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TEACHERS AND LEARNERS ATTITUDES TOWARD PROJECT-BASED LEARNING IN PROMOTING LEARNERS AUTONOMY

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DEDICATION

I dedicate this dissertation:

to my lovely family. I would like to give my entire gratitude and appreciation

to my beloved and precious parents,

my sisters, and my brothers for their patience and help

to complete this investigation.

To my friends, teachers, and all those who love me.

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Abstract

The present research investigates both attitudes of EFL students' and teachers' towards the effect use of Project-Based Learning (PBL) to promote learner Autonomy (LA). This case study took a place at Mohammed Kheider University of Biskra. Forty students (40) and Ten (10) teachers participated in it. This research investigates the role of 'Project Based Learning' in promoting 'Learner autonomy';

Thus, we hypothesize that students and teachers have a positive attitude towards the effectiveness of the project based learning in enhancing learners' autonomy. To prove this hypothesis, a questionnaire has been designed and administered to both teachers and second year master students at the department of English to gain more information about their opinions concerning the use of project based learning in fostering autonomy in learning. Results have shown a positive attitude from both teachers and students towards the Project Based Learning as an effective tool to foster autonomous learning.

They also show the effectiveness of PBL in fostering communication and collaboration in the classroom. On the basis of these results, it is recommended to raise teachers' awareness to the necessity of creating a safe learning atmosphere to push learners to work collaboratively in groups.

Finally, the teachers encourage the integration of PBL as a teaching and learning tool in EFL classroom to help learners learn by themselves and become autonomous learners.

Key words: EFL, Project Based Learning (PBL), Learner Autonomy (LA),

List of Abbreviations and Acronyms

&: and.

BIE: Buck Institute for Education.

CALL: computer assistant language learning.

EFL: English as a foreign language.

Et al: Et alii (And Others).

i.e.,: that is.

LLS: language learning strategies.

PBL: Project Based Learning.

PBLL: Project Based Language Learning.

%: percent.

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General Introduction

Introduction

Nowadays, due to the international status of English as a lingua Franca in various domains of life, English language teaching and learning become prominent as important process at schools and universities. Accordingly, Project-based learning is an instructional strategy that addresses the needs of today's students and allows them to engage in the learning of authentic material autonomously to understand, apply and retain information. Project-Based Learning is an effective approach that helps students increase their motivation, autonomy and engagement in their studies.

1- The Statement of the Problem

Project-based language learning is one of the most important tools that have an important role on promoting autonomy level for language learning. First, teachers may find difficulties in teaching their learners because the learners are still unaware of self-reliance in learning and they are passive learners who wait for teachers to provide them of every knowledge concerning their studies, and what is appropriate to learn; that is why teachers should be aware of how to teach their learners through projects to increase their autonomy level, and use projects in classrooms as a tool to make students rely on themselves which help in creating autonomous atmosphere and autonomous learners.

Furthermore, understanding how students achieve better learning through the use of projects, will enable them to accomplish their goals in language learning and it helps teacher as well. Moreover, by knowing the suitable projects in the classroom, learners will provide better results in their learning process. Finally, it will result in promoting their self-reliance that improves learners' autonomy, teachers as well will find their learners interacting in the classroom, enhance their engagement, and result in having an effective learning environment.

2- Significance of the Study

This research study is important because it investigates the attitudes of teachers and students toward project-based learning in the area of English language teaching and learning. Moreover, we explored its effects on increasing the students' self-reliance. In addition, it tackled firstly about the use of projects as a phenomenon that develops the learning process. Furthermore, this research provides the proof to accept or deny the idea of the effectiveness of the use of the classroom projects as a means of helping EFL students to improve their learning autonomy.

3- Aims of the Study

This research aims to shed light on project-based language learning that can help in improving and promoting autonomous learners in academic education because it is a useful way that may help in better exploit of learners' competence and capacities. In other words, the objectives of this research aim at identifying learners' and teachers' attitudes in the classroom that result in a successful language learning. Another objective of the current study is to suggest some ways or strategies for teachers to increase the use of projects in the classroom and increase their students' awareness of self-reliance in academic setting. Therefore, our study seeks to explore teachers' and learners' interpretations of project-based language learning (PBLL) in promoting learner autonomy.

4- Research Questions

This research intends to answer the following questions.

- 1-What are the attitudes of both teachers and students towards project-based language learning (PBLL)?
- 2- Would PBL motivate learners to become more active and facilitate their autonomous learning?

5- Research Hypotheses

We hypothesis that if the teachers and learners are more aware of the use of the classroom projects as an academic tool, the learners' autonomy will be increased, and this will lead to a better engagement and performance in the classroom.

6- Research Methodology

In this study, we are looking for a connection between the two variables, which are projects as technique in language learning process and the effectiveness of this technique on students' autonomy promoting. The method that is adopted throughout this research is quantitative that opt to use two questionnaires, which refer to the type of research questions, designs and data analyses that will be utilized in this work.

7.1. Data Collection Tools

This research includes two data collection tools: two questionnaires. First, a questionnaire administered to teachers to probe their attitudes about the role of the project-based language learning in the process of promoting learner autonomy in the classroom. The second one directed to Mater two students at Mohamed Kheider University of Biskra to survey their viewpoints about the use of projects in classroom and their points of view about self-reliance toward their objects in language learning. Third, the research applied questionnaires as a tool to help the researcher a lot in her work. The questionnaires are very important tools of data collection, which are considered as being more suitable to this kind of research that will contribute in the validity and the reliability of the results of our research study.

7.2. Population /Sample

The sample of this research was limited to Master Two students of Biskra University (Mohammed kheider). Due to the limited time of the current study, and the

huge number of students, this research is limited to a specific number of students that is about 40 students. The population is chosen randomly.

7- Structure of the Dissertation

This dissertation is divided into three chapters. The first two chapters are devoted to review the related literature. The third chapter is devoted to the practical part of the study.

The first chapter attempts to review autonomy by examining the main features that are related to the study. It includes definition of learner autonomy and its characteristics, learners' and teachers' roles in an autonomous classroom, and approaches to enhance it. The second chapter aims at discussing project-based learning. It includes definitions, activities, pedagogies and students' and teachers' attitudes towards project-based language learning, whereas the third chapter intends to analyze collected data, followed by the results and their interpretation.

Finally, the practical part, (i.e., the third chapter or field work), we end up our research with the third chapter, which represents the methodology employed and the findings of the field work. In methodology, we present an overview of research tools description, data analysis, and results. In particular, it includes teachers' and students' questionnaires, description of the questionnaires, results and research finding. Finally, we provide several implications for teachers and students, suggestions for further studies and general conclusion at the end of the chapter.

Chapter One:

Overview of Learner Autonomy

Chapter One: Overview of Learner Autonomy

Introduction

1.1 Definitions of Learner Autonomy

1.2 Teaching Approach to Promote Learning

1.2.1 Teacher-centered Learning

1.2.2 Student-centered Learning

1.3 Characteristics of Autonomous Learner

1.4 Teacher Autonomy

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Conclusion

Introduction

In this chapter, we shed light on the concept of autonomous learning and strategies that may manage students' learning. Some theories and ideas related to autonomy are provided. Over the last two decades, the notion of learner autonomy has gained a great attention and it has been brought to the field of education as a whole, and in teaching languages in particular.

Therefore, students are supposed to move from total depend on the teacher as the only source of knowledge to the level where they can depend on themselves to take charge of their own learning, and many EFL teachers are encouraging autonomy to enable their learners to be engaged in autonomous learning to improve their language acquisition. The researcher provides an overview of learner autonomy including its background, definitions, theories, learning approaches, strategies and tips to foster it.

1.1 Definitions of Learner Autonomy

Learner autonomy is a concept developed in the year 1981 by Holec; the founding father. Scholars and linguists established various definitions to clarify the term autonomy. Holec (1981, p.3) defines autonomy as "The ability to take charge of one's own learning. This ability has a potential capacity to act in a given situation, in our case learning and not the actual behavior of an individual in that situation", it was explained as taking charge; which meant being responsible for deciding learning management and organization, in other words autonomous learners need to have some psychological and methodological preparation.

On the other hand Macaro (1997, p.168) states that "Autonomy is an ability to take charge of one's own language learning and an ability to recognize the value of taking

responsibility for one's own objectives, content, progress, method and techniques of learning. It is also an ability to be responsible for the pace and rhythm of learning and the evaluation of the learning process”.

Little (1991) further developed Holec's definition. According to Little (1991, p.4), learner autonomy is “essentially a matter of the learner's psychological relation to the process and content of learning---a capacity for detachment, critical reflection, decision making, and independent action” (p.4). He explained that learners should have some psychological preparations for their learning process and learning content.

In addition, Little (1994, p.81) pointed out that autonomy also meant that learners could enjoy freedom in their learning, but this freedom was restricted by other factors, because “as social beings our independence is always balanced by dependence”.

Benson and Voller (1997, p.29) defined it as “the recognition of the rights of learners within educational systems”, they affirmed that learner autonomy could be viewed as “redistribution of power among participants in the social process of education” (Benson & Voller, 1997, p.2). The learner autonomy could be realized through various teaching methodologies in which students had more opportunities to take part in decision-making process.

Morrison (2011) added that learner autonomy need “not be a solitary experience but rather one in which the learner, in conjunction with relevant others, can make the decision necessary to meet the learner's needs” (p. 31). In this view, He paid much attention to the

necessity of support from teachers or peers in the language learning process and autonomy cannot be possibly achieved without teachers' or peers' assistance. Accordingly Nunan's (2003) agreed on the role of teacher as a supporter to develop learner autonomy: "Teachers who are committed to the concepts of learner-centeredness and autonomy must therefore help their learners to develop this knowledge and skills" (p. 94). Similarly, Nguyen (2014,p.21) defined learner autonomy as "learner's willingness and ability to take responsibility, to plan, implement, monitor and evaluate his/her learning with tasks that are constructed in negotiation with and support from the teacher". The learners' interaction and communication with their teachers is seen in autonomous learning and learners must have the strong willingness to engage into their learning, which means that they should be active and positive towards their studies.

In this concern Dam (1995,p.102) declared that autonomous learners need to be: "an active participant in the social processes of classroom learning.....An active interpreter of new information in terms of what s/he already and uniquely know".

Chan (2001) also stated that "the literature suggests different interpretations of the concept in different contexts" (p. 505).

1.2 Teaching Approach to Promote Learning

1.2.1 Teacher-centered Learning

Teachers play important roles in the teacher-centered learning process. They provide information, evaluate and monitor students to get the correct answers, yet students are viewed as passive receivers of information. The main focus of EFL teaching is to get the students perform well in tests rather than catering to students' need (Zohrabi, et al., 2012). According to Acat & Dönmez (2009), in teacher-centered learning particular textbooks are used, which are mostly grammatical oriented to compare the language structures of native and target languages. In this case students tend to be more competitive and individualistic because they have less opportunity to think aloud, communicate or interact. As teachers become the main source of information, for example, all students' questions are answered directly by teachers without students' involvement. Also, teachers control every single learning experience in designing the class activities.

Teacher-centered learning is suitable for large classes, because it takes shorter time to do the class activities, learning materials can be well prepared, and teachers can manage setting rules to encourage students to communicate in the class by using English (Nagaraju, 2013). The real important thing in this way of learning is to transfer knowledge to the learners.

1.2.2 Student-centered Learning

In the Student-centered learning approach, students' activities are important indicators in learning process and quality of the learning product (Zohrabi, et al., 2012). According to (Acat & Dönmez, 2009) in the teaching and learning English, this approach links with flexible learning, experiential learning, and self-directed learning. Therefore, in the student centered classroom teachers encourage students to participate in the learning process all the time and consider their needs, as a group and as individuals. The teachers' play the roles of facilitators more than instructors. They help to guide their students, manage their activities, and direct their learning because the students are active participants in the learning process. In student-centered class, students may work alone, in pairs, or in groups (Zohrabi, et al., 2012).

If students work on their own, they can plan ideas or prepare notes before class discussions, do listening tasks, write short assignments, or do exercises about grammar or vocabulary. Students may work together in pairs or groups while comparing and discussing their answers, or reading and reacting their written works and proposing improvements. Students may work together in discussions or in role-playing, share ideas, and experiences. According to Nagaraju (2013), these activities bring certain benefits to students, such as when students work together they talk more in English, exchange their ideas, learn from each other, feel more secure and less anxious, and use English in a meaningful way.

1.3 Characteristics of Autonomous Learner

Many researchers suggested different characteristics related to autonomous learners. Candy (1991) states the characteristics of autonomous learners as follows: curious, open and highly motivated; methodical and disciplined; reflective and self-aware; logical and analytical; flexible, interdependent and interpersonally competent; venturesome and creative; persistent and responsible; information seekers, and self-sufficient, knowledgeable and skillful about learning process and critical thinkers. Dickinson (1993) explains that autonomous learners are able to identify what has been taught, whereas quite a lot of learners actually do not know what is going on in their classes. Autonomous learners are also able to formulate their own learning objectives in collaboration with teacher.

In addition, autonomous learners can select and implement appropriate learning strategies consciously. Moreover, autonomous learners should monitor their own learning and self-assessment. In this sense Cotterall (1995, p. 199) agrees with Dickinson on self-assessment as she says “it is essential that learners be able to evaluate the quality of their learning. An appreciation of their abilities, the progress they are making and of what they can do with the skills they have acquired is essential if learners are to learn efficiently.” Autonomous learners are aware of their personal and educational needs and can set the objectives and goals for their own learning. They can establish a link between what is to be learned, how to learn, and the resources available. (Holec, 1981; Little, 1991) add that autonomous learners are those who take charge of their own learning , they also establish a capacity that enables them to identify

the content and progress of their learning, choose methods and techniques to be used, and monitor the acquisition process and evaluate what has been learned .

1.4 Teacher Autonomy

Scholars have been trying to define teacher autonomy from different aspects. The concept of teacher autonomy has been subject to debate, and they reflect different perspectives of those who give them, more than the evolution over time. For some authors it refers to “the teacher’s ability and willingness to help learners take responsibility for their own learning” (Thavenius, in Cotterall and Crabbe 1999, p.160) According to this definition teachers adapt to the students’ roles, to help them on their way to autonomy and independence.

Little (1995,p.178) first defines teacher autonomy as the “teachers’ capacity to engage in self-directed teaching professional action.” Aoki’s (2000) offers an explicit definition of teacher autonomy, suggesting that this involves “the capacity, freedom, and/or responsibility to make choices concerning one’s own teaching”. According to Smith (2000), teacher autonomy refers to “the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others.” Benson (2000) argues that teacher autonomy can be seen as “a right to freedom from control (or an ability to exercise this right) as well as actual freedom from control”.

Finally, there is the concept of the autonomous teacher as an autonomous learner, with the capacity for self-directed professional development. In this definition of autonomy

teachers are aware of the reason, the time, the place and the manner they can acquire pedagogical skills and updated knowledge as part of their teaching practice (Tort-Moloney, 1997, Smith, 2000). Little 2000 (in Smith 2001, p.7) establishes the connection between teacher and student autonomy when he points that “It is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner.”

This view includes “...having a strong sense of personal responsibility for their teaching, exercised via continuous reflection and analysis... affective and cognitive control of the teaching process”. Still, teacher autonomy depends on the teachers’ responsibility to their job.

1.4.1 Characteristic of Teacher Autonomy

Researchers studied teacher autonomy from different dimensions. McGrath (2000) illustrates the characteristics of teacher autonomy from two dimensions, “as self-directed action or development; as freedom from control by others.” When teachers behave in a self-directed manner, they are not guaranteed to learn from the experience. Because their professional development of autonomy may be seen as one form of professional action, however; their action and development of autonomy do not necessarily mean the same thing.

Smith (2001) summarizes six very comprehensive characteristics of teacher autonomy as follows:

A. Self-directed professional action

- B. Capacity for self-directed professional action
- C. Freedom from control over professional action
- D. Self-directed professional development
- E. Capacity for self-directed professional development
- F. Freedom from control over professional development

Almost every element of teacher autonomy is discussed in this review. However, it fails to pay attention to an important element in teacher autonomy; that is, the teachers' attitudes. The subjective element as teacher's attitudes defines the successful application of teacher autonomy. Therefore, the author analyzes the divides teacher autonomy from three aspects that is the capacity and freedom in knowledge, skills and attitudes. As a result, positive attitudes is the prerequisite to the adoption of teacher autonomy, the capacity and freedom of knowledge is the basis, and skills are the necessary tools and guarantees for successful teacher autonomy implementation.

1.4.2 Teacher's role in promotion of own autonomy:

(Joyti .S, 2014) mentioned that teachers can promote their autonomy by themselves. Some suggestions to promote the autonomy of teachers are as follows:

- He/ she should read a lot to be familiar with current subjects.
- Teacher should be able to observe himself.
- They should co-operate with others

- It is really necessary to be open to criticism.
- Teacher should make notes at the end of lesson and evaluate them.
- Feedback by students may be given to the teacher.
- They should be given the opportunity to develop his own autonomy.
- Teacher should observe each other to give feedback (peer observation).
- A very careful lesson plan is required.
- One should be aware of his good and bad points or qualities.

