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**The Influence of Project Based Learning on Foreign Language
Speaking Anxiety
A Case Study of Second Year Pupils at Ali Meziani Secondary
School, Batna**

A Dissertation Submitted in Partial Fulfillment of the Requirements for
Master Degree in Science of Language

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Dedication

*With these words that I carve on my paper with total appreciation and deepest gratitude, I dedicate this work to the most beautiful touch in my life and the most cherished soul imprinted in my heart, to my mother and my only love, I do dedicate these words, to the strongest woman that earth was blessed with my **mother**, to my beloved **siblings** who share their words of encouragement and every single supporter whose presence and persistent encouragement was a stepping stone in the attainment of this work. Lastly, I appreciatedly thank the almighty **God** for providing me with enough strength and capability.*

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Abstract

The major thrust of the study is to investigate the influence of Project-Based Learning (PBL) on Foreign Language Speaking Anxiety (FLSA). The study is meant to be a small-scale survey. It took place in the secondary school of Ali Meziani- Batna. Forty students (40) and four (4) teachers participated in it. In order to probe the perceptions of the different subjects, a mixed research design was used. The results of this method reveal that PBL is regarded as an effective tool through which learners can overcome their anxiety when learning the English language. They also show the effectiveness of PBL in fostering communication in the classroom. Therefore, arriving to a conclusion that the hypothesis set at the beginning of this study which is if the PBL is introduced to foreign language classrooms, pupils will be able to overcome their foreign language anxiety is completely confirmed, it had been proved and validated. On the basis of these results, it is recommended to raise teachers' awareness to the necessity of creating a safe learning atmosphere to incite learners to work collaboratively in groups. Besides, the researcher encourages the integration of PBL as a teaching and learning tool in EFL classroom to help learners feel at ease when communicating in the target language and get rid of their foreign language speaking anxiety.

Key Words: Project-Based Learning, Foreign Language Anxiety, Speaking Anxiety, Learner-Centered Approach, EFL classroom

List of Abbreviations

BIE: Buck Institute for Education

CA: Communication Apprehension

CBA: Competency Based Approach

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

FLL: Foreign Language Learning

FLCAS: Foreign Language Classroom Anxiety Scale

FLC: Foreign Language Classroom.

FLS A: Foreign Language Speaking Anxiety

IPM: Information Processing Model.

LAD: Language Acquisition Device

PBL: Project Based Learning

SLA: Second Language Acquisition

SL: Second Language

TL: Target Language

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General Introduction

One of the most important processes that many people are interested in is teaching and learning English as a foreign language. It is constructed on some basic skills that are essential to accomplish the process; they are categorized into two types: the first one requires receptive skills, which entails reading and listening. The second type involves the productive skills that are writing and speaking. This latter has a crucial part in the process of teaching and learning English as a foreign language; therefore, learners of English need to practice and develop it. However, speaking the foreign language is a difficult task for most learners. This difficulty in speaking is a result of various factors especially the psychological ones, such as: shyness, fear of making mistakes, anxiety etc. that hinder them from speaking freely. Anxiety, for example, is a complex phenomenon that the majority of students encounter in learning to speak. When they feel anxious, they are unable to speak and cannot show their full potential in doing so even if most of them have many ideas and answers but cannot express them. In short, anxiety has a negative impact on EFL learners' performance and achievement. This is what incited many researchers to propose different motivational strategies and methods which take a great part in the process of teaching and learning English as a foreign language. Among these methods is the Project Based Learning method that most teachers adopt for several reasons, among them to decrease learners' anxiety.

1. Statement of the Problem

English has become a language that has a conspicuous role in the global community. It is considered as an international language which has been expanded to various aspects of a global society. Mastering English is very important for communicating, especially in the academic field.

However, communication causes an issue for English language learners when they come to speak it both inside and outside the classroom. Among the reasons is speaking anxiety.

Actually research on anxiety that has started from the mid-1970s has revealed that the use of traditional approaches to teaching may be considered as one of the factors inducing to foreign language speaking anxiety.

To solve the issue of speaking anxiety, research studies related to learning and teaching approaches suggest project based learning as a useful tool that teachers need to adopt in their EFL classes; which allows them to use and practice the English language; therefore, overcome FLSA.

PBL is one of the models which put the learner at the center of the learning process. Accordingly, PBL was adopted at most secondary schools of Algeria to respond to the students' needs and requirements to fix and get rid of their foreign language speaking anxiety as one of the benefits. Actually, the experience of the researcher as a secondary school learner at Ali Meziani Secondary School - Ghassira- showed that most learners experience anxiety each time they were called on to speak EFL and found challenges to express themselves, but with the adoption of PBL at the secondary school, it would be beneficial and helpful for learners to express themselves and minimize speaking anxiety in the foreign language.

2. Significance of the Study

The main objective of the study is to investigate the impact of PBL on foreign language learner's speaking anxiety and its importance in providing learners with chances to communicate and interact at ease to overcome speaking anxiety.

The study's goal also is inciting teachers to adopt the PBL in their classrooms as a teaching approach to minimize their learners' foreign language speaking anxiety.

3. Research Questions

The main concern of the study is to try to answer the following research questions:

- 1- How does the PBL influence foreign language learners' speaking anxiety?
- 2- To what extent can PBL influence foreign language learner's speaking anxiety?

4. Research Hypothesis

In this research work, one hypothesis is put forward:

If the PBL is introduced to foreign language classrooms, pupils will be able to overcome their foreign language speaking anxiety.

5. Aim of the Study

The aim of this research is to show whether the PBL is an effective procedure to overcome learner's speaking anxiety. Thus, this study aims at clarifying the role of project works in EFL classrooms to overcome foreign language learner's speaking anxiety.

6. Research Methodology

In order to study the influence of PBL on foreign language speaking anxiety, a methodology of descriptive quantitative and qualitative analysis is used.

7. Research Tools

In this study we opted for the mixed method. Two data gathering tools will be used to increase the validity of this work.

7.1. Teachers' Questionnaire

This questionnaire will be handed to four teachers to collect their attitudes and opinions towards the influence of the PBL on learners' speaking anxiety.

7.2. Learners' Questionnaire

This questionnaire will be handed to a sample of learners selected to collect their perceptions, opinions and reactions about the use of PBL to overcome their foreign language speaking anxiety.

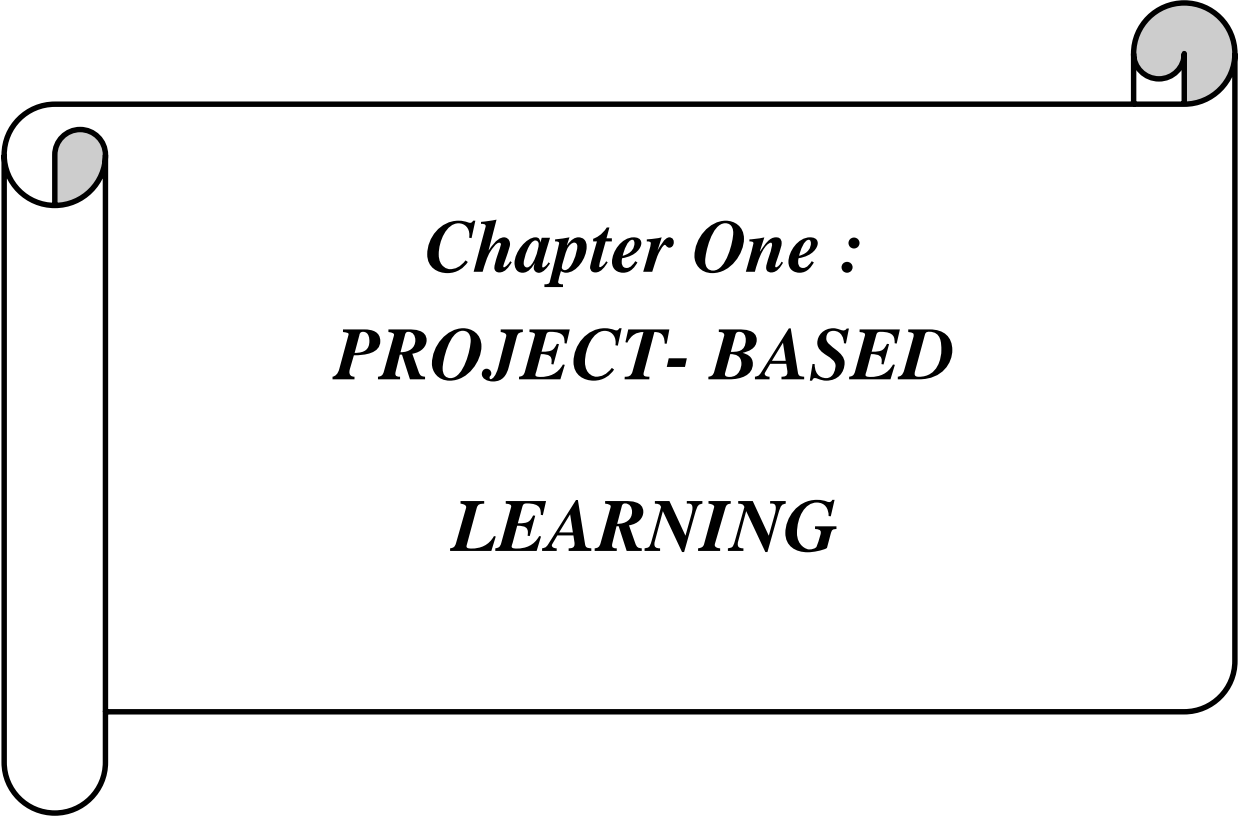
8. Population and Sampling

Second year secondary school learners and teachers of English at Meziani Ali Secondary School of Ghassira- Batna - make up the entire population of our present study. From the total

population, 40 students will be selected randomly to constitute our sample. Additionally, a number of four (4) teachers will be selected as a sample that have more direct contact with students and they are aware of their needs.

9. Structure of the Study

This dissertation is divided into a general introduction, three main chapters and a general conclusion. Chapters one and two present the theoretical part of the study, whereas chapter three represents the researcher practical part in which we will illustrate all the approaches mentioned in the previous chapters through the analysis of the collected data. In chapter one, we will deal with the importance and the influence of PBL in EFL classes and how it influences and reduces learners' foreign language anxiety. In chapter two, we will focus more on the learners' foreign language speaking anxiety. We will shed lights on its characteristics, theories, types, manifestations, and its sources and finally, we will refer to anxiety as a hindrance to foreign language learning and its major effects. Chapter three is devoted to the analysis and discussion of teachers' and pupils' questionnaires.



Chapter One :
PROJECT- BASED
LEARNING

CHAPTER ONE: PROJECT- BASED LEARNING.

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 components as well as its models and benefits 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 should 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. 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.

1.1. Definition of Project-Based Learning

PBL is an instructional methodology used in today's classrooms for students of all ages and capabilities. While focused on solving an essential question or authentic problem, students involved in PBL work in teams to learn the necessary skills and knowledge to uncover solutions (Buck Institute for Education [BIE], 2015). The real-world problem is developed so that students acquire standards-based knowledge, as defined by their state's educational expectations, throughout their experiences as they research, reflect, receive feedback, revise, document, and present their solutions (BIE, 2015).

Many definitions of project-based learning have been proposed by many authors. Moss and Van Duzer (1998) define it as an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop (Duzer et al, 1998). Project-

based learning (PBL) is a model that organizes learning around projects which are complex tasks, based on challenging questions or problems, involving students in design, problem-solving, decision making, or investigative activities; giving students the opportunity to work relatively autonomously over extended periods of time; and culminating in realistic products or presentations (Thomas, 2000).

Project-based learning is a dynamic approach to teaching in which students explore real-world problems, issues and challenges. Learners are inspired to obtain a deeper knowledge of the subjects they are studying and are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work. PBL shifts away from the instruction of teacher-centeredness to that of student-centeredness. In language instruction, PBL is a flexible methodology allowing multiple skills to be developed in an integrated, meaningful, ongoing activity (Thi van Lam, 2011).

Beckett states that projects are generally thought of as a long-term (several weeks) activity that is part of an instructional method that promotes the simultaneous acquisition of language, content, and skills. A major goal of project-based instruction is comprehensible output which generally occurs both during the project and as the final product of the project (Beckett, 2002).

According to Stripling, (2009) Thomas proposes the five criteria of project-based learning: centrality, driving question, constructive investigations, autonomy, and realism. The first criterion is that PBL projects are central, not peripheral to the curriculum. He added that PBL projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline. Then, Projects involve students in a constructive investigation. In addition, Projects are student-driven to some significant degree. Lastly, Projects are realistic, not school-like. With its distinctive features, PBL has drawn a lot of attention and support from educators, teachers and learners. Research has

provided evidence for more of its benefits than drawbacks. We shall discuss the benefits in the following section.

According to Klein, et al. (2009, p.125) Project-Based Learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes. PBL is the learning model that used a problem as the first step in collecting and integrating knowledge based on real activity. In line with Klein (2009), Rahayu & Hartono (2016, p.7) said that Project-Based Learning is instruction using an authentic, real-world project, based on a highly motivating and engaging question, task, or problem to teach students academic content in the context of working cooperatively to solve the problem (Klein, 2009).

Hutchinson (1993, p.104) suggests Project-Based Learning as a powerful and motivating teaching method to develop students' second and/or foreign languages through learning by doing. Students often see the target language as something outside their world since they have no chance to use the language learned in the classroom or to use it outside the classroom. Project-Based Learning allows them to work in an authentic and meaningful context and they can work either alone or in groups (Hutchinson, 1993).

1.2. Characteristics of Project-Based Learning

Skehan (1998, p.273) 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 style, suitable to their abilities, styles and interests” (Skehan, 1998).

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 that 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)

1.3. Teacher's Role in PBL

At the end of the 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 a 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 (Haines, 1989).

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" (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' (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).

Moreover, 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 equally 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 a 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 (Savery, 2006).

1.4. Learners' Role in PBL

It refers to what needs to be achieved by the learner in the sense of PBL. Simpson (2011) assumes that self-directed learners may choose the topics of their concerns and desires and set their learning goals to be motivated to carry out the project. That is, in PBL, students promote self-directed learning through taking responsibility for their 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 their learning. Simpson (2011, p.49) also 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 learning".

However, the teacher should be knowledgeable of the requirements and guidelines to integrate into the classroom to establish an ideal environment for the successful application of the PBL. The role of students in PBL is of great importance. As this model involves student-directed learning (Diffily, 2001), 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 learning and share goals 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)

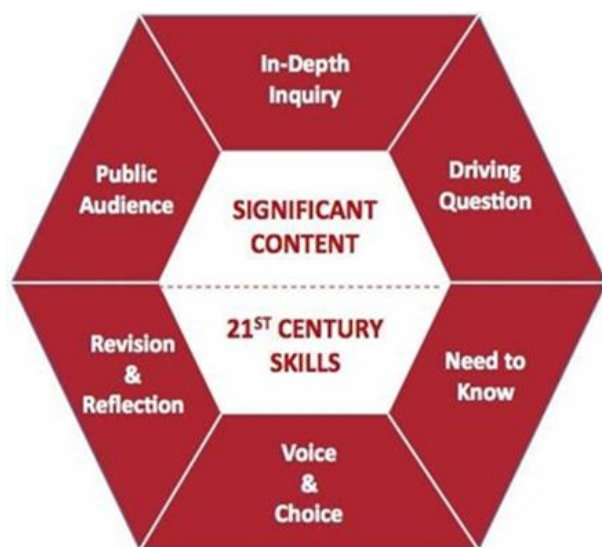
1.5. Key Components of PBL

As mentioned above, the BIE (2015) has identified itself as a resource for educators implementing PBL in any educational setting. According to the BIE (n.d.-a), "At the Buck Institute for Education (BIE), our highest priority is to help teachers prepare students for successful lives. We do this by showing teachers how to use Project Based Learning in all grade levels and subject areas". As a forerunner in PBL, the organization has established what it calls the "gold standard of PBL" (Larmer & Mergendoller, 2015).

This model of PBL has developed and changed over the years and is now used as a leading resource for teachers implementing PBL in their classrooms. They begin with a simple definition of PBL as “a systematic teaching method that engages students in learning knowledge and skills through an extended 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, 2015).

BIE (2015) provides various resources for educators interested in or already implementing PBL. One of their most widely referenced resources is the essential components of exemplary PBL projects. First developed in 2010, these essential standards are an attempt to unify the methodology behind PBL. There were originally seven standards. Figure 1 represents the infographic presented by BIE as a guide for the essential components of PBL as it was defined in 2010.

Figure 1. The Original Seven Essential Standards of PBL (Mergendoller & Larmer, 2015).



As PBL began to spread across the nation and teachers began implementing it in their classrooms, there was a growing concern that PBL did not cover the key content needed for students to succeed in following coursework or standardized tests. As BIE (2015) reported, Soon thereafter we added an eighth element, “Significant Content,” to counter stereotypes that PBL was not an effective method for teaching standards-based knowledge, understanding, and

skills—and to remind teachers to design projects with a clear focus on content standards. (Mergendoller & Larmer, 2015). Figure 4 represents the modified essential standards, paying special note to the importance of key knowledge and skills that should be present in every PBL project (Mergendoller & Larmer, 2015).

Figure 2. Essential Components of PBL (Mergendoller & Larmer, 2015).



With eight components, BIE supports that PBL projects contain all the necessary content, rigor, and collaboration needed for students to thrive in a 21st-century classroom and workforce. BIE (2015) describe each of these components in detail.

1.5.1. Challenging Problem or Question

A gold-standard project hosts a challenging question or problem at its core. The question can be abstract, such as providing an opportunity for a student to explore the facets of controversy and provide evidence for his or her opinion. It can also be more concrete and focus on a real-world problem that is prevalent in the students' lives. This question is what drives the students' curiosity and engagement. It is recommended to be challenging but not intimidating (Robertson, 2013). BIE recommends that the teacher be directly involved in the drafting of this question so it is properly formatted so that it is student-friendly, applicable to students' pedagogical content, and will sustain their interest (Larmer & Mergendoller, 2015).

1.5.2. Key Knowledge, Understanding, and Success Skills

Gold standard projects contain all the core content and key understandings that are fundamental to a student's subject and grade level. In a well-designed project, students should be applying this key knowledge to solve problems, answer critical questions, and produce well-informed public products (Larmer & Mergendoller, 2015).

1.5.3. Sustained Inquiry

The process of sustained inquiry indicates that a well-designed PBL project will last more than just a few days. Students ask driving questions, and then research to answer them, which likely leads to further questioning. This process repeats over and over until a solution is found or an answer is developed. Students are allowed to explore all areas of research; this may include reading about their topic from a book or the Internet, interviewing experts in the field, exploring the needs of an audience that may use their product, or testing their solutions with a proposed group of participants.

1.5.4. Authenticity

Educational projects should reflect real-world problems or questions. These problems or questions should be relevant to the students' lives at the time. It can reflect current problems in their community or incorporate tasks that apply to the workforce outside of school. It can also create products that are useful to a particular population or surrounding community, or it can have a personal interest. In essence, if the project is driven by students' needs and will sustain prolonged interest, it fits the bill for a gold-standard PBL project (Larmer & Mergendoller, 2015).

1.5.5. Student voice and Choice

Simply put, when students are given choice for project selection or the course in which they study it, they will work harder (Brewster & Fager, 2000). Student input can range from just selecting student roles and resources to drafting driving questions and engineering the product they will create. Older and more advanced students may be capable of forming their driving

questions and designing the path in which they'll research the solution (Larmer & Mergendoller, 2015a).

1.5.6. Opportunity for Reflection

Through the course of the entire project, both students and teachers should find time to reflect on what they are learning, how they are accomplishing it, and why they have undertaken this project. Reflection can come informally through dialogue and discussion, but should also be documented through journals, formal checkpoints, assessments, and public presentations of learning. Scheduling time for reflection allows students to internalize the learning objectives, set goals, and grow in their project management skills. It also helps the teacher improve on developing and implementing PBL strategies (Larmer & Mergendoller, 2015).

1.5.7. Critique and Revision

Giving and receiving constructive feedback is an essential component of a well-designed project. Students must practice both skills, and the internalization of these skills should be guided by rubrics, modeling, and formal critique protocols. Community members and area experts may also add another opportunity for critique and real-world connection. Most importantly, critique must not only be given by the teacher; students must be involved in their learning and be afforded the opportunity to evaluate their learning (Larmer & Mergendoller, 2015).

1.5.8. Production of Public Products

Incorporating the presentation of a public product raises the stakes of a student's learning. Products can take several forms: tangible objects, summative presentations in front of an audience, or even a multimedia presentation displayed through social media. The important factor is that the product is shared beyond the walls of the classroom and with a public audience. It also fosters a strong connection between school and community (Larmer & Mergendoller, 2015).

1.6. Models of PBL

Setiyadi (2007) provide three interesting general models of project work for educational purposes which are summarized in the following three points:

1. Project exercise: The aim of this type of project is that students should apply knowledge and techniques acquired to an academic issue in a subject area already familiar to them. This represents the most traditional kind of Project-Based Learning.

2. Project component: In this type of project work, the aims are broader and the scope is larger; the project is more interdisciplinary and often related to "real world" issues; the objectives include developing problem-solving abilities and a capacity for independent work. Often, traditionally taught courses are studied in parallel with the project course.

3. Project orientation: This term denotes the entire curriculum philosophy of a program of study; the projects that students complete form the entire basis of their university education while instructional teaching is provided only to supplement the requirements of the project topics. The subject material studied is determined by the demands of the project topics.

1.7. Benefits of PBL

PBL has several benefits in foreign language settings. Fried Booth (2002) states that the process leading to the end-product of project work provides opportunities for students to develop their confidence and independence. The students demonstrate increased self-esteem, and positive attitudes toward learning (Booth, 2002).

Skehan (1998) argues that this process can help to enhance students' autonomy especially when they are actively engaged in project planning (e.g. choice of topic). Autonomous learning is promoted when the students become more responsible for their learning. (Skehan, 1998). According to Levine (2004), students' language skills can be improved. The students engage in purposeful communication to complete authentic activities - tasks with real-world relevance and utility; they thus have the opportunity to use language in a relatively natural context and participate in meaningful activities which require authentic language use. The

authentic activities can provide the opportunity for students to examine the task from different perspectives, enhance collaboration and reflection, and allow competing solutions and diversity of outcomes.

PBL is said to motivate students as they are wholly engaged in the learning task. Enjoyment and motivation also derive from the fact that classroom language is not predetermined, but depends on the nature of the project. A project may be connected to real professions through the use of authentic methods, practices, and audiences. Real-world connections might also be established with the world outside the classroom, via the Internet, or collaboration with community members and professionals. PBL thus enriches the lives and experiences of a learner as he is required to establish contacts with individuals outside his regular links of contacts (Levine, 2004).

Coleman (1992) discusses a benefit relating to students' increased social, cooperative skills, and group cohesiveness. Adopting PBL projects in the classroom helps reinforce social relationships among team members. PBL enhances collaboration among learners, between learners and the teacher, as well as between learners and other community members as well. Thus PBL provides learners with opportunities to learn collaborative skills, such as relying on the work of peers and providing thoughtful feedback to peers. Making students perform concrete tasks in pairs and groups is common for foreign languages training; this practice stimulates cooperation and knowledge exchange amongst students and encourages individual students to talk more (Coleman, 1992).

Allen (2004) presents the benefits of PBL pertaining to the development of problem-solving and higher-order critical thinking skills. These skills are very important since they are life-long, transferable skills to settings outside the classroom. Also, a PBL project is usually carried out in groups, thus learners get to develop their decision-making skills in groups as well as leadership qualities. Participation in PBL projects helps to maximize student decision-making and initiative as they would have to make many important decisions on their own throughout the

project: from selecting from various options each team member has to the design, production, and presentation decisions.

1.8. The Steps for Implementing PBL

Implementing the project 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

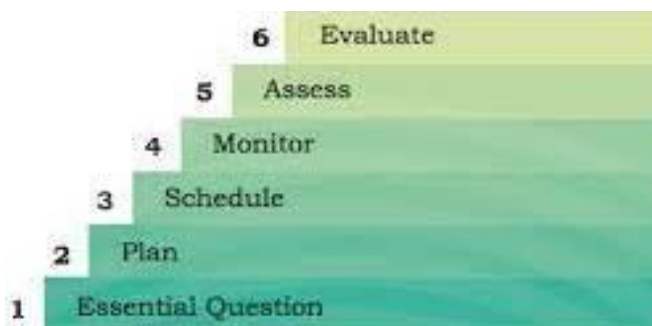
Step 3: Create a Schedule

Step 4: Monitor Students and Project Progress

Step 5: Assess the Outcome

Step 6: Evaluate the Experience

Figure 3. Steps of Implementing PBL (The Educational Technology Division, Malaysia, 2006)



Step 1 Start with the Essential Question. The Project-based Learning lesson question must be open-ended in which students are engaged to begin investigation and research through a real-world topic. Moreover, the teacher has to make sure that the questions are based on the situations that are relevant to the students.

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.

Step 3 Create a Schedule. Teachers should provide a timeline for the project's elements. Enable students to use new directions. Guide them when they seem to shift from a direction that has no connection to the project. Support students to succeed in their course but don't accidentally set limits

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.

Step 5 Assess the Outcome. Assessment provides objective feedback and allows educators to 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. The assessment also allows teachers to design curricula for more effective teaching.

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.

1.9. The Assessment of PBL

Students are assessed by various means in PBL that are different and more 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”.

Project-based learning is a student-centered activity, thus formative and summative assessments are essential to successful learning. Formative assessment is desired for giving feedback through the project-creating process, while summative assessment provides the 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.

1.9.1. Authentic Assessment

Authentic assessment is about assessing "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) involves the individual interactively through opportunities for an explanation, dialogue, and inquiry through question and responses (cited in Sukandari, 2013). Authentic Assessment assesses student performance in the context of task-based learning activities through the use of rubrics and portfolios.

1.9.2. Performance-based Assessment

assesses the application of skills and competencies mastered in completing activities or tasks through observation. Marzano, Pickering, and McTighe (1993) 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 context" (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.

1.9.3. Rubrics

Rubrics are another kind of assessment. They play an important role in the grading of PBL artifacts because they help students and teachers, parents and everyone have 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.

1.9.4. Peer Evaluation Assessment

It allows learners to provide continuous feedback when assessing peers' projects and learning processes (Wilson, 2001). Students can evaluate others' work and offer suggestions for better improvement and support. In addition, peer assessment and evaluation allow 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. In addition, students find social collaboration more important than intellectual contribution, something that teachers can't easily observe.

1.9.5. Self-Evaluations and Reflections Assessment

The learners' assessment and evaluation are of great importance because it raises awareness for him toward his mistakes and gives him 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 own 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 (a 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 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 the 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. 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.



Chapter Two :
***FOREIGN LANGUAGE
SPEAKING ANXIETY***

CHAPTER TWO: FOREIGN LANGUAGE SPEAKING ANXIETY.

Introduction

Learning any language is no longer seen as mastering the basic forms and structures. Nowadays in a foreign language context, students learn a language for many concrete purposes such as school requirements and finding a job; moreover, they seek to be communicatively competent. However, some students may feel anxious when they come to use the language due to many factors. Furthermore, this chapter will introduce an overview of language anxiety with its definitions, its theories, types and its possible manifestations and instruments of measuring it. In addition, it sheds light on its major characteristics, sources with exploring anxiety as a hindrance to FLL.

1. Definition of Foreign Language Anxiety

All learners experience anxiety from time to time in varying degrees including foreign language learners. In a scientific way and as a complex psychological term, anxiety has been defined by many researchers who have significant differences of opinion.

In addition, anxiety is described by Spielberger (1983, 1) as “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (as cited in Horwitz, 2001, 113). It is a group of negative feelings that sweep humans when they are anxious. In simplest form, Davis and Palladino (1997) defines it as “a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating” (cited in Kelly, 2002: 54). Anxiety in learning has been explained by Horwitz (2001, 113) who states that “Anxiety negatively influences language learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education” (2001, 113).

Furthermore, a similar definition is provided by (Scovel, 1978) who states that anxiety in learning is as “an emotional state of apprehension, a vague fear that is only indirectly associated with an object” (as cited in Saidi, 2015). These two definitions imply that learning a foreign language make learners anxious as a reaction to their feeling in stressful situation. According to Mussen et al (1974) “anxiety is not a pathological in itself but a necessary and normal psychological and mental preparation for danger ...anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results (p. 387). In other words, everyone sometimes experiences anxiety in one form or another and in varying degrees. MacIntyre (1999) asserts that anxiety is not a mere fear from future but it is “a self-related cognition: thought of failure, worry over how one is performing in the situation, and self-deprecating thoughts”.

