Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of English language and Literature

# MASTER DISSERTATION

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Submitted and Defended by:
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# Exploring the Effect of Passion-Driven Research Projects in Encouraging EFL Learners' Discussion in the Classroom

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Dissertation Submitted to the Department of English Language and Literature and as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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# Declaration

I, **LAOUNI Rayhana**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. This work was certified and completed at Mohamed Kheider University of Biskra.Algeria

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# Dedication

I dedicate my dissertation to my family and my friends who have supported

me along this journey

I want to thank everyone who has helped me along the way.

# Acknowledgements

# Abstract

The study at hand attempts to explore the influence of passion-driven projects in encouraging EFL learners' discussion in the classroom. The research method was exploratory and adopted a qualitative method to carry this study. Furthermore, the sample of this study consisted of twenty-three (23) third-year undergraduate students of English at University of Mohamed Kheider Biskra. An online questionnaire was designed and submitted to the participants via social media. After collecting and analyzing the data, the findings showed the great influence of passion-driven projects in encouraging EFL learners' discussion participation and productivity. Therefore, the findings of the current study answers the preset research questions which explored the effect of passion-driven projects and interests in encouraging EFL learners' participation and productivity in classroom discussion and what obstacles they may encounter during taking a part in a discussion. Therefore, the study findings support that the use of passion-driven projects has great influence on encouraging EFL learners' participation in classroom discussions.

# List of Abbreviation and Acronyms

**EFL:** English as a Foreign Language

**TEFL:** Teaching English as a Foreign Language

**FL:** Foreign Language

**PL:** Personalized Learning

**PBL:** Project-Based Learning

**Q:** Question

**P:** page

**n.d:** no day

**%:** percent

# List of Figures

# List of Tables

# Table of Content

### Chapter Tow: Passion-Driven Research Projects

### Chapter Three: Methodology and Data Analysis

XI

# General Introduction

# 1.     Background of the Study

Learning a language is to have the ability to communicate with that language in everyday life interaction which can be spoken or written. EFL learners must talk and discuss using the English language to master it and to be fluent like a native. For them to be capable to use English functionally EFL learners should enable to read, listen, write, and speak English. These skills are divided into two sections which are receptive skills and productive skills, the last are more difficult to develop especially speaking where students struggle to express themselves and that possibly due to psychological problems or lack of competence and to reduce these problems and enhance speaking competence teachers should focus more in practices like discussion in the classrooms and encourage EFL learners to be active and speak more.

## 2.  Statement of the Problem

We notice EFL learners in the University of Biskra face several difficulties when talking or when trying to express themselves in the classroom. It will not be simple if the learner feels shy, lacks self-confidence, does not trust his abilities, and if he/she fears being judged by others or making mistakes which we should pay more attention to these psychological problems. In addition, the productive skills which one of them is oral communication count as challenging that lead most of the students to frustration. We notice that students are passive in the classroom. They lack motivation and do not interact with teachers. On the other hand, teachers do not create that positive environment nor allow students to practice and extend their productive skills.

For enhancing EFL learners' discussion we suggest to implement passion-driven projects. Where learners interact more with the teacher and where they are active rather than passive part in the learning process.

Passion-driven research projects will be like student vehicle to learn through not teacher's way of evaluation his students. Where teacher provides the opportunity for EFL learners to practice and extend their productive skills and allow them to choose interested topic for them a topic that they love and care about as well as encourage their thoughts and choices which means more student-centered learning with more student voice. The students will do and complete the project because they will have instinctive motivation .they will practice reading, writing, listening, and speaking. EFL learners will plan, produce, and finally present in front of the classroom.

## 3. Research Questions

**1.** Do passion-driven research projects encourage EFL learners to be more active and improve their productivity in classroom?

**2.** Does allowing EFL students to choose what they are interested in will encourage them to engage more and express themselves freely in the classroom discussion?

**3.** What are the obstacles that EFL learners face when they are trying to discuss and talk?

## 4. Research Aims

This research aims to:

**1.** Shed light on the influence of passion-driven research projects in encouraging EFL learners to engage in classroom discussion.

**2.** This research is to elucidate the effect of interest on EFL learner productivity and how considering his/her interest will help him/her to be more active in the classroom.

**3.** The research attempts to find the obstacles and difficulties that EFL learner experience when he/she try to discuss and talk in the classroom.

## 5. Significance of the Study

This study is significant for EFL learners and EFL teachers because it presents the problems and obstacles that EFL learners face while engaging in classroom discussions. Knowing the problems contributes in selecting the effective techniques for teaching. This study investigates the role of passion-driven research projects as a suggested strategy for encouraging EFL learners to engage more in classroom discussion, especially those who suffer from psychological problems such as lack of motivation, shyness, and fear of talking in front of an audience. In addition, this research will help to improve EFL learners' oral communication and academic performance. It shed light on implementing personalized learning and giving the learner more choice and voice.

## 6. Research Methodology

### 6.1. Research Approach

In this study, we followed qualitative method approach that was chosen as the most suitable for illustrating the role of passion-driven research projects in encouraging EFL Learners discussion in the classroom which we gathered qualitative data by using a qualitative data tool.

### 6.2. Research Tools

In this research in order to collect the needed data we used a questionnaire designed for third-year students.

### 6.3. Population and Sample

In this study, the population was 266 students of third-year license at Biskra University for the academic year 2021/2022. The sample consisted of twenty-three (23) third-year students randomly chosen the available participants.

## 7. Delimitation of the Study

This research limited to one group of third year students as sample to represent the population of third year .We know that it is not representative but because of time constraints, it is more judicious to work with a limited number of students. It is limited also to one strategy which is the implementation of passion-driven research projects that focus in encouraging EFL Learners by pay attention to what they want to learn and discuss about and specifically to improve le the learners' oral communication in the classroom.

## 8.    The Structure of Dissertation

This study is basically divided into two parts, the theoretical part and the practical part. The theoretical part contains two main chapters .The first one concerns with an overview of classroom discussion: its definition, discussion methods, discussion versus recitation, guidelines for successful classroom discussion, stages of discussion. In addition, it presents classroom arrangement for ensuring students' participation, and their role. Finally, the chapter covers the teacher's role in classroom discussion, discussion as method of teaching, and the implementation of classroom discussion, and the advantages of using discussion in EFL classrooms.  The second chapter deals with passion-driven research projects as teaching and learning method in the classroom. We start with an overview of passion driven project and its definitions. Then, we review other elements related to passion projects: twenty-first-century skills, projects-based learning, inquiry-based learning, personalized learning, and the 6P's of passion projects. In addition, the chapter includes the teacher's role in passion projects, the advantages, and the principles of this method. We conclude this chapter with the steps of implementing passion projects.  The third chapter is devoted to field work and the analysis of the collected data. That will be gathered by a questionnaire.

# Chapter One:

# Classroom Discussion

# Chapter One: Classroom Discussion

## Introduction

Classroom discussion is one of the smart pedagogical techniques and strategies carefully planned that helps learners to keep focused and engaged with the teacher in the lesson. Spontaneous discussions that enhance learning happen rarely. Discussion is a crucial and critical method. It allows learners to practice significant skills like critical thinking, argumentation, and collaboration. Discussion is a way of teaching that famous scholars validate and teachers use for its significance (Gall & Gillett, 1980; Hadjioannou, 2007; Larson, 1996; Sun, Anderson, Lin, & Morris, 2015; Walshaw& Anthony, 2008). Discussion encourages students to find their voice, defend, and express their opinions and learn to respond to the ideas of others (Nystrand, 1997; Nystrand, Wu, Gamoran, Zeiser, & Long, 2003; Parker, 2006; Reisman, 2015; Resnick, Michaels, & O'Connor, 2010)

## 1.1. Classroom Discussion Definitions

Classroom discussion is an exchange between teachers and their students in which the objective is to improve the students 'skills and competencies and to sustain their understanding of ideas or instructional goals. Discussion revolves around both the contribution of students and the subject matter. "Classroom discussions are characterized by high quality and high quantities of student talk." (Witherspoon et al., 2016, p.6).

Whereas, the teacher questions students re-voice, press their ideas, and leads the discussion to the learning aims. In addition, the teachers must make their students listen to each other's thoughts, ensures the discussion is meaningful and maintains the representation of the content (Witherspoon et al., 2016).

Discussion is regarded to be an effective teaching method for fostering higher-order thinking abilities, such as the ability to evaluate, analyze, and manipulate data. Rather than just recounting or reciting memorized facts and information, students describe their ideas and opinions. During a conversation, students are not passive consumers of information from the teacher. Instead, students are engaged participants. Students build a comprehension of the issue as they engage during the conversation.(Johnston, Anderman, Milne & Harris, 1994; Tharp & Gallimore, 1988).

Stephen (2005) defines discussion as a process of giving and receiving, speaking and listening, explaining and witnessing that serves to broaden horizons and create mutual understanding. They went on to say that the only way to be exposed to other points of view is via dialogue and that exposure promotes knowledge and renews enthusiasm to keep learning.

## 1.2. Discussion Methods

Discussion methods are several forums for the open-ended, collaborative exchange of ideas between a teacher and students or among students to advance students' thinking, learning, problem-solving, comprehension, or literary appreciation. Participants express a variety of viewpoints, reply to others' views, and reflect on their own thoughts in order to improve their knowledge, understanding, or interpretation of the topic at hand. Teacher-led or student-led discussions might take place among members of a dyad, a small group, or the entire class.

### 1.2.1. Cooperative Learning Discussions

Discussion method is considered to be an aspect of cooperative learning as Johnson et al. (1984) supports this claim as follows: "the discussion process in cooperative learning groups" and "the discussion among students within cooperative learning situations"(p.15).

Academic accomplishment, good attitudes about the subject being studied, continued to drive to learn more about the subject, enhanced self-esteem, and collaborative abilities are all essential instructional objectives that cooperative learning aims to attain. Johnson et al. explained in their book Circles of Learning (1984) that the focus tends to be on information acquisition and understanding when it comes to academic accomplishment since they state that:

The discussion among students within cooperative learning situations promotes more frequent oral repetition of information; stating of new information; and explaining, integrating, and providing rationales. Such oral rehearsal of information is necessary for the storage of information into the memory; it promotes long-term retention of the information; and it generally increases achievement. (pp. 15-16).

The many cooperative learning activities mentioned by Slavin (1991): student teams-achievement divisions; teams-games-tournament; jigsaw; and team accelerated instruction all place a focus on knowledge acquisition and understanding, particularly of topic information in school books.

### 1.2.2. Subject Mastery Discussion Method

It is also known as learning through discussion method. It was named after its main objective. According to Hill (1977), its objective is "learning of the course material" and "subject matter mastery". (p. 21).

Students are required to read assigned literature before the discussion, which will cover nine topics:

1. Textual definitions of terminology and ideas

2. The general message of the author

3. Determining primary themes or subtopics

4. Setting aside time for each subject or subtopic for discussion.

5. The author's observations on each subject or subtopic

6. The text's substance in connection to ideas and concepts learned in earlier debates or other learning circumstances

7. Textual content uses and consequences

8. A critique of the author's claims

9. During the conversation, evaluate the group and individual performance.

These topics reflect the instructional objective of subject matter mastery and involve the development of student's critical thinking skills; as well as the development of group process skills.

### 1.2.3. Issues-oriented Discussions

Public policy concerns are an important aspect of the social studies curriculum, social studies instructors are frequently advocates for issues-based conversations in the classroom. Issues, on the other hand, can be found in every academic area if we define an issue as anything that is in disagreement between two or more people. As a result, if teachers wish to include topics in their curriculum, they can have debates about them in any subject.

Gall and Gillett (1980) suggested that issue-oriented discussions aim to raise learners' awareness of their own and other people's ideas, including assisting students in analyzing and evaluating viewpoints, as well as modifying their own opinions in accordance with their analysis and assessment.

## 1.3. Discussion versus Recitation

Discussion methods are a number of settings for the open-ended, collaborative exchange of ideas between a teacher and students or between students with the goal of improving students' thinking, learning, problem-solving, understanding, or literary appreciation. Discussion entails a fundamental quality which is encouraging students to have significant participation in the development of knowledge, understanding, or interpretation. In other words, they have a lot of "interpretive authority" when it comes to determining the plausibility or validity of the responses of the participants.

Students' contributions largely shape the discourse in classroom discussions. The major characteristic of classroom discussion is student-to-student exchanges without interruption by the teacher; the teacher's only expected contribution is to summarize the students' comments. Students are primarily responsible for developing a deep understanding of the discussion topic by asking questions that they are genuinely interested in exploring and that elicit a variety of responses ("authentic questions"), building on each other's responses by incorporating previous responses into their questions and challenging each other's views in a collective effort to make sense of the text. The debate is mostly shaped by student contributions.

On the other hand, Mulyani in Nurhayati (2016) stated that the recitation method requires students to create resumes and write in their own way, be responsible for the results of their writing, and recall the subject taught using this method of recitation. Recitation entails students quoting or adapting sections of the lesson from certain sources, then self-studying and practicing until it is ready.

Therefore, students will have the confidence to write in their own style, be responsible for the results of their writing, and recall the content that was used in the class.

Recitation involves pupils quoting or adapting sections of the lesson from certain sources, then self-studying and practicing until they are ready to receive the material and recall it. Recitations are distinguished by the fact that the teacher directs the conversation and has complete interpretive authority.

Recitation has been criticized for restricting student discussion in ways that are counterproductive to shared knowledge, understanding, and interpretation where the teacher contributed most to the talk. Indeed, in recitations, teachers typically talk about two-thirds of the time and rarely appreciate the worth of students' contributions by incorporating their responses into the following questions since students' responses are often no longer than two or three-word phrases. In the classroom, recitation can be beneficial (Mercer, 1995). Despite this, many people worry that the typical interactional cycle limits students' contributions and offers them little control over their own learning.