1.4.3 Teachers' Roles in an Autonomous Classroom

For the development of learner autonomy, teachers play an important role for developing and creating an autonomous environment in language classroom for learners. Teachers should be aware of their students' needs to create a supportive environment and concentrate on developing learners' positive attitudes towards becoming autonomous learners.

The teachers' role in the development of autonomy has also been investigated by Voller (1997) who found that teachers must have a clear view of the attitudes and beliefs underpinning their views of autonomous language learning. He notes that whether the teacher views learner autonomy as a right or as a distant goal, the teacher plays the role of facilitator, counselor and resource. Teachers also encourage learners to set goals based on the feedback from evaluation and self-assessment (Dam, 1995).

In order to promote learner autonomy in the teaching contexts, teachers should be

consciously aware of their learners' language learning strategies, effectiveness, and their beliefs about the language learning process. However, it points that learner autonomy, is not something that teachers do to learners, or another teaching techniques that can be taught (Little,1990; Benson, 2001). Also, Dickinson (1987) adds, "the learner is totally responsible for all of the decision concerned with his learning and the implementation of those decisions". There is no presence of a teacher or an organization in a complete learning autonomy, and learners are aware of the specially prepared materials. For instance, the early researches on language learning strategies carried out by such researchers as Rubin (1975) has indicated that good learners are actively involved with language learning, and have clear ideas about the best ways for them to set their own language learning objectives.

Learner autonomy requires teachers to act as catalysts, discussants, consultants, observers, analysts, facilitators and counsellor to stimulate the learning process in various ways (Little, 1991). Furthermore, teachers are supportive, patient, tolerant, emphatic, open and non-judgmental. To support learner autonomy, teachers consider learners as their partners in achieving common goals. They motivate learners by encouraging commitment and self-confidence. As partners, teachers help learners overcome obstacles, and always ready to engage in a dialogue with learners (Wenden, 1998; Benson, 2001).

1.5 Language Learning Strategies for Better Autonomous Learning

There are a variety of researchers who have defined the term language learning strategies

(LLS) in different ways. Wenden (1991) defines LLS as, “mental steps or operations that learners use to learn a new language and to regulate their efforts to do so.” While O’Malley and Chamot (1990) defined LLS as “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information”. By acknowledging various definitions from different researchers, we can see that learning strategies are very important in learning a language. Therefore, all students need to be trained on how to use them properly in order to be effective learners.

According to Hedge (2000), there are four types of learning strategies utilized by language learners, including cognitive strategies, meta-cognitive strategies, socio-affective strategies, and communication strategies.

1.5.1 Cognitive Strategies

Hedge (2000) defines cognitive strategies as “thought processes used directly in learning which enables learners to deal with the information presented in tasks and materials by working on it in different ways”. According to Tudor (1996), cognitive strategies include: Repetition, Resourcing, Grouping, Note taking, Deduction/ Induction, Substitution, Elaboration, Summarization, Translation, Transfer, and Inference

1.5.2 Meta-cognitive Strategies

According to Oxford (1990), “metacognitive strategies are actions which go beyond

purely cognitive devices, which provide a way for learners to coordinate their own learning process". Oxford also points out that there are three metacognitive strategies such as centering learning, organizing and planning learning, and evaluating learning. In addition, Tudor (1996, p.205) also states that metacognitive strategies consist of planning, monitoring and evaluating; some of these strategies are: planning, selective attention, directed attention, self-monitoring, self-management, self-evaluation and problem identification.

1.6 Approaches to Enhance Learner Autonomy

Autonomous learners are more likely to become successful users of the target language due to the fact that they have the skills that enable them to reflect when using the language and are therefore, be able to communicate properly and effectively (Little, 2003,p.15). In this sense, there are different reasons for fostering learners' autonomy. It is widely argued that learners are more efficient when they play an active role in the learning process, which solves the motivation problem.

Moreover, learners who assume responsibility and are in charge of their learning are more likely to learn better. Candy (1991, p.24) assumes: "when learners are involved in making choices and decisions about the content and the mode of what they are studying, learning is more meaningful, and thus, effective".

With regard to all the benefits of LA in language learning, different approaches have been suggested in an endeavor to achieve this aim, which can be a solution for all EFL learners to cope with their needs in this changing society. Benson (2001,p.111) classified

these approaches under six headings as shown the following figure:

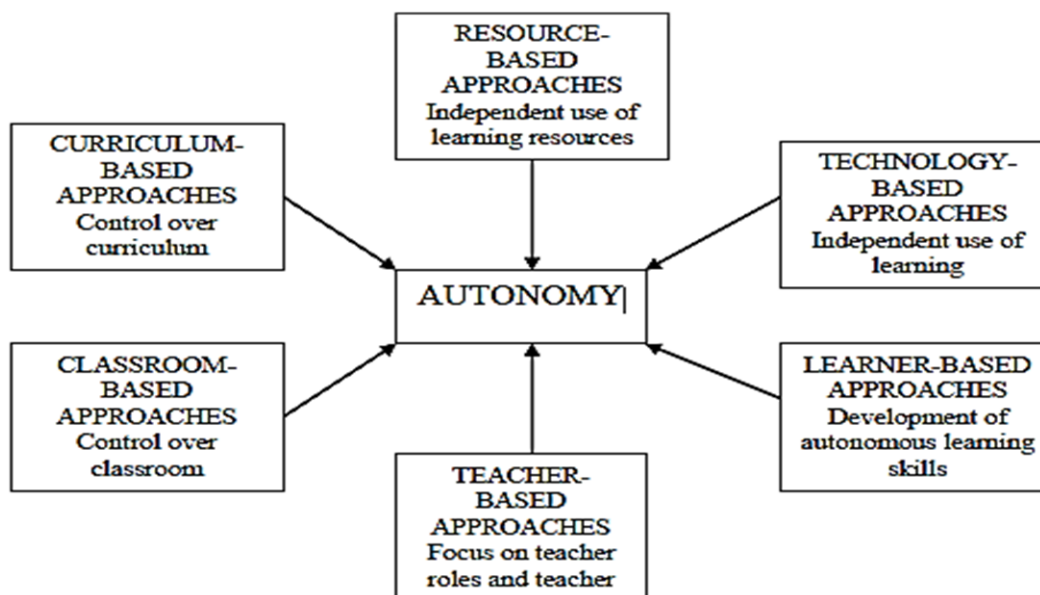


Figure 1: the different approaches suggested to foster learner autonomy. (Benson 2001)

1.6.1. Resource-based Approaches:

The emphasis of these approaches is placed on the independent interaction of learners with learning resources in order to develop learners' ability to take control over learning plans, the choice of materials and the evaluation of learning (Benson, 2001, p. 113). They are essential in fostering autonomy, since the availability of resources (real, books, encyclopedia, etc.)

1.6.2. Technology-based Approaches:

It seems that technology-based offers opportunities for self-directed learning and supports collaborative learning through the internet which facilitates learners' control over interaction as they cater for learners' different learning styles (Benson, 2001, pp. 138-139). Computer Assisted Language Learning (CALL) and the availability of ICT devices is a typical form of this approach (Benson, 2001, p.167). This approach can be

seen as an alternative to resource-based approach emphasis on technology resources used.

CALL is characterized by the use of multi-media, hyper-media and interactive technologies that help to promote a wide range of skills. Schwienhorst (2002, p.205) states that “virtual environment provides tools for awareness raising and critical reflection. They enhance conversation management and collaboration and encourage learners to actively participate in the creation and organization of their learning environment”.

1.6.3. Learner-based approaches:

This approach places emphasis on the psychological and behavioral changes that are essential for learners so that they can take control over their learning (Benson, 2001, p.142). He also insists on the learner and on theories that connect learner training and learner development with greater learner autonomy. Benson (2011, p.154)

Learner-based approach equips learners with abilities to take control over their learning and provide them with the skills that are necessary for the development of LA. Cohen (1998, p.67) as cited in Benson, 2001, p.144) argues: “strategy training, i.e. explicitly teaching students how to apply language learning and language use strategies, can enhance students’ efforts to reach language program goals because it encourages students to find their own path ways to success, and thus it promotes LA and self-direction”.

According to Benson (2001, p.142) rather uses the term learner development instead of learner training or strategy training. He points out “all approaches to learner development aim at helping learners become better language learners”. However, Benson (2001, p.15) warns against acquiring a set of techniques without being able to apply them flexibly and critically, and he favors reflective training models to explicit instruction in that they enable learners to develop awareness of the appropriate strategies for the overall self-direction of their learning.

1.6.4. Teacher-based approaches:

Benson (2001, p.11) maintains that these approaches reinforce the role of the teacher and teacher education in promoting autonomy among learners. In Benson’s (2011, p.185) view, put a major emphasis on developing learner autonomy on the notion of teacher autonomy, an area which has received an increasing amount of attention in the field recently.

Thus, teachers have to feel comfortable with managing new forms of classroom dynamics and supporting multiple teams of students working independently as they explore and gain new understandings and skills to prepare them for the twenty first century life (Trilling & Fadel, 2009, p.115). Benson (2001, p.110) refers to the processes initiated by teachers or institutions as fostering autonomy.

As Little (1990, p.7) states: “in the classroom context, autonomy does not entail an abdication on the part of the teacher...” In other words, LA does not deprive teachers of their responsibility in organizing the class, but it happens simultaneously and

reinforces each other. It gives learners the right to share decisions with their teachers the learning process.

1.6.5. Classroom-based approaches:

According to Benson (2011) refer to the transfer of responsibility and, thus, promoting learner autonomy by incorporating learners in the decision-making processes concerning their everyday learning content and procedures.

Benson (2001, p.151) assumes that working with peers and teachers makes learners develop responsibility for their learning. That is to say, cooperative learning in the classroom leads to fostering LA. Also, if learners are part of the decision-making process, they are more likely to be able to track their own learning process.

Nevertheless, combining autonomous learning with approaches that are based on interaction and collaboration, such as cooperative learning, may increase learners' involvement in the learning process and foster LA (Onozawa, 2010, p.135). A fact which highlights the role that the teacher plays in enhancing LA through interaction and collaboration which allows a transfer of responsibility to learners who become active participants in the learning process.

Thomson (1998) suggests that cooperative learning fosters LA in that the skills essential for cooperative learning such as problem-solving and negotiating differences of opinion are relevant to autonomous learning (cited in Takagi, 2003, p.132). Indeed,

all practices in the classroom should support and encourage learners to take charge of their own learning and thus create an autonomous classroom. As they develop their self-confidence as they take responsibility for their own learning

1.6.6. Curriculum-based approaches:

According to Benson (2011), refer to those in which learner control is extended to the curricular level. Benson (2001, p.111) indicates that curriculum-based approaches “extend the idea of learner control over the planning and evaluation of learning to the curriculum as a whole. Therefore, to promote LA, learners have to be part in the decision-making process at the level of the curriculum. Process syllabus is a term used by Benson to refer to ideas of curriculum-based approaches (Benson, 2001, p.163).

Dam (1995, p.31) asserts that course content, selection and use of materials, position of desks and seating of students, discipline matters, homework tasks, time, place and pace of the lesson, methodology and types of activities and assessment are components of a curriculum that reinforce the active involvement of learners in the learning process and hence fosters LA.

However, Benson (2011, p.184) argues that the effectiveness of this approach “depends upon explicit scaffolding structures that support learners in decision-making processes”.

To conclude, learners' active role and involvement in learner-centered curriculum motivate them to engage in the learning process and achieve their goals, a fact which allows them to understand their responsibility and so take control over their own learning.

Conclusion:

This chapter displays a brief review of the theoretical concept of learner autonomy in the field of language education and presented the issue of autonomy as well as the role of both teachers and learners in the process of forming autonomous learning.

Therefore, it has been argued throughout this chapter the reasons why learner autonomy should be promoted in English teaching and how learners who assume responsibility and are in charge of their learning are more likely to learn better.

Finally, developing autonomous behavior in the classroom as well as outside the classroom context seem to be a natural course in education to organize and direct their own learning inside and outside the school context. The next chapter, is devoted to the model of Project Based Learning, describe the notion of PBL in the field of English language learning and teaching and how it can be a tool for promoting learner autonomy.

Chapter Two:

Overview of Project-Based Language

Learning

Chapter Two: Overview of Project-Based Language Learning (PBLL)

Introduction

2.1 Definitions of Project-Based Language Learning

2.2 characteristics of PBL

2.3 The Teachers Role in PBLL Classroom

2.4 Learners' Role in PBL

2.5 Benefits of project-based learning in teaching English as a foreign language

2.6 Project-based Learning and the use of technology

2.7 Steps for implementing a project-based learning project

2.8 The assessment of PBL

2.8.1 Authentic Assessment

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2.8.4 Peer Evaluations

2.8.5 Self-Evaluations and Reflections.

Conclusion

Introduction

This chapter is devoted to PBL as a teaching and learning technique. It starts by introducing the different definitions of concept by scholars, its characteristics, the role of both teachers and students in the PBL classroom, its benefits as well as the use of technology in the field of English language teaching and learning. It also displays the major steps of implementing projects and their assessment means. All these elements are needed to be taken into consideration in applying the project-based approach in the classroom.

PBL emphasizes learning activities that are useful for learners' development in language skills; they are usually integrated with real world concerns. That gives students a large space for communication and interaction with their teachers and classmates both inside and outside the classroom in a successful way that allows them to use and practice the English language.

This chapter will indicate how PBL could promote students' enthusiasm, confidence, creativity, self-esteem and collaborative learning ability and deal with interpersonal conflicts to figure out solutions for complex problems.

2.1 Definitions of Project-Based Language Learning:

Project-based learning has been revealed for the first time by learning theoreticians for a considerable period of time. PBL was developed as practice by Dewey (1916; 1938) and Kilpatrick (1918), both strong proponents of experiential and social learning. Later, Bruner (1960; 1966) developed the discovery approach to learning, and with it an awareness of the need to make learning relevant to each individual, while the individual constructivist theories of Piaget (1972) further influenced the practice of PBL. The theory and practice of PBL has been most influenced by the ideas of Vygotsky, whose ideas, although developed in the 1920s and 30s, did not appear in English until the late 1970s, when Cole arranged for the translation of his works (Vygotsky & Cole, 1978).

The concept Project learning became a central issue in the 1960s and 1970s and became linked with the idea of a more "convivial society" and the democratization of learning through the introduction of the comprehensive school. (Illich, 1970; Reimer, 1970; Graubard, 1972; Winkel, 1974). Since then project activities have displayed in various education fields (Struck, 1980; Frey, 1982), and the term 'project' has being used to mean an activity which "is in some kind of opposition to whatever is considered mainstream educational practice" (Legutke& Thomas 1991,p.158), with "overgeneralized connotations of freedom as opposed to constraint, and, unfortunately, fun as opposed to serious and responsible work" (Legutke& Thomas 1991,p.158).

According to the PBL definition of both Legutke and Thomas (1991, p.160), they introduce the following key features as central to the PBL approach: negotiation, experiential task-based learning, self-determined action by individuals/ by group, focus on process as well as product, and holistic outcomes.

According to Simpson (2011), the PBL approach opens the door to: communicative competence, authentic learning, learner autonomy, cooperative and collaborative learning, higher-order thinking skills, language proficiency, self-efficacy and self-esteem.

According to Collins, Brown and Newman (1989) project-based learning is an approach that allows learners to identify and formulate their own problems.

(Solomon, 2003, pp.1-2) sees that the setting of project-based learning contains activities that are designed to engage students and empower them with responsibility for their own education in ways unheard of in traditional classrooms.

(Bransford & Stein, 1984) Project-based learning is a comprehensive educational method to involve students in continuous, collaborative investigation. They agree on the point that students are challenged to work on solving real-life problems, write online journals, do

research on the Internet, meet in groups to plan and create Web sites and digital media presentations, and evaluate their peers for both collaboration and presentation skills.

Project-Based Learning approach applies projects as models to motivate student and provide means for demonstrating and explaining what they have learned to use the knowledge and skills they acquired. They also explore, make judgments, and interpret information in meaningful and creative ways.

The (BIE) Buck Institute of Education (BIE) defines Project-Based Learning (PBL) as a “systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks” (BIE, 2003,p.4).

According to Bell, (2010) PBL is an effective teaching method that presents a multitude of skills that are important to success in the 21st century. In its study, Bell (2010) suggests that students need to be more involved in their own learning, and that teachers need to focus on their initial position as side-by-side guides and not as stage-by-stage trainers.

Eyring (2001) views PBL under the following pretense, —Project work: in terms of its view of learning, power relations, teacher and learner roles, view of knowledge, view of curriculum, learning experiences, control of process, motivation and evaluation|| (p.336).

In a simple way, in language instruction, PBL is a flexible methodology allowing multiple skills to be developed in an integrated, meaningful, ongoing activity. Recent findings focus on the role of PBL on learners ; and researchers find that PBL increased academic achievement, increased application and retention of information, critical thinking, communication and discussion , and collaboration between students (Katz & Chard, 1992; Thomas, 2000; Bell, 2010; Holmes, 2012; Harmer & Strokes, 2014; Condliffe, 2016; Iwamoto et al., 2016), project-based learning provides connection between a group of learners

and gives them some opportunities to solve issue, step by step to find out a response and be able to present the results to a wider audience. Students generally encourage and support each other when they face the frightening prospect of a public presentation during the process of preparing and organizing projects. According to Collins, Brown and Newman (1989) project-based learning is an approach that allows learners to identify and formulate their own problems.

