



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Section of English

**The Role of Project Based Learning in Enhancing Learners'
Communicative Competence**

**A Case Study of Third Year LMD Students at Kasdi Merbah
University –Ouargla**

**Dissertation presented to the Department of Foreign Languages as partial
fulfilment for the Master's Degree in Sciences of Language**

Presented by: Bouti Aicha

Supervised by: Dr. Saliha CHELLI

Board of Examiners

President: Mr. Imène Guettal

University of Biskra

Supervisor: Dr. Saliha CHELLI

University of Biskra

Examiner: Mr. Walid Aounali

University of Biskra

Dedication

It is my genuine gratefulness and warmest regard that I dedicate this

work to:

My Parents

My Brothers and sisters

My best Friends

All my Relatives

Acknowledgements

First, all praise be to Allah, the Lord of the World, for helping me in accomplishing this work.

*I would like to express my sincere gratitude and respect to **my Dear Parents***

My beautiful mother, who spent her entire life pushing me towards being a better person

My wonderful father, who taught me everything I know

“Words can’t do you justice”

Then, I owe special thanks and gratitude to my lovely supervisor Dr. Saliha Chelli who

helped me finishing this work and sacrificed much of her time

to supervise and guide me.

I would like to thank to Mr. Walid Aounali , Mr. Imène Guettal, and Miss Lamia

Bentahar for their contribution in polishing, examine and evaluate my dissertation.

I want to send a heartfelt thanks to students of third year at the English Language

department in Ourgla university

List of Abbreviations

CBA: Competency-Based Approach

CBE: Competency-Based Education

CBLT: Competency-Based Language Teaching

CBT: Content-Based Teaching

CC: Communicative Competence

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second language

FL: Foreign Language

LTC: Language Teacher Competence

L2: Second Language

TBT: Task-Based Teaching

TEFL: Teaching English as Foreign Language

LC : Linguistic competence

NA: No answer

PBA: Project-based approach

PBL: Project- based learning

PBLT: project based language teaching

SA: Strongly agree

SD: Strongly disagree

List of Figures

Figure1: Steps in PBL according to PBL handbook	18
Figure2.1: The Relationship between Linguistic Competence and Communicative Competence	31
Figure 2.2: The relationship between all four components of language proficiency	31
Figure 2.3: Canale and Swain (1980-1983) model of Communicative competence.....	33
Figure 2.4: Distinction of educational framework	41
Figure 2.5: Rivers distinction of educational framework	42
Figure 3.1: Students' proficiency level in English	51
Figure 3.2: Students' engagement in classroom projects presentations.....	52
Figure 3.3 : Students' preference of projects in the classroom.....	53
Figure 3.4: Students suggestions for projects topics.....	54
Figure 3.5: Projects presentation and pronunciation.....	56
Figure 3.6: Projects presentations and vocabulary.....	57
Figure 3.7: Projects presentation and grammar.....	59
Figure 3.8: Projects presentations and supra-segmental features.....	60
Figure 3.9: Projects presentations and discourse development.....	61
Figure 3.10: Projects presentations and cohesion.....	62
Figure 3.11: Projects presentations and coherence.....	63

Figure 3.12: PBL and verbal/non verbal strategies.....	64
Figure 3.13: PBL and time gaining strategies.....	66
Figure 3.14: Projects presentations and public speaking skill.....	67
Figure 3.15: PBL and socio-cultural background.....	68
Figure 3.16: PBL and formality.....	69
Figure 3.17: PBL and words selection	70
Figure 3.19: PBL and competencies development.....	71