According to MacIntyre’s viewpoint, anxiety emanates from the person’s negative self-perception, expecting the inevitable failure on any occasion, doubting in his own capacities when engaged in any activity, and belittling himself. Yet, Huberty (2008) defines anxiety as:” a unique emotional state characterized by a feeling of distress and tension about real or anticipated threats that may manifest in cognitive, behavioural, psychological patterns” (p. 38). Moreover, Doubek and Anders (2013) assert that anxiety can be defined as: A mental and physical state characterized by specific emotional, physical, cognitive and behavioral symptoms. It is an adaptive reaction that mobilizes the organism and helps it defend, attack, and avoid an anxiety Stimulus. The stimulus can be a previous external or internal antecedent trigger" (cited in Zdena, 2016, p. 3).

2. Theories of Anxiety

Previously, several researchers focused on the importance of anxiety. Each assembly of theorists viewed anxiety from a distinct perspective. Therefore, several theories of anxiety have been introduced, and each one brought its unique assumptions.

2.1. The Existential Theory

Basically, the existential theory considers anxiety as a natural and unavoidable feeling of apprehension. On this consideration, Strongman (1995) asserts that anxiety results from reaching maturity and taking responsibility for making choices in life. Kierkegaard (as cited in Strongman, 1995) make a distinction between the two notions, fear and anxiety. Hence, he asserted that fear is related to a particular object, it is experienced in a specific moment, and it goes away by removing the person from that context. Yet, anxiety emerges after possessing self-awareness, and it arises because of internal conflicts and uncertainty about the results when life obliges people to make choices. In a nutshell, the existential theory of anxiety considers it as a natural phenomenon that arises when reaching maturity, which requires people to be responsible in making choices. In other words, existential anxiety arises when people deeply contemplate their existence. This contemplation leads to thoughts and feelings of freedom and responsibility.

2.2. The Learning/ Behavioural Theory

The learning/ behavioural theory of anxiety is based on the foundations of behaviourist theories. According to Eysenck (1979), this theory is the umbrella of the learning/ behavioural theory of humans' personalities which is classified into three kinds: extrovert, introvert, and neurotic personalities. Therefore, regarding introverted people, Eysenck (1979) claims that they exhibited introversion because of social learning. This implies that introverts have been socialized to be shy and reticent from the early stages of their lives. As consequence, they are highly noticed to tend to be anxious from social insertion. Hence, this proves that anxiety is learned. To sum up, according to the learning/ behavioural theory anxiety is learned through stimulus-response and reinforcement of behaviors. (Eysenck, 1979)

2.3. Psychoanalytic Theory

Mainly, Anxiety is at the core of the psychoanalytic theory of affects (feelings), and from the beginning of psychoanalytic thought has been recognized as central to an understanding of

the mental conflict. Freud (1949) defines the qualities of the psychological process as being either conscious or unconscious. Psychoanalytic theory proposes that personality characteristics are mostly a reflection of the contents of the unconscious part of the mind. Freud believed that the unconscious is a part of our biological nature and that it operates naturally; just as do all our biological functions. Freud suggested that certain ideas and thoughts are repressed (repression is one of many defense mechanisms), that is, pushed out of awareness and into the unconscious.

3. Types of Foreign Language Anxiety

Anxiety is a normal emotion which faces each individual in his life in different occasions. The feeling of being anxious has a huge effect on the language learning which is considered as “a complex made up of constituent that have different features” (Dorney, 2005, p.198). Thus, anxiety contains different types and forms, the two major types are trait and state anxiety.

3.1. State and Trait Anxiety

Anxiety is a state of inner unrest or uneasiness often described as "nervousness." Worry, jitteriness, sweating, an increased heart rate, rapid breathing and other feelings and symptoms commonly accompany anxiety (Bruce, 2001). A long-held and still popular distinction between "state" and "trait" anxiety allows anxiety to be thought of in two ways: as a temporary emotional state that nearly everyone experiences and as a consistent personality attribute. Starting with state anxiety which is considered situational and a temporal sensation of apprehension that arises due to encountering a certain threatening situation i.e., it is an emotional reaction to a specific provocative situation. Spielberger (1972) defined it as “a transmitting emotional state or condition of the human organism that varies in intensity and fluctuates” (p. 33). In other words, state anxiety arises momentarily due to confronting a threat. However, its severity and effects on the person alter depending on the situation. The other type of anxiety is called trait anxiety. Contrarily to state anxiety, trait anxiety is innate, very intensive, and occurs in unlimited number

of situations. Moreover, it is considered a permanent feature of personality. Macintyre and Gardner (1989, as cited in Williams & Andrade, 2009) claimed that the feeling of trait anxiety appears casually for people who had experienced it before, even if the situation does not involve anxiety at all. So, trait anxiety is a personality characteristic, and a permanent feeling of apprehension which arise in variety of situations.

3.2. Facilitative and Debilitative Anxiety

Facilitative anxiety is the positive anxiety that helps the students to do well. It works as a motivating factor that enhances the learners' performance and allows the input to stick deeper in mind. Therefore, experiencing the correct amount of anxiety can be beneficial, and encourage students to achieve their goals. However, debilitative anxiety is the great amount of anxiety that influences negatively the students' performance and achievements; it has harmful effects that lead to negative outcomes. Hence, an unnecessary worry and tension will make the individual unable to use his capacities appropriately in order to remember what has been learnt before, or to develop his information and previous input (Woodrow, 2006).

4. Manifestations of Foreign Language Anxiety

Many people think that manifestations/symptoms of language anxiety while learning a foreign language are obvious and easy to know. However, it has received much attention from researchers and foreign language teachers who have attempted to find out in what way students suffer from such a problem using diaries, interviews and scales in their studies. Hence, different views and categories of language anxiety were identified. Leary (1982) identifies three main kinds of behavior associated with anxiety in social situations: Arousal mediated responses disaffiliate behavior, and image protection behavior (Cited in Jean. Stephenson, 2006, pp50-51).

The first behavior appears when the person becomes too active in which he fidgets and squirms while seated, often feeling restless. The second behavior is when the person avoids doing the necessary tasks and avoids preparing at home and even is unable to engage in

classroom activities and dialogues. The third behavior is exemplified by smiling and nodding frequently, seldom interrupting others, focusing on frequent communicative feedback like (uh-huh) (Leary, 1982, cited in Young, 1991, pp. 429-430).

Furthermore, MacIntyre (1995) identifies three components of language anxiety: Cognitive, affective, and behavioral. The first aspect (cognitive) increases distracting self-related cognition, expectations of failure, and a decrease in cognitive processing ability (cited in Belgin, 1999, p46), while the second aspect (affective) is associated with feelings of worry and frightening. The third aspect (behavioral) is about being neutral and silent and avoiding engaging in any situation.

5. Instruments for Measuring Language Anxiety

There are several instruments to measure language anxiety. Zheng (2008) summarize them in three ways: behavioral, observation, physiological assessment, or participants' self-report.

To begin with, a behavioral test focuses on observing the reactions of a subject as sweating and blushing. Second, the physiological assessment focuses on the techniques of taking heart rates, blood pressure, and palm sweating of the subject to be correlated with his emotional state. Last and not least, according to Zheng (2008) “participants’ self-reports are usually used to examine anxiety in educational studies where participants are asked to report their internal feelings and reactions (cited in Khiari, 2016, p.9). Moreover, there are different scales to measure language anxiety, including the personal report of communication apprehension (PRCA) by Mc Croskey in 1970, the speaking anxiety scale by Clevenger and Halvorsen in 1992, the personal report of public speaking anxiety by Mc Croskey in 1970, and the most commonly used one FLCAS foreign language classroom anxiety scale by Horwitz et al in 1986 (cited in Khiari, 2016, p.10).

6. Characteristics of Anxiety

The essential feature of anxiety is worry, which has been defined by Vasey, Crnic, and Carter (1994) as “an anticipatory cognitive process involving repetitive thoughts related to possible threatening outcomes and their potential consequences” (cited in Huberty, 2009, p.12). This means that when individuals think negatively about the negative side of things, they just expect that the bad things would happen to them, and that feeling will make them worried all the time. Since anxiety has a great influence on learning English as a foreign language, it is essential to discover the different perspectives. Students who suffer from language anxiety are characterized by many features that affect their cognitive and Psychological behaviour which make them different from other students. Huberty (2009, p.14) made this table to show the different dimensions and their features:

Cognitive	Behavioral	Physiological
Concentration problems. Memory problems. Attention problems. Oversensitivity. Difficulty solving problems. Worry. Cognitive dysfunctions -Distortions. -Deficiencies. Attribution style problems	Motor restlessness. Fidget. Task avoidance. Rapid speech. Erratic behavior. Irritability. Withdrawal. Perfectionism. Lack of participation. Failure to complete tasks. Seeking easy tasks.	Tics. Recurrent, localized pain. Rapid heart rate. Flushing of the skin. Perspiration. Headaches. Muscle tension. Sleeping problems. Nausea. Vomiting. Enuresis.

Primary Characteristics of Anxiety

(Huberty, 2009.P.14)

Thus, anxiety influences foreign language learners cognitively, behaviorally, and physiologically which prevent them from developing and improving their level and proficiency in speaking skill. In addition, it can discourage them from getting involved in classroom activities and from participating inside the classroom. As a result, if anxiety is not reduced, it will become more than just a negative emotion and can arise into a phobia or other dangerous disorders.

7. Sources of Foreign Language Anxiety

Foreign language anxiety is the feeling of apprehension and nervousness expressed by non-native speakers when learning or using a second or a foreign language. Anxiety may impact EFL learners' oral performance. According to Horwitz et al. (1986) anxiety is defined as a "distinct complex phenomenon of self-perception, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process"(p.126). This feeling may impede the willingness to improve any second or foreign language context whether related to the productive skills, or the receptive ones. Various sources of anxiety in foreign language classes have been identified by many researchers such as communication apprehension, test anxiety, fear of negative evaluation, and lack of motivation, negative self-perception, speaking activities, and competitiveness.

7.1. Communication Apprehension

Communication apprehension (CA) is considered an important factor in the process of learning a foreign language and affects also learners' achievements in oral performance. Students who suffer from anxiety to communicate or participate in front of their classmates are likely to encounter even greater difficulty speaking in a foreign language where they have little master of the communicative situation. Horwitz, Horwitz, and Cope (1986) have stated that communicative apprehension is " a type of shyness characterized by fear or anxiety about communicating with people..., the special communication apprehension derived from the

personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood.” (pp. 127-128).

Accordingly, many English foreign language learners generally have difficulty speaking and understanding others. The existence of communication apprehension is due to some psychological obstacles which cause low self-confidence that prevents their ability to speak when performing orally.

McCroskey's (1977) assumption of CA is "an individuals' level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 1977, p.78 postulated in Byrene, 1997, p.1). Learners' speaking anxiety may be particular to specific settings, or what is called context-based apprehension is a category of CA; this type emerges in some given contexts such as within a meeting, when speaking in a group (oral communication anxiety), and listening to spoken message (receive anxiety) (Byrene ,1997).

By McCroskey's assumption, the majority of anxious students experience speaking context-based apprehension in some communicative situations in their classrooms. They can be to a certain degree perfect speakers of English in other situations outside the classroom where they show greater abilities and good oral communication without fears or worries. But the anxiety of speaking in more threatening contexts prevents them within the public speaking class, blocks their potential cognitive and personal competence, and makes them not fully involved or not involved at all.

Consequently, EFL classroom learners who have communication apprehension usually feel discomfort. In addition to this "they also may feel that their attempts at oral work are constantly being monitored" .MacIntyre and Gardner (1991) state that speaking apprehension is associated with the student's negative self-concepts which come from the negative experiences, and the learner's failure to perceive and transmit information to others. Therefore,

communication apprehension certainly acts the main role in FL anxiety which influences negatively the process of learning a foreign language and affects also the learner's accomplishments in oral communication.

7.2. Test Anxiety

Test anxiety as defined by Horwitz, Horwitz and Cope (1986) "refers to a type of performance anxiety stemming from a fear of failure" (p. 127). That occurs before or during test situations. It is a physiological condition in which learners feel exaggerated worry, anxiety, and discomfort during or before taking a test. This anxiety creates important obstacles to the learning process performance.

Many kinds of research show that there are other sources of test anxiety that are related to greater worry and test irrelevant thoughts during a test. Test anxiety may include an additional fear of negative evaluation and previous weak performance. Also, characteristics of the test environment such as kind of the activities, difficulty, environment, time pressure, instructor behaviors, and physical setting can influence the level of worseness felt by the learner (Horwitz and Cope, 1986).

Test anxiety influences student achievement and motivation to learn in the classroom because this anxiety can result in impaired performance in the classroom. Hill and Wigfield (1984) report studies about test anxiety and achievement state "anxiety and achievement share significant variance, so high test-anxious individuals have an increased likelihood to perform poorly if a task is to be evaluated". Putwain and Best (2011), who examined test performance among elementary children have argued that when the examiner puts pressure on the learners, their achievements in high threat situations demonstrated that students performed worse and experienced more test anxiety and apprehensive thoughts than when in a low threat environment.

7.3. Fear of Negative Evaluation

Fear of negative evaluation is defined as the worry about others' evaluations, the avoidance of evaluative situations, and high expectation that others would evaluate oneself negatively (Watson and Friend, 1969). The term fear of negative evaluation is broader than test anxiety because it may exist in any social, and evaluative situation “the prospect or presence of interpersonal evaluation in oral or imagined social settings” (MacIntyre, 1995, p.93).

In the language classroom, fear of negative evaluation increases when learners are in oral expression sessions. Students may experience fear from passively being evaluated by their classmates or the teacher which makes them communicate poorly, with many errors because of a large amount of anxiety. According to MacIntyre and Gardner (1988), it is axiomatic that the process of learning cannot take place without mistakes; mistakes can be the cause of the apprehension for many learners, because they draw attention to the hardness of making a good social image when communicating orally using new language.

Therefore, learners who feel high fear of negative evaluation are highly associated with classroom avoidance and may tend to avoid cases where they have to experience it. In addition, communication anxious learners rarely initiate conversation and interact minimally, and they always appear to sit inactive in the classroom, avoid tasks that could help them to improve their speaking skills, and may even leave the classroom completely (Ely et al. 1986).

7.4. Lack of Motivation

Motivation is a significant factor that provokes anxiety if it is lacking. Motivation is the driving force behind learner behavior. Motivated learners are those who have made an aware decision to specify a great effort to obtain something that they value (Weiner, 1992); it energizes students and provides direction. It is one of the most important keys to success in learning. When there is motivation students achieve greater and better outcomes and accomplishments.

However, the lack of motivation still constitutes a serious problem for both teachers and students in language classrooms. The absence of motivation might make the student anxious, apprehended, and depressed to speak or learn a new language (Cort, 2012). If students do not believe that their efforts are likely to improve their performance, they will not be motivated to work hard. Motivation can be influenced, for example, if a course has a reputation for being difficult. Students may also have had discouraging experiences in similar courses that convince them they cannot do the work. Additionally, if students attribute their success to their innate talents rather than effort, they may not be motivated to work. This can happen whether they believe they possess the necessary abilities or lack them. Therefore, language learning requires time and effort and when learners lose their interest and desire to learn they will obtain the worst results.

7.5. Negative Self-perception

The individual's perception and misperception of his or her ability are likely to play an important role in the learning process. The disregarding capability could be an obstacle for learners to achieve their goals because when students exaggerate the difficulties they will face and underestimate their probability of success. According to Laine (1987), Self-concept is "the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself as object" (p.15). Speaking anxious learners, who continue to think about their learning problems that come from negative thoughts, cannot manage to focus on the language task.

Anxious learners tend to have a more negative self-perception and tend to underestimate their ability, especially in speaking skills. Young (1999) asserts that anxiety may be correlated to self-thoughts of failure and negative self-perception about the subject's own FL capacity. For these reasons, learners consider speaking in front of their classmates as one of the most common sources of anxiety, mostly if their proficiency in the foreign language is limited. For instance, answering a question in a foreign language may be a stressful activity; fear and anxiety make the

student concentrate on negative ideas. Accordingly, the cognitive performance will suffer since the student cannot focus on the task and the oral performance will not be as good as expected. Therefore, the role of teachers should be to enhance more self-confident language students by focusing their attention on positive experiences in the foreign language, rather than on negative ones.

7.6. Speaking Activities

The task of speaking in a foreign language is more difficult since it involves learning a new language and performing in it, and an essential role is played by certain classroom practices established by teachers with their learners in the classroom.

Strong evidence of the negative impact of oral performance practices on language anxiety was first observed in the research prepared by Horwitz, Horwitz and Cope (1986). They noticed that learners with high language anxiety were primarily worried to communicate in a foreign language. By this, most anxious students underlined that speaking in front of others was the worst experience for them. Similarly, in speaking skills there are specific activities that increase anxiety, for instance, presenting a prepared dialogue in front of the class, making an oral presentation or skit, speaking in front of the class, and role-play situations spontaneously are considered to be the major anxiety-provoking activities.

Price (1991) asserts that students react in an apprehensive way to speaking due to the fear of being laughed at by their classmates, or making pronunciation mistakes and not being able to speak fluently. While others when engaged in speaking a foreign language, are very "self-conscious and feel that such activities will expose their inadequacies" (Horwitz et al., 1986, p.128). Therefore, the significant influence of speaking activities on learners' anxiety should be taken into consideration by teachers when planning activities for their learners.

7.7. Competitiveness

Competitiveness plays an important role in determining students' speaking anxiety. According to Bailey (1983), too much competitiveness among language learners can increase states of anxiety. She argues that learners become more anxious when they compare themselves with others or to an idealized self-image, which can be rarely obtained and found themselves less proficient. She adds other characteristics of competitive behavior, such as harmful reactions toward other learners based on comparisons, a desire to outperform other language learners, a desire to attain teacher's acceptance, and a focus on tests and grades about other students' performances.

Similarly, Oxford (1999) argues that competitiveness may relate to language anxiety but it is suggested that it largely depends on the learners themselves, their learning style preferences, the kind of the competition, demands and rewards of the environment and consequently, those learners especially in competitive environments may appreciate competition and in such a situation it would not have any influence on their learning process.

Thus, it is possible to understand that creating a low anxiety classroom atmosphere should be one of the major roles of language instructors and that by a diversity of methods in order to deal with personal and interpersonal fears. So, if students understand their anxieties about language learning, they will be able to cope with anxiety in different situations in more practical ways.

8. Anxiety as a Hindrance to learning

Learning a second language means acquiring new techniques that are used in the foreign culture. This can be seen as a threat to a learner's consciousness, rather than encouraging him to perform well. Some learners face many difficulties when learning a second language. It is because of a lot of emotional factors that are experienced by learners in foreign language learning, and which affect their abilities such as intelligence, motivation, attitudes and anxiety.

Anxiety stands as one of the main influential factors for effective language learning. (Brown, 2007). According to Spielberger et al (2005), language anxiety is the fear that an individual feels when he has to use a second or a foreign language in which he is not fully proficient. He considers language anxiety as a stable personality trait related to the individual's tendency to react nervously when speaking, listening, reading, or writing in the second language (SL). Anxious students are less likely to volunteer answers in class and are hesitant in expressing personally relevant information in the target language (TL).

Spielberger (2005) has explains the negative effects of anxiety on second or foreign language learning by the fact that anxiety deviates attention and cognitive recourses that could otherwise be effectively used to improve performance in the second language. It is claimed that the more anxious the learners, the less proficient in speech skills they are. Moreover, Spielberger (2005) predicted that the existence of several variables can affect the learning process. Two of these variables are trait anxiety i, e the case of some learners becoming anxious in any situation, and the other is a state anxiety. For example, when the learner has to present an oral production in front of his classmates or when the teacher authorizes him to correct his own mistakes. All this is experienced concerning some particular event or activity.

There is also another variable that affects language acquisition which is students' perception of their communicative competence in second language acquisition (SLA). However, these students tend to underestimate the competence of less anxious students, and therefore become themselves anxious about their performance. Therefore, since the detrimental effects of anxiety on achievement are evident, efforts should be made to lower levels of anxiety in the class. This can be done if teachers or educational boards attempt to create a more relaxed atmosphere and have a less authoritative attitude towards their students (Spielberger et al, 2005).

9. The Effects of Anxiety on Learning Performance

The effects of anxiety on learning performance are one of the largely studied issues in foreign language learning. Investigators such as Ellis (2003) tried to study primarily the relation between language anxiety and the learners' performance as well as their achievement, and to obtain a full understanding of foreign language anxiety, it is important to know how FL anxiety influences learners. Thus, FL anxiety can interfere with the three stages of learning: 1) input 2) processing, and 3) output. It can affect the learners' capability to process information at each stage which can cause FL learners' oral weaknesses and linguistic difficulties when learning and communicating in the target language.

9.1. Input

The input is the first learning stage that activates the Language Acquisition Device (LAD), which applies the further process of language learning. So, a highly anxious learner cannot perceive the given information due to the high level of the learners' affective filter. In addition, the learner's affective filter is a concept developed by Krashen (1985), and defined as the unreal obstacle which causes learners' inability to acquire a language. In other words, these barriers are the learners' affective variables, containing self-confidence, anxiety, inhibition, etc. They cause a mental block that impedes input from reaching the LAD. Thus, they hinder the anxious learners' ability to concentrate on what their teachers say and diminish their efforts to represent input internally.

Therefore, at this stage when anxiety arouses, the internal reaction will guide the learners' attention to their state of worry and discomfort. Input anxiety refers to the anxiety experienced by the learners when they encounter new information in the target language. This causes misunderstanding of the message of the instructor and damage to successful communication.

9.2. Processing

Processing is the second stage in which students are influenced by FL anxiety, where the new information performed by mental processes takes place. During this stage, anxiety intervenes with the students' cognitive tasks, especially when the task is related to the student's ability; the effect of anxiety will be greater. So, the students cannot concentrate or use the stored information. For example, a learner in a free discussion or talking about a given topic cannot speak fluently because the anxiety makes him forget the appropriate vocabularies that he needs to use.

Psychologists such as Segalowitz (2003) working on the “Information Processing Model (IPM) ” (cited in Lightbown & Spada, 2006, p.38) have argued that there is a boundary to the amount of focused mental activity a learner can involve in at one time. Communicating in the FL demands the student to operate more than one mental activity at the same time, and for more comfortable students, who are relatively relaxed in their learning, “choosing words, pronouncing them, and stringing them together with the appropriate grammatical markers” is essentially spontaneous in contrast to their discomfort counterparts.

Horwitz, Horwitz, and Cope (1986) have stated “to perform these operations while speaking many complex and non-automatic cognitive operations are required, and failure to do so may “lead to reticence, self-consciousness, fear, or even panic” (p.128).

Therefore, according to what has been mentioned before, to reduce learners' foreign language anxiety, they have to pay attention primarily to any linguistic aspect they are trying to understand or produce by using cognitive sources in processing information, and building knowledge that can finally be called automatically for speaking and understanding.

9.3. Output

Finally, FL anxiety impacts the output stage of learning. This is most often with speaking in FL. Anxiety is more likely to occur obviously at the learners' performance stage, which depends on the successful completion of the previous stages: input, and processing. Anxiety at this stage refers to the learners' apprehensiveness or fear experienced when asked to exhibit their capability to use previous knowledge. MacIntyre and Gardner (1991) have found that high level of anxiety at this stage might hinder students' ability to speak in the target language.

However, there are different views about the relationship between anxiety and foreign language, language anxiety shows the negative influences in most situations. Horwitz, Horwitz, and Cope (1986) report an important negative correlation between anxiety and FL accomplishment by developing Foreign Language Classroom Anxiety Scale (FLCAS). Moreover, MacIntyre and Gardner (1991) have asserted that anxiety harms performance in FL learning, they have stated that highly anxious students are likely to have lower oral performance in contrast to their relaxed classmates. Their study indicated that learner's anxiety can make an effect on their performance, as well as their attitudes toward language learning.

Therefore, anxious learners in this stage will not succeed in their oral performance. Also they will choose to be most of the time passive and avoid engagement with their learning, even though they can do well if they control their fears. Likewise, such learners will lose the opportunity to be better students with powerful abilities.

10. Strategies for Reducing Speaking Anxiety in Learning

10.1. The Role of the Teacher in Reducing Speech Anxiety in Foreign Language Learning

To minimize anxiety and help students to deal with it, most investigation findings brought similar suggestions, that teachers have a vital role to reduce their students' speaking anxiety. They should try to make some interventions to help anxious learners, because of the

great impact of speaking anxiety on students' learning and speaking performance. The following are some tips that teachers can use to minimize the level of students' speaking anxiety:

10.1.1. Creating Relaxed Classroom Language Learning

Anxiety is one of the most face-threatening school aspect, and creating a relaxed atmosphere in foreign language classrooms is one of the most successful strategies that help in reducing anxiety among foreign language learners. Dornyei (2001) states that teachers need to create a pleasant and supportive classroom atmosphere. The importance of the classroom climate represents a motivational tool that learners need to be less worried to communicate in a foreign language. The role of the teacher is to build a relaxed classroom, because alleviating students' anxieties is the most important factor to obtain good results in foreign language classes.

In addition, creating a pleasant atmosphere can be achieved by using different ways that may help learners feel less anxious in foreign language classrooms. According to Dorneiy (2001), teachers should apply the norm of tolerance, especially with students' mistakes. They should take into consideration that mistakes are a part of language learning because "students feel comfortable taking risks when they know that they will not be embarrassed or criticized if they make a mistake" (p.41).

Furthermore, another tool to improve the classroom atmosphere is the use of a sense of humor; Dorneiy (2001) also claims that effective teachers have a good sense of humor. If students can feel that the teacher allows a healthy degree of self-mockery, they will be more comfortable in their learning. Encouraging learners to personalize the classroom environment according to their taste is also beneficial to minimizing anxiety because the "classroom is not only a psychological but also a physical environment". Finally, games, and music are useful techniques to create a relaxed atmosphere. Therefore, creating a pleasant and supportive atmosphere in the classroom can support and urge students to use the target language at ease.

10.1.2. **Teacher-Student Relationship**

Much of recent studies suggest that a close and positive relationship between teachers and learners is an important key to successful learning. Interpersonal relationships with learners influence the classroom climate and therefore affect students' performance and engagement. Pianta (1999) claims that a psychologically close relationship between teacher and learner supplies students with a feeling of security in the classroom atmosphere that lowers the level of anxiety which leads to good achievements.

Moreover, the strong link between teachers and students is a vital component in the recipe for student success. It is assumed that this sense of wellness encourages motivation and comfort, as well as an academic positive competition between students. Similarly, Birch and Ladd (1997) also asserts that students who had closer relationships with their teachers were better adjusted academically than students with conflicted teacher-student relationships. Consequently, positive and supportive relationship results in students with a greater sense of competence and motivation without fears or anxieties in their learning process.

Therefore, according to Hamre and Pianta (2001) students who feel a strong personal relationship with their teacher, talk with them, and receive more constructive guidance. The student is likely to trust the teacher more, and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and guide their desire to learn.

10.1.3. **Varying Speaking Activities**

Teachers can apply another technique which is varying speaking activities that should be organized and designed to help students feel comfortable in the foreign language classrooms. They can lower their students' speaking anxiety by using different speaking activities. Harmer (1984) assumed that simulations are very helpful for the student; they develop self-confidence of anxious students. They are similar to roleplays but they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. Thus, they will have

different roles and do not have to speak for themselves, which means they do not have to take the same responsibility.

Furthermore, another type of speaking activity is brainstorming on a selected topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. Dunn and Kenneth (1972) states that the advantage of this activity is that the students are not criticized for their ideas. So, students will share their new ideas without any fears. In addition to the above-mentioned activities, teachers can also reduce their students' speaking anxiety and raise their motivation by integrating activities about real life such as sharing ideas about an event or finding solutions in their discussion groups. These real-life communication activities can improve learners' self-confidence and; consequently, reduce their speaking anxiety.

10.1.4. **Group Work**

Group work is considered another strategy for reducing students' speaking anxiety that many foreign language scholars focus on. Dornyei (2001) believes that cooperative environments creates more positive attitudes in the learning process and develops higher self-esteem and self-confidence; "which is because group interaction is seen in modern language teaching methodologies as a prerequisite to building the learners' communicative competence". Tsui (2001) claimed that students' collaboration has successful results in reducing anxiety among foreign language learners. Thus, students should work together to achieve better outcomes in their performance and their learning.

