aims to show how project- based leaning affects positively the learners' engagement in speaking English as a foreign language. This is based on the main hypothesis, which says that project- based leaning implementation in secondary schools can encourage and motivate second year English foreign language learners' commitment in speaking sessions. Accordingly, we adopted the mixed-method approach. In order to validate the hypothesis, the present study puts into practice three data collection tools, namely, teachers' questionnaire, pupils' questionnaire, and interview. Although some drawbacks are noticed from the sample teachers' side, the interpretation of the obtained data revealed that integrating project- based leaning can result in fostering English foreign language learners' engagement, more specifically in speaking. Therefore, we can deduce that the suggested hypothesis was validated and confirmed.

Keywords: Project-based Learning, speaking ability, engagement, learning process

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List of abbreviations

- CA:** Communicative Approach.
- CBA:** Competency Based Approach
- EFL:** English as a Foreign Language.
- GTM:** The Grammar Translation Method.
- ICT:** International Communication Technology
- Q:** Question
- L1:** Mother tongue.
- N:** Number
- PBL:** Project- Based Learning.

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General Introduction

The Algerian educational system attempts to develop new reforms beginning by adopting CBA (Competency-Based Approach) based on problem-solving situations which in turn lie at the heart of PBL (Project-Based Learning). PBL learner requires certain skills such as critical thinking, problem solving and creativity. Foreign language proficiency requires the mastery the four learning skills including listening, speaking, reading and writing. Since language is a tool of communication, we need to express ideas and share information with others. A proficient speaker can gain the attention of the audience and retain it until the completion of the message. The new curriculum gives the opportunity for the students to explore their abilities by providing materials and methods that can enhance their speaking competency.

Background of the Study

EFL (English as a Foreign Language) teaching-learning methodology has been significantly changed over the last few decades. This change is revealed through a shift in focus from teacher-centered to learner-centered, such evolution necessitates an adequate curriculum, optimal teaching methods and mainly framing competent teachers. Dealing with learners who are passive, indolent, less interested or absent-minded needs the collaboration of all the previous educational elements. Learners' disengagement in class activities, especially those that require speaking skill leads eventually to less proficiency in their learning process. Learners' disengagement means that there is a deficiency in teaching strategies. This new curriculum gives the opportunity for all students to explore their abilities by providing materials and methods that can enhance their speaking competency.

These materials and methods will not be successful unless they stimulate the students' interests. Based on the explanation above, this dissertation aims to figure out the involvement of language learners of secondary school in the learning process through project work tasks. Moreover, the researcher attempts to reveal in what extent project-based learning can create more comfortable and motivating atmosphere in English classes to embolden learners to participate and speak readily.

Statement of the Problem

It is found that students who have low level in English speaking skill are more likely to be uninvolved in speaking tasks. Hence, teacher's role is to help them to be involved, not only behaviorally but also cognitively and emotionally, in small groups aimed to form project workshops. It is very crucial for teachers to be themselves not only engaged but also motivated in implementing PBL as an effective strategy in the teaching-learning process.

The general aim of this work is to highlight the role of implementing project based learning in engaging English learners in classroom tasks. Moreover, it attempts to know to what extent the project-based learning helps learners to acquire the speaking skill.

Research questions

To conduct the current research the following research questions have been put forward as initial methodological onset.

Q1. To what extent does the Project-based learning encourage/motivate learners to be engaged in the learning process?

Q2. Does Project-Based Learning method have a significant effect on the students' speaking achievement?

Q3. What is the role of the teacher in helping learners to acquire the speaking skill from the projects?

Research Hypotheses

To answer the above research questions, the following hypotheses have been formulated:

✓ I hypothesize that the implementation of the Project-based learning can encourage and motivate learners to be engaged in the learning process and in speaking English.

✓ I presuppose that if learners are more engaged through the project tasks, their speaking skill will be eventually improved.

✓ I hypothesize that if teachers adopt project-based learning as a strategy, learners will be encouraged to improve their speaking skill in classroom.

Research Methodology & Design

Because of the nature of this topic, I will use a mixed methodology, i.e., both the quantitative and the qualitative methods. The former fits for quantifying and measuring the idea. Methods of collecting data are students' questionnaire, teachers' questionnaire; and teachers' interviews.

Choice of the Method

The study main concern is to highlight the role of PBL in engaging secondary school learners in their learning process. The Algerian Educational System adopts the integration of PBL in secondary school curriculum. Thus, the use of a pair research tools, viz., questionnaire and structured 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. Thus, a questionnaire has been administered to fifteen teachers working at the level of the secondary school chosen from different secondary schools in Tiaret, Mahdia, Hamadia and Kasr Chellala. It should be highlighted that the twenty question-items basically focus on the effects of the project-based learning in developing learners' speaking skill in the secondary school education. Besides, an unstructured interview, encompassing ten items, has been conducted with three secondary school teachers. Doing so, voice is given to the research informants, ensuring that the gleaned data are grounded in their own experiences. Also, students' questionnaire which is administered to 46 second year secondary school pupils randomly selected from facebook group: students of second year secondary school all streams <https://www.facebook.com/groups/262811638354517>.

Research Tools

To conduct the study effectively, it is necessary to make questionnaire to English teachers, in which i ask them varied questions related to the study. A questionnaire is given to pupils of second year with total number of 46 students, they are asked to answer different questions about the topic of the study. Unstructured interview to find out, first, whether learners will be fully engaged in the project tasks, second, to what extent their engagement can improve their speaking skill.

Significance of the Study

This study may provide evidence of the enhancement of English speaking skill through learning using project-based learning. It can prove the effectiveness of the project-based approach in developing learners' speaking skill to:

1- **Teachers:** this study expected to be the guidance for teachers in constructing and using project-based learning to develop speaking skill in order to make teaching English lessons interesting and this raises the students' motivation and interest.

2- **Syllabus designers:** This study may give the syllabus designers a hint about the importance of providing English language curriculum with activities based on project-based learning, especially these days when there is an intention to change and develop English for Algerian curriculum.

Structure of the Study

This dissertation is divided into a general introduction, three main chapters and a general conclusion. Chapters one and two represent the theoretical part of the study, whereas chapter three represents the researcher practical part in which i will illustrate all the approaches mentioned in the previous chapters through the analysis of the collected data.

In chapter one, I will deal with the importance and the role of PBL in EFL classes and how it promotes the learner's engagement in class tasks. In addition, it is crucial to mention the role of the project work in enhancing students' speaking skill and finally, I will refer to speaking engagement.

In chapter two, I will focus on the status of English in Algerian system. I will shed lights on objectives behind English language learning.

Chapter three is devoted to the analysis and discussion of teachers' questionnaire and pupils' questionnaire, in addition to the discussion of teachers' interviews results.

Delimitation of the Study

The study was conducting within the following limitations:

– The study is investigating the effects of the project-based learning in developing learners' speaking skill in secondary school education.

- The study takes place in the scholastic year 2019/ 2020.
- The study covers only 2nd year secondary school as a sample.

Chapter One

Literature Review Overview of the Project-based Learning

Introduction

It is high time Algerian schools adopted an educational approach, which conforms to the 21st century students' skills. Nowadays, Project- Based Learning (PBL) is considered as one of the methods through which students can develop their autonomy, responsibility, interactional practices and outdoor skills. It also focuses on the fact that students should become involved, motivated and creative in their learning process. Constructivism is a learning theory, which believes that learning is achieved by doing, under which PBL has developed its principles. This chapter is concerned with first, introducing some teaching approaches prior to project-based learning (PBL), followed with first, some key concepts including the concept of the project, the concept of PBL and finally the theoretical foundation of PBL. Second, it attempts to identify the rationale of PBL implementation in the educational system including the features of the project known as “the six A’s of designing projects” and the five C’s of the 21st century skills. Furthermore, the first chapter displays the types of the project, its components and its stages. Besides, it determines the differences between PBL and other current teaching methods. More importantly, this theoretical part aims to highlight the benefits of the project work in learning English as a foreign language and the main problematic issues that teachers may experience during the project work. The last point deals with the assessment process of a project work. Finally, it shows an outline of how PBL can engage English learners in speaking English as a foreign language.

I.1. Some Key Concepts

The project concept often takes the form of a formal document created within the project owner's organisation to justify the initiation of the project. It outlines the background, context and need for the project, the project's objectives, expected results and resources required.

I.1.1. The Concept of a Project

According to Knoll (1997), the concept of project refers to socio-constructivist schools which focus on how learners use their background knowledge to construct new one in social settings to achieve certain academic goals. It enables them to detect and construct their own problems, then to set the findings they will reach through their contact with the real-world (Collins et al, 1989; cited in Knoll, 1997). Fleming, (2000) suggests that project is an encompassing experience that allows the student to be involved in exciting and vital activities,

which serve the lesson target through real life situations. Project themes can be students' free choice or a list of topics provided by teachers, from which they choose the one they are interested in (Fleming, 2000). Thomas, (2000:07) describes the projects as «Complex tasks that involve students in design, problem solving, decision making, and other investigative activities». It is important for students to explore their environment; project work enables them to get familiar with things they are attracted to by finding out about, and investigating the points using their five senses (Smith, 2018).

I. 1.2.The Concept of PBL

Based on the previous underpinning theories, several definitions of PBL have been proposed by various authors who shed light on its main features. Project -Mars, (2009) states that project-based learning has been an interest of many educators for more than 40 years. It adds that in project-based learning, students research and explore, so that they develop their skills and enrich their knowledge. It focuses on the student learning experience more than the teacher instructions. It is a way of checking the students understanding through answering specific questions. It leads them to find out the world and themselves in it (Project- Mars, 2009). In Project Based Learning (PBL), the project is the main course; it contains and frames curriculum and instruction. (Tan and Chapman, 2016) argue that learners need to work with others to inquire into the issue raised, learn content and skills, develop an answer or solution, create high-quality products, and then present their work to other people. This process creates a strong need to know and understand the material. That's the 9 key to increasing young people's motivation to learn in PBL, give them a real need to know, beyond simply getting good grades. Project-based learning is a dynamic learning that makes students be engaged in their own learning, allowing them to be active, effective and interactive participants in classroom. They have the responsibility to be within the learning process along with the teachers who are only facilitators (Campos et al, 2012). Synteta, (2002) points out that PBL is a teaching and learning model which mainly focuses on the student-centered instruction by assigning projects. It permits the students to work autonomously to generate their own knowledge. Moreover, it engages students by experiencing real-world projects which lead to develop their cognitive skills. Through PBL, students use information sources and disciplines to solve problems. Thus, they will be able to manage resources and time. According to Misher (2014), PBL is a teaching and learning method based on content and 21st century skills like communication and presentation skills, research and inquiry skills, reflection and self-assessment skills, and group involvement and leadership skills. PBL allows students to reflect

on their projects and knowledge, opening the door to voice their choices. In language teaching, Beckett and Miller (2002) state that PBL is a flexible method permits to develop multiple skills in an integrated, meaningful, and ongoing activity. They add that projects are long-term meaningful tasks which promote the simultaneous acquisition of language, content and skills. The chief goal of PBL instruction is comprehensible output which often occurs both during the project and as a final product of the project.

I.1.3.Theoretical Foundation of PBL

The project as a method of institutionalized instruction is not originated from the industrial and progressive education movement that ascended in the U.S at the end of the 19th century. Rather it grew out of the architectural and engineering education movement that began in Italy during the late of the 16th century (knoll, 1997, cited in Schneider and Synteta, 2002). They point out that the notion of project is central to socio-constructivism and other related activity-based approaches. Today's PBL has founded its principles from the ideas of Dewey's philosophy, Jean Piaget's cognitive theory and Vygotsky's social constructivist theory (Boss, 2011).

I.1.3.1.Dewey's Theory

According to Boss (2002), John Dewey advocated "learning by doing" and experiential, hands-on, student-directed learning and thought that school is recommended to echo the actual social environment. Beckett and Miller (2006) state that PBL is going to popularity because of the need for education to adapt to the changing world where people need to learn not only the civic responsibility but also being able to plan, collaborate and communicate in the workplace. Accordingly, Driscoll, (1994) advocates that the revolution in learning theory is another factor of adapting PBL, i.e., constructivist theory believes that knowledge is generated by the learners' experiences based on their background knowledge. Based on the Deweyan perspective, Beckett and Miller (2006) add, learners learn through discovering, scaffolding, interpreting, negotiating and creating so that they become interactively active with their environment and information generators. Therefore, according to Dewey's theory, in the learning process, teachers are asked to give pupils things to do rather than things to learn, and learners are asked to think authentically before doing.

I.1.3.2. Jean Piaget's Cognitive Theory

Boss (2011) considers that the Swiss developmental psychologist Jean Piaget helped to well understanding the concept that can be made from experiences at different ages. This insight leads to the foundation for the constructivist approach to education in which students build their knowledge upon the questions, investigations and interactions with others, and finally reflecting on these experiences. The Piaget's theory is created when learners discover new knowledge that does not fit the prior context. Thus, it is necessary for them to implement another approach, which is more sophisticated. In order to resolve this disequilibrium, and since errors are permitted and important in the learning process, learners are stimulated to try new ideas and knowledge (Reagan, 1999; cited in Beckett and Miller, 2006).

I.1.3.3. Lev Vygotsky's Social Constructivist Theory

In contrast to the Piagetian thesis, which suggests an individual conception of learning, Vygotskian theory submits learning as the production of a new knowledge through developing the social interaction with others. Thus, the interaction between the teachers, the learners, the learning environment and the activities contributes to construct the learners' own meaning. This enables them to deal with the cognitive challenges (Wertsch, 1985; cited in Aimeur, 2011). Another notion added by Vygotsky is the Zone of Proximal Development (ZPD). ZPD is the gap between a child's "*actual developmental level as determined by independent problem solving*" and the higher level of "*potential development as determined through problem solving under adult guidance or in collaboration with more capable peers*" (Vygotsky, 1978; cited in Beckett & Miller, 2006). Briefly, ZPD is an area where development takes place. Vygotsky considers that only through negotiating between first, learners and themselves, then, learners and their parents or teachers, and later between learners and other humans that they construct knowledge about the world (Driscoll, 1994; cited in Beckett & Miller, 2006).

I.1.4. The Rationale for Implementing PBL

Boss (2011) stated "*When project based learning is infused with technology, it may look and feel like a 21st century idea, but it's built on a venerable foundation.*" Project based learning has been supported by many movements as a 21st-century strategy for education. Cognitive scientists have contributed to the best understanding of how we learn and improve our critical thinking. Neuroscientists and socio-psychologists have progressed as well our

understanding of what makes the environment more appropriate for learning. Culture, the social nature and context have a crucial role in forming the learner's skills. These are the main perspectives that contribute to make PBL emerge as an approach for engaging diverse learners (Boss, 2011). The successful use of projects is allowed by a learner-centred approach in which teachers are guides and monitors. PBL boosts the students' mind habits to become lifelong learners. A learner-centred approach PBL has several features; known as the six A's of designing projects (Fleming, 2000).

I.1.4.1.The Six A's of Designing Projects

Project designing is subjected to a set of criteria which ensure its value and beneficial impact on the learners' independent learning, including in vitro and vivo contexts.

I.1.4.1.1.Authenticity

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

I.1.4.1.2.Academic Rigor

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

I.1.4.1.3.Applied Learning

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

I.1.4.1.4.Active Exploration

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

I.1.4.1.5. Adult Connections

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

I.1.4.1.6. Assessment Practices

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

A) Projects have center-stage role in the curriculum; they are limited in time with which students are working in pairs or in groups. They are based on collaboration and cooperation. (Eckstein, 1978 cited in Burdewick, 2003)

B) PBL is learner-centered method; it provides the opportunity for deeper researches of well-meaning topics. Learners are more autonomous in making individual artifacts that show their understanding. (Grant, 2002 cited in Schneider, 2006).

C) Projects are included with real world issues.

D) Projects started from a logical challenging driving question, carried out with previous learned skills ended with productive outcomes (Dillenbourg, 2002 cited in Schneider, 2006).

E) Scaffolding; teachers are no longer the center of the teaching-learning process, instead, they facilitate, guide and encourage learners, in addition to the support of the experts, the group members and all the contributors of the project work. (Braunschweig, 2016).

I.1.4.2. The Four C's of the 21st Century Skills

Today's educational policies and practices need updating so that students improve transferable knowledge and skills. It is not enough to make students understand but also apply their knowledge through the different skills they develop during their learning process. Various educational organizations have begun to call for new transferable skills, often referred to as "21st century skills". According to King and Schinken (2019), the four most needed 21st century learning skills are critical thinking, communication, collaboration and creativity (the four C's).

I.1.4.3.Critical Thinking

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

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

I.1.4.4.Creativity

The most common creative abilities are:

- ✓ Brainstorming ideas by asking questions and quickly citing all the possible answers.
- ✓ Creating something, which needs to form or construct materials according to a plan.
- ✓ Designing something, this requires a link between form and function for a certain purpose.
- ✓ Questioning which leads the unknown to be known.

- ✓ Innovating, that means to create something that hasn't existed before such as an idea or an object.

I.1.4.5.Communication

Learners are asked to have the following abilities:

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

I.1.4.6.Collaboration

Students of the 21st century need to be able to:

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

I.1.5.Types of Projects

Projects are classified according to how much the teacher and the students determine the nature of the project tasks (Stoller, 1997). Henry (1994) suggests three types of projects:

I.1.5.1.Structured Projects

In this type of projects, the subject, the tools, the methodology and the presentation are all set, allowed and planned by the teacher.

I.1.5.2.Unstructured Projects

Students of this type of projects are supposed to set most of things by themselves.

I.1.5.3.Semi-structured Projects

The organization in this type is shared between the teacher and the students (Henry, 1994; cited in Stoller, 1997). In another side, Stoller (1997) adds that projects may also be categorized by the topics they represent; whether they are related to real-world concerns, simulated real-world issues or student interests. Projects can also be varied in terms of data collection techniques as shown in the following three project types (Stoller, 1997)

- A) **Research Projects:** its data is gathered through library research.
- B) **Text Projects:** similar to research projects, texts project information are gathered through literary texts, reports, news media, video and audio material rather than people.
- C) **Correspondence Projects:** here, it is required to communicate with different kinds of

individuals from business, schools, governmental agencies, or chambers of commerce to ask for information

D) **Survey Projects:** the students are asked to conduct a survey, then collect and analyse data.

E) **Encounter Projects:** it occurs outside the classrooms through face-to-face contact with guest speakers. Another category of project classification is related to the ways the information is reported, the projects are classified into (Stoller, 1997)

F) **Production Projects:** they include bulletin-board displays, videos, radio programs, poster sessions, written reports, photo essays, letters, handbooks, brochures, banquet menu,...etc.

G) **Performance Projects:** they include debates, oral presentations, theatrical performances, etc.

H) **Organizational Projects:** they can be planning and formation of a club, conversation table, or conversation-partner program.

I.1.6.The Stages of a Project Work

There are different types of project instructional designs, hence; it is hard to fix the stages of a project work (Daniel, 2006). However, the following steps are useful for teachers to guide their students to conduct effective projects.

I.1.6.1.Establish Trust and Cooperative Relationship

Teachers should set some planning considerations. First, students need to acquire certain skills before starting the project work, they have to develop higher-order thinking skills, for instance how to analyse, synthesise and evaluate their work (Fleming, 2000). Moreover, they should know how to interact with others to develop their cooperative work, in addition to the skills related to research, resources and technology. Besides, it is very important to provide a comfortable environment where students work in ease and unstressed (Moss, 1998; cited in Thomas, 2000).

I.1.6.2.Set Clear Objectives

The objectives should serve the learning goals, be clear and discussed with the students (Thomas, 2000). Students need to know what they will learn from the project (Proulx, 2004; cited in Daniel, 2006).

I.1.6.3.Select a Real Life Problem/ Question

The topic of the project should be so broad that students can choose from it the one they are most interested in (Thomas J, 2000). Students have to be involved in the concepts of the unit have been studied. The topic should be researchable so that students can explore and ask questions about (Smith, 2017)

I.1.6.4.Content

Teachers should put into consideration the standards, which fit the chosen topic that students are asked to apply to their projects (Smith, 2017). It is crucial to make students know the relation between the classroom work and its future application (Thomas, 2000).

I.1.6.4.1.Driving Question

This question covers the entire project that students are required to answer through discovering and seeking the necessary information. They have to use the skills related to the project standards (Smith, 2017).

I.1.6.4.2.Enquiry and Choice

Students should collect authentic resources and teachers should include authentic materials and resources as well when providing different choices that allow students to produce different outcomes (Smith, 2017).

I.1.6.4.3.Critique and Revision

During the project work, teachers need to know whether their students are on the right track on the right time or not (Fleming, 2000). To do that, students will give and receive feedback and make revisions with their teachers to improve their projects (Smith, 2017).

I.1.6.4.4.Public Audience

The audiences are those who benefit from the project. Students will present their work either to their classmates and teacher or other community members (other grade levels, family members, etc.) (Smith, 2017)

I.1.7.PBL Components

PBL model needs school and classrooms preparation, which must be done in school level so that it can be successfully implemented. Then, moving from individual school to mass implementation of PBL will require vision and leadership at the district, state and eventually the national level (Correnti, 2014). There are four key components of PBL which their quality influences the success of this method.

I.1.7.1.The Teacher’s Role

Everything which is learned has to be taught. Fleming, (2000) ascertains this belief that any information which is perfectly learned means that it is perfectly taught. However, project learning identifies that students can learn through investigation or creative process. The teacher’s role moves from “content expert” to “supportive coach” during the project work. The teacher presentation is less important than offering support. The teacher’s role as a coach allows the use of open-ended questions, fosters reflective discussion, respects and values diversity in learners and their questions, enables multiple representations of ideas, questions and conclusions, models the tools of inquiry and investigation, seeds student inquiry with powerful ideas and frameworks, and builds assessment into learning process. Teacher presentation, tests and quizzes are the norm in many classrooms. But in project-based learning, students generate their own questions, forms of inquiry and knowledge. They determine how to express and display their learning.

These concepts are at the heart of project work. Putting these concepts into practice may require regulations on the part of the teachers, especially when they were not taught through projects; that means that they have not been prepared professionally to lead or evaluate project learning. Besides, these teachers may not have given serious consideration to using projects as learning tools. Another factor is that teachers think that teaching through this method takes too much time. They consider their responsibility will be too narrow. The prevailing culture of teaching effects how readily teachers adapt project work in their repertoire. Fleming (2000: 19) states “*Are students empty vessels to be filled or candles to be lit? How teachers within a school or community answer this question affects their willingness to adopt project-based learning approaches.*” To sum up, teacher’s role as a manager is to make sure that students product something, that they engage themselves in meta- reflection (look critically at their own work), and that they discuss and share with others. The teacher’s

role as facilitator is to help students to select tools and resources, to explain difficult concepts and procedures when they are stuck. The teacher's role as orchestrator is to implement scenarios or scripts in a way that students focus on smaller amount of tasks, hence, they will be not difficult for students to solve them (Schneider, 2005).

I.1.7.2.The Student's Role

Fleming (2000) argues that in PBL, the student's role is shifted from "knowledge recipient" to "meaning maker". Relatedly, Schneider (2005) states that the structure of PBL is changed from "teachers telling" to "students doing", students become problem solvers, decision and meaning makers rather than passive listeners. They collaborate by making groups, organize their activities, conduct research, solve problems, synthesise information, organize time and resources and reflect on their learning. Students when learning through PBL, they apply the knowledge rather than consuming it. They are asked to show what they have learned (content), what they can do (demonstration), and what new skills they have developed. Real-world situations and issues help students reproduce the approaches, methods, materials, roles and language used by experts.

Students conduct discussions, critique sessions, reviews with other students that all lead to improve the project quality, meanwhile, students make decisions which serve the purpose of their project work. Students take the responsibility of finding resources or suggesting the roles of the group such as facilitating, timekeeping, reporting, or recording. They also make plans, organise, support or carry out activities like presentations, discussions, interviews, role-playing, case study, survey, laboratory exercises and many others. The final product is presented to an audience outside the school. In the end, the students' work is assessed on different extents in addition to the knowledge, skills and the use of the problem-solving techniques (Fleming, 2000).

I.1.7.3.The Environment's Role

The community factor is very important in learning. The social field like a network of people who provide cognitive and affective support, instruction, evaluation and recognition encourage students' creativity (Schneider & Synteta, 2005). Schools adopting PBL should be specifically designed to foster creativity and innovation. Moreover, these workspaces allow the student to produce cooperatively, showing their work in curated exhibits (Boss & Krauss, 2007). Gilroy (2001) confirms that learning should be first within a social space that is

organised for the teaching and learning needs of the particular group of people occupying that space” (Schneider & Synteta, 2005). Schneider and Synteta (2005:07) conclude: Accordingly, the curriculum designers are recommended to consider the environment factor as a pedagogical setting where interactions take place.

Our observations lead us to conclude that pedagogical portals should also be designed in the spirit of true virtual environments that have drawn a lot of attention in the last decade. A pedagogical virtual environment (VE) consists in a constructed virtual information space built with the appropriate tools. A virtual environment (VE) is also a social space, where pedagogical interactions take place.

I.1.7.4.The Role of Tools and Technology

Students need to gather information and resources, then share them with their teachers to conduct successfully their project work. Collaboration and teamwork help to create valuable documents in which students analyse, solve problems and write documents (Schneider & Synteta, 2005).Technology plays an important role in enhancing student and teacher motivation to do projects. From the student’s side, the use of technology fosters interest and active presentation, structures the process by providing strategic support, diagnoses and corrects errors, manages complexity and aids production (Blumenfeld et al, 1991; cited in Yunyta, 2017). Technology makes the environment more authentic to students because among others, the computer affords entrance to data and information and increases communication and collaboration with others via networks (Krajcik et al, 1994 cited in Schneider, 2005). Through technology, students can generate digital artifacts such as websites, blogs and podcasts with the results of their findings. This permits students to use the same kinds of technologies used outside the classroom. From the teacher’s side, technology allows teachers to monitor students’ progress more readily and to provide individualised feedback (Taylor, 2017). But before that, teachers need to know about project content and powerful ways to illustrate that content, how to help students plan and carry out their work, to know how to manage PBL and finally to adapt projects in light of students’ needs (Yunyta,2017). Technology enables students to be engaged in tasks that ease the knowledge construction like semantic network software, expert systems, databases and micro-worlds. Simple internet tools add critical and valuable dimensions to PBL practice. Students can review and browse other similar projects, hence, they will be motivated and supported in achieving their own projects. Interestingly, the web opens the door for students to

communication and collaboration to build ongoing dialogues between the project makers and their audience, specifically their teachers. A networked project causes students in distant to be involved in research, cooperate and exchange information (Schneider, synteta, 2005).

I.1.8.What Distinguishes PBL from Other Methods

According to Krauss and Boss (2013), PBL is different from other activity based or experiential learning which can be exemplified by thematic teaching and problem based learning.

I.1.8.1.PBL and Thematic Teaching

Krauss and Boss (2013) maintain that thematic teaching is a method through which the tasks are designed within a theme; Roman times, survival, famous authors or many others. PBL and thematic teaching share some common characteristics; for instance centrality, involve longer-term study –a “unit” of related learning tasks. Both attract the interest of educators and often span various subjects. The major differences between thematic instruction and PBL are control, relevance, rigor and enduring understanding. In thematic teaching, the teacher does almost everything: select the topic, suggest the activities then present them to the students and decide how the course should be studied. Students have to follow their teacher’s lead. In contrast, in PBL, the students are centered, they have to some extent control over what and how they learn, but the teacher’s aims cannot be successfully achieved without a well- designed project. The relevance of a project helps the student to explore the world and his place in it. Thematic projects can be interesting and entertaining but not necessarily life changing in the way PBL does. In thematic projects, students can present their work through slideshows, podcasts or other media tools of transferring information, but the content is often the same as can be found in a book, internet or a report. Unlike the thematic method, PBL allows the students to investigate and construct the information by themselves, they are in fact not only answering “what” but rather asking “why here and not there”.

