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**The Role of Project-Based Learning in Engaging
Secondary School Learners to Speak English as a Foreign
Language**

**A Case Study of Second- Year Students in MekkiMenni
Secondary School, Biskra**

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Dedication

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

This modest work is dedicated to:

My beloved mother TroudiFatouma: The Iron Woman who always believes in me

My beloved father Atia Said: The Stent who always defends me.

My beloved husband BellebcirMoncef: My Life Partner who always supports me.

The soul of my sister: KENZA whom I always miss her smile

My dearest brothers and sisters: Kamel, Sadika, Nacima, Navel, Manel, Mohamed

Amine, Wafa and Kafja whom I can not do without

To my little beloved niece Loulou

Special thanks to my brother DOUIDA Brabim for his guidance and support

To all who support me

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Abstract

Teachers may deal with silent, absent-minded, uninterested and passive students, in other words “disengaged students”. Those latter usually find it difficult to be involved in activities that require speaking skill. Hence, they may have a lack of vocabulary, pronunciation and communication proficiencies. The Algerian educational system has recently adopted the Project-Based Learning (PBL) in its schools as one of the education reforms. This research work attempts to investigate the role of PBL implementation in engaging second year students of MekkiMenni secondary school in Biskra in the learning process. More precisely, this study aims to show how PBL affects the students’ engagement in speaking English as a foreign language. This is based on the main hypothesis, which says that PBL implementation in secondary schools can enhance second year EFL students’ engagement in speaking courses. Accordingly, we adopted the mixed-method approach. In order to validate the hypothesis, the present study put into practice three data collection tools, namely, teachers’ questionnaire, pupils’ questionnaire, and a classroom observation checklist. Although some drawbacks are noticed from the sample teachers’ side, the interpretation of the obtained data revealed that integrating PBL can result in fostering EFL pupils’ engagement, more specifically in speaking. Therefore, we can deduce that the suggested hypothesis was validated and confirmed.

Keywords: Project-based learning, disengaged, students’ engagement, speaking skill

List of abbreviations

ALM: The Audio-Lingual Method.

CA: Communicative Approach.

CBA: Competency Based Approach

CLT: Communicative Language Teaching.

DM: The Direct Method.

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.

PISA: Programme for International Student Assessment

VE: Virtual Environment

ZPD: Zone of Proximal Development

List of Figures

Figure 01: Journal Entry Rubric.....	25
Figure 02: Four Styles of Learners (Silver & Perini).....	40
Figure 03: The Eight C's of Engagement (Silver & Perini).....	40
Figure 04: The Differences Between Engaged Learners and Disengaged Learners.....	43

List of Tables

Table 01: Examples of Assessment Items to Gauge Types of Engagement.....	31
Table 02: Teachers' Academic Degree(s).....	46
Table 03: Teachers Experience.....	47
Table 04: Pupils Educational Level the Taught by the Teachers Sample.....	48
Table 05: Project Assignment.....	49
Table 06: The Selection of Project Group Members.....	50
Table 07: The Aim of PBL.....	50
Table 08: Setting the project Objective.....	52
Table 09: PBL Indication of the Pupils Understanding.....	54
Table 10: Procedures of Introducing the Project Work.....	56
Table 11: Teachers' Project Adjustment	57
Table 12: Frequency of Using the Mother Language during the Project Assignment...	58
Table 13: Frequency of Pupils Class Skipping.....	60
Table 14: Degree of Pupils' Engagement Through PBL.....	61
Table 15: Pupils Main Reasons of Disengagement.....	63
Table 16: Pupils Measurement Procedures of Pupils Engagement.....	64
Table 17: The Role of PBL in Enhancing Pupils Speaking Engagement.....	65
Table 18: Pupils Gender Distribution.....	71
Table 19: Pupils' Stream(s).....	72

Table 20: Pupils' Attitudes towards the School.....	73
Table 21: Pupils' Attitudes towards the Study of English.....	73
Table 22: Pupils' Level in the English Language.....	74
Table 23: Pupils' Preferred Interactional Patterns During the Class activities...	75
Table 24: Frequency of Pupils' Joining the Project Workshops.....	76
Table 25: Pupils Degree of Interest in the Project Work.....	77
Table 26: The Clarity of Teachers Instructions.....	78
Table 27: The Pupils Favourite Project Stage.....	79
Table 28: Frequency of Pupils Skipping the English Class.....	80
Table 29: Frequency of Pupils Participation in English Class.....	81
Table 30: Pupils' Degree of Interest in Carrying out Projects.....	81
Table 31: Pupils' engagement Distinction in the Different Project Stages.....	82
Table 32: Reasons of Pupils Disengagement.....	83
Table 33: Pupils' Attitudes Towards their Teachers.....	84

Table of Contents

Dedication	II
Acknowledgments.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of Appendices	XV
List of Figures.....	XVIII
List of Tables.....	IX
List of Graphs.....	XII
Table of Contents.....	XV

General Introduction

Introduction	01
1. Statement of the Problem	02
2. Research Questions	02
3. Research Hypotheses	02
4. Aims of the Study	02
5. Research Methodology	03
6. Literature Review	04
7. Significance of the Study	05
8. Structure of the Dissertation	05

CHAPTER ONE: PROJECT-BASED LEARNING

Introduction	07
1.1 Some Approaches Prior to PBL	07
1.1.1 The Grammar Translation Method (GTM)	07
1.1.2 The Direct Method (DM)	08
1.1.3The Audio-lingual Method (AM)	08
1.1.4 Communicative Approach (CA)	08
1.2 Some Key Concepts	09
1.2.1The Concept of a Project	09
1.2.2 The Concept of PBL	09
1.2.3 Theoretical Foundation of PBL	10
1.3 The Rationale for Implementing PBL	12
1.3.1 The Fleming Six A's of Designing Projects	12
1.3.2 The Four C's of 21 st century Skills	14
1.4 Types of Projects	15
1.5 The Stages of Project Work	17
1.6 PBL Components	18
1.6.1 The Teacher'sRole	18
1.6.2The Student'sRole	19
1.6.3The Environment Role	20
1.6.4The Tools and Technology Role	21
1.7 What Distinguishes PBL from Other Methods	22
1.7.1 PBL and Thematic Method	22
1.7.2 Project-Based Learning and Problem-Based Learning	22
1.8 The Benefits of PBL	23
1.9 Project Assessment	24

1.9.1 Example of Formative Assessment	25
1.10 PBL Challenges	26
Conclusion	27

CHAPTER TWO: LEARNER ENGAGEMENT IN SPEAKING ENGLISH AS A FOREIGN LANGUAGE

Introduction	28
2.1 Some Researchers' Definitions of Learner Engagement	28
2.2 Types of Engagement	29
2.2.1 Cognitive Engagement	30
2.2.2 Behavioural Engagement	30
2.2.3 Emotional Engagement	30
2.2.4 Assessing the Three Engagement Dimensions	30
2.3 Methods of Measuring Learners' Engagement	31
2.3.1 Student Self-report Method	32
2.3.2 Experience	32
2.3.3 Teacher Ratings Student	33
2.3.4 Interviews	33
2.3.5 Observations	33
2.4 Strategies to Improve Learners' Engagement	34
2.4.1 Interaction	34
2.4.2 Exploration.....	34
2.4.3 Relevancy.....	35
2.4.4 Multimedia and Technology	35
2.4.5 Engaging and Challenging Instruction	36
2.4.6 Assessment.....	36

2.5 Engaging the Learning Styles.....	36
2.5.1 Engaging Auditory Learners.....	36
2.5.2 Engaging Visual Learners.....	37
2.5.3 Engaging Verbal Learners.....	37
2.5.4 Engaging Kinaesthetic Learners.....	38
2.6 Silver and Perini’s Eight C’s to Engage Learners.....	38
2.6.1 Competition.....	38
2.6.2 Challenge.....	38
2.6.3 Curiosity.....	39
2.6.4 Controversy.....	39
2.6.5 Choice.....	39
2.6.6 Creativity.....	39
2.6.7 Cooperation.....	39
2.6.8 Connections.....	40
2.7 Speaking Skill.....	41
2.7.1 Enhancing Speaking Engagement in EFL Classes.....	41
2.7.1.1 Teaching Communicative Activities.....	41
2.7.1.1.1 Using the Foreign Language for the Classroom Management.....	41
2.7.1.1.2 Using Foreign Language as a Teaching Medium...	42
2.7.1.1.3 Conversation and Discussion Session.....	42
2.7.1.1.4 Basing dialogues and role- plays on school experience.	42
2.8 Engaged Learners vs. Disengaged Learners.....	42
Conclusion.....	44

CHAPTER THREE: FIELDWORK AND DATA ANALYSIS

Introduction.....	45
3.1 Teachers' Questionnaire.....	45
3.1.1 Description of Teachers' Questionnaire.....	45
3.1.1.1 Section One: General Information.....	46
3.1.1.2 Section Two: Project-Based Learning (PBL)	46
3.1.1.3 Section Three: Pupils' Engagement.....	46
3.1.2 Administration of Teachers' Questionnaire.....	46
3.1.3 Analysis of Teachers' Questionnaire.....	46
3.1.3.1 Section One: General Information.....	46
3.1.3.2 Section Two: Project-Based Language Learning (PBL) ...	48
3.1.3.3 Section Three: Pupils' Engagement.....	57
3.1.4 Discussion of the Findings of Teachers' Questionnaire.....	62
3.2 Pupils' Questionnaire.....	64
3.2.1 Description of Pupils' Questionnaire.....	64
3.2.1.1 Section One: General Information.....	64
3.2.1.2 Section Two: Pupils' Attitudes Towards learning Through PBL.....	64
3.2.1.3 Section Three: Pupils' Engagement in Project Work.....	65
3.2.2 Administration of Pupils' Questionnaire.....	65
3.2.3 Analysis of Pupils' Questionnaire.....	65
3.2.3.1 Section One: General Information.....	65
3.2.3.2 Section Two: Pupils' Attitudes towards Project Work....	68
3.2.3.3 Section Three: Pupils' Engagement.....	70
3.2.4 Discussion of the Findings of Pupils' Questionnaire.....	73
3.3 Classroom Observation.	74

3.3.1 Classroom Observation Procedures	74
3.3.2 Description of Classroom Observation Checklist	75
3.3.3 Analysis of Classroom Observation	75
3.3.3.1 Section One: General Classroom Atmosphere	75
3.3.3.2 Section Two: Project-Based Learning (PBL)	77
3.3.3.3 Section Three: Teacher's Roles.....	78
3.3.3.4 Section Four: Pupils' Roles.....	81
3.3.3.5 Section Five: Pupils' Engagement	82
3.3.4 Discussion of the Findings of Classroom Observation	84
Conclusion	86
General Recommendations	86
General Conclusion.....	88
List of References.....	90
Appendices	
ملخص	

General Introduction

The educational system is recommended to keep pace with the changes occur in the modern societies, 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.

1. 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. The Algerian educational system attempts to simulate this change by developing 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.

Mastering a foreign language needs mastering 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 good speaker can gain the attention of the audience and hold 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. These materials and methods will not be successful unless they stimulate the students' interests.

Based on the explanation above, this research paper 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.

2. Statement of the Problem

Educators and teachers have to be aware of the obstacles learners face when learning a foreign language. Disengagement in class activities is one of the barriers researchers found that it is significantly related to learners' academic achievements. 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 be involved, not only behaviourally 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.

3. Aims of the Study

The general aim of this work is to highlight the role of implementing project-based learning in engaging English learners in classroom tasks. As far as the specific aims, this study aims to:

- ✓ Ameliorate EFL learners' engagement in learning process.
- ✓ Advocate and raise EFL teachers' awareness to integrate project work in their instruction and avoid the traditional classrooms.
- ✓ Fulfil the roles assigned to both the teacher and his/her EFL learners when conducting projects.
- ✓ Highlight the importance of learners' engagement in developing speaking skill.

4. Research Questions

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

Q1: To what extent does the Project-based Approach encourage learners to be engaged in the learning process?

Q2. Do the project tasks foster the learners speaking skill?

5. Research Hypotheses

- ✓ We hypothesize that if teachers adopt project-based learning as a strategy, learners will be encouraged to be engaged effectively in the learning process.
- ✓ We presuppose that if learners are more engaged through the project tasks, their speaking skill will be eventually improved.

5. Research Methodology

Our research is an interdisciplinary study, in which we deal with psychology, psycholinguistics, psycho-pedagogy, sociolinguistics and didactics. Thus, the most adequate method is the mixed-method approach. Since our findings will be based on the observation of the learners and the teachers of second year classes in Mekki Menni Secondary school in Biskra, a descriptive research methodology is adapted to collect and analyse data.

5.1 Sample

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 adequate sample of this study will be pupils of second year in Mekki Menni high school. The population will be represented by the second year secondary school pupils and teachers of English at Mekki Menni high school, in Biskra. Accordingly, the current study deals with a sample of (N=40) pupils out of a population of (170) second year high school pupils at Mekki Menni high school. Moreover, it deals with the (N=04) teachers of English teaching in Mekki Menni high school and (N=02) teachers of English teaching in Mohamed Bellounar high school. We will deal with second year due to 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.