Dornyei (2001) also asserts that group work has many advantages that may help learners fulfill good achievements in their foreign language learning. He states that "Cooperative situations generally have a positive emotional sense, which means that they generate less anxiety and stress than other learning formats; cooperation fosters class group cohesiveness." (p.101). When students work together they will motivate each other, assist, encourage, and support the participation of other members in the group work. This is because in cooperative situations

students rely on each other and share common goals, which in turn creates a feeling of unity. Therefore, group work is one of the best procedures that teachers can establish in the classroom to alleviate learners' anxiety in their language classes.

10.2. The Role of Students in Reducing their Speech Anxiety in their Foreign Language Learning

In addition to teachers' role in reducing students' speaking anxiety, learners also participate in diminishing it. Learners should understand that anxiety has an important function in affecting their oral communication. They should know how to cope and reduce their worry about speaking. The following are some researchers' tips that may help students deal with their anxieties:

10.2.1. Practice and Preparation

Practice and preparation are effective ways that may help learners to cope with their anxiety in oral performance because they develop learners' self-esteem in speaking which can minimize the level of anxiety. Learners should try to practice speaking at least once before their performance. Practice in an environment that is as similar as possible to the place of presentation. According to Kanar (2011) "preparation and practice are the keys to feeling confident about giving a speech or presentation" (p.293). So, practice and preparation can improve students' proficiency in the language by helping them to decrease their anxiety. In addition, students should develop their self-confidence to diminish their anxiety, and that will be done through good preparation and practice. Students should exercise their presentations inside and outside the class and prepare themselves well to overcome their fears and ameliorate their communication in the foreign language.

10.2.2. Positive Self-talk

Bassett (1989) believes that self-talk can be useful, especially in dealing with state anxiety. The latter refers to a learner's anxiety because of a specific evaluative situation, e.g., a test, a competition, or an oral performance. Positive self-talk is considered an effective strategy

for students to alleviate their speaking anxiety. According to Young (1991), positive self-talk is a strategy that anxious students use to help themselves, for example "I can handle this Just relax. .. Take a deep slow breath and I'll start as I rehearsed it."(p.431). In addition, Bassett (1989) asserts that learners have to stop their negative thinking "To begin to replace negative, depressive thoughts and replace with compassionate, respectful, comforting thoughts" (pp.3-1). Lastly, it is an encouraging procedure that helps learners to overcome their negative thoughts. Therefore, they must learn how to talk to themselves in a relaxing manner by using positive dialogues instead of negative ones.

10.2.3. Relaxation Techniques

Relaxation techniques are effective ways that help students in coping with worry and anxiety in the classroom. Students should follow these ways before performing their speeches to decrease their anxiety. According to Bryan (2001), there are several relaxation techniques learners can use. For instance, anxious students should breathe deeply by relaxing the muscles which may help them feel more comfortable, and they can also use visualization as a relaxing way of speaking about anxiety. Lloyd (2010) defines it as a mental image that students draw in which they see themselves more confident when speaking a foreign language, "See yourself performing as a confident presenter who is enjoying the performance" (Bryan, 2001, p.44). They can also feel comfortable by forgetting everything and repeating words such as 'I am calm, I am good and relaxed, I can finish my work easily, etc'. Thus, learners should use these techniques at least to be able to control their speaking anxiety.

10.2.4. Minimizing Fear of Making Mistakes

Minimizing fear of making mistakes is another strategy that students should follow to reduce their oral performance anxiety. Bassett (1985) assumes that having some fear of mistakes can be an effective thing that can help learners to improve their performance, but exaggerated fear causes problems. Thus, learners should know how to control their worry, because these negative ideas about making mistakes can lower students' self-confidence. In addition, to

overcome the fear of making mistakes, students must understand that making mistakes is an essential step for learning, and it is not a sign of weakness. Bassett (1985) also mentions that, "mistakes are opportunities for growth nothing more" because they will never be able to develop a new skill in their learning without making some mistakes. Students have to focus more on transferring the information without being anxious. Therefore, they must understand that making mistakes is a natural trait of human beings.

Conclusion

Communicating in a foreign language class may be a frightening experience that provokes feelings of anxiety and worry. Many researchers in the field of language education and psychology such as Horwitz and Cope (1986) assert that foreign language anxiety has been almost correlated with the oral performance of language use. The researchers tried to seek the causes of foreign language speaking anxiety and they have shown different reasons such as communication apprehension, test anxiety, fear of negative evaluation, negative self-perception, lack of motivation, speaking activities, and competitiveness. The majority of researchers agree that foreign language speaking anxiety deters students' learning and speaking performance. Therefore, FL anxiety can interfere with the three stages of learning: input, processing, and output. Moreover, teachers have a vital role in diminishing the anxiety of their learners in their foreign language classrooms through various procedures such as: creating a relaxed classroom, establishing the teacher-student relationship, varying speaking activities, and forming group work. In addition, learners also can help their selves to reduce their speaking anxiety by using some beneficial tips such as practice and preparation, use relaxation techniques, positive self-talk, and minimizing the fear of making mistakes. Therefore, reducing students' anxiety can enhance their speaking skills and develop their foreign language proficiency.



Chapter Three:
FIELDWORK

CHAPTER THREE: FIELDWORK.

Introduction

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

3.1. Teachers' Questionnaire

The purpose of the teachers' questionnaire is to collect data on the various opinions and attitudes of Ali Meziani Secondary School teachers of English on the implementation of Project-Based Learning (PBL) and how it influences EFL learners' speaking anxiety.

3.1.1. Description of Teachers' Questionnaire

The present questionnaire is designed for teachers applying PBL in their classrooms. It is directed to four teachers who teach English at Ali Meziani Secondary School in Batna. The questions included in this questionnaire are either close-ended or open-ended. First, in close-ended questions teachers are supposed to provide a YES or NO answer, to choose from among a list of options, or to indicate the frequency of occurrence of a particular behaviour. Furthermore, open-ended questions consist of both explaining sub-questions such as “please, explain” and “please, provide an example”, and other questions that require detailed answers or statements. These questions can provide the opportunity to obtain more perceptive comebacks, which help to

diminish vagueness. Finally, this questionnaire comprises (35) questions distributed over seven sections: General Information, Project-Based Learning, and Pupils' Engagement, Anxiety in Learning Process, ESL Learners' Speaking Anxiety, Causes of Learners' Foreign Language Speaking Anxiety and Reducing Learners' Foreign Language Speaking Anxiety.

3.1.1.1. Section One: General Information

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

3.1.1.2. Section Two: Project-Based Learning (PBL)

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

3.1.1.3. Section Three: Pupils' Engagement.

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

3.1.1.4. Section Four: Anxiety in Learning Process.

This section aims at discovering the teachers' perception about the existence of anxiety in their students' learning process.

3.1.1.5. Section Five: ESL Learners' Speaking Anxiety.

This section aims at recognizing the teachers' opinions and attitudes about the influence of foreign language anxiety on the students' oral performance.

3.1.1.6. Section Six: Causes of Learners' Foreign Language Speaking Anxiety

This section aims at showing the teachers' perception about the causes of their students' speaking anxiety.

3.1.1.7. Section Seven: Reducing Learners' FLSA

This section aims to find solutions by teachers to reduce their students' oral performance anxiety.

Finally, we have used tables and graphs in order to organize our statistics.

3.1.2. Administration of Teachers' Questionnaire:

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

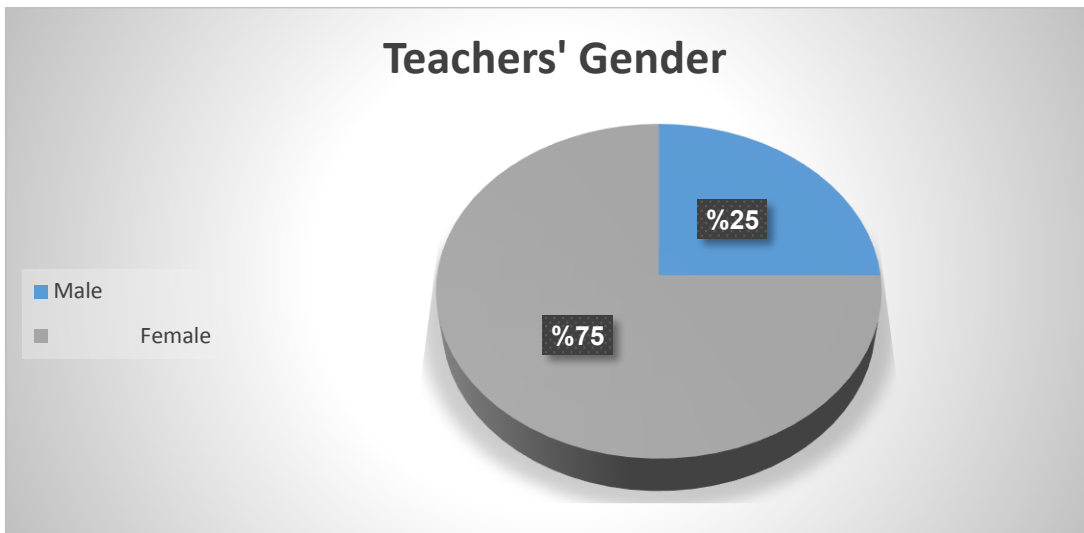
3.1.3. Analysis of Teachers' Questionnaire:

3.1.3.1. Section One: General Information.

Question01: What is your gender?

Option	Number	%
Male	1	25%
Female	3	75%
Total	4	100%

Table 01: Teachers' Gender(s)



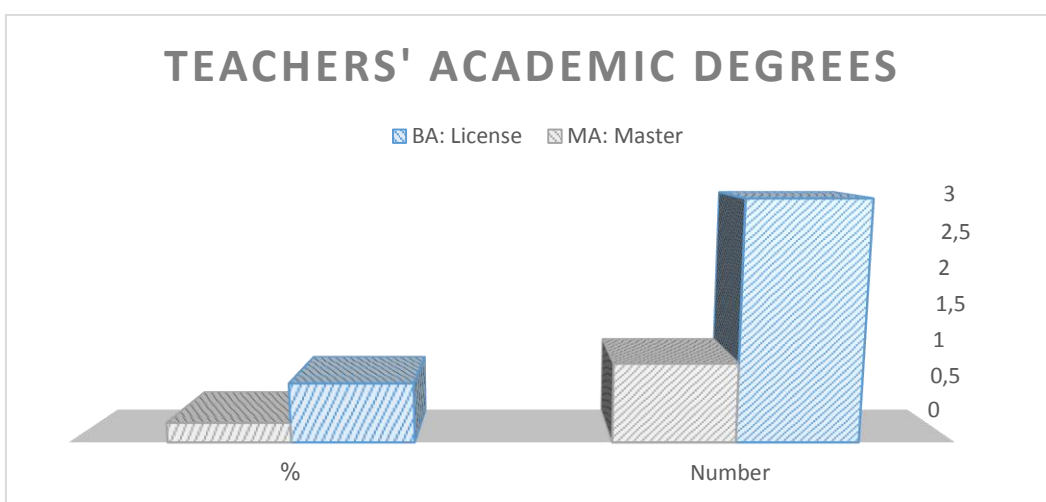
Graph 01: Teachers' Gender(s)

This question is meant to determine the participants' dominant gender. As the table displays, the questioned participants (teachers) represent more female teachers (75%) than male teachers (25%). This indicates that in Meziani Ali secondary School, female teachers usually present with larger number, while male teachers are present with less frequency and less number. This may draw our attention to an important conclusion. Indeed, ladies are more dominant in education/ teaching field than gentlemen.

Question 02: Please, specify your degree(s):

Option	Number	%
BA: License	3	75%
MA: Master	1	25%
Total	4	100%

Table 02: Teachers' Academic Degree(s)



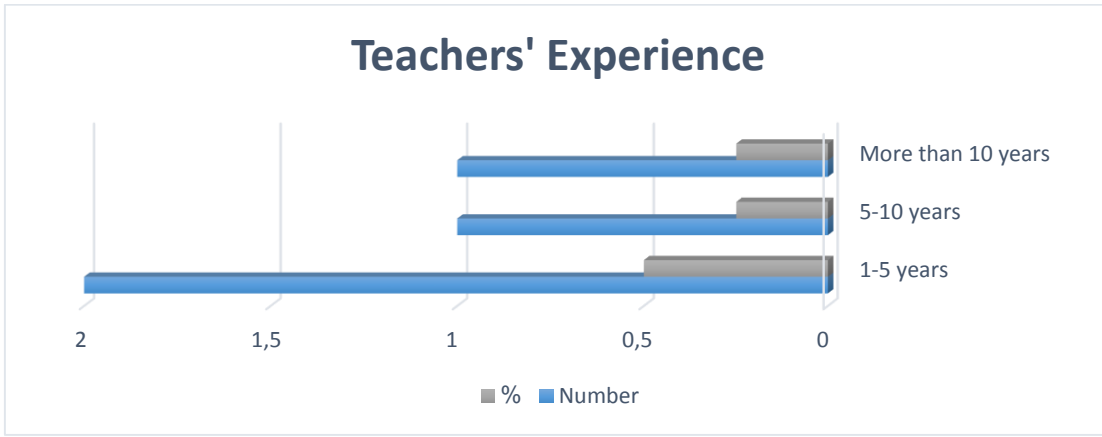
Graph 02: Teachers' Academic Degree(s)

As far as the academic degree(s) achieved by the teachers of English at Meziani Ali Secondary School, most of the teachers (75%) declared that they hold the Bachelor's degree (BA/ license degree), whereas the others (25%) asserted that they hold Master degree.

Question 03: How long have you been teaching English at secondary school?

Option	Number	%
1-5 years	2	50%
5-10 years	1	25%
More than 10 years	1	25%
Total	4	100%

Table 03: Teachers' Experience.



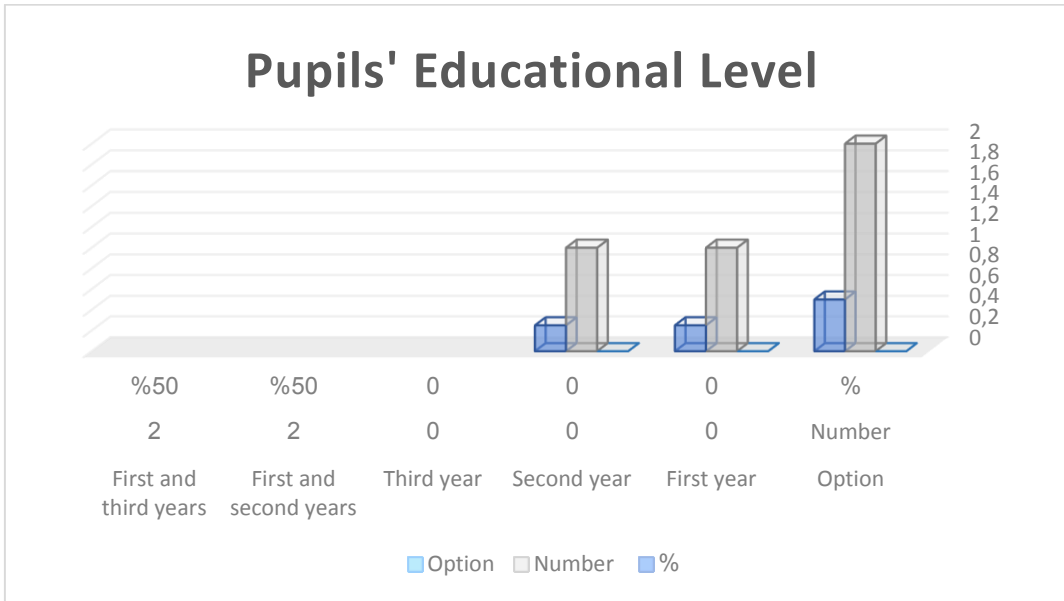
Graph 03: Teachers' Experience

As far as the teaching experience of our participants, it varies from the novice one(s) to the more experienced one(s). As it was reported in the questionnaire, one of four teachers have been teaching English more than (10) years, one teacher have been teaching English for six years and other two teachers for two years of teaching experience. Accordingly, we can deduce that this period of experience is largely sufficient to provide us with valuable responses. Indeed, since PBL has been adopted recently by secondary school teachers at Ali Meziani Secondary School, the informants can provide us with data depending on their teaching experience and the various teaching approaches and methods they have practiced during their previous years of teaching.

Question 04: Which level(s) are you teaching?

Option	Number	%
First year	0	0
First and second years	2	50%
First and third years	2	50%
Total	4	100%

Table 04: Pupils' Educational Level.



Graph 04: Pupils' Educational Level.

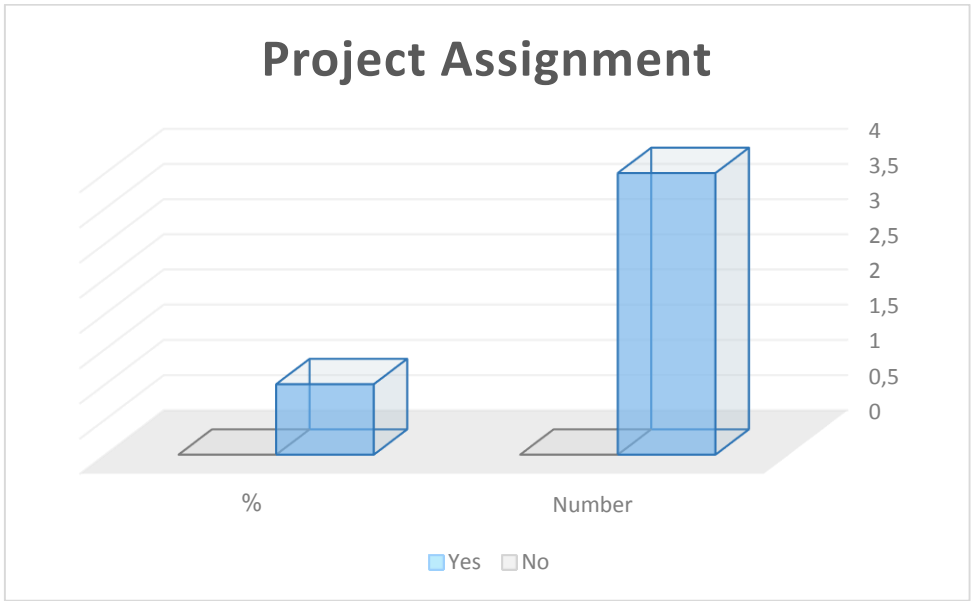
When enquired about the levels(s) taught by each teacher, two teachers reported that they teach first and second years, while two other teachers claimed that they teach first and third years. This distribution of levels is organized mainly to maintain teachers' coordination and planning of lessons, tests and exams.

3.1.3.2. Section Two: Project-based Approach

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

Option	Number	%
Yes	4	100%
No	0	0%
Total	4	100%

Table 05: Project Assignment.



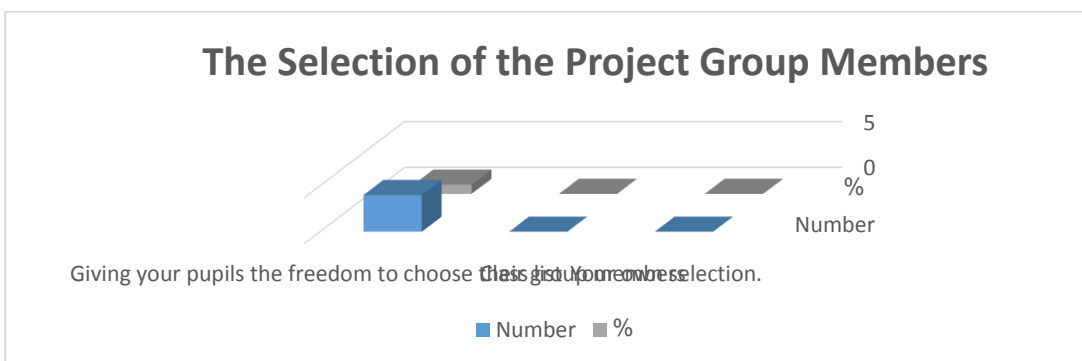
Graph 05: Project Assignment.

This question seeks to enquire whether or not the teachers of the given sample have regularly assigned the project work to their pupils so as to recognize to what extent they adopt PBL in their classes. As the table above displays, all the four teachers responded positively. All the four teachers (100%) showed their commitment to project assignment.

Question 02: the project groups are divided by:

Option	Number	%
Your own selection.	0	0%
Class list	0	0%
Giving your pupils the freedom to choose their group members	4	100%
Total	4	100%

Table 06: The Selection of the Project Group Members.



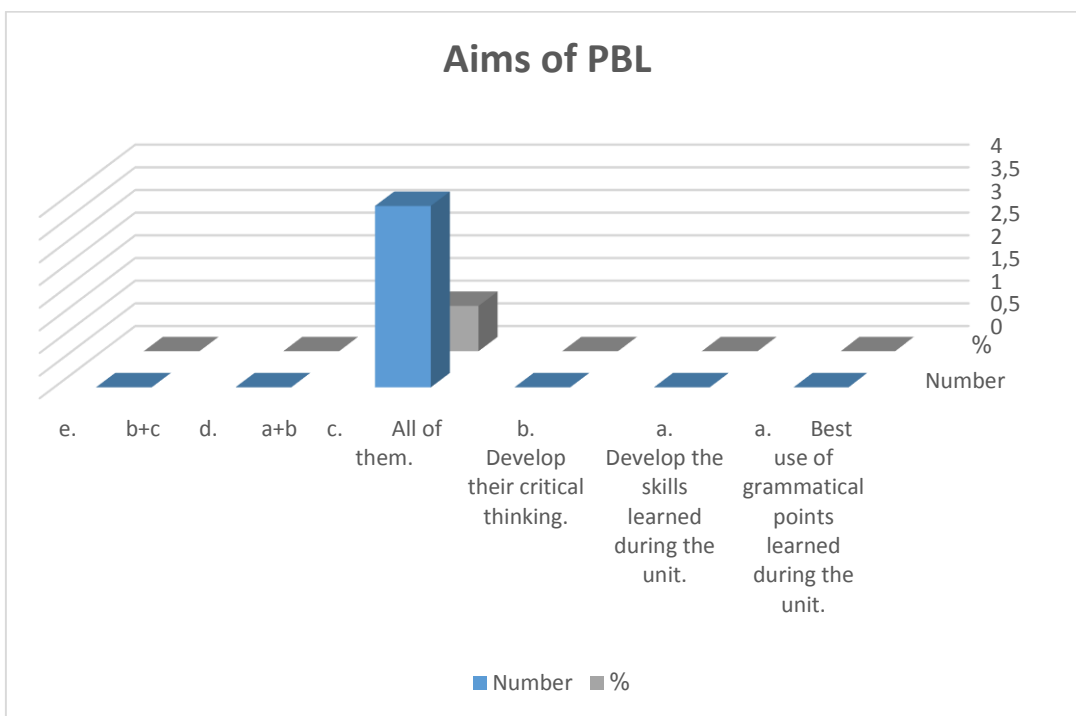
Graph 06: The Selection of the Project Group Members.

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

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

Option	Number	%
a. Best use of grammatical points learned during the unit.	0	0%
b. Develop the skills learned during the unit.	0	0%
c. Develop their critical thinking.	0	0%
d. All of them.	4	100%
e. a+b	0	0%
f. b+c	0	0%
Total	4	100%

Table 07: The Aim of PBL



Graph 07: Aims of PBL

Justifications:

1. PBL is an opportunity for pupils not just to reinvest what they have learnt during a particular unit but also to make the best use of them in order to improve their level and master the four skills. (reading when it comes to understanding the project assignment and when searching for useful information related to the topic of their project work, writing when it comes to producing the written version of the project work using correct grammar and vocabulary, listening when they exchange ideas and information, speaking when they stand in front of their classmates and present their work orally.)

2. Project presentation is the goal and end of learning (did the pupils mastered what they have learned so far?).

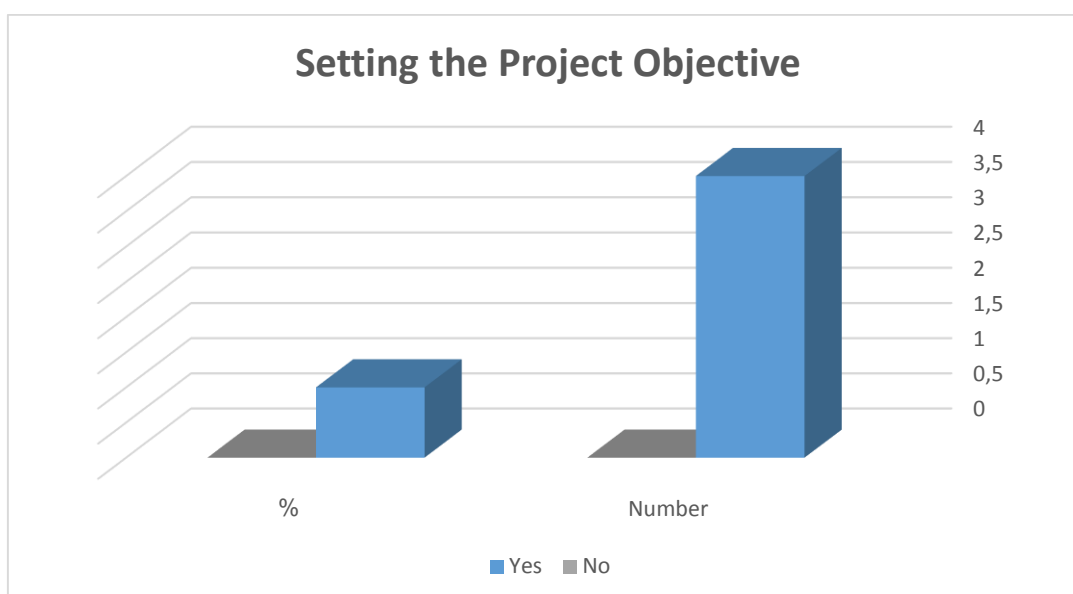
3. The pupils for example if they are taught how to use the reported speech, they are going to report what someone has said. They are also going to develop the skills learned during the unit as they talk, read and write about a specific topic that they have already talked in the previously studied unit and this will allow them to develop their critical thinking.

This question intends to reveal the teachers' degree of acknowledgment of the major goal(s) that PBL addresses. The options suggest that PBL aims at developing pupils' language structures, develop the skills learned during the unit, develop their critical thinking, or enables pupils to develop all of them. As the table above illustrates, all teachers (i.e., 100%) opt for all aims (all of them). Three teachers out of four provide explanations. A follow up question required teachers to justify their choices of PBL's main aim. According to the justifications above, the three collaborating teachers (75%) believed that PBL addresses all the aims listed above.

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

Option	Number	%
Yes	4	100%
No	0	0%
Total	4	100%

Table 08: Setting the Project Objective.



Graph 08: Setting the Project Objective.

Justifications:

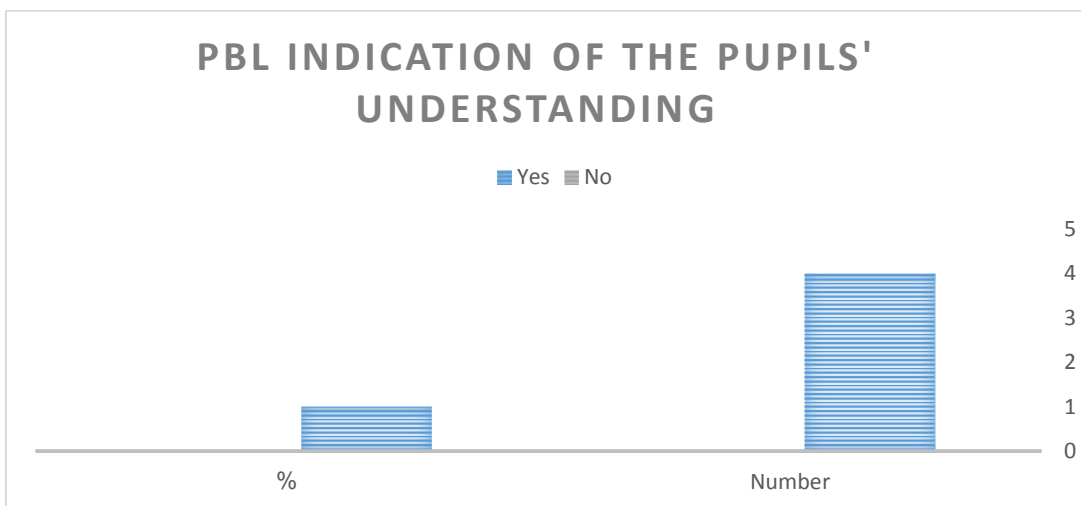
1. So as to enable the pupils fulfill their work properly, effectively and successfully.
2. In order to facilitate assessment and feedback.
3. Project works are not set at random just like that. Each time a project was set, a specific directly stated objective must be set in accordance with the project topic. Learners should work on things they benefit or learn from not doing things with no purpose because if they are doing so, they are going to just waste their time instead of learning other things.