I.1.8.2.Project Based and Problem Based Learning

Project based learning overlaps with problem-based learning in many points. According to Schneider and Synteta, (2005); the common features between project-based and problem-based learning are: first, both of them lead to the students’ engagement in critical thinking by constructing their own meaning through applying what they have learned. Second, in the two methods, students may function as scientists, or social scientists using a

variety of technologies, write, create media and speak publicly. However, the two PBLs are different from each other in the focus, duration and outcomes of each. Problem based inquiry focuses on science problems; the project is completed in one or a number of classes. Project based learning is interdisciplinary and the duration of the unit may take days or even weeks. In problem based learning, the processes and the outcomes are more common and expected. In project based learning, the outcomes or the answers are as unique as the students or the group work that engage in it. In project based learning, teachers are likely to be surprised and pleased to find the students' work exceed their expectations in both creativity and quality.

I.1.9.The Benefits of PBL

Researchers investigated in PBL have been shown its effectiveness from many perspectives. Fried-Booth, (2002) states that fulfilling a work with an end-product of project work encourages students to develop self-confidence (Fried-Booth, 2002; cited in Van Lam, 2011). According to Levine, (2004), the students learning skills can be improved through PBL, they are engaged in purposeful communication to complete authentic activities (Levine, 2004; cited in Van Lam, 2011). Based on some other researchers, the benefits of PBL are:

I.1.9.1.Mirroring Learners' Needs

A project work is considered as an interpretation of learners' needs since they choose the topics according to their interests and their learning styles. Thus, it is useful for both; those who failed in the traditional classes or they are low achieving learners and those with high academic achievements (Rosenfeld, 1999; cited in Braunschweig, 2016)

I.1.9.2.Increasing Motivation

Projects are funny and challenging for learners who become more involved, more motivated in doing homework and less skipping classes (Railsback, 2002;cited in Braunschweig, 2016).

I.1.9.3.Gaining Knowledge and Skills

Boss and Krauss (2013) confirm that in project-based learning, students gain important knowledge, skills, and dispositions by investigating open-ended questions to "make meaning" that they transmit in purposeful ways.

I.1.9.4. Metacognitive Strategies Improvement

Improving the meta-cognitive and self-regulated learning by asking students to identify the problem, gathering, then analysing data, constructing hypothesis and finally comparing and sharing their product with other students.

I.1.9.5. Cooperative Work Enhancement

Students work cooperatively which help them to discover more their interested topics. Scott (1994) argues that the collaborative nature of the investigation enhances all of these valuable experiences, as well as promotes a greater appreciation for social responsibility (Schneider, 2005)

I.1.9.6. Real World Skills Development

Helping students to develop the real world skills for instance, how to collaborate well with others, make decisions and take initiative and face problems (Railsback, 2002; cited in Yunyta, 2017).

I.1.9.7. Learners' Learning Quality Enhancement

Enhancing the quality of students' learning and increasing their capability for applying and integrating all the skills they have already learned (Railsback, 2002; cited in Yunyta, 2017).

I.1.9.8. Self-esteem Increasing

Increasing self-esteem; students feel proud of themselves after finishing a valuable work that can be shared outside the classroom and school (Railsback, 2002; cited in Yunyta, 2017).

I.1.9.9. Real World Practice Affordance

Projects provide a practical, real-world ways of using technologies (Railsback, 2002; cited in Yunyta, 2017).

I.1.9.10. Content Emphasis

Projects emphasise on the content rather than on precise language objectives (Railsback, 2002; cited in Yunyta, 2017).

I.1.9.11.Authentic Tasks Use

Projects engage students in purposeful communication to achieve authentic tasks. Thus, they have the opportunity to use language in natural context and participate in meaningful activities that require the use of genuine language.

I.1.9.12.Integrative Learning

Students will be able to use all the four skills, reading, writing, listening and speaking (Railsback, 2002; cited in Yunyta, 2017).

I.1.9.13.Interactive Learning Process

In foreign language classes, it is common to use pair or group work, which stimulates cooperation. This practice encourages individual students to talk more (Railsback, 2002; cited in Yunyta, 2017).

I.1.10.Project Assessment

Boss and Krauss (2007) state that active learning means good projects, and students can benefit even in the assessment phase. They know what success is and they recognise how their performance will be measured. End-of-project assessment is the time to look at achievements towards learning goals. Since PBL is an innovative approach to learning, it requires an innovative strategy to assessment, which is challenging. This assessment involves teacher assessment, peer assessment, self-assessment and reflection. Learning assessment is not necessary to be at the end of the learning process, but rather learning and assessment are coterminous (Jonassen, Peck, & Wilson, 1999, cited in Schneider and Synteta, 2002). According to Laur (2013), assessment can be classified into formative and summative assessments. The one that is optimal to PBL is the formative assessment because it reveals the student learning progress much better than summative assessment which represents end-of-unit tests, these tests are not an accurate picture of student.

I.1.10.1.Example of Formative Assessment (Laur, 2013)

The use of rubrics is a way for students to come to agreement on the goals of the project and how it will be assessed. Self-reflection through journaling is another way of

assessment in PBL in which students can reflect after a task is completed or as a part of a quality check during the project progression. The reflection can be about the process or the product. It can be used to derive a grade or to determine the quality of the learning experience for the groups or the groups' members (Bender, 2012; cited in Harris, 2014). Table 01 sums up the most important tools of formative assessment. One of them is journal writing, which predicts to what extent the students understand the challenging investigation. A blog or journal entry makes the students revise, analyse data, expert opinion consultations, and collaborative works that have followed. Students collect information without understanding its inferences on their ability to the challenging investigation. Therefore, writing a paragraph leads students to reveal their understanding and make teachers to determine student improvement. Besides, journal entries help the teachers scaffolding lessons to distinguish for students. The following table is a reference for teachers to assess their students' journal (Laur, 2013).

	2	3	4	5
Entries Completed	Completed less than 50% of the entries	Completed between 50-75% of the entries	Completed more than 75%, but fewer than 90% of the entries	Completed 90% or more of the entries
Quality of Entries	Entries were less than satisfactory	Entries were of satisfactory quality	Entries were of good quality	Entries were of excellent quality
Relation to Challenging Investigation	Entries did not relate to the challenging investigation	Entries touched upon the challenging investigation	Entries predominantly related to the challenging investigation	Entries related solely to the challenging investigation
Reflection	Entries were not reflective	Entries were occasionally reflective	Entries were usually reflective	Entries were always reflective
Spelling and Grammar	There were ten or more grammar or spelling errors	There were five or more grammar or spelling errors	There were fewer than five grammar or spelling errors	There were no grammar or spelling errors
Total Points Earned: _____ /25				

Table 1: Example of Formative Assessment (Laur, 2013)

I.1.10.2.PBL Challenges

The challenges associated with PBL implementation can be recognised through the difficulties faced by teachers, students, administrators, parents and other factors as classroom and external factors (Thomas, 2000). The challenges encountered by the teachers are mainly identified with those who likely to be unfamiliar with planning and managing the required PBL skills (Boss, 2011). According to Schneider and Synteta (2005), teachers have difficulties to:

- To design the projects based on the adequate learning skills that support the pedagogical approach as PBL;
- To manage the classroom various activities such as to follow up several projects, check progress, give feedback and support where and when is required;
- To use technology especially as a cognitive tool;
- To design assessment, which is necessary to reveal the students' understanding

Students' challenges are assumed as follow:

- To induct coherent research questions;
- To identify the suitable research design and methodology;
- To find the right resources and direct investigations;
- To manage the time; how to estimate the due time and keeping deadlines;
- To collaborate and formulate the work of others, to give regular feedback;
- To conduct things that require critical thinking and cognitive self-awareness;

I. 2.Speaking Skill

In EFL settings, the acquisition of the language entails mastering the four language skills (speaking- writing-reading and writing). Speaking has been considered as prominent productive skill. Developing students' speaking skill is fundamental to their progress in acquiring the language. However, most of the students do not find speaking an easy task. EFL students at certain level try to express their ideas through speaking instead of writing to interact with their teacher or their classmates; speaking skill takes preponderance over the other three skills of language learning .In learning any language we try to speak before any other skill. The teacher has to provide learners, with a method for enhancing this skill to increasing opportunities of language use.

I.2.1. Definition of Speaking Skill

The aim of learning a foreign language is to speak and communicate with it. According to Cora and Knight, (2000, p. 261) *“Speaking is act of performing and producing the oral language to convey a message in different situation and in appropriate context.”* In order to be able to communicate with other speakers, responding to someone else, knowing how to deal with different events, so speaking is a productive skill for putting all elements of language together to perform or construct the intended message. The spoken language includes some characteristics that differentiate it from the other skills: tone of voice, stress, intonation, speed of speech, besides the gestures and facial expression of the speaker that they can use with repetitions and pauses. All these characteristics are helpful to make the speaker's intended or addressed message for the listener. Speaking is an interactive process of constructing meaning. It involves producing, receiving, and processing information. Hedge (2000, p. 162) states, *“learning to speak competently in English is a priority.”* Many learners think that having many words may help them to speak English. However, there are learners who know many words but they face problems in using it. Thornburg (2008, p. 208) claims that *“one frustration commonly voiced by learners is that they have spent years studying English, but still cannot speak it.”* Moreover, according to Ur (2004, p. 121) the speaker must be aware with vocabulary, grammar, and pronunciation at the same time. Also the learners must be a good listener because when they say something this responds for something else. In addition to enhance their speaking skill students do not only learn how to speak but they should be aware of how to use this language in given speech community. *“Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.”* (Littlewoods, 1981, p.1).

I.2.1.1. The importance of Speaking Skill

According to Bygate (1987, cited Inurria and Vegacely, 2006, p.15) *“speaking is a skill which deserves attention as much as the literary skills in both native and foreign language.”* The aim of learning a second language is to be able to communicate. Learners of second language should have confidence in their abilities to produce correct utterance. In addition, when learners have not a fair of using the second language, in this case they can use this language in contacting with real daily life situation *“speaking fluently, of course involves speaking easily and appropriate.”* (Urrutia, Vegacely, 2006, p. 15). Moreover, communicative competence in any given language can be easily with proficiency in the

speaking skill. Therefore speaking help learners to explain their ideas. So speaking has used as tools to influence listeners and reach their goals. According to Numan (1991, p.39)

To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language and success is measure items of the ability to carry out a conversation in the language. In sum, learners in EFL classes expect to do the speaking skill more than to do the other skills, because speaking is language in use. So, if learners master the speaking skill they can easily master all the other skills. In addition, speaking helps them to express themselves, ideas, emotion, and their problems.

I.2.1.2.Elements of Speaking

In order to be able to speak effectively, there are some elements of second language, which learners must take in consideration. Harmer (2001, p. 269-271) introduces and explains some elements that are represented through language features and processes of language and information.

I.2.1.2.1.Language Features

The most important elements of speaking are the following:

A) Connected Speech

It is when learners of English have the ability to use and to produce the connected speech which can be modified (assimilation) omitted (elision) added (linking) or weakened (through connection and stress patterning). For all this the teacher should give the students activities to develop their connected speech to be able to speak effectively. (Harmer 2001, p. 269)

B) Expressive Devices

English native speakers use certain devices and elements to convey meanings extra expression of emotion, and volume, speed, physical, and nonverbal (paralinguistic) means. Students should have knowledge about these elements and devices in order to employ them during their speaking production to be communicated effectively.

C) Lexis and Grammar

Refer to the learners' ability and knowledge to use a number of lexical phrases during the performance of a certain language function such as agreeing, disagreeing, and expressing surprise, shock, or approval, which can be used in different stage of communication with others (Ibid, p. 269) The role of teacher here is to give their students a variety phrases in their speaking skill such as agreeing or disagreeing.

D) Negotiation Language

Students is from the negotiation language Harmer (2001, p.269) claims that "*effective speaking benefits from negotiating language we use to seek clarification and to show the structure of what we are saying.*" Learners in EFL classes should know how to produce an organization and structure utterances, because if their speaking have well formed the listener will understand their discourse. In addition, learners of second language should formulate their utterances to be clearer especially when they feeling that the listener did not understand them. (Harmer, 2001, p. 269-270)

I.2.1.2.2.Mental Social Processing

Not only the knowledge of language features is important to the speaking skill, but also the information process is important to get success in speakers' productive ability.

A) Language Processing

Language processing is the ability to process second language in their mind and to make it coherent order .so, language processing should be comprehensible to the meaning that speakers want to convey it. According to Harmer (2001, p.271) "*effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out forms that are not only comprehensible, but also convey the meaning that intended.*"

B) Interacting with Others

It is the learners' ability and the knowledge of how they interact with other .in addition to get effective speaking, learners should listen and understand the other participants' speech. Moreover, they should know when they take turns or let the others do that (Ibid, p. 271)

C) Information Processing on the Spot

Information process is the learners' ability to process the information in the same time when they get it. Is not effective when the learners takes a long time to processing information however, there are some cultural rules of L2, which speakers are not aware with it. (Ibid. 271)

I.2.2.The Relation between Speaking and Other Skills

Speaking does not just include both skills of speaking and listening but integrate the four skills. These skills should be practice by the learners of a forging language. We can be differentiate these skills into two respective skill (reading and listening) and productive skills(writing and speaking).Focusing on any of this skills varies according to the objective set for the teaching procedure of the aural/oral method for its part. According to Edge (1993, p.106) “...analyzing the language into skills gives us more ways of meaningfully focusing our teaching and motivate our learners.”

In addition, when students going to learn new information. First they listen to the teacher to be understood, than speak when they perform and give their own examples, finally read the exercise and information as a sources they will use them to remember this new grammar rules. Moreover Edge (1993, p.107) claims that “the more students use their language skills for enjoyment the more language ability they likely to acquire”

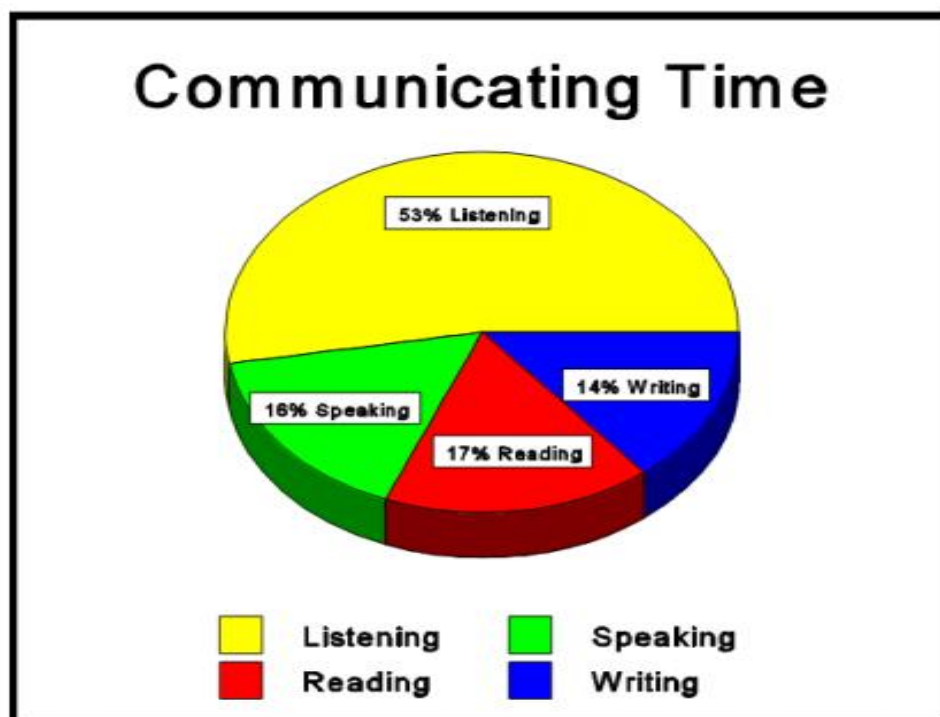


Fig. 01 Representing the Communicative Time (Childs, 1999, p.26)

I.2.2.1. Speaking Vs Writing

Preachers define writing skill as a complex process that engages the writer in a physical as well as mental effort. Brown and Yule (1983, p. 20) start their discussion about the nature of speaking by distinguishing between spoken and written language. Writing skill is necessary in teaching any language and should organize by well-formed sentences, which are a part into a highly structure paragraph. Spoken language on the other hand, consists of short, deal with utterances, and in a range of pronunciation .Also speaking often has a great dealing with reputation and overlap between one speaker and another one. In addition, when we write all the information have to be on the page. The reader cannot stop and ask a question to more understanding but in speaking, we can ask for clarification when we cannot get the meaning. Either according to Widdowson, (1978, p. 57) speaking and writing are both productive skill verbally or nonverbally; speaking is relating to the language that is expressing through the visual medium; however writing is relating to the language that expressed through the visual medium. The spoken language differs from the written one through the structure of the sentence. Written language contains unities of ideas which can be represented in short phrases, clauses that can be connected with the conjunctions, also the unities of coherent that can be limited by pauses or hesitation marker (Littlewood, 1981, p.12). Teachers must put in consideration that to teach learners the spoken foreign language, it is necessary to know that speaking is different from written concerning the degree of usefulness, vocabulary and pronunciation syntax. There are similarities between writing and speaking. Linadsy and knight (2006, p.60) claim that *“we speak in different ways depending on whom we are speaking and to what reason. Similar with written language, the type of writing varies depending on who is writing and for what reasons.”* To conclude, the writing and speaking skills are very important in mastering the target language, but speaking in so difficult since is develop often the acquisition and the competence of both listening and reading skill so that learners will be able to communicate in a good way.

I.2.2.2. Speaking Vs Listening

Listening is as a process in which individuals focus on selected aspect of oral input to construct meaning from passages. Listening is one short nature, the presence of stress, intonation, and rhythm. According to Bohns (1995, cited in Lynch 2009, p.115):

As the main aim of teaching listening is to prepare the students for real life social introduction, it is imperative that developing listening

seems as combination with developing speaking learners of foreign language cannot master speaking without listening to the pronunciation of this language.

In addition, Lynch (2009, p.115) states that *“the roles of listener and speakers alternative in real conversation”*. Therefore, foreign language learners, either speakers or listeners require having special abilities. Each one relies on the other one to accomplish a conversation; there is a high emphasis of the role of combination between the two skills in conversation. Anderson and Lynch (1988, p. 15) argue, *“A carefully prepared L2 utterances is only a useful aid communication. If the speaker can deal effectively with the replies he receives for the L2 learner in conversation, he needs to be skilled as both speaker and listener.”* In order to develop the listening skill, teacher must clarify to the learners the relationships between speaking and listening, the successful speaking relies on successful listening for forging language learners Finally, listening can relate to speaking, because if learners want to speak better, they should be listening better.

I.2.3.Students’ Problems in Speaking

The main goal to learn a foreign language is to practice it in fluent manner. Some learner has difficulties in use this language; even they know the rules of this language, but they cannot make a distinction between this knowledge and its use. All this let students have problems with classroom speaking activities Ur (2000, p. 212) introduce four (4) main problems in getting student to speak in the foreign language in the classrooms.

I.2.3.1.Inhibition

This problem happens when student try to practice in the classroom .There are many factors prevent them to do this in a good way. According to Littewood (1999, p. 93), *“it is too easy for a foreign language classroom to create inhibition and anxiety.”* The fear of making mistakes is one the reasons of why students are not able to communicate with use of English. Students fear to make mistakes increase when they speak to a critical audience. Ur (2000) claims that: *learners are inhibited about trying to say things in a foreign language in the classroom worried about making mistakes, fear full of criticism or loosing face, or simply shy of the attention that their speech attracts.”* (p.111) In teaching speaking skill .when we asked student to express themselves in front to their classmate this lead them to express the stress in speaking. Stress can stop them to practice confidently.

I.2.3.2.Nothing to Say

Some students keep silent when they have asked to practice in given topic. This because of the lack of motivation in expressing himself or herself or the chosen topic they have not anything to say about it. River (1998, p. 192) says, *“The teacher may have chosen a topic which uncongenial to him or about which he knows very little and as a result he has nothing to express, whether in the native language or foreign language.”* Learners have not anything to say about a given topic because they have only some ideas or do not know how to use words or correct form of sentences. In addition, some learners do not interest to discuss the topic.

I.2.3.3.Low Uneven Participation

This problem related to the large classes. Some student wants to speak all the time. Some prefer to speak only when they are sure of the correct answer. While other keep 35 silent all the time without any practice .According to Bowman et al (1989, p. 40), *“traditional classroom seating arrangements often work against you in your interactive teaching,”* this problem may be relate to motivation because some students are not practice if teacher do not motivate them.

I.2.3.4.Mother Tongue Use

Student use their mother tongue to feel more comfortable and less exposed to the target language. According to Beker and Westup (2003, p. 12) *“barriers to learning can occur if student knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.”* Learners used their mother tongues because they have not a stronger vocabulary of the target language. This may lead them to be unable to use the foreign language correctly.

I.2.4.Characteristics of Speaking Difficulties

Speaking skill emphasize the practice of language used in different situation. The first role in improving speaking skill is to speak and communicate with others, but there is some characteristics which may make speaking difficult. According to Browen (2000, p. 271-272), *“bear in mind that the following characteristic of spoken language can make oral spoken language can make oral performance easy as well as , in some cases difficult”.*

a) Clustering

Because of memory limitation or stress, students tend to divide their oral production into words or phrases. For that reason, teachers have to aid their students to produce fluent speech, for Brown (2001, p. 270) is “phrasal”; it is not a “word by word” production.

b) Redundancy

The spoken language is redundant in the sense that it is possible for students to rephrase, repeat, and use “I mean” or “you know” from time to time during their oral performance. By such doing, students are giving more opportunities to be understood.

c) Reduced Form

Spoken English has special problems such as contractions, elision, reduced vowels, etc. These problems have hearted for students, who have been studying the “full forms” of the language.

d) Performance Variables

One of the advantages of spoken language is that the processes of thinking as you speak, allow you to manifest a certain number of performance hesitations, pauses, bucket raking, and corrections. Learners can actually taught yow to pause and hesitate that is one of the most salient differences between native and non-native speakers of a language.

e) Colloquial Language

Colloquial language is informal appropriate to used, or characteristic of spoken language they used to create the effect of conversation. Take sure your students are work well to have knowledge with words and phrases.

f) Rate of Delivery

Another characteristic of English fluency is rate delivery. One your tasks on teaching spoken English in to help learners to active an acceptable speech along with other attributes of fluency.

g) Stress Rhythm and Intention

This is most characteristic of English pronunciation, as will be. This characteristic of good pronunciation used to convey important messages.

h) Interaction

Interaction is very important in teaching speaking skill, without it speaking is not reach. Interaction is important in create in conversation negotiation. Teacher can provide some activities to promote students' speaking skill and make them able to use language without fear to make mistakes.

I.2.5.Activities to Teach Speaking

Teachers can use different activities, which include preparation, presentation, practice, evaluation, and extension to establish a context for speaking tasks. O'Malley and Pierce (1996, p.59) according to the American Conical of Teachers of Foreign Language (ACTFL) suggest, "*Different kinds of speaking activities are appropriate at different levels of proficiency.*" So, learners should be given practice in classroom to express themselves with using foreign language Thornbury (2005, p. 26) suggests three stages in teaching speaking skill. The first stage is awareness (i.e.: to be aware about characteristic of the target language). The second stage is appropriation which means the combination of language characteristic into students' existing knowledge. The third one is autonomy (i.e., the ability to use language on their own way). In addition, Thornbury (2008, p. 41-111) has established many activities for the stages that mentioned before in which effective teaching takes place. These activities had used to enhance students to participate because they create the interest in the classroom.

I.2.5.1.Awareness

Cognitivist learning theory argues awareness "*as a prerequisite for the restructuring of the learner's mental representation of the language some degree of conscious awareness is necessary.*" It involves three processes: attention, noticing, and understanding.

I.2.5.1.1.The Use of Record

Teachers should develop their students' awareness by exposing them to instances of speaking. This could be transcribing to authentic conversation.

I.2.5.1.2.Live Listening

Students have been listening to the teacher or a speaker to improve interactivity. In other words, the teacher can talk in accordance of students' understanding level, in order to, the learners engage to ask question and make comments.

I.2.5.1.3.Notice – The –gap Activities

When students been asking to perform certain speaking task and then see the original performance of that task, they infer their weakness by themselves. The purpose of these activities is to raise the awareness of the difference between learners' current competence and the target competence. Here, teacher can play vital role in guiding students to notice certain.

I.2.5.2.Appropriation

It is means of “making something one's own.” Appropriate offers students the opportunity to achieve greater control over their awn speaking.

I.2.5.2.1.Drilling and Chants

a) Drilling

Drilling is repetition of key words, phrases, and even the whole utterances. It is may be useful noticing technique since it draws attention to material that learners might not otherwise have registered .According to Browen (2000, p. 272) “*drills offer students an opportunity to listen and to orally repeat certain string of language that may pose some linguistic difficulty-either phonological or grammatical.*” In drilling activities, the whole class repeats what the teacher says.

b) Chants

Chants are memorable rather than drills. They help students to pick up easily many words and idiomatic expressions by listening to songs and playing computer games.

I.2.5.2.2.Milling activities

These activities enhance students to asking all the other learners questions with view to completing a survey. Focusing on the question “would you ever...”

I.2.5.2.3.Reading Aloud

In fact, reading aloud is a natural next step between writing and speaking help students to have an over look to the importance in feature of pronunciation (stress and intention). Reading aloud is helpful in speaking if student mark the main stressed words and divide each utterance into meaningful chunks.

I.2.5.2.4.Dialogues

According to Thornbury (2005, p. 72) “*practicing dialogues has a long history in language teaching ...since language is essentially dialogic in its use.*” dialogue can enact be Teacher to selected students. It useful way for make students performs. In addition to language use, any grammar structure or lexical area can be work into a dialogue.

I.2.5.2.5.Communication Games

In these activities, teacher use some games to motivate students and encourage them to interact. They use oral language. O’Melley and Pierce (1996, p. 61) call these activities “information activities”. They define them as “*the ability of one person to give information another. An information gap in an activity where one student is provided with information to that is kept from a partner*”

I.2.5.3.Autonomy

According to Thornbury (2208, p. 90) “*autonomy is defined as the capacity to self-regulate performance as a consequence of gaining control over skills that were formerly other-regulated.*” There are many activities, teacher uses to develop the students’ autonomy, they listed as fellow:

I.2.5.3.1.Presentation and Talks

Teachers ask students to give presentation or talks in real life in front of his classmate. This category has presented in many ways.

a. Show and Tells

Students were asked to talk about object or describe an image which important for them and after that they answer questions of their classmates.

b. Did Read About

Teacher obligates his students to speak about something they read in newspaper or heard in news, which is already prepared before.

c. Academic Presentation

This activity needs more preparation before effective presentation. Students should be aware about the formal characteristics and genres of language. When students finish, some questions arise for discussion and clarification.

I.2.5.3.2.Role-Play

In role-play, learners have asked to talk on particular role and they imagine themselves in that role. According to Byrne (1986, p.117-118)

Role-play, like other dramatic activities, involves an element of let us presented [...] we can offer the learners two main choices, as they can play themselves in an imaginary situation [...] b-they can been asked to play imaginary people in an imaginary situation. It is an effective technique when it is open-ended so that different learners would have different opinion of outcome. Topics for role-play can contribute to increase students' self-confidence and encourage them to practice.