5.2 Data Collection Tools

To conduct the study effectively, it is necessary to make interviews to English teachers, in which we ask them varied questions related to the study. A questionnaire is given to pupils of second year with total number of 40 students, they are asked to answer different questions about the topic of the study. A class observation checklist 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.

6. Significance of the Study

Learning a foreign language needs all the interaction skills. When a learner is blocked in of them, it will be hard for him or her to learn successfully. In this case, the role of teacher is first to be aware of this type of disengaged learners, second, to try to stimulate them to be involved in their learning process. That is why, this study is very important among the EFL teachers.

In our work, we show the main factors behind learners' disengagement, focusing more on how teachers can overcome this problem through involving them in small groups of project workshop as a technique to engage them in real-life tasks so that they feel ease, responsible and confident to participate in class activities.

No one can deny that the environment in which learners and teachers practice their teaching-learning processes plays an important role in the success of the academic achievements. Hence, integrating Project-based Learning as a strategy in the class is the key to a self-confident and engaged learner in learning a foreign language.

7. 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 we will illustrate all the approaches mentioned in the previous chapters through the analysis of the collected data.

In chapter one, we 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. In chapter two, we will focus more on the learners' engagement. We will shed lights on its types, methods of measurement, strategies to engage learners and finally, we will refer to speaking engagement. Chapter three is devoted to the analysis and discussion of teachers' interviews and pupils' questionnaire, in addition to the discussion of the classroom observation results.

CHAPTER ONE: PROJECT-BASED LEARNING

Introduction

It is high time Algerian schools adopt 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.

1.1 Teaching Approaches Prior to PBL

1.1.1 The Grammar Translation Method

Grammar Translation Method (GTM) aimed to help learners of a foreign language through the grammatical rules of their L1. In this method, L2 students are treated similarly as in other educational subjects. Vocabulary records and the grammar rules are utilized to characterize the objective of learning (Yule, 2010). Sarosdy, Bencze, Poór and Vadnay (2006) state that GTM meant to show how to compose literary texts through the translation in both their local and target languages. Student-teacher is the characteristic interaction in the teaching process. Larsen-Freeman (2000) argues that this method aimed to assist

students to study the target language linguistically. Thus, they will be able to write and speak better in their language.

1.1.2 The Direct Method

This technique became widespread because it had been the primary to use the target language for communication, unlike GTM which was ineffective in doing so. Freeman (2000) states that from its name, the direct method (DM) refers to the meaning of being linked directly to the target language by using the visual aids. He adds “In order to communicate, students should learn to think in the target language.”, (Freeman, 2000: 23). Sarosdy et al, (2006) propose that the interaction is teacher-student and student-teacher; student-student is used as well.

1.1.3 The Audio-Lingual Method

This method is a cognitive technique that shares some of DM principles, which aim to teach students how to use the target language authentically. In this method, the teacher is just a controller and a director in the learning process in which the main adopted technique is the imitation and the repetition. The error checking is not allowed. The interaction is student-student and teacher-student, the latter is directed by the teacher (Sarosdy et al, 2006). Yule (2010) points out that the fluent use of a language was essentially a set of habits that could be developed with a lot of practice. He adds that if there is no interaction in the language use, it could be boring.

1.1.4 Communicative approach

The Communicative Approach (CA) is a reaction to the non authenticity of the conviction that learning the grammar rules of a language will lead language learners to practice it. Yule, (2010) states that scholars of this approach recognize that structures and vocabulary are important, but they also emphasize on the language functions. Classroom lessons organization is based on requesting things in various social situations. When we communicate, we use the language to perform some functions, such as argument (Yule, 2010). According to Sarosdy.et al (2006), in content based, as one of the Communicative Language Teaching (CLT) characteristics, language is a tool to acquire the world knowledge based on numerous authentic materials taken from different types of text like journals, pamphlets and guides, that cover a variety of subjects. Thus, learners also construct their vocabulary and expand their minds. Hence, language experts conclude that

these theories have been established either to oppose one another or to complete each other.

1.2 Some Key Concepts

1.2.1 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).

1.2.2 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

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.

1.2.3 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).

1.2.3.1 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.

1.2.3.2 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).

1.2.3.3 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).

1.3 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).

1.3.1 The Six A's of Designing Projects

- ❖ **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.
- ❖ **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

- ❖ **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.
- ❖ **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.
- ❖ **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 fulfil their real-world task successfully.
- ❖ **Assessment Practices:** Students have a chance to check similar projects to improve and evaluate theirs. They have the right to receive regularly feedback, of each part of the project. Going over the main points, the main criteria of PBL are:
 - Projects have center-stage role in the curriculum; they are limited in time with which students are working in pairs or in groups. They are based on collaboration and cooperation (Eckstein, 1978 cited in Burdewick, 2003)
 - PBL is learner-centered method; it provides the opportunity for deeper researches of well-meaning topics. Learners are more autonomous in making individual artifacts that show their understanding (Grant, 2002 cited in Schneider, 2006).
 - Projects are included with real world issues
 - Projects started from a logical challenging driving question, carried out with previous learned skills ended with productive outcomes (Dillenbourg, 2002 cited in Schneider, 2006).
 - Scaffolding; teachers are no longer the center of the teaching-learning process, instead, they facilitate, guide and encourage learners, in

addition to the support of the experts, the group members and all the contributors of the project work (Braunschweig, 2016).

1.3.2 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 Schinkten (2019), the four most needed 21st century learning skills are critical thinking, communication, collaboration and creativity (the four C's).

1.3.2.1 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.

1.3.2.2 Creativity

The most common creative abilities are:

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

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

1.3.2.3 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.

1.3.2.4 Collaboration

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

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

1.4 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:

- **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.
- **Unstructured Projects:** Students of this type of projects are supposed to set most of things by themselves.
- **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)

- **Research Projects:** its data is gathered through library research.
- **Text Projects:** similar to research projects, texts project information are gathered through literary texts, reports, news media, video and audio material rather than people.
- **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
- **Survey Projects:** the students are asked to conduct a survey, then collect and analyse data.
- **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)

- **Production Projects:** they include bulletin-board displays, videos, radio programs, poster sessions, written reports, photo essays, letters, handbooks, brochures, banquet menu,...etc.
- **Performance Projects:** they include debates, oral presentations, theatrical performances, etc.
- **Organizational projects:** they can be planning and formation of a club, conversation table, or conversation-partner program.

1.5 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.

- **Establish a Trusting, Cooperative Relationship** (Moss, 1998; cited in Thomas, 2000)

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).

- **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).
- **Select a Real Life Problem/ Question:** The topic of the project should be so abroad 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)
- **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).
- **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).
- **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).

- **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).
- **Public Audience:** The audience 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).

1.6 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.

1.6.1 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.6.2 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, organise 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).

1.6.3 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:

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.

Accordingly, the curriculum designers are recommended to consider the environment factor as a pedagogical setting where interactions take place.

1.6.4 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).

1.7 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.

1.7.1 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”.

1.7.2 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.

1.8 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:

- 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)
- 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)
- 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.
- 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.

- 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 experience, as well as promotes a greater appreciation for social responsibility (Schneider, 2005)
- 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).
- Enhancing the quality of students' learning and increasing their capability for applying and integrating all the skills they have already learned (Railsback, 2002; cited in Yunyta, 2017).
- Increasing self-esteem; students feel proud of themselves after finishing a valuable work that can be shared outside the classroom and school (Railsback, 2002; cited in Yunyta, 2017).
- Providing a practical, real-world ways of using technologies (Railsback, 2002; cited in Yunyta, 2017).
- Emphasizing on the content rather than on precise language objectives (Railsback, 2002; cited in Yunyta, 2017).
- Engaging students in purposeful communication to achieve authentic tasks. Thus, they have the opportunity to use language in natural context and participate in meaningful activities that require the use of genuine language.
- Students will be able to use all the four skills, reading, writing, listening and speaking (Railsback, 2002; cited in Yunyta, 2017).
- In foreign language classes, it is common to use pair or group work, which stimulates cooperation. This practice encourages individual students to talk more (Railsback, 2002; cited in Yunyta, 2017).

1.9 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.

1.9.1 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). Figure 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 figure (01) 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	Entries related solely to the challenging investigation

			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				

Figure 01: Journal Entry Rubric

1.10 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:

- Design the projects based on the adequate learning skills that support the pedagogical approach as PBL.
- Manage the classroom various activities such as to follow up several projects, check progress, give feedback and support where and when is required.
- Use technology especially as a cognitive tool.
- 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.

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. Finally, it was necessary to mention the common confronted challenges when adopting PBL in foreign language classes.

CHAPTER TWO: LEARNER ENGAGEMENT IN SPEAKING ENGLISH AS A FOREIGN LANGUAGE

Introduction

English language education has been introduced in the Algerian schools as a second foreign language after French. Teachers of English as a foreign language (EFL) often face significant challenges. Dealing with disengaged learners is one of the critical issues that researchers in the field of education are investigating and attempting to find out the optimal learning strategies to improve the EFL learner engagement. The first part of the present chapter is devoted to discuss these strategies after referring to some researchers' definitions of the term "engagement" and its aspects. In addition, we see that it would be necessary to provide how to engage learners according to their learning styles. The second part of this chapter shed light on the learner speaking engagement referring to the role of PBL in developing this skill.

2.1 Some Researchers' Definitions of Learner Engagement

Student engagement and learning is becoming important in the 21st century pedagogical apprehensions. According to an article published by PISA (Programme for International Student Assessment, 2000: 6)

...Yet not all young people feel that they belong at school, and some show a lack of engagement in terms of their attitudes and behaviours. Researchers have recently identified the importance of these twin aspects of engagement. On the one hand, a psychological element of engagement refers for example to what students think about school, about teachers and about themselves in the school environment. This can be examined with measures of students' "sense of belonging". On the other, a behavioural element of engagement refers for example to school and class attendance, completing homework, paying attention and involvement in extra-curricular activities. This is examined with measures of student "participation".

That is to say, that engagement refers either to the learners' psychological attitudes towards their school or classroom or their degree of interest in all the educational activities.

According to Taylor and Parsons (2011), learner engagement depends on how education participants assess it. As it is asked; whether the high grade of a learner without any participation in class is considered engagement or not (Willms, Friesen, & Milton, 2009; Willms, 2003; Harris, 2008; cited in Taylor & Parsons, 2011). Shernoff (2013) defines student engagement as the heightened simultaneous experience of concentration, interest, and enjoyment in the task- at hand (Shernoff, 2013; cited in Macklem, 2015). He adds that engagement is multidimensional, which involves emotions, behaviours, and cognitions. Barkley (2013) claims that engagement occurs when the students are attentive, focused on the task with commitment and persistence.

Fredrick, Blumenfeld and Paris, (2003) adopt different dimensions to define learning engagement. In their view, learning engagement should be divided into three dimensions: behavioural, emotional and cognitive. Behavioural engagement mainly refers to students' intensity of participation and performance in school activities including academic or non-academic ones. Emotional engagement is also called psychological engagement, mainly referring to students' positive or negative emotional responses and attitudes to their study, school, teachers and classmates. Cognitive engagement is students' thoughts and willingness to make efforts to understand complicated ideas and master difficult skills, which is regarded as students' learning strategies. Fredrick (2003) further points out that the three dimensions are supposed to be independent and interactive. The students tend to do better in behavioural and cognitive engagement (Xie, 2005; cited in Luo & Zhang, 2017). Accordingly, students' engagement can be assumed from their participation in classrooms and their academic achievements, their sense of belonging to school and classroom, and their competence in critical thinking skill.

2.2 Types of Engagement

The definition of learner engagement differs from one researcher to another according to their perspectives. Nevertheless, most of them agree upon a set of engagement types. Phil and Duchesne, (2016) characterise engagement as the interdependence of dimensions. They add that it can be described from many angles such as interest, effort, active participation and emotional responses. The following deeper details will identify the characteristics of each dimension in turn (Phil, & Duchesne, 2016).

2.2.1 Cognitive Engagement

Cognitive engagement includes sustained attention, mental effort and self-regulation strategies. In the same vein, Helme and Clark (2001) identify certain measures of cognitive engagement in group work involving questioning, completing peer utterances, exchanging ideas, explaining, justifying arguments and making facial gestures and expression (Helme & Clarke, 2001; cited in Philp & Duschesne, 2016). i.e., in this type of engagement, learners reveal their capacities in critical thinking activities that teachers can rate through the learners' final feedbacks.

2.2.2 Behavioural Engagement

This type of engagement includes all the positive practices like following the class and school norms, not skipping from class or school or causing problems, etc. (Finn & Rock, 1997; cited in Philp & Duschesne, 2016). In addition to the participation in classroom activities, the students' efforts and attention, also asking questions (Fredrick, Blumenfeld & Paris, 2003). Overall, behavioural engagement refers to the learners' manners and comportments, which are exhibited during the learning process.