2.2 Characteristics of PBL:

Skehan (1998) explains PBL as follows: project work facilitates the continuous development of autonomy with increasingly increasing accountability on the part of the learners ... [Project work] is an excellent schema for training learners to pursue learning in their own style, suitable to their own abilities, styles and interests (p. 273).

(Legutke& Thomas, 1991, p. 158) (Cited in Petersen. C. 2004, pp. 11-12-13). There are several key characteristics of PBL which are generally agreed upon by researchers which Legutke& Thomas (1991) summarize in the following eleven points:

1. Themes and target tasks derive from life
2. The educational value of project learning is fostered through the process of discussion, experimentation, reflection, and application of new insights to new cycles of experimentation.
3. Plan of action is jointly constructed and negotiated. Project ideas become operational tools which define sub-topics, problem areas, and predict outcomes derived from hypotheses.
4. Project learning is investigative and follows a cyclical model of experiential learning.
5. Project learning is learner-centered. It has a great variety of modes of operation which allow learners to discover their specific strengths, interests, and talents.

6. The Successful outcome of project activities relies on the collaborative abilities of small groups of learners.
7. Project work assumes a basic ability for self-direction and learner autonomy in the learning process itself.
8. Project learning takes a broader view of product or outcome, as products can appear in a great number of representational forms, represent the holistic and multi-sensory nature of learning, and are integral parts of the process because of their use value.
9. Project work necessitates an interdisciplinary approach to learning.
10. Project work increases roles for teachers and learners. Teachers may act as manager, facilitator, researcher, participant, or monitor. Learners may also act as manager, actor, writer, secretary, teacher and researcher.
11. Learners as partners, who are provided with the space and skills to contribute to the content and process of learning, and allows for an open, process-orientated curriculum. (Legutke& Thomas, 1991, pp. 158-160).

2.3 The Teachers Role in PBL Classroom:

At the end of 21st century, the teacher's role no longer includes just delivering instruction or expecting students to repeat facts on tests. Instead, it is to offer resources that help students investigate and develop content purposefully and creatively.

In a student-oriented classroom it is suggested that a reflective teacher with a flexible approach is innovative, creative, and open to new trends and methods. The teacher's belief and commitment to the PBL approach is the largest single factor in successful project as described in Haines (1989). He adds that, as projects are in progress, the teacher should act as

a reference source, alongside dictionaries and grammar books. This approach includes the ability of self- and peer-correction to work in this way and be trained in advance.

Project-Based Learning Handbook by Markham (2003) defines teacher's role as follows: "At the heart of successful PBL is teacher's ability to support and direct students. This requires instructional, organizational, interpersonal and communication skills, as well as the ability to define the agenda for the class and push a project through to a successful conclusion". (cited in Kavlu 2017)

PBL requires the teacher to adopt a new, enthusiastic attitude, to acquire a wide range of skills and to leave traditional supreme position. It might be said that 'leadership' is replaced by 'partnership'. (cited in V.Rousova. 2008)

In the project based model, the teacher role switches from the provider of information to that of a coach, tutor and facilitator (Krajcik et al., 1994; Barron et al., 1998). Also, the teacher can also take on the role of project manager, especially when students are new to this type of learning, and assist in breaking down the tasks involved in creating the final artifact (Barron et al., 1998; Krajcik et al., 1994; Thomas, 2000; Melin et al., 2009). They suggest that this shift is one of the major hurdles to the successful implementation of project based learning programs. The teacher may also highlight critical features of a concept or task and provide feedback throughout the process to maintain high standards for student work.

Savery (2006) indicates that the teacher also plays a crucial role in decision-making in project-based learning and may decide certain features of the project, such as the form of artifact. He also indicates that teachers maintain the role of expert, rather than tutor. Project based learning is not teacher-centered. Thus, the role of the teacher is primarily that of a facilitator and is there to help students through the learning process.

Furthermore, Ng and Yeong (2008) state that teacher's role in PBL consist of helping learners acquire skills of learning independently. More specifically, teachers help them become self-directed learners. For Simpson (2011, p.47), teachers should also assist their learners at the early beginnings of PBL for example, "...by developing a rubric assessment as a tool so as to offer them an insight on what they are supposed to do".

2.4 Learners' Role in PBL

It refers to what needs to be achieved by the learner in the sense of PBL. Yeong and Ng (2008) claim that projects are a challenge for students as they will be active partners in the learning environment and engage in collaboration with project members to agree on the content to be learned, the approach to be included and the development of their knowledge in real-world situation.

Simpson (2011) assumes that self-directed learners may choose the topics of their concerns and desires and set their learning goals in order to be motivated to carry out project. That is, in PBL, students promote self-directed learning through taking responsibility for their own learning by selecting the topic of their interest by the approach to be used in the study process and setting the objectives that they want to accomplish at the end of the. Finally, Simpson (2011, p.49) claims that "Self-directed learners widen their role to become peer-helpers who in turn help other learners to complete their tasks".

Simpson (2011, p.46) claims that "It is clear that teachers are less formal and less dominant when students have more control over their own learning". However, the teacher should be knowledgeable of the requirements and guidelines to integrate in the classroom in order to establish an ideal environment for successful application of the PBL.

The role of students in PBL is of great importance. As this model involves student-directed learning (Diffily, 2001), the student needs to be involved in the major roles : self-directed learner (in terms of choosing the topic that I related to their experience and interests), as a team member/ collaborator (be responsible for their own learning and share goals in order to work collaboratively for the projects' success) and as a knowledge manager / leader (students are required to have a solid foundation in the topic of their study , I.e. search and collect information, analyze data, and finally present the outcomes) (Murchu,2005)

2.5 Benefits of project-based learning in teaching English as a foreign language

Booth (2002), states that the process of project-work provides opportunities for students to develop their confidence and independence. They (students) demonstrate increased self-esteem and positive attitudes toward learning and improve their skills. It I evident that PBL can provide meaningful opportunities for students to apply skills and knowledge they obtain in their learning process and through their experience to develop their language skills.

PBL various activities engage learners in communication tasks and understand their target language culture in an authentic and meaningful context (Stanley, 2000). It also allows them to use real life situation language in a confident way, and strengthen its use in authentic contexts to solve real-world problems (Curtis,2001).

Moreover, PBL increase students' motivation, especially when they are given the choices to choose their project topics that interest them an can control and set their goals and the process to achieve them (Stanely, 2000; Finch, 2003; Johnson, 2003; Markham et al., 2003; Welsh, 2006; Beckett & Slater, 2005, Hagrave, 2003). They agree that students get motivated because of PBL which provides an opportunity for learners to interact with each other and

comment on the work that leads to inspiration. Newell (2003) adds that a PBL motivates student to learn, “it keeps students in school, keeps them enthused and keeps them happy. Therefore, the door of opportunity is opened to learning worthwhile, meaningful skills” (p.8)

The main advantages of PBL according to Harmer and Strokes, (2014) as cited in (Rubrica, 2018,p. 7) claims of improved academic results, the development of wider skills, increased student motivation and enjoyment, students learn through revision, enhanced outreach and engagement beyond academia and advantages for lecturer.

2.6 Project-based Learning and the use of technology

By introducing real-life contexts and technologies to the classroom through a project-based Learning model, students are motivated to become self-employed, critical thinkers and problem solvers. If students take responsibility for their own learning, they can improve the way they interact with others in their adult life.

The use of technology in PBL is highly important, specifically a computer with connectivity (Blumenfeld et al., 1991; Doppelt, 2003; Grant, 2005; Krajcik et al., 1991; Papanikolaou & Boubouka, 2010; Thomas, 2000). Technology provides another dimension of flexibility by offering multiple levels of practices to satisfy student knowledge, abilities and skill levels (Blumenfeld et al., 1991). Which have an opportunity for personalization as students have access to information, material, and Web 2.0 tools that suit their abilities. Internet connectivity provides a depth of knowledge in a number of forms and is a dynamic learning platform that broadens the range of problems that can be investigated (Krajcik et al., 1994).

Technology often enhances the opportunity for interaction and engagement with experts employed in the field of study that the student has chosen to concentrate on. Technology

effectively accommodates synchronous and asynchronous interactions, resulting in a valuable platform for collaboration and a blending of the learning environment (Krajcik et al., 1994; Papanikolaou & Boubouka, 2010).

2.7 Steps for implementing a project-based learning project

Project-based learning, as with all lessons, requires much preparation and planning. When designing the project it is important to go through essential steps. As (The Educational Technology Division, Malaysia, (2006, pp.22-25), pointed out six major steps in formulating a Project-Based Learning program:

Step 1: Essential Question

Step 2: Design a Plan

Step 3: Create a Schedule

Step 4: Monitor Students and Project Progress

Step 5: Assess the Outcome

Step 6: Evaluate the Experience

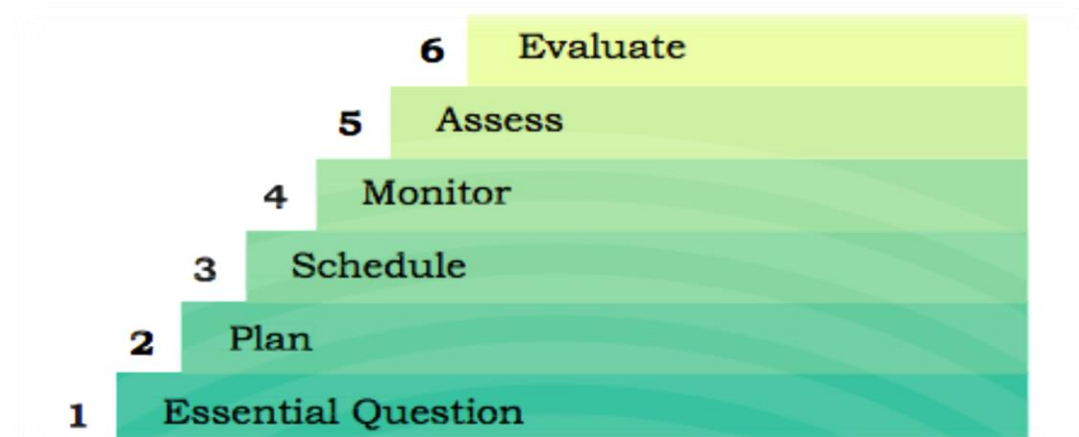


Figure 2.Steps in PBL by (Educational Technology Division)

2.7.1. Step 1 Start with the Essential Question

The Project-based Learning lesson question must be open-ended. In which engage students to begin investigation and research through a real-world topic. Also, the teacher has to make sure that the questions are based on the situations that are relevant to the students.

2.7.2. Step 2 Design a Plan for the Project

Involving students in the planning process makes them feel they are the ownership of the project in deciding activities to support the question. The available materials and resources prepare students to search for new topics and issues that help them in the process of seeking answers.

2.7.3. Step 3 Create a Schedule

Teachers should provide a timeline for the projects elements. Enable students to use new directions. Guide them when they seem to shift from direction that has no connection to the project. Support students to succeed in their course but don't accidentally set limits

2.7.4. Step 4 Monitor Students and Project Progress

The teacher should inculcate the value of collaboration and communication among the members of the group and teach them how to work collaboratively. Let students select their primary roles, but maintain responsibility and interactivity for other group roles. Provide resources, guidance and assess the process through creating team rubrics and project rubrics. Team rubrics state the goals of each team member while project rubrics refer to evaluating the requirements of the projects.

2.7.5. Step 5 Assess the Outcome

Assessment provides objective feedback and allows educators set standards. It helps one to evaluate progress and gives students feedback on how well they understand the information and what they need to improve on. Assessment also allows teachers design curriculum for more effective teaching.

2.7.6. Step 6 Evaluate the Experience

Reflection is of an important role in the learning process. Set a time for reflection of daily activities. Allow individual reflection, such as journaling, group reflection and discussion to share feelings and experiences, and discuss what worked well and what needs change. Also Share ideas that will lead to new questions, thus new projects.

2.8 The assessment of PBL

Students are assessed by various means in PBL that are different and challenging than the traditional assessment; such as “traditional paper-and-pencil tests to new modes of assessment: case-based assessment, self and peer assessment, performance-based assessment and portfolio assessment” (Berge, Mortelman, Spooren, Petegem, Gibel, Vanthournout, 2006, p. 347)

Project-based Learning is a student-centered activity, thus formative and summative assessments are essential to successful learning. Formative assessment that is desired for giving feedback through the project creating process, while summative assessment provides student with the degree of their performance at the end of the course (Markham et al., 2003). Assessing PBL typically involves authentic and performance assessment, in addition to Portfolio Assessment and Journal Assessment, rubrics , peer- evaluation and self- evaluation and reflection.

2.8.1. Authentic Assessment: assess “real-life” abilities outside the school environment such as planning skills, creativity, knowledge integration, and collaboration; as described by Grant Wiggins (1989) authentic assessment typically (a) mirror the challenges, work, and standards engaging practicing professional; and (b) involve the individual interactively through opportunities for explanation, dialogue, and inquiry through question and responses (cited in Sukandari, 2013). Authentic Assessment assess student performance in the context of task based learning activities through the use of rubrics and portfolios

2.8.2. Performance-based Assessment: assesses application of skills and competencies mastered in completing activities or task through observation. Marzano, Pickering, and McTighe confirms that PBA “variety of tasks and situations in which students are given opportunities to demonstrate their understanding and thoughtfully apply knowledge, skills, and habits of mind in a variety contexts” (1993, p.13)

Learners and parents should be aware of the evaluation of such learning model; PBL before the projects are assigned in order to know the abilities to take in consideration “... it is an approach in which evaluation focuses upon both the process as well as the product of the student’s work” (Papandreou, 1994, p.41 as cited in Bassou 2008) So that learners know what to give importance to and what to spend more time on beforehand (Oswald, 2005). Whereas, formative assessments are conducted during learning and can focus on the process of learning and summative assessments are completed after learning has occurred (Greenstein, 2012 as cited in Clark 2017).

The different assessment aspects of the project and project creation--the artifacts—allow students to have more opportunities to make up for an area they may not be good at.

2.8.3. Rubrics: They play an important role in the grading of PBL artifacts because they help student and teacher, parents and everyone have a clear and explicit expectations. They

are “guidelines, rules, or principles by which student responses, products, or performances are judged” (Judith Arter, 2000, p.1).

Rubrics need to be detailed enough to be understood by the students and know what is desired of them once they achieve a specific problem solution. It is also important that rubrics are shared prior to beginning an artifact. (Bender, 2012)

They are developed during the planning process for a project and shared with students. Rubrics can be created for products, such as brochures, skills; i.e. researching a topic, or dispositions, i.e. cooperation and teamwork. Those rubrics outline the skills that each student will be evaluated on for a particular project. They ensure a great amount of feedback because they serve the learning process from the start to finish as well as an essential assessment tool.

2.8.4. Peer Evaluations: It allows learners provide continues feedback when assessing peers’ projects and learning processes (Wilson, 2001). Students can evaluate others’ work an offer suggestions for better improvement and support. In addition peer assessment and evaluation allows students to improve the important skills of giving constructive feedback (O’Farrel, 2005). This assessment enables teachers to assist and supervise the learning process among students (Buchanan, 2004).

Lim (2012) suggests that students can grade their group members including their nominations, rankings, and ratings. And also students find social collaboration more important than intellectual contribution, something that teachers can’t easily observe.

2.8.5. Self-Evaluations and Reflections: The learners’ assessment and evaluation is of great importance because it raises awareness for him toward his mistakes and gives a chance to self-regulate their learning. However it can be very difficult for them to determine their own grade on a certain artifact based on the numerical scale.

Self-assessment enables students to evaluate their ow work by reflecting on performance , work progress and overall learning process that leads to their achievement

(Hattum-Jassen & Pimenta, 2006 as cited in Simpson, J. 2011). Students also become active, responsible and motivated to take part in their learning process (O'Farrel. 2005).

Warren (2016) recommends thinking of reflections in three phases: in-action, on-action, and for-action (guide to future action), where for-action allows students to think about how they can improve on the next PBL project.

Conclusion

Throughout this theoretical chapter, the researcher attempted to provide an up-dated literature about the research variables. Thus from the description above, it is understood that PBL is an approach that has been developed to be used as a teaching and learning technique in EFL classroom. Also it was clearly administrated that scholars who defend this model agree on a major point which is project-based learning can engage learners in cooperating with their group members and help them improve their learning achievement and can offer them memorable ways to learn language in an effective successful way.

Finally, PBL offers a form of teaching and learning that breaks away from traditional teacher-directed practice and provides opportunities for acquiring skills that are ignored often in other forms of instruction. This chapter has outlined the main components of project-based learning and some of the key aspects that go towards making it successful.

Chapter Three:

Data Analysis and Interpretations

Chapter Three: Data Analysis and Interpretations

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Appendices

Summary ملخص

Chapter Three: Data Analysis and Interpretations

3.1. Introduction

The present chapter is the practical part of this research paper which is aimed to answer the research questions to prove and validate the research hypotheses that have been stated by the researcher at the beginning of this study; the importance of PBL approach and use of projects as an academic tool to promote learner' autonomy to a better engagement and performance in the classroom. In this chapter, the researcher made a deep investigation by examining a sample population (EFL students and teachers of English language division at Mohamed Kheider University of Biskra) to understand the most critical points and reach the purpose of the study by using different research tools. The students' and teachers' questionnaires have been used to gather data for the research which are explained and analyzed quantitatively.