I.2.5.3.3.Problem Solving

In problem solving activities the teacher gather student and ask them to find a solution to problems in different topics this activities provide opportunities of using language to communicate. According to Barken and Gaut (2002, p.160),

A problem-solving group is a group of people who work to gather to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings. In problem solving activities, students develop their

awareness of how to deal with a problem and how to interact with others.

I.2.5.3.4.Discussion

In discussion, students are giving their opinion. They can speak freely without any control. The teacher does ask the students to speak or not. He gives them enough time to structure what they are going to say. Thorunbry (2005, p. 73) states that *“most of the teachers agree that the best discussion is those raise naturally students speak either about something personal or about the topic of the course book to raise discussion.”*

I.2.6.Teacher’s Role

The first role of the teacher is to create appropriate ways for learning process. The role of the teacher is to get students to perform in fluent manner. According to Harmer (2001, p.56)

Teachers use many metaphors to describe what they do. Sometimes they say are like actor ‘we are always on the stage’; others think they are like orchestral ‘because I direct conversation and set the place and tone ‘yet others like gardeners ‘because we plant the seeds and then watch them grow Teacher act to give students new knowledge or change their opinion about some topics. The role of the teacher may change according to the activity or from one-step to another.

According to Harmer (2001, p. 57) suggest *“the teacher’s role in learning process. This role is changing according to the lessons its main goal to help students to learn.”* Teacher can be:

a) Promoter

The teacher should become prompter when students get lost and cannot think about what to say next .teacher should be careful because if he helps the student all the time these not make them learning with themselves. The role of the teacher is to encourage students speak and promote their proficiency.

b) Participant

There is a chance for teacher to practice in any part of the lesson; for example; in discussion, an equal as a teacher. The role of the teacher here is to introduce new information to help student to go along, however, the teacher should be very careful of practice too much

c) Organizer

The role of the teacher is to organizing students to do various activities involve giving them information, telling them how they are going to do the activities and putting them into pair or groups. Teacher should act to clarify when they do not understand. To conclude, the most rules of teacher is to act as an assessor to indication of whether or not student are getting their English right.

I.2.7. Assessing Speaking

An assessment refers to more than tests and grades .Halya and Austin (2004, p.117) state that “[it] involves development of materials, processes, activities, and criteria to be used as a tool for deterring how place.” Speaking assessment can take many forms. According to Thorubury (2005, p. 124),

Speaking assessment can be done either formally or informally.

Informal assessment can take place at the beginning and at the end of the language courses as well as at various occasions during the course itself by asking question to know if students understand or not.

Thorunbury (2005, p. 128) states that assessment has criteria, which takes a variety of factors there are four (4) categories, which, teachers have to focus in it in their assessment of students’ speaking:

I.2.7.1. Assessments Criteria

a) Grammar and Vocabulary

Teachers have to focus on assessment and appropriate use of selective forms and choice of vocabulary in order to meet the task requirement. (Thorunbury, 2005, p. 127)

b) Pronunciation

Generally, pronunciation of foreign language speakers is different from pronunciation of native speakers. There are main aspects that make pronunciation difficult these involve using of accents, values, stress, and intonation. Therefore, pronunciation is the ability to produce speaking in correct forms.

c) Effective Communication

According to Thornbury (2005, p.146), "*communication is the learner ability to respond appropriately with speech ...rhythm to fulfill the task requirement.*" Therefore, the main characteristic of effective communication is when it clearly organization of the main purpose of it.

d) Discourse Management

"*Teacher should look for the students' ability to express ideas and opinion in coherent speech.*" (Thornbury, 2005, p. 127). Finally, in teaching a foreign language is important to assess all students 'speaking skill and other skills. speaking assessment involve the students' ability to use their knowledge about language to communicate.

I.2.8.Oral Presentations and Speaking Skill

Students need to develop speaking skill In order to be fluent and communicative in their presentation. According to Thornbury (2008, p. 94) "*whether or not learners will have to give presentation or talks in "real life," the experience of standing up front their colleagues and speaking for a sustained turn is excellent preparation for real life speaking.*" Oral presentation develops speaking skill in contrast there is no oral presentation without speaking. Tracy (2008, p.1) states that when someone is able to speak to an audience. They will succeed in making them achieve their goals. In addition, EFL classes oral presentation concern as a learners' activity that have to be appropriate in their context and still a basic form of speaking in public that is actually raise the students' confidence and effective development of their oral proficiency. (Altschuler, 1996, cited in King (2004, p .403). One can say that, a good oral presentation depends on careful preparation and the students are aware with the rules of oral communication that make their speaking more effective.

Conclusion

To conclude, the current chapter attempted to provide an overview of the project based learning (PBL). It began by reviewing some of the prior teaching approaches, followed by the underpinning theories that drive PBL, including the different original perspectives. Additionally, it highlighted some key concepts relevant to PBL. Then, it referred to the types of projects, its components and its stages. Moreover, this part of the study offered the main distinctions between PBL and other teaching and learning methods. More importantly, this chapter emphasised on the benefits of implementing PBL in foreign language classes. Besides, it suggested the optimal strategy through which project work should be assessed and it was necessary to mention the common confronted challenges when adopting PBL in foreign language classes. Then, I mention in this chapter speaking skill which is different from the other skills (listening, writing, and reading) because other skills can be done alone but we cannot speak without listen or read and write. Therefore, I presented the importance of speaking. I tried to focus on the difficulties of student in speaking skill, some activities to developing it. Teacher's roles as a tool are teaching English. Finally, I focus on how to assess speaking and its relation with oral presentation.

Chapter Two

Context of the Study

Status of English in Algerian System

Introduction

This chapter looks at the teaching of English as a foreign language within the Algerian educational system. In particular, the discussion focuses on the approaches to English teaching in Algeria, the officially set objective in general and on particular side the second year secondary school.

II.1.English Language Status in the Algerian Educational System

English has become more dominant around the world as it is the main language in the field of education mainly in universities and other higher education institutes as it is used as a means of learning and scientific research. Moreover, it is the language of modern daily life interaction. This important role of English has greatly contributed to the movement of teaching English as a Foreign Language.

In recent years, teaching English as a foreign language (TEFL) has received considerable attention since this language is considered the chief language of world publishing, technology and computing. Therefore, Cook (2003: 25) stated:

In recent years the growth of English has been further accelerated by a startling expansion in the quantity and speed of international communication, the rise of international operations, linked to expanding U S power and influence, ensures an ever increasing use of English in business, films, songs, television programmes and advertisements in English are heard and seen in many countries where it is not the first nor even a second language.

The power of this language and its spread is clearly noticeable in Algeria. In fact, it is compulsorily taught throughout the Algerian middle, secondary and tertiary education (even in some military/security, economic and cultural institutions). Its status thereof is that it is considered as the second foreign language, besides French. Regarding its status from the methodological standpoint, language learning as a qualitative learning needs to be grounded with the constantly innovative efforts in order for learners to reach a maximal effectiveness. Different methods and approaches have been tried out since the Independence, starting from the grammar translation approach to the direct method and communicative approach arriving to the competency based approach. Clearly seen, each method or approach depends on

particular principles, procedures and techniques and may be restricted to a certain period of time where the method or approach takes place.

One of the fundamental goals of the Algerian educational system (Henceforth AES) is to achieve a great deal of success in the framework of foreign language learning and teaching. Al-Mutawa and Kailani (1989: 3) say:

English holds an eminent place in most of the Arab countries owing to the traditional relationship maintained with the English-speaking world. There are extensive commercial, cultural and other interdependent activities with the United Kingdom and the United States. This results in a favourable attitude towards the language and consequently a strong drive to learn it. This status has recently been enhanced by the rapid growth of science and technology.

In this regard, the Algerian decision-makers, as the rest of the globe, are aware of the vital role played and held by the English language, they try to implement the use of English at all levels of education; therefore, develop the use of English to insure better communication, as well as better access to knowledge for students, workers, researchers and so forth.

II.1.1.Approaches to English Language Teaching in Algeria

Since the Independence, at least three main approaches have been applied to English language teaching in Algeria with the aim to elevate the level of the English learning among Algerian students: the structural approach, the communicative approach and the current the Competency Based Approach.

II.1.2.Definition of an Approach

The concept of approach is a polysemous one. Many scholars have defined it in different ways. To support what has been put forward, we list down some of these definitions.

According to Anthony (1965: 94),

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith something which one believes but cannot necessarily prove. It is often unarguable except in terms of the effectiveness of the method it grows out of it.

As regards the aforementioned definition, an approach refers to mutually related series of suppositions that treat the language teaching/learning. Differently couched, an approach, obviously, portrays the kind of subject matter to be instructed. It is mainly based on a philosophical viewpoint that is believed to work appropriately, yet not demonstrated.

According to Richards & Rodgers an approach refers to “*Theories about the nature of language and language learning that serves as the source of practices and principles in language teaching.*” (2002: 78).

In the same vein, Richards & Rodgers believe that an approach alludes to those theories concerned with the kind of the language and its teaching which work for as a source of performance and basics in language teaching.

Besides, Davies (2002) argues that an approach can help the teacher but it may not offer detailed information about the teaching process and he said that “*it is the realm of methods.*” (2002: 186).

Referring to Davies’ definition, one can understand that an approach offers an overall idea about teaching principles, yet it does not provide the detailed hints about the how-to-do in the classroom. Meliani defines the approach as: “*The sum of assumptions course designers make about language and language learning....it is a combined theory involving both language and the learning process.*” (2003: 20). Besides, Meliani’s definition sheds more light on the concept of approach. For him, it represents a set of hypotheses theorists envisage about language and its teaching. These hypotheses encompass the target language and the learning procedures.

All in all, the above definitions stipulate that an approach is broader than a method which encompasses theories about language and language learning.

II.1.2.1. The Structuralist Approach

Structural approach has been dominating the Algerian school English teaching syllabi for many years; however, this approach carried some remarkable drawbacks that had some effect on the process of English learning among Algerian students. One of its main drawbacks is that it focused on language usage rather than on the language use. This means that students were taught only grammatical forms. Such a fact led our students later on to find difficulties

in dealing with language when they try to convey their own ideas into communicative situations. In other words, students fail to put into practice (use) what has been learnt (usage). The weak point of the structural learning process is that it bases on the acquisition of forms rather than functions. Under such an approach, learners, thus, are unable to communicate their ideas in different social situations. Therefore, there was a need to look for an approach that could enable the students to use the target language in real life situation.

II.1.2.2.The Functional –Communicative Approach

Under such an approach, the objective was to enable the learner to communicate successfully in wide range of situations. Thus, the learner is equipped with different notions in the foreign language such as : time , space, quantity ,location ,travel ,education ,size , color , age, ect...that are expressed through communicative functions. A function is seen how to use a language in order to achieve a particular purpose, for instance: expressing likes, dislikes, preferences, agreeing and disagreeing , inviting, making suggestions , apologizing , etc... .

Under such an approach, the teacher is regarded as a facilitator and not just an instructor. However, the communicative approach carries some weak points, too. The main of its weak points is that it involves the ability to know the rules of grammar and to use appropriately in the different social circumstances, the focus is on the transmission of the meaning rather than the form used. More importantly, it is quite possible for the learner to know the application of the language but cannot easily create language to suit his/her needs in different situations.

II.1.2.3.The Competency Based Approach

To meet the Algerian learners' needs, the Algerian Ministry of Education has recently adopted a new approach of ELT in Algerian middle and secondary school; new books were published for all the levels and for the aim of developing the intellectual competencies among the learner. This new approach was introduced in 2002 and it has been adopted in teaching English as a foreign language in order to make the learning skills related to the outside environment. It tends to prepare the learners to be competent in their real life tasks. Thus, the syllabus designer's main role is to help students, via teachers, to transfer the acquired knowledge in classroom into the real world outside classrooms. Under this approach, learning is mainly achieved through acquiring competencies that would develop know –how to act

among the learners by means of different functions and skills. Being a qualified language learner means simply to be a competent language user in real life situation.

Since CBA is the current approach adopted in Algeria, it is important to take an in-depth look at this new approach including the most particular features that characterize this

II.1.2.3.1. Definition of Competency-based Approach

Before defining competency-based approach, it is necessary to clarify what is meant by competency. Whenever the term competency is mentioned, a “know-how – to act” process is implied. Thus, Mrowicki 1986, (as cited in Weddle, 2006) defines competencies as follows:

Competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment.” (p. 2)

With reference to the above stated definition, it can be noticed that competencies refer to those capabilities, skills, attitudes and behaviors which constitute the learners’ predisposition to perform an activity. In other words, competencies demonstrate learners’ susceptibility and preparedness to accomplish certain activities in real-life situations.

Hartle supports that "competency" defined as:

A characteristic of an individual that has been shown to derive superior job performance including both visible ‘competencies’ of ‘knowledge and skills’ and ‘underlying elements of competencies’ like ‘traits and motives. (1995:107).

Similarly, Hartle states that competency consists of those factors both visible such as knowledge and skills, and underlying like traits and motives that characterize a learner as being ready to fulfill tasks and activities.

Richards and Rodgers (2001) cite Docking (1994) who defines competency as

An element of competency can be defined as any attribute of an individual that contributes to the successful performance of a task, job, function, or activity in an academic setting and/or a work setting. This includes specific knowledge, thinking processes, attitudes, and perceptual and physical skills. (p. 145).

In the same vein, Docking defines the concept of competency as being the set of features that converge and contribute in learner's academic success. These features encompass knows, know-how-to –do, behavior, sensory and corporeal perception.

Therefore, competency might be a task, a role, a function which changes over time, and will vary from context to context. In other words, an individual's competency in a certain area develops over time. A competency is linked to a context-of-use. Competency-based Approach is one of the modern approaches of 21st century; it is based on the competency, the ability to perform the tasks and roles expected of a professional.

Chelli and Khouni have defined it as “[...] a very popular approach which focuses on measurable and useable knowledge, skills and abilities.” (2001: 1). Within the CBA, it is very important to focus on all the four skills to make learners develop their competencies because the previous approaches have focused on limited ones, either productive or receptive, which made the gap in the process of learning.

II.1.2.3.2.The Goals of the Competency-Based Approach

The CBA aims at establishing three competencies in learning:

- Interactive competency
- Interpretive competency
- Productive competency

II.1.2.3.3.Interactive Competency

Interactive competency is the ability to use language orally to interact with others in order to create social relations, express needs, understand and address needs of others and to get things accomplished. Engaging in a discussion is an example of using one's interactive competency.

II.1.2.3.4.Interpretive Competency

Interpretive competency is the ability to understand written language through reading or spoken language through listening and to interpret it appropriately. Reading is the ability to understand and interpret written texts, listening is the ability to understand and interpret oral language.

II.1.2.3.5.Productive Competency

Productive competency is the ability to produce coherent, appropriate and relevant messages in writing and speaking. It is also the ability to effectively express ideas and organize thoughts appropriately. Productive competency is more often associated with writing because writing involves producing texts such as letters or essays. Productive speaking competency is also the production of texts; it differs from interactive speaking competency in that it does not involve interaction with other speakers.

Learners have different levels of competency at different levels of language proficiency. A beginning language learner can do less in each competency than an advanced language learner. The Algerian English Framework describes the level of attainment of each of the competencies for each grade in school.

II.1.2.3.6.Supporting Competencies

In order to develop interactive, interpretive and productive competencies, language learners also need to develop supporting competencies:

-Linguistic Competency

- Language Strategies

II.1.2.3.6.Linguistic Competency

Linguistic competency includes the learning and mastery of grammar, pronunciation and the vocabulary needed in a given context. There is a separate set of descriptors of linguistic competency for each grade level.

II.1.2.3.7.Language Strategies

Language strategies are ways that help students to acquire, remember, organize and use information on an ongoing basis. The language strategies are incorporated into the competencies, rather than listed separately.

II.1.2.4.Characteristics of the Competency- Based Approach

CBA is characterized by the following:

II.1.2.6.4.1.Action-Oriented Approach

- It is an action oriented in that it binds the language learning to the acquisition of the know-how embedded in activities and skills. (Benabed) . These will allow the learner to become n effective competent user in real- life situations outside the classrooms.

II.1.2.6.4.2.Problem-solving Approach

- It is a problem-solving approach in that it places learners in situations that test/ check their capacity to overcome obstacles and problems, make learners think and they learn by doing.

II.1.2.6.4.3.Social Constructivist

It is social constructivist which focuses the learning of the target language through the social interaction by using English in contexts such as expressing opinion, taking part in a debate, exposing and enriching the vocabulary on varied topics dealing with cultural contents, etc... (Benabed). In other words, learning is not concerned with the transmission of pre-determined knowledge and know-how to be reproduced in vitro, but as a creative use of a newly constructive knowledge through the process of social interaction with other people.

Finally and most importantly, the CBA is a cognitive approach. It is indebted to Bloom's taxonomy. Bloom has claimed that all the educational objectives can be classified as cognitive (to do with information) and affective (to do with attitudes, values and emotions) or psychomotor (to do with bodily movements ...). He said that cognitive objectives form a hierarchy by which the learner must achieve lower order objectives before he/she can achieve higher ones. Thus, it is preferable to tell about the general objectives of the English language teaching and learning in Algeria.

II.2.The General Objectives of Teaching and Learning English as Foreign Language in Algeria

Since English is widely used as an international language, the Algerian Ministry of Education has found that in order to catch up with world developments in different fields, the government will need individuals able to speak and write in English. In this sense, the teaching of English is meant to provide adequately trained people for scientific research and enable them to contribute to the Algerian society.

Therefore, the general objectives of teaching and learning English as a foreign language, according to the Algerian official syllabuses for English, June 1999, state that the learner should achieve communication in its various forms, aspects, and dimensions; four main categories of objectives can be mentioned:

- A. Socio-cultural objectives;
- B. Humanistic objectives;
- C. Educational objectives;
- D. Academic objectives.

These objectives should be reached through the development of mental abilities and skills which should be catered for by all the subjects included in the curriculum because these skills are the basis for any efficient acquisition of language. They are: (always, according to the Algerian directives of June 1999.)

II.2.1.Knowledge

Knowledge is the fact to know or to recall elements, items and components, or methods, ways, and processes. As knowledge objectives, teachers may insert activities to train pupils to know specific facts from a text such as: dates, places and characters of the story. In the same context, pupils could be trained to know general or specific terminology, vocabulary or technical terms and concepts.

The “knowledge” level could be expressed by various action verbs such as identify, recall, know, acquire, describe, locate, write a list, enumerate, recite, tell the definition, answer by true or false, name the items or characters...

II.2.2.Comprehension

As its name implies is the ability to understand something or understanding its meaning. It is a strong part of the cognitive domain. According to *B.S. Bloom(1974:89)* the concept “comprehension” is mainly related to “reading comprehension” however this could simply be largely adapted to other learning processes from the other remaining skills such as listening, speaking and writing.

These pedagogical objectives are strongly related to the first one which is the knowledge fact. Nevertheless, this could be variously presented in the teachers’ main objectives such as activities related directly to the lesson support presented in the form of texts, dialogues...

B.S. Bloom adds:

It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implication (1974: 204)

The “comprehension” level could be expressed by various action verbs such as translate, explore, explain, transform, summarise, write or tell the main idea of the text, compare between, contrast, express what you think, explain the story in your own words, provide a definition, think about the end of the story, interpret, abstract...

II.2.3.Application

As far as this level is concerned, the next pedagogical objective type will be mainly about the application of a rule or a piece of knowledge and use it in particular situation. The application level comes directly after knowledge and comprehension levels. B.S Bloom suggests “*if a student really comprehends something, then he can apply it*”.

Many teachers can’t switch from the two previous levels which are “knowledge” and “comprehension” to the most important one which is the real practice of pre-required

information into personal or collective achievements. In many situations, the learning process is frequently limited to just knowledge and comprehension. However, the application phase is completely neglected.

The “application” level could be expressed by various action verbs such as: Apply, plan, solve, prepare, produce, repair, demonstrate, operate, develop, explain why or why not, construct, design, create...

II.2.4. Analysis

The largest definition of “analysis” is the scientific process of examining something in order to find out what it consists of. It is also considered as the process of considering something carefully; the analysis can involve the use of statistical methods in order to deeply understand the phenomenon or explain it.

Analysis could imply many levels: the lowest one is about the analysis of elements. However, the second level is about the analysis of relationships and the third one is about the analysis of ways, methods and organisational principles.

“Analysis” is considered as high level thinking phase; it needs a lot of skills and multiple intelligences. The common point is that “analysis” must follow and respect scientific rules and methodologies. Pupils should be well organised and well accurate to make efficient analyses rather than following their own intuitions in order to achieve random results obtained and established from non scientific rules and methodologies. *B.S. Bloom* writes:

Analysis emphasises the breakdown of the material into constituent parts and detection of the relationships of the parts and the way they are organised. It may also be directed at the techniques and devices used to convey the meaning or to establish the conclusion of a communication.

The “analysis” level could be expressed by various action verbs such as: Analyze, estimate, order, distinguish, discover, compare, determine, identify, detect, explore, discuss, conduct an investigation, review, diagram, construct a graph, and write a questionnaire...

II.2.5.Synthesis

Synthesis means the combination and the mixture of many ideas, principles, styles, elements, constituents and substances in order to generate a new or a combined type of the studied category. In this respect, *B. S. Bloom* states: “*Synthesis is the putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements...and arranging and combining them in such a way as to constitute a pattern or structure ...*”

Synthesis could be easily applied in written expression or in an oral performance where all the previous knowledge, its comprehension and its potential applications can play a vital role in the synthesis process.

The “Synthesis” level could be expressed by various action verbs such as design, build, plan, suggest, create a model, produce, make hypothesis, prescribe/propose a method or a way, formulate, propose, devise, finish the story...

II.2.6.Evaluation

Evaluation is considered as the highest level of pedagogical objectives. It consists in making judgement about the right decisions and selects the best issues as the final phase of a process or a project. Evaluation involves all the other previous cognitive levels knowledge, comprehension, application, analysis and synthesis. According to *B.S. Bloom*,

Evaluation involves the use of criteria as well as standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying. The judgments may be either quantitative or qualitative, and the criteria may be either those determined by the student or those which are given to him”.

The “evaluation” level could be expressed by various action verbs such as judge, evaluate, debate, formulate, choose, support, indicate priority, grade, rank, rate, measure, assess, test, select, check, appraise, give your opinion ...

II.3. Teaching English as a Foreign Language to Second Year Secondary School Students

General Objectives of Teaching English as Foreign Language to Second Year Classes as defined by the National Syllabus (2006) :

Objectives of Teaching English as Foreign Language in second year are considered to be part of the general goals, which have been drawn up in accordance with the principles set forth in the Educational Reform (2001), and which subscribe to a Competency Based Approach to teaching English as a foreign language.

Therefore, second year syllabus, is intended to consolidate, and develop the learners' acquired competences, as well as to ensure a continuation to the first year objectives which set communication as an ultimate goal of teaching English. Actually, teaching English to second year students turns around three main Objectives:

II.3.1. Linguistic Objectives

To provide the learner with the basic linguistic material (grammar, vocabulary, pronunciation, and the four skills) that are necessary to pursue further education or employment. To consolidate and develop the basic knowledge acquired in the intermediate school to help the learners carry on with their learning of the English language.

II.3.2. Methodological Objectives

- To consolidate and develop learning strategies aiming at autonomy, critical thinking, and self assessment;
- To enable students to use and exploit various documents and feel interested in subjects that are not treated or dealt with in the classroom.

II.3.3. Socio-cultural Objectives

- To ensure interdisciplinary coherence as an attempt to integrate the overall information acquired by the learner.
- To stimulate the learners curiosity and to encourage the students to gain access to cultural values brought by English.

- To place the learners in an environment that suits their needs and interests in conceiving and planning activities in real-life situations.

These were in brief some of the major objectives of English language teaching in the Algerian secondary school education for which important languages teaching approaches have been set.

The CBA is related to this taxonomy since it supports the idea of mobilization of knowledge and skills in gradual integration from level 1 (knowledge) to level 6 (evaluation) (Chelli, op.cit, pp. 75-76). Within the Algerian educational syllabus, *Getting through* (2005), the affective domain is also important in the development of competencies'' (p. 12). This domain explains the people's emotional reaction to built awareness, attitudes, emotions and feelings. This domain is divided into five levels:

- **Receiving:** Students show interests to attend the class.
- **Responding:** Students respond to the learning process.
- **Valuing:** Students give value to what they are learning.
- **Organization:** Students collect information, values, and ideas and accommodate them according to his schema.
- **Characterizing:** The students individualize their own behavior. (Chelli, opi.cit, p. 77).
The third domain treated by Bloom's Taxonomy is psychomotor which describes the physical ability to manipulate things.

II.4.The Teacher's Roles

Teachers are considered as important partners in the English language teaching process. They are the ones who are supposed to apply the methods and approaches and to give life to the educational theories.

The learner-centred approach requires new roles for teachers to play. Their role is no longer restricted to communicating but to helping and encouraging learners to take part in their own learning as they are seen as active participant in the learning process. The roles are as following:

II.4.1.The Teacher as a Facilitator

Before we talk about how the teacher can be a facilitator, we must comprehend the meaning of a facilitator. A facilitator is the person who assists a group of people in grasping at their common targets and in achieving them without any intervention on his/her behalf. Therefore, when we say the teacher has to play the role of a facilitator in the classroom, this means that the teacher should not be the master who exclusively controls the learners' activities. He/she should grant the learners some space to let the spirits of creativity and innovation function and work. In other words, the learners must get involved into an active participation that would be represented in argumentative discussions and teamwork activities, so that the learning process becomes comprehensive.

II.4.2.The Teacher as a Controller

When teacher act as controller he expected act in different way in comparison to his role in the state where students are working in group (ibid, 2001, p. 58). Davies and Pearse (2000) add some explanations about this role. He said that he transmits information, controls occurrence of activities from the front, motivates to participate in the class with the correction of errors (p. 127).

II.4.3.The Teacher as an Organizer

"The teacher has to initiate students to collaboration through pair and group work." (Bader, 2007, p. 47). The teacher has to organize students in pair or in group .He has to initiate, to explain the content of activities, and end tasks when time is finished (Harmer, 2001, p. 58).

II.4.4.The Teacher as an Assessor

Dobson (2003) thinks that "the Assessor A person qualified to carry out assessment" (p. 62). Therefore, his role is to give feedback, correction, and grading to their students (Harmer, 2001, p. 59). He also informs the learners about their progress, trying to combine encouragement with honest evaluation and useful feedback (Davies & Pearse, 2000, p. 127).

II.4.5.The Teacher as a Prompter

"A Prompter could refer to the teacher's role in helping a student to remember and formulate a point." (Hedge, 2000, p. 29). A prompter supplies students with a clarification question or information when they could no longer follow what are doing (Harmer, 2001, p. 60).

II.4.6.The Teacher as a Participant

Sometimes the teacher chooses sharing his students some activities. When it goes well, students feel satisfied (ibid, 2001, p. 61).

II.4.7.The Teacher as a Source

A resource is a "*Person who provides students with materials beyond the textbook.*" (Dubin & Olshtain, 1986, p. 48). According to Harmer, "*Teacher source guides his students to look for information instead of providing them with the desired information.*" (2001, p. 61).

II.4.8.The Teacher as a Tutor

The teacher behaves as tutor when he approaches his students in more personal contact, thus the student feel supported and helped from their teacher. This usually occurs when students are organized in group and the teacher works with individuals and small group. (ibid, 2001, p. 62).

II.4.9.The Teacher as an Observer

The teacher is expected to use his ability to observe and listen to his students (Chelli, 2010, p. 26). In order to help the teacher to respect the learning styles of his students and to select for them the appropriate activities. (Dubin & Olshtain, 1986, p. 48).