## 1.4. Guidelines for Successful Classroom Discussion

Classroom discussions that allow students to develop, create, explore, take chances, and seek deeper meanings can only happen in a setting where students receive support to share their thoughts. Teachers may help to establish this environment by being aware of the necessary circumstances for interactive learning. According to the Center for Research on Learning and Teaching (CRLT), the University of Michigan, the guidelines below might assist instructors in facilitating classroom discussion successfully:

## 1.4.1. Identifying a Clear Purpose

Initiating a discussion with clearly articulated objectives can help shape the topic's character and connect it to other course objectives. Here are some examples of broad objectives:

- Connecting the issue to the course content, including basic ideas and tools for investigation and careful thinking.

- Increasing public knowledge of the issue by giving information that is not commonly discussed in informal settings.

- Developing critical thinking skills through assisting students in comprehending the complexities of the situations.

- Developing discussion skills that students may use in various settings.

- Connecting classroom discussion to students' responsibilities as citizens in the university community and wider society.

## 1.4.2. Establishing Ground Rules

Instructors can either collaborate with students to develop ground rules or discussion guidelines in class. If a discussion turns contentious, referring back to these communal agreements may be quite useful. The following are some suggestions:

- Respectfully listen without interrupting.

- Actively listen and pay attention to others' perspectives.

- Criticize concepts rather than people.

- Dedicate yourself to studying rather than disputing. Comment to provide knowledge rather than convince.

- Blame, supposition, and aggressive rhetoric should all be avoided.

- Allow everyone an opportunity to speak.

- Avoid making assumptions about other students or making broad generalizations about social groupings.

### 1.4.3. Including Everyone

In large groups, it is indeed difficult to leave no one behind. As a result, teachers frequently use small groups, where the entire class can hear from students who may not normally speak out, such as those who feel ostracized or who wish to examine concepts they are unsure about.

The Round, Think-Pair-Share, and Sharing Reflection Memos are some strategies for raising the number of discussants. The teacher can play an essential role in summarizing or synthesizing the numerous comments and tying them to the discussion objectives using any of these ways.

### 1.4.4. Giving Students Time

Teachers cannot have it both ways: speed and quality of thinking are completely antithetical to each other. Waiting for learners to consider trumps the haste to finish when conducting effective classroom discussions in which instructors invite students to give their opinions. Finally, instructors must decide which aims more significant.

### 1.4.5. Appreciating Students' Ideas

Some teachers still believe that alerting pupils when they are correct or incorrect is an important aspect of their work. Such judgments, on the other hand, act against the growth of fresh and creative ideas.

Students who are afraid of being assessed or punished are unlikely to engage. A small number of students who believe they know what the instructor wants to hear may wind up dominating the debate, carrying on a private conversation with the teacher while the rest of the class listens out.

Students feel secure to continue to analyze and go farther in their thinking if the instructor gives them the opportunity to develop their thinking and comments on their ideas without judgment. Positive reinforcement and feedback are quite helpful in encouraging students to participate fully in a discussion. "Thank you for sharing your ideas with us" and "Please tell us more!" are some examples of positive statements.

### 1.4.6. Gathering Student Feedback and Summarizing the Discussion

It is critical to set aside time at the end of class to get feedback from students on the quality of the discussion and to identify topics that may require further investigation. Furthermore, if the teacher synthesizes what has been discussed or recognizes the significant problems covered with the aid of the class, students are more likely to believe that a discussion was helpful and valuable.

## 1.5. Stages of Discussion

Green, et. al and Lam in Richards, et, al (2002,p. 226) suggest three stages in the implementation of a classroom discussion:

### 1.5.1. Pre-discussion

This step involves the formation of viable discussion and partner groups. Students have discovered that groups of four are the most ideal size for fluent interaction. Each group creates a list of potential discussion topics based on their current professional, academic, or developmental problems.

Following that, a discussion topic is chosen and broken into manageable areas of inquiry for the time allotted. Individuals might then be assigned responsibility for investigating and exploring certain parts of the themes. Each person can investigate and think about the entire issue if they choose.

### 1.5.2. Discussion

During this stage, the groups discuss the topic while partner groups of observer assessors examine the process and capture the data using a variety of tools. This process will be detailed later on.

### 1.5.3. Post-discussion

The last stage should include peer input from the observer assessors. The instructor can then provide feedback to groups and individuals on content, intragroup dynamics, and language appropriateness. Finally, the groups deliberate on methods to either deepen and extend the topic or select a new one. Finally, in order to have a productive discussion, individuals need to have phases of discussion.

### 1.5.4. Group Discussion

There are seven forms of discussion that may be used in its execution. They are round table discussion, group discussion, panel discussion, symposium, colloquium, debate, and fishbowl. The program's use of group discussion aims to arrange discussions in big courses with students of varying levels of skill, age, and educational backgrounds. One technique to arrange conversation in big classrooms is to use group work.

Group discussion refers is an activity carried out by a small group of individuals that requires communication and information sharing in order to comprehend

and achieve a goal. Forming the group is the first action in a discussion in the pre-discussion stage outlined by Green, Christoper, and Lam in Richards and Renandya (2002). They go on to say that a group of four students is the best size for a group discussion.

Moreover, Gulley (1960, p. 62) suggests that discussion happens only in groups and cannot be investigated systematically without addressing the group notion. As a result, in a discussion, the group is critical. However, when it comes to the members' backgrounds, the grouping is the first number to consider. The success or failure of the conversation will be determined by the group. Everyone in the group has agreed on a shared objective, and they are using the conversation to try to figure out how to get there by exchanging ideas, thinking together, and interacting.

## 1.6. Ensuring Students' Participation in Discussion through Classroom Arrangement

In this teaching method, just as the discussion subject is crucial, so is the seating layout and arrangement of participants, as well as a clear description of instructor duties and accurate identification of student roles, all with the goal of assuring academic success. In general, in the teaching-learning process, the emphasis on seating arrangement is the requirement for students to engage actively. Sommer (1967) went on to say that direct eye contact between members of the participating group is a key factor in increasing student communication and involvement. This has implications for better learning outcomes. In a discussion class, the seating arrangement, as well as the frequency and depth of eye contact, are critical factors in students' degree of engagement and learning. In this vein, the instructor should consider the sort of communication network in which students are organized for a discussion session. Importantly, the communication pattern

influences the quality and frequency of student engagement, and hence the quality of learning that takes place.

In general, there are two basic seating patterns that might be used in a discussion session. They are the centralized sitting arrangement and the decentralized.

## 1.6.1. The Centralized Sitting Network

It can take three different forms: wheel configuration, chain configuration, and Y-pattern.

## 1.6.1.1. The Wheel Configuration

The teacher takes on the role of the wheel's hub during the conversation. Any student who wishes to be a moderator or discussant has access to this role. The role of the instructor or moderator at the hub is to introduce themes that will spark conversation among participants, as well as to solicit and receive feedback from them. It is also his responsibility to review and convey everyone's conclusions.

If the teacher skillfully manages this seated network, it may be highly useful in discussion sessions. He may accomplish so by being more engaging and cooperative with his participants, and therefore playing a less dominant position as the "hub of the wheel," without which the wheel cannot revolve. When he receives signals, vocal and nonverbal messages, offers solutions to issues, resolves disagreements, and transmits messages along the many channels of communication to participants, he is viewed to play a dominant role. When he takes on all of these responsibilities, he adopts a new stance as a lecturer and uses the lecture style, which is less engaging and uses students as passive participants.

The Wheel Configuration
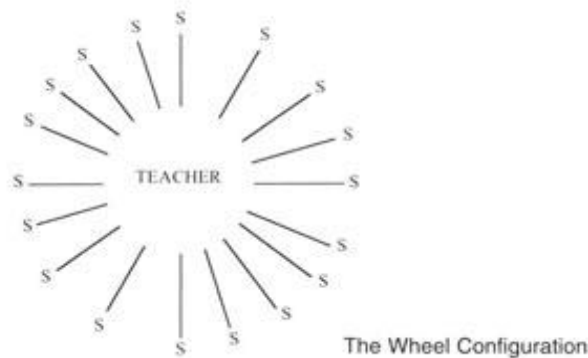
**Figure 1.1:** The Wheel Configuration Sitting Arrangement (Sommer, 1967).

Illustration represents the sitting network of the wheel configuration Sitting Arrangement.

### 1.6.1.2. The Chain Configuration

Another centralized seating network, this time with the instructor at the top of the chain. In his role, he receives input from talks, filters ideas, concepts, and rules, and distributes them to other people on the perimeter. He also sends back choices, corrects evident errors in arguments, and proposes remedies to problems that have been identified. Even though this sitting arrangement may give the impression that the instructor is in command and a knowledge repository, an interactive discussion technique recognizes the value of joint discourse and discussion.

As a result, whatever decisions are made the result of a collaborative effort by all parties. Impersonal, objective, result reasoning, and logical arguments are commonly used in such judgments.

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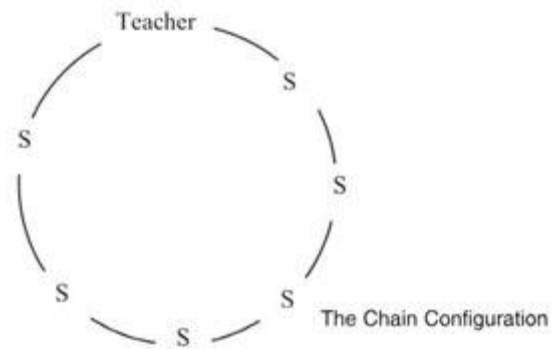
**Figure 1.2:** The Chain Configuration Sitting Arrangement (Sommer, 1967).

The illustration represents the sitting network of the chain configuration Sitting Arrangement.

## 1.6.1.3. The Letter "Y" Patterned Sitting Arrangement

The instructor, in a centralized position with two or three communication channels, is responsible for satisfying the requirements of all participants. He moderates conflicting viewpoints, filters ideas, gathers information from everybody, proposes solutions, and provides feedback on decisions, among other things. He steers the conversation in such a manner that no channel of communication suffers.

In most centralized sitting networks, the instructor or moderator is perceived as being in a powerful position and performing a dominant role. The teacher's dominating function in an interactive discussion classroom, on the other hand, is confined to serving other participants' responsibilities. He takes on the roles of the organizer, manager, referee, and summarizer. He can effortlessly switch between these characters.

The beauty of the interactive centralized seating arrangement is found in the high level of involvement and agreement, centrality, and the ability to mix verbal and nonverbal conversations.
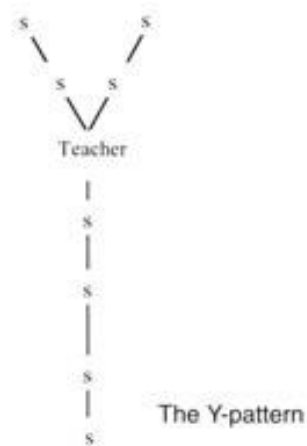


**Figure 1.3:** The 'Y' Patterned Sitting Arrangement (Sommer, 1967).

The illustration represents the sitting network of the 'Y' patterned sitting arrangement.

## 1.6.2. The Decentralized Sitting Arrangement

It is also an excellent discussion-based teaching technique. An all-channel network sitting position characterizes the even role that is shared by all parts of the discussion. Teachers and students, equally, share the same opportunities to participate in and direct the discussion.

The Decentralized Sitting Arrangement

S — S — Teacher — S — S — S — S — S — S
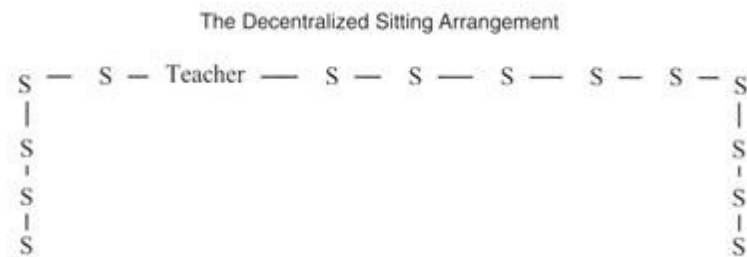
**Figure 1.4:** The Decentralized Sitting Arrangement Sitting Arrangement (Sommer, 1967).

The illustration represents the sitting network of The Decentralized Sitting Arrangement.

## 1.7. The Students' Role in Participating in a Discussion

Students should take an active role in discussions. Students learn to be active listeners in lectures and other forms of classroom interaction. They know how to relate what they know to the topic if they are even speaking. They should make an effort to talk without emotion. Apart from learning language structures and communicating, students learn to listen to others' ideas and acknowledge them.

As Musai (2003) suggests, the students' role is vital to the discussion success where he indicates some advantages of students' participation in classroom discussions:

- Students gain confidence in their comprehension of the subject through discussion.

- Students build favorable feelings toward instruction via conversation, which enhances motivation and increases involvement.

- Problem-solving skills are developed through discussion.

- Students exercise concepts, knowledge, and information through discussion.

- Students listen, talk, and discuss which improve their outcome and English language.

## 1.8. Teacher's Role in Classroom Discussion

According to Henning (2005), a lecturer a teacher who is a skilled debate leader might have some sort of overall outline. Experienced lecturers may find it necessary to adjust or revise their objectives during a discussion as a consequence of students' remarks or comments. It may be tough to make such quick judgments without a general plan at the outset of a lesson.

A teacher may spend more time and effort preparing for a discussion than for a lecture in order to initiate a productive class discussion. Although students express their thoughts, teachers may have the adequate topic understanding to assimilate the flow of information (Anastas, 2010). They must be mindful of concepts that may send the teachers off on a tangent and steer the conversation away from these topics.