List of Tables

Table 1.	Students Proficiency Level in English.....	51
Table 2.	Students' Engagement in Classroom Projects Presentations	52
Table 3.	Students' Preference of Projects in the Classroom	53
Table 4.	Students' Suggestions for Projects Topics.....	54
Table 5.	Projects Presentation and Pronunciation.....	55
Table 6.	Projects Presentations and Vocabulary.....	57
Table 7.	Projects Presentation and Grammar.....	58
Table 8.	Projects Presentations and Supra-Segmental Features.....	60
Table 9.	Projects Presentations and Discourse Development.....	61
Table 10.	Projects Presentations and Cohesion.....	62
Table 11.	Projects Presentations and Coherence.....	64
Table 12.	PBL and Verbal/Non verbal Strategies.....	65
Table 13.	PBL and Time Gaining Strategies.....	66
Table 14.	Projects Presentations and Public Speaking Skill.....	67
Table 15.	PBL and Socio-Cultural Background.....	68
Table 16.	PBL and Formality.....	69
Table 17	PBL and Words Selection.....	70

Table 18.	PBL and Competencies Development.....	70
------------------	---------------------------------------	----

Table of Contents

Dedication.....	I
Acknowledgments.....	II
List of Abbreviations.....	III
List of Figures.....	IV
List of Tables.....	V
Table of Contents.....	VI
General introduction.....	01
1. Statement of the Problem.....	01
2. Aim of the Study	02
3. Research Questions	02
4. Research Hypotheses	02
5. significance of the study.....	03
6. Methodology.....	03
1) Choice of the method.....	03
2) Population.....	03
3) Students' sample.....	04

7. Data Collection Tools.....	04
8. Data analysis.....	04
9. Outline of the Dissertation.....	05
Chapter One: Project-Based Learning	06
1. Introduction.....	08
1.1 Project-Based Learning.....	08
1.1.1 Roots of Project-Based Learning	09
1.1.1.1 Roots of Project-Based Learning	09
1.1.1.2 The Changing World.....	10
1.2. Features of Project Based Learning	10
1.2.1 Learning by Doing.....	10
1.2.2 Real World Connectedness.....	11
1.2.3A guide on the side (teacher’s role).....	11
1.2.4 Interdisciplinarity.....	12
1.2. 5Collaboration and group work.....	12
1.2.6 An end product.....	13
1.3Other Teaching Approaches Related To Project Based Learning.....	13
1.3.1Competency-Based Language Teaching.....	13

1.3.2 Task-Based Learning	14
1.3.3 Problem Based Learning	15
1.3.4 The Inquiry based learning	16
1.4 Benefits of PBL	17
1.5 The Implementation of PBL	18
1.5.1 Start with the Essential Question	19
1.5.2 Design a Plan for the Project	19
1.5.3 Create a Schedule	19
1.5.4 Monitor Students and Project Progress	20
1.5.5 Assess and evaluate the Outcome	20
1.5.6 Evaluation and grading	21
1.6 The Teachers Role in Project Based Learning	22
1.7 The Student Role in Project Based Learning	23
1.8 Challenges with Implementing Project-Based Learning	23
1.9 Conclusion	25
Chapter two : communicative competence	26
2.0 Introduction	27
2.1 Definition of Communication	27

2.2	Communicative Competence	28
2.3	Linguistic Competence	29
2.3.1	The Relationship between Linguistic Competence and Communicative Competence.....	29
2.4	Components of Communicative Competence	32
2.4.1	Grammatical Competence	33
2.4.2	Sociolinguistic Competence	34
2.4.3	Strategic Competence	35
2.4.4	Discourse Competence	36
2.4.4.1	Cohesion	37
2.4.4.2	Coherence	38
2.5	Sectors of Communicative Competence	39
2.6	Communicative language teaching and communicative competence.....	40
2.7	The Application of Communicative Competence in Communicative Classrooms	41
2.8	Conclusion	43
	Chapter Three: Method and Results.....	44
3.0	Introduction.....	45
3.1	The teacher's interview	45

3.1.1 The Sample	45
3.1.2 Description of the Teacher’s Interview	45
3.1.3 Administration of the Teacher’s Interview	45
3.1.4 Analysis of the Results.....	45
3.1.5 Interpretation of the Results	48
3.2 The Students’ Questionnaire.....	49
3.2.1 The Sample.....	49
3.2.2 Description of the Questionnaire.....	50
3.2.3 Administration of the Questionnaire.....	50
3.2.4 Analysis of the Results	50
3.2.5 Interpretation of the Results	72
3.3 Conclusion.....	74
General Introduction.....	75
Limitations of the study.....	76
Recommendations	76

References..... 78

Appendices.....