II.4.10.The Teacher as a Motivator

To motivate learners and serve as precursor, teachers should implement motivational strategies which encourage positive attitudes to the learning in all respects. They have to foster realistic beliefs attainments and facilitate learning processes. Besides, they supply the means of making learning enjoyable, memorable and pertinent. (Benabed, 2011).

The most important teacher's motivational behaviours for success can be abstracted, according to the studies of Dornyei 1997 (quoted by M. Williams and Robert Burden 1997), as follows:

- a) set a good example with your behaviour;*
- b) create a pleasant, relaxed atmosphere in the classroom;*
- c) present tasks properly;*
- d) develop a good relationship with the learners;*
- e) increase learners' linguistic self-confidence;*
- f) make language classes interesting;*
- g) promote autonomy;*
- h) personalise the learning process;*
- i) increase learners' goal orientedness;*
- j) familiarize learners with the target culture;*
- k) establish cooperative learning and maintain group dynamics;*

By implementing these motivational strategies, the teacher can play an effective role of motivator and encourage learners to learn the FL.

II.5.Student's Roles

The competency-based approach focuses on the learner's roles rather than on the teacher's ones. The learner plays the central element inside the classroom and learns through a series of activities that are proposed by the teacher. The learner will no longer be able to rely only on the teacher and the classroom to be the primary source and environment of information. Therefore, learners in the CBA are characterized as active persons who can search to develop their knowledge themselves and make self-assessment in order to be successful learners. Thus, they will be able to face problems in their daily life. They learn to think critically and to adapt and transfer knowledge across a variety of settings. In this

respect, learners are supposed to function autonomously as knowledge processors, effective performers and problem-solvers.

II.5.1.The Learner as a Knowledge Processor

Learners become knowledge processors when they are given the opportunity to observe, apply and refine through practice. (Benabed. 2011). In other words, learners mirror on their practices in numerous situations and throughout a number of tasks, and they articulate the commonplace elements of their experiences.

In fact, learners' improvement depends to awesome volume on language attention which isn't restrained to a focus on language itself, but additionally to a cognitive reflection upon language functions. In reality, language mastery requires plenty more than simply familiarity with the vocabulary and grammar of the language. It also entails awareness of the ways language operates to influence wondering, feelings, and understanding. Language awareness can be fostered with the aid of giving learners various options in learning activities. This form of choices stimulates learners' interests and has a definite potential for their improvement as know-how processors.

II.5.2.The Learner as an Effective Performer

Generally, learners who are taught to be increasingly aware of their learning will be more effective performers and, as a result, will become active in monitoring their progress (Lee and Solomon 1992; Paris and Oka 1986). In other words, learners who are aware of their learning, they are self-directed in the sense that they act independently of the teacher without remaining passive or waiting to be told what to do from teachers. Thus, they will be able to adjust their learning strategies when necessary to improve learning.

II.5.3.The Learner as a Problem-solver

Problem solving is one of today's top skills in which learners learn about a subject through the experience of solving an open-ended problem found in trigger material. In order to function as problem-solvers, teachers should play an effective role to assist learners acquire the characteristic of problem-solvers by instilling in them a set of behaviors such as constant curiosity and questioning, enjoyment to figure out things, seeking challenges, persistence, resourcefulness, independence and confidence.

For the sake of acquiring these abovementioned strategies, and besides respecting learners' ideas and encouraging independent critical thinking, teachers help learners attain their own intellectual identity. Learners who frame questions and issues and, then, go about analyzing and answering them take responsibility for their own learning and become problem solvers.

Conclusion

This has been a brief description of the English language situation in Algerian educational system. We have tried to introduce some major prominent points of teaching English in Algeria .Thus, it has been necessary to shed light on some important elements such as: aims and objectives of teaching English, approaches of English teaching, in particular the CBA approach. It must be mentioned that through the introduction of these major learning situation components, the aim was to back up our study with a solid background that would pave the way for the following chapter.

CHAPTER THREE

RESEARCH DESIGN, METHODOLOGY AND DATA ANALYSIS

Section One: Research Design and Methodology

Introduction

The third chapter, being concerned with the empirical part of this work, endeavours to investigate the effects of the project-based learning in developing learners' speaking skill in the secondary school education, and ultimately relates qualitatively as well as quantitatively the data which have been obtained and compiled through questionnaires and interviews. To satisfy the mixed method approach criteria, the use of multiple tools to measure the same variables was adopted. This was carried out with the purpose that the quality of the research findings would be enhanced in terms of reliability and validity as well as depth of insight into the object of study (Miles & Huberman, 1994; Nachmias & Nachmias, 2000; Patton, 1990). The interviews have been conducted with three (03) teachers of English at who taught second year classes chosen from different secondary schools in Mahdia and Kasr Chellala. Besides, a questionnaire designed and handed to 15 teachers chosen from different secondary schools in Tiaret, Mahdia, Hamadia and Kasr Chellala. The aforementioned metrics tools, viz., interview and questionnaire, are designed as structured tools for the former, and as a self-completion for the latter.

III.1.Overall Research Design

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: 146¹). 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

¹ Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education* (5th ed.). London & New York: Routledge Falmer.

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), [²] not as a method for data collection (Cohen & Manion, 1994, qtd. in Bellalem, 2008) [³] 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 secondary 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

² Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*. New Jersey: John Wiley & Sons, Inc.

³ Bellalem, F. (2008). *An exploration of foreign language teachers’ beliefs about curriculum innovation in Algeria: A socio-political perspective*. (Published Doctoral Thesis). King’s College. London.

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) [⁴] 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

⁴ Dörnyei, Z. (2007). Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies. Oxford: Oxford University Press.

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)

The participant group consists of 15 teachers working in the province of Tiaret, especially in the city of in Tiaret, Mahdia, Hamadia and Kasr Chellala. It should be admitted that the number of the participants is meagre and thus, findings could never be generalized.

III.5. Research Tools

For the sake of data scientific validity, the use of a pair research tools, viz., questionnaire and unstructured 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. Thus, a questionnaire has been administered to fifteen teachers working at the level of the secondary school chosen from different secondary schools in Tiaret, Mahdia, Hamadia and Kasr Chellala. It should be highlighted that the twenty question-items basically focus on the effects of the project-based learning in developing learners' speaking skill in the secondary school education. Besides, a unstructured interview, encompassing ten items, has been conducted with three secondary school teachers. Doing so, voice is given to the research informants, ensuring that the gleaned data are grounded in their own experiences.

III.5.1. Teacher's Questionnaire Description

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, directed to secondary school teachers, is articulated around an inquiry which targets basically the investigation of the effects of the project-based learning on learners' speaking skills. "*Questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.*" (Brown 2001: 06) [⁵]. Therefore, as a way to obtain data that explores our research problem from its potential sides, teachers were given a questionnaire (Appendix 1). Questionnaire's questions were directed from general to specific and contain three sections and each section combines various questions.

III.5.2. Teacher's Questionnaire Objectives

Predominantly, questions were posted to teachers directly. The choice of the questionnaire is justified by the fact that it enables us to collect a broader range of data in connection with the objective of our research. The number of the collected questionnaires is fifteen (15) out of 25 a rate of 60 %, none was rejected. Besides, informing us about the informants' bio-data, their opinions and attitudes, the analysis of the responses provided a certain number of data of a statistical nature on the various points quoted in the description of the questionnaire (cf. Appendix 1). This initial work, thus, made it possible to release from main tendencies in the form of percentages, reflecting the perception of the novice teachers themselves on the issue of the effects of project-based learning on learners' skills. Fundamentally, our questionnaire has dual purposes, first, it aims to detect teachers' viewpoints and perceptions as regards the effects of the PBL and its impacts on the speaking skills. Besides, as a second purpose but crucial, this questionnaire aims at testing our hypothesis regarding whether teachers adopt project-based learning as a strategy.

III.5.3. Teacher's Questionnaire Structure

The questionnaire consists of twenty question-items. The latter are grouped into three distinct yet complimentary sections; the preliminary section, consisting of three questions, is devoted to secondary school teachers, including their gender, age and their professional experience. The second section is meant to disclose respondents' reflections and attitudes towards pbl teaching and its effects on teaching the pbl learning. Third section is dedicated to teachers' reflection on learner's engagement/disengagement, lesson planning and implementation. Section forth ,consisting of only one open ended questions, gives an

⁵ Brown, J.D. (2001). *Using Surveys in Language Programs*. Cambridge, UK: Cambridge University Press.

opportunity to teachers so as to suggest appropriate techniques to reach those disengaged learners. It comprises only one open-ended question which questions the respondents about their needs in connection with immediate obstacles faced in the workplace, i.e., meant to generate long quantitative data. (Brown, 2009)

III.5.4. Questionnaire Piloting Procedure

It is traditionally acknowledged that research tools undergo a long process during which they are constructed, piloted, reconstructed and then administered. In fact, it took us about a whole semester to select the questionnaire content as regards wording and relevance as well as to ultimately decide on its layout and structure. For the sake of pertinence and accuracy, the questionnaire was rebuilt several times. As part of the piloting process, we consulted some of our classmates. Honestly speaking, their comments were of paramount significance in addressing some of the weaknesses; some elements have been outrightly dropped and others reformulated. Three teachers have been solicited for the questionnaire testing. Relying on their feedback, few minor changes have been made.

III.5.5. Teacher's Questionnaire Administration

Owing to the endured sanitary circumstances which were imposed by the CoViD19 pandemic, the questionnaire was e-mailed to 25 teachers via messenger application, and only 15 responded. The participants were from different secondary schools in Tiaret, Mahdia, Hamadia and Kasr Chellala, with different levels, and teaching experiences. This allows for different perspectives to be collected, and this gives credibility to the study results.

III.6. Teacher's 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.

To check, deepen and complement the results obtained through the questionnaires addressed to the field workers and learners, I opted for a unstructured interview. This required

the development of an interview guide prepared according to the survey objectives. The target population for this interview consists of three interviewees.

III.6.1.Interview Structure

The interview was constructed on the basis of the relevant literature echoing the major components of the issue relating to novice teachers' challenges during the induction phase to the teaching profession. It consists of five open-ended questions and one close-ended question. They all converge towards investigating the hardships faced by the neophytes in the course of the induction phase; the type (s) of problems endured, the support provided by the staff development coordinator, if any, the reasons behind novices' dropping out and resigning, what ensures successful adaptation to the requirements of the work environment and the new profession.

III.6.2.Interview Piloting

Seeking research validity relying upon well-informed knowledge, the interview was submitted to a piloting procedure which is scientifically approved to be both an integral aspect and useful process in qualitative study. In fact, this procedure enabled us to review and reconstruct the interview items to prevent falsified work from being approved as academic study. The gleaned feedbacks and annotations served a lot in removing some ambiguities as regards questions formulation, their organization, gradation and layout.

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 positive effects of the PBL approach on the learners' speaking skills, the analysis included quantitative and qualitative data analysis procedure. This will help to enrich the current study.

III.7. Analysis of Teachers' Questionnaire

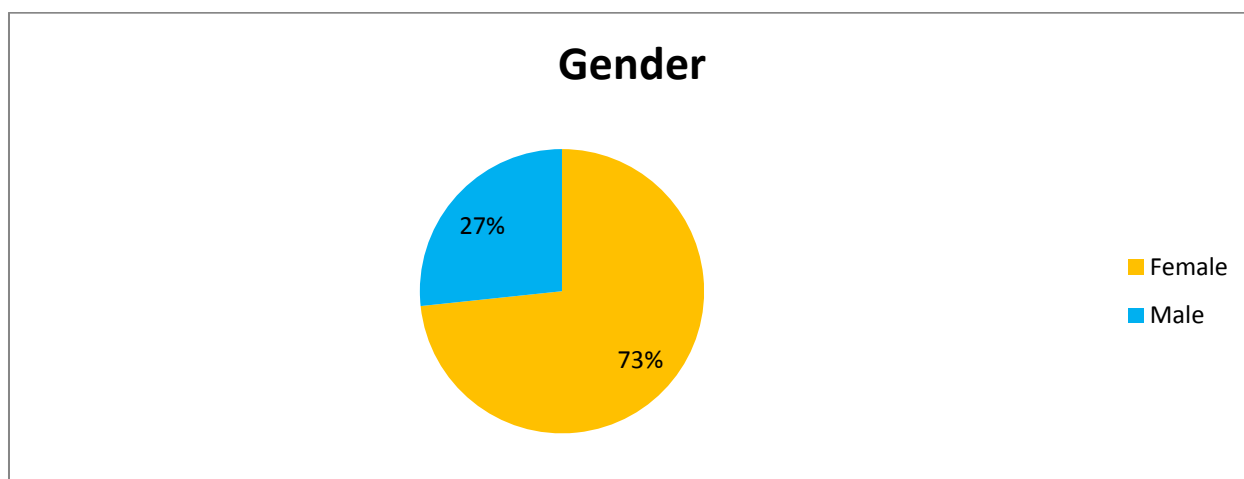
Section One: Personal and Professional Data

Question-item 1. Gender

I am a _____. Female Male

Option	Number	%
Female	11	73.33%
Male	4	26.67%
Total	15	100%

Table 2: Respondents' Distribution according to Gender



Graph2: Respondents' Distribution according to Gender

The numerical data above demonstrate that the heavy majority (73.33% n=11) of the informants are females, whereas the rest, i.e., 26.66% (n=4) are males.

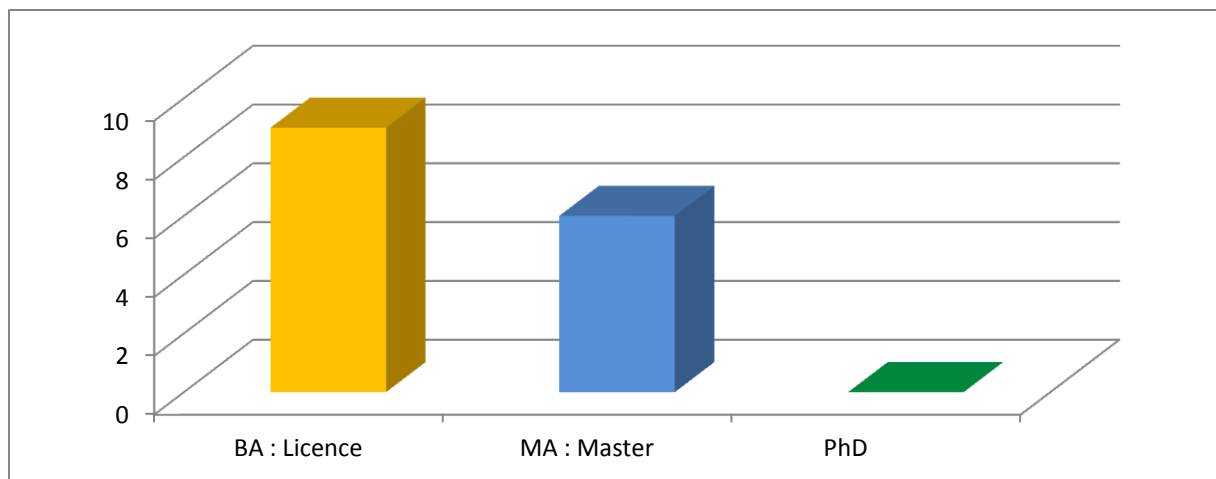
It is worth-noting that the population of the English language teachers is nearly totally feminized. In fact, the socio-demographic data published by the Ministry of National Education (cf. Appendix____) reveal that right from the secondary school education the literary streams are chosen by girl students. This explains the rise of females in the sector of education (cf. Appendix ____). Besides, the feminization of the teaching staff is nothing new, it seems to be one of the earliest professions compared to others recently feminized. The traditional assumptions on the matter try to explain this phenomenon by proposing the conciliation of the family life with the teaching profession, i.e., family-friendly profession (Parkay & Stanford 2003). Other assumptions stress the fact that: *“the sexual division of labour and the structure of female employment corresponding to the latter, the teaching professions are, indeed, the best placed inside this structure.”* Charles, F. (1998: 29). Besides, women generally choose this professional activity for reasons which touch human and psychological values along with the characteristics of the profession and the flexibility of the schedule. Whatever the assumptions put forward to justify and explain the very strong feminization of the teaching staff, the school institution seems to be a privileged access-road for women in the labour market.

Question-item 2: What degree(s) do you hold?

a) BA (Licence) b) MA (Master) PhD

Option	Number	%
BA : Licence	09	60%
MA : Master	6	40%
PhD	0	0%
Total	15	100%

Table 03: Respondents’ Distribution according to their Academic Degree(s)



Graph3: Respondents’ Distribution according to Academic Degree(s)

The gleaned data, in connection with the informants’ academic qualifications, indicate that sixty per cent (60% n=9) of them are BA holders. The rest, i.e., 40% (n=6) of the informants are MA holders. Yet, none of the informants is a PhD holder.

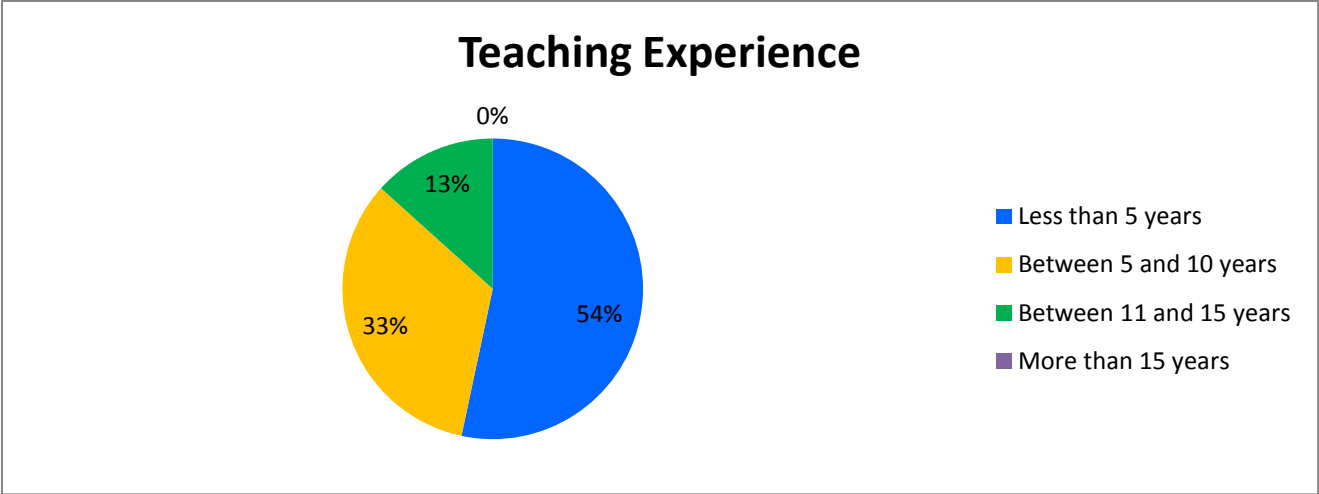
Generally speaking, learners’ success is linked to teachers’ characteristics and qualifications. Because of psychometric difficulties in assessing teachers by their normative attributes – the logical, psychological, and especially the ethical, which tend to differ across cultures (Alexander, 2000) – the tendency to evaluate teacher qualities on the basis of student performance is further emphasized. Such approach has gained support from the viewpoint of teacher’s education systems; teachers’ qualifications (their test scores on licensure examination; level of degrees, years of experience, preparation in subject matter and in pedagogy; certification in their expertise area, and their on-going professional development).

Question-item 3: How long have you been teaching English?

- a) Less than 5 years
- b) Between 5 and 10 years
- c) Between 11 and 15 years
- d) More than 15 years

Option	Number	%
Less than 5 years	8	53.34%
Between 5 and 10 years	5	33.33%
Between 11 and 15 years	2	13.33%
More than 15 years	0	0%
Total	15	100%

Table 04: Respondents’ Distribution according to Professional Experience



Graph 4: Respondents’ Distribution according to Professional Experience

The statistical data above, in relation with the informants’ profession experience, show that more than the half, i.e., 53.34% (n=8) have less than five-year experience. For thirty-three point thirty-three per cent (33.33% n= 5), the professional experience ranges from 5 to 10 years. 13% of the informants have a professional experience varying between 11 and 15 years. None of the targeted population has accumulated a professional experience exceeding fifteen years.

Undoubtedly, professional experience can help teachers to become better at planning their time and staying organized. This ultimately makes teachers more efficient and gives them extra time to focus on the learners themselves rather than the paperwork. They gain much self-confidence, credibility and efficiency improvement.

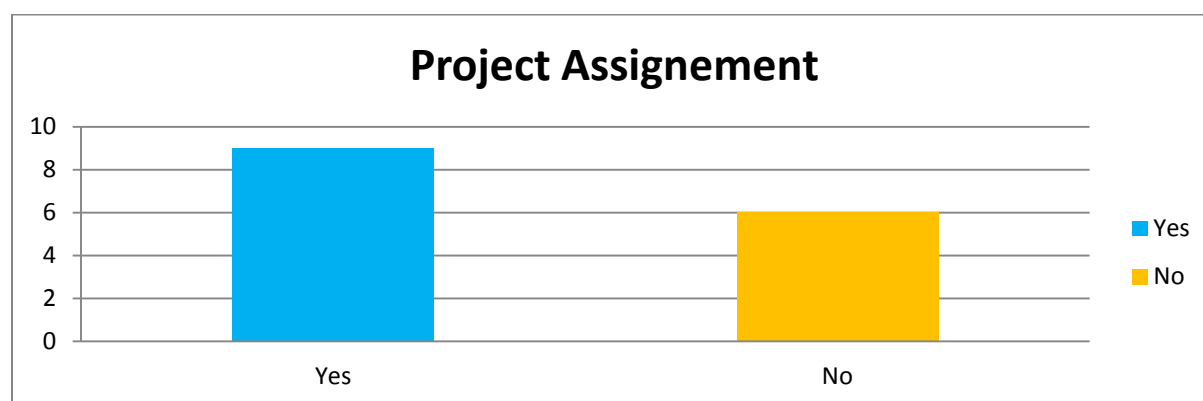
The scrutiny of the collected data shows that most of the targeted teachers are well-versed in the 2nd year secondary school syllabus and its pros and cons to bring the necessary changes and modifications so as to cater for most learners’ needs and interests. In fact, their professional capital can enable them adapt the projects to develop learners’ speaking skill. Indeed, since PBL has been adopted recently by secondary school teachers, the informants can provide us with data depending on their teaching experience and the various teaching approaches and methods they have practiced during their previous years of teaching.

Section II: Reflection on the Use of the Project-Based Learning

Question-item 4: A) Do you regularly assign the project-work to your students?

Option	Number	%
Yes	9	60%
No	6	40%
Total	15	100%

Table 05: Respondents' Project work Assignment Frequency



Graph 5: Respondents' Project work Assignment Frequency

This question-item seeks to enquire about the frequency of the project work in their classes. The gleaned data show that sixty per cent (60% n=9) of the surveyed teachers attest that they do regularly, whereas the rest, i.e., 40% (n=6) disapprove a regular assignment of the project work.

It is commonly recognized that the project pedagogy is a learner-centered pedagogy that involves a dynamic classroom approach in which it is believed that learners acquired a deeper and insightful knowledge through active exploration of the real-world challenges and problems. Teachers' insightful knowledge of the project pedagogy benefits is compulsory so as to implement it in their teaching process. The project work leads to purposeful language use because it requires learners' personal involvement in multi-skilled activities focusing on a theme of interest. For those teachers who still doubt about the project work and its benefits awareness should be drawn to the many positive impacts enabling learners to work collaboratively, cooperatively, constructively and integratively. Doing so, they ensure the meaningfulness of the learning.

B) If yes or no, say why?

This question-item is a follow-up question to the previous one; it targets to check the reasons behind both frequent and infrequent assignment of the project work. Those who

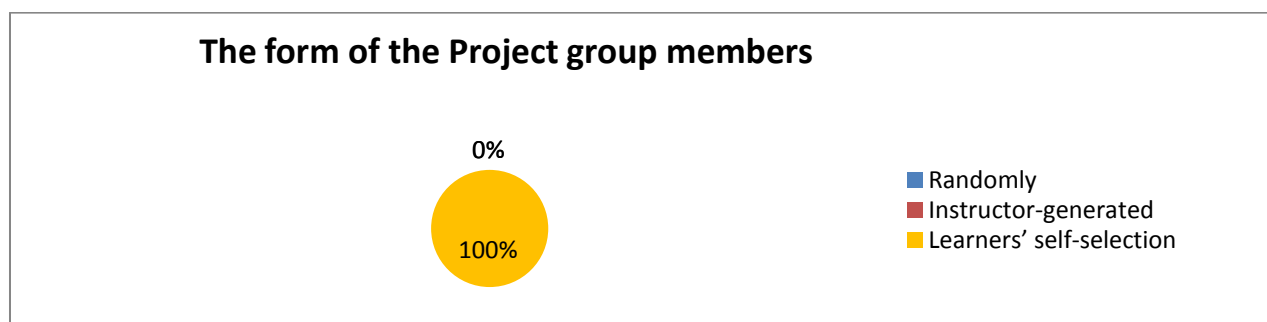
disapprove the frequent assignment of the project-work elicit the following reasons: materials and tile shortage, projects incompatibility with learners' needs and interests (especially in the course book 'Getting Through'. They added that such factors together cause learners' disinterest and demotivation toward these project works.

Yet, those who confirm regular assignment report that project-works allow them and their students to eschew routinish practicum/break with routine. They claim that learners reinvest the acquired language rules, forms, etc. in real-life situations, enabling them to share viewpoints and ideas, besides developing social skills.

Question-item 5: How do you form project-work groups?

Option	Number	%
Randomly	0	0%
Instructor-generated	0	0%
Learners' self-selection	15	100%
Total	15	100%

Table 6: Respondents' Formation of the Project-work Groups



Graph 6: Respondents' Formation of the Project-work Groups

Referring to the table above, it can be noticed that learners have the entire freedom to join or form their own groups. This means that the sample teachers give the opportunity of choice to the learners to feel and work more comfortably.

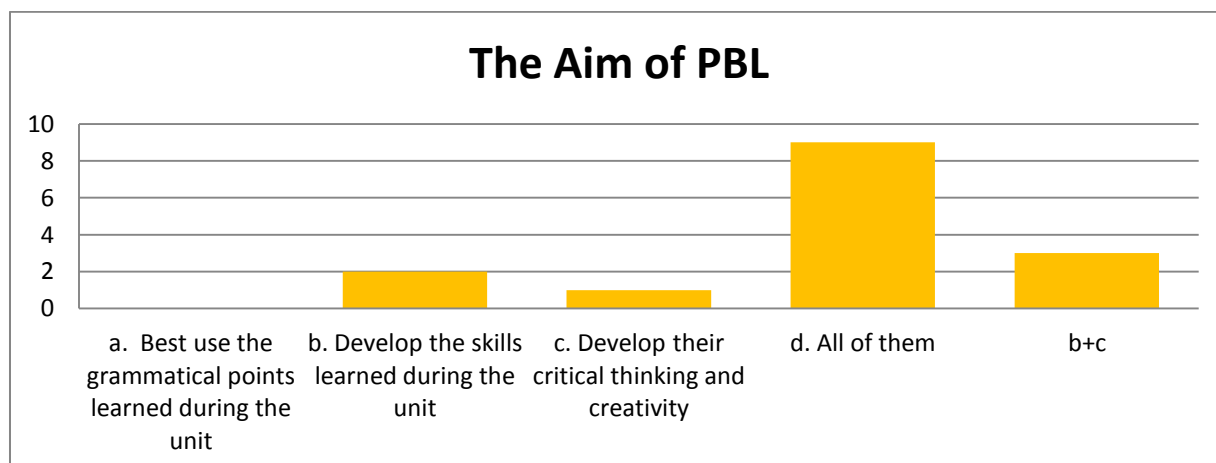
Approaches to project-work groups' formation are regarded to be a key issue in project work. Generally speaking, the formation of the project-work groups by learners themselves is often based on relationships. Learners' self-selection has many benefits, but there is also a downside. The most detrimental negative effect is that learners often choose partners who are identical to themselves in gender, ethnicity, knowledge level and academic abilities. These similarities can generate group members' conflicts. Yet, by balancing group membership based on grades and performance, teachers can have positive effects on each member of the group. Thus, the practical technique would involve

self-selection without sacrificing the balance of the group members' academic performance. All in all, Project-work group membership can be carried out in one of the two ways; either learners form their own groups, or the teacher picks out the group members. In fact, both of these grouping have their own merit and drawbacks. Learners' group formation can lessen the rich learning experience to be gained from groups by learners with different approaches to learning.