Without dominating the entire debate, the lecturer can also direct the students away from extraneous ideas and toward the intended goals. Allowing some time for private thinking before group discussion may be beneficial. McKeachie et al.(2006), claim that individual reflection can boost a group's variety of opinions and reduce the tendency for

the group to follow a single line of thinking in response to the lecturer's question. A context can be established by assigning particular activities, such as study questions, at the start of each session. These can help to set the tone for the conversation as well as concentrate the students' attention on the course's goals (Redfield, 2000).

Another option is to decide on the topic for the day before the outset of a discussion session, as well as the subheadings that will be discussed. In a discussion class, the lecturers could utilize asking, listening, and response activities to guide the debate toward the desired pedagogical outcomes (Rotenberg, 2010). The teachers may interfere with a question or a recap at times. They may also enable the discussion to take place with less visible dominance on their behalf at other times.

## 1.9. Advantages of Using Discussion in EFL Classrooms

Discussion in EFL has several benefits, including interaction, motivation, cooperative learning, and evaluation of student progress. Cooperative learning benefits both passive and low-progressive pupils. Learners learn to respect other students while also improving their English language abilities via group work. According to Brown (2008), teachers will succeed if the atmosphere in the classroom is relaxing and acceptable.

Students will profit from talking in English; in addition, they will analyze the situation and aim to do better the next time they engage in communication. The main aim is to link what pupils know to what matters in their lives. Students can be active participants in a conversation if the instructor relates his or her goals to the students'.

Furthermore, students learn to be independent learners since what they learn at school prepares them to explore the internet and discover more about what interests them

while they are studying at home. Students interact face-to-face with their teacher and other students during lectures, sharing information when they need to solve an information gap exercise. We may learn through observing how others think and learn differently than we do, which occurs through contact. As a result, group discussion plays an important role in every group member being accountable for contributing and expressing their views (Highton, 2006).

Students' ideas are shared, social skills of talking and listening are developed, concepts are clarified, and teamwork is promoted, to name a few additional benefits of the technique. Despite all of the benefits listed above, there are significant disadvantages. If not adequately handled, discussion can spiral out of control, the class can devolve into a marketplace, and confusion can occur as a result of bad management and the informal character of the organization.

Teachers and students are jointly involved in the discussion. It improves pupils' social communication and listening abilities. Of course, the strategy has its drawbacks, such as the chance of the class becoming distracted from the topic.

Academically challenged students may not actively participate in class. Some great minds will almost certainly dominate the conversation. Due to a lack of respect for other people's viewpoints, problems may arise among the participants, and the entire class may descend into chaos. Poor management of the discussion approach may cause the aforementioned issues.

## Conclusion

Finally, discussion is an approach for attaining educational objectives that incorporates a group of individuals who interact with each other utilizing spoken, nonverbal, and listening processes. The goal of the discussion technique is for students to engage in learning by listening to and expressing their perspectives. The discussion technique encourages students to think outside of the box and leads them to be more creative. Students should have previous knowledge and information about the issue to be discussed in order to have a productive discussion. As a result, the conversation encourages learners to participate in class. According to the inquiry, the discussion technique promotes collaboration among teachers and students, and it enhances listening and talking, critical thinking, and logical reasoning and rational argument. However, teachers must be appropriately prepared through both pre-service and in-service training to grasp diverse teaching methodologies for effective application.

# Chapter Two:


# Passion-Driven research Project

# Chapter 2: Passion-Driven Research Projects

## Introduction

This chapter deals with passion-driven projects as a teaching and learning method in the classroom. We start with an overview of passion-driven projects and definitions. Then we review other elements related to passion projects: twenty-first-century skills, project-based learning, inquiry-based learning, personalized learning, and the 6p's of passion projects. In addition, the chapter includes the teacher's role in passion projects, the advantages, and the principles of this method. We conclude this chapter with the steps of implementing passion projects.

## 2.1. An Overview of Passion-Driven Research Projects

Several researchers and people in education have adapted and modified Passion-Driven Projects as a teaching method known by different names as "genius hour" or "20 % time." Implementing passion-driven research projects in the classroom was inspired by Google's "20% Time". Google allowed its employees to work on projects that interested them and projects they were passionate about for a set amount of time each day, resulting in increased productivity, creativity, and motivation (Walker, 2011). It led to creating products that include Google News and Gmail (Matteson, 2016; Rush, 2015). Hurt (2015) stated that learning about students' passions and interests is essential to find methods to incorporate them into the classroom.

The basic notion of passion projects is simple. Teachers allow their students to spend 20% of class time learning what they desire. They select the material while also mastering skills and meeting academic requirements. Learners control the entire experience with passion-driven projects, they pick the topics based on their interests, and it does not have to be a traditional academic context. Art, food, sports, games, and DIY are all things they might enjoy. Students can then use topic-neutral standards to match these topics. They ask the questions and conduct their investigation in order to obtain answers. They create their learning strategy along the way. They are in charge of deciding the resources and activities to use.Some work alone others work in pairs or small groups. In the end, students figure out what they will make and how to share their learning with the world. The best passion-driven projects have systems and structures that empower students to reach their full potential. Ultimately, students are empowered to be self-directed learners, engaging in creativity and critical thinking (Jane, 2021; Passion Project, n.d).

## 2.2. Definitions of Genius Hour

Kesler (2013) defined Genius Hour as time set aside in class for students to learn about a topic of their choice through developing an essential question, researching their subject, and creating a final project to share with others.

Genius Hour is an approach that allows students to explore their passions and encourages creativity in the classroom. It provides students a choice in what they learn during a set period of time during school (Horrigan, 2018).

According to Matteson (2016), Genius Hour is a teaching method that integrates inquiry-based learning and project-based learning, taking various forms depending on the

The Role of Passion-Driven Projects in Encouraging EFL Learners' Classroom Discussion

situation. However, the fundamental goal is to provide students with dedicated time to study something that interests them.

Passion-driven projects (Genius hour or 20% time) is an inquiry-based and passion-based classroom technique that aims to excite and engage students by allowing them to enjoy learning without limits. The teacher does this by devoting time in the weekly classroom schedules to allowing students to learn to create whatever they choose without being encumbered by teacher control (Kerebs and Zvi, 2016).

## 2.3. Twenty-First Century Skills

Almost every research about passion projects and genius hour mentions twenty-first skills because genius hour is an effective method for teachers to implement 21st-century learning and skills into their classrooms. The World Economic Forum (2015) identified sixteen abilities students need in the twenty-first century, based on other studies and information on twenty-first-century learning. Passion Projects allow the learners to practice and develop ten skills: Literacy, ICT literacy, critical thinking and problem solving, creativity, communication, curiosity, initiative, persistence, adaptability, and social and cultural awareness.

"To thrive in the 21st century, students need more than traditional academic learning. They must be adept at collaboration, communication and problem-solving, which are some of the skills developed through social and emotional learning" (p.4 ).

Passion-driven research projects provide students with a friendly and language-rich environment in the classroom for social and emotional learning and foster respect and tolerance for others.

29
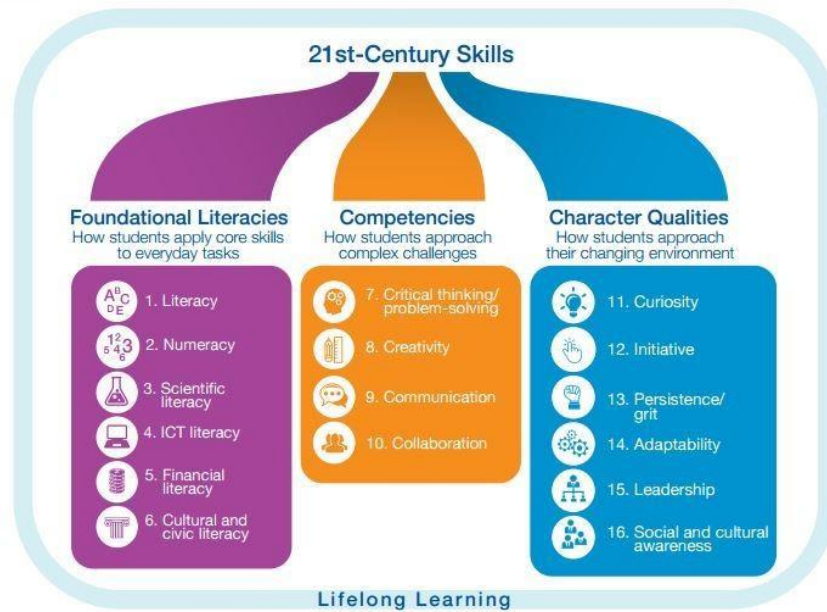
**Figure 2.1:** 21st-century skills for students (World Economic Forum, 2015).

The illustration represents the twenty-first-century skills for students

The development of 21st-century skills has increased the use of Project and Inquiry-Based Learning because they integrate the use of such skills into the classroom. However, these two methods have different names and are associated with various studies, but these two methods are very similar. Figure 1 below shows the most important twenty-first-century skills that passion projects provide the opportunity to enhance. These four skills are communication, collaboration, critical thinking, and creativity.
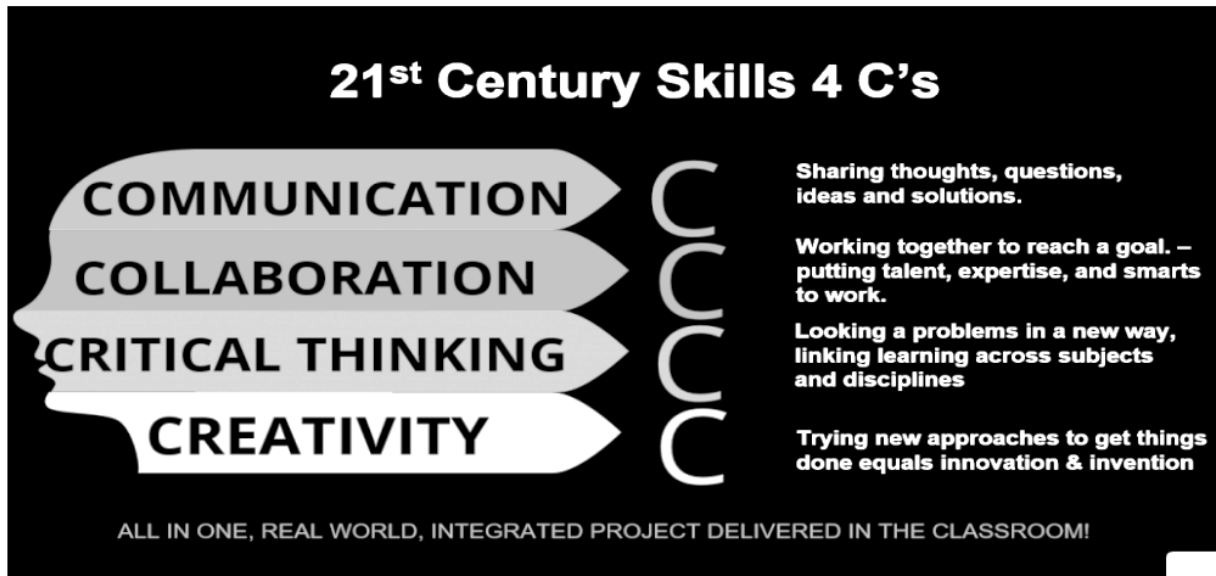
**Figure 2.2:** The 4 Cs

The illustration represents "The 4 Cs," Teaching with Technology. Retrieved from

https://salccelearn.org/edtk3304/the-4-cs /.( As cited in Reid, 2019)

## 2.4. Project-based learning

According to Thomas (2000), Project-based learning is a teaching program that organizes learning concerning projects. It supports second language and foreign-language learning (Stoller, 2006). It is used to develop learners in different fields, where students are given several activities to accomplish as part of their project work and are expected to complete the final output.

The activities include designing, problem-solving, decision making, investigating, and so on. Project-based learning aims to develop learners' skills through meaningful activities based on the project (Rochmahwati, 2015). Project-based learning combines real-world concerns and encourages students to perform their knowledge in practical ways.

It also involves students in deep investigation and allows them to participate in various projects. Project-based guidance, according to Miller (2006), encourages teachers

to achieve a variety of instructional objectives, including promoting communication, integrating the study of culture with language, and making connections between language and content. Rochmahwati (2015) investigated the impact of project-based learning on students' speaking abilities and found that the implementation benefited learners' speaking abilities. Furthermore, the students expressed significant support for using project-based learning in the oral session.

For implementing PBL, the teacher and students should follow several steps (Stoller, 1997; Korkmaz&Kaptan, 2001). First, the students and teacher agree on a topic for the project and the technique for solving the challenge. Second, students start the project by gathering information about the project, the plan, and the project's goal. Then, the students gathered, analyzed, and structured data to solve the problems. They develop the project by applying the knowledge they have gained via the process of questioning. The learners define the project's important point and prepare a presentation strategy. Finally, the students create the presentation by assessing and gathering the project's significant facts.

## 2.5. Inquiry-based learning

Inquiry-based learning refers to learning and teaching process that typically starts with introducing an issue or question then continues on developing and following inquiry methods, cooperating, reflecting, and justifying problem or question solutions, and conveying the results (Bransford, Brown, & Cocking, 1999; Krajcik, Soloway, Blumenfeld, & Marx, 1998). It is an approach where students are engaged in their learning, formulate questions, investigate then build new understandings, meanings and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a

solution or to support a point of view. In addition, the knowledge is shared with others and may result in some sort of action (Alberta Learning: Learning and Teaching Resources Branch, 2004). Using inquiry-based learning with students can help them become more creative, more positive and more independent (Kühne, 1995).

According to Alberta Learning: Learning and Teaching Resources Branch (2004) inquiry-based learning provides students with the opportunity to:

- Acquire skills they will need for the rest of their life.

- Learn to deal with situations that don't have effective solutions.

- Deal with problems and developments.