Abstract

General Introduction

1. Statement of the Problem

Since the independence (1962), the Algerian educational system has witnessed many changes according to the most 'said efficient' teaching methods in the world. The Grammar Translation Method was inherited from the already prepared French colonization syllabi. Audio lingual Method was soon adopted, then, because of its behaviorist approach of treating the learner as machine and relying only on the principle of stimulus-response this method was also dismissed. Also, the communicative approach in the 1980s, with the 'teaching with objectives method'. However, little was done to prepare the Algerian classrooms to adopt this teaching method, mainly in terms of classroom density and teaching tools. As a result, it proved to be a failure.

Despite all the efforts spent in Algeria in order to pursue the mission of enhancing education, the educational level in general, not least that of EFL has witnessed a dilemma in the 1980s onwards. Because of the spoon-feeding nature of the adopted teaching method as well as being bent to time and not to the learners' achievements, EFL learning has reached an alarming situation in which it was divorced from its communicative nature.

Nowadays, teaching English as a foreign language within the classroom environment gives a crucial importance to communicative approaches and syllabuses. Hence, it focuses on the use of language in real situations in order to achieve communicative purposes. Therefore, many teacher has adopter the project based learning method in their classes.

Learning English through the use of project work is an experience in which learners choose their own projects and create learning opportunities based upon their individual interests by using a variety of sources. Doing the project helps students to develop their language abilities and to be able to apply them in real-world contexts. PBL is classified as a

child-centered approach, but at the same time it has a huge role in enhancing the communicative competence of foreign language learners.

2. Aim of the study

This study aims to achieve the following objectives:

- 1) To determine the role of the PBL approach in improving learners' communicative competence.
- 2) To determine the use of project-based learning to develop learners' English language skills and language areas.

3. Research questions

1-To what extent is PBL a safe basis for communicative language teachers in classrooms?

2-What communication competencies does PBL promote the most?

4. Research hypothesis

It is hypothesized that integrating the project based learning in the EFL classrooms improves learners' communicative competence at many levels.

5. Significance of the study

Project-based Learning, so-called PBL, is not a new revolution in education. It has been around for many years; however, the practice has evolved into a more formally defined teaching strategy. It is a systematic approach to teaching that engages students in the sustained learning of knowledge and skills by real-world investigations. It is proving to be an effective method in classroom teaching and learning. Many definitions were given to PBL.

PBL can help students design their own learning style and choose their own sources, learn through hands-on experience, have opportunities to exchange knowledge with others, have opportunities to integrate their language skills with other disciplines.

Although PBL is classified as a centered children method, it also has a great influence on helping foreign language learners to improve their communicative competence

6. Methodology

1) Choice of the Method

In order to draw the link between integrating the project based learning in the target language and the development of the LMD students' communicative competence, we opt used the descriptive method, which permitted us to identify this relationship, and moreover, to collect the needed data about the subject under investigation.

2) Population

Students of the Department of English at Ourgla University attitudes toward the subject under investigation are of relevance in this study. Students the the 3rd year LMD of English at Ourgla University enrolled for the academic year 2016/2017.

The choice of these subjects was related to a number of facts. First of all, in relation to the 3rd year students' knowledge of our subject that has been developed through previous years of studying English. Secondly, in relation to the linguistic background, we can see that they all come from different streams, with different abilities and difficulties that first and second year are expected to erase, and more importantly, this choice is based on learners' complaints during our studying experience.

3) **Students' Sample**

Since the objective of study is not to get all the students' perceptions of the problem, we used simple random sampling technique; the questionnaire was administered to 70 students of third year LMD students chosen randomly.