Question-item 6: A) Do you think PBL enables learners to _____?

Option	Number	%
a. Best use the grammatical points learned during the unit	0	0%
b. Develop the skills learned during the unit	2	13.34%
c. Develop their critical thinking and creativity	1	6.66%
d. All of them	9	60%
b+c	3	20%
Total	15	100%

Table 07: Respondents' Reflection on PBL Effects on Learners



Graph 7: Respondents' Reflection on PBL Effects on Learners

This question intends to reveal the teachers' degree of awareness of the major goal(s) that PBL addresses. The options suggest that PBL aims at developing pupils' language structures develop the skills learned during the unit, develop their critical thinking and creativity, or enables pupils to develop all of them. As the graph above illustrates, none of teachers (i.e., 0%) assumed that its objective is merely to best use of the grammatical points learned during the unit, only one teacher (i.e., 6.66%) opts for one aim only, which is to develop their critical thinking and creativity, two teachers (i.e., 13.34%) assumed that it enables students to develop the skills learned during the unit. Furthermore, three teachers (i.e.,

20%) opt for two aims b and c. Finally, 09 out of 15 respondents (i.e., 60%) claimed that in a PBL approach, learners are required to develop all of the use of grammatical points, develop the skills learned during the unit, and develop their critical thinking and creativity.

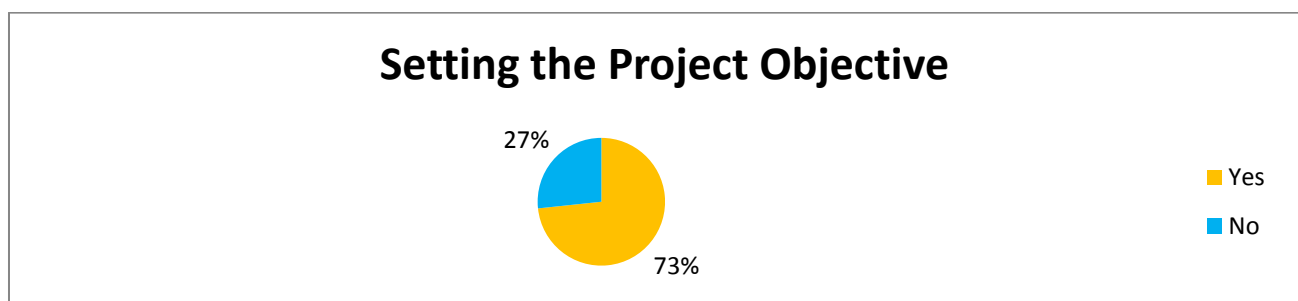
B) Please, explain

Seven teachers out of 15 collaborate and provide explanations (i.e., 47%). According to the justifications, some of them believed that PBL aims to develop the students’ critical thinking and creativity in addition to the skills learned during the unit. Therefore, PBL enables learners to practice the grammatical rules implicitly in order to acquire appropriate language use. Moreover, it allows them improve their critical thinking and creativity.

Question-item 7: A) Do you set a clear objective for each project?

Option	Number	%
Yes	15	100%
No	0	0%
Total	15	100%

Table 08: Respondents’ Project Work Procedure



Graph 08: Respondents’ Project Work Procedure

The present question attempts to identify whether or not the teachers set a learning objective for each of the unit’s project. The table shows that all the 15 teachers (i.e., 100%) indicated that for every single task, they design a learning objective. Therefore, this indicates that all of our respondents’ projects are purposeful and not randomly assigned/designed.

B) Please, explain why?

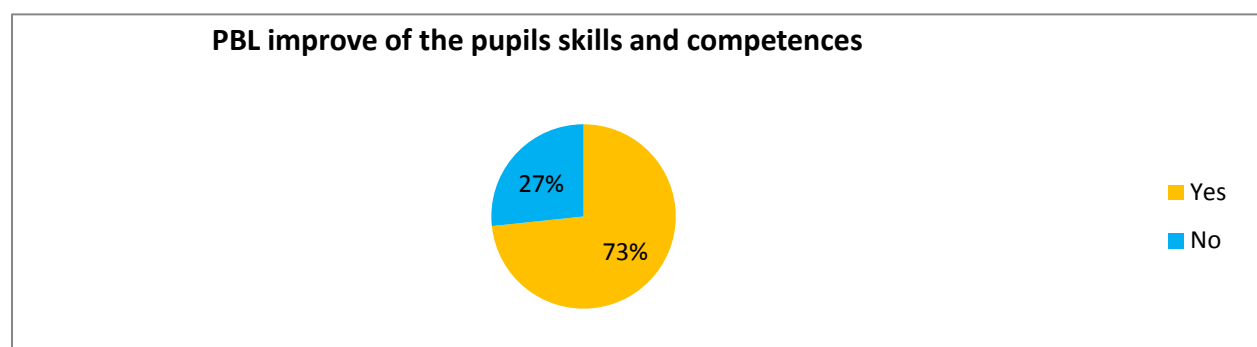
As a follow-up question, respondents were asked to explain the motive behind objective setting. According to the justifications mentioned earlier, some teachers reveal that

setting of the objective for each unit can help learners work purposefully and easily. Differently couched, the project-work objective describes the desired results, including a tangible product. In fact, it should be specific and measurable, and meet time and quality constraints, etc. Others report that it is necessary to set objective for each project because projects are different from one another. They also add that project objective makes the lessons of the overall unit clearer, and eases the achievement of the general learning objective of that unit. Another teacher affirms that the project aims are fundamental such as team skill, authenticity and creativity. Therefore, it can be concluded that setting the objective of each unit can ensure a more purposeful and achievable learning experience for learners.

Question-item 8: A) Do you believe that Project-work implementation helps learners improve skills and competences?

Option	Number	%
Yes	11	73.33%
No	4	26.67%
Total	15	100%

Table 9: Respondents’ Approval/disapproval as regards Learners’ skills and competences Improvement



Graph 9: Respondents’ Approval/disapproval as regards Learners’ skills and competences Improvement

As far as this question is concerned, it was asked in order to unveil the teachers’ attitudes toward the PBL implementation and whether this ensures learners understanding and acquiring the whole components of the unit or not. Most of them (73.33% n=11) report that they can gauge the degree of their learners’ understanding of the unit lessons through the project work. Whereas, the rest of the teachers (26.67% n= 5) claim that they cannot.

B) If yes, explain how?

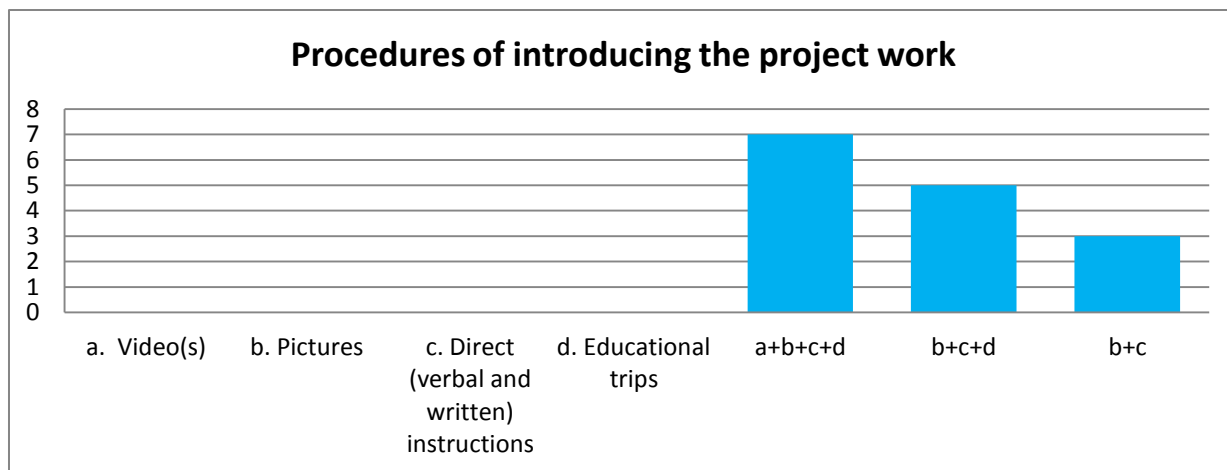
As a follow-up question-item, teachers are asked to explain how PBL can or cannot provide teachers with information about their learners' understanding, acquisition and reinvestment. Teachers' attitudes are mixed between those who believe that the project-work covers the most lessons constituents in the unit. Thus, it can indicate the learners understanding of them. However, others point out that there are some uncommitted learners, and hence, it cannot be clear if they understand or not their lesson. Therefore, most of the teachers believe that PBL can be a good indicator of the pupils' understanding and appropriate integration of the different language forms of the unit lessons. It is worth pointing out that two teachers did not provide an answer.

Question-item 9: Do you introduce the project topic through_____?

- a) Video (s) b) Pictures c) Direct verbal and written instructions
d) Educational trips e) a+b+c+d f) b+c+d g) b+c

Option	Number	%
a. Video(s)	0	0%
b. Pictures	0	0%
c. Direct (verbal and written) instructions	0	0%
d. Educational trips	0	0%
a+b+c+d	7	46.67%
b+c+d	5	33.33%
b+c	3	20%
Total	15	100%

Table 10: Respondents' Procedures as regards Project-work introduction



Graph 10: Respondents' Procedures as regards Project-work introduction

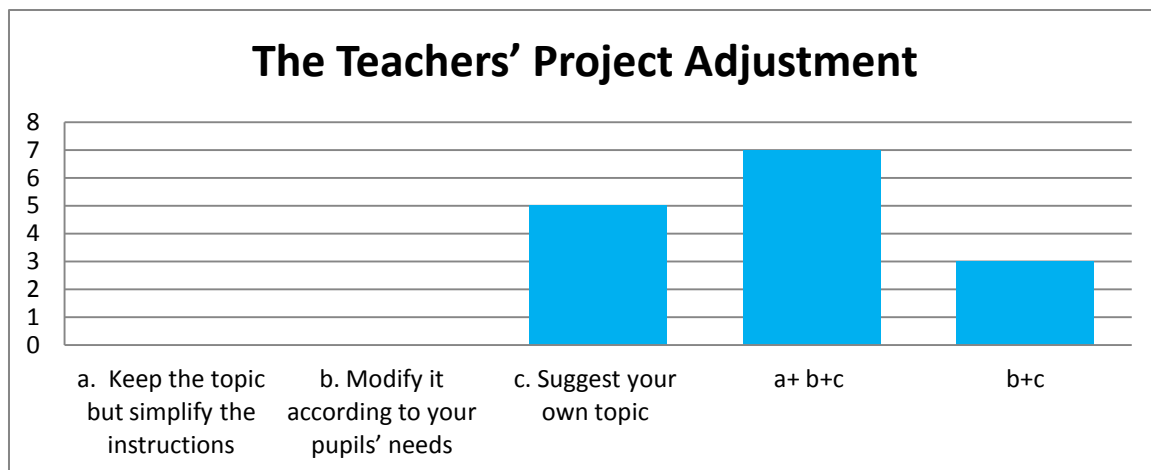
This question was designed to gain deeper insights into the way this approach (PBL) is implemented into classroom instructions. All teachers chose more than one option. Seven respondents, representing 46.67%, claim that they introduce the project topic through all of the proposed tools, viz. videos, pictures, direct instructions and educational trips. For the rest, i.e., five teachers, representing 33.33%, opt for pictures, direct (verbal and written) instructions and educational trips. Three teachers (20%) introduced the project topic through pictures and direct (verbal and written) instructions.

Question-item 10: In case you find the topic of the project provided in the textbook inappropriate to your learners' level, what would you do?

- a) Keep the topic but simplify the instructions d) Suggest your own topic
- b) Modify it according to your pupils' needs e) a+ b+c
- c) b+c

Option	Number	%
a. Keep the topic but simplify the instructions	0	0%
b. Modify it according to your pupils' needs	0	0%
c. Suggest your own topic	5	33.33%
a+ b+c	7	46.67%
b+c	3	20%
Total	15	100%

Table 11: Respondents' Types of Adaptation to inadequate Project Works



Graph11: Respondents' Types of Adaptation to inadequate Project Works

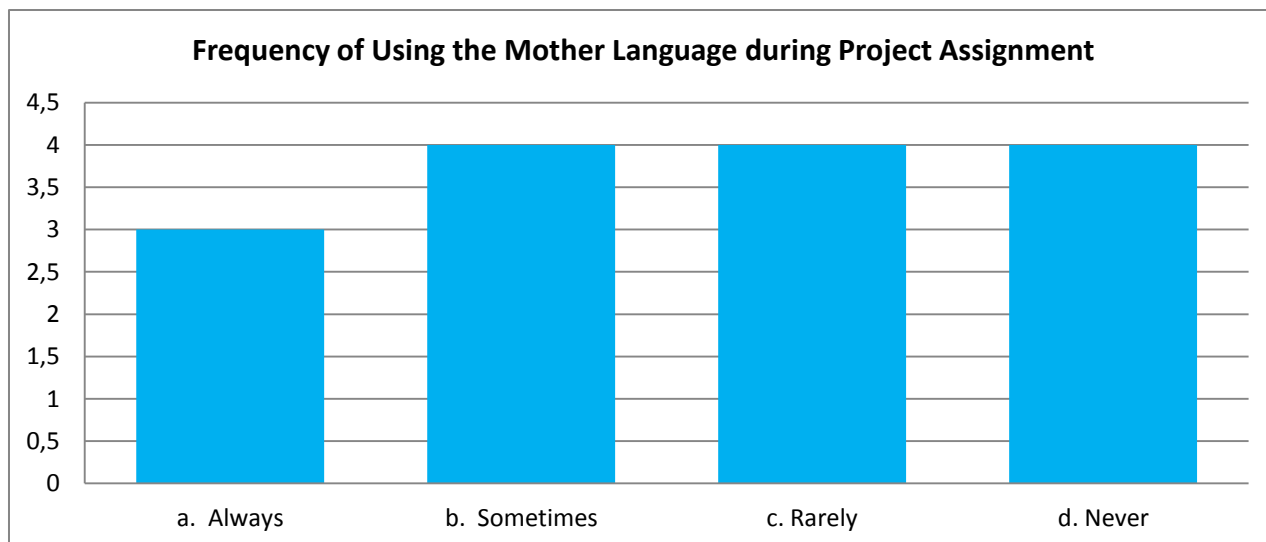
In order for a teacher to be successful, s/he must find ways in which s/he can adapt the academic curriculum and the lesson content so that they fit his/her learners' level and capacities. Therefore, this question tries to capture the way teachers precede whenever their pupils face a difficulty to undertake a project. As the rates display, almost half of participants (47%) asserts that they suggest their own projects which fit the learners' level and interest. Moreover, none of them (0%) chooses to keep the project provided by the textbook. Those percentages show that the majority of participants try to innovate and devise their own tasks by adapting to the curriculum's content and lesson objectives.

Question-item 11: A) How often do you use Arabic when you explain the assignment?

- a) Always b) sometimes c) rarely d) never

Option	Number	%
a. Always	3	20%
b. Sometimes	4	26.66%
c. Rarely	4	26.66%
d. Never	4	26.66%
Total	15	100%

Table 12: Respondents' Mother Tongue Use Frequency during Project Assignment



Graph12: Respondents’ Mother Tongue Use Frequency during Project Assignment

The eleventh question-item is meant to explore the teachers’ frequent use of the mother tongue when assigning the project work instructions. According to the data in table 11, the percentages are equally distributed for ‘sometimes’, ‘rarely’ and ‘never’ adverbs of frequency. Each one of them gained 26.66%. Only three respondents, representing 20%, attest they always do use the MT when instructing the learners.

The use of the MT in EFL classes has been considered as a taboo subject for a long time for the predominant use of the TL has long been deemed to be the exclusive language to learn the foreign language. With respect to this orthodoxy, the teacher is the unique source of language input, thus held as responsible to reduce the MT use in the classroom. So, the eschewing of the MT was associated with good teaching during the heydays of the Direct and Audio-lingual Approach. In fact, the use of the MT in the realm of the EFL classes could serve as an auxiliary tool for not only teachers by learners too. Yet, what teachers are required to be aware of is that they should not allow its use all the time; otherwise this could become unbreakable practice hampering the TL learning; taking precedence over the main objective of EFL learning.

Question-item 12. How do you assess your pupils’ project work?

This open-ended question was designed to gain deeper insights into the procedures the teachers choose to assess learners’ products. Regarding the explanation provided by the sample teachers, most of the respondents claimed that they assess their pupils work through

the project content. Additionally, they stated that they can assess their pupils work from the grammatical points and presentation.

Assessment, being an integral part of the teaching/learning process, plays an important role in education. The project work is a method, allowing learners to reinvest what they have learned in the EFL classes, into authentic situations. It is such reinvestment and practical implementation of the projects that render them so useful to the learning process. Besides being aware of the different steps the project work undergoes, learners should be familiarized with the structure that will be implemented by the teacher to assess and grade the final product (grading guideline or scoring rubric should be provided.). Project products may be assessed in many forms; at completion or by stages. To motivate learners, teachers are advised to assess them by stages so as to enable the learners see their progress, thus inducing them to carry on their project. The aim behind this staged assessment is to provide feedback for learners at various points throughout the project work course. Besides assessing the final project from viewpoints format, content, quality, layout, classroom presentation is one of the main purposes, aiming at developing and improving the learners' communication skills. It should be acknowledged that project work product is clearly a complex matter and no single method is unanimously agreed upon. Yet, teachers are free to decide which method is the most appropriate to use relating to the current circumstances.

Question-item 13. What challenges do you face during the phase of the project presentation?

The current question, aiming at elucidating teachers' experiences, opinions and preoccupations, intends to reveal the limitations and impediments which may affect the PBL proper implementation in EFL classes. Most teachers agreed on time limitation and materials unavailability. In other words, they regarded time constraints to be a great challenge to undertake projects; and the lack of learning materials urges them to innovate new ways of introducing and presenting the projects. Another crucial issue is learners' creativity deficiency; a mindset/skill- to be learned and honed- which is in constant diminishing. Besides, they report that deficiencies and gaps are noticed at the level of the language basis, viz., morphological, phonological and syntactic imperfections, requiring urgent remedial works to palliate such hiatus. Another dominant psychological challenge is to deal with shy and anxious pupils. Such psychological issues require sustenance and praise on the part of teachers, creating more friendly and comfortable atmosphere.

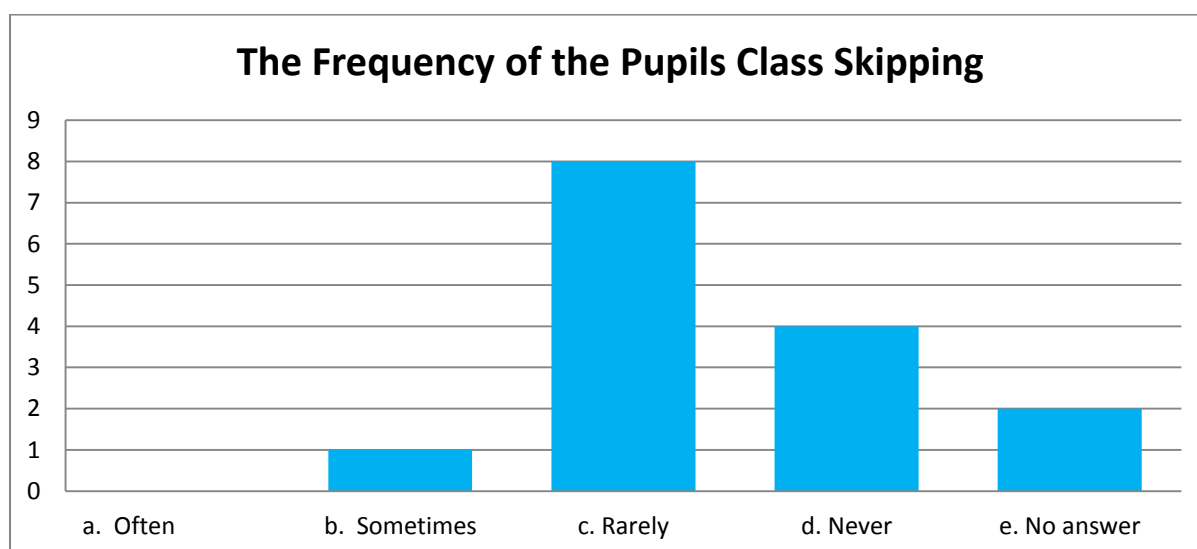
Section III: Respondents' Reflection on Learners' Engagement/Disengagement

Question-item 14: How often do your pupils skip the English class?

- a) Often b) sometimes c) rarely d) never
- e) No answer

Option	Number	%
a. Often	0	0%
b. Sometimes	1	6.66%
c. Rarely	8	53.33%
d. Never	4	26.66%
e. No answer	2	13.33%
Total	15	100%

Table 13: Learners' English Class Skipping Frequency



Graph 13: Learners' English Class Skipping Frequency

Class skipping is a phenomenon which is due to many factors. Chronic absenteeism is prevalent among different categories of school-goers. Yet, seventy-nine point ninety-nine (79.99%) of the respondents attest that learners' absenteeism in English classes is either rarely (53.33%) or never (26.66%) recorded. Six point sixty-six (6.66%) of the respondents report

that absenteeism is sometimes recorded. For the rest (13.33%) of the respondents no answer was provided.

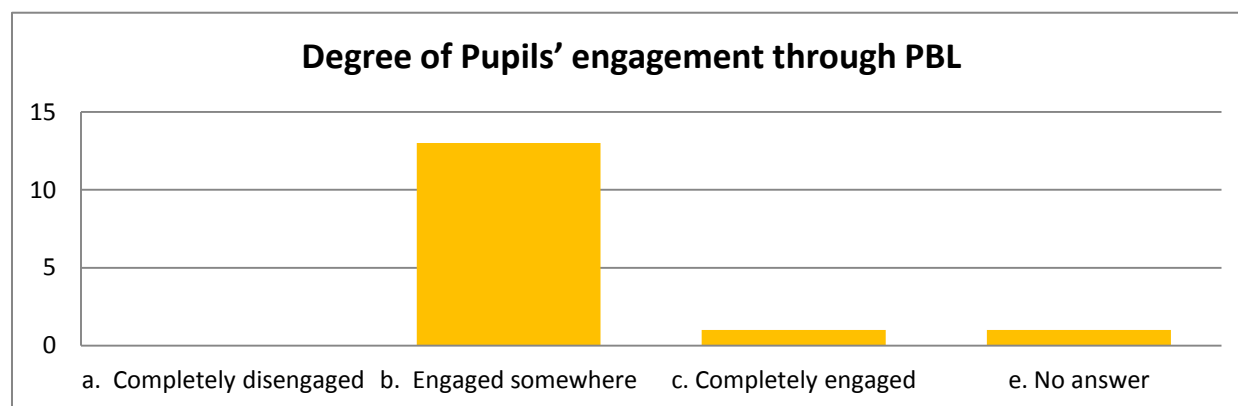
It is common acknowledged that if chronic absenteeism is widespread among learners, the latter are unlikely to ever gain the same level of education as their peers. Arguably helpful, teachers are required to seek for the reasons behind such behavior. Learners may skip classes because of irrelevant assignments, their disconnection from their real life, lack of teachers' support and scaffolding, teachers' arrogance, etc.

Question-item 15: A) Do you think that your pupils are?

- a) Completely disengaged b) Moderately Engaged c) Completely engaged
 d) no answer

Option	Number	%
a. Completely disengaged	0	0%
b. Moderately Engaged	13	86.67%
c. Completely engaged	1	6.66%
d. No answer	1	6.66%
Total	15	100%

Table 14: Learners' Engagement/Disengagement Degree through PBL



Graph 14: Learners' Engagement/Disengagement Degree through PBL

Considering this question, three options were suggested to elicit teachers' views about learners' degree of active involvement in project work. As indicated in the table above, one out of the fifteen respondents believes that her/his learners are actively involved when carrying out projects. On the contrary, none of the respondents affirms that her/his learners

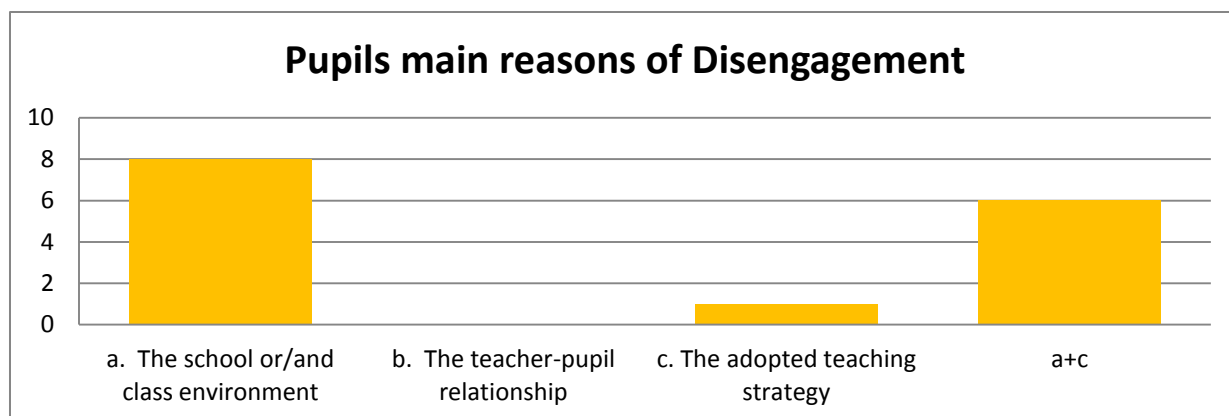
are passive and uninvolved. Finally, the majority (i.e., 87%) asserts that their learners' involvement and active participation depend largely on other factors.

Question-item 16: A) Do you think that the main factor behind learners' disengagement is _____?

- a) The school or/and class environment b) The teacher-pupil relationship
 c) The adopted teaching strategy d) a+c

Option	Number	%
a. The school or/and class environment	8	53.33%
b. The teacher-pupil relationship	0	0%
c. The adopted teaching strategy	1	6.67%
a+c	6	40%
Total	15	100%

Table 15: Learners' Possible Main Reasons behind their Disengagement



Graph 15: Learners' Possible Main Reasons behind their Disengagement

To identify the possible motives behind learners' disengagement, respondents were asked to specify the factors affecting their learners' active involvement in project work. The majority of respondents unanimously agree that this depends on such factors as time devoted to study English (the last session of the day), low level and lack of basics.