- Shape their research for solutions, both now and in the future.
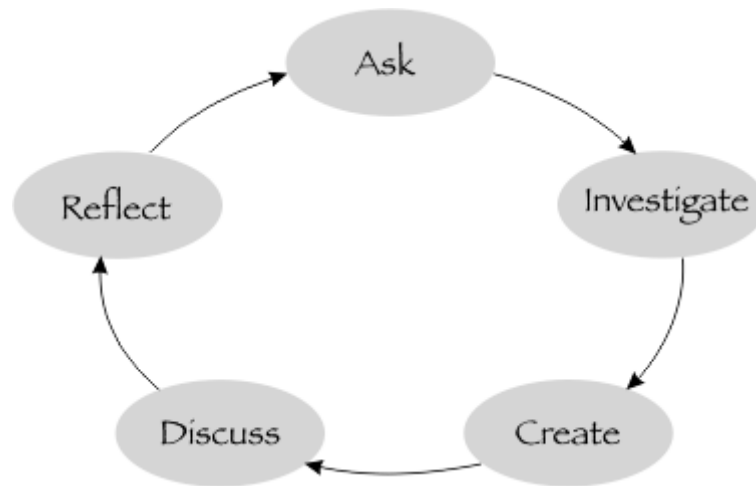
**Figure 2.3:** The inquiry cycle (Bruce, 2008).

The inquiry cycle should be interpreted as illustrative rather than exhaustive when describing inquiry-based learning. Inquiry rarely follows a direct, linear path. The five aspects of the process: ask research, create, discuss, and reflect, intersect, and not every category or stage appears in every inquiry. Each stage can be nested within another, and so on. In fact, these processes are mutually reinforcing and connected by their very nature (Bruce, 2008).

- **Ask**

The word "ask" reminds us that inquiry begins with a question or an issue that arises from personal experience. Genuine interest about real-life experiences and issues inspires meaningful questions. A person's participation in a community is an element of that experience. It isn't possible to deliver it from "beyond" this participation. This is why "an enormous pedagogical difference between answering someone else's question and formulating your own" (Olds, Schwartz, & Willie, 1980, p. 40).

- **Investigation**

Investigate is concerned with the various types of experiences that and ways in uncertain situation. It indicates that opportunities for learning involve authentic and challenging materials and difficulties. Inquiry has a moral aspect since experience includes relationships with others.

Curiosity is turned into action through study. Learners collect data, conduct research, design an experiment, observe, or conduct interviews. The learner can rephrase the question, narrow down a line of inquiry, or take a detour that the original question did not or could not predict. The obtaining information becomes a self-motivated activity that the engaged learner owns.

- **Create**

This term emphasizes the importance of active, hands-on learning. As a result, inquiry involves active meaning production, which includes new forms of collaboration and new collaborator roles. The learner begins to draw connections as the knowledge begins to come together.

The ability to synthesize meaning at this stage is the creative spark that creates new knowledge. The learner now has the creative task of forming meaningful new concepts, ideas, and theories that build on his or her existing knowledge.

- **Discuss**

The discuss term in the inquiry cycle means listening to others and articulating our understandings. The construction of knowledge transformed via discussion (or dialogue) into a social endeavor. Learners discuss their views and inquire about others' personal experiences. The significance of their study begins to take on increased relevance in the context of the learner's society as a result of shared knowledge. Learners use various media, including online social networks, to compare notes, exchange experiences, and discuss conclusions.

- **Reflect**

Reflection can also involve recognizing new questions that can lead to more research. Taking the time to reflect on the initial questions, the research process, and the conclusions reached is what reflection is all about. The learner takes a step back, assesses the situation, makes observations, and makes new decisions. Have we found a solution or not? Do we have any updated questions? What kind of questions do you think they are going to be? As a result, the cycle of inquiry continues.

## 2.6. Personalized Learning

The U.S. Department of Education defines personalized learning as "instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and

its sequencing) all may vary based on learner needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated" (2016, p. 7). Bray and McClaskey (2014) "In a personalized learning environment, learners actively participate in their learning. They have a voice in what they learn based on how they learn best. Learners can choose how they demonstrate what they know and provide evidence of their learning. In a learner-centered environment, learners own and co-design their learning. The teacher is their guide on their journey" (p. 14). So we conclude that Genius Hour, passion projects, inquiry-based learning, and project-based learning support personalized learning, which all emphasize the importance of providing opportunities for students' voices and choices to improve their productivity.
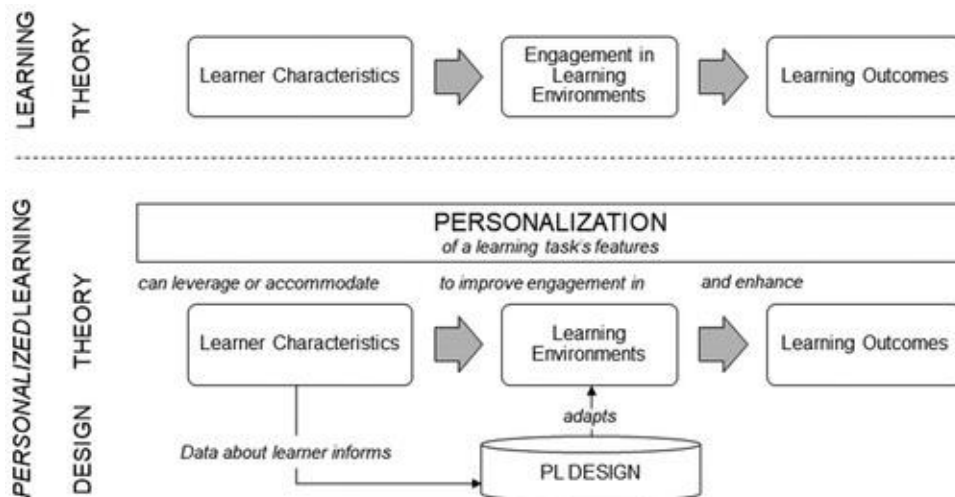
**Figure 2.4:** General model of assumptions of learning theories and the augmentation of learning through personalization of a learning environment to individual learners (LeGeros et al., 2021).

The illustration shows that PL is not a learning theory. Rather, we consider PL as an overarching approach for modifying components of a learning environment to match learner requirements based on teachers' practical experience and input.

## 2.7. The 6PS of Passion Projects

The 6P's structure is a way to structure an interest-driven project with a high degree of learners' voice and choice. According to McNair (2017), passion projects in the classroom are presented through an easy-to-follow six-step plan, which serves as a map for students to follow as they create, design, and carries out projects.

Students will experience personalized learning through these self-driven projects, the application of standards and real-world skills, and the opportunities to learn through failure and reflection. These steps are together called the "6 p's," which are as follows:

### 2.7.1. Passion

Every passion project starts with one question. What are learners passionate about? What would learners like to learn more about? The project's passion propels it forward, makes it significant, and makes it theirs. Passion is fueled by a desire to learn more. Where learners can be excited about their work, Merriam-Webster defines passion as "a strong feeling or enthusiasm for something or about doing something." Students will be brainstorming topics they feel passionate about and narrowing them down to a project idea.

### 2.7.2. Plan

Planning the project is a critical step that will influence the project's success and the students' work as they complete it. The planning step of a passion project allows students to take control of their idea and decide what needs to be done, when, and how they will accomplish it. A learning project is one in which the student is supposed to learn about a subject. Students can choose their target audience once they understand the goal of their project.

### 2.7.3. Pitch

Learners use the pitch to inform their classmates about their project and ask for their support and assistance. In addition, they will provide feedback on their project. The students will do presentations about their projects in the classroom. The presentation should not exceed 3 minutes. They may use any format, such as Google Slides or presenting life, but they must have the necessary information.

- Project title and his name.
- What they are going to make and what they will learn.
- Why are they going to study it? Why are they interested in learning it? Why are they making the things they are going to make?
- How they want to go about it, including a rough schedule of how you intend to get there.
- In their opinion, what would define success?

### 2.7.4. Project

This is the project's "building" stage. Students make, design, and produce whatever they have selected to do for their project. This is where the lessons and passion shine through. While using questioning to incorporate standards into students' projects as they work on them.

### 2.7.5. Product

A product is something that represents the project and can be shared with the world. Examples might include a video game, a video, or a digital book. An authentic audience is an important piece of the passion project.

41Social media, including Facebook and Instagram, is a powerful tool, and when used appropriately, it can be a great way to promote student work. Student work can be shared on a school website or at educational conferences. Creativity should be encouraged, and students should feel free to create products that they feel represent their learning.

### 2.7.6. Presentation

Finally, students present their projects to the class. They can accomplish this in many ways. Some may use Google Slides to present photographs, others will utilize movies to capture their entire journey, and others will use Keynote to convey their knowledge. This is simply time for students to reflect on their learning and present their project to their classmates, regardless of how it is done. Reflection is crucial because it allows students to see what went well, what did not, and what they learned along the way.

## 2.8. The Teacher's Role in Passion-Driven Research Projects

Teachers serve as facilitators during passion projects. He has to establish a framework for a genius hour, like inviting students to fill out a project proposal form and setting a deadline for finishing and presenting their work. Although this class is naturally more casual, the teacher should set rules to help students stay focused. He should also assist his students. Some students may be working on an individual project for the first time, and they may have questions or problems that you may be able to help them with. In addition, the teacher should offer support to his students. For some, this could be their first time completing an individual project; they may have questions or problems with which he can assist them.

Finally, he should coach them through the learning process, offering suggestions for the next steps and assessing what they have accomplished effectively (Sword, 2021). As the students go through the process the teacher learns alongside them, discusses with them, and assists them in reflecting (Mulvahill, 2018). When students want to study something strange, inappropriate, or if something is new or different, the teacher should not immediately refuse it. Students may need to learn more about it or be introduced to someone who shares their interests. If the teacher gets a topic like that and is not sure about it, he should talk to some other teachers, talk to some professionals, and see what he can do. However, if it is inappropriate, the teacher should emphasize the idea that, while they have freedom of choice, it must be something appropriate for a school project. Just tell them it is still school and must be suitable (Gonzalez, 2016).

Juliani (2016) advises the teacher to take it carefully when learners do not respond to Genius Hour immediately. "Just concentrate on the students; if they are not invested in something, there is something else going on." So it is about coming alongside them as a guide and a true teacher and establishing a relationship with them first, and then the other pieces will start to fall into place as you work with them." He suggests three approaches for assisting students who are stuck or appear disinterested in the project:

- First, talk with the students about their life rather than the project. Teachers sometimes want to start ahead and force students down a certain route, but Genius Hour is just as much about students discovering their passions as it is about discovering themselves.

So the teacher would have a conversation with a student about life. Ask them about their hobbies and interests. How are they doing? Moreover, come to find out what their passions are.

- The next step is to ask them to help others with their projects. If they are not able to work on a project, the teacher should not just let them sit there. He may get them paired with someone else. Either they are going to do what they want, or they are going to help someone else.

- Finally, encourage the student to discover a new purpose. They occasionally lose sight of their passion, as if they do not truly care about something. So start from the opposite direction and find a purpose, such as what they have always wanted to make. What do they hope to accomplish in the future?

## 2.9. The advantages of Passion-Driven Projects

Introducing passion-driven projects to the classroom has several advantages, which are as follows:

- Students can use passion projects to practice critical thinking and research abilities. Effective learning requires students to develop meta-cognitive abilities such as planning, monitoring, assessing, and changing their own learning. Students strengthen their skills in discovering relevant, trustworthy resources and evaluating their own work while researching passion projects (Sword, 2021).

- Juliani (2015) argued that passion pushes people to be engaged in a project and keep going even when everything seems to be getting in the way while addressing the power of a passionate student. Students might be enthusiastic about a project, but they can accomplish much more when they are passionate about it.

43

- Students will be more successful when a teacher takes an innovative approach to teach, learning, and creating new experiences (Wettrick, 2014).

- According to substantial research on student motivation, students with a higher feeling of autonomy have better academic outcomes, including engagement, achievement, persistence, and learning (Appleton, 2008).

- Passion projects provide students with the opportunity to explore their own unique interests in a way that regular learning does not provide. This makes studying more engaging and offers students ownership of their education, boosting intrinsic motivation and autonomy and assisting them in becoming active learners. They may find unexpected skills or hobbies due to their genius hour projects, which may impact what they choose to work on in the future (Sword, 2021).

- Giving learners choices and opportunities to take control of their learning, according to studies, will excite and inspire them to achieve things that a teacher could never imagine. It is not just that some students are more motivated than others; it is that the environment created in a class, which the teacher sets up, can either allow only the most intrinsically motivated students to flourish or allow all students, regardless of ability, the opportunity to express themselves and engage in the classroom (Horrigan, 2018).

- Collaboration, often known as cooperative learning, is a notion within a project-based learning framework. Cooperative learning is crucial in assisting students in acquiring knowledge. It allows students to have discussions representative of their previous knowledge level (Loyens&Gijbels, 2008).

- Involving learners in creative projects that support interest and passion encourages self-esteem, reduces stress, and increases interaction with others, and networking, all of which promote a sense of mental wellbeing (Leckey, 2011; Reuer, 2017).

- Passion project sessions are more like workshops, encouraging collaboration between students when they need help or want to share their ideas. This increases their social skills and confidence levels in the classroom (Sword, 2021).

- Student choice positively impacts motivation and participation (Katz &Assor, 2007; Wang and Eccles, 2013).

## 2.10. The Principles of Genius Hour in the Classroom

According to Heick (2014); Thakker (2019), Teachers plan units and lessons based on academic criteria in traditional learning. Students rarely have the opportunity to develop their creativity or curiosity in formal classroom lessons. Courses are frequently well-structured and time-bound. Students choose what they learn, how they study it, and what they accomplish, produce, or create as a result of passion-driven projects. As a learning method, it encourages inquiry, research, creativity, and self-directed learning. Heick (2014) stated six principles of passion projects (genius hour).