2.2.3 Emotional Engagement

The emotional engagement is related to the students' feeling of connection to or disconnection from their school, their class, or their peers. In other words, how do they feel about the way and mechanisms of the school? Are they motivated and involved in the class activities? To what extent are they enthusiastic, interested and joyful? Do they join pair or group works? (Yazzie-Mintz, 2009; Skinner, Kindermann & Furrer, 2009; Baralt, Guzynski-Weiss & Kim, 2016; cited in Phil & Duchesne, 2016)

2.2.4 Assessing the Three Engagement Dimensions

To examine the engagement types that are mentioned earlier, Butler (2011) distinguishes the typical assessment indicators along each dimension (Butler, 2011; cited in Mandernach, 2015). They are listed in the following table:

Behavioural	Cognitive	Emotional
Frequency of asking questions in class	Proportion of coursework emphasising higher order thinking strategies	Effort to work harder to meet instructor's expectations
Frequency of group projects or collaborative work	Time spent on projects requiring integration and synthesis of ideas	Investment to better understand someone else's perspective
Frequency of tutoring others	Amount of coursework requiring practical application of knowledge or skills	Time investment in studying
Frequency of attending events in the community related to course material		Tendency to be prepared (or lack preparation) for class
		Frequency of discussing course material outside of class time

Table 01: Examples of Assessment Items to Gauge Types of Engagement.

According to table (01), teachers are asked to be aware of the three dimensions related to the learners types of engagement, only then they will be able to assess them through the frequency of the different aspects of each type.

2.3 Methods of Measuring Learners' Engagement

Fredricks. et al. (2004) argue that the three types of engagement are closely associated with each other. This is mainly because considering only one aspect of engagement and neglecting the others can result an incomplete view and explanation of the extent to which learners are engaged (Trygstad, 2010). However, researchers and educators usually take into account only learners' observable behaviours to measure their engagement, which may later falsify the learning outcomes and results (Trygstad, 2010). In other words, even though behaviour is an important signal of learners' engagement, their cognition and emotions play a major role in determining subject mastery. He further states that, according to his experience and observations, "behaviour can provide useful indicators of engagement but cannot always adequately explain what these indicators mean" (Trygstad, 2010: 12). Hence, for a thorough explanation and

measurement of learners' engagement, researchers and educators must implement its three types, behaviour, cognition, and emotions.

2.3.1 Student Self-report Method

Students self-report is a data collection instrument that provides insights about learners' emotions and cognition, which cannot be externally displayed by learners nor observable by teachers (Fredricks, & McColskey, 2012). Furthermore, learners respond to a set of items based on their subjective perceptions, attitudes and feelings. Indeed, this method helps teachers to look beyond their learners' surface actions and behaviours, and to see things from learners' perspectives. As far as the data collection phase is concerned, teachers prefer to use this method because it is easy to administer, there is no consumed time and energy, and covers a wide number of population (Fredricks, & McColskey, 2012).

Despite its usefulness, student self-report method still has some drawbacks. First of all, the gathered data cannot be reliable enough since learners, under some particular circumstances, may use bias and, thus, be dishonest in their responses. Additionally, the items included in the self-report may be "(...) worded broadly (e.g., I work hard in school) rather than worded to reflect engagement in particular tasks and situations" (Fredricks, & McColskey, 2012: 766).

2.3.2 Experience Method

The use of experience method is designed for a particular task or situation, which requires learners to "fill out a self-report questionnaire with a series of questions about their location, activities, and cognitive and affective responses" (Fredricks, & McColskey, 2012: 766). This method is hold particularly to learners who are strongly engaged in a task to the extent where their consciousness of time and space is absent (Fredricks, & McColskey, 2012). Moreover, Hektner, Schmidt, and Csikzentmihalyi, (2007) believe that teachers using this method give learners the opportunity to answer reliably about on-the-spot attitudes, emotions, and cognitive issues, which guarantee more dependable data. However, the problem with this method is that it consumes time for both the teacher and learners, hence, learners find it difficult and boring to contribute and answer this kind of self-reports (Fredricks, & McColskey, 2012).

2.3.3 Teacher Ratings Students

Teacher ratings usually take the form of a checklist used by teachers to collect data about their learners' behavioural, emotional, and occasionally cognitive engagement. Moreover, teachers largely use this method "...with younger children who have more difficulty completing self-report instruments due to the reading demands and limited literacy skills" (Fredricks, & McColskey, 2012: 766). In other words, teacher ratings students' method is directed to children learners who do not have the necessary reading and writing skills and are incapable of filling out self-report items.

2.3.4 Interviews

Interviews are convenient implements that offer the opportunity for the teacher to go deeper and collect free information about their learners' engagement (Fredricks, & McColskey, 2012). This method can report different types of engagement as well as bringing in the teacher with perceptions about the different reasons of learners' disengagement and low degrees of interest in learning. The major difficulty of this method, however, is that the teacher is at risk of subjectivity, which can affect learners' responses from different angles (Fredricks, & McColskey, 2012).

2.3.5 Observations

Observations are valuable tools that can provide data about learners' engagement related the background factors and environment surrounding their learning process (Fredricks, & McColskey, 2012). Besides, observations can determine the reliability and validity in learners' responses presented in their responses of self-report and interview measurements (Fredricks, & McColskey, 2012). As well, this method is used to measure whether or not, and the extent to which, learners are behaviourally engaged while carrying out a task. That is to say, the learners' revealed performances during classroom tasks are noted down by the teacher (or observer) to conclude whether they are on-task or off-task. However, such observations "(...) provide limited information on the quality of effort, participation, or thinking" (Fredricks, & McColskey, 2012: 767). Moreover, observations take time and effort to get the required

information about learners' engagement in different situations (Fredricks, & McColskey, 2012).

2.4 Strategies to Improve Learners' Engagement

Engagement is necessary for the appropriate knowledge conveyance. Thus, it should be developed. Lippman, and Rivers, (2008) suggest some strategies to engage learners. They state that “support from adults at their school, challenging and interesting tasks, adequate structure, support for autonomy, opportunities to learn with peers, and opportunities for active learning” are all fundamentals for improving learners engagement (Lippman, and Rivers, 2008: 02). Similarly, Taylor, and Parsons, (2011) identify several ways to enhance learners' engagement for better learning process and outcomes.

2.4.1 Learners' Interaction

Today, the world is opened to everyone due to the frequent presence of multiple means of communication. This requires individuals to join others in order to fulfil certain needs. Likewise, learners, within their classrooms, need to interact with their peers or with the school staff (Taylor, & Parsons, 2011). This interaction can be face to face or through the social media. They believe that “Students today are intensely social and interactive learners” (Taylor, & Parsons, 2011: 08). The authors add that classroom environment, where learning takes place, should habitually encourage communication and interaction between the teacher and learners and between learners themselves. Additionally, Windham, (2005; cited in Taylor, & Parsons, 2011: 09) assumes that learners' interaction is restricted neither to school staff nor to classroom members. Instead, he claims that frequent interaction with “faculty researchers outside the confines of the curriculum and developing meaningful relationships with them” can better improve learners' engagement and enhance their interest in the subject matter (Windham, 2005; cited in Taylor, & Parsons, 2011: 09). This interaction is also crucial in enhancing learners' attention and interest in activities that require social and psychological engagement (Taylor, & Parsons, 2011). Accordingly, interaction strategy improves learners communication skills in addition to their academic engagement.

2.4.2 Exploration Through Learning

Learners learn best by doing. The more learning is concrete the more learners are engaged. Brown, (2000; cited in Taylor, & Parson, 2011) advocates that in order to advance a sense of exploration, learning needs to be more concrete and tangible. Additionally, developing learners' sense of exploration is included within programs that integrate inquisitiveness and problem solving situations, which, in turn, would increase learners' engagement in solving such problems and finding answers to the raised questions. They assume that "today's learners ask for the opportunity to explore and find solutions and answers for themselves" (Taylor, & Parsons, 2011: 11). According to Taylor, and Parsons, (2011), learning should take place within its authentic contexts. Otherwise, learners will not have the opportunity to practice the things they have learnt in the real world. Hence, learning becomes impractical and useless for them. The authors state "seeing how 'a thing works in real life' is more engaging than reading about it in class" (Taylor, & Parsons, 2011: 12). i.e. learners seek to investigate and research what really happens in situations and contexts where they actually operate. This exploration enhances their curiosity and increases their engagement in learning.

2.4.3 Tasks Relevancy

The best way of learning is that of which occurs in contexts and relevant situations from real-life. Those latter motivate learners to engage more in the learning activities. Besides, Willms, Friesen, and Milton, (2009: 34; cited in Taylor, & Parsons, 2011: 12) claim that "the work students undertake also needs to be relevant, meaningful, and authentic- in other words, it needs to be worthy of their time and attention". That is to say, that abstract ideas are unexciting and boring for learners. Their learning objectives are briefly to achieve their real-life essentials. Hence, the use of authentic materials and context can engage learners into valuable and effective learning.

2.4.4 Multimedia and Technology

Modern Technology and media are the most widely used terms in societies in the entire world. Educational systems have also lent great attention to the learning development through technology, which makes it easier for learners to interact and

establish social relationships especially with other researchers, to explore different subject matter meeting their various needs, and to address relevant field topics in which they are actually interested (Taylor, & Parsons, 2011). Accordingly, the implementation of technology into different instructional processes helps learners to become more engaged.

2.4.5 Engaging and Challenging Instruction

According to Taylor, and Parsons (2011), teachers should aware learners that establishing a challenging classroom atmosphere really helps in the learning process. Furthermore, they should create a friendly environment where learners can even challenge their teachers, taking into account that this challenge is an aspect of the whole instructional operation. This perception of challenge engages learners and stimulates them to participate and develop their critical thinking for better learning. The researchers add that teachers and learners “desire quality instruction delivered in socially, emotionally, and intellectually engaging ways” (Taylor, & Parsons, 2011: 21), which serves in enhancing engagement from different perspectives.

2.4.6 learners Assessment

Learners need to receive feedback on their learning progress regularly (Taylor, & Parsons, 2011). According to the authors, this teachers’ task increases their engagement as they really realize what to develop, what to modify, and what to eliminate at all. While they gain insights about the way they are approaching their learning, they are in fact involved in interactions with other learners. Furthermore, teachers should adopt formative assessment frequently. Taylor, and Parsons, (2011) call this type of assessment “learning for further development”. In view of that, assessment for learning will ameliorate learners’ engagement.

2.5 Engaging the Learning Styles

According to an article entitled “How to Engage the 7 Types of Learners in your Classroom” (2017), the following main strategies enable teachers to improve their students engagement according to their learning styles, auditory, visual, verbal or kinaesthetic.

2.5.1 Engaging Auditory Learners

It is stated in 'How to engage the 7 types of learners in your classroom' (2017) that engaging auditory learner requires mainly the teacher's voice, in addition to the other students' voices. It needs also the following techniques:

- ✓ Writing down notes on the board then reading them out loud,
- ✓ Encourage the students to read back their own notes to themselves and to their classmates,
- ✓ Hearing their own voice or the voices of others is the key of their engagement,
- ✓ Recording the lessons for later listening,
- ✓ Teaching other students verbally is encouraging for the auditory learners, and
- ✓ Seating away from any distraction.

2.5.2 Engaging Visual Learners

How to Engage the 7 Types of Learners in your Classroom (2017) claims that visual learners often learn from visual aids, using colours and shapes, diagrams and drawings and they like visual instructions. To engage this type of learners, teachers are recommended to:

- ✓ Include maps, diagrams and images according to the subject (data show is very useful in this case). However, this is not enough to achieve a complete teaching goal, teachers have to help students to create mind maps and illustrate their ideas;
- ✓ Sit visual learners near the front.
- ✓ Use colour codes and clues.
- ✓ Encourage them to jot down notes during study.

2.5.3 Engaging Verbal Learners

How to Engage the 7 Types of Learners in your Classroom (2017) believes that verbal learners often prefer reading and writing, word games and poems. They can use effectively new words, as they are interested in looking up others to add them to their repertoire. They are intellectual and good storytellers. To engage this category of learners, instructors should:

- ✓ Ask them to write down notes.
- ✓ Allow them to talk about concepts and use them.
- ✓ Supply the different verbal learners with the accurate type of learning reading, writing or speaking.

2.5.4 Engaging Kinaesthetic Learners

It is confirmed in ‘How to Engage the 7 Types of Learners in your Classroom’ (2017) that learners of this type are also known as hands-on learners; they prefer to engage physically, they are active, action-oriented and outgoing; they find themselves more in physical education and sports. Teachers are asked to use the following techniques to help them being engaged:

- ✓ Encouraging them to role-play and move during the lesson.
- ✓ Using models may help them.
- ✓ Not punishing them when they move, instead help them to grasp the information in meanwhile.

2.6 Silver and Perini’s Eight C’s to Engage Learners

Silver and Perini (2010) provide other techniques that are particular to each of the four learning styles mentioned above allow us to display their eight C’s of engagement. They listed the following:

2.6.1 Competition among learners

Competition is one of the common motivational strategies to be practiced in classes. However, adopting difficult competitive activities may lead to negative results. At the same time, it is not suitable to instruct some useless activities that will not stimulate learners to compete and improve their levels. Thus, teachers should select tasks that encourage students to engage in the learning process (Silver & Perini, 2010).