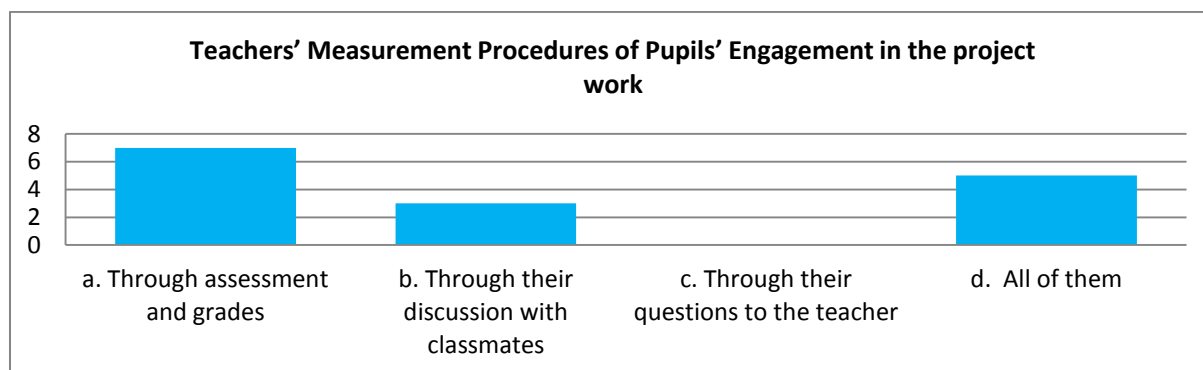
By and large, disengagement takes place when learners have largely renounced on school. They devote very little effort in their coursework, and sometimes none at all. Self-disruption and sabotage happen when learners engage in behaviours like procrastination so they can use this as an pretext if they do not perform well.

Question-item 17. How do you measure your learners' engagement in doing the project work?

- a) Through assessment and grades b) Through their discussion with classmates
 c) Through their questions to the teacher d) All of them

Option	Number	%
a. Through assessment and grades	7	46.67%
b. Through their discussion with classmates	3	20%
c. Through their questions to the teacher	0	0%
d. All of them	5	33.33%
Total	15	100%

Table 16: Respondents' Measurement Procedures of Learners' Engagement in the project work



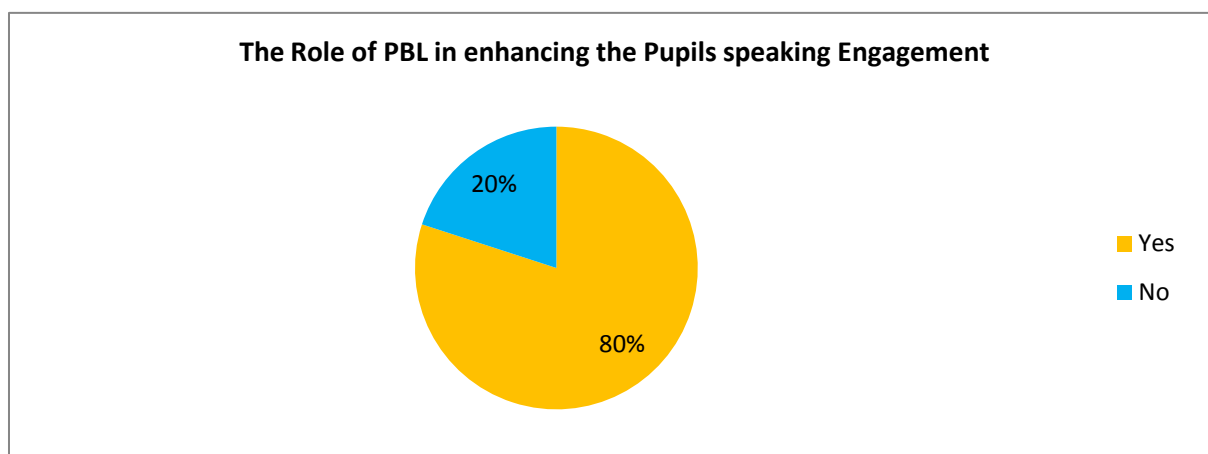
Graph 16: Respondents' Measurement Procedures of Learners' Engagement in the Project Work

A three-multiple choice question is suggested to capture the way teachers perceive and measure their pupils' engagement in the project work. Teachers were allowed to choose more than one option. The choices include behavioral, emotional and cognitive indicators of engaged learners. As illustrated above in table 17, forty-seven per cent (47%) of the participants view learners' engagement through assessment and grades. Whereas twenty per cent (20%) believe that the measurement of learners' engagement should be done by observing their discussion and interaction with classmates. Thirty-three (33%) of them consider their learners to be engaged by mixing all the previous mentioned procedures. Accordingly, we can notice that the majority of responses are oriented towards both behavioral and cognitive engagement. This is largely because they are easier to be measured and observed.

Question-item 18. A) Does the use of project-based learning enhance your learners' engagement in speaking?

Option	Number	%
Yes	12	80%
No	3	20%
Total	15	100%

Table 17: The Role of PBL in Enhancing the Learners' Speaking Skill Engagement



Graph 17: The Role of PBL in Enhancing the Learners' Speaking Skill Engagement

This question addresses the respondents' viewpoints regarding the impact of the PBL on the learners' speaking skills enhancement. As it can be noticed from the graph above, 12 out of 15 teachers (i.e., 80%) assume that learners are given the opportunity to interact throughout the project work preparation and encouraged to speak when presenting the final products.

In fact, the project work presentations can help learners improve their speaking skill. Besides, while preparing their projects, they found a genuine opportunity to negotiate meaning with their partners. This process enables them to both improve language forms and learn vocabulary, in addition to other beneficial social skills.

B) If yes, explain in what way?

This follow-up question investigates the respondents' opinions of the extent to which projects can enhance pupils speaking engagement. Some respondents argue that during project presentation, even shy pupils are stimulated to express their ideas, and others are

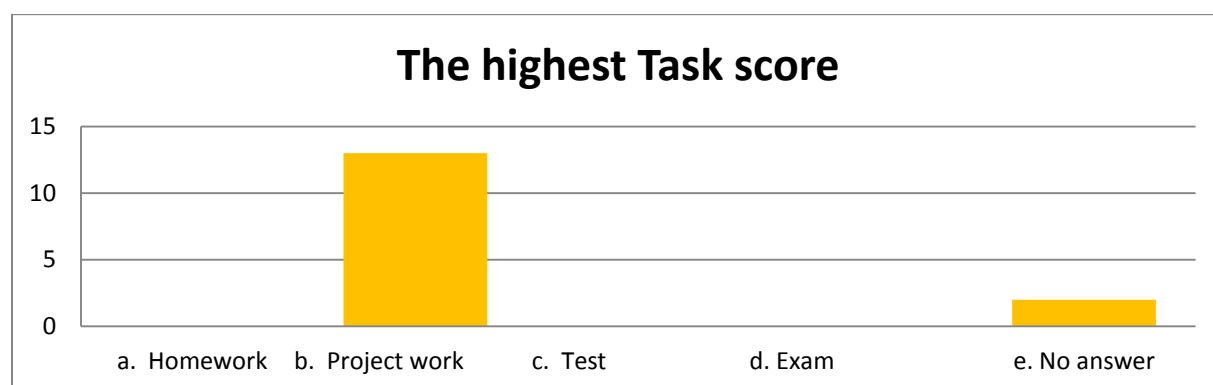
engaged in speaking thanks to their group members. Another teacher states that, there are some learners who speak only when there is a project presentation. To sum up, the respondents assume that the project work contributes to some extent to engage those who rarely speak in classroom to adhere to the learning process. It is worthy to point out that the speaking skill allows learners to set up connections, influence decisions and arouse/provoke change. Without the ability to communicate, progress in academic achievements and in life, itself, would be nearly impossible. Yet, public speaking is one of the most important and most dreaded forms of communication for most of the EFL learners.

Question-item 19: In which of the following tasks do your learners have the highest grade?

- a) Homework b)Project work c)Test
 d) Exam e) No answer

Option	Number	%
a. Homework	0	0%
b. Project work	13	86.67%
c. Test	0	0%
d. Exam	0	0%
e. No answer	2	13.33
Total	15	100%

Table 18: Learners' Highest Task Grade Attainment



Graph18: Learners' Highest Task Grade Attainment

The majority of teachers, i.e., 87% (n=13/15) attest that learners obtain the highest score in the project work. Such good academic improvement can necessary be due to the positive effects of project work group cooperative and collaborative work.

Section Four: Respondents' Suggestions as regards Disengaged Learners'

Question-item 20: What do you suggest as technique(s) to reach those disengaged learners?

Teachers' Suggestions were similar; they focus on two main points which are listed below:

- 1) Motivate them to write on the board, read texts;
- 2) To adopt the project-based learning more than the usual techniques (at the end of the unit);
- 3) What has to be done is the total reconsideration of syllabi and timetables for all subjects.
- 4) Some syllabi are too long and students do not have enough time to take catch-up sessions to improve their English in general.
- 5) Reading is the solution. It is to be encouraged.
- 6) Choose other topics for the learners, and let them present the way they see it appropriate
- 7) Do not oblige them to choose any kind of presentation.
- 8) Do not restrict your students (topics, way of presenting, and number of students in the group)

Teachers' Suggestions

The last question of teachers' questionnaire is designed to enable teachers to give any extra comments and suggestions concerning the integration of other techniques into EFL classes through which learners can be engaged in the learning process. Teachers assert that, despite the challenges that teachers of English may encounter, when adapting to the learners' level and managing time and learning materials, learning English through reading is beneficial. They stated that adopting PBL provides the genuine opportunity for learners to be engaged providing that educators offer the choice and the voice strategies, i.e., to choose what they present in the way they want. Moreover, assigning a project only in the end of each unit is deficient to achieve satisfactory results.

III.7.2. Discussion of the Findings of Teachers' Questionnaire

Analyzing the teachers' questionnaire has contributed to answering some of the fundamental research questions. First, 15 teachers, chosen from different secondary schools in Tiaret, Mahdia, Hamadia and Kasr Chellala consider the implementation of PBL to teach English at secondary school to be challenging. Indeed, the majority of teachers encountered problems concerning time and material unavailability, which can create a challenging environment to effectively integrating projects. Moreover, they assume that some EFL learners struggle because of gaps in the TL basis such syntax, morphology and phonology. Notwithstanding, these problems are common to all EFL classes, yet teachers should strive making efforts to overcome these hurdles and cope with the teaching environment and learners' heterogeneous levels when undertaking projects. As far as the teaching approach that should be adopted to teach English at secondary school is concerned, all questioned teachers assert that the leading approach is the project-based learning (PBL). Therefore, we can deduce that PBL is incorporated within their teaching practicum. However, the way PBL is implemented depends largely on each teacher's assumptions of the major aim underlying this teaching approach. The results of the teachers' questionnaire show that the majority of teachers believe that PBL is crucial in optimizing the learners' ability mainly to use the language in its authentic contexts and to engage them speak English readily.

Moreover, from the results showed above, I can deduce that the implementation of projects have successfully implanted a sense of cooperation and responsibility in pupils. The participants provided further views of the features characterizing engaged pupils. The majority of them regarded engaged pupils to actively participate. Therefore, I can notice that they fundamentally focus on pupils' behavioral and cognitive engagement because these two types are generally observable and measurable.

Overall, despite the challenges mentioned earlier, teachers believe that the PBL implementation is much more fruitful and engaging. Additionally, they recognize that the PBL has an influential contribution to the development of the learners' ability to express appropriate and meaningful expressions in various authentic situations. Lastly, the majority of teachers acknowledges the utility of projects in enhancing their learners' speaking skills. In fact, by bringing real life context to the curriculum through the PBL approach, learners are encouraged to become autonomous workers, critical thinkers, and boost them to be lifelong learners. The PBL is a mere way of learning, yet it a way to work together. If learners are

trained to take responsibility of their own learning, they will undoubtedly found a solid basis allowing them to cope easily with future hurdles in their work environments. This is the future crucial bet for nowadays school.

III.8.Pupils' Questionnaire

III.8.1.Description of Pupils' Questionnaire

The current questionnaire is a data collection tool designed for second year secondary school pupils. The questionnaire targets pupils' various attitudes towards the use of projects to learn English. Additionally, it intends to reveal how pupils self-report their perceptions of engagement through project work. This data collection tool includes (16) questions divided into three sections: General Information, Pupils' Attitudes towards the project work, and Pupils' Engagement through projects. Furthermore, the questionnaire is administered to 46 second year secondary school pupils randomly selected from facebook group: students of second year secondary school all streams <https://www.facebook.com/groups/262811638354517>.

This questionnaire contains closed-ended questions requiring pupils either to provide “YES” or “NO” responses, to choose the appropriate answer from amongst a list of distinct options, or to indicate the frequency of occurrence of some classroom behaviours and emotions during work sessions. The questionnaire also consists of open-ended sub questions, such as "please, explain", which are designed to obtain deeper insights into the pupils' responses and choices.

III.8.1.1.Section One:

General Information

This section targets personal information about the pupils' gender, age, level in English, and their perceptions towards the study of English as a subject in secondary school classes.

III.8.1.2.Section Two:

Pupils' Attitudes towards learning through project work

This section was designed to capture the procedures undertaken by pupils to conduct projects, and determines their perceptions and positions of the use of projects to learn English. Additionally, it sheds light on the various attitudes that second year secondary school pupils possess towards the integration of PBL.

III.8.1.3.Section Three:

Pupils' Engagement in project work

The last section of pupils' questionnaire is devoted to capture the degree to which second year pupils engaged and involved when conducting projects to learn English, and to what extent they encourage them to speak English during the project presentation. Moreover, it attempts to reveal the pupils' conception of the notion of “engagement” and whether or not they regard themselves as engaged pupils.

III.8.2.Administration of Pupils’ Questionnaire

This questionnaire is administered to second year secondary school pupils in facebook group: students of second year secondary school all streams <https://www.facebook.com/groups/262811638354517>. They were from different streams, scientific, mathematics and technical mathematics. More specifically, it was administered and explained to (46) pupils representing our sample from a population of about (570) pupils of second year secondary school from different regions in Algeria. The selection of the population is based on the fact that they are more likely to be disengaged, since they are neither interested in exploring the new level as the first year students do nor have a BAC exam.

III.8.3.Analysis of Pupils’ Questionnaire

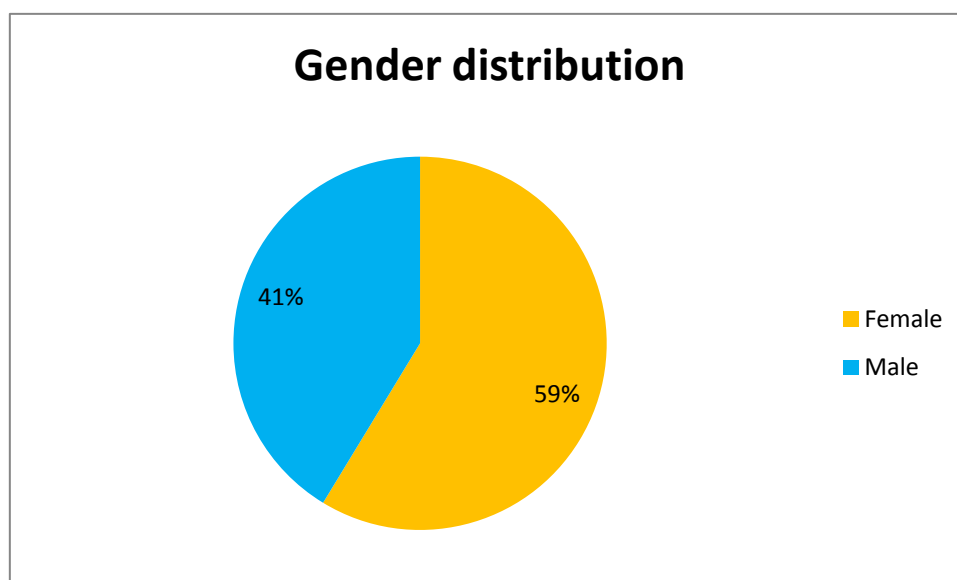
III.8.3.1.Section One:

General Information

Question-item 1: Please, specify your gender:

Option	Number	%
Female	27	59%
Male	19	41%
Total	46	100%

Table 19: Gender distribution



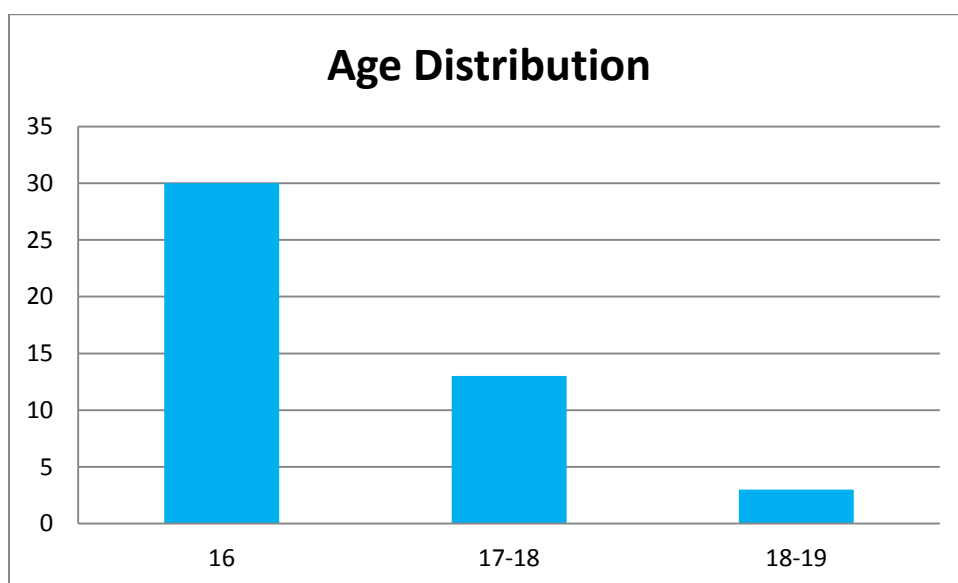
Graph19: Gender distribution

This question is meant to determine the participants' dominant gender in this facebook group. As the table displays, the questioned participants represent more females (59%) than males (41%). This indicates that girls are more dominant in education than boys.

Question-item 2. Students' age

Option	Number	%
16	30	65.2%
17-18	13	28.3%
18-19	3	6.5%
Total	46	100%

Table20: Age Distribution



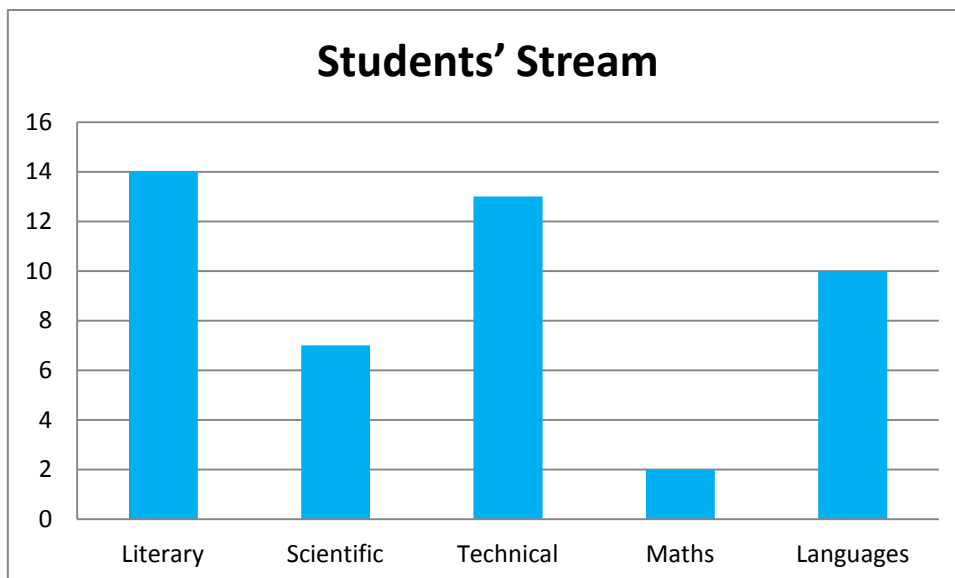
Graph 20: Age Distribution

According to the results show in table 02 – we notice diversity in age. One can notice that the majority of students 30 (65%) are 16 years old this means they went school early and never failed. However 13 (28%) of students are 17-18 years old those are regular students who have went school at normal age and may failed one time or may be never failed. The recent students 3(6.5%) those are 18-19 years old this can be explained by failure in many years.

Question-item 3. Students' Stream

Option	Number	%
Literary	14	30.5%
Scientific	7	15.2%
Technical	13	28.3%
Maths	2	4.3%
Languages	10	21.7%
Total	46	100%

Table 21 : Students' Stream



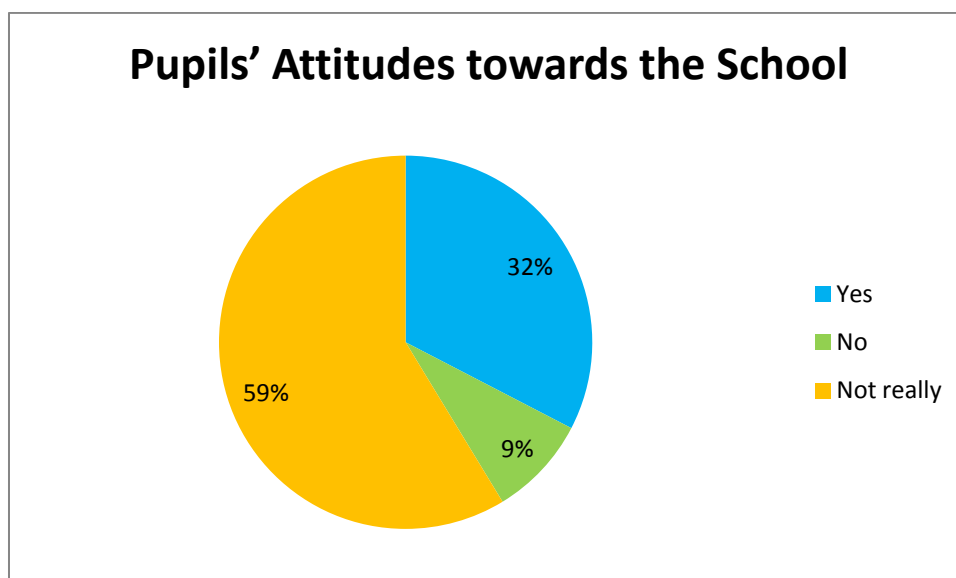
Graph 21: Students' Stream

As far as this question is concerned, English as a subject in secondary school is not principal in the scientific streams. Thus, pupils studying in these streams show little interest to answer this questionnaire.

Question-item 4. Do you like going to school?

Option	Number	%
Yes	15	32.6%
No	4	8.7%
Not really	27	58.7%
Total	46	100%

Table 22 : Pupils' Attitudes towards the School



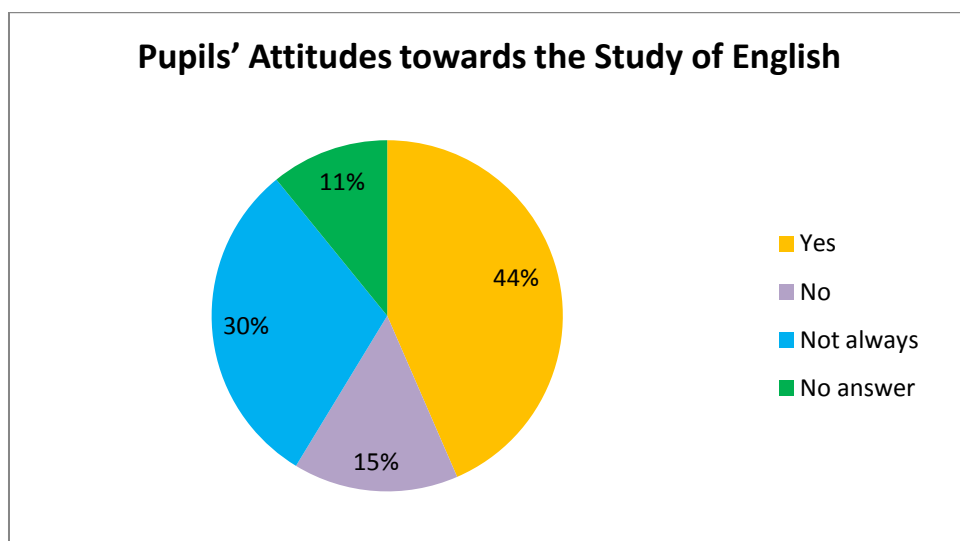
Graph 22: Pupils' Attitudes towards the School

The current question sought to consider secondary school pupils' attitudes towards the school they belong. As the graph above displays, the majority of respondents (59%) argued that they don't really like going to school. Some pupils (32%) reveal their belonging to their school. A minority (9%) admitted that they do not like going to school at all.

Question-item 5. Do you enjoy learning English?

Option	Number	%
Yes	20	43.5%
No	7	15.2%
Not always	14	30.4%
No answer	5	10.9
Total	46	100%

Table 23: Pupils' Attitudes towards the Study of English



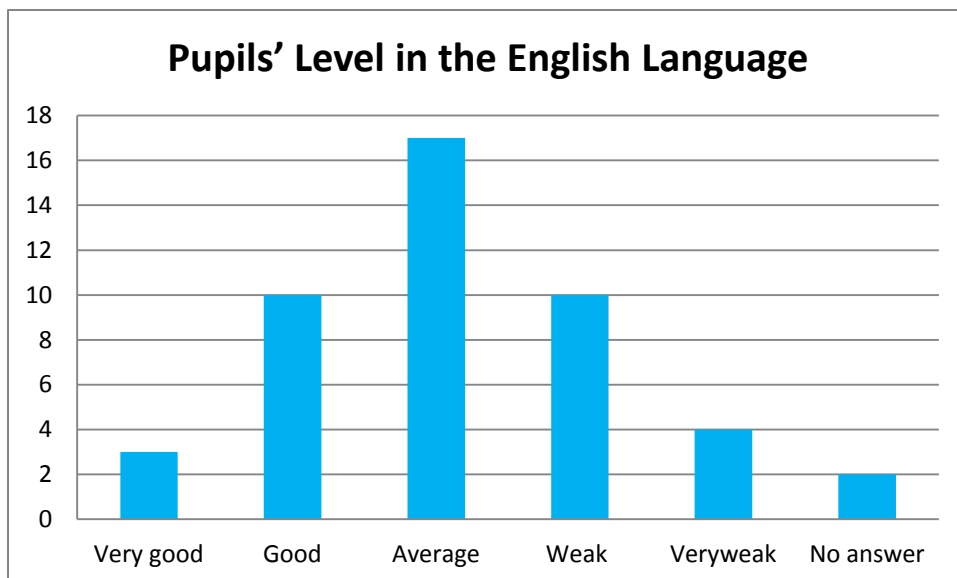
Graph 23: Pupils' Attitudes towards the Study of English

The current question sought to consider secondary school pupils' attitudes towards the study of English. As the graph above displays, the majority of respondents 20 (43.5%) argued that they like studying English as a part of their academic learning. Only a minority percentage 7(15%) of respondents does not like studying the English language.

Question-item 6: How do you evaluate your level in English?