### 2.10.1. Sense of Purpose

Having a clear sense of why you're doing what you're doing is important. Students must find meaning in what they study, interpret, and create for themselves. The context and motivation are no longer solely academic, requiring both students and teachers to adapt.

### 2.10.2. Designing Experience

Students are left to design their own learning experiences because teachers are not 'packaging' content that frames and scaffolds content.

### 2.10.3. Inquiry

Students frequently navigate through unsupervised and unfiltered content during the process of inquiry. Students collect ideas and data that interest them then a sense of inquiry motivates them to study further.

### 2.10.4. Create

Creating is the quintessence of passion project. Students should make something by using their new information and knowledge. Passion projects must include products, designing, publishing, ideas.

### 2.10.5. Socialize

Passion projects also encourage students to communicate more with their classmates, teachers, and other asking for advice and knowledge.

### 2.10.6. 80/20 Rule

The important rule of passion projects is this. It gives students enough time to pursue their passions while simultaneously avoiding the constraints of traditional classroom instruction.
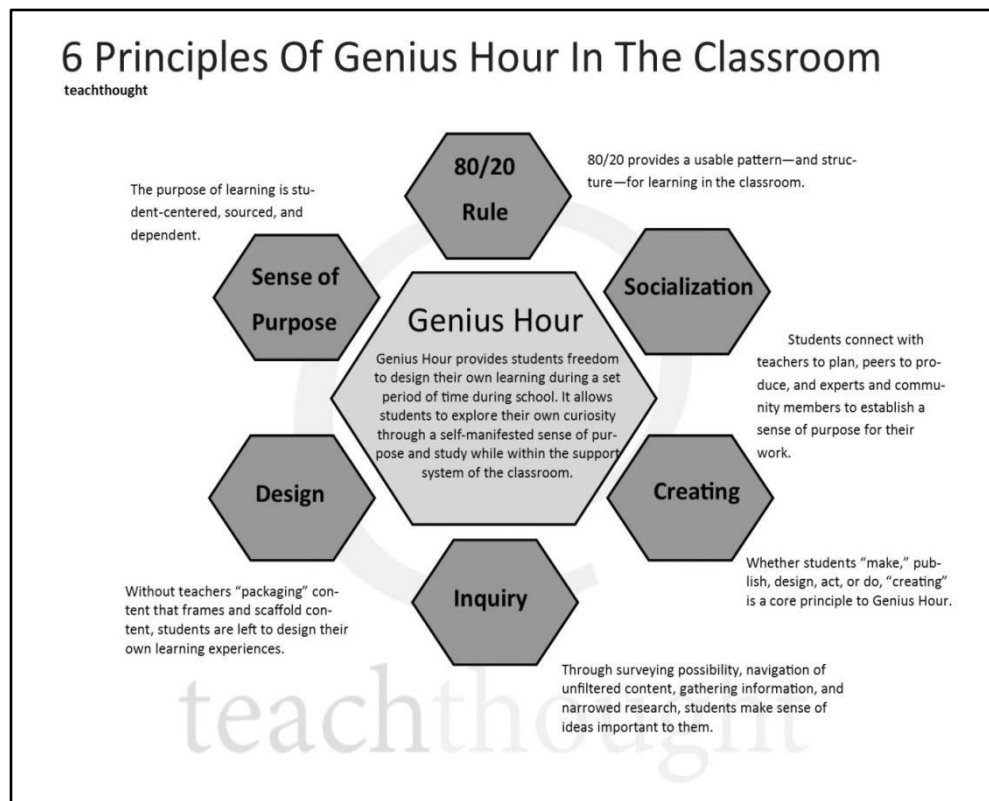
**Figure 2.5:** The principles of Genius Hour in the classroom (Heick, 2014).

## 2.11. The steps of implementing passion-Driven Projects

Teachers must structure the passion projects if they are to be successful. Juliani, (2016) explained "The project is very, very planned and put together, even though learners get to choose and have freedom of choice. I believe it must be in order for students to be able to achieve the best result." He explained how the basic framework works. Productive passion projects can be implemented using a few fundamental rules. Giving your students a basic framework for their work makes Genius Hour a feasible project, from planning and topic selection to research, presentation, and reflection (Mulvahill, 2018). The processes involved in starting a passion project are:

### 2.11.1. Planning

Juliani (2016) states that teachers must consider how much time they will invest in this task and when they will do it. "Whatever works in your classroom, in your school, with your curriculum, I think dictates how much time". As a facilitator teacher should introduce and explains how passion-driven projects work and creates a safe and supportive classroom environment and allowing students to experience learning independently.

### 2.11.2. Topic Selection

After the teacher introduces passion projects, students choose what they will learn and what product they will develop at the end to illustrate their learning. It is also possible that some students do not have or know their personal goals and interests, meaning that their teacher plays an important role in helping them identify those things before giving them a choice (Jane, 2021). Student choice is most likely to have a positive effect, including increased motivation and engagement when it supports student autonomy, competence, and relatedness (Dzubay, 2001; Katz, 2007). However, the choice may seem simple for teachers to provide, and there are many factors to consider to effectively including student choice in the classroom. Choice looks different in every classroom, as educators must find a formula that works best for their unique group of learners.

### 2.11.3. Develop driving questions

Learners will need a driving question to lead their study once they have chosen a topic. This is the what, why, and how that enables them to delve more deeply into their topic. The question they are asking is not precise enough if it can be answered with a simple Google search (Mulvahill, 2018). What they tell their classmates in class is (1) what they will make and learn. (2) Why they will be learning it. Why are they interested in learning it? What they want to make and why they want to make it. (3) How they want to go about, in the form of a rough schedule of how they plan to get there. Moreover, (4) what do they consider a success in their eyes?

### 2.11.4. Research, Learning, and Documentation

Students are now beginning to learn what they stated they would study. Juliani (2016) claims that students might go to the library and do some research or bring out technology to do the research. The teacher truly makes it easy for them to investigate and gather information. They may watch videos and talk to actual experts. They read books or articles. As a result, research does not have to be limited to entering data into a database. Students can learn about the world in a variety of ways. At the same time, learners are updating each other on their progress.

### 2.11.5. Making

Juliani (2016) said students do not want to waste too much time researching since they want to move into the building, developing, and designing phases and start turning their ideas into a reality. This is the point at which many students become nervous. They are concerned that they will fail. They are concerned that things will not turn out well.

### 2.11.6. Presentations

The students present their final creations to their classmates after completing them. Juliani claims that the presentation can take many different shapes. Whether students publish, create, act, manufacture, or do, there should always be a real benefit from the process. The students' creativity is the only limit to how they express what they have learned. They could make a blog, film a video, prepare a play and perform it, or organize a gallery stroll. They can invite others to the presentation day to make it a big event.

### 2.11.7. Reflection

The students have to take time after the presentation to show the world what they built and did and reflect. What went particularly well? What did they discover? What do they wish to learn more about? How do they think this is going to keep growing?
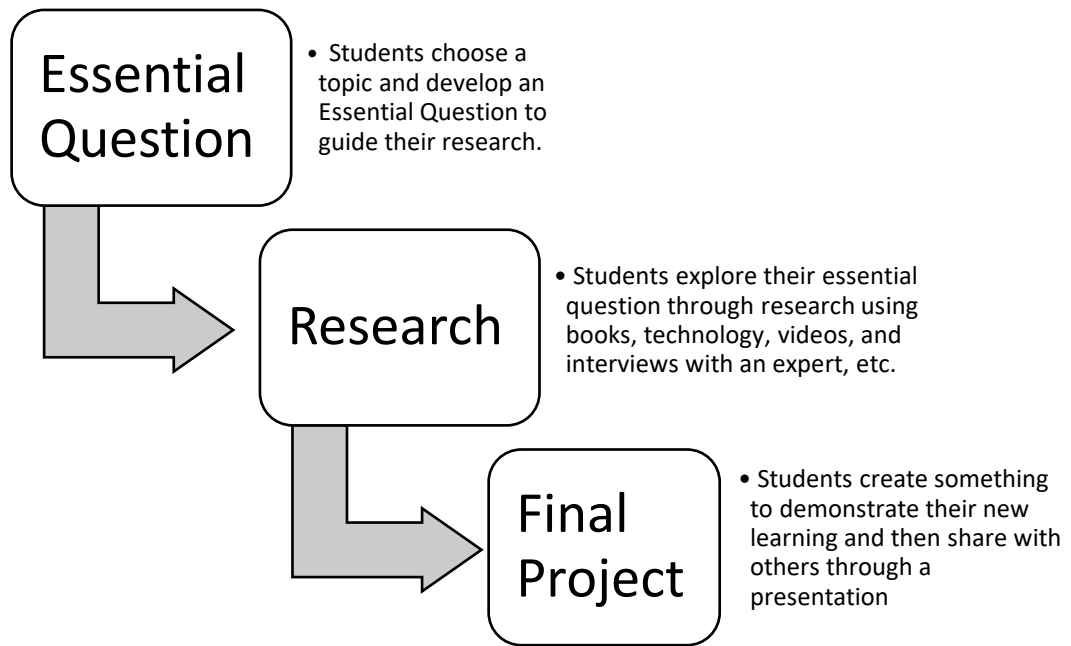
**Figure 2.6:** Steps of Genius Hour

The illustration represents the Steps of Genius Hour (Jane, 2021).

## Conclusion

To conclude, the current chapter attempt to cover the essential elements related to passion-driven projects (Genius Hour). Through this chapter, one could grasp to what extent this classroom method enhances the learners' skills. Furthermore, passion-driven research projects develop communication in the classroom, which considers one of the twenty-first-century skills as researchers and educators claim. Genius Hour is a strategy that focuses on motivating learners by providing them the opportunity to learn what interests them and creating a positive atmosphere in the classroom, as well as in a sustained way to achieve academic competencies. The following chapter is devoted to having an insight into the role of passion-driven research projects in encouraging EFL learners to engage in classroom discussion.

# Chapter Three:

# Methodology and Data Analysis

# Chapter Three: Methodology and Data Analysis

## Introduction

The current chapter is split into two parts. On the one hand, the first section addresses the research design used, the participants, data collecting processes, data analysis, and the aspects that have made this study legitimate and reliable. The second section, on the other hand, offers the findings gathered afterthe analysis and the interpretation of the data collectedfrom the questionnaire conducted with the sample. It also contains a general conclusion and limitations of the study.

## 3.1. Research Methodology

### 3.1.1 Research Method

In order to achieve the aim of our study, we opted for an exploratory study and the qualitative method approach were chosen as the most suitable for seeking the desired outcomes. We used the qualitative approach to provide more emphasis and to equip us with a complete overview, to observe the data deeply. To collect the needed data we intended to use a questionnaire where structured, semi-structured, and unstructured questions were designed and adopted within the questionnaire. Denzin and Lincoln (2011) state that "Qualitative research involves studying things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (p.03).

### 3.1.2 .Participants and Settings

The research population is crucial to the study's success. As a result, Arikunto (2002) defined research participants as "a population is defined as all members of research subjects." The outcomes in this instance are based on their own perception. The research sample consists of twenty-three (23) third-year students who are registered at the University of Mohamed Kheider Biskra for the academic year 2021/2022. Cohen, Manion, and Morrison (2007) claimed that random sampling involves "choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible by the time"(pp.113-114). In this regard, a random sampling was opted by carrying out the research instrument, a questionnaire, through an online form. Finally, the research results were organized in tables and graphs.

### 3.1.3. Sampling

The sample population determines the quality of any study. In this context, researchers are unable to perform research on a large population; therefore a sampling process appears to be a viable option for data collecting. The population for this study is third-year students at Mohamed Kheider Biskra University for the academic year 2021/2022.To explore the influence of passion-driven research projects in encouraging EFL students to engage in classroom discussion. This study's best research sample was thought to be third-year students.

### 3.2.4. The Research Tool

To achieve the goals set for this research, a questionnaire was used as a research gathering tool. McLeod (2018) says "A questionnaire is a research instrument consisting of a series of questions to gather information from respondents .The questionnaire can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post". Therefore, a questionnaire can be referred to as any form of a question to be answered or a statement to be declared.

It aims to collect students 'perceptions toward the influence of passion-driven research projects in encouraging EFL students to engage in classroom discussion. Moreover, to have a deep understanding of students' constraints as well as the factors that may hinder their engagement in classroom discussion.

### 3.2.5. Distribution of the Questionnaire

The questionnaire was designed to target the audience over the internet generally by filling out a form. Thus, the researcher's administration did not take a place during the process. The responses were automatically collected and stored in a survey database. All students had time to read, answer and ask for clarity if needed. The questionnaire contained sixteen (16) structured, semi-structured and unstructured questions to ensure the comprehensiveness of the answers to the designed questions.

The Role of Passion-Driven Projects in Encouraging EFL Learners' Classroom Discussion

In order to design this questionnaire, the present study tackled three important aspects: the obstacles that students face in the classroom, interests and giving the students choice and voice, and passion-driven research projects (Genius Hour). Each aspect had its own section in the questionnaire form, with about five (05) questions in each. The combined sixteen (16) questions would then introduce us to a study ground that helps to investigate the influence of passion-driven research projects in encouraging EFL students to engage in classroom discussion.

### 3.2.6. Data Collection

This research investigates the influence of passion-driven research projects in encouraging EFL students to engage in classroom discussions. The data of the present research was collected in the second semester of the academic year (2021/2022). Students were sent the online form and were kindly asked to answer the questionnaire in English. The obtained data through the research instrument was organized and analyzed and interpreted qualitatively. The data have been organized and illustrated in tables and graphs. It was used to get perceptions about the different difficulties and obstacles which Algerian third-year students at the University of Mohamed Kheider Biskra encounter during classroom discussion activities.