The present question attempts to identify whether or not the teachers set a learning objective for each of the unit's project. The table shows that all the four teachers (i.e., 100%) indicated that for every single task, they design a learning objective. Therefore, this indicates that all of our respondents' projects are purposeful and not randomly assigned/designed. Later in this question, teachers were asked to explain their choice. According to the justifications mentioned earlier, one teacher revealed that PBL enable the pupils fulfill their work properly, effectively and successfully. Another teacher reported that it is necessary to set objective for each project because projects facilitate assessment and feedback. One respondent affirmed that the project aims are not set at random. Each time a project was set, a specific directly stated objective must be set in accordance with the project topic. Learners should work on elements they benefit or learn from not doing things with no purpose because if they do so, they are going to just waste their time instead of learning other things. Therefore, we can conclude that setting the objective of each unit can ensure a more purposeful and achievable learning experience for pupils.

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

Option	Number	%
Yes	4	100%
No	0	0%
Total	4	100%

Table 09: PBL Indication of the Pupils Understanding



Graph 09: PBL Indication of the Pupils Understanding

Justifications:

1. The project is always given to the pupils at the beginning of a given unit. Accordingly, the pupils know that understanding the unit lessons is the key to producing an excellent project.
2. It is like a situation of integration plus presentation skills.
3. The pupils when presenting their project work, they use the already learned grammatical items, the different skills and so on for example when they use the reported speech to report someone's sayings.
4. When learners present their works, it will be clearly shown that they used all what they learned in the previous unit lessons.

As far as this question is concerned, it was asked in order to recognize the teachers' attitudes on the PBL indication of whether or not their pupils understand the unit lessons. All of them (100%) reported that they can know the degree of their pupils understanding of the unit lessons through the project work.

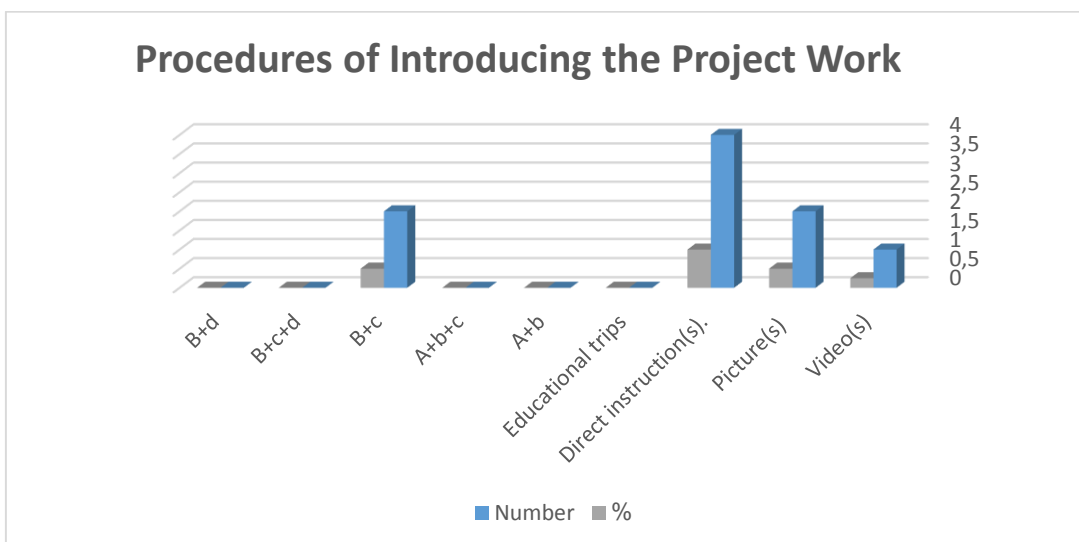
Please, explain how?

Teachers are asked to explain how PBL can or cannot provide teachers with information about their pupils understanding. Teachers' attitudes are of those who believe that the project work goes through the most important lessons in the unit. Therefore, all of the teachers believe that PBL can be a good indicator of the pupils understanding of the unit lessons.

Question 06: Do you introduce the project topic through?

Option	Number	%
Video(s)	1	25%
Picture(s)	2	50%
Direct instruction(s).	4	100%
Educational trips	0	0%
A+b	0	0%
A+b+c	0	0%
B+c	2	50%
B+c+d	0	0%
B+d	0	0%
Total	4	100%

Table 10: Procedures of Introducing the Project Work.



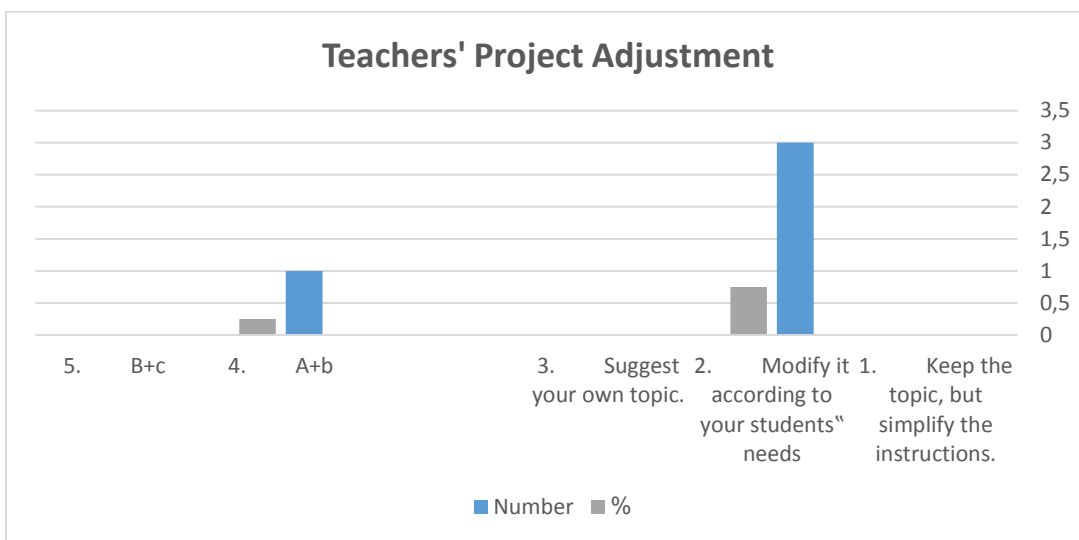
Graph 10: Procedures of introducing the project work.

This question was designed to gain deeper insights into the way this approach (PBL) is implemented into their classroom instruction. All teachers chose more than one option. Two respondents (50%) claimed that they introduced the project topic through picture (s). Additionally, each one of the other teachers opted for videos and pictures, or pictures and direct instruction, or they vary between all of the proposed tools.

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

Option	Number	%
a. Keep the topic, but simplify the instructions.	0	0%
b. Modify it according to your students' needs	3	75%
c. A+b	1	25%
Total	4	100%

Table 11: The Teachers' Project Adjustment.



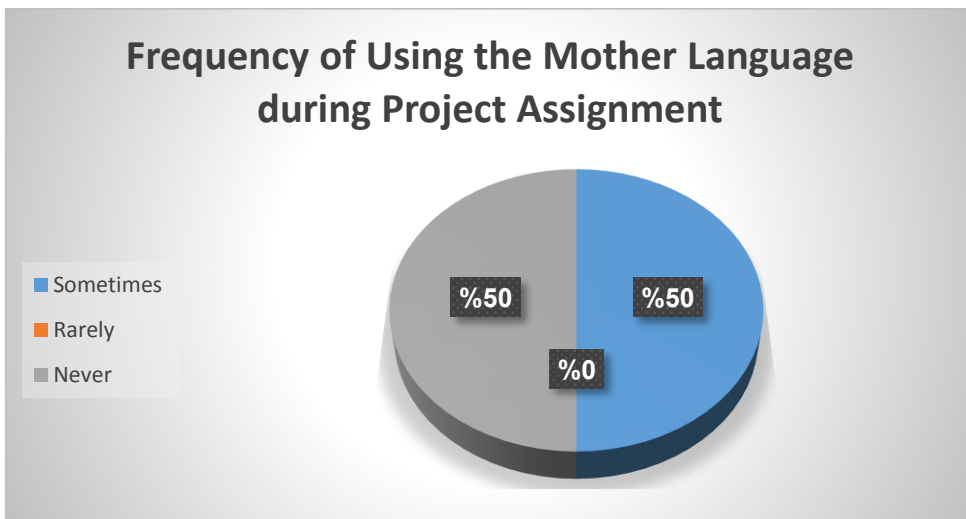
Graph 11: The Teachers' Project Adjustment.

In order for a teacher to be successful, s/he must find ways in which s/he can adopt the academic curriculum and the lesson content so that it fits his/her pupils' level and capacities. Therefore, this question tries to capture the way teachers proceed whenever their pupils face a difficulty to undertake a project. As the rates display, most of participants (75%) asserted that they modify the project topics according to their students' needs. Moreover, none of them (0%) chose to keep the project provided by the textbook. Those percentages show that the majority of participants try to innovate and device their own tasks by adapting to the curriculum's content and lesson objectives.

Question 08: How often do you use Arabic when you explain the assignment?

Option	Number	%
Sometimes	2	50%
Rarely	0	0%
Never	2	50%
Total	4	100%

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



Graph 12: Frequency of Using the Mother Language during Project Assignment.

Explanations:

1. I believe that it is recommended to use Arabic whenever and wherever it is required.
2. Never.
3. Sometimes
4. I use Arabic in case learners did not get the explanation of a certain word or instruction in English. I am obliged to resort to another solution which is using Arabic especially the explanation of scientific terms.

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

Question 09: How do you assess your pupils' project work?

1. According to the originality of their work (not taken from the internet copy paste) and their oral presentation.
2. According to learners' seriousness, creativity and relevance to the topic.

3. How far the students have implemented the teacher's instructions

4. It depends to a great extent on the pupils' level in terms of using English, if understanding and communicating with fewer errors. Also, grammar points, vocabulary items, and punctuation for example included in the theoretical part of the project should be taken into consideration. Moreover, the project presentation is also very important because learners are supposed to use correct English, pay attention to the grammatical items and correct pronunciation.

This open-ended question was designed to gain deeper insights into the procedures the teachers in Meziani Ali secondary school undertook to assess their pupils' project work. Regarding the explanation provided by the sample teachers, most of the respondents claimed that they assess their pupils work through the project content. Additionally, they stated that they can assess their pupils work through the grammatical points and presentation.

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

1. When the pupils feel frustrated and anxious.

2. When the pupils are lost and forget what they are supposed to present or talk about during the project presentation.

3. Organization /Presentation / timing.

4. Getting pupils engaged.

This question aimed at revealing the limitations which may affect the proper implementation of PBL in EFL classes. Most teachers agreed on the limitations of time and materials. In other words, they regarded time constraints to cause a great challenge to undertake projects; and the lack of learning materials urges them to innovate new ways of introducing and presenting the projects. Other problems are the pupils' deficiency in creativity, vocabulary shortage and language deficiency. Therefore, choosing adequate techniques to solve such problems is very urgent. Another dominant psychological challenge is dealing with shy and

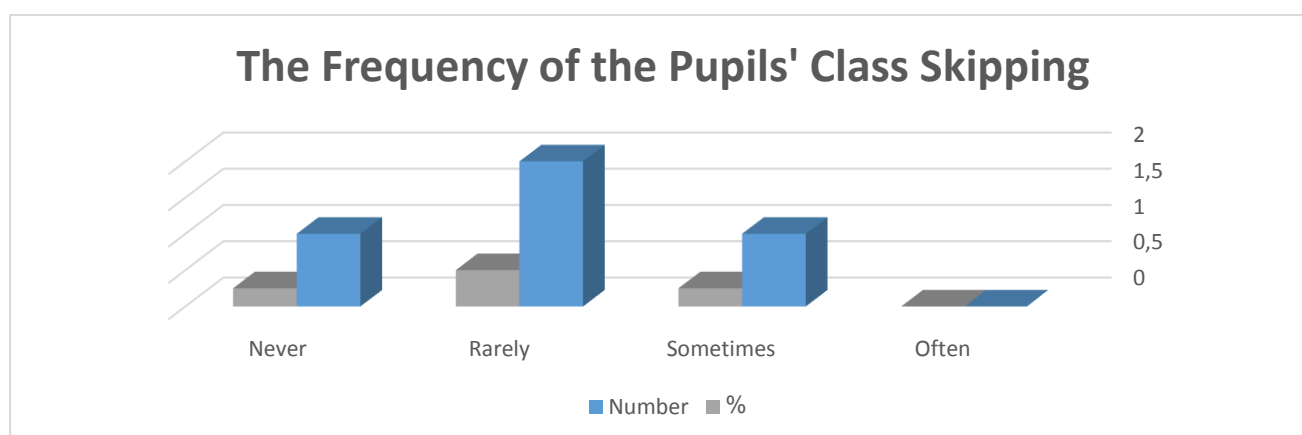
anxious pupils. This required from teachers to be a source of sustenance and praise to create more comfortable atmosphere.

3.1.3.3. Section Three: Pupils' Engagement.

Question 01: How often do your pupils skip the English class?

Option	Number	%
Often	0	0%
Sometimes	1	25%
Rarely	2	50%
Never	1	25%
Total	4	100%

Table 13: The Frequency of the Pupils Class Skipping.



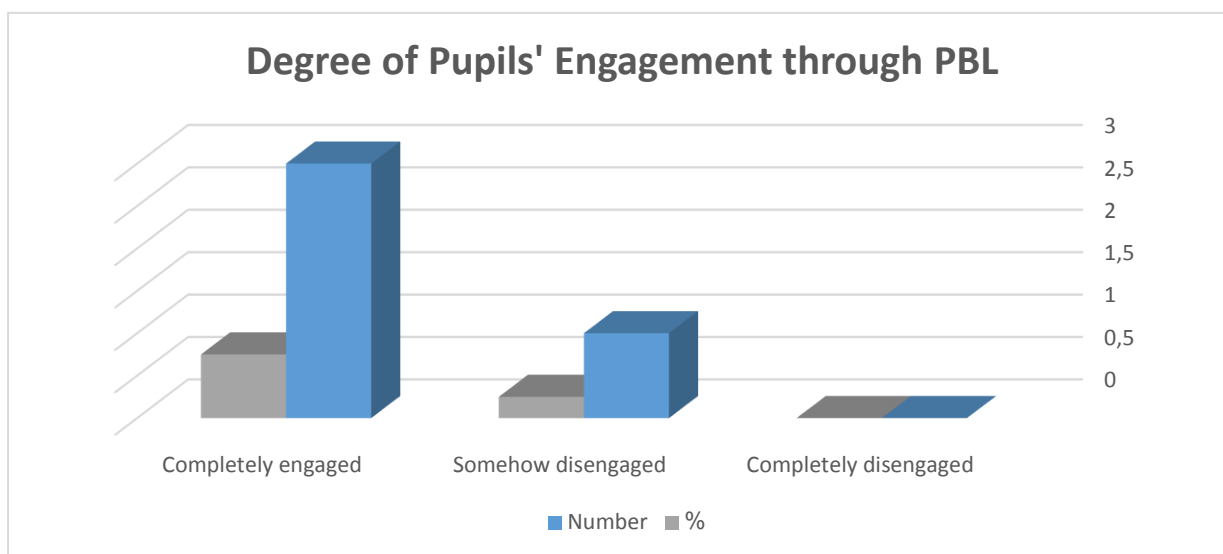
Graph 13: The Frequency of the Pupils Class Skipping.

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

Question 02: Do you think that your pupils are?

Option	Number	%
Completely disengaged	0	0%
Somehow disengaged	1	25%
Completely engaged	3	75%
Total	4	100%

Table 14: Degree of pupils' engagement through PBL.



Graph 14: Degree of pupils' engagement through PBL.

Considering this question, three options were suggested to elicit teachers' views about their pupils' degree of active involvement project work. As indicated in the table above, three out of four teachers believed that their pupils are actively involved when carrying out projects. On the contrary, none of the respondents affirmed that her pupils are passive and uninvolved. Finally, the majority (i.e., 75%) asserted that their pupils' involvement and active participation depend largely on other factors.

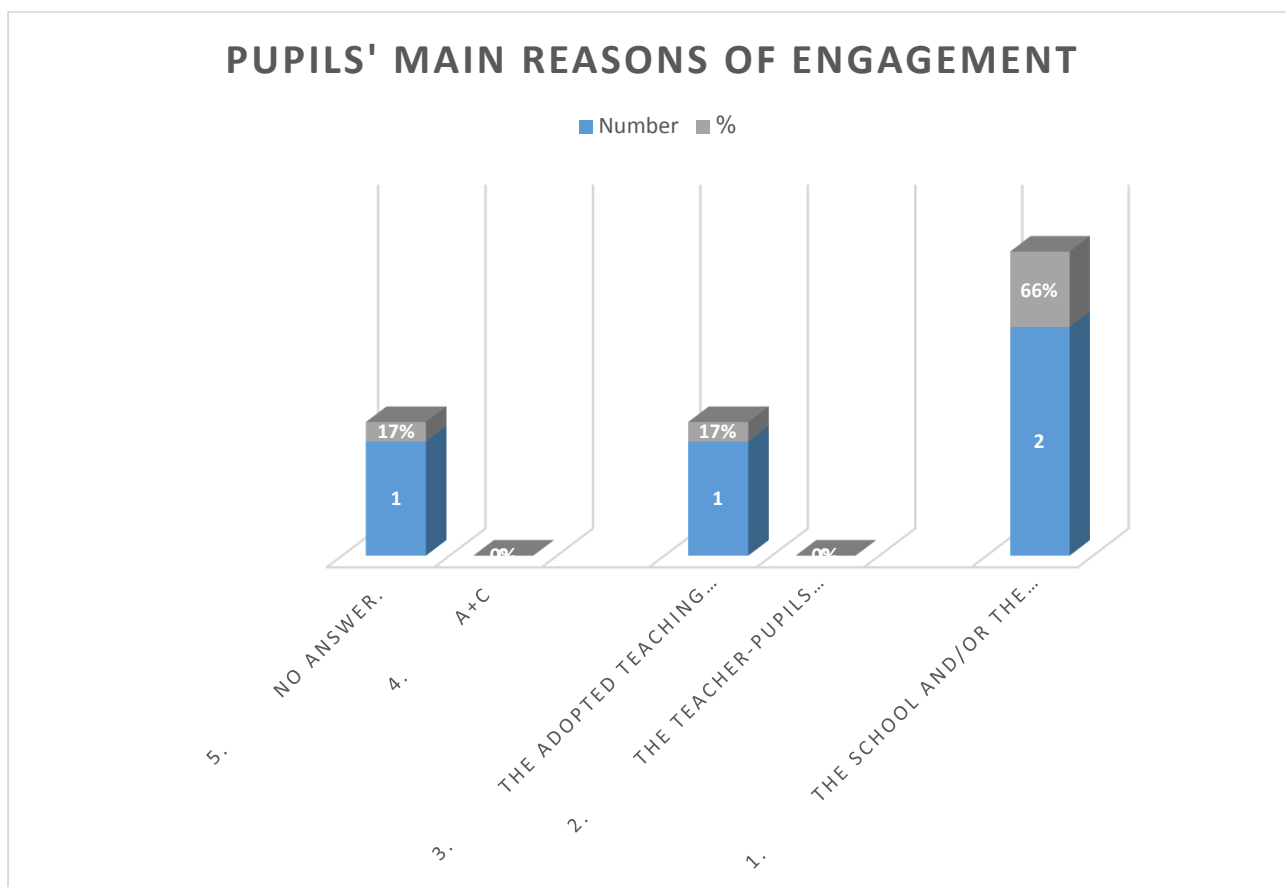
Justifications:

1. Due to the environment and their background.
2. Most of them are disinterested in learning languages.

Question 03: Do you think that the main factor of the pupils' disengagement is?

Option	Number	%
1. The school and/or the class environment.	2	66%
2. The teacher-pupils relationship	0	0%
3. The adopted teaching strategy	1	17%
4. A+C	0	0%
5. No answer.	1	17%
Total	4	100%

Table15: Pupils' Main Reasons of Disengagement.



Graph 15: Pupils' Main Reasons of Disengagement.

Later in this question, teachers were asked to specify the factors affecting their pupils' active involvement in project work. The majority of teachers revealed that this depends on such factors as the school and/or the class environment and the adopted teaching strategy

Explanations:

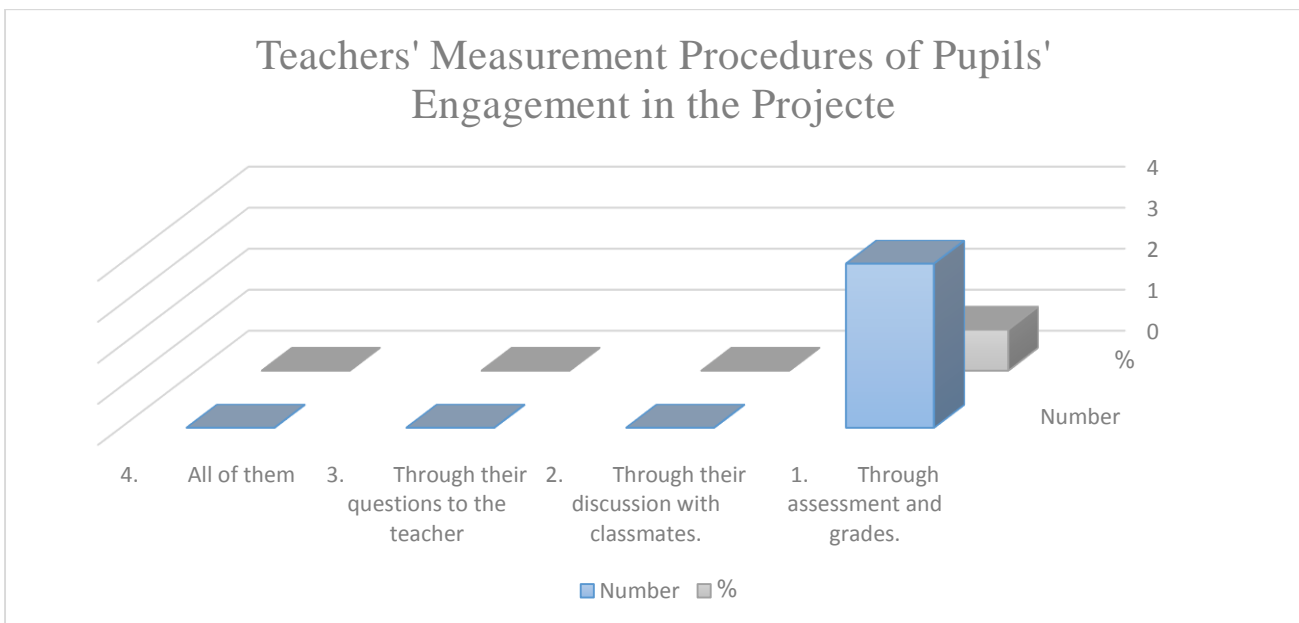
1. CBA is a good approach to learning English; however, the lack of materials and specific devices make it unsuccessful in our schools.

2. The whole educational system bears the responsibility (pupils’ needs and goals are not respected, teacher's training, etc.).

Question 04: How do you measure your pupils’ engagement in doing the project work?

Option	Number	%
1. Through assessment and grades.	4	100%
2. Through their discussion with classmates.	0	0%
3. Through their questions to the teacher	0	0%
4. All of them	0	0%
Total	4	100%

Table16: Teachers’ Measurement Procedures of Pupils’ Engagement in the project work.



Graph 16: Teachers’ Measurement Procedures of Pupils’ Engagement in the project work.

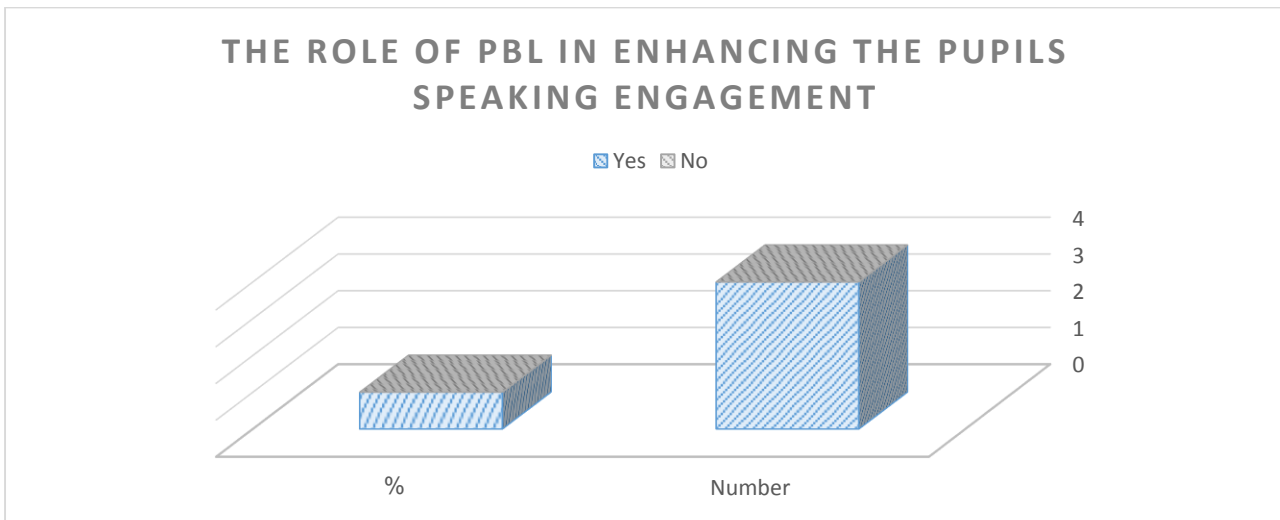
This question suggested four choices to capture the way teachers perceive and measure their pupils’ engagement in the project work. Teachers were allowed to choose more than one option. The choices include behavioural, emotional and cognitive indicators of engaged pupils.

As the table illustrates, 100% of the participants regarded pupils’ engagement through assessment and grades.

Question 05: Does the use of project-based learning enhance your pupils’ engagement in speaking?

Option	Number	%
Yes	4	100%
No	0	0%
Total	4	100%

Table17: The Role of PBL in Enhancing the Pupils Speaking Engagement.



Graph 17: The Role of PBL in Enhancing the Pupils Speaking Engagement.

Explanations:

1. It gives them more opportunities to express themselves and get rid of negative feelings such as anxiety and stress.
2. Avoid anxiety/fluency.
3. Project presentation for example helps pupils face the audience with no fear, and also helps them feel more comfortable in using the L2 in front of their classmates.

This question regarded the teachers’ opinions of their pupils’ speaking engagement regarding the integration of PBL into their classes. As it can be noticed from the graph above, all

teachers (i.e., 100%) assumed that their pupils are encouraged to speak when presenting their project work.

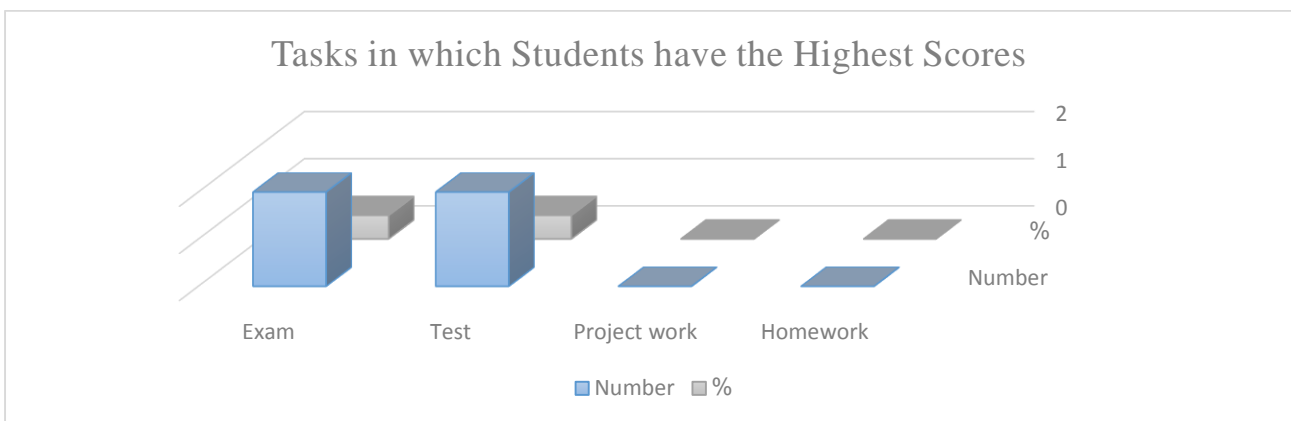
Please, explain how

This follow up question investigates the teachers’ opinions of the extent to which projects can enhance pupils speaking engagement. One respondent argued that project presentation gives them more opportunities to express themselves and get rid of negative feelings such as anxiety and stress. Another teacher stated that project presentation for example helps pupils face the audience with no fear and also helps them feel more comfortable in using the L2 in front of their classmates. To sum up, the respondents assumed that the project work contributes to some extent to engage those who rarely speak in classroom in the learning process.