Option	Number	%
Very good	3	6.4%
Good	10	21.8%
Average	17	37%
Weak	10	21.8%
Very weak	4	8.7%
No answer	2	4.3%
Total	46	100%

Table 24 : Pupils' Level in the English Language



Graph 24: Pupils' Level in the English Language

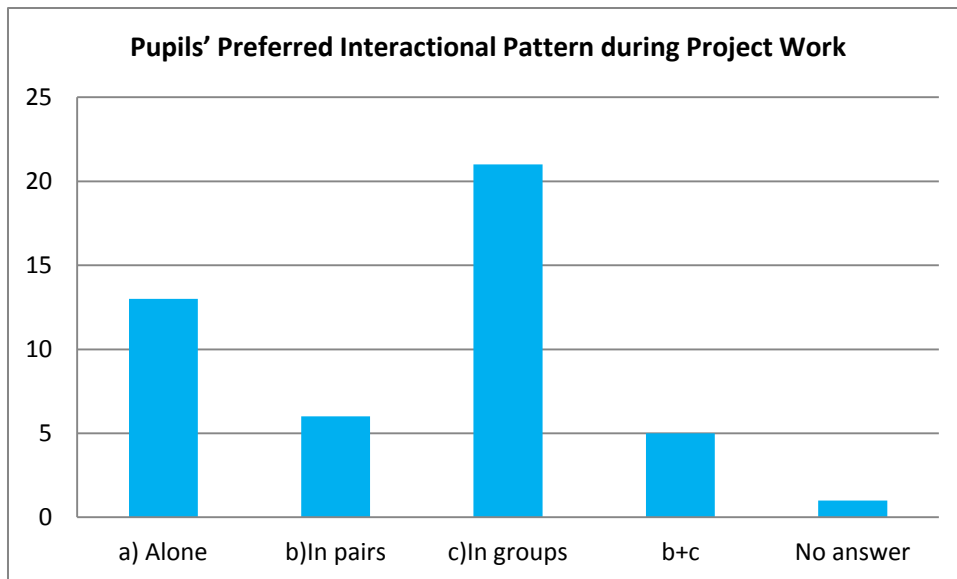
As far as this question is concerned, its major aim is to elicit the respondents' level in English. The participants were offered a scale containing five levels ranging from the "very weak" to the "very good". As the rates denote, the majority of respondents regarded their ability in English as "average", "good" and "weak" with a percentage of 37% and 22% respectively. Additionally, 9% of them believed that their level in English is "very weak". Finally, only (6%) of them considered their potentialities to be "very good". These statistics show that the level of a large number of the participants in the given population stretches from weak to average.

III.8.3.2 Section two: Pupils Attitudes towards Project Work

Question-item 7. Do you usually prefer to work?

Option	Number	%
a) Alone	13	28.3%
b) In pairs	6	13%
c) In groups	21	45.7%
b+c	5	11 %
No answer	1	2%
Total	46	100%

Table 25 : Pupils' Preferred Interactional Pattern during Project Work



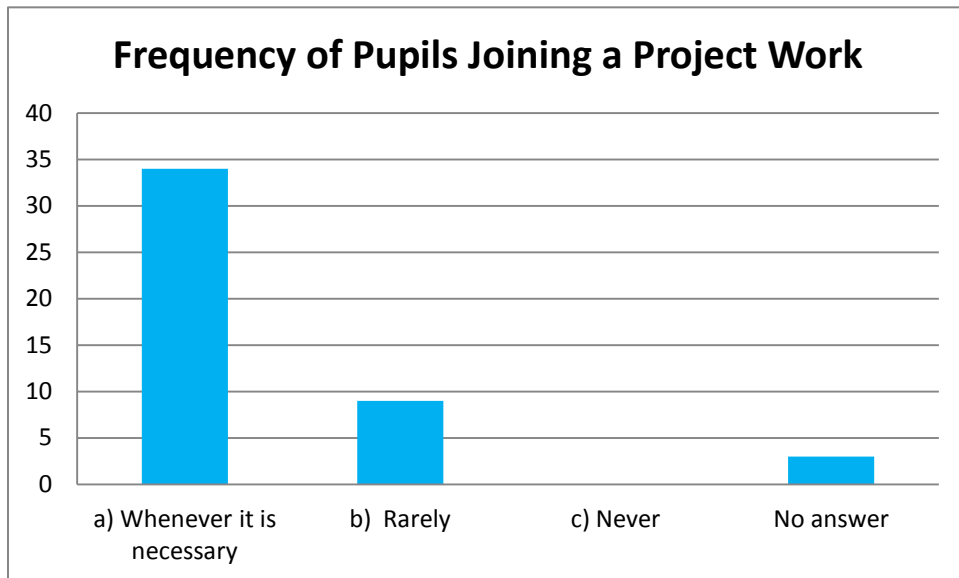
Graph25: Pupils' Preferred Interactional Pattern during Project Work

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. The statistics above show that almost half of the respondents 21 (46%) preferred working within groups to carry out the projects. On the other hand, only 13% and 11% opted for pair work and group work respectively. The conclusion that can be drawn is that the majority in the given population are urged to interact and communicate through project work.

Question-item 8. How often did you join a project workshop?

Option	Number	%
a) Whenever it is necessary	34	74%
b) Rarely	9	19.5%
c) Never	0	0%
No answer	3	6.5%
Total	46	100%

Table 26: Frequency of Pupils Joining a Project Work

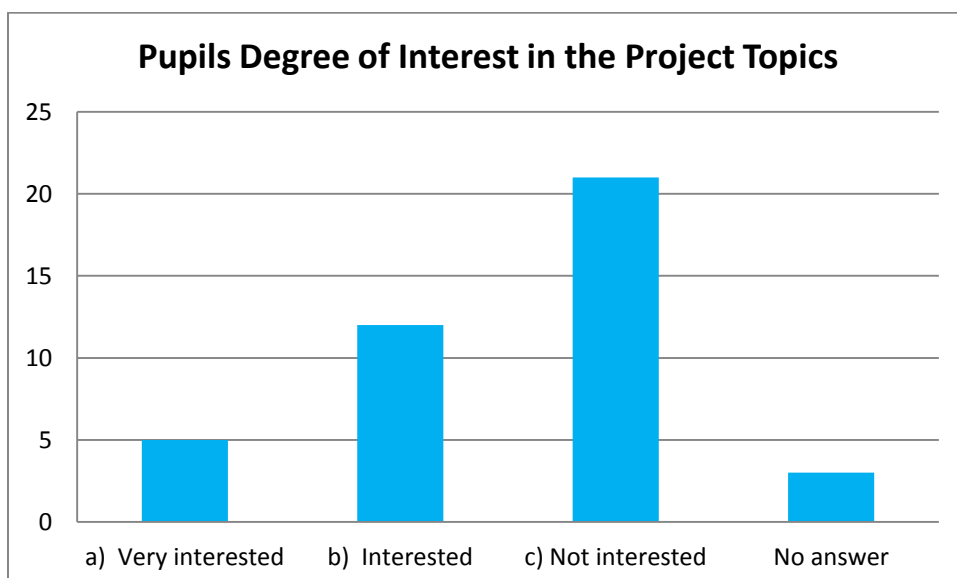


Graph26: Frequency of Pupils Joining a Project Work

Question-item 9. To what extent were you interested in the projects' topics?

Option	Number	%
a) Very interested	5	10.9%
b) Interested	12	26%
c) Not interested	26	52.6%
No answer	3	6.5%
Total	46	100%

Table 27: Pupils Degree of Interest in the Project Topics



Graph27: Pupils Degree of Interest in the Project Topics

This question considered the pupils' opinions regarding to what extent project topics fit their interests. Surprisingly, a rate of 53% of respondents affirmed that the project topics are not interesting.

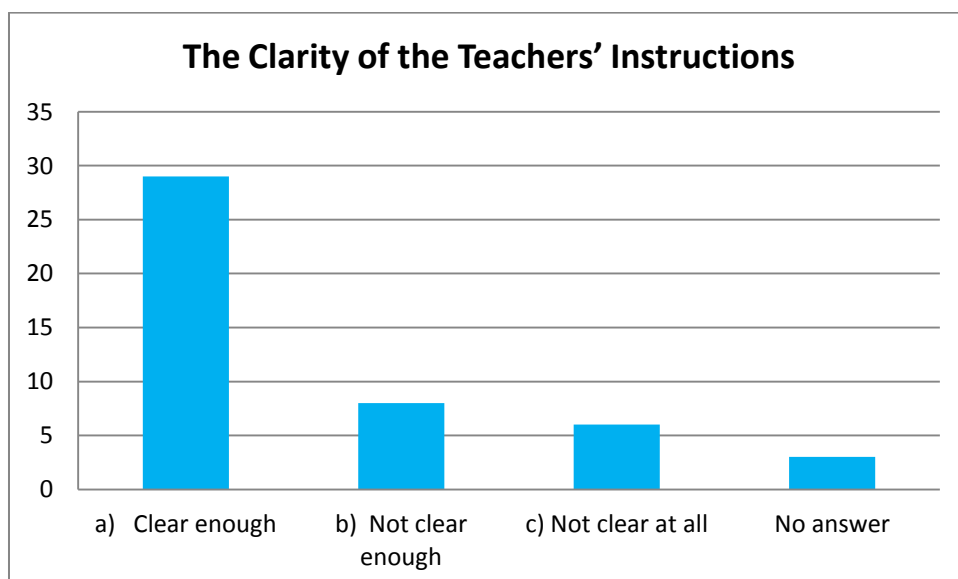
Please, explain why?

Later in this question, pupils were asked to explain why they are interested or not in the projects' topics during English classes. Some believed that project enable them to maintain conversations in English and, thus, can effectively operate in English speaking. Others respondents revealed that project raise their intrinsic motivation to challenge themselves and undertake the project successfully whatever their difficulty level was. Additionally, many pupils 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 ...

Question-item 10. : Were the teacher's instructions clear enough for you to fulfill your work?

Option	Number	%
a) Clear enough	29	63%
b) Not clear enough	8	17.5%
c) Not clear at all	6	13%
No answer	3	6.5%
Total	46	100%

Table 28: The Clarity of the Teachers' Instructions



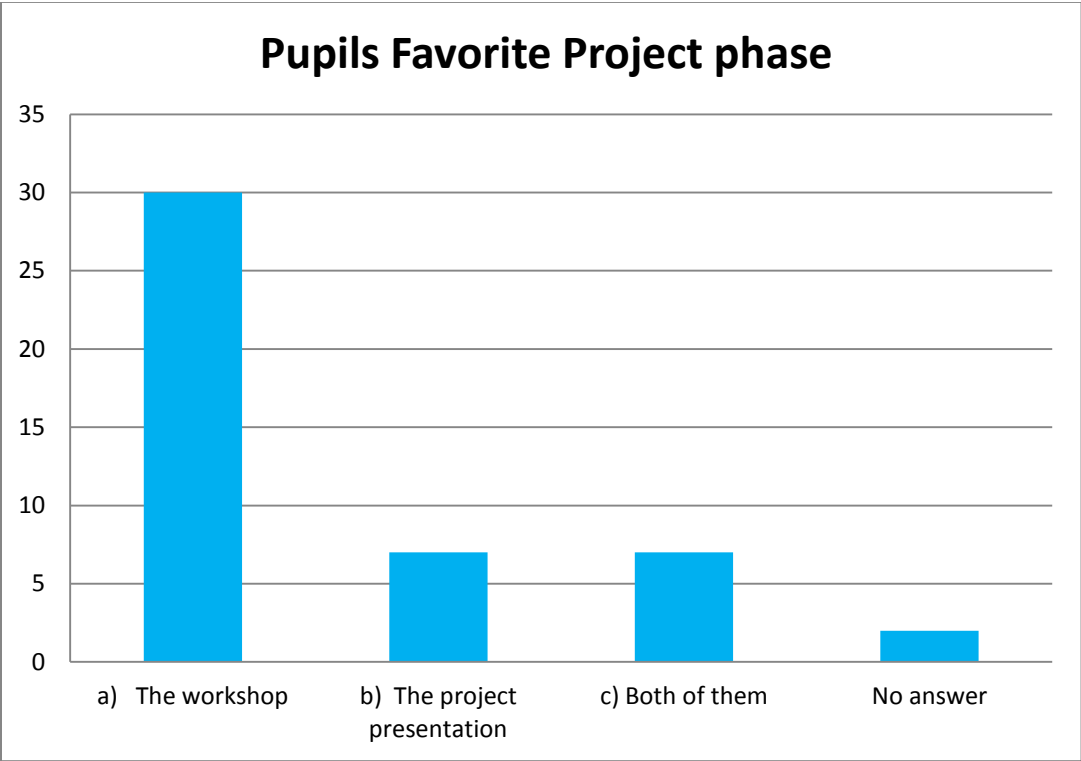
Graph28: The Clarity of the Teachers' Instructions

This question considered the pupils' opinions about the teacher's instructions. The statistics above show that 63% of respondents affirmed that teacher's instructions are clear enough for them to fulfill their work.

Question-item 11. Which of the following phases of the project do you prefer?

Option	Number	%
a) The workshop	30	65.2%
b) The project presentation	7	15.2%
c) Both of them	7	15.2%
No answer	2	4.4%
Total	46	100%

Table 29 : Pupils Favorite Project phase



Graph29: Pupils Favorite Project phase

This question intends to reveal the project stage in which pupils prefer to engage. As the table statistics display, the majority of respondents 30 (65%) were fond of engaging in workshops. The second stage 7 pupils (15%) prefer is the one that involves the project presentation. Additionally, 15% of respondents opted for both of them. This indicates that pupils enjoy more tasks that require interaction and cooperation with their peers outside the strict and official setting of the classrooms.

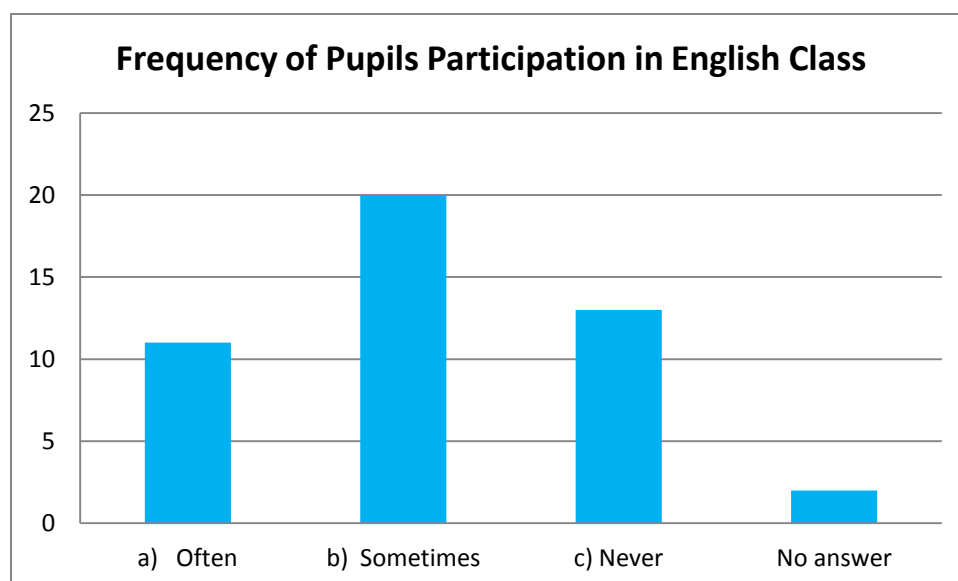
III.8.3.3. Section Three: Pupils' Engagement

Part One: Behavioural Engagement

Question-item 12. How often do you participate?

Option	Number	%
a) Often	11	24%
b) Sometimes	20	43.4%
c) Never	13	28.2%
No answer	2	4.4%
Total	46	100%

Table 30: Frequency of Pupils Participation in English Class



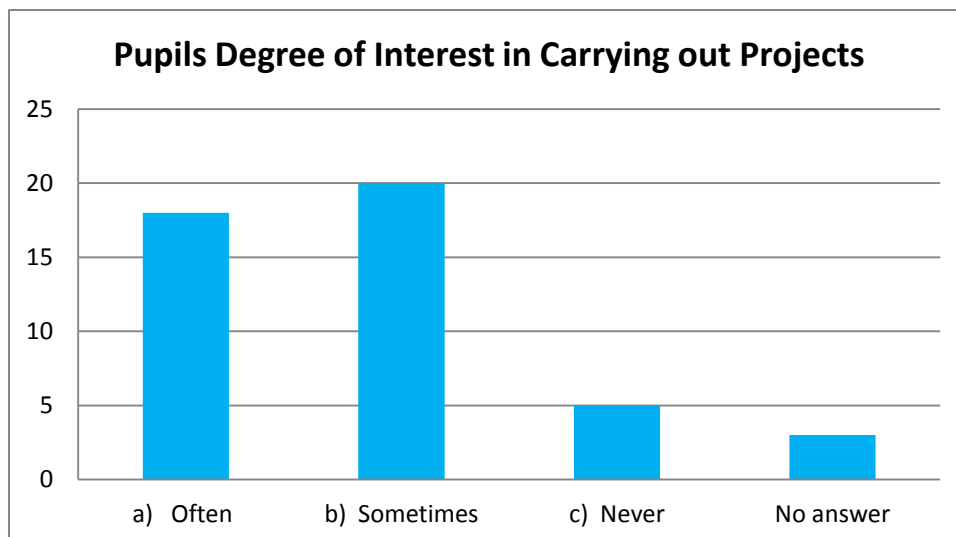
Graph30: Frequency of Pupils Participation in English Class

This question target is to ascertain to what extent pupils are engaged behaviourally. The graph above shows that 43% reported that they sometimes actively participate during tasks. Similarly, 24% stated that they often participate when conducting pedagogical tasks. Conversely, 28% said never participate. These rates indicate that second year pupils show a good willing to participate in the English class activities.

Question-item13. How often do you ask your classmates or your teacher questions about the project work?

Option	Number	%
a) Often	18	39.1%
b) Sometimes	20	43.5%
c) Never	5	10.9%
No answer	3	6.5%
Total	46	100%

Table 31: Pupils Degree of Interest in Carrying out Projects



Graph31: Pupils Degree of Interest in Carrying out Projects

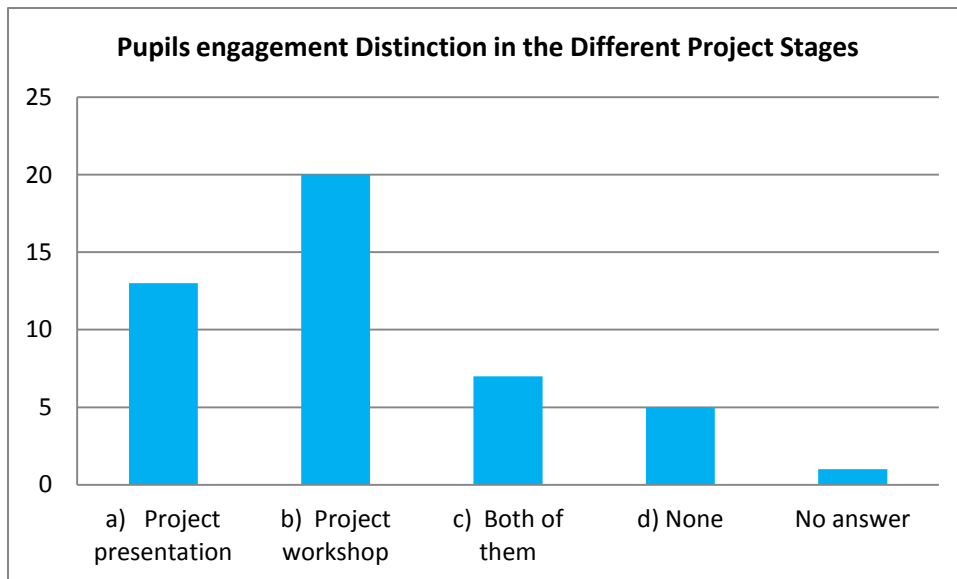
This question sought to identify the frequency with which second year pupils ask clarification questions when something is ambiguous. The graph above indicates that the majority of respondents (44%) sometimes ask clarification questions. Also, 40% of respondents claimed that when assigned for a project, they often ask questions to clarify some points. Finally, a rate of 11% affirmed that they never ask clarification questions. These findings indicate that the majority of second year pupils display an interest to carry out the project.

Part Two: Emotional Engagement

Question-item 14. In which of the following project stages you are most engaged and enjoyed?

Option	Number	%
a) Project presentation	13	28.2%
b) Project workshop	20	43.5%
c) Both of them	7	15.2%
d) None	5	10.9%
No answer	1	2.2%
Total	46	100%

Table 32 Pupils engagement Distinction in the Different Project Stages



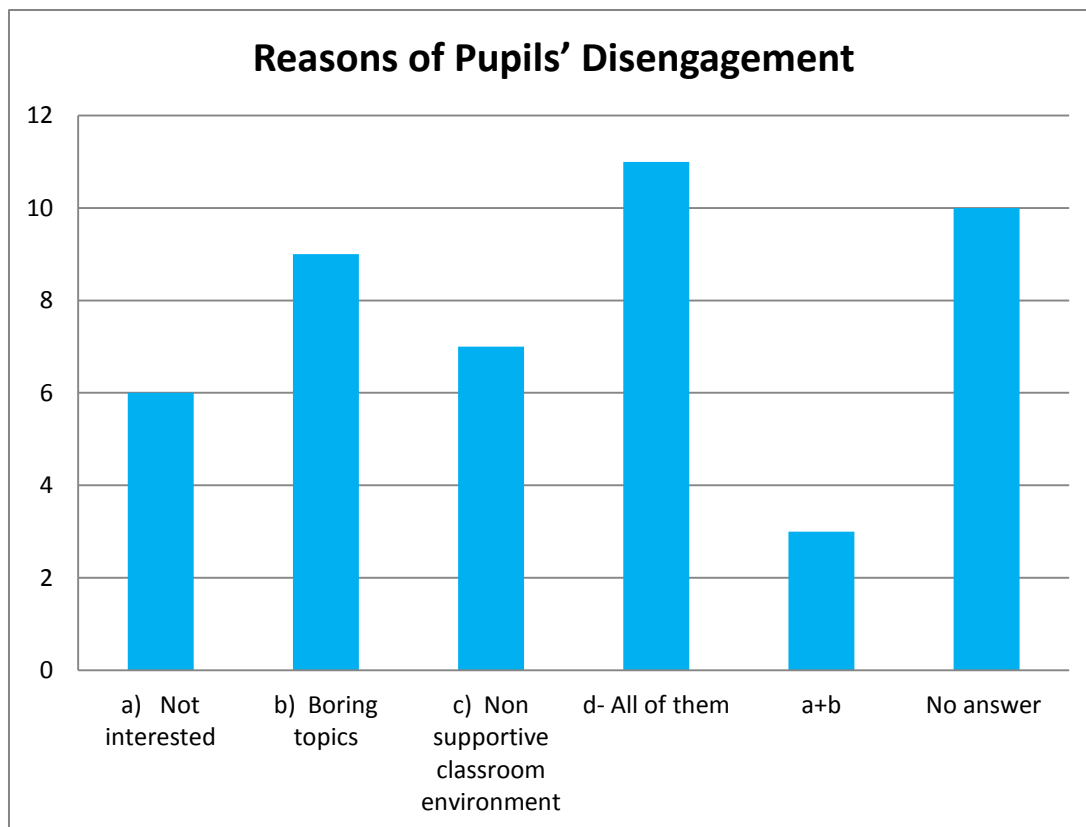
Graph32: Pupils engagement Distinction in the Different Project Stages

The table above captures the degree of joy that the second year pupils feel during tasks. This is much related to their emotional engagement. It is observable that 43.5% of respondents always enjoy joining project workshops, 28% stated that they are interested in the project presentation, whilst only 15% revealed that both of the stages stimulate their entertainment. This question is sought to elicit the average number of participants who motivated during the two different phases of the project .i.e. without the need to be exposed to the environmental rewards and praises. Obviously, a large number of pupils are self-motivated to undertake the workshop stage due to the fact that this stage requires interaction and cooperation between the teamwork members, which definitely motivate them. Indeed, motivation is crucial to establish engagement. Therefore, we can conclude that the majority of second year pupils possess one of the necessary components of engagement.

Question-item15. In case you are disengaged, what makes you being so?

Option	Number	%
a) Not interested	6	13%
b) Boring topics	9	19.6%
c) Non supportive classroom environment	7	15.3%
d- All of them	11	23.9%
a+b	3	6.5%
No answer	10	21.7%
Total	46	100%

Table 33 : Reasons of Pupils' Disengagement



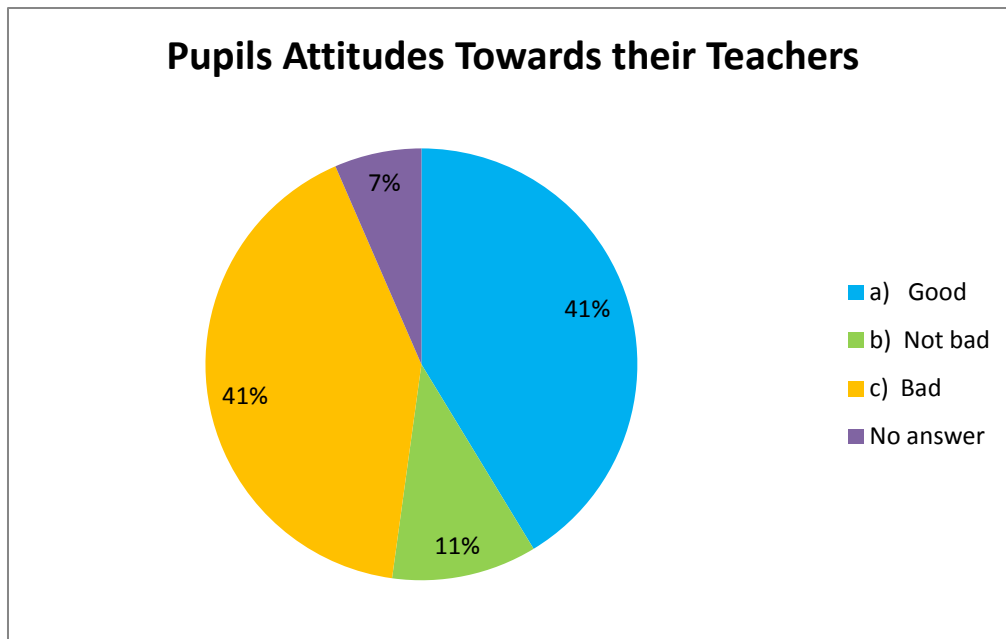
Graph33: **Reasons of Pupils' Disengagement**

As far as this question is concerned, second year pupils are asked to reveal reasons behind their disengagement in case they are driven to be. Surprisingly, the results show that 10 of respondents (22%) conveyed no answer. Whereas, rest expressed differently about the factors lead them to be disengaged. Some of them responded nearly equally with the boring topics and non- supportive environment.

Question-item 16. How do you evaluate the relationship with your teacher of English?

Option	Number	%
a) Good	19	41.3%
b) Not bad	5	10.9%
c) Bad	19	41.3%
No answer	3	6.5%
Total	46	100%

Table34: Pupils Attitudes towards their Teachers



Graph34: Pupils Attitudes Towards their Teachers

III.8.4. Discussion of the Findings of Pupils' Questionnaire

Through the analysis of the data gathered from the pupils' questionnaire, we have obtained precious responses about the pupils' attitudes towards the integration of projects in learning English, as well as the degree to which they perceive themselves to be engaged during such tasks particularly in speaking level. First of all, the results revealed that the majority of pupils preferred to study the English language as a subject incorporated in their academic programs of secondary school. This is vital in achieving the required levels of engagement throughout their learning processes. Additionally, pupils perceive the importance and usefulness of studying English as a foreign language and acknowledge its prominence as a worldwide spoken language, and its significance as a requisite component of one's thorough progress in various fields. Concerning the integration of project-based approach into English learning, the majority of pupils recognize the effectiveness of conducting classroom projects. Furthermore, the analysis of the results reveal that the majority of pupils opted for cooperative work when undertaking projects, which is a strong indication of the acknowledged necessity of interaction and communication in order to successfully complete the project work and achieve the learning objective(s). In other words, pupils perceive that the successful learning of English is a matter of maintaining genuine product. Many pupils claimed that the greatest hurdle that may hinder their performance of the project is the uninterested topics they may be given to them, since they do not serve the real-world situations and their needs as well. Nevertheless, the report phase of the task urges them to use English and; thus, can help them develop their communicative competence and enhance the maintenance of conversations in the target language (English). The last section of pupils' questionnaire deals with their engagement through project work.