7. Data Collection Tools

1) **Questionnaires:**

In order to obtain the perception of students and teachers, a questionnaire was designed for this for both populations. The questionnaire was used as the main source of data and seemed the most appropriate tool for its guarantee of the respondents' anonymity and the short period of time if compared to the interview for instance.

2) **Interview**

For this, we chose a teacher who spent more than 20 years of his life using the subject matter in his classes and we conducted the interview with him accordingly.

8. Data Analysis

The methods used in analyzing data were both quantitative and qualitative. The data collected from the questionnaire was evaluated separately by totaling the answers per rating scales and then calculating the average scores. The qualitative information was grouped in different categories. The data was statistically analyzed by percentage, mean scores, and standard deviation of respondents answering each question. The results were tabulated so that the overall results of the investigation could be clearly viewed.

Chapter one : Project based learning

- 1.0 Introduction
- 1.1 Project-Based Learning
 - 1.1.1 Roots of Project-Based Learning
 - 1.1.1.1 The Revolution in Learning Theory
 - 1.1.1.2 The Changing World
- 1.2. Features of Project Based Learning
 - 1.2.1 Learning by Doing
 - 1.2.2 Real World Connectedness
 - 1.2.3A guide on the side (teacher's role)
 - 1.2.4 Interdisciplinarity
 - 1.2. 5Collaboration and group work
 - 1.2.6An end product
- 1.3Other Teaching Approaches Related To Project Based Learning
 - 1.3.1Competency-Based Language Teaching
 - 1.3.2Task-Based Learning
 - 1.3.3 Problem Based Learning
 - 1.3.4 The Inquiry based learning
- 1.4 Benefits of PBL
- 1.5 The Implementation of PBL
 - 1.5.1Start with the Essential Question
 - 1.5.2 Design a Plan for the Project
 - 1.5.3 Create a Schedule
 - 1.5.4 Monitor Students and Project Progress
 - 1.5.5 Assess and evaluate the Outcome
- 1.6 The Teachers Role in Project Based Learning
- 1.7 The Student Role in Project Based Learning
- 1.8 Challenges with Implementing Project-Based Learning

1.9 Conclusion

1.0 Introduction

in this chapter, a general overview of Project Based Learning, its roots and features will be presented in addition to other learning approaches that are related to PBL like competency based learning and task based learning .. Then, potential benefits, components

and most challenging areas of this method will be highlighted. In addition, an overall PBL classification is translated to capture the variety this methodology offers. Finally, the work shows how PBL integrates language and content learning process and the benefits, which unwind from that connection.

1.1 Project-Based Learning

Integrating projects to the curriculum is not a revolutionary or a new idea. However, nowadays there are more attempts to actively involve the student in the learning process. Most teachers see that the common way to do so is by assigning projects for students. The projects topics may widely vary, but they all start from a challenging question that requires deep research and from a simple learners' research and communicative skills; in this retrospect, (Tomas, 1998) states that very much planned projects empower dynamic inquiry and more elevated thinking.

Project Based Learning emerged as a reaction to John Dewey's, an American theorist and philosopher, the idea of "learning by doing" that is mentioned in his book "My pedagogical creed" (1897). He describes students belonging to the traditional view of language teaching as "passive recipients" of knowledge (and the teacher as the transmitter of facts), he also explains that "the teacher is not in school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall effect the child and to assist him in properly responding to these influences" (Dewey, 1987, p.77-80). Another theorist who shares Dewey's perspective is Maria Montessori with her approach to early-childhood learning, Montessori (1911, p.87) shows that children acquire knowledge through experiencing things in their environment not by repetition or listening to words. In other words, it is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper

knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period of time to investigate and respond to a complex question, challenge, or problem. It is a style of active learning and inquiry-based learning.