Question 06: In which of the following tasks do your students have the highest score?

Option	Number	%
Homework	0	0%
Project work	0	0%
Test	2	50%
Exam	2	50%
Total	4	100%

Table18: Tasks in which Students have the Highest Scores.



Graph 18: Tasks in which Students have the Highest Scores.

This question suggested four choices to capture the tasks in which students have the highest scores. Teachers were allowed to choose one option. As the table illustrates, 50% of the participants regarded tests as the task in which their learners have the highest scores whereas 50% of them regarded exams.

Question 07: What do you suggest as technique(s) to reach those disengaged pupils?

1. Establishing a good relationship with them and providing a comfortable class atmosphere.
2. The school must provide and facilitate access to tech- tools for teachers and learners.
3. Find solutions to reduce speaking anxiety.

This question is designed to enable teachers to give additional comments and suggestions concerning the integration of other techniques into EFL classes through which pupils can be engaged in the learning process. Teachers asserted that, despite the challenges that teachers of English may encounter these techniques establish a good relationship with learners and provide a comfortable class atmosphere. Also, the school must provide and facilitate access to tech- tools for teachers and learners. They stated that adopting PBL provides the opportunity for pupils to be engaged providing that educators offer the choice and the voice strategies. In other words, to choose what they present in the way they want. Moreover, assigning a project only in the end of each unit is efficient to achieve satisfactory results.

Question 08: Feel free to add any other comments or suggestions regarding the project-based implementation in your classroom.

1. A good way to learn English.
2. Better classroom environment and a good helping learning atmosphere.

This question is designed to enable teachers to give extra comments and suggestions regarding the project-based implementation in your classroom. Teachers asserted that project

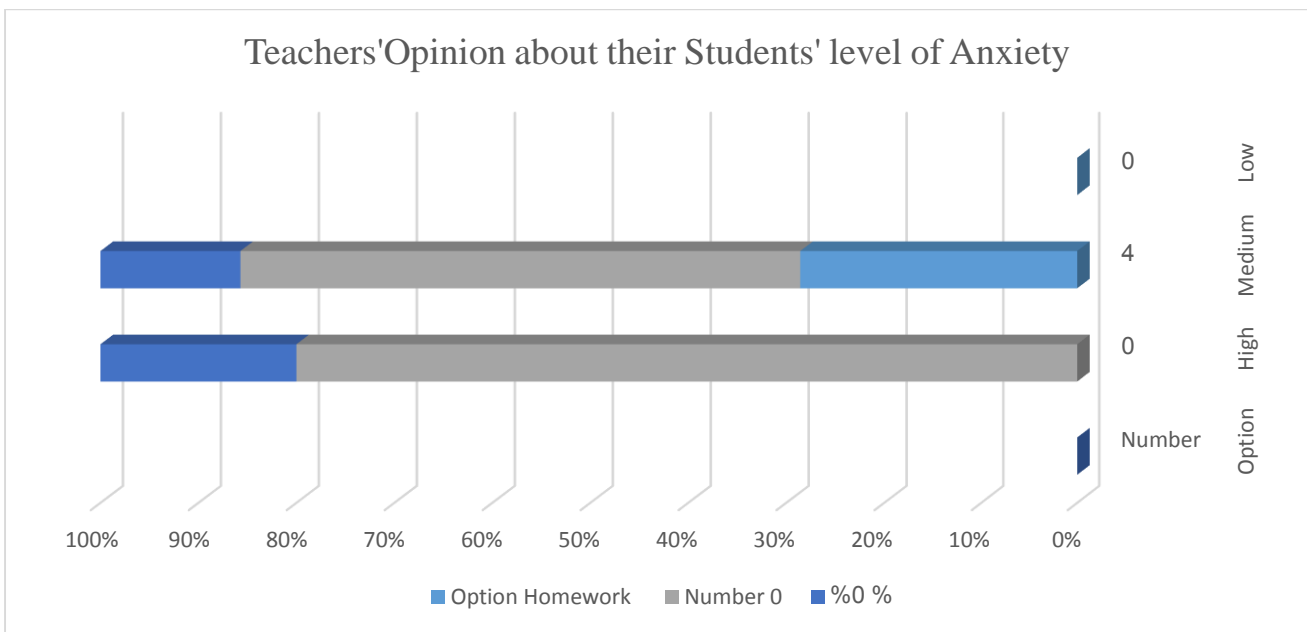
implementation will provide a good way to learn English and will ensure a better classroom environment and good helping learning atmosphere.

3.1.3.4. Section Four: Anxiety in Learning Process.

Question 01: How do you describe your learners’ level of anxiety in the class?

Option	Number	%
High	0	0%
Medium	4	100%
Low	0	0%
Total	4	100%

Table19: Teachers’ Opinion about their Students’ Level of Anxiety.



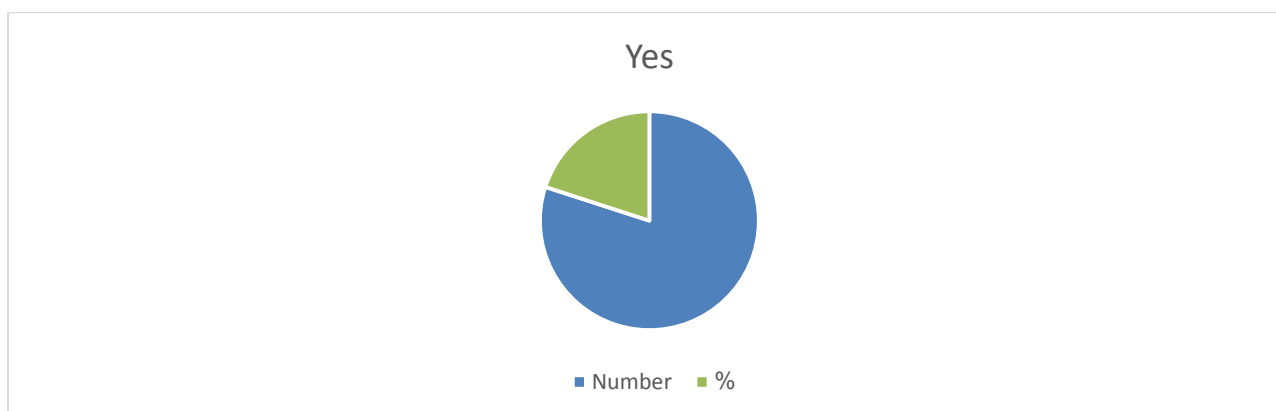
Graph 19: Teachers’ Opinion about their Students’ Level of Anxiety.

The results show that all teachers (100%) have reported that the level of their students’ anxiety is medium. Therefore, we notice that the majority of teachers have noticed the existence of the anxiety in their classrooms, because none of them has claimed that s/he observed a low level of students’ anxiety. So, when anxiety exists in students’ learning, it will make it very difficult for them to be comfortable in the classroom

Question 02: Do you think that anxiety affects learners’ foreign language learning?

Option	Number	%
Yes	4	100%
No	0	0%
Total	4	100%

Table20: Teachers’ Opinion about the Effect of Anxiety on their Learners’ Foreign Language Learning.



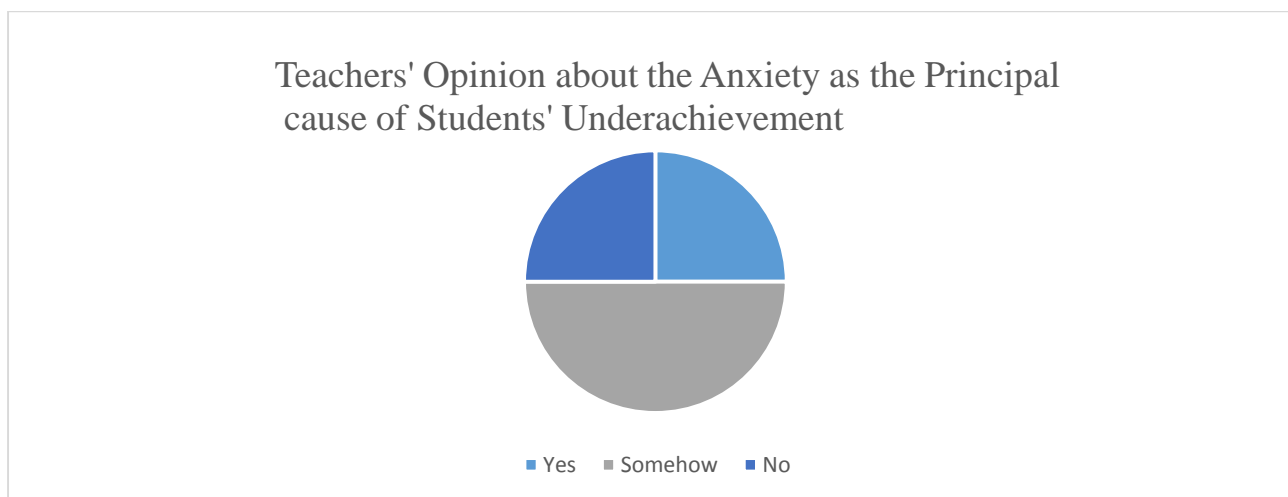
Graph 20: Teachers’ Opinion about the Effect of Anxiety on their Learners’ Foreign Language Learning.

The statistics reveal that all the teachers’ 10 (100%) answer to the question is positive “yes”. They reported that anxiety affects their students’ foreign language learning. These results prove that the teachers are aware of the negative impact of anxiety on their students’ achievement, and it is the most affective factor that influences the foreign language leaning.

Question 03: Do you think that anxiety is one of the main causes of the students ‘under-achievement in oral performance?’

Option	Number	%
Yes	1	17%
Somehow	2	66%
No	1	17%
Total	4	100%

Table21: Teachers' Opinion about the Anxiety as the Principal Cause of Student's Underachievement.



Graph 21: Teachers' Opinion about the Anxiety as Cause of Student's Underachievement.

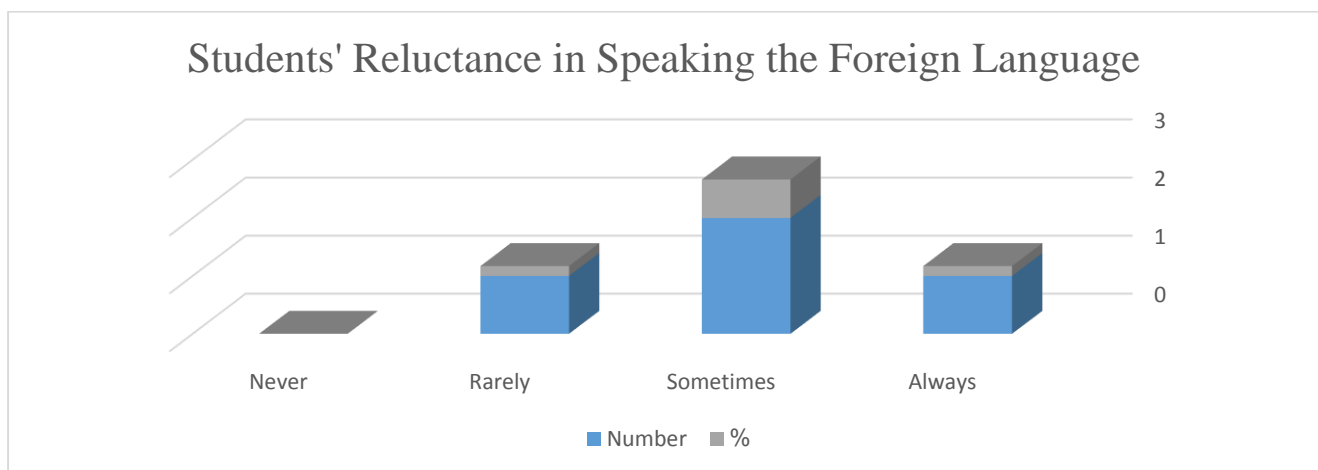
The results display that 2 (66%) teachers think that anxiety, to some degree, is the cause of their students' underachievement, and 1 (50%) of teacher think that the anxiety is surely the main reason of the learners underachievement, whereas, one teacher believes that there is no relationship between anxiety and learners' achievement. From these answers, we can say that students' foreign language learning is influenced by anxiety, which is one of the main variables that tend to make the process of learning very difficult for the learners, especially in their speaking skill.

3.1.3.5. Section Five: ESL Learners' Speaking Anxiety.

Question 01: Have you noticed that some of your learners are reluctant to speak in FL?

Option	Number	%
Always	1	17%
Sometimes	2	66%
Rarely	1	17%
Never	0	0%
Total	4	100%

Table22: Teachers’ Opinion about their Students’ Reluctance of Speaking the Foreign Language.



Graph 22: Teachers’ Opinion about their Students’ Reluctance of Speaking the Foreign Language.

The results show that 2(66%) of the teachers responded they have sometimes noticed that their students are reluctant to speak the foreign language, also 1 (17%) of them claimed that she always observes his/her students’ reluctance in speaking the language, while 1 (17%) of them responded with “rarely”, and none of them answered with “never”. Therefore, teachers’ answers indicate that their learners’ reluctance in speaking the foreign language has strong existence in their classroom. Consequently, we can say that the students’ reluctance to speak the foreign language has a great impact on their achievement, especially on their performance in the classroom.

Question 02: What are the challenges you face in teaching the speaking skill?

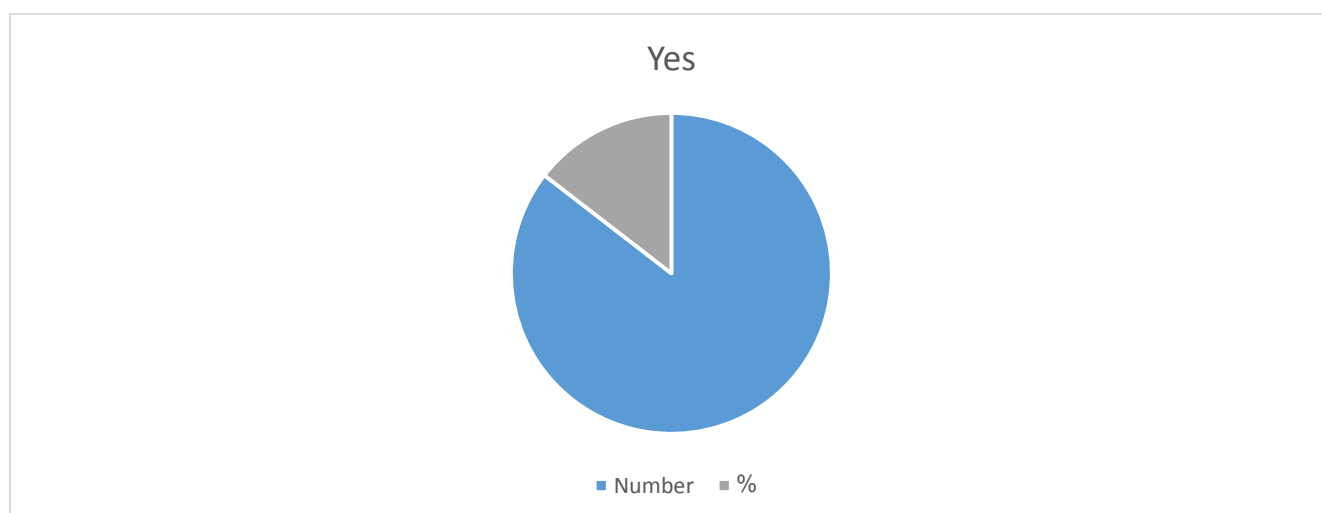
1. Pronunciation
2. Get the pupils engaged.
3. Pupils do not understand English very well.

This question is designed to provide information about the challenges teachers face in teaching the speaking skill. Teachers asserted that the main obstacles that they mostly face are pronunciation, getting pupils engaged and the fact that pupils do not understand English very well.

Question 03: Do you think that anxiety is related to the speaking skill more than the other skills?

Option	Number	%
Yes	2	34%
No	2	66%
Total	4	100%

Table 23: Teachers' Opinion about the Students' Anxiety whether it is Related to Speaking Skill more than the others or not.



Graph 23: Teachers' Opinion about the Students' Anxiety whether it is Related to Speaking Skill more than the others or not.

Justifications:

1. Anxiety is related to the mastery of the language.
2. Pupils have to face the audience / their classmates have frustrating reactions....
3. Because pupils have to face the audience and speak using the L2.

According to the statistics half (2) of the teachers reported that anxiety is more related to the other skills such as reading and listening than to the speaking skill, whereas the majority of teachers' answers to the question are positive "Yes" (50%). They claimed that anxiety is related to the speaking skill more than the other skills. They think that anxiety affects negatively the speaking skill more than the others, because when the students are asked to speak the foreign language they do not have much time to think, anxiety arouses in such situations. Also, pupils' fears of making mistakes while speaking raises the amount of anxiety. In addition, students feel more anxious when they speak in front of their classmates they feel less comfortable, which leads to weak performance.

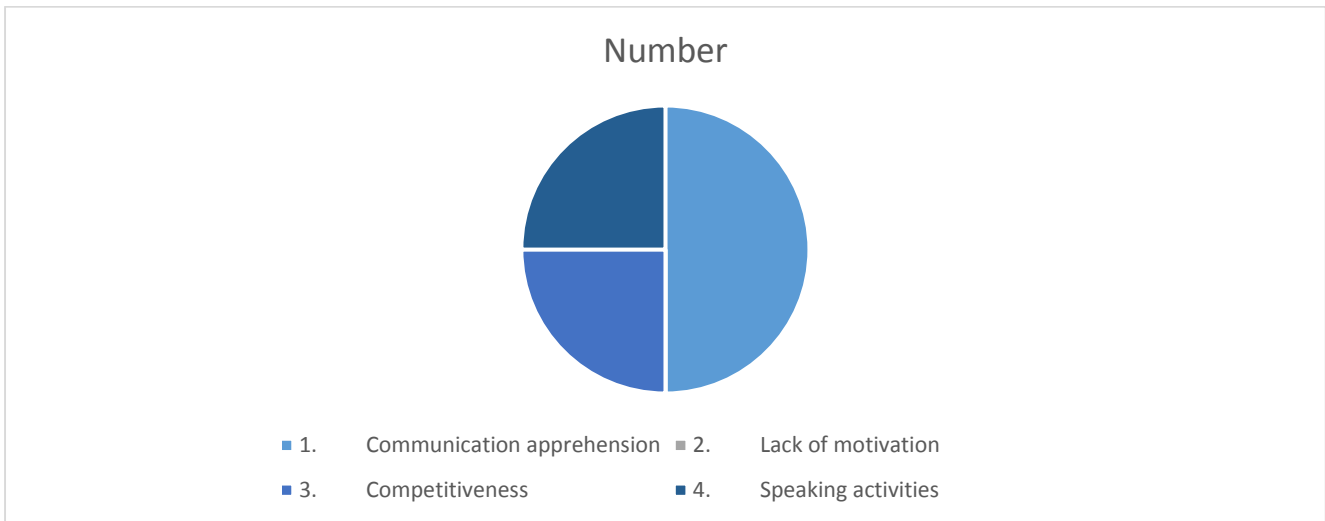
We can deduce that anxiety is related to all the skills, but the skill producing more anxiety is speaking. The reason is due to challenging speaking tasks such as: learners' speaking in the front of their classmates, some kinds of speaking activities, and their fear of making mistakes which causes the learners' unwillingness to communicate in foreign language class.

3.1.3.6. Section Six: Causes of Learners' Foreign Language Speaking Anxiety.

Question 01: Why do your students feel anxious? Is this because of?

Option	Number	%
Communication apprehension	2	50%
Lack of motivation	0	0%
Competitiveness	1	25%
Speaking activities	1	25%

Table24: Teachers' Opinions about the Causes of their Students' Anxiety.



Graph 24: Teacher’s Opinion about the Causes of their Students’ Anxiety.

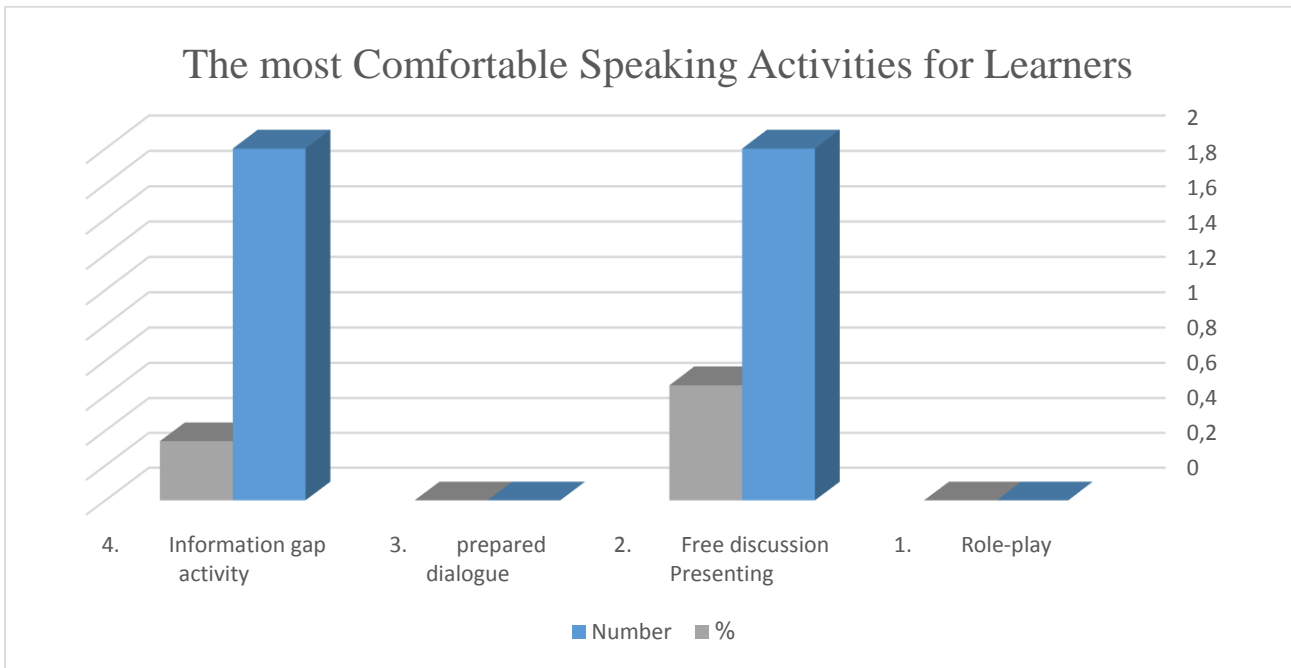
According to the statistics half number of teachers claimed that their students’ anxiety originates from their communication apprehension (50%), while (25%) of them have linked it to the speaking activities, and (25 %) of them think that their students’ anxiety is related to the competitiveness.

We notice that communication apprehension, competitiveness and speaking activities are the main causes of students’ anxiety which play an important role in preventing them from reaching their goals in the classroom.

Question 02: In which kind of these speaking activities do your learners feel more comfortable?

Option	Number	%
Role-play	0	0%
Free discussion / Presenting	2	66%
Prepared dialogue	0	0%
Information- gap activity	2	34%
Total	4	100%

Table 25: Teachers’ Opinion about the most Comfortable Speaking Activities for Learners.



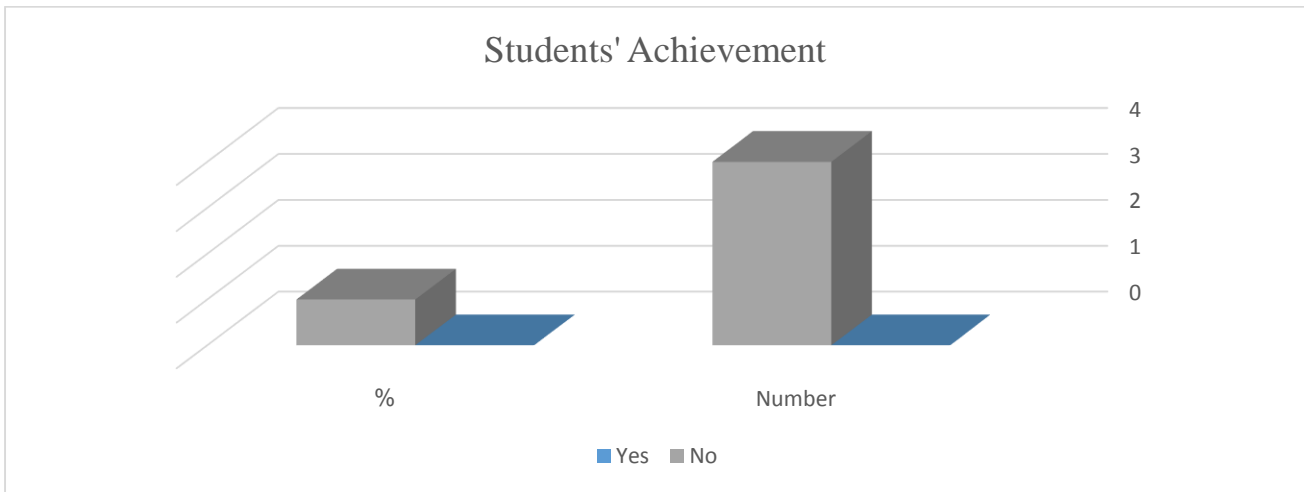
Graph 25: Teachers’ Opinion about the most Comfortable Speaking Activities for Learners.

It is clear from the statistics, according to the teachers’ answers, that free discussion (34%) and information gap activity (66%) are the most comfortable speaking activities, whereas making free discussion (0%) and role play (0%) are the most anxious speaking activities. We can say that free discussion and role plays are the sources of students’ speaking anxieties because in these two activities they are required to speak with more spontaneity and fluency than in the other activities.

Question 03: Do you think that the students will perform better if they did not know that their performance is going to be evaluated?

Option	Number	%
Yes	0	0%
No	4	100%
Total	4	100%

Table 26: Teachers’ opinions about their students’ achievement when not knowing that their performance will be evaluated.



Graph 26: Teachers’ opinion about their students’ achievement when not knowing that their performance will be evaluated.

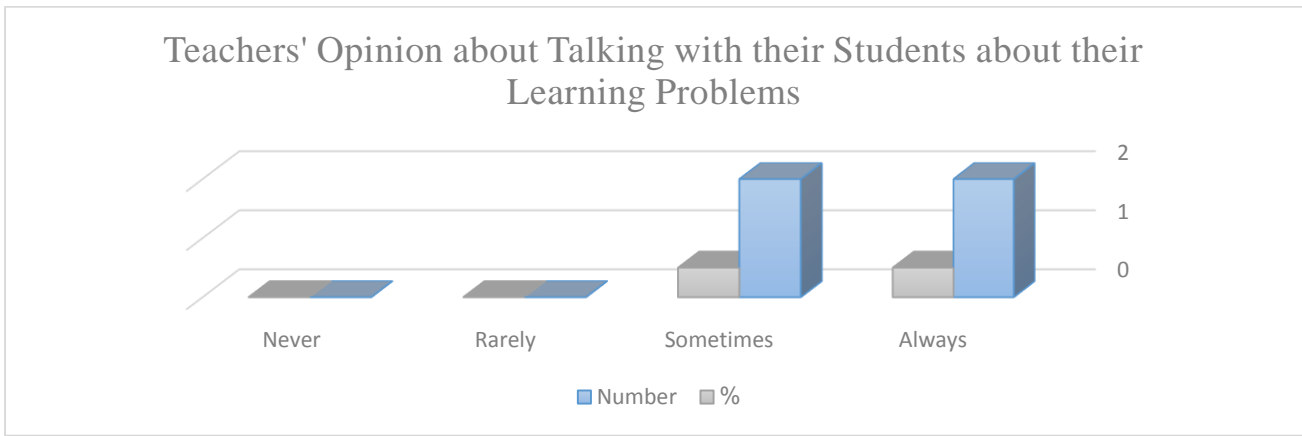
The statistics show that all teachers (100%) believe that when their learners do not know that they are being evaluated has no relation or it is not linked to their achievement or underachievement inside the classroom which means that knowing or not knowing whether their performance will be evaluated or not has nothing to do with their performance either in a positive or a negative way. We conclude that students’ fear of teachers’ evaluation has nothing to do with their underachievement in the classroom and their anxiety.