2.6.2 Challenge

Assigning challenging tasks means that students have the opportunity to opt for the level of which s/he can begin until s/he reaches the hardest and the most challenging one (Silver, Strong & Perini, 2007; cited in Silver & Perini, 2010). This challenging environment helps students to be fully engaged in the class activities.

2.6.3 Curiosity

Starting your lesson with provocative questions may attract the attention of those students who are disengaged. This technique is very useful to make students think, inquire, investigate and seek for answers to solve the mysterious questions. The question “why” is often required to check the students’ engagement (Silver & Perini, 2010).

2.6.4 Controversy

Silver and Perini, (2010: 10) state “Our content areas are loaded with controversies, arguments, and intellectual disagreement”. Thus, it is necessary to call the students for debates in order to raise their spirit of defending positions. Hence, it will be easy for them to answer any given question and justify it (Silver & Perini, 2010).

2.6.5 Choice

Forming small groups of students to work on their interested topic is a good way to engage them in doing classroom tasks. Offering the opportunity to students to do what they really want raise their self-esteem. Therefore, students will present and express easily and readily their thoughts (Silver & Perini, 2010).

2.6.6 Creativity

There are several techniques to awake the students' creativity. Assigning projects, problem-solving activities, tasks which require critical thinking, all these are beneficial to allow students add their own creativity to what they have already learned (Silver & Perini, 2010).

2.6.7 Cooperation

Silver and Perini (2010) believe that the sense of belonging is very crucial in the students learning context. Thus, joining small groups to share and discuss ideas or conducting projects with mates is inspiring and fruitful for both students and teachers (Aronson et al, 1978; cited in Silver & Perini, 2010).

2.6.8 Connections

One of the factors that encourage students to be engaged in the learning process is to aware them about the direct connection between what they are learning and what they will face beyond the classroom walls. That is to say, it is necessary for teachers to make the teaching-learning process more authentic and related to real-world context (Silver & Perini, 2010). Silver and Perini, (2010) refer to the four learners styles in the following figure:

Students with a strong drive toward mastery delight in developing new competencies and mastering skills that will earn the respect of others	Students with a strong interpersonal drive long to interact with others. They hope that their work is of value and interest to themselves and others.
Students with a strong understanding drive are compelled to make sense of things. This drive appears in their tendency to question, their love of puzzles, their passion for new ideas, and their sensitivity to flaws and gaps in logic	Students with a strong drive toward self-expression long to be unique, to have their differences acknowledged, and to express those kernels within themselves that belong to them and no one else.

Figure 02: Four Styles of Learners (Silver & Perini)

As far as engagement is concerned, Silver, and Perini, (2010) offer a set of engagement techniques that are particular to each of the four learner styles mentioned earlier

We can engage the mastery drive through... Competition and Challenge	We can engage the interpersonal drive through... Cooperation and Connection (to student's lives, feelings, and experiences)
We can engage the understanding drive through... Curiosity and Controvers	We can engage the self-expressive drive through... Choice and Creativity

Figure 03: The Eight C's of Engagement (Silver & Perini)

2.7 Speaking Skill

Speaking is one of the four important learning skills taught in the subject of English as a foreign language. It is considered by many students to be more difficult than other skills, due to the fact that it comprises many aspects to be mastered such as pronunciation, grammar, vocabulary, fluency, word formation and comprehension (Harris, 1969; cited in Yunyta, 2017). Thus, a good English speaker has to apply all the aspects, mentioned earlier, properly in communication.

2.7.1 Enhancing Speaking Engagement in EFL Classes

The target behind teaching speaking skill is to enable learners to develop their communicative competencies. Littlewood (1981) points out "Success is now measured not only in terms of functional effectiveness of the language, but also in terms of the acceptability of the forms that are used" (Littlewood, 1981, p. 21). This means that producing language is not limited to the best use of grammar and pronunciation, but it requires its appropriateness in the social contexts. According to Littlewood (1981), this kind of activities is called social interaction activities.

2.7.1.1 Teaching Communicative Activities

When we speak a foreign language, we often have difficulties to find words that exactly refer to our thoughts or to apply the accurate language rules. Here comes the role of using the communicative strategies (Bailey, 2004). Based on Littlewood (1981) research, the classroom can be transformed into a social context for foreign language use by adopting the following strategies, using the foreign language for the classroom management, using foreign language as a teaching medium, conversation and discussion sessions, basing dialogues and role- plays on school experience.

2.7.1.1.1 Using the Foreign Language for the Classroom Management

This strategy includes how the activities should be planned and how the classroom should be managed. The lesson has to have a beginning and an end. It is necessary to organise the activities and deal with the practical difficulties. Only then, the communicative needs can be enriched (Littlewood, 1981).

2.7.1.1.2 Using Foreign Language as a Teaching Medium

Littlewood (1981) claims, “The actual balance between learning a language and learning through a language is infinitely variable” (Littlewood, 1981, p. 46). Therefore, it is essential to include concrete and non-linguistic subject matter to be explored through the foreign language. Hence, learners become communicatively motivated.

2.7.1.1.3 Conversation and Discussion Sessions

For many learners, this technique is a source of relief. It helps them to improve their speaking skill since it allows them to interact with others (learners or their teacher) and opens the door to class discussions. Through this interaction, various social skills are implemented such as turn-taking, introducing a new topic and expressing opinions (Littlewood, 1981).

2.7.1.1.4 Basing dialogues and role- plays on school experience

This strategy aims to involve learners in their environment to know how to cope with its problems. This can be achieved through conducting dialogues or practicing role- playing activities through a foreign language, in these sorts of tasks, learners can deal with their daily dilemmas and experiences (Littlewood, 1981).

2.8 Engaged Learners vs. Disengaged Learners

The table below sums up and clarifies the different characteristics revealed by both engaged and disengaged learners. This list of characteristics is provided by 'E-learning Info graphics' (2015). Based on them, teachers can pick up their disengaged learners from the engaged ones to overwhelm their learning problems.

Engaged Learners	Disengaged Learners
1. Are actively involved, do their best and are stimulated to work when presented with challenging tasks.	1. Are passive participants, unmotivated to learn, and have little or no idea of their learning objectives and goals.
2. Are intrinsically, emotionally motivated to learn and attain a certain goal or objective.	2. Do not try to understand task instructions, nor do they show interest in task completion.
3. Display curiosity, ask questions, and seek to resolve the problems they encounter during their learning process.	3. Do not seek for high grades and show no willingness to engage in challenging tasks.
4. Feel successful when they are able to associate what they are learning to their real-life settings.	4. Are not inspired to connect their learning to their real-life contexts.
5. Do not give up until they grasp the course content and seek for continuous development and improvement.	5. Display carelessness towards promoting their learning, do not appreciate the course content, and believe that it does not meet their needs.

Figure 04: The Differences between Engaged Learners and Disengaged Learners.

Conclusion

To sum up, based on several researches, it is evident to assume that engagement is often associated with positive students' academic achievements. Therefore, it is well worth considering. The current chapter highlighted the importance of engagement in speaking English as a foreign language. It initiated with some researchers definitions of the term "engagement" followed by the most crucial strategies to develop the EFL learner engagement. In addition, this theoretical part attempted to identify the different techniques drive the EFL learners to be engaged according to their learning styles. Besides, the present chapter dealt with the learners speaking engagement focusing on the principal methods to enhance them to be fully engaged in English speaking activities.

CHAPTER THREE: FIELDWORK AND DATA ANALYSIS

Introduction

The present chapter presents the fieldwork of this study. A descriptive study has been adopted in order to collect and analyse data. Accordingly, the data collection tools consist of the teachers' questionnaire, the pupils' questionnaire, and a classroom observation checklist. These data collection tools are abstracted on the basis of the theoretical part of this research study. This chapter attempts to gather data in order to investigate the main research questions. Additionally, it searches for analysing and discussing the attained findings and use the conclusions to validate the research hypothesis that the implementation of PBL enhances EFL learners' speaking engagement.

1.1 Teachers' Questionnaire

The purpose from the teachers' questionnaire is to collect data on the various opinions and attitudes of MekkiMenni and Mohamed Bellounar Secondary Schools teachers of English on the implementation of Project-Based Learning (PBL) to shed light on its role in their pupils' engagement, more specifically, in their speaking engagement.

1.1.1 Description of Teachers' Questionnaire

The present questionnaire is designed for teachers applying PBL in their classrooms. It is directed to eight teachers who teach English at MekkiMenni and Mohamed Bellounar Secondary Schools in Biskra. Two among them did not demonstrate their pledge to giving back their responses. The questions included in this questionnaire are either close-ended or open-ended. First, in close-ended questions teachers are supposed to provide a 'YES' or 'NO' answer, to choose from among a list of options, or to indicate the frequency of occurrence of a particular behaviour. Furthermore, open-ended questions consist of both explaining sub-questions such as "please, explain" and "please, provide an example", and other questions that require detailed answers or statements. These questions can provide the opportunity to obtain more perceptive comebacks, which help to diminish vagueness. Finally, this questionnaire comprises (21) questions distributed over three sections: General Information, Project-Based Learning, and Pupils' speaking Engagement.

1.1.2 Section One: General Information

This section is devoted mainly to gather data about the teachers' background and personal information. It contains information about their educational and professional qualifications, and the grades they are teaching.

1.1.3 Section Two: Project-Based Learning (PBL)

This section is concerned with the various teaching techniques employed by the teachers when conducting a project work in their classes. It also attempts to determine the different classroom teaching procedures such as time-management, learning objectives, and organization of the class work. Moreover, this section aims at better understanding the degree to which teachers believe PBL is a desirable approach to address the educational needs to future generations.

1.1.3.1 Section Three: Pupils' Engagement / Speaking Engagement

This section reports the way teachers recognize their pupils' engagement when assigning a project work and during the pupils' project presentation. It consists of various pupils' behaviours that the teachers usually observe and identify when undertaking project works. Additionally, it aims at identifying the teachers' perceptions and measurements on their pupils' engagement.

1.1.4 Administration of Teachers' Questionnaire

The current questionnaire has been handed to six teachers of English at MekkiMenni and Mohamed Bellounar Secondary Schools of Biskra. All teachers demonstrated their collaboration by providing us with valuable responses. The latter serve our study to close the teachers' perceptions, views, and attitudes towards the implementation of PBL. It also demonstrates whether or not it boosts their pupils' engagement, specifically in speaking skill.

1.1.5 Analysis of Teachers' Questionnaire

1.1.5.1 Section One: General Information

Question 01: Please, specify your degree(s):

Option	Number	%
BA : Licence	3	50%
MA : Master	3	50%
Total	6	100%

Table 02: Teachers' Academic Degree(s)

As far as the academic degree(s) achieved by the teachers of English at Mekki Menni and Mohamed Bellounar Secondary Schools, half of the teachers (50%) declared that they hold the Bachelor's degree (BA/ license degree), whereas the other half (50%) asserted that they hold Master degree.

Question 02: How long have you been teaching English at secondary school?

Option	Number	%
1-5 years	1	17%
5-10 years	1	17%
More than 10	4	66%
Total	6	100%

Table 03 : Teachers' Experience

As far as the teaching experience of our participants, it varies from the novice one(s) to the more experienced one(s). As it was reported in the questionnaire, four of six teachers have been teaching English more than (10) years. Accordingly, we can deduce that this period of experience is largely sufficient to provide us with valuable responses. 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.

Q3. Which level(s) are you teaching?

Option	Number	%
First year	0	0%
Second year	0	0%
Thirdyear	0	0%
First+secondyear	2	33%
Second+thirdyear	2	33%
All the levels	2	33%
Total	6	100%

Table 04: Pupils Educational Level

When enquired about the levels(s) taught by each teacher, two teachers reported that they teach first and second years, while two other teachers claimed that they teach second and third years, and the two last teachers stated that they teach all the secondary school levels. This distribution of levels is organized mainly to maintain teachers' coordination and planning of lessons, tests and exams. Additionally, the teachers whom have been assigned the teaching of final classes (third year) are those who have a longer teaching experience (from 10 to twenty years).

Section Two: Project-based Approach

Question 01: Do you regularly assign the project work to your students?

Option	Number	%
Yes	4	67%
No	2	33%
Total	6	100%

Table 05 : Project Assignment

This question seeks to enquire whether or not the teachers of the given sample have regularly assigned the project work to their pupils so as to recognize to what extent they adopt PBL in their classes. As the table above displays, not all the six teachers responded positively. Two among them (33%) showed their lack of commitment to project assignment. Regarding those rates, we can conclude that the responses of the other four teachers (66%) will be much more considered in the following questions and statements.

Question 02: The project groups are divided by:

Option	Number	%
Yourownselection	0	0%
Class list	0	0%
Giving your pupils the freedom to choose their group members	6	100%%
Total	6	100%

Table 06: The Selection of the Project group members

Referring to the table above, all the pupils of second year in MekkiMenni and Mohamed Bellounar secondary schools have the total freedom to join or form their own groups. This means that the sample teachers in these two high schools give the opportunity of choice to their students to work more comfortably.