### 3.2.7. Description of the Questionnaire

The research questionnaire consists of sixteen (16) questions divided into three main sections. The first section comprises six questions about the obstacles that students face in the classroom and English proficiency. Students were asked to rate their four language learning skills in order to know their current level and to emphasize which skill they master better.  Section two deals with students' interests and gives them choice and

The Role of Passion-Driven Projects in Encouraging EFL Learners' Classroom Discussion

voice during classroom discussions. In this section, the students were asked to answer five questions concerning discussion topics and their views on making discussions more effective and engaging.

Section three covers passion-driven research projects (Genius Hour) and the approaches used by teachers. Students were expected to indicate some suggestions that help to encourage them to engage in classroom discussions. In fact, the research's further aim is to have an insight into the influence of passion-driven research projects in encouraging EFL students to engage in classroom discussion.

## 3.2. Analysis of the Questionnaire

This section deals with the present research findings and their discussion. In fact, this research paper aims at collecting students' perceptions of classroom discussion techniques and how they can influence the learning outcomes by providing better engagement circumstances for EFL students.

**Table 3.1:** The Major of English Studies Was the Students' Choice

| Response | Participants | Percentage |
|---|---|---|
| Yes | 23 | 100% |
| No | 0 | 0% |
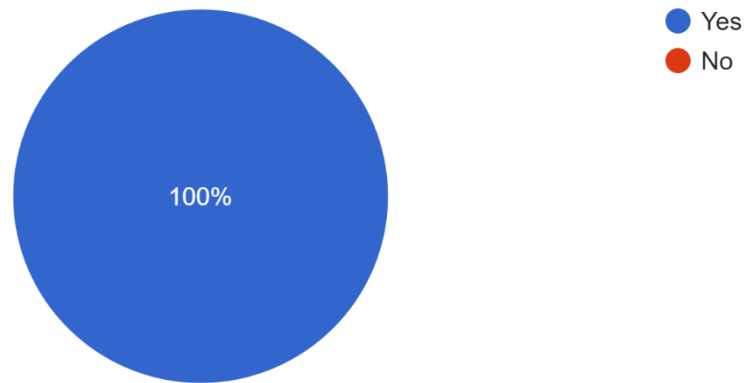
**Figure3.1:** The Major of English Studies Was the Students' Choice

The provided graph shows the participants whether English study major was the students' choice. Notably, all students agreed that it was their own choice (100%).

**Table 3.2:** Participant's Self-Rating to English Proficiency

| Response | Participants | Percentage |
|----------|--------------|------------|
| **Beginner** | 0 | 0% |
| **Intermediate** | 14 | 39.1% |
| **Advanced** | 9 | 60.9% |
| **Fluent** | 0 | 0% |
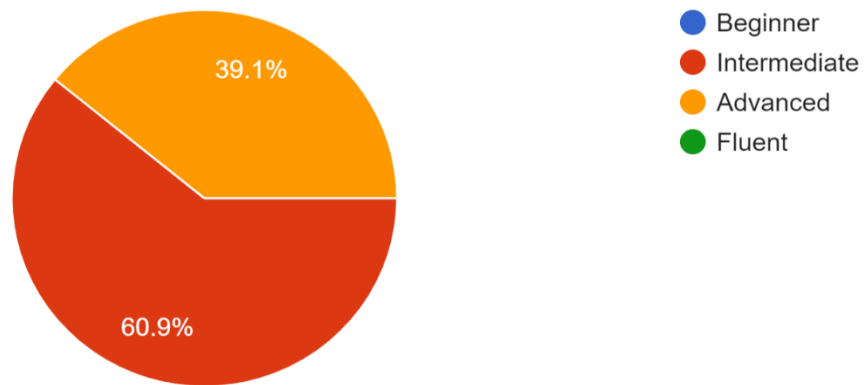
**Figure3.2:**Participant's Self-Rating of English Proficiency

The above graph shows the participant's self-rating of English proficiency. Remarkably, a big number of students rated their level as advanced (60.9%), and the rest of them rated their level as an intermediate in English (39.1%).

**Table 3.3:** Participant's Self-Rating of the Most Difficult English Language Skill

| Response | Participants | Percentage |
|----------|:------------:|:----------:|
| **Writing** | 11 | 47.8% |
| **Speaking** | 9 | 39.1% |
| **Reading** | 0 | 0% |
| **Listening** | 6 | 26.1% |
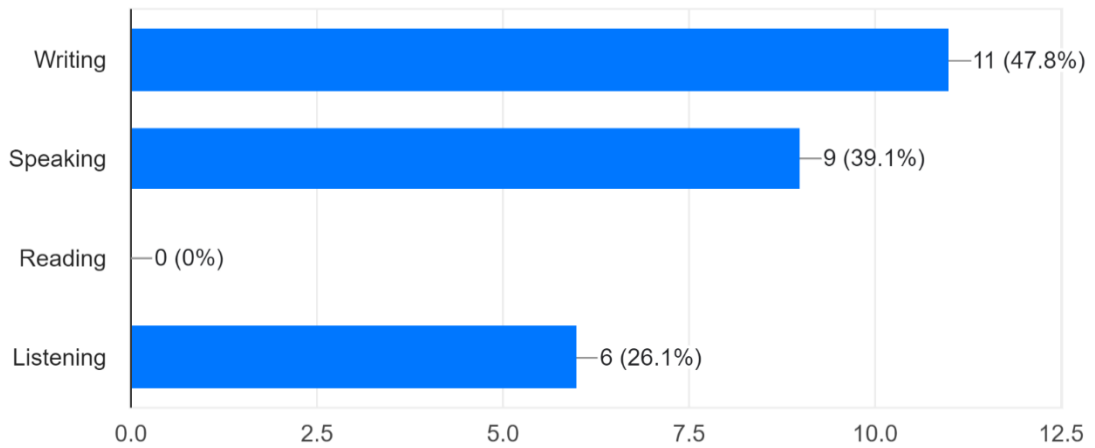
**Figure3.3:** Participant's Self-Rating of the Most Difficult English Language Skill

The above table, as well as the graph, clearly show that almost half of the students(47.8%) struggle with writing skills followed by speaking skills (39.1%) since they are the most difficult language skills due to their productive nature which needs a lot of effort to be mastered for students. While only a few of them were weak in listening skills(26%) while none of the participants (0%) reported any difficulty with their reading skills. The students further added that some difficulties they face because of lack of confidence, fear, shyness, lack of concentration, lack of practice, inability to organize ideas. Ultimately, many foreign language learners face similar difficulties particularly with productive language skills compared to receptive skills, since they need more practice and dedication in order to be mastered.

**Table 3.4:** Students' Participation's Frequency in Classroom Discussions

| Response | Participants | Percentage |
|----------|--------------|------------|
| Never | 0 | 0% |
| Rarely | 5 | 21.7% |
| Sometimes | 10 | 43.5% |
| Always | 8 | 34.8% |
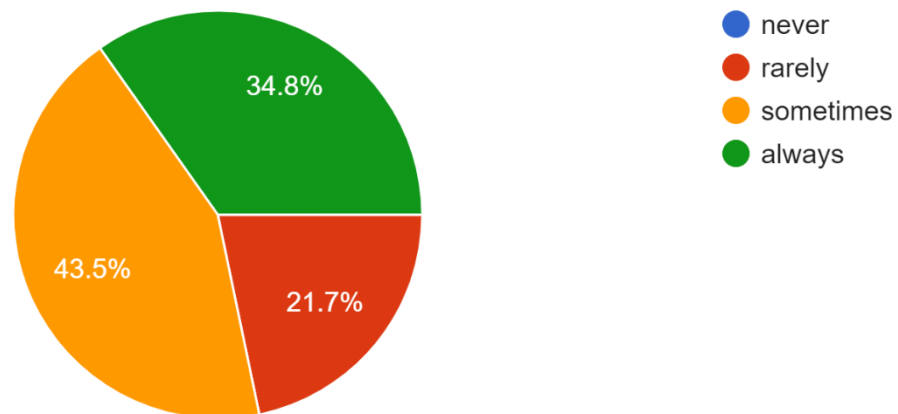


**Figure3.4:** Students' Participation's Frequency in Classroom Discussions

As was mentioned in the previous question, speaking skill seems to be a challenging task for English students, since it is a productive skill. In addition to the mastery of speaking skills, taking a part in discussions requires a good level of proficiency motivation, confidence, and many other aspects which make it even more challenging.

Despite that fact, a decent number of students that makes (43.5%) of the total participants reported that they participate sometimes in classroom discussions while (34.8%) of them claimed that their consistently participate in every discussion. On the other hand, a fewer number stated that they rarely participated in classroom discussions (21.7%). The majority elaborated that their participation is directly affected by the topic of the discussion as well as motivation and interest. However, some participants further explained that less participation might be due to anxiety, fear of making mistakes, and shyness.

**Table 3.5:** Obstacles encountered by Students during Classroom Discussions

| Response | Participants | Percentage |
|---|---|---|
| **Linguistic competence (lack of proficiency)** | 6 | 26.1% |
| **Fear of making mistakes** | 8 | 34.8% |
| **Shyness** | 7 | 30.4% |
| **Fear of people's judgment** | 5 | 21.7% |
| **Lack of interest and motivation** | 1O | 43.5% |
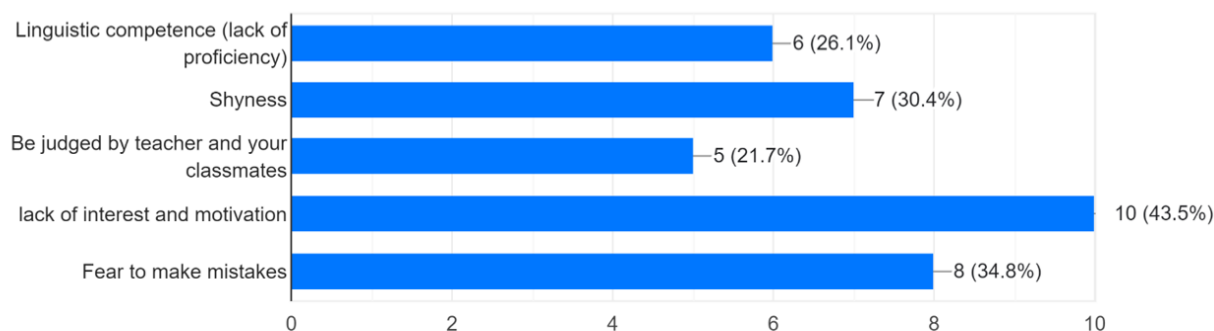
**Figure3.5:** Obstacles encountered by Students during Classroom Discussions

From the above table as well as the graph we can deduce that almost half of the students are declared that lack of interest and motivation plays a vital role in participating in classroom discussions. Shyness (30.4%) and fear of making mistakes (34.8%) were the following reasons that affect the students' participation. The least two chosen reasons were fear of judgment (21.7%) and weak linguistic competence (26.1%). Some additional reasons were given by the participants, some are: doubting their ability to answer correctly, feeling uncomfortable to participate, finding the topic uninteresting, questioning their competence to give a valuable contribution and lacking of confidence.

**Table 3.6:** Participants' Opinion on Whether Classroom Discussion Is Important

| Response | Participants | Percentage |
|----------|--------------|------------|
| **Yes** | 23 | 100% |
| **No** | 0 | 0% |
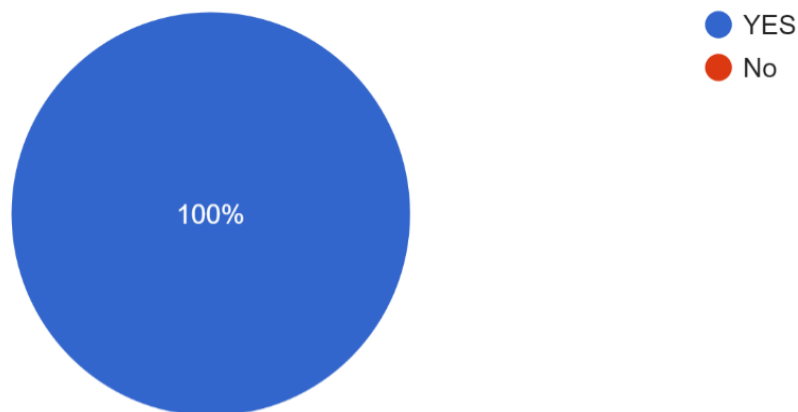
**Figure3.6:** Participants' Opinion on Whether Classroom Discussion Is Important

From the data above, it is remarkable that all students regard classroom discussions as undeniably important due to the effectiveness of discussion activities in EFL classrooms, if used properly.

**Table 3.7:** Participants' Preference of Who to Choose Classroom Discussion/Project Topic

| Response | Participants | Percentage |
|----------|--------------|------------|
| **Students** | 6 | 26.1% |
| **Teacher** | 0 | 0% |
| **Both** | 17 | 73.9% |
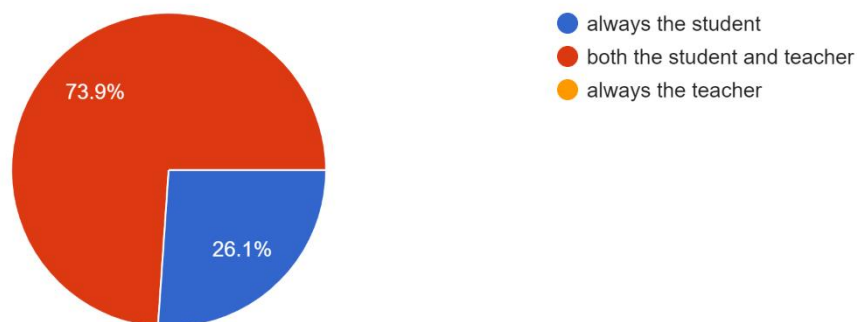
**Figure3.7:** Participants' Preference of Who to Choose Classroom Discussion/Project

Topic

Interesting topics have a significant effect on classroom participation as well as how rich information the topic is. Thus, the majority of students (73.9%) claimed that they prefer when both the teacher and students choose the topic of a discussion or a project. While the rest of them (25.1%) prefer the students to choose the topic by themselves.