3.1.3.7. Section Seven: Reducing Students’ oral performance anxiety.

Question 01: Do you talk with your students’ about their learning problems?

Option	Number	%
Always	2	50%
Sometimes	2	50%
Rarely	0	00%
Never	0	0%
Total	4	100%

Table 27: Teachers’ answers about whether they Talk with their Students about their Learning Problems or not.



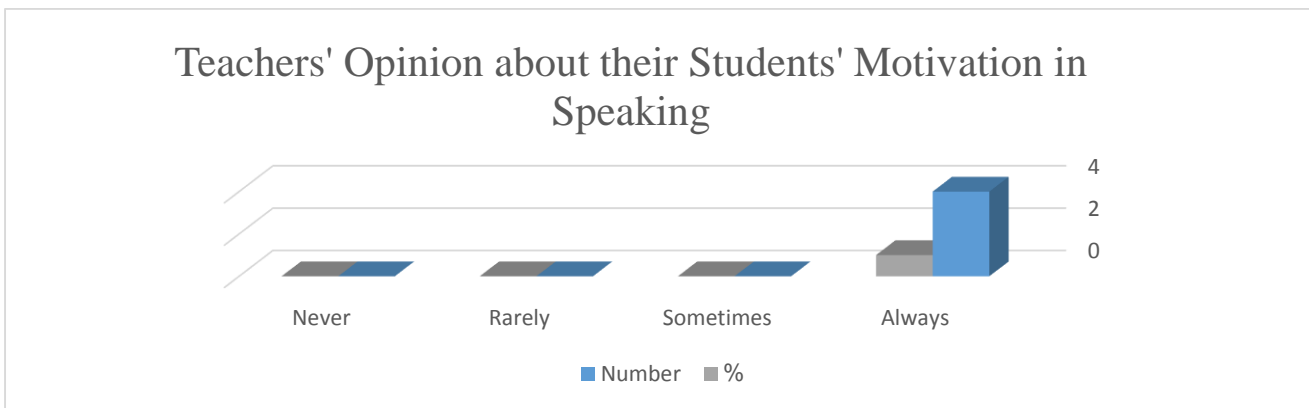
Graph 27: Teachers’ Opinion about whether they Talk with their Students about their Learning Problems or not.

The results show that half of teachers (50%) stated that they sometimes give their students the opportunity to talk about their learning problems, while (50%) of the teachers claimed that they always talk to their students about their issues, but none of them answered with rarely or never. From these answers, we can conclude that teachers are aware of the importance of specifying the time to talking with students about their needs. So, giving students an opportunity to explain their learning problems is what teachers should do.

Question 02: Do you motivate your learners to speak?

Option	Number	%
Always	4	100%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%

Table28: Teacher’s Opinion about their Students’ Motivation in Speaking.



Graph 28: Teachers’ Opinions about their Students’ Motivation in Speaking.

Saying how:

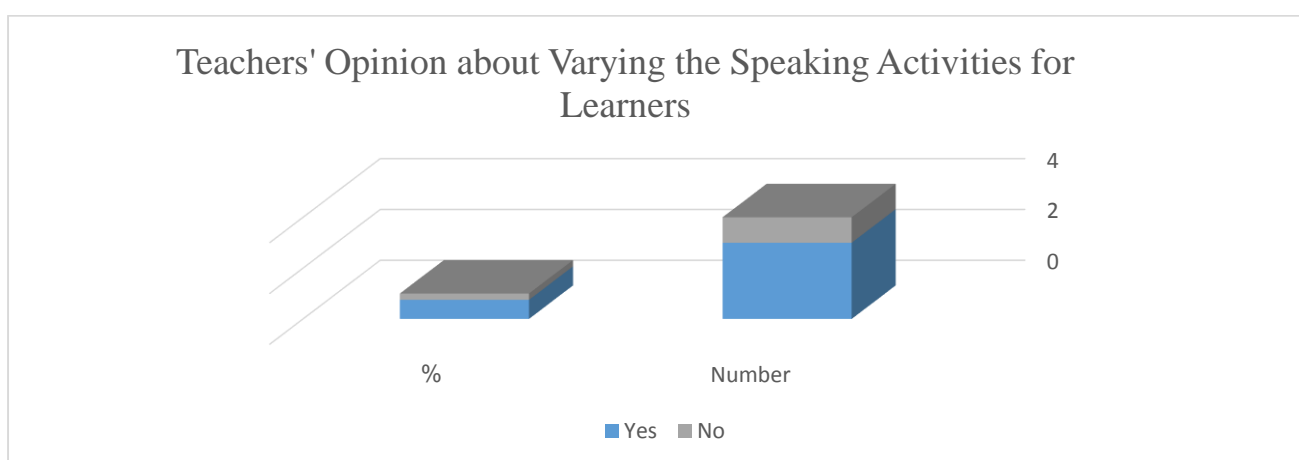
1. Through encouraging them to express themselves freely even if they make mistakes.
2. Find solutions to learning problems /overcome anxiety/ score better in exams/tests.
3. Talk about the topics they are interested in or the topics they feel more comfortable in.

All teachers (100%) claimed that that they always motivate their students to speak in the class. The second part of the question is how do you motivate your learners to speak. Therefore, teachers should always look for the appropriate strategies to enhance their students' motivation in the class, which increase their desire to learn and to be a part of the classrooms by developing their performance in the foreign language. Indeed, they will achieve better outcomes.

Question 03: Do you think that varying speaking activities would help your learners feel more comfortable?

Option	Number	%
Yes	3	75%
No	1	25%
Total	4	100%

Table 29: Teachers' Opinion about Varying the Speaking Activities for the Learners.



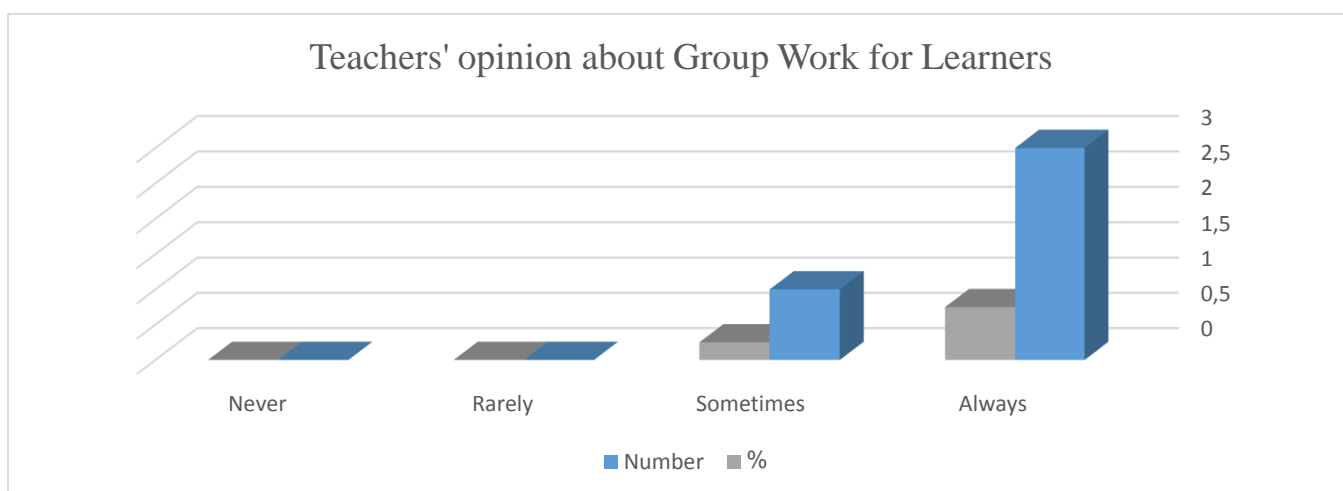
Graph 29: Teachers' Opinion about Varying the Speaking Activities for the Learners.

Almost all teachers (75%) agreed that varying speaking activities in the classroom will help learners feel more comfortable in their learning while (25%) of them claimed the opposite. From this result, we conclude that teachers are aware of their important role in minimizing their students' foreign language anxiety. Therefore, when they chose the appropriate way they will be capable of decreasing the level of anxiety in their classes.

Question 04: Do you think that 'group work' can help your students to overcome their anxiety?

Option	Number	%
Always	3	75%
Sometimes	1	25%
Rarely	0	0%
Never	0	0%

Table30: Teachers' Opinion about Group Work for Learners.



Graph 30: Teachers' Opinion about Group Work for Learners

Justifications:

1. Group work makes the shy pupils participate and feel at ease when they share their ideas.
2. Pupils feel safer, able and more comfortable within a group.

According to the results, the majority of teachers (75%) believed that making group works in the class can always help learners to decrease their anxiety, (25%) of them declared that sometimes group work is beneficial for their learners. None of the teachers answered by “rarely” or “never”. Therefore, we can say that group work is another strategy for reducing students' speaking anxiety, and teachers should allow their students to work together for better achievements in the learning process.

3.1.4. Discussion of the Findings of Teachers' Questionnaire

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

As far as the teaching approach that should be adopted to teach English at secondary school is concerned, all the questioned teachers asserted that the leading approach is the project-based learning (PBL). Therefore, we can deduce that PBL is incorporated within their teaching programs. However, the way PBL is implemented depends largely on each teacher's assumptions of the major aim underlying this teaching approach. The results of the teachers' questionnaire show that the majority of teachers believe that PBL is crucial in optimizing the pupils' ability mainly to use the language in its authentic contexts and to engage them speak English readily.

Thus, what can be elicited from these findings is that, for most teachers, the main objective of teaching English through integrating projects is to provide pupils the opportunity to practice the language used in real-life settings and more precisely to speak English. Additionally, most of the questioned teachers stress the importance of cooperative work when implementing PBL, which acknowledges the necessity of interaction and communication to complete the project work. These teachers have successfully assimilated the exact aim of carrying out projects of explicitly developing critical thinking and creativity through allowing the pupils to investigate, analyze and finally generate a valuable product. As far as the third section of teachers' questionnaire is concerned, its aim was to capture the extent to which teachers consider their pupils to be engaged during projects. Notably, many teachers regarded the projects they implement in the end of each unit as challenging and a means to maintain pupils' motivation and active learning. Moreover, projects assigned for second year can meet various pupils' learning styles and trigger their ability to self-monitor their learning and be creative during the presentation of their project findings. However, the teachers believed that their pupils' involvement depends on some external factors such as time, availability of materials, and boring project topics. Therefore, teachers must be able to choose adequate project topics that require pupils to persist, but are not impossible to undertake. Moreover, it should resemble to some daily themes and subjects so that they raise pupils' interest and grab their attention. Most teachers agreed that these factors should be regarded when designing tasks in order to maintain pupils' involvement and engagement.

We can deduce that the implementation of projects have successfully implanted a sense of cooperation and responsibility in pupils. The participants provided further views of the features characterizing engaged pupils. The majority regarded engaged pupils to actively participate. Generally, despite the challenges mentioned earlier, teachers believe that implementing PBL is much more fruitful and engaging. Additionally, they recognize that PBL has an influential contribution to the development of their pupils' ability to express appropriate

and meaningful expressions in various authentic situations. Lastly, the majority of teachers acknowledge the utility of project works in reducing foreign language anxiety.

3.2. Pupils' Questionnaire

3.2.1. Description of Pupils' Questionnaire

The current questionnaire is a data collection tool designed for second year Ali Meziani Secondary School pupils. The questionnaire targets pupils' various attitudes towards the use of projects to learn English. Additionally, it intends to reveal how pupils self-report their perceptions of engagement through project work. This data collection tool includes (25) questions divided into three sections: General Information, Pupils' Attitudes towards the project work, and the Role of Project Work in Speaking Engagement and Reducing Speaking Anxiety. Furthermore, the questionnaire is administered to 40 second year secondary school pupils randomly selected. The questionnaire contains closed-ended questions requiring pupils either to provide "YES" or "NO" responses, to choose the appropriate answer from amongst a list of distinct options, or to indicate the frequency of occurrence of some classroom behaviours and emotions during work sessions. The questionnaire also consists of open-ended sub questions, such as "please, explain", which are designed to obtain deeper insights into the pupils' responses and choices.

3.2.1.1. Section One: General Information

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

3.2.1.2. Section Two: Pupils' Attitudes towards Learning through Project Work

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

3.2.1.3. Section Three: Pupils' Engagement in project work

The last section of pupils' questionnaire is devoted to capture the degree to which second year pupils at Meziani Ali Secondary School are engaged and involved when conducting projects to learn English. Also to what extent do teachers encourage them to speak English during the project presentation and get rid of their foreign language speaking anxiety. Moreover, this section attempts to reveal the pupils' conception of the notion of "engagement" and whether or not they regard themselves as engaged pupils.

3.2.2. Administration of Pupils' Questionnaire

This questionnaire was administered to second year pupils at Meziani Ali Secondary school in Batna. They were from different streams: scientific, mathematics, languages and technical mathematics. More specifically, it was administered and explained to (40) pupils representing our sample from a population of about (160) pupils of second year secondary school classes. The selection of the population is based on the fact that they are more likely to be disengaged, since they are not interested in exploring the new level as the first year students do not have a BAC exam.

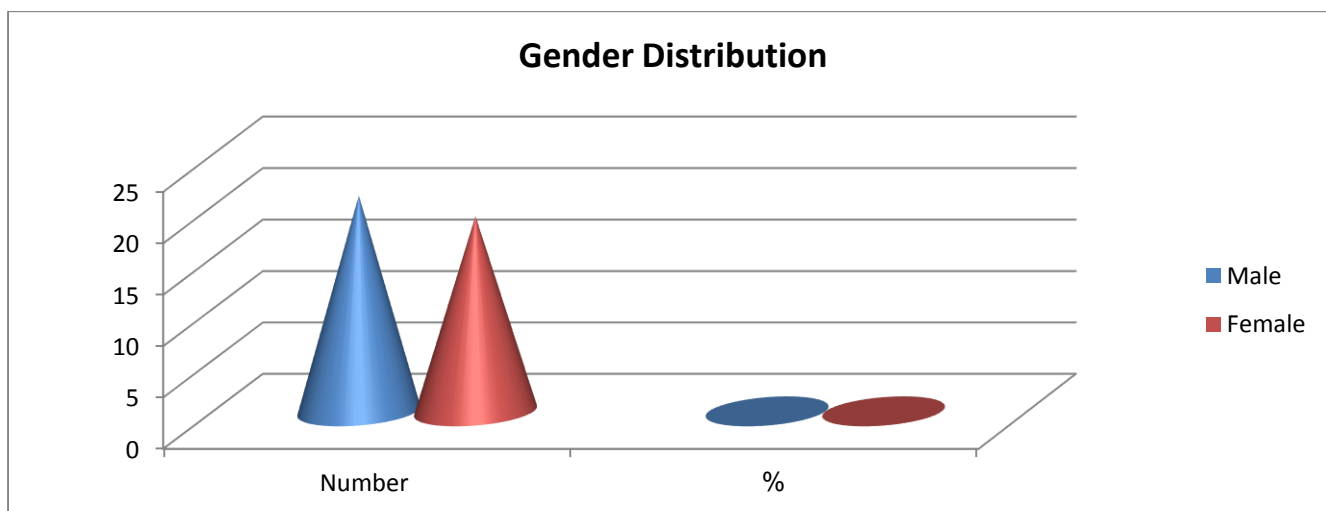
3.2.3. Analysis of Pupil's Questionnaire

3.2.3.1. Section One: General Information

Question 01: Please, specify your gender:

Option	Number	%
Male	21	52.5%
Female	19	47.5%
Total	40	100%

Table 31: Gender Distribution.



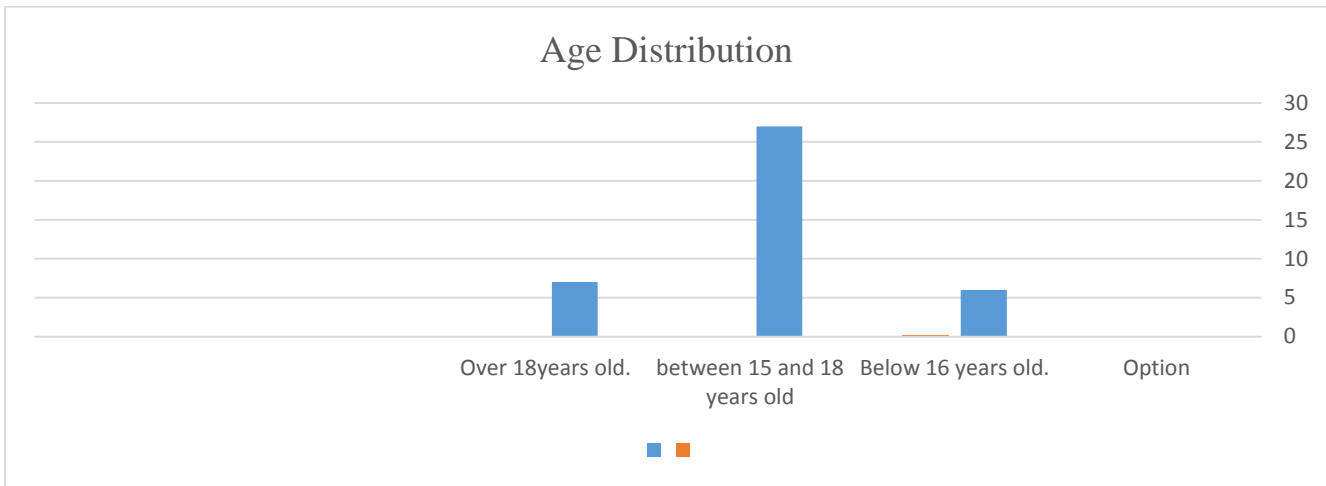
Graph 31: Gender Distribution.

This question is meant to determine the participants' dominant gender of the English class. As the table displays, the questioned participants represent (52.5%) males and (47.5%) females. This indicates that in Meziani Ali Secondary School, male pupils usually attend classes regularly and with larger numbers than females especially in the scientific stream classes.

Question2: Students' Age.

Option	Number	%
Below 16 years old.	6	15%
between 15 and 18 years old	27	67.5%
Over 18years old.	7	17.5%
Total	40	100%

Table 32: Age Distribution.



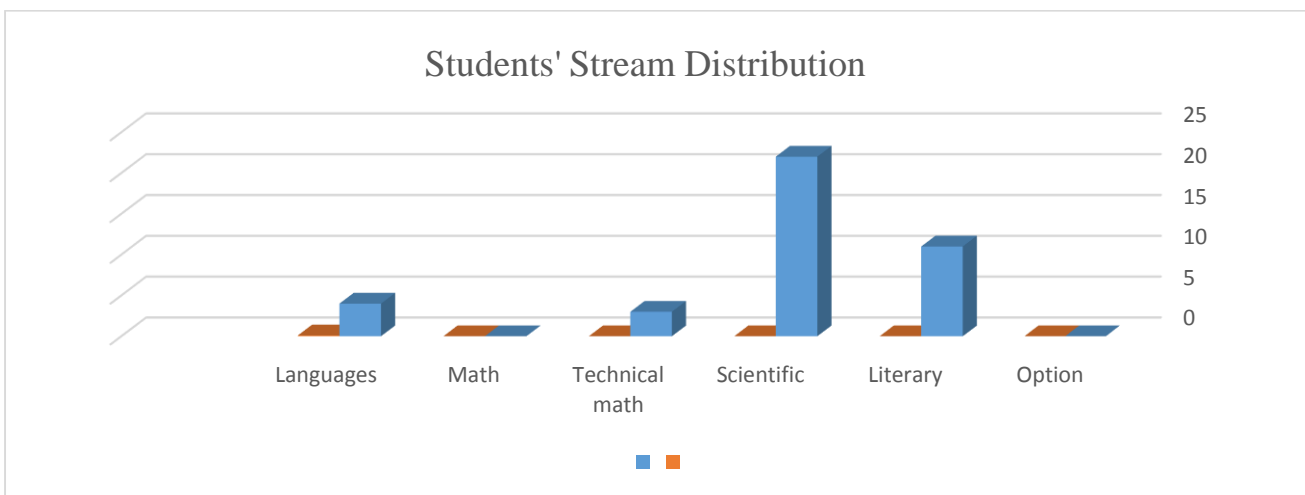
Graph 32: Age Distribution

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

Question3: Student's Stream.

Option	Number	%
Literary	11	27.5%
Scientific	22	82.5%
Technical math	3	7.5%
Math	0	0%
Languages	4	10%
Total	40	100%

Table 33: Students' Stream Distribution.



Graph 33: Students' Stream Distribution.

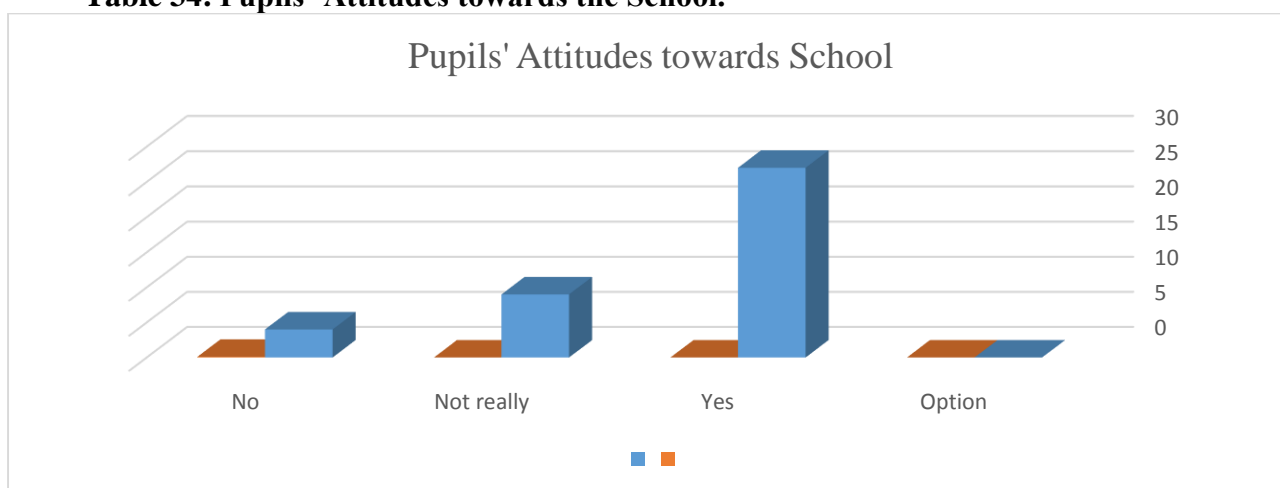
As far as this question is concerned, English as a subject in secondary schools is not paid attention to by pupils in the scientific streams. Thus, pupils enrolled in these streams show little

interest in studying it. The aim of this question is to display this category of pupils. As the graph indicates, the study sample of pupils is from scientific, technical math or literary classes.

Question 04: Do you like going to school?

Option	Number	%
Yes	27	67.5%
Not really	9	22.5%
No	4	10%
Total	40	100%

Table 34: Pupils’ Attitudes towards the School.



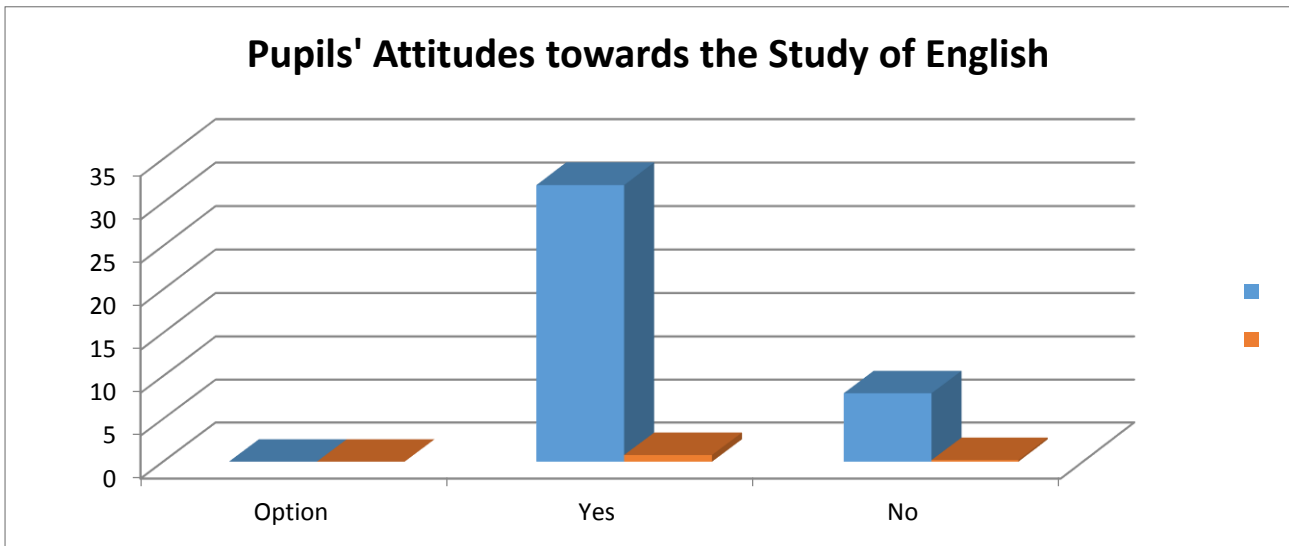
Graph 34: Pupils’ Attitudes towards the School.

The current question sought to consider secondary school pupils’attitudes towards the school they belong. As the graph above displays, the majority of respondents (67.5%) argued that they really like going to school. Some pupils (22.5%) reveal they do not really like going to school. A minority (10%) admitted that they do not like going to school at all.

Question5: Do you enjoy learning English?

Option	Number	%
Yes	32	78%
No	8	19%
Total	40	97.6%

Table 35: Pupils’ Attitudes towards the Study of English.



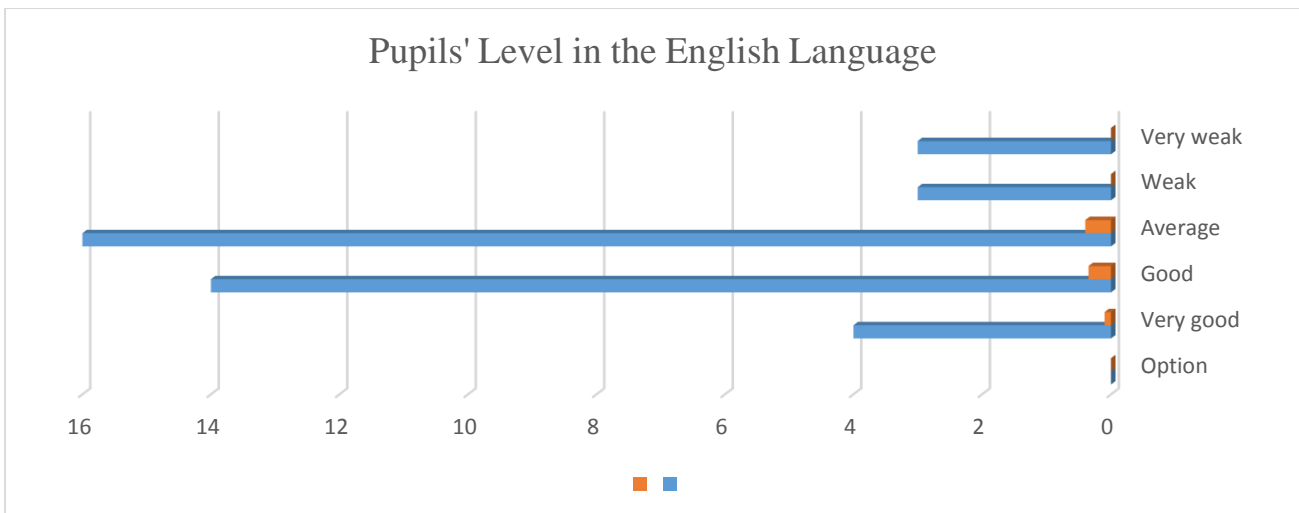
Graph 35: Pupils' Attitudes towards the Study of English.

The current question aims to analyse secondary school pupils' attitudes towards the study of English. As the graph above displays, the majority of respondents (78%) argued that they like studying English as a part of their academic learning. Only a minority percentage (19%) of respondents does not like studying the English language.

Question 06: How do you evaluate your level in English?