Question 03: Do you think that PBL enables pupils to:

Option		%
a- Best use of grammatical points learned during the unit	0	0%
b- Develop the skills learned during the unit	1	17%
c- Developtheircriticalthinking	0	0%
d- All of them	3	50%
A+b	1	17%
B+c	1	17%
Total	6	100%

Table 07 : The Aim of PBL

Justifications:

1) I think that PBL enables students to all the mentioned points above, simply because PBL is learning by doing. Students will depend on a group of skills during the preparation (critical thinking) and the presentation of the project (speaking skill).

2) A teacher can assess or evaluate the students' understanding through the presentation of their projects. Whether in grammar, vocabulary (new words related to the unit), pronunciation or even writing.

3) When doing the project, pupils are seeking the information, analysing it, selecting, and collecting data. They read, discuss with each other. At the end they present, i.e., they speak

4) Pupils are asked to use some grammatical points/skills while assigning the project to them.

This question intends to reveal the teachers' degree of acknowledgment 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, or enables pupils to develop all of them. As the graph above illustrates, only one teacher (i.e., 17%) opt for one aim only, which is to enable students to develop the skills learned during the unit. Furthermore, none of teachers (i.e., 0%) assumed that its objective is merely to best use of the grammatical points learned during the unit, or to develop their critical thinking. Finally, three out of six respondents (i.e., 50%) claimed that in a PBL approach, pupils are required to develop all of the use of grammatical points, develop the skills learned during the unit, and develop their critical thinking.

Please explain,

(Four teachers out of six provide explanations).

A follow up question required teachers to justify their choices of PBL's main aim. According to the justifications above, the four collaborating teachers (65%), who believed that PBL aims to develop the students' critical thinking in addition to the skills learned during the unit. Therefore, PBL enables pupils to practice the grammatical rules implicitly in order to acquire appropriate language use. Moreover, it allows them improve their critical thinking.

Question 04: Do you set a clear objective for each project?

Option	Number	%
Yes	6	100%
No	0	0%
Total	6	100%

Table 08: Setting the Project Objective

Justifications:

- 1) In many cases, pupils copy previous projects or make projects about the general theme of the unit. Thus, setting clear objectives seems necessary.
- 2) To enable pupils to do the task easily.
- 3) To be familiar with the topic of the project and to understand the unit lessons.
- 4) Clarifying the objective enables the pupils to know what are they doing and for what.
- 5) Because every project is different from the other, so it is important to have a different objective.
- 6) I think that the teacher must make clear objectives of each project because each unit is different from the other, so we have changeable objectives that are related to the unit such as vocabulary, the theme... and we have base objectives such as team skills, originality, creativity and speaking skills

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 six 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.

If yes, please explain why?

Later in this question, teachers were asked to explain their choice. According to the justifications mentioned earlier, one teacher revealed that setting

the objective of each unit can help pupils to work purposefully and easily. Two among them reported that it is necessary to set objective for each project because projects are different from each other. They also add that project objective makes the lessons of the overall unit clearer and eases to achieve the general learning objective of that unit. Another teacher affirmed that the project aims are fundamental such as team skill, authenticity and creativity. Therefore, we can conclude that setting the objective of each unit can ensure a more purposeful and achievable learning experience for pupils.

Question 05: Do you believe that implementing project work in your classrooms shows to what extent your pupils understand the unit lessons?

Option	Number	%
Yes	4	67%
No	2	33%
Total	6	100%

Table 09: PBL indication of the pupils understanding

Justifications:

- 1) When a student tries to find information about the subject of the unit, it helps him to understand the unit lessons.
- 2) The project is a collection of tasks in which students practice the most important points studied during the unit.
- 3) If they follow instructions exactly (do what is exactly expected from them), there is a high chance that they understand the lessons.
- 4) It cannot show whether my pupils have understood the unit lessons or not because some students are careless when it comes to the project and this is because of the different learning styles of the students.
- 5) Of course it does. It helps students understand better the unit and shows how much they grasped the lessons (grammar, vocabulary, pronunciation and writing).

As far as this question is concerned, it was asked in order to recognize the teachers' attitudes on the PBL indication of whether or not their pupils understand the unit lessons. Most of them (67%) reported that they can know the degree of their pupils understanding of the unit lessons through the project work. Whereas, the rest of the teachers (33%) claim that they cannot.

Please, explain how?

(One teacher did not provide an answer).

Teachers are asked to explain how PBL can or cannot provide teachers with information about their pupils understanding. Teachers' attitudes are mixed between those who believe that the project work goes through the most important lessons in the unit. Thus it can indicate the pupils understanding of them. However, others point out that there are some uncommitted pupils, 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 of the unit lessons.

Question 06: Do you introduce the project topic through?

Option	Number	%
a- Videos	0	0%
b- Pictures	0	0%
c- Direct instructions (verbal and written)	0	0%
d- Educational trips	0	0%
a+b	1	17%
a+b+c	1	17%
b+c	2	34%
b+c+d	1	17%
b+d	1	17%
Total	6	100%

Table 10 : Procedures of introducing the project work

This question was designed to gain deeper insights into the way this approach (PBL) is implemented into their classroom instruction. All teachers chose more than one option. Two respondents (34%) claimed that they introduced the project topic through either pictures or verbal instructions. Additionally, each one of the other teachers opted for videos and pictures, or pictures and educational trips, or they vary between all of the proposed tools.

Question 07: In case you find the topic of the project provided in the textbook does not match your pupils levels, what will you do ?

Option	Number	%
a- Keep the topic, but simplify the instructions	0	0%
b- Modify it according to your students' needs	0	0%
c- Suggest your own topic	3	50%
a+b	1	17%
b+c	2	33%
Total	6	100%

Table 11: The Teachers' Project Adjustment

In order for a teacher to be successful, s/he must find ways in which s/he can adopt the academic curriculum and the lesson content so that it fits his/her pupils' 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, half of participants (50%) asserted that they suggest their own project which fit their pupils' level. Moreover, none of them (0%) chose to keep the project provided by the textbook. Those percentages show that the majority of participants try to innovate and device their own tasks by adapting to the curriculum's content and lesson objectives.

Question 8. How often do you use Arabic when you explain the assignment?

Option	Number	%
Sometimes	2	33%
Rarely	2	33%
Never	2	33%
Total	6	100%

Table 12: Frequency of Using the Mother Language during Project Assignment

Explanations:

- 1) With slow learners (mainly literary and economics branches), it became a need to use Arabic especially while explaining some details.
- 2) For those who have very low level.

This question explored the degree of frequency that teachers of MekkiMenni and Mohamed Bellounar secondary school use the pupils' mother tongue to explain the project instructions. According to the table (12), it is equally distributed, the frequency use of L1 by the teachers of the two schools between sometimes, rarely and never. That is to say, teachers may sometimes use their L1 due to the fact that there are some pupils who have low level and need to understand certain details.

Question 9. How do you assess your pupils' project work?

- 1) The language-information-presentation
- 2) Through their project presentation: content + oral presentation
- 3) Through grammatical points and presentations
- 4) Whether they have exactly followed the instructions, the use of grammatical points/ skills and presentation

- 5) I assess my pupils' project works on these points:
 - a- Collaboration and team work
 - b- Content knowledge and the elements of the projects
 - c- The techniques of presentation and the materials used

- 6) Engagement, presentation, pronunciation, ability to face their classmates without hesitation.

This open-ended question was designed to gain deeper insights into the procedures the teachers in MekkiMenni and Mohamed Bllounar undertook to assess the their pupils project work. 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.

Question 10. What are the challenges you face during the phase of the project presentation?

- 1) Some students are shy. Some students cannot express themselves clearly: lack of vocabulary.

- 2)
 - a- lack of materials.
 - b- lack of self-confidence of some students
 - c- No creativity (totally dependence on internet)
 - d-Reading frompapers

- 3) The pupils generally tend to read from poster or the powerpoint work. Only a small number can present their work without referring to the written work.

4) Students read what they have written. They cannot present their projects without referring to their papers.

5) Dealingwithshypupils

6) Shypupils

This question aimed at revealing the limitations which may affect the proper implementation of PBL in EFL classes. Most teachers agreed on the limitations of time and materials. In other words, they regarded time constraints to cause 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 problem is that,their pupils have deficiency in creativity.vocabulary shortage and language deficiency. Therefore, choosing adequate techniques to solve such problems is very urgent. Another dominant psychological challenge is dealing with shy and anxious pupils. This required from teachers to be a source of sustenance and praise to create more comfortable atmosphere.

Section Three:Pupils' Engagement

Question 1. How often do your pupils skip the English class?

Option	Number	%
Often	0	0%
Sometimes	1	17%
Rarely	4	66%
Never	0	0%
No answer	1	17%
Total	6	100%

Table 13 :The Frequency of the Pupils Class Skipping

Question 2. Do you think that your pupils are?

Option	Number	%
Completelydisengaged	0	0%
Somehowdisengaged	4	66%
Completelyengaged	1	17%
No answer	1	17%
Total	6	100%

Table 14: Degree of Pupils' engagement through PBL

Justifications:

- 1) In case of difficult topics, weak pupils
- 2) Because of the weak level
- 3) It seems that a lot lack the basics of English. Thus, they lack interest in it.
- 4) Pupils cannot be completely engaged because it is related to students whether they like English or not also the type of the project or the theme.
- 5) Because I feel that they really are interested in English: they ask questions a lot, participate a lot although they have some weaknesses

Considering this question, three options were suggested to elicit teachers' views about their pupils' degree of active involvement project work. As indicated in the table above, one out of four teachers believed that her pupils are actively involved when carrying out projects. On the contrary, none of the respondents affirmed that her pupils are passive and uninvolved. Finally, the majority (i.e., 66%) asserted that their pupils' involvement and active participation depend largely on other factors.

Question 3. Do you think that the main factor of the pupils' disengagement is?

Option	Number	%
a- The school and/or the classenvironment	3	50%
b- The teacher-pupilsrelationship	0	0%
c- The adoptedteachingstrategy	0	0%
A+c	2	33%
No answer	1	17%
Total	6	100%

Table 15:Pupils main reasons of Disengagement

Explanations

- 1) Sometimes the English hours are at the end of the day (16:00), so the students are tired.
- 2) With such lack of basics, it is difficult that pupils get engaged, especially for literary and economic streams.
- 3) The lowlevel

Later in this question, teachers were asked to specify the factors affecting their pupils' active involvement in project work. The majority of teachers revealed that this depends on such factors as time devoted to study English (the last session of the day), low level and lack of basics.

Question 4. How do you measure your pupils engagement in doing the project work?

Option	Number	%
a- Throughassessment and grades	3	50%
b- Through their disscussion with classmates	1	17%
c- Through their questions to the teacher	0	0%
d- All of them	2	33%
Total	6	100%

Table 16 :Teachers' Measurement Procedures of Pupils' Engagement in the project work

This question suggested four choices 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 behavioural, emotional and cognitive indicators of engaged pupils. As the table illustrates, 50% of the participants regarded pupils' engagement through assessment and grades. Whereas 17% believed that the measurement of pupils engagement should be done by observing their discussion with classmates. 33% of them considered their pupils to be engaged by mixing all the previous mentioned procedures.

Accordingly, we can notice that the majority of responses are focused on both behavioural and cognitive engagement. This is largely because they are easier to be measured and observed.

Question 5. Does the use of project-based learning enhance your pupils' engagement in speaking?

Option	Number	%
Yes	3	50%
No	2	33%
No answer	1	17%
Total	6	100%

Table 17 : The Role of PBL in enhancing the Pupils speaking Engagement

Explanations:

- 1) Shy students have better chances to speak out and express their points of views. Some students like to work in groups. This may help them a lot.
- 2) There are some pupils who speak only in the project presentation.

This question regarded the teachers' opinions of their pupils' speaking engagement regarding the integration of PBL into their classes. As it can be noticed from the graph above, three out of six teachers (i.e., 50%) assumed that their pupils are encouraged to speak when presenting their project work.

Please, explain how

This follow up question investigates the teachers' opinions of the extent to which projects can enhance pupils speaking engagement. One respondent argued 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 stated that, there are some pupils speak only when there is a project presentation. To sum up, the respondents assumed that the project work contributes to some extent to engage those who rarely speak in classroom in the learning process.

Question 6. What do you suggest as technique(s) to reach those disengaged pupils?

- 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. Some syllabi are too long and students do not have enough time to take catch-up sessions to improve their English in general.
- 4) Reading is the solution. It is encouraged.
- 5) a- Choose other topics (simpler) for the pupils, and let them present the way they like.
b- Do not oblige them to choose any kind of presentation.

Teachers' comments

- 1) do not restrict your students (topics, way of presenting, number of students in the group)

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 pupils can be engaged in the learning process. Teachers asserted that, despite the challenges that teachers of English may encounter, when adapting to the pupils' level and managing time and learning materials, learning English through reading is beneficial. They stated that adopting PBL provides the opportunity for pupils 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.