**Table 3.8:** Participants' Preference for Lessons' Delivery Method

| Response | Participants | Percentage |
|---|---|---|
| **Just receive the lecture from the teacher** | 8 | 34.8% |
| **Discuss and participate with the teacher** | 15 | 65.2% |
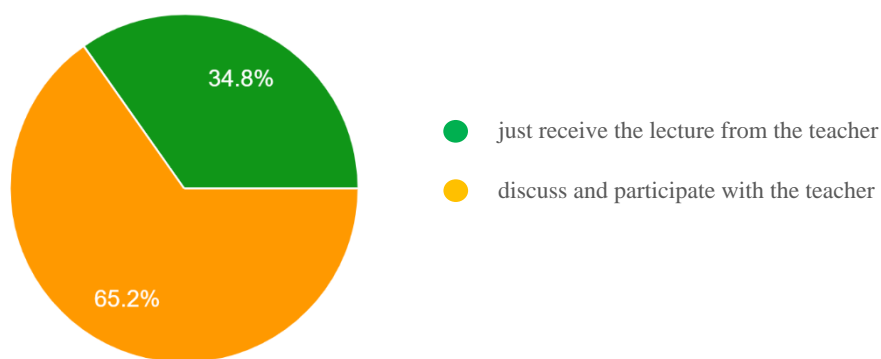
**Figure 3.8:** Participants' Preference for Lessons' Delivery Method

Having the opportunity to discuss and participate in a topic with the teacher was preferred by a big number of students (65.2%) as the best lesson delivery method. Whereas, a small number in comparison (34.8%) thought of the opposite as a better method where the students are meant to receive whatever the teacher delivers and have no role in the lesson delivery except for passive reception of the information.

**Table 3.9:** Participants' Opinion on Which of the Lessons' Delivery Methods is More Beneficial

| Response | Participants | Percentage |
|---|---|---|
| **Just receiving the lecture from the teacher is more beneficial** | 2 | 8.7% |
| **Discussing and participating with the teacher is more beneficial** | 21 | 91.3% |
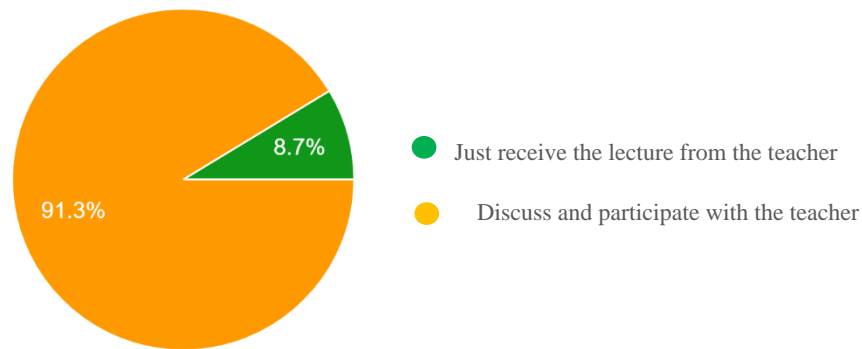
**Figure 3.9:** Participants' Opinion on Which of the Lessons' Delivery Method Is More

Beneficial

Almost all participants (91.3%) agreed that discussing and participating in a lesson is more beneficial comparing to only receiving what the teacher is delivering. Thus, majority of the participants claim that discussing a topic is an effective way to teach in EFL classrooms.

**Table 3.10:** Participants' Opinions on Choosing a Topic

| Response | Participants | Percentage |
|---|---|---|
| **A topic you love and interests you** | 17 | 73.9% |
| **A topic that makes you learn something new** | 5 | 21.7% |
| **An easy topic** | 1 | 4.3% |
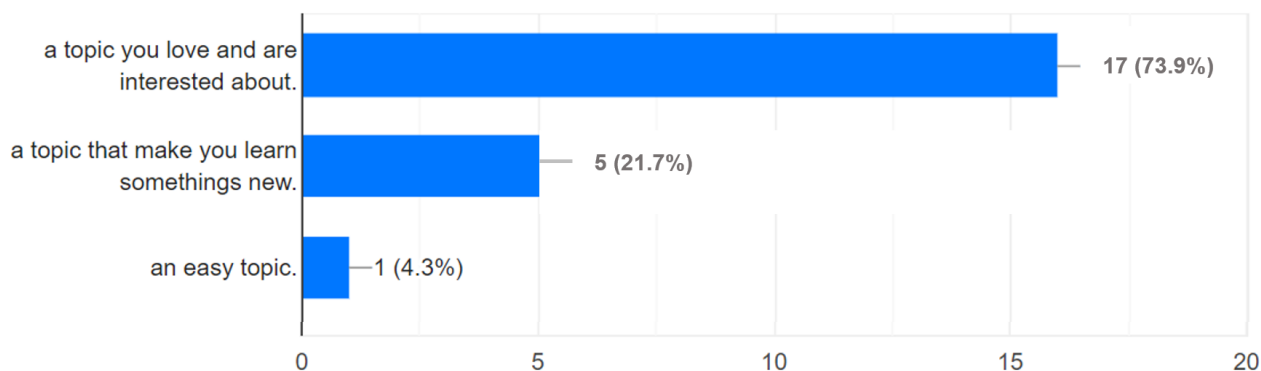
**Figure 3.10:** Participants' Opinions on Choosing a Topic

The majority of the participants (73.9%) reported that they choose a topic of their interest while (21.7%) of them said that they choose topics that would help them learn new information. However, only one participant (4.3%) said they choose the easy topic if they have the freedom of choice in a project. The participants elaborated that choosing a topic that interests the students would boost the chances of them learning and encourage them to work harder to participate in the lesson. While the others insisted that learners need to tackle new topics in order to learn new information or it could be better if the topic is interesting and contains new information at once.

**Table 3.11:** Participants' Opinions on Whether Topic of Interest encourages Students Engagement in Classroom Discussions

| Response | Participants | Percentage |
|----------|--------------|------------|
| Yes | 22 | 95.7% |
| No | 1 | 4.3% |
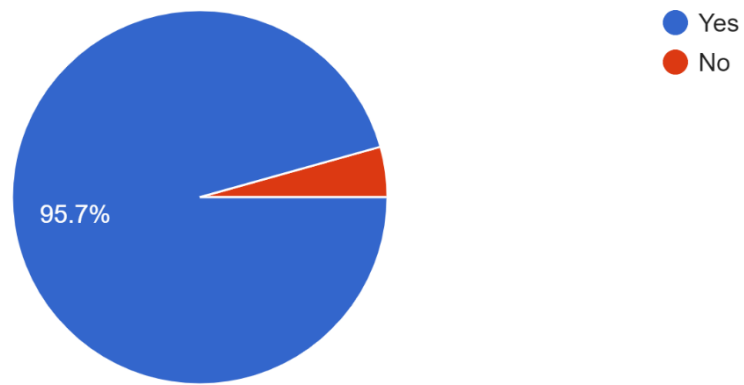
**Figure 3.11:** Participants' Opinions on Whether Topic of Interest Encourages Student's Engagement in Classroom Discussions

Almost all the students (95.7%) agreed that choosing a topic of the learners' interest encourages their engagement level in classroom discussions and improves their productivity. However, one respondent disagrees with the majority's view and claims that a topic of students' interest does not have any correlation with their productivity.

**Table 3.12:** Participants' Opinions on Whether the Teacher's Approach Affects Students' Productivity and Participation in Classroom Discussions

| Response | Participants | Percentage |
|---|---|---|
| **Strongly disagree** | 4 | 17.4% |
| **Disagree** | 1 | 4.3% |
| **Agree** | 10 | 43.5% |
| **Strongly agree** | 8 | 34.8% |
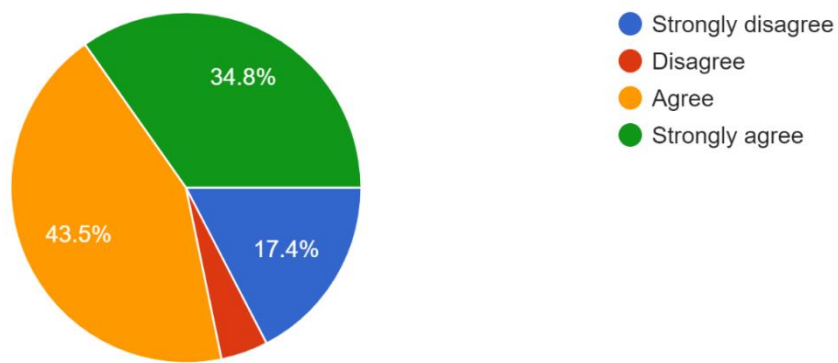
**Figure 3.12:** Participants' Opinions on Whether the Teacher's Approach Affects Students' Productivity and Participation in Classroom Discussions

The teacher's approach affects the students' productivity and participation in classroom discussions according to the participants' answers. A percentage of (78.3%) agreed that the teacher's approach plays a vital role in learners' attitudes during classroom discussions. On the other hand, a small number of participants (21.7%) disagree with the statement and believe that the teacher approach does not affect the students' participation or their productivity.

**Table 3.13:** Reasons that Encourage Students to Participate in Classroom Discussion

| Response | Participants | Percentage |
|---|---|---|
| **Classroom atmosphere** | 5 | 21.7% |
| **Linguistic competence** | 2 | 8.7% |
| **Interesting topic** | 7 | 30.4% |
| **All the above** | 14 | 60.9% |
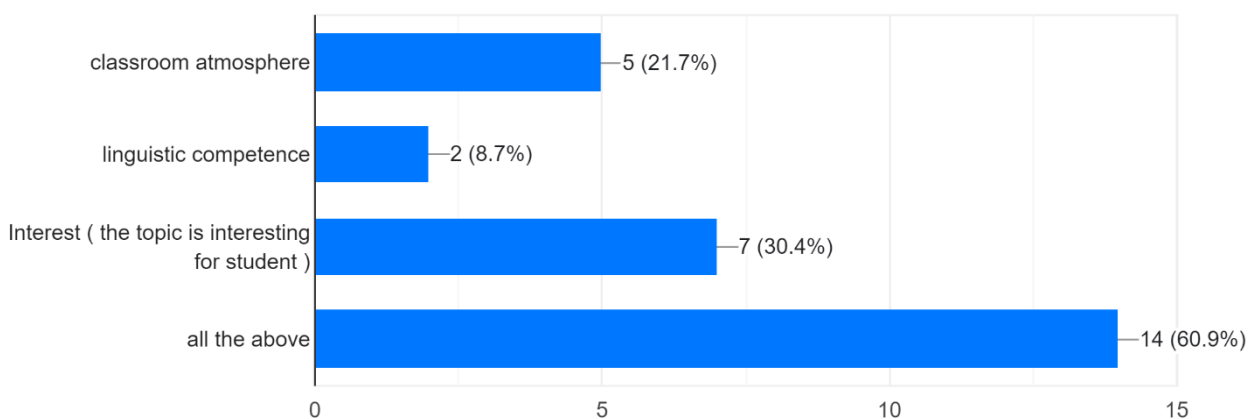


**Figure3.13:** Reasons that Encourage Students to Participate in Classroom Discussion

More than half of the sample (60.9%) stated that classroom atmosphere, linguistic competence, and interesting topics are all significant reasons that encourage students to participate in classroom discussion.

**Table3.14:** Participants' Opinions on the Aspects That Passion Projects Can Improve

| Response | Participants | Percentage |
|---|---|---|
| **Research skills** | 3 | 13% |
| **Critical thinking** | 4 | 17.4% |
| **Participation in discussions** | 3 | 13% |
| **Increase your motivation** | 4 | 17.4% |
| **All the above** | 14 | 60.9% |
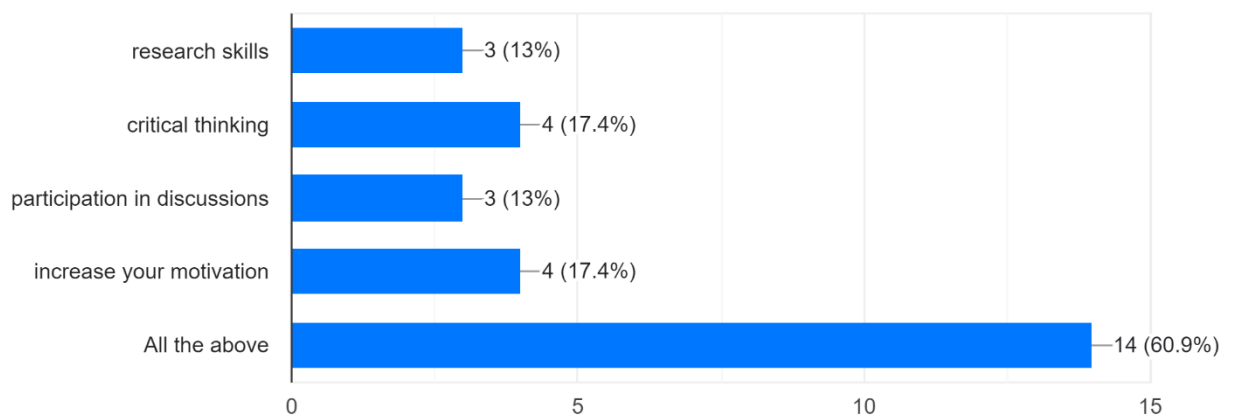


**Figure3.14:** Participants' Opinions on the Aspects That Passion Projects Can Improve

The Role of Passion-Driven Projects in Encouraging EFL Learners' Classroom Discussion

A huge number of the participants (60.9%) agreed that passion projects can improve research skills, critical thinking, and participation in discussion and increase students' motivation at once. Whereas, few participants claimed that it could improve only one of the aspects only.