The chapter consists of two sections to present the research design and introduce the participants then describe the two research instruments and the procedures of data analysis, as well as explains the results and terminated by discussion about the main findings.

Section One: Describing the Methodology

3.2. Research Design and Methodology

This section is concerned with the research design and methodology. It is mainly devoted to the research setting, the participants' profile, and the data collection instruments.

3.2.1. Purpose of the Research

The aim of the present study is to investigate the attitudes of teachers and students toward project-based language learning that can help in improving and promoting autonomous learners in academic education, in Biskra University. Moreover, the purpose of this research is to gain a greater understanding of both project based learning and learner autonomy by

analyzing the students' beliefs and awareness of this concept. Furthermore, the issue of promoting learner autonomy is also approached from the teachers' perspective. Hence, this research highlights to some extent teachers' views concerning the use of Projects (PBL) as a tool to promote learner autonomy or not.

3.2. 2. The Research Population and Sample

The research population who participated in the present study includes students and teachers in the Department of EFL in the University of Biskra Mohammed Kheider.

The participants consist of:

3.2.2.1 Students

The research sample includes forty (40) students of Master Two (2) in the English Department (Applied Linguistics; science of Language) field. The reason behind selecting this sample is that they had experienced the project based learning method during their studies for almost 5 years as a new way of teaching. However, students still find difficulties with Learner Autonomy

3.2.2.2 Teachers

The study includes teachers that are selected at random regardless of their age, sex and length of experience in their teaching career. Their number is 10 teachers; most of them are males teachers; they are four females and six males.

3. 3 Data Collection methods.

Quantitative data collection methods.

The common quantitative instrument used to quantify data is questionnaire. This latter is the choice to our research because the questionnaire demands to collect and have statistics on the sample that have been chosen to be able to quantify it.

The primary research instrument used in the present study is the questionnaire since one can collect data by using a questionnaire in a short period of time with less effort and is

important part of any research in social sciences, as Dornyei affirms that “by administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour” (2003, p. 9).

In order to collect the required data that answer our questions, an online questionnaire was administered to EFL teachers and students of Master two at the Department of English in Biskra University.

3.4. The description of questionnaires

The fundamental aims of the two questionnaires were to investigate the use of projects to promote learner autonomy during English classrooms. The questionnaires included ‘closed/ open ended’ questions and multiple choice questions. Closed questions require answers with ‘yes’ or ‘no’ or to choose one or more response from several options. For the open-ended questions the respondents can answer and give their own opinions or background information about the topic or justify their answers. Moreover, there were open-ended questions where teachers and students were asked to give their opinions in full statements.

3.5. Nature and description of Questionnaire Questions

3.5.1. Students’ Questionnaire

The first section of students’ questionnaire is composed of fourteen (14) items. The first two (2) are devoted to gather students’ personal information about their gender (Q1), age (Q2). The second part includes two (2) questions regarding the number of project conducted in this year (Q3) and the way they are conducted in (Q4) and what their opinion is regarding those projects (Q5).

The third part includes nine (9) questions constructed mainly on the basis of the different phases of project-based learning where students are involved in discussions in order to know about their feelings and state of mind. The questions (Q6) and (Q7) contain a Checklist questions that seek to investigate learners attitude during the process of implementing projects. The questions (Q8) (Q9) (Q10) were set in the form of a Likert-scale of “strongly agree”, “agree”, “Unsure”, “disagree”, and “strongly disagree” in which participants choose among the proposed options and give their opinion about PBL participation in classroom discussions, understand what is learned and enhance self-confidence to communicate in English. Finally, the four last questions (Q11), (Q12), (Q13) and (Q14) are statements concerning the opinion and use of technology materials in the classroom.

The first second of the questionnaire is composed of twelve (12) items. The first four (4) are constructed to explore the understanding of the concept and their consideration if they are autonomous learners that depend on themselves and to what degree. In questions (Q5), (Q6) and (Q7) they are asked about the reason behind being autonomous in language classroom and their opinion about “responsibility” and whether they are taught how to be learn by themselves or no. In (Q8) (Q9) and (Q10) the classroom decisions and activities they think they are capable to choose and what their reaction about making mistakes and errors in classroom. They were asked in the last two questions (Q11) and (Q12) if they prepare their activities before class and what are the outside activities they usually have to improve their English language.

3.5.2. Teachers’ Questionnaire

The questionnaire is divided into three sections. The first section is related to the teachers’ profile (background information), the second section is related to the Project Based Learning (PBL), and the third and final section is related to Learner Autonomy (LA). In this questionnaire the informants are asked to answer the questions by ticking in the appropriate

column, answer by “yes” or “no”, answer multiple choice questions and open-ended questions concerning teachers’ perceptions of learner autonomy and Project based learning.

Through this section, the informants are required to write free responses concerning the subject of the study. The aim of these questions is to know the teachers’ beliefs and attitudes towards learner autonomy and their different points of view about how to promote it.

The questions of the second section (PBL); In the first five (5) questions the teachers are asked about their understanding and consideration of the concept PBL, are they interested this method, a brief comparison between this method of teaching (PBL) and the traditional way (teacher direct method) and how engaged the students are through this learning method.

In the questions (Q6), (Q7)the advantages and disadvantages of using project-based learning in the Language classroom and what may prohibit the use of this method. The last four (4) questions were (Likert scale question) in which they show their degree of agreement on certain statements, and lastly if they have further comments to add about (PBL).

The questions of the third section (LA); In the first three (3) questions the teachers are asked about their understanding and consideration of the concept (LA), what is it based on and how to foster it. In the next two items (Q4) and (Q5) they were asked about what are the teachers’ roles to adopt to make learners active participants and about the learners’ roles in autonomous classroom. Also in (Q6), (Q7) and (Q8), if the use of project works helps EFL learners to be autonomous and what are the obstacles they face and lastly if they have further comments on this concept (AL).

3.6. Data Collection Procedures for the Questionnaire

3.6.1. The Piloting stage of the questionnaire

The Piloting stage of the questionnaire was administered to two teachers of the English language in Mohamed Kheider University to benefit from their feedbacks about the content and structure of the questionnaire.

3.6.2. The Administrating stage of the questionnaire

3.6.2.1 Administration of the Students' Questionnaire

The questionnaire was shared online in the Facebook group of Master Two applied linguistics, and also was sent to some students via messenger to get the needed number of participants.

3.6.2 .2 Administration of the Teachers' Questionnaire

The questionnaire was distributed through google form “online” and sent via email. The distribution of the questionnaire was done to collect as many different views as possible to enrich and add more value to our work. The questionnaire was sent to twenty four teachers. However, only ten who provided me with their answers. This is why we can see that the number of the participants is small.

3.6.3. Data Analysis Procedures

Our research which is under investigation is based on quantitative approach that is used in order to quantify the variation and diversity in a phenomenon from the questionnaire of both students and teachers.

Section Two: The Results

3.7. The Analysis of Students' Questionnaire

Section I: Project Based learning

Item 1: Students' Age Distribution

From table 01 below, it is noticeable that the majority of Master II student's age ranges between 23 to 24 years old. The age range was divided into two categories. The first category is between 23 and 24 which represents the majority of the participants (92,5%) and the last category is over 24 years old representing (07,5%). Therefore, the results show that these participants are relatively young.

Age range	Participant	Percentage (%)
Between 23 and 24	37	92 ,5%
More than 24	03	07,5%
Total	40	100%

Table 1 Students' Age Distribution

Item 2: Students' Gender Distribution

A quick glimpse at table 2 below reveals that female students outnumber male ones. In fact, the study recorded twenty one (35) female subjects who represent 87,5 % out of the total of forty (40) students whereas the male's number was five (05) students representing 12,5 %. This can be due to the fact that girls are showing more interest in studying English as a foreign language than boys.

Gender	Participant	Percentage (%)
Male	05	12 ,5%
Female	35	87,5%
Total	40	100%

Table 2 Students' Gender

Item 3: Number of Project Works Conducted this year:

The results presented in table 3. below show that the majority of the students (82,5%) responded that they have conducted less than three (3) projects this year against 17,5% of them who said that they have conducted between 3 and 6 project works. None of them have conducted more than 6 projects.

The results show that students didn't have the chance to experience PBL in all the modules they had during the first semester of this year because they have only lectures in the amphitheater. They have conducted less than 3 project works well more accurate to say semi projects (small research papers regarding the studied module). However, the reason of not conducting project works this year is because the students were having only one semester for studying and the second one is for working on the graduation thesis.

Number of project works	Frequency	Percentage (%)
Less than 3	33	82,5%
Between 3 and 6	07	17,5%
More than 6	00	00%
Total	40	100%

Table 3 Number of Project Works Conducted this year

Item 4: How are these project works conducted generally:

From the pie chart below, it is recognized that the majority of the students (77,5%) conducted their project works individually since most of their project were related to their dissertation. Working in pairs was mentioned by 15% of them conducted semi structured projects related to the modules they studied in the first semester.

On the other hand, only 7,5% of the participants said they worked in groups to discuss the information they gathered in their semi structured projects and explained that

collaborative work gives students the opportunity to communicate and interact between each other, exchange ideas, share knowledge, debate and give opinions. Students also develop communicative skills and promote the spirit of working cooperatively.

Therefore, the results reveal that project works are generally conducted individually by. This kind of project gives the student the opportunity to develop their own problem solving, critical thinking and self-reliance

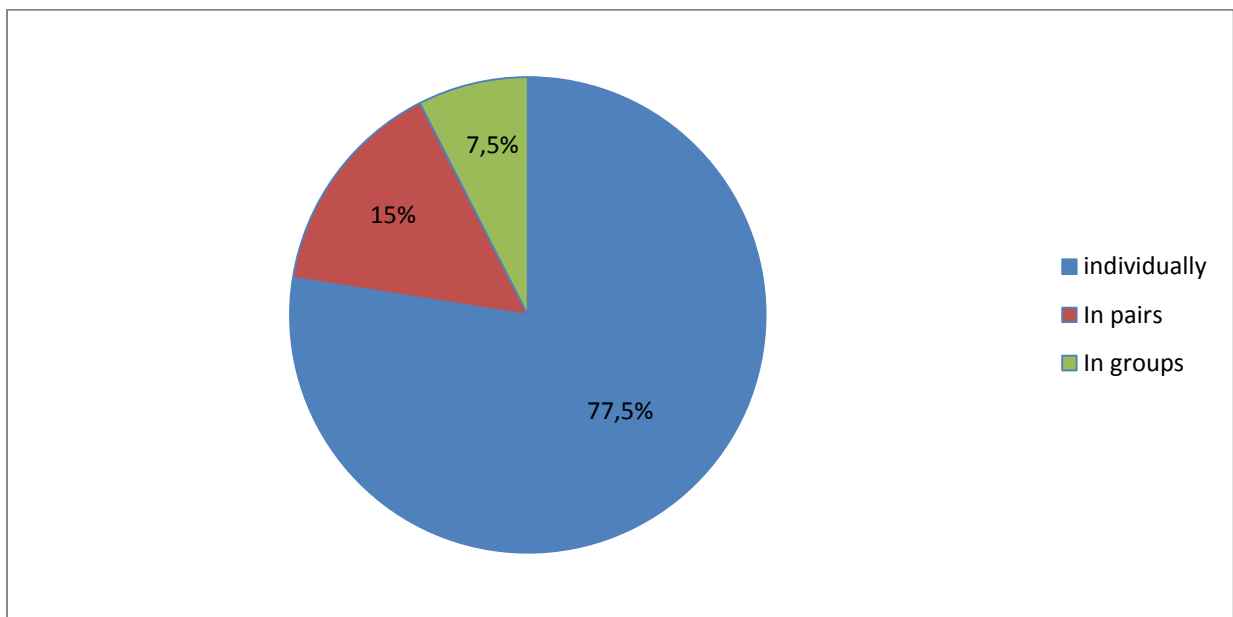


Figure 3 Ways of Conducting Project Works

Item 5: Students' opinion about this academic year conducted project

In this item, students were asked to tell about their opinions about the projects –based approach in which they are taught through during this year. The majority of the students(75%) have answered that PBL is helpful and interesting but only 10% think that it is boring and worthless.

To know the students' arguments and opinion about their view on conducting project works this academic year, we asked them to explain their responses for a better understanding.

a. PBL is Viewed as Helpful and Interesting:

Many students emphasized on the importance of PBL in helping student learn by him/her-self and gain more knowledge about new topics since this approach provide new information about real life problems. In addition to that, students reported that it helped them interact and collaborate together to find solutions for an existing problem and, helps in acquiring research skills and methods.

Moreover, students also think that PBL helped them to improve their writing and speaking skill and enhance my self-confidence to participate with others and increases learners' autonomy. It also permitted them to practice and use the English language fluently because in the past they didn't have chances to speak English both inside and outside the classroom.

They also claimed that PBL helped them to be autonomous, independent, active learners and have an excellent and new learning experience by working independently; which pushes them to be good researchers and make them depend on themselves when learning or search for new facts. In addition to that, projects helped them promotes the spirit of teamwork to exchange ideas and opinions between each other. Also, students can show their abilities and creativity in designing projects.

b. PBL is Viewed as Boring and Worthless:

The 10% of the students who have considered PBL as boring and worthless because some learners will not understand the lecture as it should be and it did not help students to learn new information they see that it is only for marks and they just collect data and present them; there is no analyzing and thinking due to the lack of time. Also, other see that projects requires full attention and focus which is hard to apply this teaching method in all the studied modules.

In addition, due to the large number of students it is likely to be impossible for all the students to present their works and it is nearly unfair since students don't collaborate together all time.

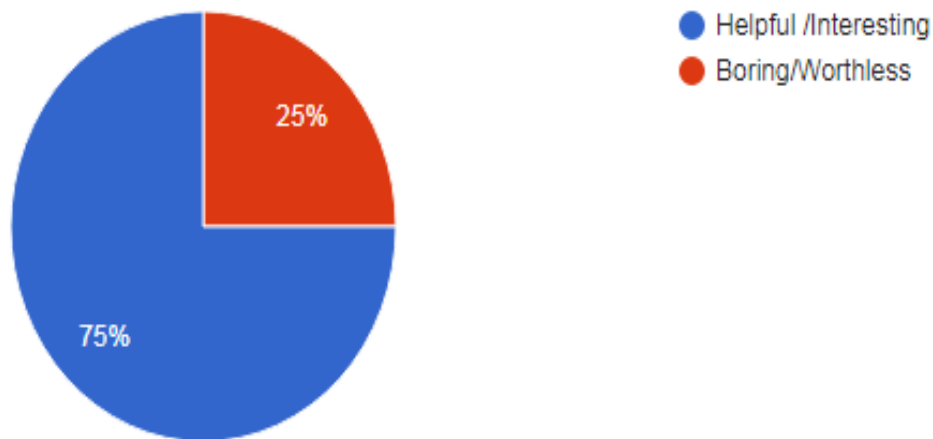


Figure 4 Students' opinion about this academic year conducted project

Item 6: When participating to plan for the project work, you are involved in the classroom discussions in which: (you can tick more than one box)

In this item, students were asked to express their activities and discussions during the project planning. The majority of the respondents (46,6%) reported that they discuss the project with their group team and help design the members' work. 36,6% of them have answered that they help in selecting and convincing the group members about the given topic.

Moreover, 22% of the students have answered that they discuss with their teachers about the date of the project submission and oral presentation. In addition a student provided another statement which was "dividing the roles and parts of the project equally between the students" in this way to avoid feeling bored and the stress of the process

The findings show that Project-based learning provided many opportunities for students to be involved and be an active participant in the process of project planning while they are required to speak the English language to express their opinions.