1.1.6 Discussion of the Findings of Teachers' Questionnaire

The analysis of the findings obtained from the teachers' questionnaire has contributed to answering some of the fundamental research questions. To begin, teachers 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 limitations, which can create a challenging environment to effectively integrating projects. Moreover, they assumed that, some EFL learners suffer from vocabulary shortage, which may hinder their acquisition of communicative competence. Notwithstanding, these problems are common to all EFL classes, yet teachers should make efforts to overcome these hurdles and cope with the teaching environment and pupils' varied levels when undertaking projects.

As far as the teaching approach that should be adopted to teach English at secondary school is concerned, all the questioned teachers asserted that the leading approach is the project-based learning (PBL). Therefore, we can deduce that PBL is incorporated within their teaching programs. 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 pupils' ability mainly to use the language in its authentic contexts and to engage them speak English readily. However, since one teacher reported that PBL cannot be a way of engaging pupils in speaking English, her application of this approach may be faulty or incomplete and, eventually, may affect the pupils' engagement during classroom instruction. In addition to other two teachers (out of eight) who showed a negative willing of collaboration. Hence, we deduce that they don't have the required perception on adopting PBL. Thus, their attitude reflects their pupils' disengagement in the learning process.

Besides, they reported that, in order to present the project topic, pupils themselves should explore and deduce what the theme will be about through presenting pictures, displaying videos, and mainly by creating and explaining authentic situations which trigger pupils' ability to connect the project content to their real-world experiences. Thus, what can be elicited from these findings is that, for most teachers, the main objective of teaching English through integrating projects is to provide pupils the opportunity to practice the language used in real-life settings and more precisely to speak English.

Additionally, most of the questioned teachers stress the importance of cooperative work when implementing PBL, which acknowledges the necessity of interaction and communication to complete the project work. These teachers have successfully assimilated the exact aim of carrying out projects of explicitly developing critical thinking and creativity through allowing the pupils to investigate, analyse and finally generate a valuable product. However, the teacher who did not follow the project framework reported that this is mainly because of the limited time the project work takes to achieve all its goals.

As far as the third section of teachers' questionnaire is concerned, its aim was to capture the extent to which teachers consider their pupils to be engaged during projects. Notably, many teachers regarded the projects they implement in the end of each unit as challenging and able to maintain pupils' motivation and active learning. Moreover, projects assigned for second year can meet various pupils' learning styles and trigger their ability to self-monitor their learning and be creative during the presentation of their project findings.

However, the teachers believed that their pupils' involvement depends on some external factors such as time, availability of materials, and boring project topics. Therefore, teachers must be able to choose adequate project topics that require pupils to persist, but are not impossible to undertake. Moreover, it should resemble to some daily themes and subjects so that they raise pupils' interest and grab their attention. Most teachers agreed that these factors should be regarded when designing tasks in order to maintain pupils' involvement and engagement.

In terms of the way pupils are organized to work through projects, the majority of teachers, who respect the appropriate implementation of PBL, give the chance to their pupils to choose their groups. We 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, we can notice that they fundamentally focus on pupils' behavioural and cognitive engagement because these two types are generally observable and measurable.

Overall, despite the challenges mentioned earlier, teachers believe that implementing PBL is much more fruitful and engaging. Additionally, they recognize that PBL has an influential contribution to the development of their pupils' ability to express appropriate and meaningful expressions in various authentic situations. Lastly, the majority of teachers acknowledge the utility of projects in enhancing their pupils' speaking engagement.

3.2 Pupils' Questionnaire

3.2.1 Description of Pupils' Questionnaire

The current questionnaire is a data collection tool designed for second year MekkiMenni 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 (13) questions divided into three sections: General Information, Pupils' Attitudes towards the project work, and Pupils' Engagement through projects. Furthermore, the questionnaire is administered to 40 second year secondary school pupils randomly selected. The 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.

3.2.1.1 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.

3.2.1.2 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.

3.2.1.2 Section Three: Pupils' Engagement in project work

The last section of pupils' questionnaire is devoted to capture the degree to which second year pupils at MekkiMenniSecondary school are 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.

1.2.2 Administration of Pupils' Questionnaire

This questionnaire was administered to second year pupils at MekkiMenni Secondary school in Biskra. They were from different streams, scientific, mathematics and technical mathematics. More specifically, it was administered and explained to (40) pupils representing our sample from a population of about (170) pupils of second year secondary school classes. 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.

1.2.3 Analysis of Pupils' Questionnaire

1.2.3.1 Section One: General Information

Question 01: Please, specify your gender:

Option	Number	%
Male	18	45%
Female	22	55%
Total	40	100%

Table 18 : Gender distribution

This question is meant to determine the participants' dominant gender during the English class. As the table displays, the questioned participants represent more females (55%) than males (45%). This indicates that in MekkiMenni secondary School, female pupils usually attend classes regularly and with larger number, while male pupils attend classes with less frequency and less number. This may draw our attention to an important conclusion. Indeed, girls are more dominant in education than boys.

Question 2. Students' age

Most of the students are 16-17 years old, which is a necessary factor that may keep the classroom atmosphere as cohesive and smooth as possible.

Question 3. Students' Stream

Option	Number	%
Literary	0	0%
Scientific	6	15%
Tech Maths	19	47%
Maths	15	38%
Languages	0	0%
Total	40	100%

Table 19 : 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 in studying it. The aim of this question is to display to this category of pupils. As the graph demonstrates, the study sample of pupils are from scientific, technical maths or maths classes.

Question 4. Do you like going to school?

Option	Number	%
Yes	14	35%
No	4	10%
Not really	22	55%
Total	40	100%

Table 20 : 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 (58%) argued that they don't really like going to school. Some pupils (33%) reveal their belonging to their school. A minority (10%) admitted that they do not like going to school at all.

Question 5. Do you enjoy learning English?

Option	Number	%
Yes	23	58%
No	3	7%
Not really	13	33%
No answer	1	2%
Total	40	100%

Table 21: 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 (58%) argued that they like studying English as a part of their academic learning. Only a minority percentage (03%) of respondents does not like studying the English language.

Question 6. How do you evaluate your level in English?

Option	Number	%
Very good	2	5%
Good	7	17%
Average	19	48%
Weak	8	20%
Veryweak	4	10%
Total	40	100%

Table 22 :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" and "weak" with a percentage of 48% and 20% respectively. Additionally, 10% of them believed that their level in English is "very weak". However, some pupils (17%) claimed that their English is "good". Finally, only (5%) 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.

Section two: Pupils Attitudes Towards Project Work

Question 1. Do you usually prefer to work

Option	Number	%
Alone	13	33%
In pairs	3	7%
In groups	21	53%
Alone + in pairs	2	5%
In pairs+ in groups	1	2%
Total	40	100%

Table 23 :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 (53%) preferred working within groups to carry out the projects. On the other hand, only 7% and 2% opted for pair work and group work respectively. The conclusion that can be drawn is that the majority of second year pupils at MekkiMenni High School are urged to interact and communicate through project work

Question 2. How often did you join a project workshop?

Option	Number	%
Wheneveritisnecessary	26	65%
Rarely	13	33%
Never	1	2%
Total	40	100%

Table 24:Frequency of Pupils Joining a Project Work**Question 3. To what extent were you interested in the projects' topics?**

Option	Number	%
Veryinterested	7	17%
Interested	20	50%
Not interested	13	33%
Total	40	100%

Table 25 :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 65% of respondents affirmed that the project topics are not interesting. On the other hand, 9% of respondents with the rate of 31% of the informants perceive their usefulness. This percentage indicates the close results between those who regarded the topics as interesting and those who believe the reverse.

Please, explain why?

Later in this question, pupils were asked to explain why they liked tasks during English classes. Some believed that classroom tasks enable them to maintain conversations in English and, thus, can effectively operate in English speaking countries. Others reported that tasks are effective because they target their daily routines. Also, some respondents revealed that tasks raise their intrinsic motivation to challenge themselves and undertake the tasks successfully whatever their difficulty level was. Additionally, many pupils confirmed that the effectiveness of the task lies in the pupils' degree of flexibility and sense of responsibility it develops. However, one respondent argued that classroom tasks are monotonous and do

Question 4. Were the teacher's instructions..?

Option	Number	%
Clear enough	21	53%
Not clear enough	13	33%
Not clear at all	6	15%
Total	40	100%

Table 26 :The Clarity of the Teachers' Instructions

Question 5. Which of the following phases of the project do you prefer?

Option	Number	%
The workshop	30	75%
The projectpresentation	8	20%
Both of them	2	5%
Total	40	100%

Table 27 : 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 (75%) were fond of engaging in workshops. The second stage pupils (20%) prefer is the one that involves the project presentation. Additionally, 5% 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.

Section Three: Pupils' Engagement

Part One: Behavioural Engagement

Question 1. How often did you skip the English class the last two weeks?

Option	Number	%
More than three times	0	0%
Less than three times	3	7%
Never	37	93%
Total	40	100%

Table 28 :Frequency of pupils Skipping the English Class in a period of two weeks

Question 2. How often do you participate?

Option	Number	%
Often	9	22%
Sometimes	21	53%
Never	10	25%
Total	40	100%

Table 29: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 53% reported that they always actively participate during tasks. Similarly, 22% stated that they often participate when conducting pedagogical tasks. Conversely, 25% said never participate. These rates indicate that second year pupils show a good willing to participate in the English class activities.

Question 3. How often do you ask your classmates or your teacher questions about the project work?

Option	Number	%
Often	18	45%
Sometimes	20	50%
Never	2	5%
Total	40	100%

Table 30: Pupils Degree of Interest in Carrying out Projects

This question sought to identify the frequency with which second yearpupils ask clarification questions when something is ambiguous. The graph above indicates that the majority of respondents (50%) sometimes ask clarification questions. Also, 45% of respondents claimed that when assigned for a project, they often ask questions to clarify some points. Finally, a rate of 5% affirmed that they never ask clarification questions. These findings indicate that the majority of second yearpupils display an interest to carry out the project.

Part Two Emotional Engagement

Question 4. In which of the following project stages you are most engaged and enjoyed?

Option	Number	%
Project presentation	11	28%
Project workshop	22	55%
Both of them	3	7%
None	4	10%
Total	40	100%

Table 31 Pupils engagement Distinction in the Different Project Stages

The table above captures the degree of joy that the second yearpupils feel during tasks. This is much related to their emotional engagement. It is observable that 55.6% of respondents always enjoy joining project workshops, 28% stated that they are interested in the project presentation, whilst only 7% 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 yearpupils possess one of the necessary components of engagement.

Question 5. In case you are disengaged, what makes you being so?

Option	Number	%
a- Not interested	2	5%
b- Boringtopics	6	15%
c- Non supportiveclassroomenvironment	7	18%
d- All of them	2	5%
a+c	1	2%
b+c	2	5%
No answer	20	50%
Toal	40	100%

Table 32 : Reasons of Pupils' Disengagement

As far as this question is concerned, second yearpupils are asked to reveal reasons behind their disengagement in case they are driven to be. Surprisingly, the results show that half of respondents (50%) 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 6. How do you evaluate the relationship with your teacher of English?

Option	Number	%
Good	17	43%
Not bad	1	2%
Bad	22	55%
Total	40	100%

Table 33: Pupils Attitudes Towards their Teachers

3.2.4 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.

1.3 Classroom Observation

In order to enrich the thoroughness of the obtained data, the researcher has undertaken a non-participant classroom observation. This data collection tool aims at investigating how PBL is implemented into second year secondary school classes, determining teacher's and pupils' roles, and exploring the extent to which second year secondary school pupils are engaged through the project work. Additionally, this tool attempts to demonstrate the effect of the project work in speaking engagement especially in the project presentation stage. Consequently, we believe that non-participant classroom observation can guarantee the opportunity of being an eyewitness of how PBL is implemented in high school classes and highlighting its effectiveness in enhancing EFL learner in speaking engagement.

1.3.1 Classroom Observation Procedures

The classroom observation was conducted on January 17th, February 12th and on March 14th and April 18th, 2019 at Mekki Menni secondary School, Biskra. We assisted five sessions with second year high school classes. Two of which were headed by a teacher presenting project assignment, whereas the two other sessions were devoted by another teacher to attend project presentation by two groups of pupils. The duration of each of the four sessions was one hour. Additionally, each group consisted of around 28 pupils. As far as the classroom observation sheet is concerned, it contains structured statements in addition to a part devoted for further remarks and comments.

1.3.2 Description of the Classroom Observation Checklist

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

1.3.3 Analysis of Classroom Observation

1.3.3.1 Section One: General Classroom Atmosphere

Statement One: The physical setting is suitable for pupils to be engaged in classroom activities

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

On the other hand, during project presentation, the physical setting was not formal from the side of the group members who were displaying their project; i.e., furniture arrangement was not formal. Pupils were allowed to move in any way they want during

their presentation. Whereas the other classmates were asked to sit formally. Moreover, pupils used only the white board and their project product (papers or USB devices + PC).

Statement Two: The seating arrangement favours effective interaction.