**Table 3.15:** Participants' Opinions on Whether Passion Projects Encourage Students' Engagement in Classroom Discussions

| Response | Participants | Percentage |
|----------|--------------|------------|
| **Yes** | 23 | 100% |
| **No** | 0 | 0% |
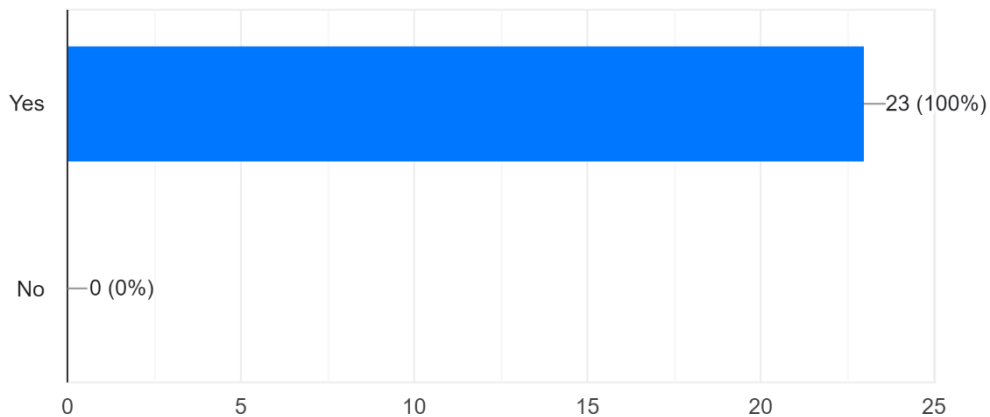


**Figure3.15:** Participants' Opinions on Whether Passion Projects Encourage Students' Engagement in Classroom Discussions

The Role of Passion-Driven Projects in Encouraging EFL Learners' Classroom Discussion

All respondents were aware of the importance of passion projects in encouraging students' engagement in classroom discussions. 100% of students claimed that the right use of this technique would be of great help for both educators and learners.

**Table 3.16:** Students' Opinions on Whether Passion Projects are a Good Classroom Discussion Strategy

| Response | Participants | Percentage |
|---|---|---|
| Yes | 14 | 60.9% |
| No | 0 | 0% |
| Maybe | 9 | 39.1% |
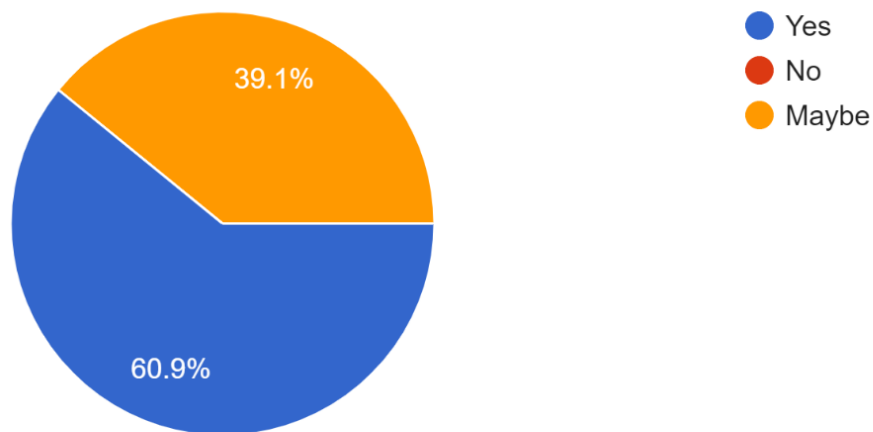


**Figure3.16:** Students' Opinions on Whether Passion Projects Are a Good Classroom Discussion Strategy

A decent number of participants (60.9%) reported that passion projects are a good classroom discussion strategy and it can influence the students to participate in classroom discussions. About 40% stated that there is a possibility that this method could positively classroom discussions.

## 3.3. Discussion of the Main Results

Drawing upon the results obtained from the employed gathering instrument, a questionnaire. The majority of students were fully aware of the influence of passion-driven projects in encouraging EFL students to engage in classroom discussions. Consequently, passion-driven projects are considered a significant technique in teaching and learning in EFL classrooms. They help students to be able to effectively participate in discussions. Students in this research sample claimed that passion and motivation have an undeniable role in learning in the context of a foreign language or other contexts, however; discussion in classrooms seems to lack recognition.

Correspondingly; based on the student's questionnaire analysis, this study comes to answer the research questions. It concluded that third-year students at the University of Mohamed Kheider Biskra claimed that the right use of passion-driven projects encourages EFL students to engage in classroom discussions and would be of great help for both educators and learners. Moreover; it is reported by the participants that passion projects can improve research skills, critical thinking, and participation in discussion and increase students' motivation as well.

Finally; FFL teachers can help their students to participate and be more productive by making feasible choices during the preparation and delivery of a classroom discussion. In addition, the choice of the topic of students' interest, as well as the right discussion method and lesson delivery, is crucial, since they directly affect whether a classroom discussion is successful or not. Hence; investing time to explore the students' area of interest and learning styles should be a top priority for education in order to narrow the area of materials and subjects research, therefore; simplifying their mission. Furthermore, teachers are supposed to guide their students by specific techniques that are necessary during classroom discussion such as listening and engaging, taking turns in debating, and setting rules prior to any topic discussion.

## Conclusion

Ultimately, this chapter provided insights into the methodology and the methods that were opted in this study, in addition to analysis and interpretation of the data collected from the research instrument used, a questionnaire. The obtained results from this research paper might offer guidance and clarity about the influence of passion-driven projects in engaging EFL learners in classroom discussions.

# General Conclusion

## General Conclusion

This section provides a general overview of the main findings of the current study. In addition, the limitations and the pedagogical implications are discussed.

Overall, analysis and interpretation of the questionnaire results showed remarkable awareness of the influence of passion projects on encouraging students' engagement in classroom discussions and enhancing their productivity. Therefore, the findings of the current study confirm that the use of passion-driven projects encourages EFL learners' discussion in the classroom.

Notably; the research results clearly show that EFL students at the University of Mohamed Kheider Biskra encounter different problems and factors when it comes to participation and productivity in classroom discussions. Those problems are related to some factors such as the psychological state of the student, the physiological settings like uncomfortable discussion atmosphere, linguistic features, topic, and content. Thus; such problems need to be considered and eliminated if possible. That is to say, the teacher should take into account many aspects in order to find out appropriate strategies as well as solutions for students to overcome their constraints.

Based on the results reached in this investigation and its implications for EFL classroom discussions, several recommendations can be considered for further research. In fact, carrying out a classroom discussion requires efforts from both teachers as well as students. Students are supposed to be aware of the influence a discussion can have and how this experience can be improved by backing up with topics that they are passionate about.

**Limitations**

During the accomplishment of this study, several difficulties were encountered. These are few limitations in this study that could be addressed in future researches:

As the research was conducted at one university, University of Mohamed Kheider Biskra, and with a small sample of only twenty-three students, this prevented us from generalizing the findings of this research.

Due to the limited time, it was necessary to opt for use online form instead of the physical once, to gather information using questionnaire, this could have affected the way the participants answers, particularly those who are unfamiliar with online forms.

**Recommendations and Pedagogical Implications**

Based on the results reached in this investigation and its implications for EFL classroom discussions, several recommendations can be considered to be of a great help to individuals aiming to better the way in which English is taught.

- Carrying out a classroom discussion requires efforts from both teachers as well as students. Students are supposed to be aware of the influence a discussion can have and how this experience can be improved by backing up with topics that they are passionate about.

- English teaching courses should give more importance to classroom discussion method, especially with intermediate, upper-intermediate and advanced learners.

- It is highly recommended that teachers schedule some time communicate with their students to exchange ideas about topics of their interests that could take a place in classroom discussion activities.

- EFL teachers should update themselves about new resources and methods for employing classroom discussion activities effectively.

- Suitable media, materials, preparation and check-ups are required from educators when using the classroom discussion method.

- Furthermore, further researches can be carried out to investigate the possible difficulties and solutions for them that can help educators to implement classroom discussions in different circumstances and classroom sizes. It would be more empirical if others can replicate the study using other research collecting tools and focusing more on gathering quantitative data that would help researchers to draw solid results. Consequently, making use of those research results can lead course book designers, material developers as well as educators to reconsider passion-driven projects in encouraging EFL learners' discussion in the classroom.

This section sheds light on two main elements, the pedagogical implications and recommendations raised after carrying this work, exhibits effective strategies and procedures to adopt discussions in EFL classroom and ensure the best use of them through passion-driven projects. Therefore, the findings gained from this research as tackled in the elements above provide guidelines to use passion-driven projects in encouraging EFL learners' discussion in the classroom.

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# Appendices

# Appendix A

# Questionnaire

Questionnaire form link: https://forms.gle/AZgtK6nuiKVJUMUt8

## A Questionnaire for EFL Students about the Role of Passion-Driven Projects in Encouraging EFL Learners' Discussion in the Classroom

Dear students of 3rd year,
You are kindly invited to complete the following questionnaire to help us in gathering data for the research, which intends to explore the role of passion projects, the effect of interest in encouraging students to participate in the classroom, and the difficulties they face. Your replies will be kept private and will only be used for research purposes. Please respond honestly, as this is the only way to ensure the investigation's success.
Thank you for your assistance.

**Section 1 of 4**

## The obstacles students face in the classroom

Description (optional)

Q1-Was choosing English language your choice? *

○ Yes

○ No

Q2-Which level do you consider yourself? *

○ Beginner

○ Intermediate

○ Advanced

○ Fluent

Q3-What are the most difficult skills for you? *

☐ Writing

☐ Speaking

☐ Reading

☐ Listening

Please, explain why?

Long answer text

Q4-Do you participate in classroom discussions ? *

1. never

2. rarely

3. sometimes

4. always

Explain please whatever your answer *

Long answer text

Q5-What are the problems you face when you are trying to talk or to participate in the classroom? *

☐ Linguistic competence (lack of proficiency)

☐ Fear of making mistakes

☐ Shyness

☐ Be judged by teacher and your classmates

☐ lack of interest and motivation

Add if there are other problems

Long answer text

Q6-In your opinion is discussion in the classroom important? *

○ YES

○ No

# Interest and giving the students choice and voice

Description (optional)

Q7-When the teacher requires from the students to make a project. Who you prefer to choose the project topic? *

○ always the student

○ both the student and teacher

○ always the teacher

Q8-What do you prefer when you are attending classes? *

○ just receive the lecture from the teacher

○ discuss and participate with the teacher

Q9-which one you think it is more beneficial *

○ just receive the lecture from the teacher

○ discuss and participate with the teacher

Q10-If you choose a topic of discussion or project by yourself will you choose? *

☐ a topic you love and are interested about.

☐ a topic that make you learn somethings new.

whatever your answer please explain why? *

Long answer text

Q11-If the teacher allows you to choose what interests you, will this encourage you to engage in discussions more and help you to improve your productivity? *

○ Yes

○ No

# Passion-Driven Research Projects (Genius Hour)

Genius Hour is a passion-based classroom technique that aims to excite and engage students by allowing them to enjoy learning without limits. The teacher allows the students to choose what they want to learn or do. It could be about art, sport, food, games. In the end, students present what they have done in front of the classroom.

**Q12-Do the teacher approach affects the students' productivity and participants in classroom discussions?** *

○ Strongly disagree

○ Disagree

○ Agree

○ Strongly agree

**Q13-what are the reasons that push the students to participate in classroom discussion?** *

☐ classroom atmosphere

☐ linguistic competence

☐ Interest ( the topic is interesting for student )

☐ all the above

**Q14-What will passion projects (genius hour) help you to improve?** *

☐ research skills

☐ critical thinking

☐ participation in discussions

☐ increase your motivation

☐ All the above

Q15-In your opinion, do passion projects (Genius hour) encourage students be active and engage more in classroom discussions? *

☐ Yes

☐ No

Q16-Do you think Genius hour (passion projects) is a good strategy for classroom discussion? *

◯ Yes

◯ No

◯ Maybe

Anything to add? Thank you.

Long answer text

الملخص

تحاول الدراسة الحالية أن تكتشف دور المشاريع التي يقودها الشغف في تشجيع المناقشة باللغة الإنجليزية كلغة أجنبية في القسم. و لهذا السبب كان منهج البحث استكشافيًا واعتمد منهجًا نوعيًا لإجراء هذه الدراسة. علاوة على ذلك ، تكونت عينة هذه الدراسة من ثلاثة وعشرين (23) طالبًا جامعيًا في السنة الثالثة تخصص لغة إنجليزية في جامعة محمد خيضر ببسكرة. من أجل الحصول على البيانات النوعية المطلوبة، تم تصميم استبيان وتقديمه إلى المشاركين عبر الإنترنت. بعد جمع البيانات وتحليلها ، أظهرت النتائج التأثير الكبير للمشاريع التي تقودها العاطفة في تشجيع متعلمي اللغة الإنجليزية كلغة أجنبية على المشاركة في المناقشة والإنتاجية في القسم. و عليه، فإن نتائج الدراسة الحالية تجيب على أسئلة البحث المحددة مسبقًا التي تناولت جوانب تأثير المشاريع التي يقودها الشغف والاهتمامات في تشجيع مشاركة متعلمي اللغة الإنجليزية كلغة أجنبية وإنتاجيتهم في مناقشة الفصل الدراسي والعقبات التي قد يواجهونها أثناء المشاركة في المناقشة. و منه تدعم نتائج الدراسة الحالية امكانية استخدام المشاريع التي يقودها الشغف لما لها من تأثير كبير على تشجيع مشاركة طلاب اللغة الإنجليزية كلغة أجنبية في مناقشات القسم.