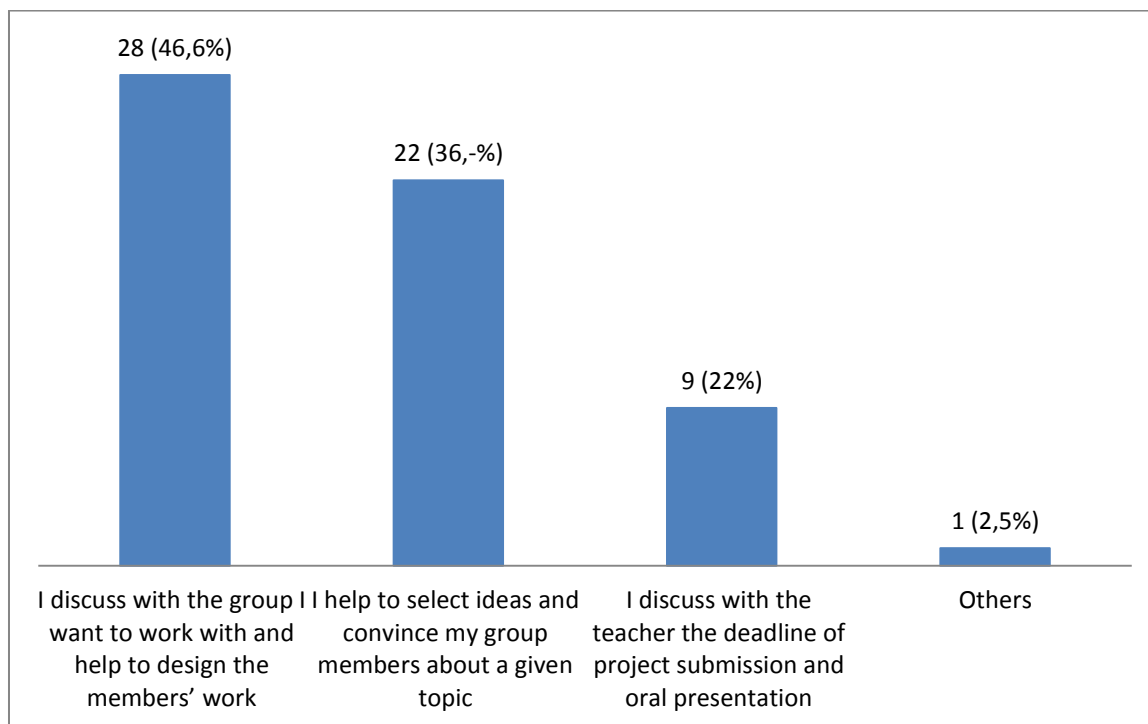


Figure 5 Involvement of students in classroom discussions during project works

Item 7: During project preparation, I feel comfortable when working with my group members because: (you can tick more than one box)

This question was asked to collect information from learners on the reasons that make them feel comfortable to work collaboratively with their group members during the project preparation. The results presented in the graph below show that the majority of the students 36,61% of students answered that they collaborate together to discuss and prepare their idea and work previously. In addition, (25,35%) responded that they do not mind making mistakes and errors because they believe that they are learning from their mistakes. Similarly, 21,12% of them feel more concerned with sharing their ideas and methodology to apply in the

project. 15,49% of them reported that they ask the teacher to guide them for more clarifications.

Finally, students seem not to fear about making errors and mistakes and they work collaboratively together and they are active participants in the group.

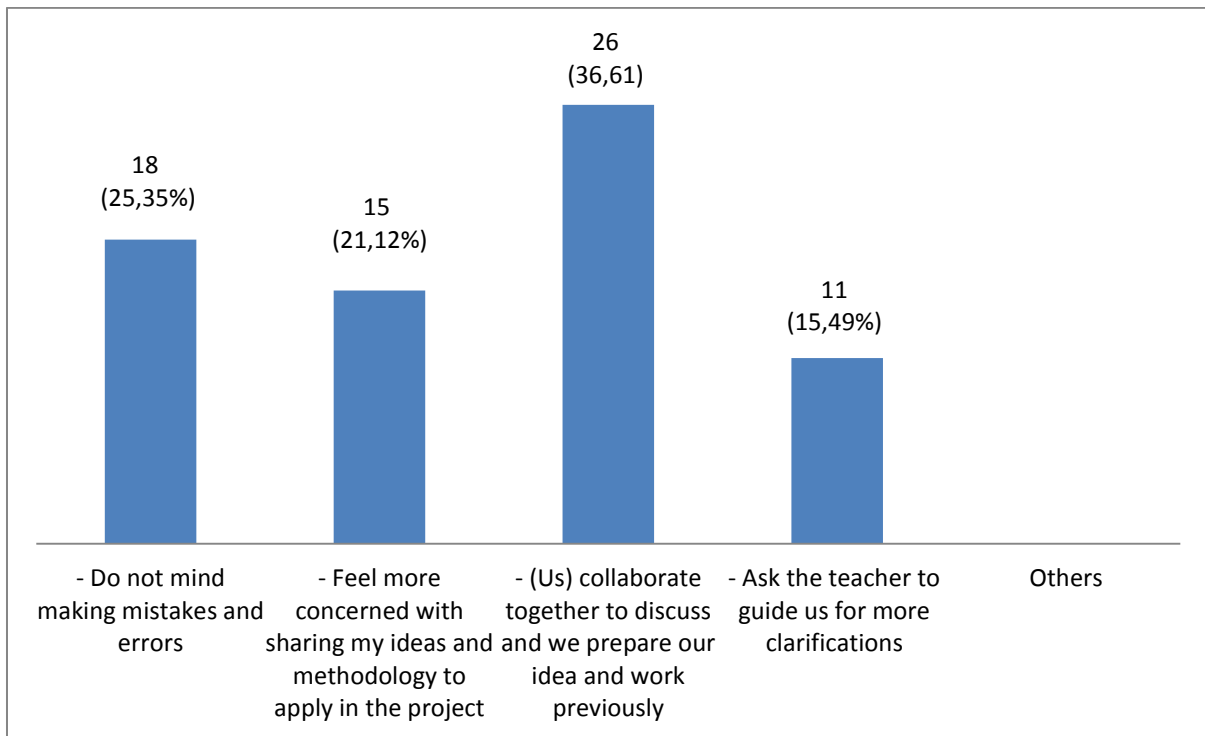


Figure 6: Students' work during project preparation with group members

Involvement in Classroom Discussions through PBL:

Item 8: PBL gives me the opportunity to take part in the classroom discussions.

The results in table 4 below indicated that the majority of the participants (55%) agree or strongly agree (22,5%) on the fact that PBL gives them opportunities to take part in classroom discussions. It is obvious that project-based approach is viewed as a method that allows and provides learners with a chance to participate in the classroom discussions. While, 17,5% of the students were unsure about this statement. In other words PBL is viewed beneficial for

them in terms of having the opportunity to express themselves and idea easily without any worry or stress.

Option	Frequency	Percentage (%)
Strongly agree	9	22, 5%
Agree	22	55 %
Unsure	7	17,5%
Disagree	2	05%
Strongly disagree	1	02,5%
Total	40	100%

Table 4 PBL gives me opportunity to take part in the classroom discussions.

Item 9: PBL helps me better engage in discussion and understand what I learn

The results in table 5 below indicated that all the participants (55%) agree or strongly agree (30%) on the fact that PBL helps them better engage in discussion and understand what I learn. Whereas, 12,5 % of them were unsure about it. This explain that the environment of PBL is a better place for students to understand what they learn and engage in the classroom discussions to exchange knowledge and thoughts that help in successful learning.

Option	Frequency	Percentage (%)
Strongly agree	12	30%
Agree	22	55 %
Unsure	5	12,5%
Disagree	2	05%
Strongly disagree	0	00%
Total	40	100%

Table 5 PBL helps me better engage in discussion and understand what I learn

Item 10: PBL enhances my self-confidence to participate and communicate in English class

The results presented in table 6 below indicated that the majority of the participants (47,5%) agree or strongly agree (37,5%) think that PBL helped them enhance their self-confidence to communicate better in EFL classroom. PBL I considered as student centered approach which means that learners have active part in the classroom to communicate with their classmates and teachers. As result, the interactions and exchange of ideas gives them self-confidence and break the fear of speaking English in the classroom. The 15% of students answered “unsure” think that this learning method is not suitable for them and did not enhance their self-confidence regarding participating and communicating in the classroom for many reasons.

Option	Frequency	Percentage (%)
Strongly agree	15	37,5%
Agree	19	47,5 %
Unsure	6	15%
Disagree	0	00%
Strongly disagree	0	00%
Total	40	100%

Table 6 PBL enhances my self-confidence to participate and communicate in English class.

Section II: Learner Autonomy.

Item 1: How do you consider the concept of learner autonomy?

The participants considered learner autonomy important in learning in general and specifically in language learning as in our case English language. They explained that learner autonomy as an ability for the learner to be responsible for their own learning and rely only on themselves to accomplish their goals.

More than 75% of the participants answered that learner autonomy is related in particular with university students; they should rely on themselves to improve skills and accomplish tasks related to their own education since teachers cannot offer them all the knowledge and information in classroom due to many reasons (I.e. lack of time,).

Item 2: Are you a self-directed learner (a learner who depends mostly on himself in learning)?

The majority of the participants, 67% consider themselves self-directed learners and they take their own responsibility of their own learning, which means that students are active and they make effort to learn more in order to improve their level, skills and gain more knowledge. However, 18% of the responses were negative 'No'. This means that students are not taking responsibilities of their leaning and they are just passive student who are satisfied with the information presented by the teacher in the classroom. Only 15% answered 'Somehow' which means they are taking responsibility of their learning and they rely on the teacher as a knowledge provider.

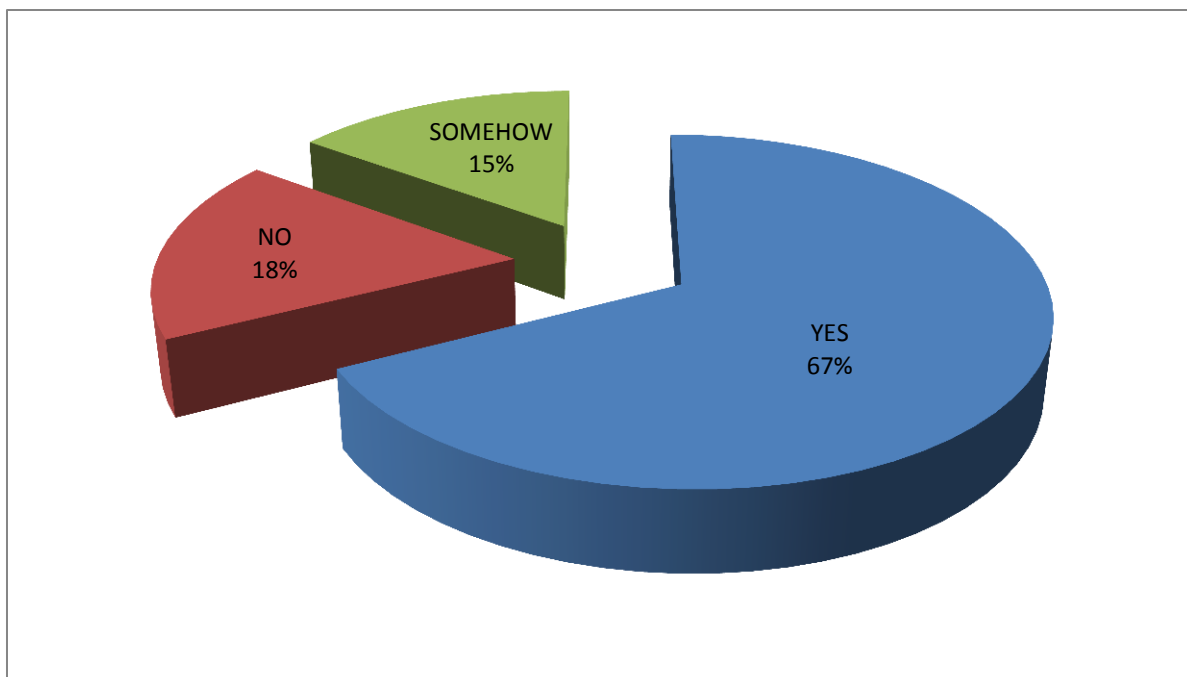


Figure 7 Are you a self-directed learner?

Item 3: Do you consider learner autonomy important in English Learning?

The results of this question showed that 40% of students answered 'Strongly agree' and 37,5% 'Agree' on the importance of learner autonomy in English language learning. Whereas, 12,5% of the participants answered by 'Neutral'. In addition, we can notice that both responses of 'Strongly disagree' and 'Agree' have the same value which is 5% for each.

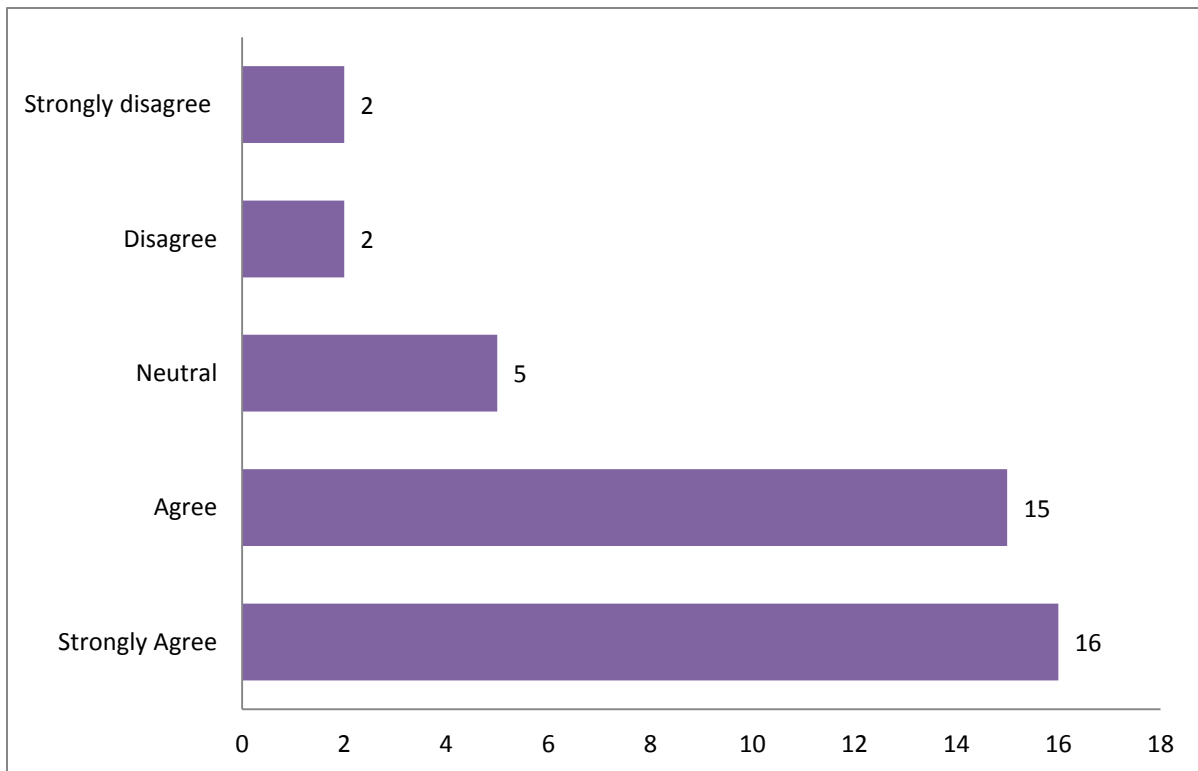


Figure 8: Is Learner autonomy important in English Learning?

Item 4: To what degree you think you are ready to be responsible of your own learning?

To explore the student readiness of the learners this question was designed to learners, whose answers varied. Half of them (50%) admitted that they were ready to a high extent to take charge of learning and bear responsibility and improve their level of proficiency of English language. (45%) of the informants said that they were somehow ready to bear responsibility ,whereas (5%) of the respondents admitted they are not ready yet to take their own responsibilities toward their learning, since they used throughout their learning life to rely on the teacher and they think they are lost without teacher guidance.

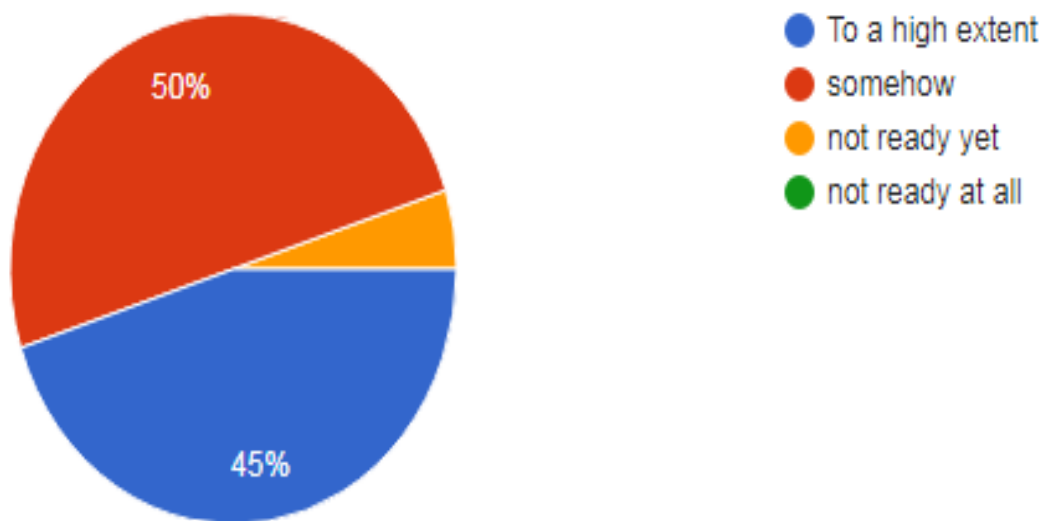


Figure 9: Degree of students' readiness to be responsible for their learning.

Item 5: The concept “responsibility” in the language classroom

The learners were given three choices about responsibility in the classroom toward learning “teacher’s responsibility”, “learner’s responsibility”, and “a shared responsibility between teachers and learners”. (67%) of them are somehow more autonomous while claiming that the responsibility of English learning in the classroom is shared between students and teachers, which means that students are likely to learn better with teachers guidance to better understand what is learned. Only 2,5% considered the teacher as the most responsible since he is the one who give the lecture and provide information. Whereas (10%) of the informants seemed to be autonomous and take their own responsibility to improve their learning and proficiency level.