1.1.1 Roots of Project-Based Learning

The roots of project-based learning are traced back to the development of two important traditions over the last twenty-five years, the revolution in learning theory, and the changing world.

1.1.1.1 The Revolution in Learning Theory

“Education reform”, as it was known at the time, is the name given to the goal of changing public education in the United States . Historically, reforms have taken different forms because the motivations of reformers have differed. However, since the 1980s education reform has been focused on changing the existing system from one focused on inputs to one focused on outputs (student achievement).

According to the Buck Institute for Education (BIE), (Heather Coffey, 2013) explains that the roots of project-based learning are founded on experiential education and the philosophy of John Dewey ,who is considered the ideological father of PBL and the main figure of progressive education at that time (at the turn of 19th and 20th century) in the USA; his famous slogan was that schools should encourage children to “Learn by doing”. The method of project-based learning emerged due to developments in learning theory in the past 25 years. The BIE suggests that “Research in neuroscience and psychology has extended cognitive and behavioral models of learning which support traditional direct instruction to show that knowledge, thinking, doing, and the contexts for learning are inextricably tied”. In other words, learners don’t only respond to only what they are given but they also use their

prior knowledge to explore, create, negotiate, and create solutions to the encountered problems. So the process of learning starts taking place.

1.1.1.2 The Changing World

Because learning is a social activity, and teaching has changed drastically from a few years ago, and because we live in an increasingly more technological and global society, teachers realize that they must prepare students not only to think about new information, but they also must engage them in tasks that prepare them for this global citizenship and increasing globalization. Based on the developments in cognitive research and the changing modern educational environment in the latter part of the 20th Century, project-based learning has gained tremendous new popularity. And because the world remains changing, so the does definition of PBL.

1.2. Features of Project Based Learning

PBL is an approach that focuses primarily on the students' competences; and based on Sttaucher et al.(2006) we can divide its main features to 6 elements :

1.2.1 Learning by Doing

The main idea of PBL approach is that learning effectiveness can be achieved when students practise what they learn. In PBL students' role change from "learning by listening" to "learning by doing" (Stauffacher et al, 2006, P.255). This shift in roles was first introduced by Dewey's philosophy and appeared later in other studies (Cooper, 2000, Danford,2006 and Nation,2006).According to Mark Smith on his book "Creators Not Consumers" (1980,p.16) learning by doing (or experiential learning) is based on three assumptions:

1. The best learning experience happen when learners are involved in it .
2. Knowledge, which is discovered by learners, will have a much more meaning to them and will have more imprint on their behavior.

3. A person's commitment to learning is at its highest when they are able to set their own learning objectives and are free to actively pursue them within a given framework.

As an example , we can see that reading about how seeds grow will not provide us with much information about the different stages involved in plant growing unless we plant the seeds and watch them growing, by watering them and help keep them alive.

1.2.2 Real World Connectedness

PBL is related to authentic learning in which projects are designed to address and fit real world problems. The projects challenges students to create products for real world purposes and audiences. (Bell,2010) claims that this connectedness, between the external environmental and the academic one, is to keep students motivated and interested in the classroom, another similar point of view (Blumenfeld,1991,and Stauffacher,2006) believe that this connectedness incite students to search and learn more about issues around them .

The 'real world' task is central to the practice of PBL across the disciplines (Thomas, 2000; Bell, 2010). This connection between academia and external social, political, and environmental realities is argued to provoke and sustain student interest and motivation (Bell, 2010). PBL learning focus on real life problems that needs a solution and which, importantly, drives the research and the learning process (Blumenfeld et al., 1991; Stauffacher et al., 2006). A recent review of PBL in UK HE engineering found "authentic content" was a key element (Graham, 2010).

1.2.3A guide on the side (teacher's role)

Sttaucher et al.(2006,p.255) explains : "the teacher's role changes from a distributor of knowledge to a process manager, helping students in their learning process by initiating reflection processes and support them if necessary , on substantive matter"; from "sage-on-the stage" to "guide-on-the-side". This can create new challenges for the lecturer because it will require additional training, support and resources. A common description of the teachers' role in the PBL literature is that of "facilitator" or "mentor" (Frank & Barzilai, 2004).