Option	Number	%
Very good	4	10%
Good	14	35%
Average	16	40%
Weak	3	7.5%
Very weak	3	7.5%
Total	40	100%

Table 36: Pupils' Level in the English Language.



Graph 36: Pupils' Level in the English Language.

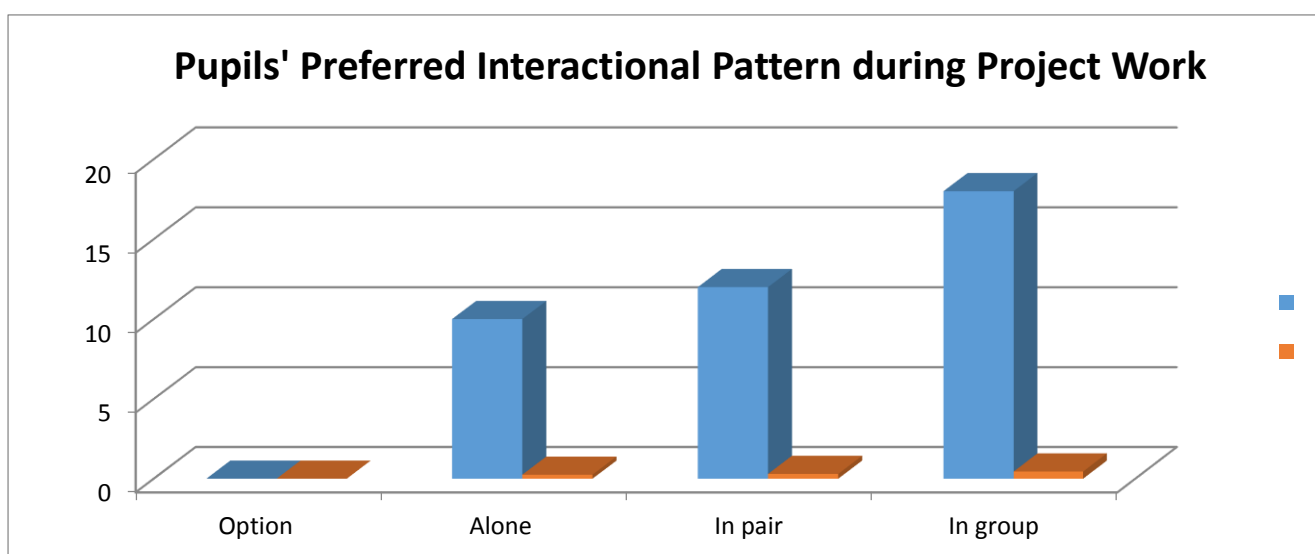
As far as this question is concerned, its major aim is to elicit the respondents' level in English. The participants presented a scale containing five levels ranging from the "very weak" to the "very good". As the rates denote, the majority of respondents regarded their ability in English as "weak" and "very weak" with a percentage of 7.5%. Additionally, 10% of them believed that their level in English is "very good". However, some pupils (35%) claimed that their English is "good". Finally, (40%) considered their potentialities to be "average". These statistics show that the level of a large number of the participants of the population stretches from weak to average.

3.2.3.2. Section Two: Pupils Attitudes towards Project Work

Question 01: Do you usually prefer to work?

Option	Number	%
Alone	10	25%
In pair	12	30%
In group	18	45%
Total	40	100%

Table 37: Pupils' Preferred Interactional Pattern during Project Work.



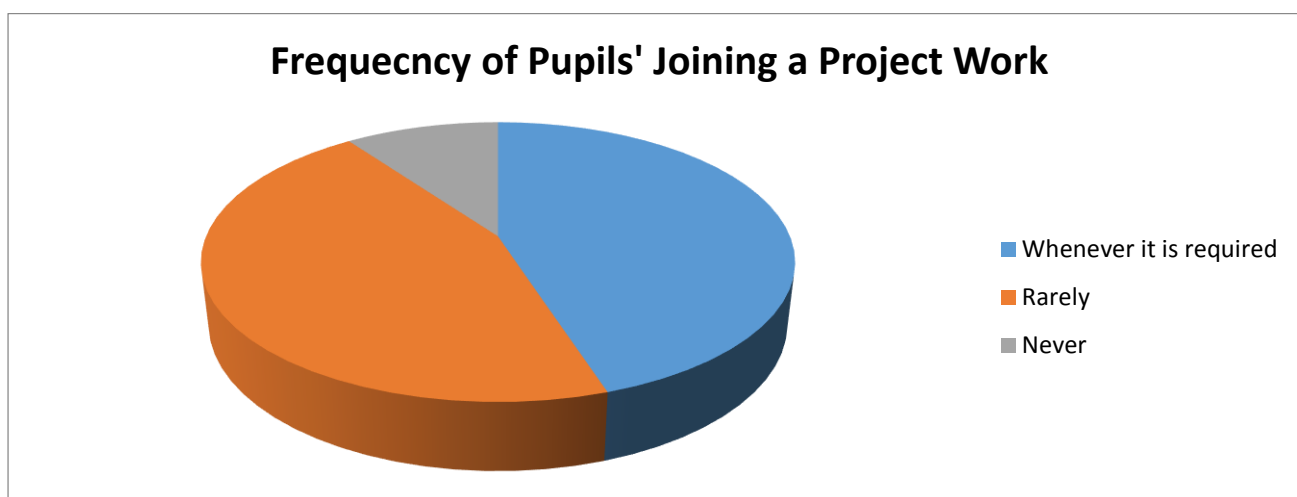
Graph 37: Pupils' Preferred Interactional Pattern during Project Work.

This question is designed to capture the participants' preferred mode of interaction during project work. As it is stated by some educators, projects ought to be taught through organizing groups in order to facilitate pupils' interaction. Moreover, they incite pupils to collect data and share responsibilities between the group members in order to successfully achieve the objective of the project work. The statistics above show that (45%) of the respondents preferred working within groups to carry out the projects. On the other hand, only 25% and 30% opted for pair work and working alone respectively. The conclusion that can be drawn is that the majority of second year pupils at Meziani Ali High School are urged to interact and communicate through project work.

Question 02: How often did you join a project workshop?

Option	Number	%
Whenever it is required	18	45%
Rarely	18	45%
Never	04	10%
Total	40	100%

Table 38: Frequency of Pupils Joining a Project Work.



Graph 38: Frequency of Pupils Joining a Project Work.

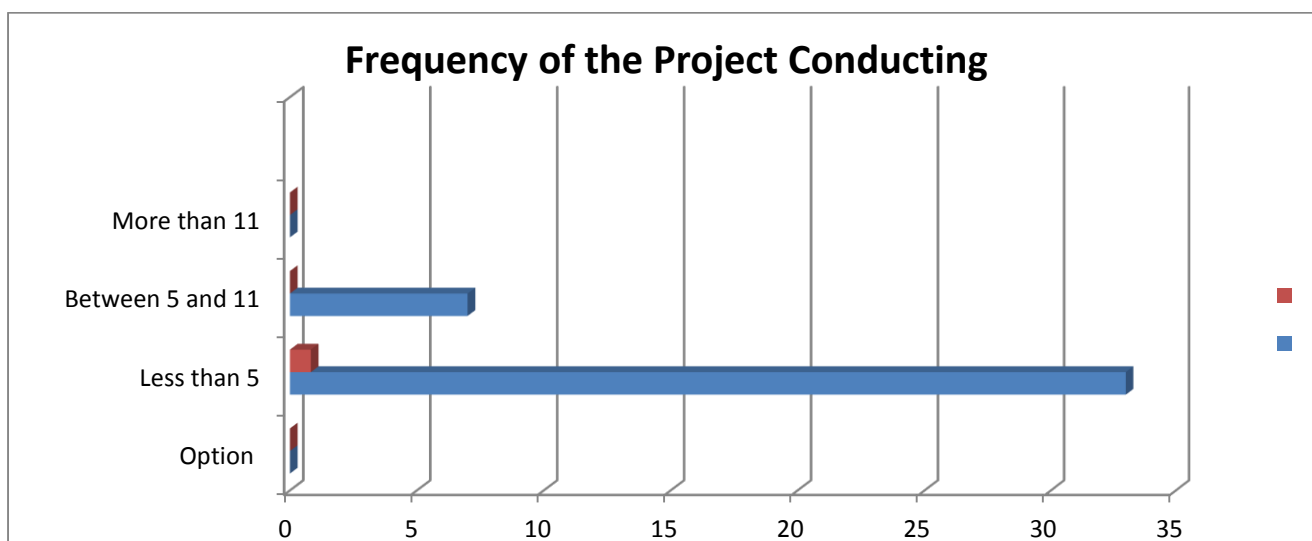
The statistics above show that (45%) of the respondents join projects whenever it is required. On the other hand, only 45% and 10% opted for rarely and never respectively. The conclusion that can be drawn is that the majority of second year pupils at Meziani Ali High School prefer to join projects.

Question 03: How many project works have you conducted this year?

Option	Number	%
Less than 5	33	82,5%
Between 5 and 11	7	17.5%
More than 11	0	0%
Total	40	100%

Table 39: Frequency of the project conduction

This question is designed to capture the frequency of project conduction in the current year. The statistics above show that (82.5%) of the respondents conducted less than 5 project works. On the other hand, (17.5%) of respondents conducted between 5 and 11 projects and no respondent opted for more than 11 project works. The conclusion that can be drawn is that the majority of second year pupils at Ali Meziani Secondary School are conducting less than 5 projects per year /conduct fewer number of project works.

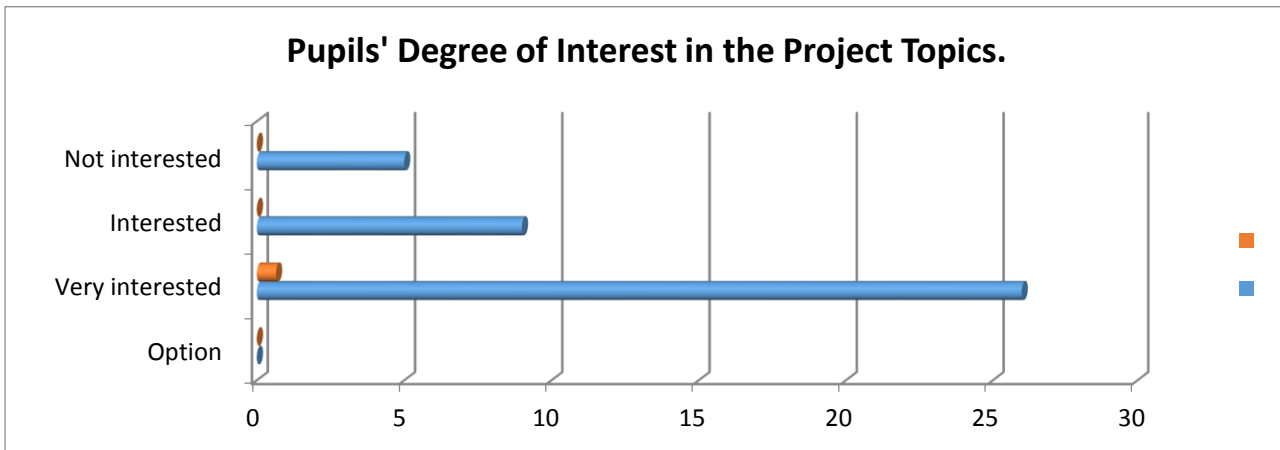


Graph 39: Frequency of the project conducting.

Question04: To what extent were you interested in the projects' topics?

Option	Number	%
Very interested	26	65%
Interested	9	22.5%
Not interested	5	12.5%
Total	40	100%

Table 40: Pupils Degree of Interest in the Project Topics.



Graph 40: Pupils Degree of Interest in the Project Topics.

This question considered the pupils’ opinions regarding the degree of extent project topics fit their interests. A rate of 65% of respondents affirmed that the project topics were very interesting. On the other hand, 12.5% of respondents were interested with the rate of 22.5% of the informants were not interested.

Please, explain why?

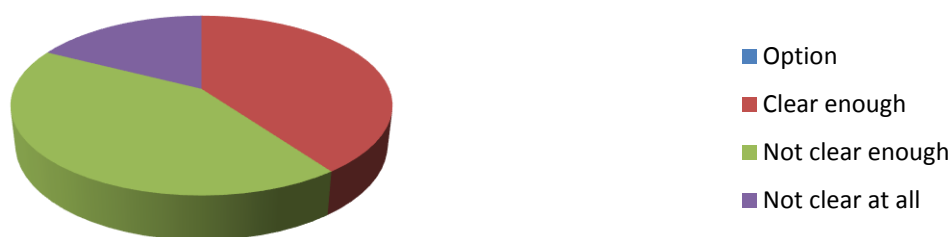
Later in this question, pupils were asked to explain why they liked tasks during English classes. Some believed that classroom tasks enable them to maintain conversations in English and, thus, can effectively operate in English speaking countries. Others reported that tasks are effective because they target their daily routines. Also, some respondents revealed that they learn more through project works and projects bring new ideas. Others say that most of the projects' topics constitute their area of preference, so they enjoy working on those topics. Additionally, many pupils confirmed that the effectiveness of the task lies in the pupils’ degree of flexibility and sense of responsibility it develops. However, other respondents claimed that they do not like projects that’s why they are not interested in them.

Question05: Were the teacher’s instructions..?

Option	Number	%
Clear enough	16	40%
Not clear enough	17	42.5%
Not clear at all	7	17.5%
Total	40	100%

Table 41: The Clarity of the Teachers’ Instructions.

The Clarity of the Teachers' Instructions



Graph 41: The Clarity of the Teachers' Instructions.

This question intends to reveal the clarity of teachers' instructions. As the table above statistics display, (42.5%) of respondents claim that teachers' instructions are not clear enough and (40%) of respondents claimed that the instructions are clear enough. On the other hand, (17.5%) of respondents opted for not clear at all options. The conclusion that can be drawn is that the teachers' instructions are clear for some respondents and not clear for others. The reason is due to pupils' understanding of the English language or the teachers' way of clarifying and way of transmitting information to the learners.

Question 06: Which of the following phases of the project do you prefer?

Option	Number	%
The workshop	32	80%
The project presentation	8	20%
Total	40	100%

Table 42: Pupils' Favorite Project phase.

Pupils' Favorite Project Phase



Graph 42: Pupils' Favorite Phase

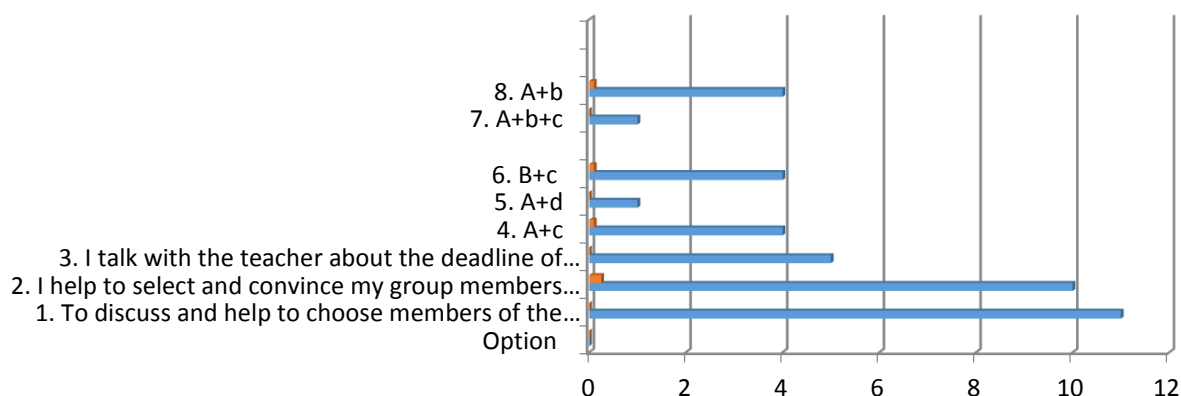
This question intends to reveal the project stage in which pupils prefer to engage. As the table statistics display, the majority of respondents (80%) were fond of engaging in workshops. The second stage pupils (20%) prefer is the one that involves the project presentation. Additionally, one can deduce that pupils enjoy more tasks that require interaction and cooperation with their peers outside the strict and official setting of the classroom.

Question 07: When participating to plan for the project work, check the classroom discussions in which you are involved (you can tick more than one box).

Option	Number	%
1. To discuss and help to choose members of the group I want to work with	11	27.5%
2. I help to select and convince my group members about a given topic	10	25%
3. I talk with the teacher about the deadline of project submission and oral presentation.	05	12.5%
4. A+c	04	10%
5. A+d	01	02.5%
6. B+c	04	10%
7. A+b+c	01	02.5%
8. A+b	04	10%
Total	40	100%

Table 43: the Classroom Discussions in which Learners are Involved when Presenting their Projects.

Classroom Discussions in which Learners are Involved when Presenting their Projects



Graph 43: the Classroom Discussions in which Learners are Involved when Presenting their Projects.

This question intends to reveal the discussions in which pupils are involved when participating to plan for the project work. (27.5%) opted for the first option (discussion; to discuss and help to choose members of the group they want to work with, (25%) of informants opted for the second option, (12.5%) opted for talking with the teacher about the deadline of project submission and oral presentation and the rest of respondents have chosen more than one option. To conclude, pupils can be involved in in more than one discussion.

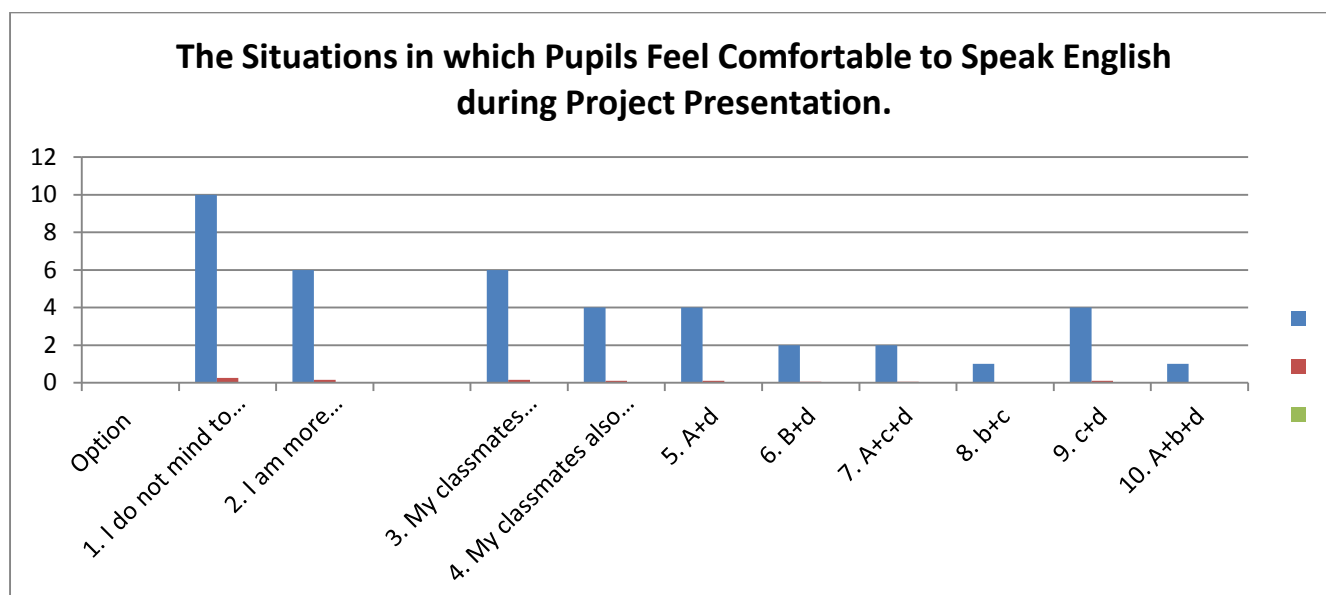
Question 07: During project preparation, I feel comfortable when speaking English with my group members because: (you can tick more than one box)

Option	Number	%
1. I do not mind to make mistakes and errors.	10	25%
2. I am more concerned with giving my opinion about content and methodology to use in the project.	6	15%
3. My classmates don't laugh at me when making language	6	15%
4. My classmates also make errors and mistakes.	4	10%

5. A+d	4	10%
6. B+d	2	05%
7. A+c+d	2	05%
8. b+c	1	02.5%
9. c+d	4	10%
10. A+b+d	1	02.5%
Total	40	100%

Table 44: The Situations in which Pupils Feel Comfortable to Speak English during Project Presentation.

This question intends to reveal the situations in which pupils feel comfortable to speak English during project presentation. (25%) of the respondents choose the option not minding to make errors and mistakes, (15%) have selected the second option. Another (15%) have chosen the third option and (10%) have chosen the last option. The remaining percentage of informants opted for choosing more than one option. The conclusion that can be drawn is that pupils feel comfortable to speak English in various situations and feel anxious in others.

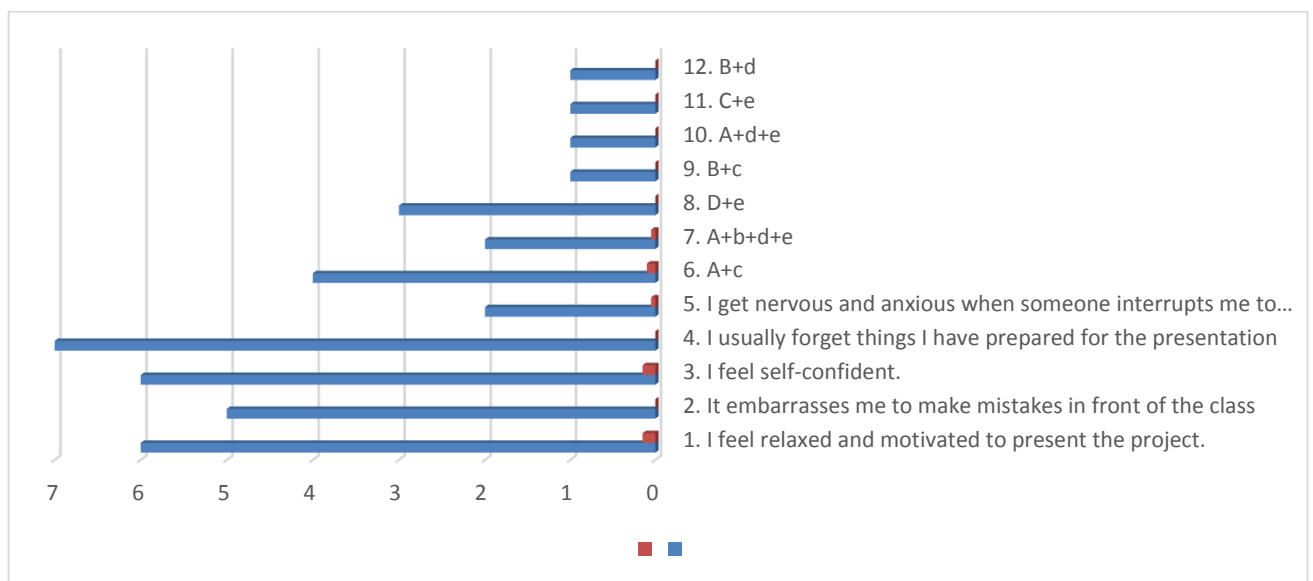


Graph 44: The Situations in which Pupils Feel Comfortable to Speak English during Project Presentation.

Question 08: During the oral presentation of the project: (you can tick more than one box)

1. I feel relaxed and motivated to present the project.	06	15%
2. It embarrasses me to make mistakes in front of the class	05	12.5%
3. I feel self-confident.	06	15%
4. I usually forget things I have prepared for the presentation	07	17.5%
5. I get nervous and anxious when someone interrupts me to ask a question	02	5%
6. A+c	04	10%
7. A+b+d+e	02	5%
8. D+e	03	7.5%
9. B+c	01	2.5%
10. A+d+e	01	2.5%
11. C+e	01	2.5%
12. B+d	01	2.5%
Total	40	100%

Table 45: what can be done during the project oral presentation.



Graph 45: what can be done during the project oral presentation

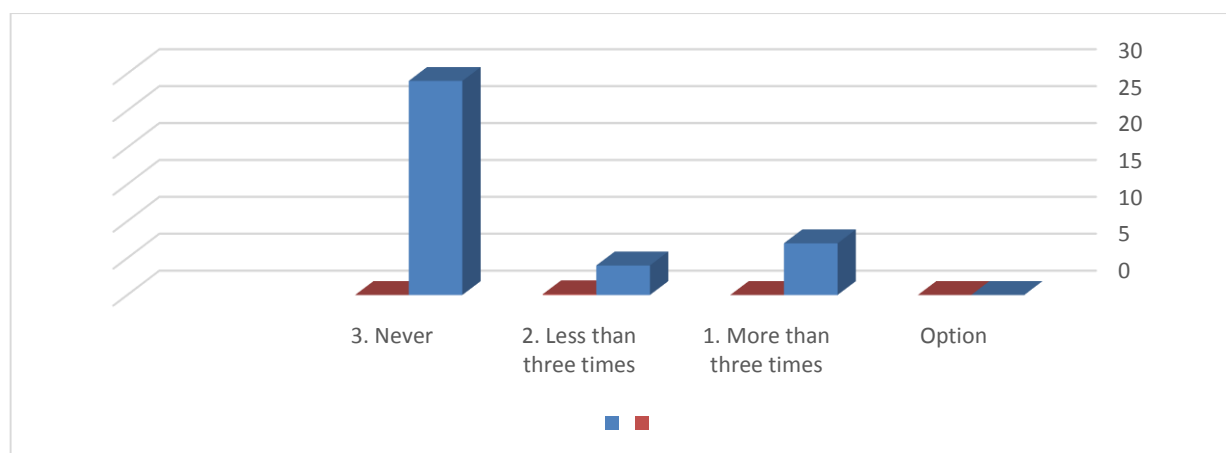
The question intends to reveal what activities take place during the project oral presentation. (17.5%) of respondents claimed that during the oral presentation of the topic, pupils usually forget things they have prepared for the presentation. One (15%) of informants stated that during the oral presentation, they feel relaxed and motivated to present the project. Another (15%) asserted that they feel self-confident. On the other hand, (05%) of informants stated that they get nervous and anxious when someone interrupts them to ask a question. The rest of the respondents' percentage represents a combination of the four mentioned options (i. e, they have chosen more than one option).

3.2.3.3. Section Three: The Role of Project Work in Speaking Engagement and Reducing Speaking Anxiety.

Question 01: How often did you skip the English class the last two weeks?

Option	Number	%
1. More than three times	7	17.5%
2. Less than three times	4	10%
3. Never	29	72.5%
Total	40	100%

Table46: Frequency of pupils skipping the English Class in a period of two weeks.



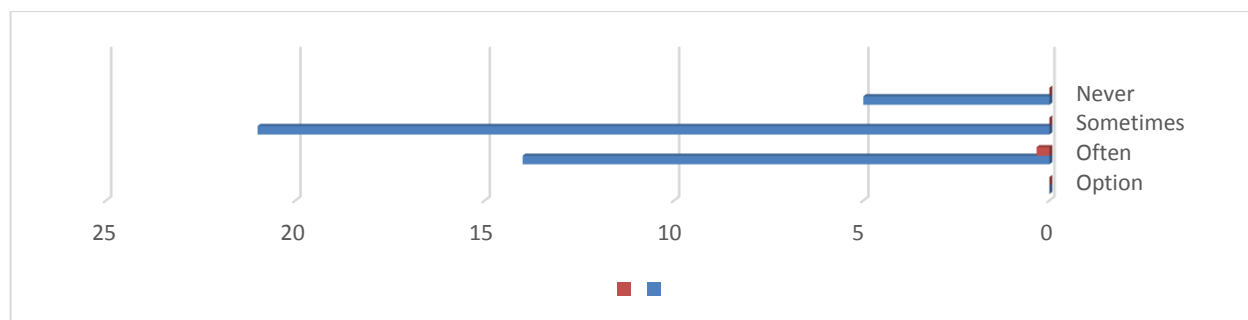
Graph 46: Frequency of pupils skipping the English Class in a period of two weeks.

The question sought to identify the frequency of pupils' skipping the English class in a period of two weeks. The table above indicates that the majority of respondents (72.5%) never skipped the English class. (17.5%) skipped the English classes more than three times. On the other hand, (10%) of them less than three times. These findings indicate that the majority of second year pupils never skip the English classes.

Question2. How often do you participate?

Option	Number	%
Often	14	35%
Sometimes	21	52.5%
Never	5	12.5%
Total	40	100%

Table 47: Frequency of Pupils Participation in English Class.