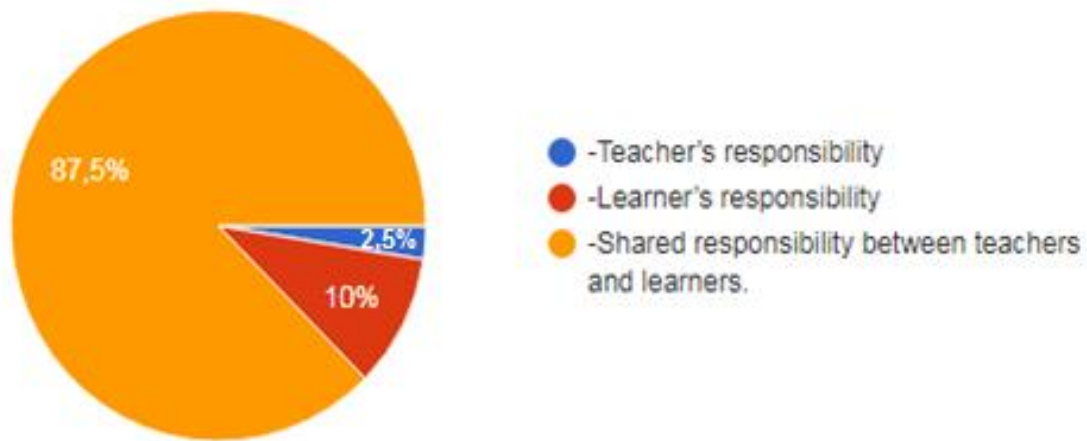


Figure 10: Responsibility in language classroom.

Item 6: Does your teacher show you how to learn by yourself?

The responses of the students showed that the majority of them 52,5% answered they were not taught how to learn by themselves and this made them rely on themselves to make further researches about what they study to improve their level. Whereas, 47,5% said their teacher showed them how to learn and the methods they use for each learning style, which make them successful language learners.

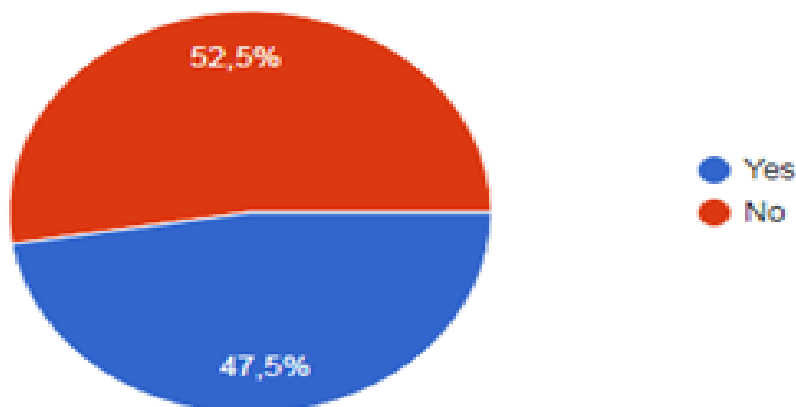


Figure 11: Teaching students how to learn.

Item 7: The decisions students think they are capable to take in classroom:

This open question is intended to gather data about the decisions those learners considered themselves capable to make in the language classroom, (learners could make many choices). The majority of them 47,5% thought themselves able to Choose the materials to use in the English classroom. Moreover, 22% Decide the time to spend on each activity. In addition, about 17,5% and 12,5% think they are able to evaluate the learning performance and decide the objective of the course.

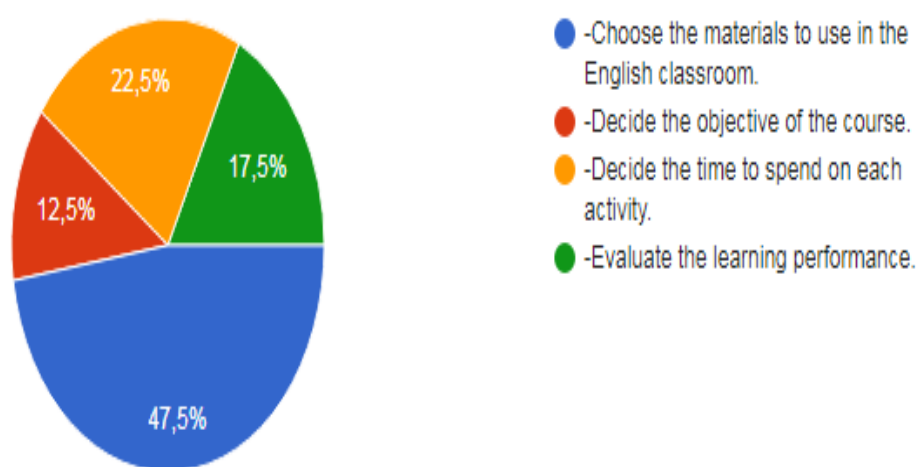


Figure 12: Decisions students think they are capable to take in classroom.

Item 8: What do you prefer to do when you make mistakes in language class-interaction?

This item was about correction of mistakes during language class-interaction, whether it was teacher's responsibility, or classmates', or personal. (65%) preferred self-correction, (27,5%) of the informants preferred to be corrected by the teacher and (7,5%) by their classmates.

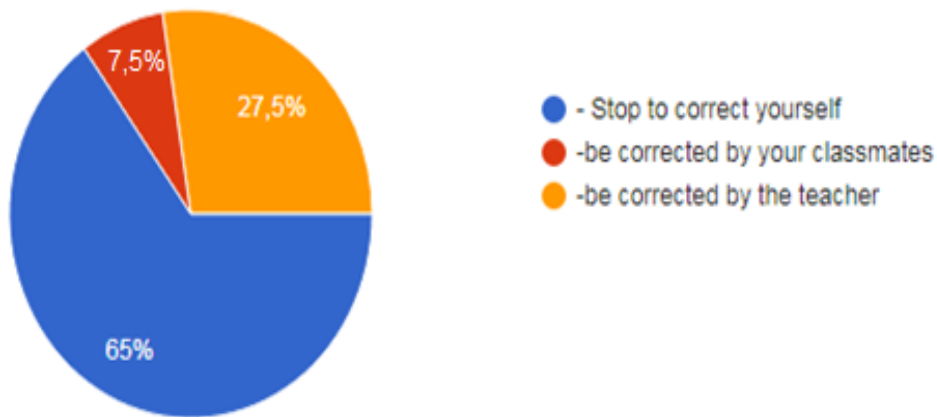


Figure 13: Preference of students when making mistakes in class- interaction.

Item 9: Do you consider yourself capable to choose activities and set objectives for learning outside the classroom?

The results of this question presented that 97,5% of the students consider themselves capable to choose activities and set objectives for learning inside the classroom that help them understand successfully what they learn. Only 2,5% which is one participant answered ‘No’ and said that it is hard to do it alone and teachers’ should guide them in this process.

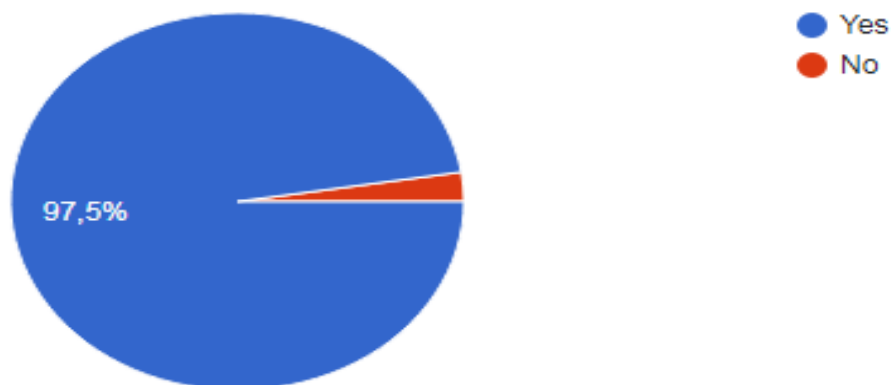


Figure 14: Activities and objectives students capable to set for outside classroom learning.

Item 10: Do you prepare the learning activities or lessons before coming to school?

In this question students were asked whether they prepare their lessons or learning activities at home or not. Only 5% among them prepare their learning activities or lessons at home ‘always’ whereas 50% prepare them ‘sometimes’. In addition, 32% of students answered ‘rarely’ and 12,5% ‘never’ prepared them at home.

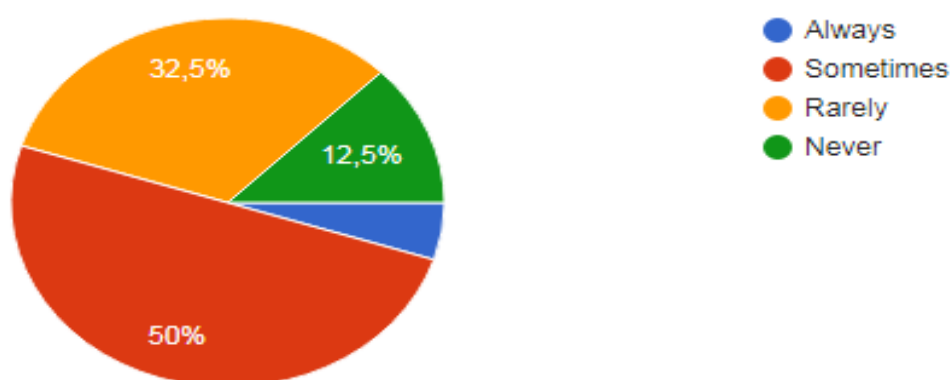


Figure 15: Preparing learning activities or lessons before coming to school.

Item 11: Activities students do outside the classroom to improve their English learning

The results of this question were almost the same. Participants agree that in order to improve their level they should do some activities outside the classroom I.e. watch movies, communicate with foreigners in social media, and also practice the four skills (writing, reading, listening and speaking). Those activities intend to help learners get familiar with the language and help them learn new vocabulary and expressions that are used by native speaker.

3.8. The Analysis of Teachers' Questionnaire

Section I: General Information

Q (01) Specify your gender.

The table demonstrates that most teachers participated (60%) are males, whereas (40%) are females.

Gender	Participants	Percentage
Males	6	60%
Females	4	40%
Total	10	100%

Table 7: Teachers' Gender.

Q (2) For how many years have you been teaching?

Years of teaching	participants	Percentage%
0-5	1	10%
5-15	5	50%
More than 15	4	40%
Total	10	100

Table 8: Teaching Experience.

Q (3) How large are your classes?

The participants answers regarding this question was 6 teachers 60% crowded and 4 teachers 40% were 25-40 students per class

Class size	participants	Percentage%
Crowded classes (Lectures)	6	60%
25-40 students per class	4	40%
Total	10	100%

Table 9: Classes size.

Q (4)Do all students attend your course/lecture?

The majority of students don't attend their classes as 90% of the participants answered.

Whereas, 10% of the teachers answered their students attend their classes.

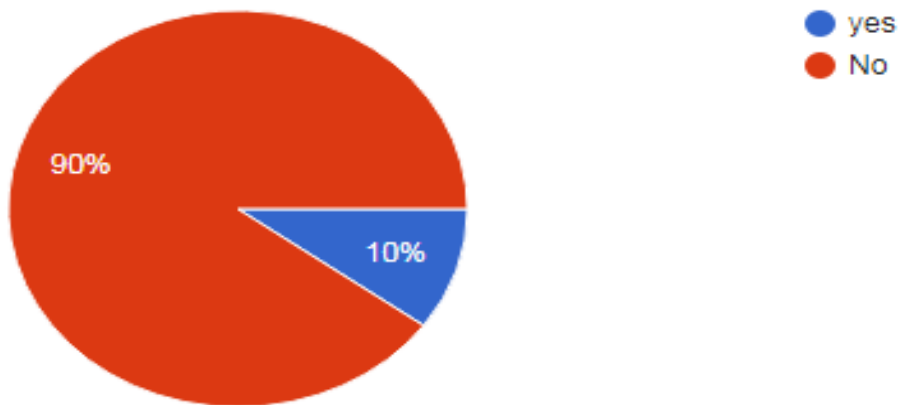


Figure 16: Do Students attend classe?.

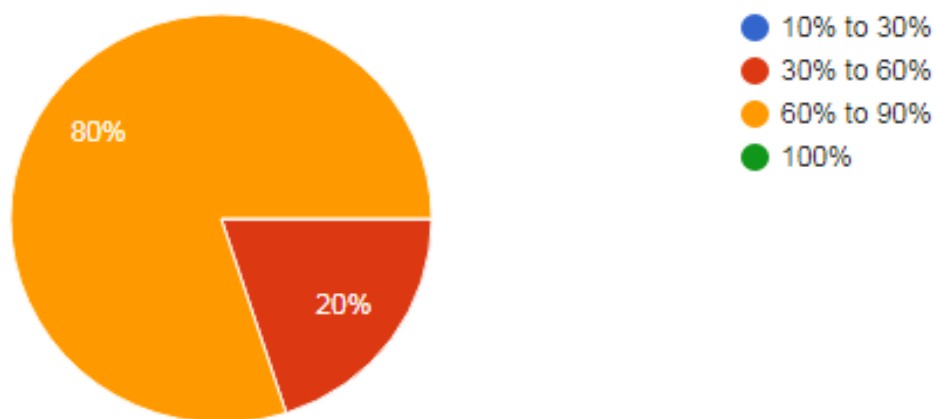


Figure 17: Students attendance.

Q (5)How do you rate your students level in English?

The findings of this question show that the majority of the answers about students' level in English is 'average' 80%, while the answers concerning 'good' and 'bad' were 10%.

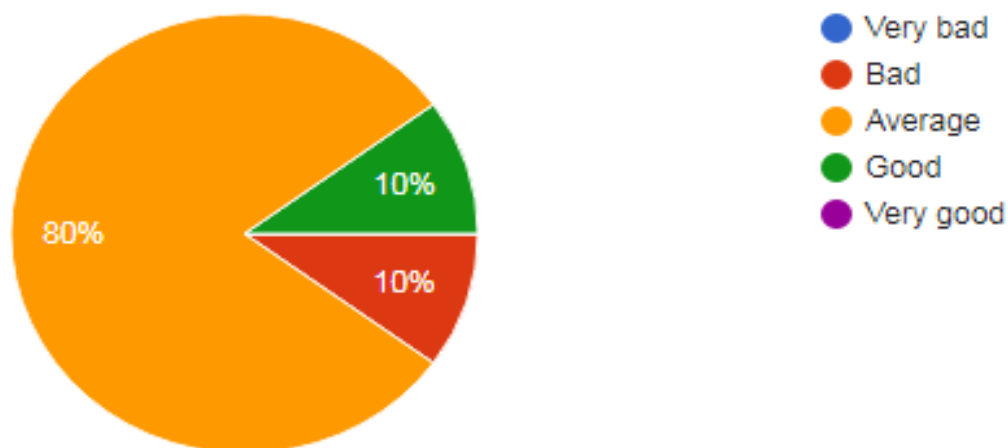


Figure 18: Students English Level.

Please answer these (4) questions concerning your students' attitudes by a tick in the right column

In these questions the teachers are asked about the students attitudes toward the English language class and they have the choice to to answer with 'Yes, No To some extent. The first question was about 'if their students participate' the answer of the majority of tha participants was 80% 'To some extent' ; which means they are active in the classrom to some degree and participate during their classe,and 20% 'yes'they were sur that their students are active in the classroom and participate whether to add a new information, answer activitie or teachers' questions or ask quetions.

The second questions was about 'students' motivation in learning English' the majority of participants 90% answered 'To some extent' it mean that the student are motivated to learn english to some degree and 10% (only one) said 'yes'. In th third question the participant are

asked ‘if the students are aware of the importance of English language’ almost all of them 80% were sure and answered ‘yes’ and 20% answered ‘To some extent’, in the next question they were asked ‘if the students were responsible for their own learning’ and 60% of the teachers answered ‘to some extent’ in contrast 40% of them their answers were negative ‘No’.

Finally, the teachers in the last question concerning ‘the students preparation of the lessons for the coming sessions’ the majority of them 70% answered ‘No’ and the 30% of them answered with ‘To some extent’

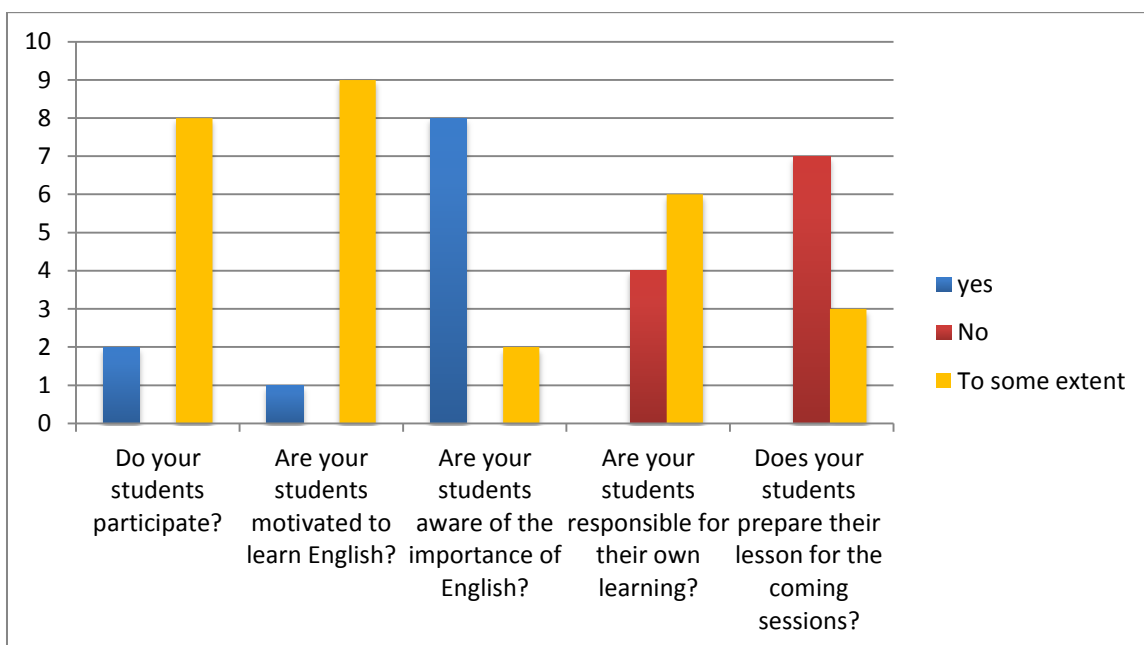


Figure 19: Students attitude in classroom.