The analysis of the obtained data unveils that the majority of pupils exert participation when it comes to project workshops and project presentation. Importantly stating, pupils express their engagement willing in the project work if it holds topics which attract their interests. Furthermore, a vast number revealed that they always commit themselves to the homework assigned by their teacher. Accordingly, we can deduce that these pupils are behaviourally engaged with the performance of project work. Similarly, feeling enjoying within teamwork is displayed by the majority of pupils. In reverse, they perceive themselves to be unmotivated to undertake the project because of the non-supportive learning environment or the bad relationship, as they consider, with their teachers, which indicates the crucial role of the teacher-student interaction as an emotional engagement factor. Eventually, a considerable number of pupils emphasized mainly on their participation, which can serve as an indicator of engagement. These results reveal that they measure their own engagement by referring back mainly to the frequency of participation in their project work.

III.9. 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 three (03) teachers who taught second year classes chosen from different secondary schools in Mahdia and Kasr Chellala. In these interviews, I had faced problems to record the teachers' answers due to COVID-19 pandemic, so I resorted to a structured-interview type in a written form to collect interviewees' responses.

III.9.1. Description of the Teacher's Interview

Teachers' interview consists of seven (7) close-ended questions and three (3) open-ended questions asked to (03) teachers of English who taught second year classes from different secondary schools in Mahdia and Kasr Chellala. This interview was conducted to obtain information about teacher' experience in using project and gauge their opinions about learners' speaking abilities to get more insightful information about the use of the PBL. The following questions have been addressed to the three interviewees.

- 1- How long have you been teaching English?
- 2- Do you integrate project-based approach in your classroom?
- 3- Do you think that learners have the ability to conduct/carry on projects?
- 4- Do you ask learners to prepare an oral presentation for project work product?
- 5- How many projects do you generally give to the learners per term?
- 6- Does the project-based learning motivate learners and cause their involvement in the learning process?
- 7- Do you help learners to improve their speaking skills via projects' preparation, implementation and presentation?
- 8- Do you find any difference in terms of communication/interaction between traditional-teaching strategies and project-based learning strategies?
- 9- Does project-based learning involve learners in classroom interaction and discussions?
- 10- From your own experience of teaching through project works, do you think that project-based learning has helped learners gain speaking skill perfection?

III.9.2.Interview's Analysis

Question 01: How long have you been teaching English?

Teacher 01: 10 years

Teacher 02: 05 years

Teacher 03: 13 years

Referring to the interviewees' responses, it may be deduced that the scope of teachers' professional experience in teaching English ranges from 5 to 13 years. This means that the interviewees have already undergone different experiences. In doing so, it is positive in the sense that will have different viewpoints and perspective towards the subject under investigation. Besides, teachers' teaching experience is positively associated with learners' achievement gains throughout a teacher's career. In fact, it is commonly acknowledge that as teachers gain experience, their learners not only learn more, as measured by standardized tests, but they are more likely to do better on other measures of success, such as school attendance. Among the professional capital elements that teachers gain is the human capital. The latter consists of subject matter knowing, knowing how to teach it and knowing the learners and how they learn. Hargreaves and Fullan (2012: 89) .

Question 02: Do you integrate project-based approach in your classroom?

Teacher 01: Yes, I adopt PBL in classroom with my classes.

Teacher 02: Yes, of course.

Teacher 03: Of course, I always assigned project work in each unit for my students to be completed in a given period of time.

All of the interviewees (3) confirm that they are adopting project-based approach in teaching English in their EFL classes where a project work is assigned for each unit to their learners to be completed in a given period of time. From teachers' answers, it is noticed that PBL is an important approach to teaching which is advised to be adopted in classroom in order to improve students' knowledge, their competences and their language and social skills.

Question 03: Do you think that learners have the ability to conduct/carry on projects?

Teacher 01: Yes, of course.

Teacher 02: Yes, the majority of them have the ability to carry on projects. For others they have a fear of making mistakes. Learners tend to carry on project when they are in groups members; this is due to the fact that they do not care about making mistakes when they are together.

Teacher 03: Yes, they can. Everybody can prepare projects.

The above answers dictate that learners are able to conduct/carry on projects which give them a lot of opportunities to use and practice the language.

It commonly believed that training learners to embark on project works gives them the opportunity to pursue their own interests and practice knowledge and social skills in variety real-life situations. In fact, by dint of this exposure to these project-works, learners take the responsibility for their own learning makes it easier to identify their strengths and weaknesses. Once these have been identified they can work on a learning plan that focuses on the areas that they need most help with, increasing the speed of their learning, and build the skills they have been trying to perfect.

Question 04: Do you ask learners to prepare an oral presentation?

Teacher 01: Yes, I do it sometimes. Oral presentation is among the strategies I use to enhance my learners' speaking abilities.

Teacher 02: Of course, as I said before, they have to prepare project to perform. I give them a topic and they make a research about it as (plays; exposit, conversation....) and I marked their presentation.

Teacher 03: yes of course. Because I believe that oral presentation of the project is a perfect way to deal with students' speaking difficulties.

All the three teachers stated that they ask learners to prepare an oral project work presentation. They agree on the importance of this activity to help students enhancing their communicative abilities in speaking English.

Project work presentation is an opportunity for learners to explain the product of their work and the process it undertakes to the audience. Such presentation is a complementary step

to what learners have achieved. Besides, the audience gets benefits from those memorable moments where graphs, pictures, images, etc. are presented and explained. Project-work presentations are motivating and beneficial for both the presenter and audience. In so doing, learners develop their speaking skills; the verbal communication is the key skill for EFL learners. To connect with the audience in clear, concise and accurate way in front of their classmates and in real-life situations is the expected competence.

Question 05: How many projects do you generally give to the learners per term?

Teacher 01: Two or three projects according to the units, project work can be regarded as a final product. In other words, it constitutes the final output of the instructional units. Also, projects are based on a group work where students can foster the relationship between each other and allows them to develop different competences.

Teacher 02: In the end of each unit we have a project.

Teacher 03: One or two projects.

All interviewees asserted that they give their learners one project work in each unit. That is to say, the number of the project work is equal to the units. In each term, three to four projects are covered. One of the interviewees claimed that projects are effective because they sum up the final output of the instructional units and they are based on a group work where learners can foster the relationship between them and allows them to develop different competences; cognitive and metacognitive. Therefore, when each teacher asks students to do one project work in each unit, learners will have opportunities to conduct many project works and this is very beneficial for them.

Question 06: Does the Project-based learning motivate learners and cause their involvement in the learning process?

Teacher 01: yes, Project-Based Learning encourages and motivates learners to be self-confident and cause their involvement in the learning process.

Teacher 02: yes, sometimes PBL motivates them.

Teacher 03: Yes, the Project-based learning motivates learners and establishes a good relationship between the teacher and his learners and learners with one another.

All the three interviewees unanimously agreed that project-based learning strategy could motivate learners and create a positive atmosphere which made learners relaxed and more interested in learning process and establish a good relationship between the teacher and his learners and learners with each other.

It is well-known that the PBL offers the learners the opportunity to get the ownership over the construction of their own learning. In so doing, learners gain much more motivation, self-esteem and confidence. These human valuable qualities are the precursor behind learners' motivation which directs their behavior toward the project-work goals, thus affecting learning enhancement. The PBL focuses on learner-centeredness, interdisciplinary, and mainly integrative process of the cognitive and metacognitive acquisition in real-life situations.

Question 07: Do you help learners to improve their speaking skills via projects' preparation, implementation and presentation?

Teacher 01: Yes, I try as much as possible as I can.

Teacher 02: Yes, of course.

Teacher 03: Yes, but some learners do not want to try may be because of the lack of practice or the fear of making mistakes.

According to the interviewees' answers, the PBL helps learners to improve their speaking skills via projects' preparation, implementation and presentation. One of them thinks that some learners struggle too much when it comes to speak due to a set of impediments such as fearing mistakes making, low self-confidence and self-esteem and lack of practice.

Question 08: Do you find any difference in terms of communication/interaction between traditional-teaching strategies and project-based learning strategies?

Teacher 01: Yes, PBL is different from a traditional method of teaching where the teacher is supposed to give everything to the students who become passive recipients of knowledge, whereas PBL is an effective way to teaching because it puts learners at the centre of learning and calls for a dynamic and active learning.

Teacher 02: Of course, it is different. PBL is a learner-centred teaching. It gives students the opportunity to work hard, to discover by themselves, to develop different learning and research strategies.

Teacher 03: Yes, I think that in PBL there is more student-generated output, more students' motivation and involvement; in addition to that it gives them a better mastery of what they learn.

The interviewees unanimously highlighted the difference that exists between teaching through lecturing and teaching through PBL. They also reported that teaching through lecturing is teacher-centred where students have no contribution to their learning and they become only passive recipients of knowledge. PBL, however, is considered as learner-centred method, favoring learners' active participation and commitment in the learning process and leading to their autonomy. Moreover, according to them, PBL raises learners' motivation and interest in FL learning and develops their communicative ability as it provides them with a large space for communication.

Question 09: Does project-based learning involve learners in classroom interaction and discussions?

Teacher 01: Yes, I noticed that there is more student interaction in PBL. Students seem to debate things in comparison to the classes where I don't use project works. With good preparation of projects, students have something to say and usually speak more.

Teacher 02: Of course. Project-based learning help learners to involve in classroom interaction and discussions.

Teacher 03: Yes, learners to become active participants in the classroom, PBL helped learners to interact, debate, contradict, negotiate, share knowledge and have more chances to speak and communicate in English.

When teachers were asked whether project-based learning has helped them to involve their learners in communication and in classroom discussions, they responded positively. They strongly emphasized that the role of project works on engaging learners in communication and classroom discussions mainly in oral presentation projects where all the

members of the group communicate, transmit knowledge and produce a lot of language output.

Question 10: From your own experience of teaching through project works, do you think that project-based learning has helped learners gain speaking skill perfection?

Teacher 01: Yes, when students are involved in project work performance, they developed their confidence and ability to use the language. They allow their students to make errors at the level of language system

Teacher 02: Yes, Project works helps them gain speaking skill perfection. The teacher should allow learners to make mistakes when being involved in project works in order to make them feel at ease and relaxed.

Teacher 03: Yes, at the beginning, some students seem to make mistakes and to be experiencing anxiety, but they tend to gradually speak more comfortably as they get used to speaking to an audience.

All the interviewees reported that project has helped learners gain speaking skill perfection and communication in English. Thus, project-based approach helped learners to gain self-esteem and self-confidence while speaking English. This self-confidence is necessary for learners to face the audience and speak in front of all their classmates in order to avoid speaking anxiety. The teachers claimed that PBL has also helped learners to believe in their abilities in the language which makes them feel free to express themselves without hesitating, getting rid of foreign language speaking anxiety, shyness and stage fright. Furthermore, oral presentations of project make use of the language skills and give opportunities for learners to get engaged in communicative tasks.

III.9. 3. Data Interpretation

After analyzing the results of the teachers' interview, one can say that the use of the PBL has positive effects on learners' speaking. Thus, the study reveals that project-based learning is an important teaching and learning technique to integrate in the classroom, particularly in EFL classroom. It gives students a large space for communication which allows them to practice the English language, develop their speaking skill and to be involved in the different classroom discussions through the different phases of project-based learning where students are supposed to discuss, give their opinions, try to convince others, debate,

negotiate and propose ideas. Besides, the practice of the English language allows students to speak freely that is to say, project-based approach helps students overcome their speaking anxiety and get rid of fear of stage fright. The results also show that PBL is a learner-centered approach which directs the attention towards the learner which allows them to be independent, take responsibility of their learning process by constructing their knowledge by themselves and develop a sense of autonomy.

Conclusion

Basically, the present chapter is an attempt to discuss the data gleaned from the fieldwork of the present research study. For the sake of data validity, three data collection tools were used namely teachers' and learners' questionnaires, and teachers' interview. The teachers' questionnaire was administered to fifteen teachers working at the level of the secondary schools chosen for the purpose, viz., Tiaret, Mahdia, Hamadia and Kasr Chellala. The aim was to obtain insights into the implementations of PBL and their perceptions and attitudes towards the implemented teaching-learning approach. Moreover, the pupils' questionnaire was designed and administered to 46 second year secondary school learners randomly selected from facebook group: students of second year secondary school all streams (https://www.facebook.com/groups_/262811638354517) in order to highlight the main engagement characteristics those pupils display in through the project work. Eventually, an unstructured interview, encompassing ten items, was conducted with three secondary school teachers carried out for the sake of determining how projects are used in classroom, gathering more detailed data about teachers' and learners' roles in PBL, and spotting light on the most important engagement features exhibited by the learners.

Omnibus Recommendations

Regarding the analysis and discussion of the research findings, some recommendations can be drawn:

For Teachers

- ✓ Teachers should be aware of the factors that may affect their learners' engagement.
- ✓ Before seeking for the learners' engagement, teachers should be themselves engaged in implementing PBL.
- ✓ Teachers should develop their knowledge about the appropriate implementation of PBL in their beginner EFL classes.
- ✓ One of the ways to assign for a project is to bring an expert to classroom. This latter will temporary replace the teacher to explain the project content to the learners with the teacher's assistance to re-instruct in English language.
- ✓ To motivate the learners, it is beneficial to implement outdoor classes by organizing, periodically, exploratory trips. 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.
- ✓ Teachers should provide their pupils with engaging project topics that are closely related to their real-life situations.
- ✓ It is very important to abandon the traditional and classical teaching methods, and be creative, simply because you are dealing with 21st century students who are smarter, live in more sophisticated world, and use more advanced technological items.
- ✓ It is exciting and engaging to implement on line projects, make the students be familiar with them. E.g.: E -twinning projects: it is a portal in which teachers and students can exchange projects and ideas from European countries.
- ✓ Teachers should be aware of the importance use of ICTs.

For Learners

- ✓ Learners should be consciously aware of the benefits of language use and, thereby, practice the language in different situations of their real-life.
- ✓ Learners should do their best to commit to all the teachers instructions for better academic results.

✓ 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 Designers

✓ Develop new curricula that incorporate the project based learning principals.
✓ Create assessments that are capable of measuring the 21st century cognitive and behavioral competencies.

✓ 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 Administration

The administration should provide the required teaching materials in order to facilitate the integration of PBL, and to help pupils practice the language through appropriate exposure to different authentic recordings and videos.

General Conclusion

This research work was based on the identified disengagement from which secondary school pupils suffer most of the time. Accordingly, this work represents an attempt to investigate the significance of integrating Project-Based Learning (PBL) to foster EFL learners' engagement. The present research investigation consists of (03) chapters. The first (02) chapters are concerned with the theoretical part and literature review of the research study, whereas the last chapter is devoted to the practical part of the study. The first chapter deals with the integration of PBL approach to teach English in EFL settings. Through this chapter, i attempted to spot light on the project work characteristics and the way(s) they are distinct from other class work and homework. Moreover, i highlighted the various types of projects, as well as the three major stages constituting the task framework in order to provide teachers with the accurate and appropriate way(s) of integrating PBL. The second chapter is designed to focus on the status of English in Algerian system. This chapter reveals to shed lights on objectives behind English language learning. As far as the third chapter is concerned, it is devoted to the fieldwork in which i endeavored to analyze, synthesize, discuss, and draw conclusions about the data obtained from the following data collection tools: teachers' questionnaire, pupils' questionnaire, and teachers' interviews. A descriptive research study was conducted accordingly in order to validate and confirm the raised hypothesis. First, teachers' questionnaire was administered to fifteen teachers working at the level of the secondary school chosen from different secondary schools in Tiaret, Mahdia, Hamadia and Kasr Chellala. , to reveal the way they integrate PBL in their classes, and to capture their attitudes and perceptions of their pupils' engagement during tasks. Second, Pupils' questionnaire was administered to 46 second year secondary school pupils who represent the sample of this study. This sample was randomly selected out of 430 pupils who compose the whole population in facebook group: students of second year secondary school all streams <https://www.facebook.com/groups /262811638354517>. Pupils' questionnaire is designed to capture their attitudes and the way they behave when undertaking project assignment. In addition, this data collection tool enables us to capture the pupils' self-report of some indicators of engagement. Eventually, an unstructured interview, encompassing ten items, it was conducted to obtain information about teacher' experience in using project and

teacher' opinions about speaking abilities of students to get more insight and information about the use of PBL.

To sum up, through the analysis and discussion of the data obtained, the findings confirmed the validity of the study's main hypothesis, which assumes that if teachers are committed to implement a Project-Based Learning approach, EFL learners' engagement will be enhanced.

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Appendices

Appendix A

Teacher's Questionnaire

Dear teacher,

The present questionnaire serves as a data collection tool to gather information required for the fulfillment of my Master Degree. Your answers will be very helpful for my research study entitled **“Investigating the Effects of the Project-Based Learning in Developing Learners’ Speaking Skill in Secondary School Education”**. This study represents an attempt to reveal the importance of implementing PBL for the sake of engaging students in speaking English and developing. Accordingly, i appreciate your precious collaboration.

Please tick the correct answer and provide full statements whenever necessary.

Section I: Personal & Professional Data

Question-item1: Gender

a) Male

b) Female

Question-item 2: What degree(s) do you hold?

a) BA (License)

b) MA (Master/ Magister)

c) PhD

Question-item 3: How long have you been teaching English?

a) Less than 5 years

b) Between 5 and 10 years

c) Between 11 and 15 years

d) More than 15 years

Section II: Reflection on and Use of the Project-Based Learning

Question-item 4: A) Do you regularly assign the project work to your students?

a) Yes

b) No

B) If yes or no, say why?

Question-item 5: The project groups are formed

a) Randomly

b) Instructor-generated

c) Learners' self-selection

Question-item 6: A) Do you think PBL enables learners to:

- a) Best use the grammatical points learned during the unit.
- b) Develop the skills learned during the unit.
- c) Develop their critical thinking and creativity.
- d) All of them

B) Please, explain (you can provide an example)

Question-item 7: A) Do you set a clear objective for each project?

- a) Yes
- b) No

B) Please, explain why?

Question-item 8: A) Do you believe that implementing Project work in your classrooms helps learners improve skills and competences?

- a) Yes
- b) No

B) If yes, explain how?

Question-item 9: Do you introduce the project topic through?

- a) Video(s)
- b) Pictures
- c) Direct (verbal and written) instructions
- d) Educational trips (You can tick more than one option)

Question-item 10: In case you find the topic of the project provided in the textbook inappropriate to your learners' level, what will you do?

- a) Keep the topic but simplify the instructions.
- b) Modify it according to your pupils' needs.
- c) Suggest your own topic.

Question-item 11: A) How often do you use Arabic when you explain the assignment?

- a) Always
- b) Sometimes.
- c) Rarely.
- d) Never.

B) Please, if you do, explain in which situation

Question-item 12. How do you assess your pupils' project work?

Question-item 13. What challenges do you face during the phase of the project presentation?

Section III: Pupils' Engagement

Question-item 14: How often do your pupils skip the English class?

- a) Often
- b) Sometimes
- c) Rarely
- d) never

Question-item 15: A) Do you think that your pupils are?

- a) Completely disengaged.
- b) Engaged somewhere.
- c) Completely engaged

B) Please, explain why?

Question-item 16: A) Do you think that the main factor of the pupils' disengagement is

- a) The school or/and class environment.
- b) The teacher-pupil relationship.
- c) The adopted teaching strategy.

B) Please, explain how?

Question-item 17. How do you measure your pupils' engagement in doing the project work?

- a) Through assessment and grades.
- b) Through their discussion with classmates.
- c) Through their questions to the teacher.

Please, if other, specify

Question-item 18. A) Does the use of project-based learning enhance your pupils' engagement in speaking?

- a) Yes
- b) No

B) If yes, explain in what way?

Question-item 19: In which of the following tasks do your learners have the highest score?

- a) Homework
- b) Project work
- c) Test
- d) Exam

Question-item 20: What do you suggest as technique(s) to reach those disengaged learners?

Section IV: Respondents' Suggestions

Feel free to add any other comments or suggestions regarding the project-Based implementation in your classroom.

Thank you very much for your collaboration

Appendix B

Pupils Questionnaire

Dear student,

This questionnaire is designed to collect data about a Master thesis which is “**Investigating the Effects of the Project-Based Learning in Developing Learners’ Speaking Skill in Secondary School Education**”. My objective is to investigate to what extent the project work can engage the students of Secondary School in speaking English as a foreign language. Your answers will help me to reveal the importance of implementing project work in students’ engagement in the learning process. Hence, i will appreciate your collaboration to validate my research results through your answers of the questions below. There is no right or wrong answers since they express your own opinions.

Please tick the correct answer and provide full statements whenever necessary.

Section I: Personal & Professional Data

Question-item1: Gender

a) Male

b) Female

Question-item 2: Age

..... years old

Question-item 3: Stream

a) literary

b) scientific

c) technical

d) Maths

e) languages

Question-item 4: Do you like going to school?

a) Yes

b) Not really

c) No

Question-item 5: Do you enjoy studying English?

a) Yes

b) No

c) Not always

Question-item 6: How do you evaluate your level in English?

a) Very good

b) Good

c) Average

d) Weak

e) Very weak

Section II: Pupils Attitudes towards Project Work

Question-item 7: Do you usually prefer to work?

- a) Alone b) In pair b) In group

Question-item 8: How often did you join a project workshop?

- a) Whenever it is required b) Rarely b) Never

Question-item 9: To what extent were you interested in the projects topics?

- a) Very interested b) Interested b) Not interested

Please, explain

Question-item 10: Were the teacher's instructions clear enough for you to fulfill your work?

- a) Clear enough b) Not clear enough b) Not clear at all

Question-item 11: Which of the following phases of the project do you prefer?

- a) The workshop b) The project presentation Sometimes

Please, explain why?

Section III: The Role of Project Work in Speaking Engagement

Question-item 12: How often do you participate in the English classes?

- a) Often b) Sometimes b) Never

Question-item 13: How often do you ask questions from your classmates or your teacher about the project assignment?

- a) Often b) Sometimes b) Never

Question-item 14. Which of the following project stages you are most engaged?

- a) Project presentation b) Project workshop b) None

Question-item 15. In case you are disengaged, what is your reason?

- a) Not interested
b) Boring topics
b) Non-supportive classroom environment

Question-item 16: How do you evaluate the relationship with your English teacher?

- a) Good b) Not bad b) Bad

Section IV: Respondents' Suggestions

Feel free to provide any suggestion enhances your engagement in speaking English

Thank you very much for your collaboration

Appendix C

Teachers' Interview

Dear teacher,

This interview is conducted for the purpose of a research study for the fulfillment of a Master's degree. It aims to investigate **the effects of the Project-Based Learning in developing learners' speaking skill in secondary school education**. I would be very thankful if you could answer to the following questions.

- 1- How long have you been teaching English?
- 2- Do you integrate project-based approach in your classroom?
- 3- Do you think that learners have the ability to conduct/carry on projects?
- 4- Do you ask learners to prepare an oral presentation?
- 5- How many projects do you generally give to the learners per term?
- 6- Does the Project-based learning motivate learners and cause their involvement in the learning process?
- 7- Do you help learners to improve their speaking skills via projects' preparation, implementation and presentation?
- 8- Do you find any difference in terms of communication/interaction between traditional-teaching strategies and project-based learning strategies?
- 9- Does project-based learning involve learners in classroom interaction and discussions?
- 10- From your own experience of teaching through project works, do you think that project-based learning has helped learners gain speaking skill perfection?

Summary in Arabic

من المعروف أن أكثر المهارات تحديًا بالنسبة لمتعلمي اللغة الإنجليزية كلغة أجنبية هي القدرة على التحدث و الكلام بها. فالمتعلم يجب ان يتحدث بطلاقة و يستخدم المفردات المناسبة في الجمل المنظمة جيدًا وينطقها بشكل صحيح في تواصله مع الآخرين. وبالتالي ، فإن أفضل طريقة للتدريس هي تلك التي تساعد متعلمي اللغة على التحدث بشكل أكثر شمولية . التعلم القائم على المشاريع هو نهج من المفترض أن يحسن القدرة على التحدث من حيث مكوناته الخمسة (المفردات والقواعد والطلاقة والنطق والتنظيم). يحاول البحث الحالي دراسة دور تطبيق التعلم القائم على المشاريع في إشراك طلاب السنة الثانية من المرحلة الثانوية في ولاية تيارت في عملية التعلم و التحدث باللغة الإنجليزية. بتعبير أدق ، تهدف هذه الدراسة إلى إظهار كيف يؤثر التعلم القائم على المشاريع بشكل إيجابي على مشاركة المتعلمين في التحدث باللغة الإنجليزية كلغة أجنبية. يعتمد هذا على الفرضية الرئيسية ، والتي تقول أن تطبيق التعلم القائم على الحوار في الثانويات يمكن أن يشجع ويحفز التزام طلاب السنة الثانية ثانوي كمتعلمي اللغة الإنجليزية في جلسات التحدث. وفقًا لذلك اعتمدنا نهج الطريقة المختلطة. من أجل التحقق من صحة الفرضية ، انتهجت الدراسة الحالية ثلاث أدوات لجمع البيانات ، وهي استبيان المعلمين ، واستبيان التلاميذ ، والمقابلة مع المعلمين. على الرغم من ملاحظة عدم جدية بعض المعلمين ، إلا أن تفسير البيانات التي تم الحصول عليها أظهر أن دمج التعلم القائم على المشروعات يمكن أن يؤدي إلى تعزيز مشاركة متعلمي اللغة الإنجليزية كلغة أجنبية ، وبشكل أكثر تحديًا في التحدث. لذلك ، يمكننا أن نستنتج أنه تم التحقق من صحة الفرضية المقترحة وتأكيداها.

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

Summary in French

Il est communément admis que la compétence la plus difficile pour les apprenants EFL est la capacité de parler. Un apprenant est censé être un bon orateur / communicateur s'il utilise le vocabulaire approprié dans les phrases bien organisées et le prononce avec une prononciation correcte et une maîtrise appropriée. Par conséquent, la meilleure méthode d'enseignement est celle qui aide les apprenants en langues à s'exprimer de manière plus compréhensible. PBL est une approche qui est censée d'améliorer la capacité de parler en termes de ses cinq composantes (vocabulaire, grammaire, fluidité, prononciation et organisation). La présente recherche tente d'examiner le rôle de la mise en œuvre des PBL dans la participation des apprenants de deuxième année du secondaire à Tiaret dans le processus d'apprentissage et à parler Anglais. Plus précisément, cette étude vise à montrer comment PBL affecte positivement l'engagement des apprenants à parler l'anglais comme langue étrangère. Ceci est basé sur l'hypothèse principale, qui dit que la mise en œuvre des PBL dans les écoles secondaires peut encourager et motiver l'engagement des apprenants de deuxième année d'EPF dans les séances de conférences. En conséquence, nous avons adopté l'approche de la méthode mixte. Afin de valider l'hypothèse, la présente étude a mis en pratique trois outils de collecte de données, à savoir le questionnaire des enseignants, le questionnaire des élèves et l'entretien. Bien que certains inconvénients soient notés du côté des enseignants de l'échantillon, l'interprétation des données obtenues a révélé que l'intégration de la PBL peut avoir pour effet de favoriser l'engagement des apprenants de l'EPF, plus précisément à la parole. Par conséquent, nous pouvons en déduire que l'hypothèse suggérée a été validée et confirmée.

Mots clés: Apprentissage par projet, capacité d'expression orale, engagement, processus d'apprentissage