With less tutor control, students are encouraged and inspired to take more responsibility for their own learning (Donnelly and Fitzmaurice, 2005.p. 89), mostly determining the direction and methods of the investigation and drawing on prior knowledge to identify their learning needs.

1.2.4 Interdisciplinarity

Another main feature of PBL is an emphasis on interdisciplinarity (Danford, 2006; Lehmann, 2008; de Graaf & Kolmos, 2009; Otake et al., 2009; Hanney & Savin-Baden, 2013). Projects often either cross disciplines within the physical sciences (Kolodner et al., 2003) or combine the natural and social sciences (Nation, 2006; Lehmann, 2008). This stress on interdisciplinarity reflects a belief that the complexity of pressing contemporary social or environmental problems means HE must equip students with the adaptability and holistic thinking to tackle issues which defy disciplinary boundaries.

1.2.5 Collaboration and group work

Project-based learning is the perfect approach to teach collaboration and teamwork. At the beginning it can be perceived harder to work as part of a team, to fight for the best ideas, and to find common ground or to execute things with distributed workforce and like Hanney and Baden explained (2013) “during activities learners develop their 21ST century skills: negotiating, collaborating, organizing critical thinking through working and communicating with the team members over time”. Accordingly, group discussion allows students to get more insights about the unsolved issue arising from a particular topic, experience the language, and try to convey their ideas in their own words and ways. Moreover, group discussion is an opportunity for students to direct and take responsibility for their own learning; it is also argued that group-learning context allows students to develop key skills like active listening, teamwork, negotiation of meaning in order to solve a particular issue. And considering the impact of receiving feedback from someone you hold great

admiration for , someone whose judgment you trust: this can be a great reward and a strong motivator that can only be achieved when working in an open and collaborative way.

1.2.6 An end product

In the PBL approach, significant importance is placed on the end-product of the project. For Danford (2006, p. 12) production of a “quality product” is a “distinguishing feature of PBL” and one which “drives the project planning, production, and evaluation.” The main target of PBL approach is what learners have to know and be able to do by the end of the project. Donnelly and Fitzmaurice (2005) describe PBL as a “prolonged activity” which ends by a product in the form of presentation or performance which help students’ to improve their communicative competence. For (Danford, 2006, p.14) the output is usually shared among members of the classroom and the outside community; this connection with the real world permits students to create a useful, meaningful, and shared output

1.3 Other Teaching Approaches Related To Project Based Learning

The definition of an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. And in this day and age there are so many different approaches, methods and techniques in language teaching .

1.3.1 Competency-Based Language Teaching

The Algerian educational system has witnessed some reforms during the last 10 decades in an attempt to implement a new approach and curricula based on competencies, what gave the chance to CBLT to bright in the new Algerian system. CBLT was introduced after the behaviorism paradigm shift as brown (2009) assert that “competency-based education most directly descended from the behavioral objectives movement of the 1950s in the united states”. CBLT for (Auer bash, 1986, p.411) is “the state of art approach to adult ESL”, “that are necessary for individuals to function proficiency in the society in which they live” (George and Crandall, 1982, p.3).

Competency-Based Language Teaching (CBLT) focuses on what “learners are expected to do with the language” (Richards & Rodgers, 2001, p.141). This approach emerged in the United States in the 1970s and can be described as “defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study” (Richards & Rodgers, 2001, p.141). It focuses on the “functional and interactional perspective on the nature of language” (Richards & Rodgers, 2001, p.141). Furthermore, CBLT focuses on the outcomes of the process of learning rather than the process of learning itself.