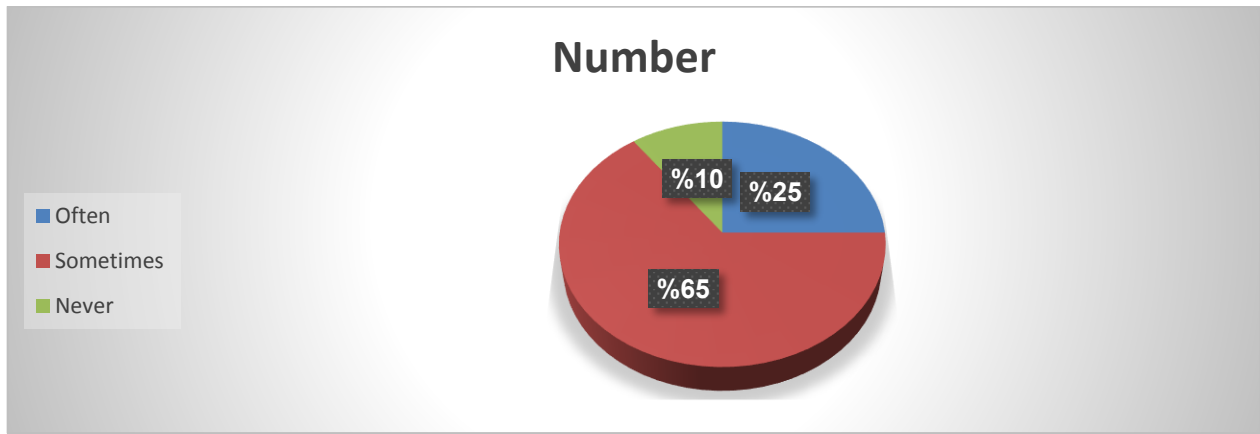
Graph 47: Frequency of Pupils Participation in English Class

This question target is to as certain to what extent pupils are engaged behaviourally. The graph above shows that 35% reported that they often actively participate during tasks. Similarly, 52.5% stated that they sometimes participate when conducting pedagogical tasks. Conversely, 12.5% said they never participate. These rates indicate that second year pupils show a good willing to participate in the English class activities.

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

Option	Number	%
Often	10	25%
Sometimes	26	65%
Never	4	10%
Total	40	100%

Table 48: Pupils Degree of Interest in Carrying out Projects.



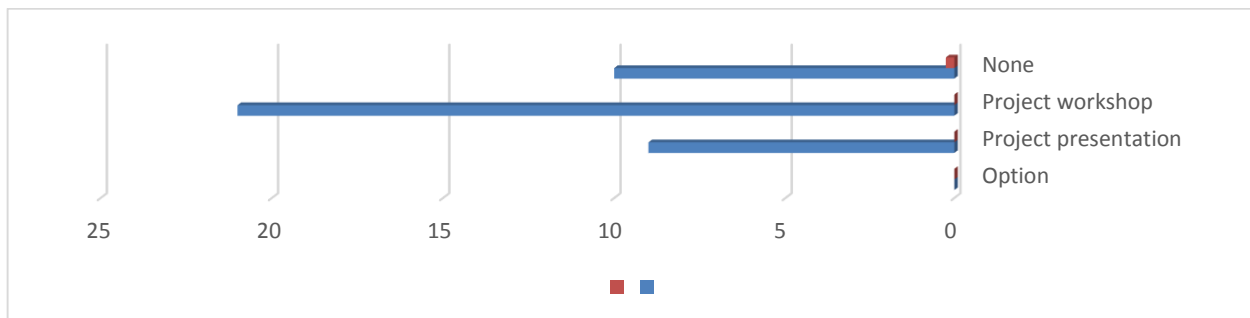
Graph 48: Pupils Degree of Interest in Carrying out Projects.

This question sought to identify the frequency with which second year pupils ask clarification questions when something is ambiguous. The graph above indicates that the majority of respondents (65%) sometimes ask clarification questions. Also, 25% of respondents claimed that when assigned for a project, they often ask questions to clarify some points. Finally, a rate of 10% affirmed that they never ask clarification questions. These findings indicate that the majority of second year pupils display an interest to carry out the project.

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

Option	Number	%
Project presentation	9	22.5%
Project workshop	21	52.5%
None	10	25%
Total	40	100%

Table 49: Pupils Engagement Distinction in the Different Project Stages.



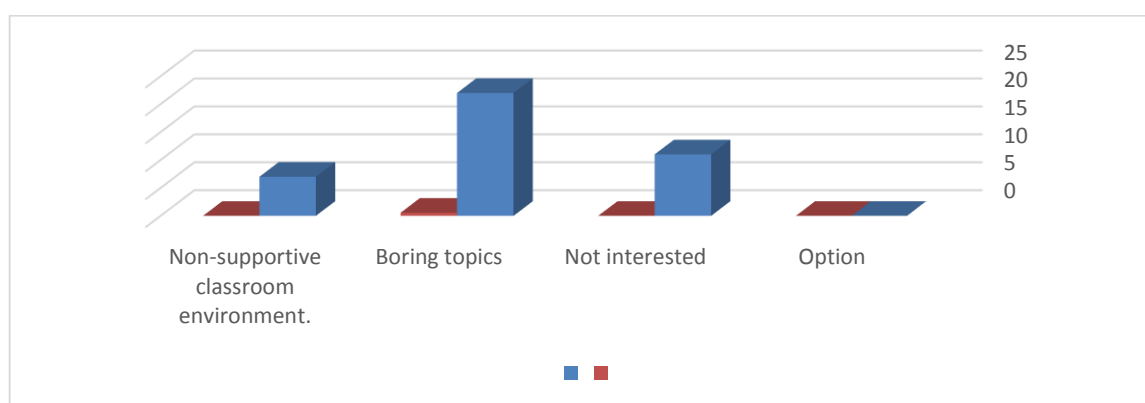
Graph 49: Pupils Engagement Distinction in the Different Project Stages.

The table above captures the degree of joy that the second year pupils feel during tasks. This is much related to their emotional engagement. It is observable that 52.5% of respondents always enjoy joining project workshops, 22.5% stated that they are interested in the project presentation, whilst only 25% have chosen none.

Question5. In case you are disengaged, what makes you being so?

Option	Number	%
Not interested	11	27.5%
Boring topics	22	55%
Non-supportive classroom environment.	7	17.5%
Total	40	100%

Table 50: Reasons of Pupils’ Disengagement.



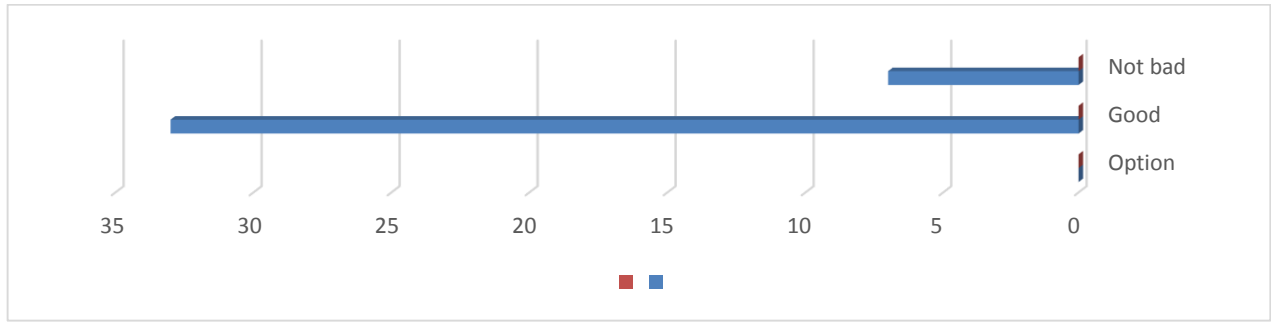
Graph 50: Reasons of Pupils’ Disengagement.

As far as this question is concerned, second year pupils are asked to reveal reasons behind their disengagement in case they are driven to be. 55% of respondents revealed that their disengagement is because of boring topics. Whereas, 27.5% of participants are to be disengaged because they are not interested and 17.5% of them to non- supportive environment.

Question 6: How do you evaluate the relationship with your teacher of English?

Option	Number	%
Good	33	82.5%
Not bad	7	17.5%
Total	40	100%

Table 51: Pupils Attitudes towards their Teachers.



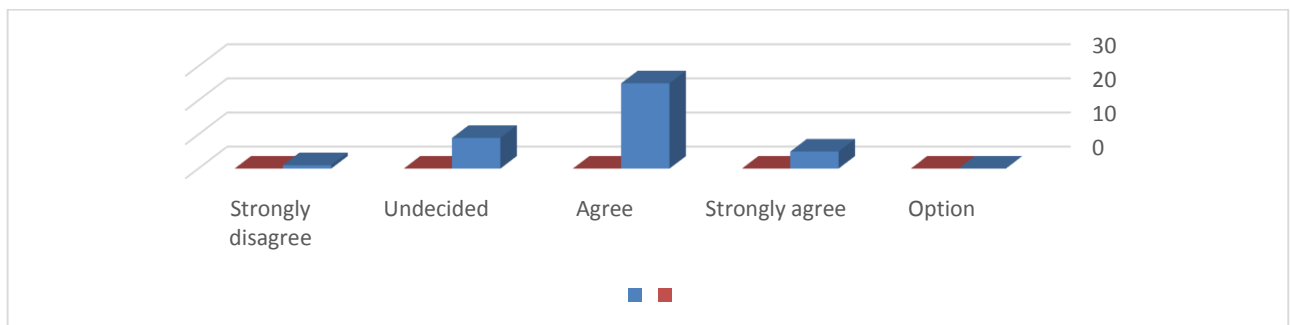
Graph 51: Pupils Attitudes towards their Teachers.

As far as this question is concerned, second year pupils are asked to reveal their attitudes towards their teachers. (82.5%) of the respondents revealed that their relationship with their teacher is really good whereas, (17.5%) of them indicated that the relationship is not bad. The conclusion to be drawn is that the pupils' relationship with their English teacher is very good.

Question 7: PBL gives me the opportunity to participate in classroom discussions.

Option	Number	%
Strongly agree	5	12.5%
Agree	25	62.5%
Undecided	9	22.5%
Strongly disagree	1	2.5%
Total	40	100%

Table 52: The PBL gives the Opportunity for Learners to Participate in Classroom Discussions.



Graph 52: the PBL gives the Opportunity for Learners to Participate in Classroom Discussions.

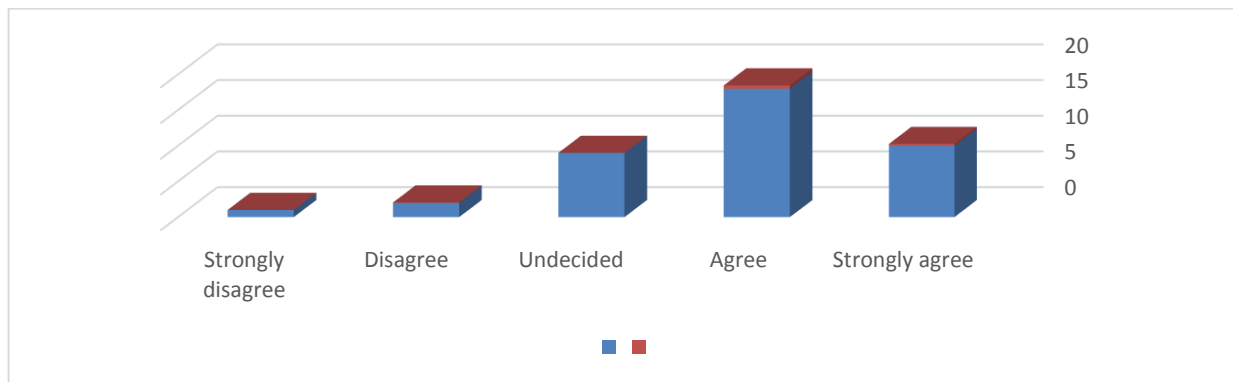
This question sought to identify whether the pupils agree or disagree on the fact that the PBL gives them the opportunity to participate in classroom discussions. The participants were

offered a scale containing five levels ranging from the “strongly agree” to “strongly disagree”. As the rates denote, the majority of respondents (62.5%) “agree” on the fact that PBL gives the opportunity to participate in classroom discussions, (22.5%) of them responded with “undecided”, (12.5%) with “strongly agree”. Lastly, only (2.5%) strongly disagree. To conclude, the majority of pupils at Ali Meziani Secondary School agree with the fact that PBL gives them the opportunity to participate in classroom discussions.

Question 08: PBL helps me better communicate and reduces my feeling of being anxiety

Option	Number	%
Strongly agree	10	25%
Agree	18	45%
Undecided	9	22.5%
Disagree	2	5%
Strongly disagree	1	2.5%

Table 53: PBL helps Learners’ better Communicate and Reduces their Feeling of being Anxious.



Graph 53: PBL helps Learners’ better Communicate and Reduces their Feeling of being Anxious.

Anxious.

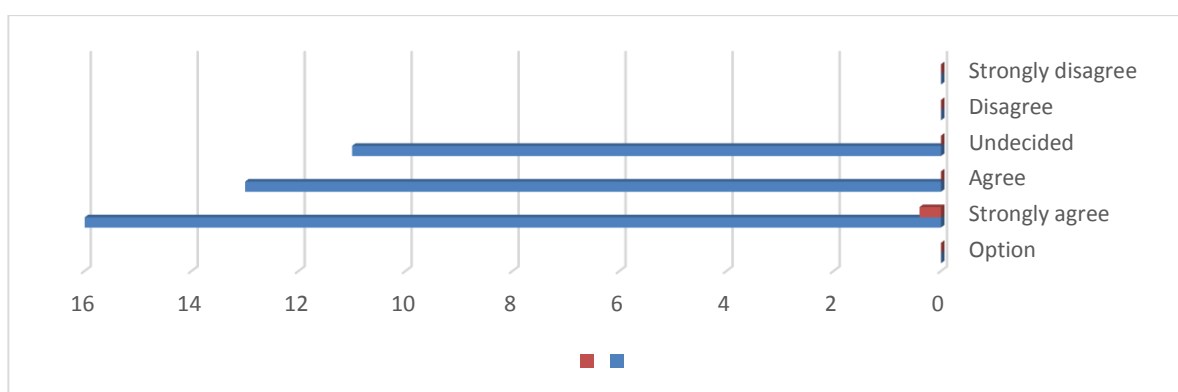
This question sought to identify the pupils’ attitudes towards the fact that PBL helps them better communicate and reduces their feeling of being anxious. The table above summarizes the pupils’ responses to this question. (45%) of respondents “agree” on the fact that PBL gives them an opportunity to communicate and reduces their feeling of being anxious. (25%) of respondents

responded with “strongly agree”, (22.5%) responded with “undecided”.

Question 09: PBL enhances my self-confidence to speak in English.

Option	Number	%
Strongly agree	16	40%
Agree	13	33.6%
Undecided	11	26.4
Disagree	0	0%
Strongly disagree	0	0%

Table 54: PBL Enhances Self-confidence to Speak English



Graph 54: PBL Enhances Self-confidence to Speak English.

3.2.4. Discussion of the Findings of Pupils’ Questionnaire

Through the analysis of the data gathered from the pupils’ questionnaire, we have obtained precious responses about the pupils’ attitudes towards the integration of projects in learning English, as well as the degree to which they perceive themselves to be engaged during such tasks particularly in speaking level. First of all, the results revealed that the majority of pupils preferred to study the English language as a subject incorporated in their academic programs of secondary school. This is vital in achieving the required levels of engagement throughout their learning processes. Additionally, pupils perceive the importance and usefulness of studying English as a foreign language and acknowledge its prominence as a worldwide spoken language, and its significance as a requisite component of one’s thorough progress in various fields.

Concerning the integration of project-based approach into English learning, the majority of pupils recognize the effectiveness of conducting classroom projects. Furthermore, the analysis of the results reveal that the majority of pupils opted for cooperative work when undertaking projects, which is a strong indication of the acknowledged necessity of interaction and communication in order to successfully complete the project work and achieve the learning objective(s). In other words, pupils perceive that the successful learning of English is a matter of maintaining genuine product. Many pupils claimed that the greatest hurdle that may hinder their performance of the project is the uninteresting topics they may be given to them, since they do not serve the real-world situations and their needs as well. Nevertheless, the report phase of the task urges them to use English and; thus, can help them develop their communicative competence and enhance the maintenance of conversations in the target language (English).

The last section of pupils' questionnaire deals with their engagement and reducing their speaking anxiety through project work. The analysis of the obtained data unveils that the majority of pupils never skip English classes and exert participation when it comes to project workshops and project presentation. Importantly stating, pupils express their engagement will in the project work if it holds topics which attract their interests. Furthermore, a vast number revealed that they always commit themselves to the homework assigned by their teacher. Accordingly, we can deduce that these pupils are behaviourally engaged with the performance of project work and also willing to overcome their speaking anxiety.

Similarly, feeling enjoying within teamwork is displayed by the majority of pupils. In reverse, they perceive themselves to be unmotivated to undertake the project because of the non-supportive learning environment which indicates that providing a supportive learning atmosphere is very important in learning and getting learners engaged.

To sum up, a considerable number of pupils emphasized mainly on their participation, which can serve as an indicator of engagement. These results reveal that they measure their own engagement by referring back mainly to the frequency of participation in their project work.

General Conclusion

This research study was based on the identified foreign language speaking anxiety from which secondary school pupils suffer most of the time according to the . Accordingly, this work represents an attempt to investigate the significance of integrating Project-Based Learning (PBL) to foster EFL learners' engagement and thus reducing their foreign language speaking anxiety. The present research investigation consists of (03) chapters. The first (02) chapters are concerned with the theoretical part and literature review of the research study, whereas the last chapter is devoted to the fieldwork of the study.

The first chapter deals with the integration of PBL approach to teach English in EFL settings. Through this chapter, we attempted to spot light on the project work definition, characteristics and the way(s) they are distinct from other class work and homework. Moreover, we highlighted the teachers' and learners' roles, as well as its components, models and benefits. In addition, the different steps of implementing the project works and their assessment.

The second chapter is designed to gain deeper insights into the notion of foreign language anxiety. This chapter reveals the main theories of foreign language anxiety. It also sheds light on the various instruments used to measure learners' anxiety rates. This chapter also highlighted the different characteristics, sources of foreign language anxiety in addition to anxiety as a hindrance to learning and its effects on learning performance and lastly the suggested strategies to reduce this anxiety.

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

First, a teachers' questionnaire was administered to (04) teachers of English in Ali Meziani High School to reveal the way they integrate PBL in their classes, and to capture their attitudes and perceptions of their pupils' engagement during tasks and how to overcome their

foreign language anxiety. Second, a Pupils' questionnaire was administered to (40) second year pupils, who represent the sample of this study. This sample was randomly selected out of 160 pupils who compose the whole population. Pupils' questionnaire is designed to capture their attitudes and the way they behave when undertaking project assignment. In addition, this data collection tool enables us to capture the pupils' self-report of some indicators of engagement which cannot be identified only through classroom observation.

Eventually, the classroom observation was held in Ali Meziani Secondary School of Batna, with second year classes and with (02) different teachers of English. It was carried out in (03) sessions. In one session, we observed pupils' engagement during project-based assignment, while the (02) other sessions were held in project presentation sessions. Thus, the three sessions were devoted to observe the way PBL was integrated and its effect on the pupils' engagement and reducing their foreign language anxiety.

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

General Recommendations:

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

For Teachers:

- ✓ Before convincing learners to engage in PBL, teachers should be themselves engaged in implementing it firsthand.
- ✓ Teachers should motivate their students to work in groups to develop their speaking skill through using the foreign language between them.
- ✓ Teachers should develop their knowledge about the appropriate implementation of PBL in their beginner EFL classes.
- ✓ Some teachers should be aware of their pupils' needs.

For Pupils:

- ✓ Develop new teaching methods to help them understand more these principals and facilitate to be in their daily instructional practice including their need of support from school and district administrators.
- ✓ Students should know that anxiety is a natural feeling of any human being and everyone can experience speaking anxiety, and can be diminished.
- ✓ Students should know that mistakes are part of the learning process, so they should not be anxious of making mistakes.
- ✓ Students have to prepare and practice the language in advance in order to minimize their speaking anxiety and to develop their language abilities.

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Appendix A:

Teachers' Questionnaire

Dear teacher,

The present questionnaire serves as a data collection tool to gather information required for the fulfillment of our Master Degree. Your answers will be very helpful for our research study entitled “The Influence of the Project-Based Learning on Foreign Language Speaking Anxiety”. This study represents an attempt to reveal the importance of implementing PBL for the sake of engaging students in speaking English, hence, promoting their learning outcomes. Accordingly, we would deeply appreciate your precious collaboration.

N.B: There are no right or wrong answers

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

Section One: General information

- Q1. Please, specify your degree(s) BA (License)
MA (Master)/ Magister
- Q2. How long have you been teaching English at secondary school? Years
- Q3. Which level(s) are you teaching?

Section Two: Project-Based Learning

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

YES NO

Q2. The project groups are divided by

1. Your own selection.
2. Class list.
3. Giving your pupils the freedom to choose their group members.

Q3. Do you think PBL enables pupils to?

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

Please, explain (you can provide an example)

.....

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

YES NO

Please, explain why?

.....

.....

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

YES NO

Please, explain how?

.....

Q6. Do you introduce the project topic through?

1. Video(s)
2. Pictures
3. Direct (verbal and written) instructions
4. Educational trips (You can tick more than one option)

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

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

3. Suggest your own topic.

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

1. Sometimes.

2. Rarely.

3. Never.

Please, if you do, explain in which situation

.....

.....

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

.....

.....

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

.....

.....

Section Three: Pupils' Engagement

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

1. Often

2. Sometimes

3. Rarely

4. Never

Q2. Do you think that your pupils are?

1. Completely disengaged

2. Engaged somewhere

3. Completely engaged

Please, explain why?

.....
.....

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

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

Please, explain how

.....
.....

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

1. Through assessment and grades.
2. Through their discussion with classmates.
3. Through their questions to the teacher. (You can tick more than one option)

Please, if other, specify

.....
.....

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

YES NO

If yes, explain in what way?

.....

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

1. Homework
2. Project work
3. Test
4. Exam

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

Section Four: Anxiety in Learning Process.

Q1. How do you describe your learners' level of anxiety in the class?

High Medium Low

Q2. Do you think anxiety affects learners' foreign language learning?

YES NO

Q3. Do you think that anxiety is one of the main causes of learners' under achievement in oral performance?

YES Somehow NO

Section Five: ESL Learners' Speaking Anxiety.

Q1. Have you noticed that some of your learners are reluctant to speak in FL?

Always Sometimes Rarely Never

Q2. What are the challenges you face in teaching the speaking skill?

Q3. Do you think that anxiety is related to the speaking skill more than the other skills?

Yes No

Please justify

Section Six: Causes of Learners' Foreign Language Speaking Anxiety

Q1: Why do your students feel anxious? Is this because of?

- a. Communication apprehension
- b. Lack of motivation
- c. Competitiveness
- d. Speaking activities

If others, give examples please

.....

Q2: In which kind of these speaking activities your learners feel more comfortable?

- a. Role play
- b. Free discussion
- c. Presenting prepared dialogue
- d. Information gap activity

Q3: Do you think that the students will perform better if they did not know that their performance is going to be evaluated?

Yes No

Section Seven: Reducing Learners' Foreign Language Speaking Anxiety

Q1: Do you talk with your learners about their learning problems?

Always Sometimes Rarely Never

Q2: Do you motivate your learners to speak?

Always Sometimes Rarely Never

How? Briefly

.....
.....

Q3: Do you think that varying speaking activities would help your learners feel more comfortable?

Yes No

Q4: Do you think that 'group work' can help your students to overcome their anxiety?

Yes Sometimes Rarely Never

Please justify

.....

Thank you very much for your collaboration

Appendix B:

Pupils' Questionnaire

Dear student,

This questionnaire is designed to collect data about a Master thesis which is “The Influence of the Project-Based Learning on Foreign Language Speaking Anxiety”. Our objective is to investigate to what extent the project work can reduce students' foreign language speaking anxiety and thus engage students of Meziani Ali Secondary School in speaking English as a foreign language. Your answers will help us reveal the importance of implementing project work in students' engagement in the learning process. Hence, we will appreciate your collaboration to validate our research results through your answers of the questions below. There is no right or wrong answers since they

Please tick the appropriate answer and give full statements where necessary.

Section One: *General Information*

1. What is your gender? Male Female
2. Are you: Below 16 years old between 15 and 18 years old Over 18yearsold
3. What is your stream? : Literary Scientific Technical Math Languages
4. Do you like going to school?
Yes Not really No
5. Do you enjoy studying English?
Yes No
6. How do you evaluate your level in English?
Very good Good Average Weak Very weak

Section Two: *Pupils Attitudes towards Project Work*

1. Do you usually prefer to work? Alone In pair In group

2. How often did you join a project workshop?

Whenever it is required Rarely Never

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

Less than 5 between 5 and 11 More than 11

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

Very interested Interested Not interested

Please, explain

.....
.....

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

Clear enough Not clear enough Not clear at all

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

The workshop The project presentation

Please, explain why

.....
.....

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

-To discuss and help to choose members of the group I want to work with

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

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

- Others (please, specify)

.....

.....

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

- I do not mind to make mistakes and errors

- I am more concerned with giving my opinion about content and methodology to use in the project

- My classmates don't laugh at me when making language errors

- My classmates also make errors and mistakes

- Others (please, specify)

.....

.....

8. During the oral presentation of the project: (you can tick more than one box)

- I feel relaxed and motivated to present the project

- It embarrasses me to make mistakes in front of the class

- I feel self-confident

- I usually forget things I have prepared for the presentation

- I get nervous and anxious when someone interrupts me to ask a question

- Others (please, specify)

.....

.....

Section Three: *The Role of Project Work in Speaking Engagement and Reducing Speaking Anxiety*

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

More than three times Less than three times Never

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

Often Sometimes Never

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

Often Sometimes Never

4. In which of the following project stages you are most engaged and in which you do not feel anxious?

Project presentation Project workshop None

5. In case you are disengaged and you feel anxious, what makes you being so?

Not interested Boring topics Non-supportive classroom environment

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

Good Not bad Bad

7. PBL gives me the opportunity to participate in classroom discussions.

Strongly agree Agree Undecided Disagree Strongly disagree

8. PBL helps me better communicate and reduces my feeling of being anxious

Strongly agree Agree Undecided Disagree Strongly disagree

9. PBL enhances my self-confidence to speak in English

Strongly agree Agree Undecided Disagree Strongly disagree

Thank you very much for your collaboration

ملخص:

الدافع الرئيسي للدراسة هو التحقيق في تأثير التعلم القائم على المشاريع على القلق من التحدث بلغات أجنبية. من المفترض أن تكون الدراسة دراسة استكشافية على نطاق صغير. كانت في ثانوية علي مزياني -باتنة. شارك فيها أربعون طالباً (40) وأربعة (4) مدرسين. من أجل التحقيق في تصورات الموضوعات المختلفة، تم استخدام تصميم بحث مختلط بما في ذلك الأساليب الكمية والنوعية. يتضمن الأول استخدام استبيان الطلاب والثاني يتضمن استبياناً للمعلمين. تكشف نتائج كلتا الطريقتين أن التعلم القائم على المشروع يعتبر أداة فعالة يمكن للمتعلمين من خلالها التغلب على قلقهم عند تعلم اللغة الإنجليزية. كما تظهر فعالية التعلم القائم على المشاريع في تعزيز التواصل في الفصل. لذلك، فإن الوصول إلى استنتاج مفاده أن الفرضية التي تم وضعها في بداية هذه الدراسة وهي "إذا تم تقديم التعلم القائم على المشروع إلى فصول اللغة الأجنبية، فسيكون التلاميذ قادرين على التغلب على قلقهم من اللغة الأجنبية صحيح تماماً، فقد تم إثباته و تم التحقق من صحتها. على أساس هذه النتائج، يوصى برفع وعي المعلمين بضرورة خلق جو تعليمي آمن لتحفيز المتعلمين على العمل بشكل تعاوني في مجموعات. بالإضافة إلى ذلك، يشجع الباحث دمج التعلم المعتمد على المشروع كتعليم وأداة تعلم اللغة الإنجليزية كلغة أجنبية لمساعدة المتعلمين على الشعور بالراحة عند التواصل باللغة المستهدفة والتخلص من قلقهم من التحدث باللغة الأجنبية.

الكلمات الرئيسية: التعلم القائم على المشاريع، القلق من اللغة الأجنبية، القلق من التحدث، النهج المتمحور حول

المتعلم، اللغة الإنجليزية كلغة أجنبية