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

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

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

It was observed that both teachers were friendly and created a sense of humour during classroom instruction. Moreover, none of them made pupils feel frustrated or ashamed to participate. In other words, it was observed that pupils considered their teacher(s) to be a non-threatening person who urged them to act naturally and without any affective constraints. More specifically, during project presentation, the teacher possessed good listening skills and a caring soul by listening to the pupils' own product as part of PBL curriculum and principles. Furthermore, she created a sense of community and belonging amongst pupils by maintaining a collaborative environment. All these characteristics could successfully enable the majority of pupils to share ideas and participate naturally throughout their presentation.

Section Two: Project-Based Learning

Statement One: Group work is organized.

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

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

Statement Two: Pupils present their project readily

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

Statement Three: The Project objectives are determined

Obviously, assessing pupils' learning cannot occur unless the teacher has designed a purposeful lesson. Thus, setting the learning objective is a crucial component of the lesson plan. Therefore, in all the sessions we have attended, the lesson consisted of a definite learning objective(s). In fact, each task of the lesson had its own objective. For instance, in one session, which was project assignment session, there were many stages pupils should go through to fulfil their project, the teacher set clear objectives for each single stage in order to enable the pupils to achieve their work purposefully. Eg: The project assignment was to make a report on scientific experiments aimed to enable pupils first, recognize and use different scientific terms. Second, enable pupils to conducting a scientific experiment through carrying out, observing, analysing and deducing conclusions. Thus, they develop the critical thinking skill (see Appendix 01).

Statement Four: Timing is respected during the project presentation phase.

To begin, the timing of any classroom task was plainly stated by the teacher. Furthermore, it was observed that pupils were competing to complete the presentation in due time. However, there are always exceptions. Some pupils asked for additional time in order to demonstrate a complete worthy product.

Statement Five: The project themes and content is linked to the pupils' real-life situations.

This kind of projects attracts the attention of the pupils and become more involved and motivated .It seeks to develop the pupils' communicative competence. Accordingly, the project topics are intended to simulate the pupils' real-life contexts.E.g.: pupils were stimulated to carry out the project of “conducting a survey” (see Appendix 04), in which they practice their choice and voice. In other words, they have the opportunity to choose any topic they are interested in to make a study about. In addition, they were freely opted for displaying their survey via video or audio recordings. We observed that pupils reveal their enthusiasm in doing this survey through their clarity questions and their numerous suggestions of the project topics.

In the presentation stage sessions, we observed that the pupils were so excited that they were competing on which group would begin first. Moreover, their presentations were interesting in terms of the chosen topics and the valuable data had collected. Besides, the means of project show were varied between the use of devices like data show, PC or USB devices; they also used pictures, drawings, videos and written papers (see Appendix 05, 06)

Section Three: Teacher roles

Statement One: The teacher gives the instructions clearly enough.

This statement is suitable for the project assignment session. Concerning the teacher's own tasks, the instructions were clear, precise, and concise. Consequently, most pupils fully grasped what was exactly required of them, without any ambiguity in the comprehension of the form of the instructions. As far as the course book's tasks, some project instructions were somehow lengthy and redundant. This created some

comprehension problems for some pupils, which urged the teacher to clarify, or sometimes to re-word the task instructions.

Statement Two: The teacher uses L1 when giving instructions

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

Statement Three: The teacher uses either English or body language to clarify the instructions.

Indeed, the use of English during classroom tasks is crucial. Accordingly, it was observed that the teacher used only the English language to explain the task instructions. In fact, Arabic was totally forbidden during tasks. However, some pupils may sometimes find it difficult to understand the project requirements when presented in the target language. In this case, we have observed that the teacher tried to simplify the instructions using the paralinguistic features such as body language, facial expressions, gestures, or pointing out.

Statement Four: The teacher determines the elements and stages of the projects

As for other classroom tasks, during the project assignment, pupils themselves generally elicited the topic through a careful exploitation of the materials in hand, a textbook, a picture, or a video. It was also observed that the teacher content is generally deduced by the pupils themselves, either based on the teacher's monitoring or through exposure to a relevant material. The task objective is also determined accordingly. Besides, the stages of the projects (Pre-stage which is represented by the project assignment, During-stage which is represented by the project workshop (this stage takes place outside the classroom), and the stage of the project presentation; they are all determined at the beginning of each session by the teacher.

Statement Five: The teacher uses ICTs when assigning the project work

Some educators assume that the project topic can be introduced using computers or Smartphone with data show device assistance. However, we have observed that the teacher has rarely used the ICTs to demonstrate to her pupils the project theme which should be undertaken. Instead, she pinned pictures on the white board, or used the spider map to enable her pupils explore the content of the project.

Statement Six: The teacher guides and monitors the groups.

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

Statement Seven: Pupils are given choices about the project topics.

Some educators believe that allowing the pupils to opt for the project topic in advance may foster their interest and motivation to undertake this project. In high school classes, teaching English, like any other subject, is restricted to particular topics and objectives. These topics are, in fact, related to the pupils' real-life settings. Furthermore, deciding which topic to incorporate in the project workshops is limited to the academic curriculum, which may reduce the pupils' chances to choose the project content themselves. Indeed, it was observed that, in most cases, the project topic is decided by the teacher herself or limited to the textbook. Nevertheless, it has been fairly observed that the teacher gave her pupils the opportunity to choose from among a variety of project topics regarding some restrictions such as the learning objectives.

Statement Eight: The teacher encourages pupils to use English during the project presentation.

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

Statement Nine: The teacher corrects the pupils' mistakes during the project presentation

In these sessions, the teacher rarely corrects her pupils' mistakes of pronunciation. On the contrary, whenever pupils made a grammatical mistake, the teacher immediately corrected them.

Statement Ten: The project assignment comply with the syllabus objectives

In fact, the teacher has the duty to follow the syllabus design objectives, but it is not necessary to be dictated what to assign to achieve these objectives. For instance, some teachers put on blindly the textbook tasks. Rather, teachers including the sample teachers of this study, set contingency plans and assignments that should comply with the learning objectives.

Section Four: Pupils Roles

Statement One: Pupils ask clarification questions.

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

Statement Two: Pupils use L1.

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

Statement Three: Pupils are interested in the project topics presented in the pre-stage.

During PBL classes, the project topic presented for pupils was attractive and simulated their previous real-life experiences, which invited their curiosity and interest to read the material and explore the project content. Additionally, since the project topic was

closely related to the pupils' real-life situations, pupils displayed interest in the topic through a demonstration of willingness to undertake the task, persistence to successfully complete the task, and focused attention to attain the task objectives. All these are regarded to be the traits of interested pupils.

Statement Four: Pupils seem exhausted when a project assignment is given.

To feel exhausted or show unwilling to be involved in a project work is resulted from many factors. As far as the class observation was carried out, this psychological aspect was revealed due to the fact that pupils had other projects to be done in other subjects. Hence, pupils feel energy drained. Moreover, in other cases, pupils were required to investigate, in their views, uninterested subject matters. Therefore, it will be hard and boring for them to deal with such topics.

Section Five: Pupils' Engagement

Statement One: Pupils are interested in knowing more about the project requirements.

At the beginning, during the pre-stage, we have observed that many pupils were competing to guess the topic of the project. Later on, the majority of them showed a considerable willingness to participate. This was observed through volunteering answers and contributing to discussions. Only a minority of pupils either felt shy to contribute in front of groups, or they were trying to shape their ideas before speaking.

Statement Two: Pupils show autonomous role.

Second year pupils were fairly observed to exercise independence during the two project stages. We have also observed that a considerable number of pupils conducted the project work independently, without the need for teachers' assistance. They showed that by providing extra plans and tips, which help them and their peers to fulfil their project work. These pupils could autonomously use the learning materials and resources to plan for the project, choose the most suitable learning strategies, join their groups quickly and automatically, self-assess their task-report, and correct other pupils' mistakes and errors when presenting the projects.

Statement Three: Pupils feel comfortable to work within small groups.

It was observed that group work was used mainly during project presentation stage. As soon as the teacher asked her pupils to start their presentation, they actively and automatically call their group members and joined to perform the presentation collaboratively and successfully. Furthermore, groups competed for the title of the winner group.

Statement Four: pupils speak readily during the project presentation.

we have remarked that many pupils reacted positively to group work. This interactional pattern ingrained a sense of responsibility and competition amongst groups. It was also observed that pupils were exchanging ideas and making contributions within the groups. In fact, it is a crucial advantage of project work to stimulate pupils to speak English readily.

Statement Five: pupils respect the due time of the project presentation

We have observed that in the during-stage (project presentation), some project groups were asking for additional time allocation in order to, comprehensively present the project. Therefore, time-management was fairly observed. On the other hand, with other groups, time was respected with organized groups in particular. We have also observed that in groups having a leader, the latter was watching his wrist watch in order to complete the presentation in due time. All in all, it was hard for the groups to present their work in due time that was assumed by 15 minutes, by their teacher, for each presentation.

Statement Six: Pupils use L1 to explain some project elements

Although it was forbidden to speak Arabic during the project presentation, we observed that there were some pupils who found themselves obliged to do so in order to best explain their ideas to their classmates. This is due to the fact that, they suffer vocabulary shortage. In addition, they felt confused when they were speaking in front of their classmates.

3.3.4 Discussion of the Findings of Classroom Observation

Through the analysis of the classroom observation, we have obtained valuable data that shed light on various crucial classroom procedures when integrating projects and their impact over the pupils' engagement, particularly, speaking engagement. In other words, the analysis of classroom observation revealed some factors that affect pupils' engagement.

To begin, we have observed that the teacher has not used enough the ICT's in order to explore the topic at the pre-stage. This is either because of the lack of these materials in the academic institution, or due to the difficulty of choosing adequate videos to present the task topic. Nevertheless, it was observed that the teacher has presented some pictures and used the spider map at the beginning of each session. Accordingly, we can deduce that the pre-phase triggered pupils' thinking, grabbed their attention and facilitated the anticipation of the project content and, therefore, enabled them to be attentive and cognitively engaged.

Additionally, due to the variety of the integrated projects, it was observed that the great majority of pupils were encouraged to participate and present their answers. We noted down that several pupils were retrieving their previous experiences and using their prior knowledge, in addition to the real-life related information when exploring the project content. Therefore, the more the project refers to the pupils' previous experiences, the higher the rates of participation are. As a result, active participation in terms of speaking engagement was strongly observed throughout the presentation phase.

To note down, the teacher has used relevant authentic topics, which is an important characteristic of engaging projects. These attracted the pupils' interest, enhanced their motivation rates, and triggered their cognitive abilities to innovate ways of carrying out the projects. Moreover, in classroom discussions, pupils were not frustrated to share thoughts and experiences since these cannot be estimated as right or wrong answers. In addition, it was observed that the project content is usually based on pupils expressing their thoughts using English, rather than simply applying language structures. During the observation, we noticed that the majority of the implemented projects challenged the pupils to think creatively, and appropriately plan for the presentation.

Equally important, pupils' active learning was observed in their use of e-dictionaries to explain some new unfamiliar words, without the need for teacher's help and assistance. Moreover, the observed pupils perceived the need to communicate and, hence, actively join their groups. Additionally, some pupils were observed to explain the project content for other members of the group, and assigning the role(s) of each of them when planning for project workshop. All these are regarded as vital characteristics of active learners. The organization of group work is of critical importance in maintaining conversations. However, it was observed that during the planning phase, the majority of pupils interacted in the mother tongue, whilst a few of them communicated using the target language (English). Nevertheless, the teacher's monitoring helped pupils to use English instead of their mother language during this phase. On the other hand, during the presentation, almost all the pupils presented their projects using the English language, and it was observed that most of pupils' conversations were successfully managed. Moreover, incorporating group work while conducting projects had a significant effect on the reduction of pupils' timidity and anxiety. Therefore, what can be elicited from these findings is that the proper implementation of group work in the project work have resulted in stimulating and optimizing pupils' ability to produce and communicate in the English language. The observation of the teacher's role(s) in the project work reveals that she stressed the use of English. This emphasis is observed through the teachers' use of English both during the two stages of the project work and to communicate with her pupils when monitoring the groups. Besides, although some pupils couldn't understand some English terms, the teacher either uses body language or asks other pupils to give an example containing that term.

The analysis of the findings also reveals that the teacher does not neglect the incorporation of some grammar remarks targeting the language form used to perform the project. To conclude, having analysed the classroom observation findings, and by determining the role of the project-based learning in engaging the students to speak English in classroom, it can be inferred that the majority of the observed pupils were interested in the project work. They were also motivated to successfully carry out and fulfil the project work, and actively involved during the two stages of the project work. After the evaluation of the classroom observation results, it can be deduced that the findings were as it was anticipated in the research hypotheses, and that implementing PBL optimizes the pupils speaking engagement.