1.3.2 Task-Based Learning

Based on Katherine Bilborough from the British Council web site; in task-based learning, the central focus of the lesson is the task itself, not a grammar point or a lexical area, and the objective is not to ‘learn the structure’ but to ‘complete the task’ and to complete the task successfully students must use the right language and communicate their ideas. So the language is considered an instrument of communication, whose purpose is to help complete the task successfully. The students can use any language they need to reach their objective. In other words, this approach is concerned with the use of authentic language and on asking students to do meaningful tasks using the target language. These tasks can change from visiting a doctor to conducting an interview, or calling customer service for help (Rod Ellis, 2006). This method encourages meaningful communication and is seen as student-centered. Assessment is essentially based on task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms which makes this method especially popular in developing target language fluency and student confidence. TBL can be considered a branch of communicative language teaching (CLT)

Usually there is no ‘correct answer’ for a task outcome. Students decide on their own way of completing it, using the language they see fit. Different teachers use TBL in different ways. Some integrate it into the existing syllabus, some use it to replace the syllabus

altogether, some use it as an ‘extra’ to their traditional classroom activities (Katherine Bilsborough,2012).

Katherine Bilsborough (2012) also sees that both TBL and PBL focus primarily on the achievement of realistic objectives, and on the language that is needed to achieve those objectives. They both treat language as an instrument to complete a given objective rather than an isolated grammar point or lexical set to learn and practice. They provide plenty of opportunity for communication in authentic contexts and give the learner freedom to use the linguistic resources he/she has, and then reflect on what they learned or need to learn. Finally, as EFL teachers are eclectic by nature, teachers often use a combination of TBL, PBL and traditional techniques such as PPP (Present, Practice, and Produce), which what we usually use in our Algerian EFL classes.

1.3.3 Problem Based Learning

Problem-based learning (PBL) is defined as a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication. The PBL process was developed for medical education and has since been broadened in applications for other programs of learning. The process allows for learners to develop skills used for their future practice. It enhances critical appraisal, literature retrieval and encourages ongoing learning in a team environment (Elaine HJ, 2011).

Some of the similarities between the two approaches include a focus on problems, especially those with relevance to the ‘real world (Donnelly & Fitzmaurice, 2005), and an emphasis on active, student-directed learning (Kolmos, 1996).

John Savery, Director of Instructional Services at the University of Akron, cites the differences between problem-based and project-based learning: “While projects are excellent

learner-centered instructional strategies, they tend to diminish the learner's role in setting the goals and outcomes for the 'problem.' When the expected outcomes are clearly defined, then there is less need or incentive for the learner to set his/her own parameters. In the real world it is recognized that the ability to both define the problem and develop a solution (or range of possible solutions) is important.”

On the other hand, Debbie mentions the fact that every public education teacher in the United States has to limit to a certain degree of state standards with their curriculum. She explains that even though problem-based learning is more authentic, however, teachers have no freedom to control what their students learn, and at the end of the year they take a standardized test to make sure that they have taught them what the VA Department of Education has decided they should be taught. Many of the standards are highly specific, and in order to meet them, Project-Based Learning may be a better methodology to satisfy the needs for teachers who have such requirements.

1.3.4 The Inquiry based learning

Inquiry-based learning Starts by posing questions, problems or scenarios, rather than simply presenting established facts or portraying a smooth path to knowledge. The process is usually assisted by a facilitator. Inquirers will identify and research issues and questions to develop their knowledge or solutions. Inquiry-based learning includes problem-based learning, and is generally used in small-scale investigations and projects, as well as research. The inquiry-based instruction is principally very closely related to the development and practice of thinking skills.

The similarities of these approaches are that both of them focus on ,the teaching and learning process, not just the content and the knowledge. Using either or both of these methods will help your students to become independent thinkers, who can gather information on their own, question and interpret it, and then form their own evidence-based conclusions. In the modern world , having these type of skills is inevitable . We might think of inquiry as

the "big tent," within which you find project-based learning, problem-based learning, and other forms of guided inquiry.