Section II: Project Based Learning

Q (1) How do you consider the concept PBL? (Project based learning)

The findings of this question showed that the teachers consider the concept practical, important and useful. They also confirmed that it is a very interesting method that helps students to gain knowledge by getting engaged in problem solving and answering questions and should be used with large classes

Q (2) Are you interested in the use of PBL in the classroom?

The results of this item show that all of the participants 100% are interested in the use of PBL in the classroom. They see that it is a good method that motivates students to be active learners and study in a way that allows them to interact with their classmate

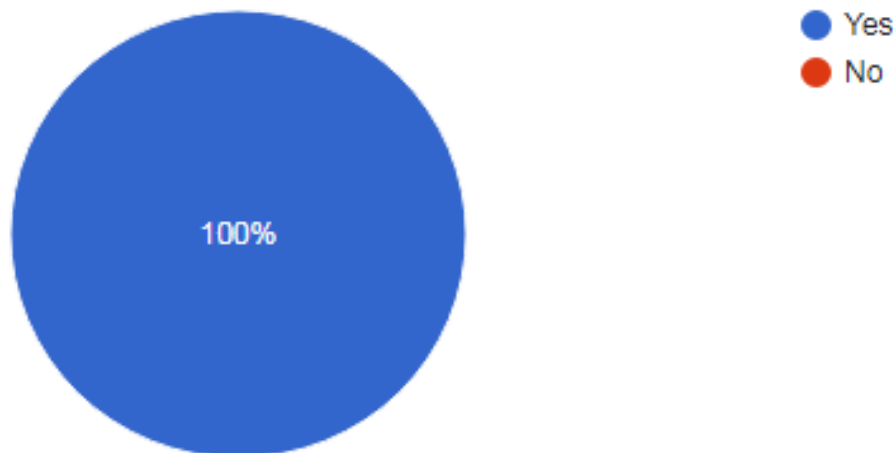


Figure 20: Interests in using PBL.

Q (3) Which teaching method do you prefer?

The answers of this question show that almost all of the teachers 90% prefer to use the PBL (students do project based learning) method, they see it is better for the students are encouraged to learn by using projects. Moreover, only 10% prefer to use the traditional method (teacher direct method).

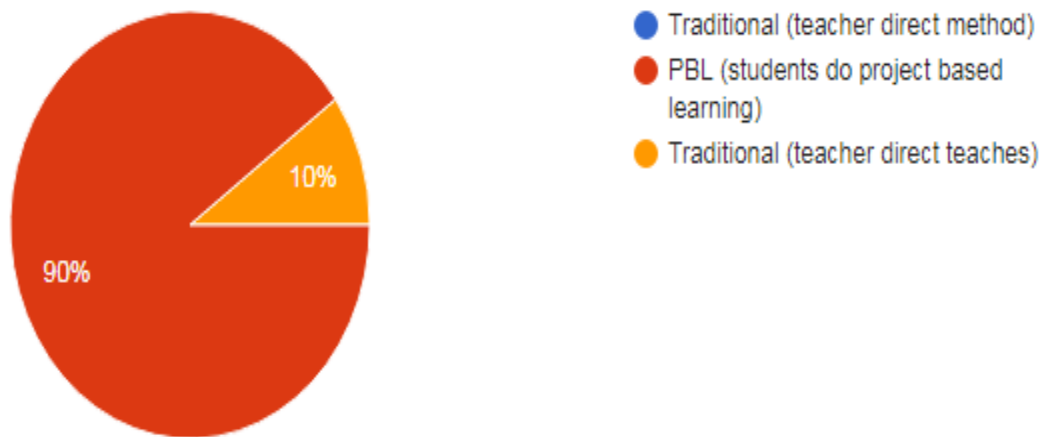


Figure 21: Preferred Teaching Method.

Q (4) How do you compare a project-based approach with traditional teaching? (In terms of classroom environment, used materials, teaching method)

The findings of this question show that the teacher compared the PBL approach in terms of the environment, used materials and teaching method. They confirmed that since traditional classroom is just teacher directed method the students rely only on the information and knowledge offered by the teacher. Whereas, PBL is more interactive and encourages student-centered learning and it can create motivated and cooperative learning environment, but still demanding because teachers need materials all the time and PBL fit only students with good language background not successful for novice learners.

Q (5) How engaged do you think your students were throughout the PBL?

The participants answers about ‘students’ engagement through PBL’ were average 60% of them said that students were engaged in this method about 30% to 60%. Yet, they are not engaged quite well the classroom discussions. In addition, 40% of the participants answered that students were engaged in this method about 60% to 100%.They believe that the role of project works on engaging students in classroom discussions and work collaboratively.

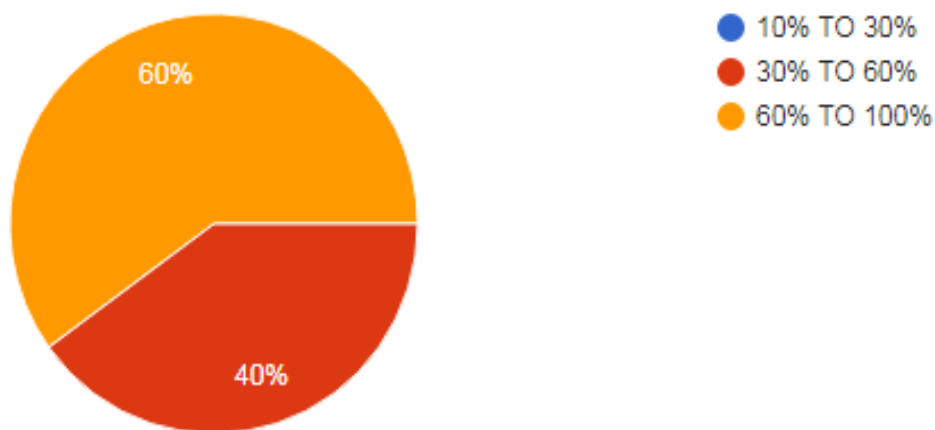


Figure 22: Students Engagement through PBL.

Q (6) In your opinion, what are the advantages and disadvantages of using project-based learning in the Language classroom?

In this question participants were asked to express their opinion about the advantages and disadvantages of using PBL in the Language classroom. Their answers show to a great deal that PBL is advantageous in all cases; it helps students become autonomous learners, improve their self-awareness about their learning process and rise their interactivity and creativity in using learning materials.

In the other hand, they consider the disadvantage of using PBL in language classroom that this approach is demanding, sometimes it is not possible because of the number and

the level of the students (responsibility and seriousness); they tend to be dependent and irresponsible when it comes to project/group work.

Moreover, it is a time consuming method that most teachers prefer to use the traditional method for autonomous learners and to guide novice learners.

Q (7) What may prohibit you from implementing a project-based approach in your classroom?

This question analyses teachers' responses about "what may prohibit them from implementing PBL in the classroom". The majority of them 37% of teachers answered 'crowded classrooms'. Moreover, 21% of the teachers answered 'the obligation of finishing the curriculum'. In addition, 16% answered 'lack of time and materials' and 5% teachers answered 'lack of interaction with students' and 'Others'.

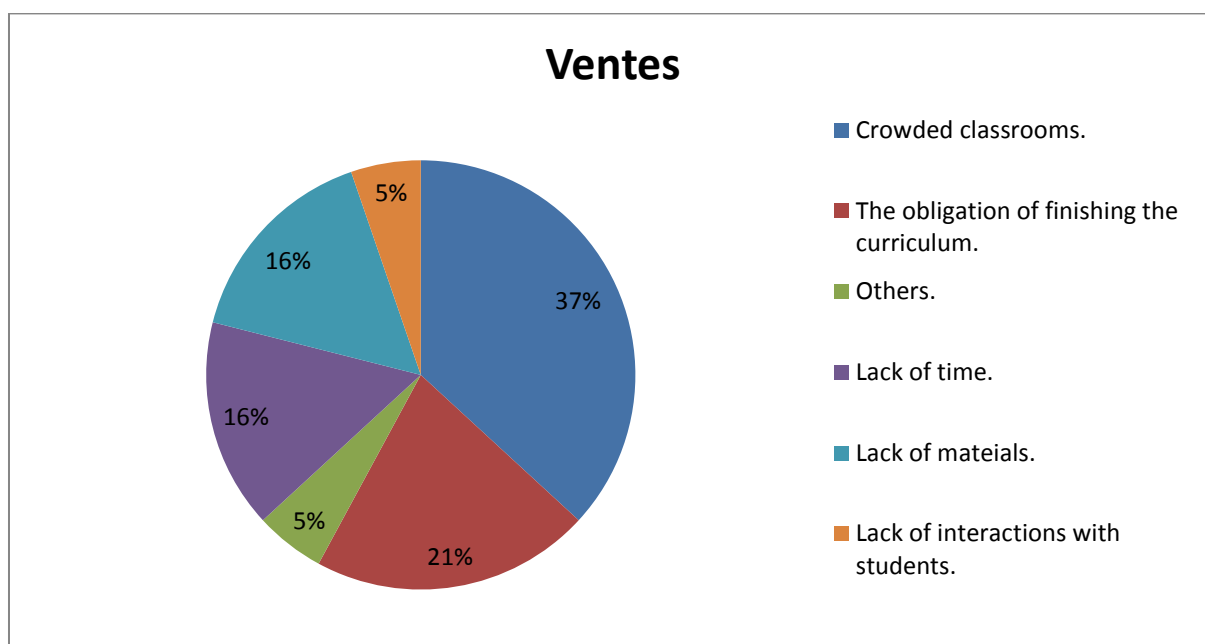


Figure 23: what may prohibit implementing PBL approach in classroom.

Express your degree of agreement with the following statements (tick in the right column)

In these questions the teachers are asked about the teachers degree of agreements about their attitudes toward the English language class. The first question was about ‘I like to use group work which is focused on a theme or is project-based’

Most of the participants (70%) ‘agree’ on the statement and like to use group work which is focused on a theme or is project-based,and 30% ‘strongly agree’ on this statement.

The second questions was about ‘when assigning the group work it is better thatstudents determine topics for discussion’ 60% ‘agree’ 30% ‘strongly agree’ and only 10% are undecided; they see when students choose topics for discussion they participat and bcome actively collaborate together . Finally,in the third question the participant are asked about ‘if the use of activities that encourage reflection is important’ 40% ‘strongly agree’ 30% ‘agree’ and 30% ‘undecided’.

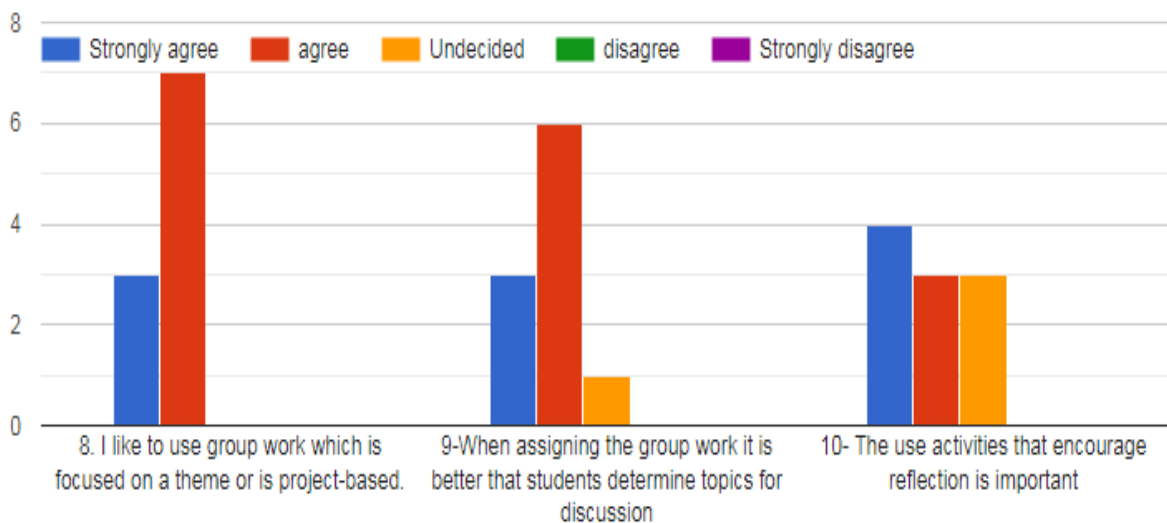


Figure 24:Degree of agreement on these statements.

Section III: Learner Autonomy

Q (1) How do you consider the concept Learner Autonomy?

The findings of this question showed that participants consider the concept “Learner Autonomy” vital, important but hard to be achieved. They also agree that it is a natural consequence of PBL. Learner autonomy should be fostered by teachers since it is one of the requirements for modern pedagogy.

Q (2) Learner autonomy is mostly based on:

In this question teachers were asked about what ‘learner autonomy is mostly based on’ whether ‘teachers’ role, learners’ readiness or materials availability’. Thus, results show that all of the participants (100%) answered ‘Learners’ readiness’



Figure 25: Learner Autonomy Based on:

Q (3)As a teacher at university, to foster learner autonomy you:

Through this question participants were asked to choose strategies they think have impact on fostering their learners’ autonomy. The results of this question show that the majority of teachers (28, 12%) foster learners’ autonomy by giving them opportunities to use their own

learning materials. In addition, 18,75% of the teachers see that it is better to encourage the use of outside classroom tasks (i.e. they ask them to prepare presentations, write essays or give them activities). 18,75% of teachers train learners about learning strategies (i.e. they inform learners and explain to them learning strategies for better and successful language learning). Moreover, of teachers view that to foster learner autonomy it is effective to engage learners in group work activities 18,75% and provide them a choice of activities 15,62%; in this way learners choose the activities and be creative in answering them.

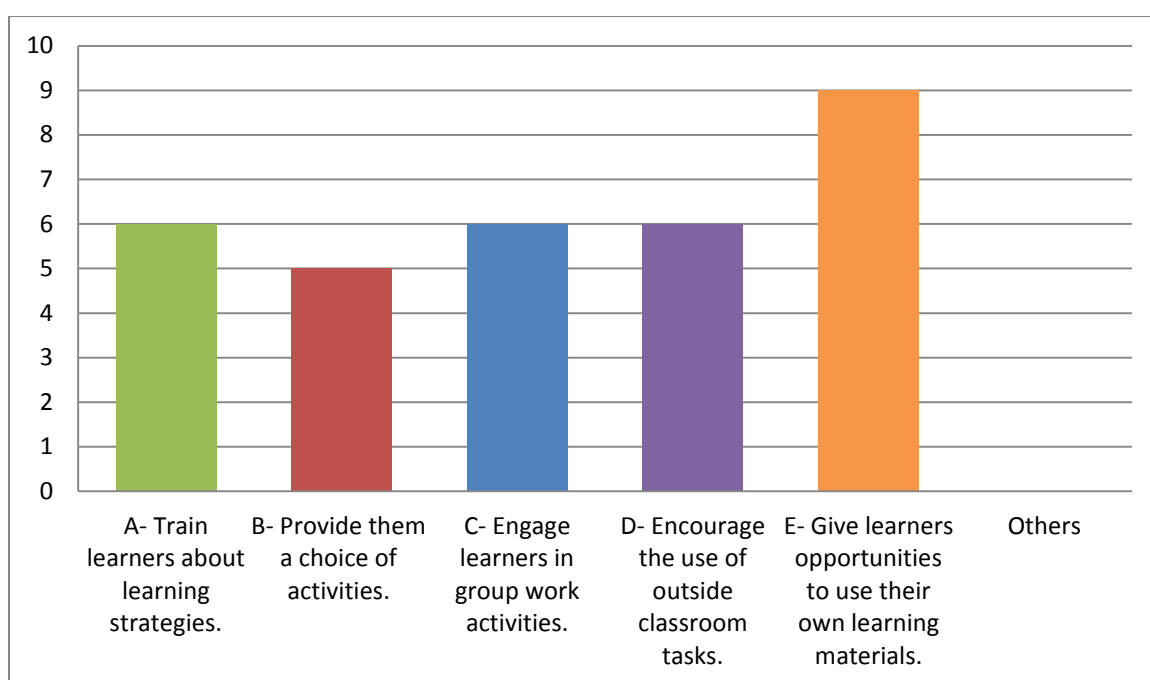


Figure 26: Strategies to Foster Learner Autonomy.