Conclusion

Basically, the present chapter is an attempt to discuss the fieldwork of the present research study. Ultimately, three data collection tools were employed, teachers' questionnaire, pupils' questionnaire, and classroom observation checklist. The teachers' questionnaire was administered to MekkiMenni and Mohamed Bellounar high school teachers of English in order to obtain insights into the implementations of PBL and their perceptions and attitudes towards this teaching-learning approach. Moreover, the pupils' questionnaire was designed and administered to (40) second year pupils of MekkiMenni high school in order to highlight the main engagement characteristics those pupils display in through the project work. Eventually, a classroom observation checklist was carried out for the sake of determining how projects are used within the classroom, gathering more detailed data about teachers' and learners' roles in PBL, and spotting light on the most important engagement features exhibited by the pupils.

General Recommendations

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

For teachers

- ✓ Before seeking for the students' engagement, teachers should be themselves engaged in implementing PBL.
- ✓ 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 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.
- ✓ 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 students with the assistance of the teacher to re-instruct in English language.
- ✓ To motivate the students, it is beneficial to implement outdoor classes by organising, periodically, exploratory trips. This can result a better understanding

of the project content, raising the students intellectual curiosity. Thus, the cognitive skills will be developed. It can also strengthen the teacher-student relationship.

- ✓ Teachers should be aware of the factors that may affect their pupils' engagement.
- ✓ Teachers should provide their pupils with engaging project topics that are closely related to their real-life situations.
- ✓ Teachers should be aware of the use of ICT
- ✓ Teachers should develop their knowledge about the appropriate implementation of PBL in their beginner EFL classes.

For pupils

- ✓ Pupils have to recognize the importance of being engaged and its benefits on their learning achievement and the development of their language proficiency.
- ✓ Pupils should be consciously aware of the benefits of language use and, thereby, practice the language in different situations of their real-life.
- ✓ Pupils should do their best to commit to all the teachers instructions for better academic results.

For syllabus designers

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

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 study 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, we attempted to spot light on the project work characteristics and the way(s) they are distinct from other class work and homework. Moreover, we 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 gain deeper insights into the notion of learner engagement. This chapter reveals the main features of engaged and disengaged learners. It also sheds light on the various ways used to measure learners' engagement rates. This chapter is regarded to help teachers identify whether or not their learners are engaged during classroom instruction, and provides them with the main strategies that can help foster their learners' engagement.

As far as the third chapter is concerned, it is devoted to the fieldwork in which we endeavoured to analyse, synthesize, discuss, and draw conclusions about the data obtained from the following data collection tools: teachers' questionnaire, pupils' questionnaire, and classroom observation checklist. A descriptive research study was conducted accordingly in order to validate and confirm the raised hypothesis.

First, teachers' questionnaire was administered to (04) teachers of English in MekkiMenni High School and (02) teachers of English from Mohamed Bellounar Secondary school, 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 (40) second year pupils, who represent the sample of this study. This sample was randomly selected out of 170 pupils who compose the whole population. 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 which cannot be identified only through classroom observation.

Eventually, the classroom observation was held in MekkiMenni secondary school of Biskra, with second year classes and with (02) different teachers of English. It was carried out in (04) sessions. In two sessions, we observed pupils' engagement during project-based assignment, while the (02) other sessions were held in project presentation sessions. Thus, the four sessions were devoted to observe the way PBL was integrated and its effect on the pupils' engagement.

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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Appendix One

Classroom Observation Checklist

Teacher:

Observer:

Class:

Number of pupils:

Date:

Time:

Rating scales: A- Well observed

B- Fairly Observed

C- Not Observed

Classroom Elements			
Section One: General Classroom Atmosphere	A	B	C
1- The physical setting is suitable for pupils to be engaged in the classroom activities			
2- The seating arrangement favours effective interaction			
3- The teacher provides a friendly and comfortable atmosphere for pupils to present their project work readily.			
Comments:			
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Section two: project-Based Learning

1- Group work is organized			
2- Pupils present their project works readily			
3- The projects objectives are determined			
4- Timing is respected during the project presentation			
5- The project themes are linked to real-life situations			

Comments

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Section Three: Teacher roles

1- The teacher gives the instructions clearly			
2- The teacher uses L1 when giving instructions			
3- The teacher uses either English or body language to clarify the instructions			
4- The teacher determines the elements and the stages of			

the project			
5- The teacher uses ICT when assigning the project work (during the pre-phase)			
6- The teacher guides and monitors the groups			
7- Pupils are given choices about the project topics			
8- The teacher encourages pupils to use English during the project presentation			
9- The teacher corrects the pronunciation mistakes during the project presentation			
10- The teacher project assignment comply with the syllabus objective			

Comments

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Section Four: Pupils' Roles			
1- Pupils ask clarification questions			
2- Pupils use L1 when asking questions			
3- Pupils are interested in the project topics			
4- Pupils seem exhausted when project assignment is given			

Comments

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Section Five: Pupils' Engagement			
1- Pupils are interested in knowing more about the project requirements			
2- Pupils show autonomous role			
3- Pupils feel comfortable to work within small groups			
4- Pupils speak readily during the project presentation			
5- Pupils respect the due time of the project presentation			
6- Pupils use L1 to explain some project elements			

Appendix Two

Teachers' Questionnaire

Dear teacher,

The present questionnaire serves as a data collection tool to gather information required for the fulfilment of our Master Degree. Your answers will be very helpful for our research study entitled "The Role of Project-Based Learning In Engaging Secondary School Learners to Speak English As A Foreign Language". This study represents an attempt to reveal the importance of implementing PBL for the sake of engaging students in speaking English, hence, promoting their learning outcomes. Accordingly, we would deeply appreciate your precious collaboration.

N.B: There are no right or wrong answers

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

Section One: General information

Q1. Please, specify your degree(s) BA (License)

MA (Master)/ Magister

Q2. How long have you been teaching English at secondary school? years

Q3. Which level(s) are you teaching?

Section Two: Project-Based Learning

Q1. Do you regularly assign the project work to your students?

YES

NO

Q2. The project groups are divided by

1. Your own selection.

2. Class list.

3. Giving your pupils the freedom to choose their group members.

Q3. Do you think PBL enables pupils to:

1. Best use of the grammatical points learned during the unit.
2. Develop the skills learned during the unit.
3. Develop their critical thinking.
4. All of them

Please, explain (you can provide an example)

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Q4. Do you set a clear objective for each project?

YES NO

Please, explain why?

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Q5. Do you believe that implementing Project work in your classrooms shows in what extent your pupils understand the unit lessons?

YES NO

Please, explain how?

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Q6. Do you introduce the project topic through?

1. Video(s)
2. Pictures
3. Direct (verbal and written) instructions
4. Educational trips

(You can tick more than one option)

Q7. In case you find the topic of the project provided in the textbook does not match your pupils' levels, what will you do?

- 1. Keep the topic but simplify the instructions.
- 2. Modify it according to your pupils' needs.
- 3. Suggest your own topic.

Q8. How often do you use Arabic when you explain the assignment?

- 1. Sometimes.
- 2. Rarely.
- 3. Never.

Please, if you do, explain in which situation

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Q9. How do you assess your pupils' project work?

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Q10. What are the challenges you face during the phase of the project presentation?

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Section Three: Pupils' Engagement

Q1. How often do your pupils skip the English class?

- 1. Often
- 2. Sometimes
- 3. Rarely
- 4. never

Q2. Do you think that your pupils are?

- 1. Completely disengaged.
- 2. Engaged somewhere.
- 3. Completely engaged

Please, explain why?

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Q3. Do you think that the main factor of the pupils' disengagement is

- 1. The school or/and class environment.
- 2. The teacher-pupil relationship.
- 3. The adopted teaching strategy.

Please, explain how

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Q4. How do you measure your pupils' engagement in doing the project work?

- 1. Through assessment and grades.
- 2. Through their discussion with classmates
- 3. Through their questions to the teacher.

You can tick more than one option

Please, if other, specify

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.....

Q5. Does the use of project-based learning enhance your pupils' engagement in speaking?

YES

NO

If yes, explain in what way?

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.....

Q6. In which of the following tasks do your students have the highest score?

- 1. Homework
- 2. project work
- 3. test
- 4. exam

Q7. What do you suggest as technique(s) to reach those disengaged pupils?

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Q8. Feel free to add any other comments or suggestions regarding the project-Based implementation in your classroom.

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Thank you very much for your collaboration

Appendix Three

Pupils Questionnaire

Dear student,

This questionnaire is designed to collect data about a Master thesis which is “The Role of Project-Based Learning In Engaging Secondary School Learners to Speak English As A Foreign Language”. Our objective is to investigate to what extent the project work can engage the students of Mekki Menni Secondary School in speaking English as a foreign language. Your answers will help us to reveal the importance of implementing project work in students’ engagement in the learning process. Hence, we will appreciate your collaboration to validate our 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 appropriate answer and give full statements where necessary.

Section One: General Information

1. Gender: male female
2. Age years old
3. Stream: literary scientific technical Maths
languages
4. **Do you like going to school?**
Yes Not really No
5. **Do you enjoy studying English?** Yes No
Not always
6. **How do you evaluate your level in English?**
Very good
Good
Average
Weak
Very weak

Section Two: Pupils Attitudes Towards Project Work

1. Do you usually prefer to work?

Alone

In pair

In group

2. How often did you join a project workshop?

Whenever it is required

Rarely

Never

3. To what extent were you interested in the projects topics?

Very interested

Interested

Not interested

Please,

explain.....

.....

.....

4. Were the teacher's instructions clear enough for you to fulfil your work?

Clear enough

Not clear enough

Not clear at all

5. Which of the following phases of the project do you prefer?

The workshop

The project presentation

Please, explain why

Section Three: The Role of Project Work in Speaking Engagement

1. How often did you skip the English class the last two weeks?

More than three times

Less than three times

Never

2. **How often do you participate in the English classes?**

- Often
- Sometimes
- Never

3. **How often do you ask questions from your classmates or your teacher about the project assignment?**

- Often
- Sometimes
- Never

4. **In which of the following project stages you are most engaged?**

- Project presentation
- Project workshop
- None

5. **In case you are disengaged, what makes you being so?**

- Not interested
- Boring topics
- Non-supportive classroom environment

6. **How do you evaluate the relationship with your English teacher?**

- Good
- Not bad
- Bad

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

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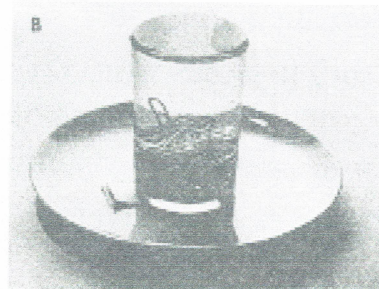
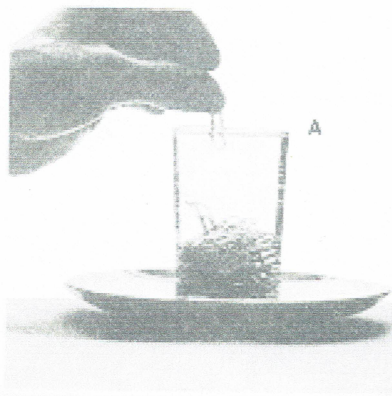
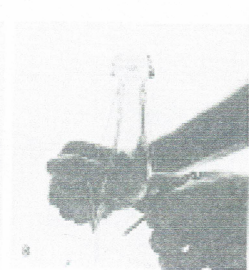
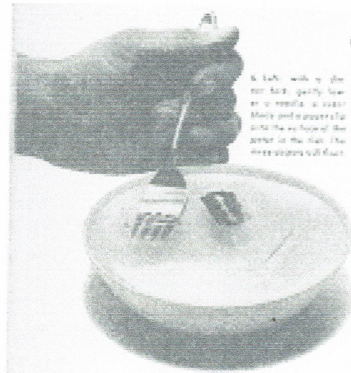
Thank you very much for your collaboration

Appendix 04: Sample (01) of Project Assignment

PUTTING THINGS TOGETHER

REPORT ON SCIENTIFIC EXPERIMENTS (Scientific Streams only)

- Your report should be about 300 words and not longer than 400.
- As you carry out the experiments, make careful observations and keep a record of the results using the appropriate **if-conditional**.
- Give the details of your work as far as possible in charts, diagrams ...
- The experiments can be carried outside or inside school (school laboratory). Seek the help of your teachers if necessary.
- **Please don't try to experiment with things that may cause you harm. e.g., electricity, mixing chemicals together in a haphazard way.**
- It's preferable to choose experiments with water or air. Draw inspiration from these pictures.



Appendix 05 : Sample (02) of Project Assignment

PUTTING THINGS TOGETHER

MAKING A SURVEY

Your survey will deal with people's readiness to face natural and man-made disasters (floods, fires, droughts, earthquakes, home/road accidents ...)

It will be presented in the form of a booklet and will include the following:

- a short questionnaire (of 8 to 9 questions) addressed to a sample of informants; (Use questions containing the past simple and present perfect.)
- a short interview of one of the informants,
- data collection questions and results;

(Cf. model in SE1 Book

At the Crossroads pp. 72-73)

- a report with a graph;
- a set of safety instructions about the disaster (s) you've surveyed;
- and a reminder of how people abroad deal with such disasters.
- Include pictures and slogans against carelessness and precautions to take.