Q (4) In your opinion what are these new roles that the teacher should adopt to make learners active participants

The majority responses of the participants agree that the teachers’ role shift from “a guide to advisor”; because in autonomous classroom they help them to be more active and rely on themselves. They also play the roles of “facilitator and assessor” to facilitate, asses and

evaluate the learning process for students to become active participants. Moreover, teachers adopt other roles that allow students to work collaboratively and creatively.

Q (5) What are the roles of learners in autonomous classroom?

The teacher confirmed that the learners’ roles in autonomous classroom should be self-dependent and rely on himself more than the teacher. They see that students be take responsibility of their own learning and be active participants toward their learning objectives. Moreover, students’ role in autonomous classroom lies in being creative, effective and inspiring to improve their learning and production competences.

Q (6) Does project works really help EFL students to be autonomous?

The responses of the participants about this Yes/No question were all certain. 100% of the teachers agree that project works help EFL students to be autonomous in a way that they could rely on themselves more and makes them more confident about their own skills and competences. It also helps them to be life-long learners and gives them more chances to overcome their learning challenges through the ‘search, work and create’ process.

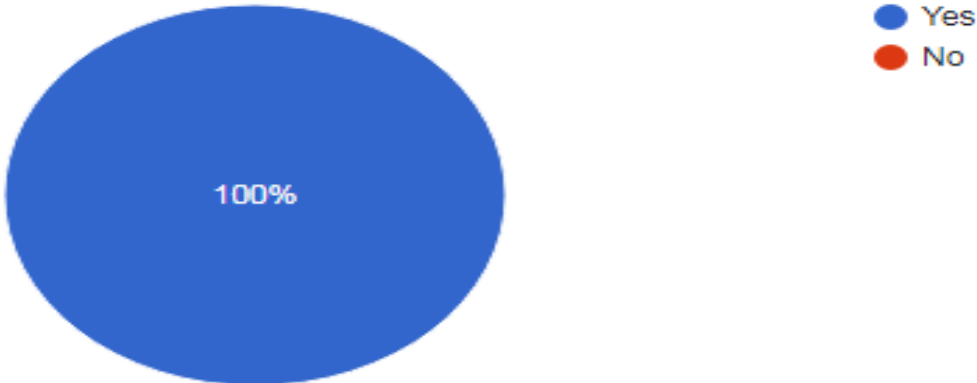


Figure 27: Project Works Help EFL Students be Autonomous.

Q (7) What are the main obstacles that students face in autonomous classroom?

The question shows the teachers observation of the main obstacles that students face in autonomous classroom. They agree that the main obstacles were as follows the lack of encouraging environment (overcrowded classrooms), busy schedules (lack of time), non-collaborative classmates and the lack or total absence of materials which oblige the teacher use the traditional teaching method.

3.9. Discussion of the results

From this chapter and the analysis of both students' and teachers' questionnaires the researcher has reached important results and findings on the present study; which reveals positive attitudes towards PBL in producing autonomous learners in EFL classrooms that leads to academic success as viewed by both teachers and students.

The analysis obtained from students' questionnaires shows that this year they didn't have the chance to work on project works due to certain circumstances and the project works they did were semi-projects. Their views on Project Based Learning as a teaching and learning approach are positive because it is both interesting and helpful in making them enroll in real life situations and gain knowledge and methods on how to solve real life problems. They also see that it encourages their collaboration, preparation and designing their work together in a successful way. In addition, students' results showed that the majority of them agree on the point that PBL increase their involvement and engagement in classroom discussions and it enhances their self-confidence to participate and communicate in English class. Furthermore, results showed that students have positive attitudes towards learner autonomy and they confirmed that it is important in English language learning. They consider themselves self-directed learners because they are responsible for their own learning and rely

only on themselves to accomplish their goals concerning learning English. The majority of students' responses showed that they are ready to be responsible of their own learning and agree that responsibility in classroom is shared between both teachers and students.

Additionally, in the analysis of teachers' questionnaire, the majority prefers using PBL and sees it as a good method that motivates students to be active learners and study in a way that allows them to interact and motivate them to engage through this method with their classmate. However, they see that there may be some obstacles that prohibit them from implementing a project-based approach in your classroom. Among the obstacles they face was crowded classrooms. Moreover, the obtained results showed that teachers have positive attitudes towards learner autonomy since it is mostly based on learners' readiness and because it is considered as one of the requirements for modern pedagogy. Finally, teachers agree that project works have a great impact on students' achievements and helps them be autonomous learners however they may face some obstacles in autonomous classrooms that may oblige teachers to use the traditional teaching method.

3.10. Suggestions for Further Research

The mentioned recommendations and suggestions are made to encourage students improve their sense of responsibility to take in charge of their own learning and become autonomous learners. Staying in touch with the language outside classes introduces the sense of independent learning through the use of several methods, for doing personal research and self-study tasks even if not required by the teacher.

A- The use of technology and ICT in improving autonomous learners:

- Technology become essential in education and more particular in language learning as it has a significant role in improving autonomous learners. Experts in the field of education support the use ICT's in language learning to maintain effective and successful learning.
- Through ICT's students can improve their proficiency and mastery of the language.

- Technology devices provide the access to wider sources of information and varieties of language that develops learner's autonomy and allows a learner-centered approach.
- ICT's CALL (Computer-Assisted Language Learning) helps teachers in the language classroom in presenting materials that are richer than those obtained from a book or a text.
- CALL develops a positive habit to do self-study and reading tasks, which help students become proficient and autonomous.

B- Classroom environment:

The large number of students in one classroom is a real obstacle that creates problems that affect the learning process and managing the classroom.

- Large and crowded classroom makes group and project works become impossible tasks, and EFL teachers find it hard to adopt other teaching methods and prefer using only the traditional teaching to keep order and discipline.
- On the other hand, small classes have a positive effect on the students' achievement.
- The teacher has a greater opportunity to interact with learners and to devote more time to the teaching/ learning process and students all of them engage and take part in the learning process, communication, discussion and sharing ideas and knowledge.
- The teachers can play the role of guide facilitator and learners focus on their own centered learning process and participation become easier and more organized.

C- Self-study tasks and reading groups:

Through the free activities designed by the learners themselves; learners have the opportunity to practice the target language using a wide variety of stand-alone activities to study at their own according to their individual needs and preferences.

- Students can use plenty of resources to improve their level such as: watching English movies and TV programs, listening to English songs, playing language games to enrich their English vocabulary.

- EFL teachers should train their learners to adopt such method of independent learning tasks and motivate them to the culture of self-study tasks and motivate them to embrace in self-studying tasks; which helps them boosting their autonomy as well as improve their academic level.
- Reading is an important skill that helps in fostering learning autonomy. Students practice reading to master the language and be critical readers.
- Reading articles, magazines, novels and short stories in English helps students in engaging in the process of analyzing, discussing, and comment several texts (i.e. literary texts, linguistic texts, and civilization texts).

Conclusion

In this section, we have dealt with students' and teachers' questionnaires, results and analysis. Furthermore, we have also tackled the synthesis of the results obtained to address and answer our first question and hypothesis. The results revealed the viewpoints of students and teachers about the PBL approach in EFL class and perception of the concept learner autonomy, and show a good understanding of PBL and its impact on the learners' autonomy. Finally, a number of suggestions for further research have been stated in the last part of the third chapter.

General conclusion

The present study seeks to search for the role of PBL as a tool that help in improving Learner Autonomy for English language learners'. The case study of our dissertation was undertaken with Master Two students and teachers of English language at the University of Mohamed Khider of Biskra. The study is consisted of three chapters, two theoretical and one practical chapter. The title of the first chapter was about "Overview of Learner Autonomy". The second chapter was entitled "Overview of Project Based Language Learning". The first two chapters present theoretical background to the study. They provide more details about mentioning the different definitions of terms related to the variables and examining the main features that are related to the study.

Moreover, the analyses of data that were collected from teachers' and students' questionnaire. The practical chapter provides basic elements about research methodology; data collection methods and description of both questionnaires directed to teachers and students.

This study also aims at investigating the effectiveness of PBL in the field of language learning in enhancing learner autonomy because it gives them the opportunity to rely on themselves and be responsible on their own learning process. The study seeks to answer to the following two questions:

- 1- What are the attitudes of both teachers and students towards project-based language learning (PBLL)?
- 2- Would PBL motivate learners to become more active and facilitate their autonomous learning?

In addition, we hypothesized that learners' autonomy will be increased, if the teachers and learners are more aware of the use of the classroom projects as an academic tool.

The analysis of the data obtained from students' and teachers' questionnaires reached significant results and findings. The results show positive attitudes about the use of Project Based Learning as a teaching and learning approach for both teachers and students. They agree that PBL has a positive impact on students' achievements improving their level and enhancing their awareness about learner autonomy and taking in charge of their own learning. However, teachers see that it is challenging method due to the large number of students in the classroom that oblige them to use the traditional teaching method and not support students centeredness.

Moreover, PBL as an academic tool is effective for students because it is both interesting and helpful in making them active not only in the classroom but also highly motivate them enroll in real life situations and gain enrich knowledge to improve their skills and methods on how to solve real life problems. Finally, we result that university projects is a vital means of promoting learner autonomy that lead to a better engagement and performance in the classroom, they should be done seriously and effectively to make students self-reliant and autonomous in learning.

Teachers and students should be aware of how to improve the quality of teaching and learning to autonomous atmosphere in order to approach successful teaching. Therefore, it is important for teachers to train students and help them to be autonomous learners and responsible for their own learning. They should help students engage in projects to improve their learner autonomy and achieve their goals concerning their English language learning.

Limitations

In conducting our work, we faced some difficulties concerning the methodology and the case study that has been changed several times due to the current circumstances (the world pandemic concerning corona virus). Also, we found difficulties in collecting data from both

teachers and students which made us wait for long time more than two months and time was not sufficient to make the perfect work perfect.

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Appendix 1

Students' Questionnaire

Students Questionnaire about “Teachers and Learners Attitudes Toward Project –Based Learning in Promoting Learners Autonomy”.

Dear students,

This questionnaire is an attempt to collect data from Master Two students and teachers for the sake of the accomplishment of master dissertation on the “Teachers and Learners Attitudes Toward Project –Based Learning in Promoting Learners Autonomy”. Therefore, you are kindly requested to fill it in by ticking (√) the appropriate answer(s) and write full statement when necessary. Be sure that your answers will be anonymous and will be used for research purposes only.

Thanks for your collaboration:

Section I: Project Based learning

1- Age:

2- Gender: -Male -Female

3- How many project works have you conducted this year?

Less than 3 between 3 and 6 more than 6

4- Are these project works generally conducted :

- Individually - In pairs -In groups

5- What do you think about the Project-based learning) method you are taught through during your school year?

- Helpful /Interesting

-Boring/Worthless

-If Helpful and Interesting, why?

.....

-If Boring and Worthless, why? ;.....

.....

6- When participating to plan for the project work, you are involved in the classroom discussions in which: (you can tick more than one box)

- I discuss with the group I want to work with and help to design the members' work

- I help to select ideas and convince my group members about a given topic

- I discuss with the teacher the deadline of project submission and oral presentation

- Others (please, specify)

7- During project preparation, working with my group members makes Me: (you can tick more than one box)

- Do not mind making mistakes and errors

- Feel more concerned with sharing my ideas and methodology to apply in the project

- (Us) collaborate together to discuss and we prepare our idea and work previously

- Ask the teacher to guide us for more clarifications

- Others (please, specify)

8- PBL gives me opportunity to take part in the classroom discussions.

Strongly agree

Agree

Undecided

Disagree

Strongly disagree

9- PBL helps me better engage in discussion and understand what I learn

Strongly agree Agree Undecided Disagree Strongly disagree

10- PBL enhances my self-confidence to participate and communicate in English class

Strongly agree Agree Undecided Disagree Strongly disagree

Section II: Learner Autonomy

1- How do you consider the concept of learner autonomy?

2- Are you a self-directed learner (a learner who depends mostly on himself in learning)?

3- Do you consider learner autonomy important in English Learning?

Strongly disagree Disagree Neutral Agree Strongly agree

4- To what degree you think you are ready to be responsible of your own learning?

To a high extent somehow not ready yet not ready at all

justify?.....

5- How do you consider the think of the concept of “responsibility” in the language classroom?

Is it:

-Teacher’s responsibility

-Learner’s responsibility

-Shared responsibility between teachers and learners.

6- Does your teacher show you how to learn by yourself? Yes No

7- Which of the following decisions you think you are capable to take in the classroom?

-Choose the materials to use in the English classroom.

-Decide the objective of the course.

-Decide the time to spend on each activity.

-Evaluate the learning performance.

9-What do you prefer to do when you make mistakes in class-interaction language in class-interaction?

- Stop to correct yourself

-be corrected by your classmates

-be corrected by the teacher

10- Do you consider yourself capable to choose activities and set objectives for learning outside the classroom? Yes no

If no why?

.....

11- Do you prepare the learning activity before coming to school?

-Always sometimes rarely never

12- Which activities do you do out of the class to improve your level in English learning?

.....

.....

Would you like to add any further comments or suggestions?

.....

.....

.....

THANK YOU FOR YOUR COLLABORATION!

Appendix 2

Teachers' Questionnaire:

Dear Teacher:

This questionnaire is an attempt to collect data from University teachers for the sake of the accomplishment of Master dissertation about “Teachers and Learners Attitudes Toward Project –Based Learning in Promoting Learners Autonomy”. Therefore, you are kindly requested to fill it in by ticking (√) the appropriate answer(s) and write full statement when necessary. Be sure that your answers will be anonymous and will be used for research purposes only.

THANK YOU FOR YOUR TIME AND COLLABORATION.

SECTION ONE: Teacher's Background Information

1- Gender:

Female

Male

2. For how many years have you been teaching?

3- How large are your classes?

4- Do all students attend your course/lecture? Yes No

- If no, how can you rate students' attendance? about:

10% to 30%

30% to 60%

60% to 90%

100%

5- How do you rate your students' level in English?

Very bad Bad Average Good Very good

- Please answer these questions concerning your students' attitudes by a tick in the right column

Statements:	YES	NO	To some extent
6- Do your students participate?			
7- Are your students motivated to learn English?			
8- Are your students aware of the importance of English?			
9- Are your students responsible for their own learning?			
10- Does your students prepare their lesson for the coming sessions?			

SECTION TWO: PBL

1. How do you consider the concept PBL? (project based learning)

.....
.....

2. Are you interested in the use of PBL in the classroom? Yes No

3. Which teaching method do you prefer?

*Traditional (teacher direct teaches)

*PBL (students do project based learning)

4. How do you compare a project-based approach with traditional teaching?

(In terms of classroom environment, used materials, teaching method)

.....
.....

5. How engaged do you think your students were throughout the PBL?

10% TO 30%

30% TO 60%

60% TO 100%

6. In your opinion, what are the advantages and disadvantages of using project-based learning in the Language classroom?

.....

7. What may prohibit you from implementing a project-based approach in your classroom?

Lack of time

Lack of materials

Lack interactions with students

Crowded classrooms

The obligation of finishing the curriculum

Others

*Express your degree of agreement with the following statements (tick in the right column)

Statement:	Strongly agree	agree	Undecided	disagree	Strongly disagree
8- I like to use group work which is focused on a theme or is project-based.					
9- When assigning the group work it is better that students determine topics for discussion					
10- The use activities that encourage reflection is important					

SECTION THREE: Learner Autonomy

1- How do you consider the concept Learner Autonomy?

.....

.....

2- Learner autonomy is mostly based on:

- A- Teachers' role
- B- Learner readiness
- C- Materials availability

3-As a teacher at university, to foster learner autonomy you:

- A- Train learners about learning strategies.
- B- Provide them a choice of activities.
- C- Engage learners in group work activities.

D- Encourage the use of outside classroom tasks.

E- Give learners opportunities to use their own learning materials

F- Others

4-In your opinion what are these new roles that the teacher should adopt to make learners active participants?

.....

5-What are the roles of learners in autonomous classroom?

.....

6-Does project works really help EFL students to be autonomous?

Yes

No

-In what way?

.....

7- What are the main obstacles that students face in autonomous classroom?

*Would you like to add any further comments or suggestions?

.....

Thank you for your collaboration.

ملخص:

تسعى هذه الدراسة الى البحث عن موقف كل من طلاب اللغة الإنجليزية كلغة أجنبية والمعلمين تجاه استخدام تأثير التعلم القائم على المشاريع لتعزيز استقلالية المتعلم. للحصول على المعلومات حول آرائهم بشأن استخدام التعلم القائم على المشاريع لتعزيز الاستقلالية في التعلم تم تصميم استبيان وإدارته لكل من المعلمين وطلاب السنة الثانية ماستر في قسم اللغة الإنجليزية في جامعة محمد خيضر بسكرة. وقد أظهرت النتائج بعد تحليل الاستبيانات ومقارنتها موقفا إيجابيا من كل من المعلمين والطلاب تجاه مشروع التعلم القائم على أداة فعالة لتعزيز التعلم المستقل. وعلى ضوء هذه النتائج، تأكدت أسئلة وفرضيات البحث بأن الطلبة بحاجة إلى هذه التقنية كأداة للتدريس والتعلم لأنها تشجع استقلالية المتعلمين .

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية- استقلالية المتعلم- التعلم القائم على المشاريع -