1.4 Benefits of PBL

As we have mentioned above that PBL is a model that engages students in an authentic problem-solving activities, collaborations, and other forms of communication that rise their motivation and engagement in learning, and improves the mastery of 21st skills such as negotiation, and communication. PBL introduces a range of benefits for students as well as

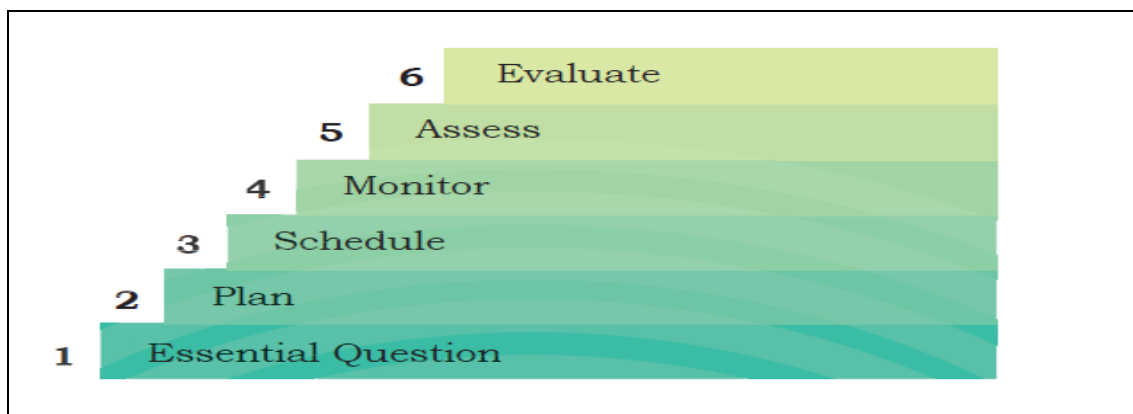
Concerning students PBL is a learner-centered approach that emphasizes on the authenticity of the research, in other words, students are given essential questions that direct them to represent their attained knowledge in the form of videos, photography, arts, drawing ...According to Tomas (2000) PBL Increases attendance, growth in self-reliance, and improved attitudes toward learning. "Academic gains equal to or better than those generated by other models, with students involved in projects taking greater responsibility for their own learning than during more traditional classroom activities"(Boaler, 1997). It also gives students Opportunities to develop complex skills, such as higher-order thinking, problem-solving, collaborating, and communicating (SRI, 2000) and access to a broader range of learning opportunities in the classroom, providing a strategy for engaging culturally diverse learners (Railsback, 2002). PBL serves learners with best ways of promoting self-directed learning. Instead of remembering information they are given, PBL allows learners to investigate and apply what they are given to find solutions to real life problems that are significant beyond the classroom. In addition, adopting PBL in classrooms make the process of learning enjoyable and creative Since PBL is organized around open –ended derived questions related to a particular debates, or challenges, students are engaged in the process of inquiry, asking and searching for answers to questions with an ending conclusion, which help

them to explore and construct something new such as a product, or an idea, in other words, new understandings requires new skills.

Teacher who adopt this method take the role of facilitator in the classroom. It enhanced professionalism and collaboration among colleagues, and opportunities to build relationships with students (Thomas, 2000). Additionally, many teachers are pleased to find a model that accommodates diverse learners by introducing a wider range of learning opportunities into the classroom. Teachers find that students who benefit the most from project-based learning tend to be those for whom traditional instructional methods and approaches are not effective (SRI, 2000).

1.5 The Implementation of PBL

PBL requires much planning and preparation, it begins with an idea and ends with designing a project that tackles an authentic real life situation or topic .The implementation of PBL in classrooms is not an easy task, it involves six of steps which are detailed below:



(Figure 1.1: steps in PBL according to PBL handbook)

Adapted from PBL handbook (2006, p.30)

1.5.1 Start with the Essential Question

The question that will launch a PBL lesson must be one that will engage all students, Because it will pose a problem or a situation they can tackle, knowing that there is no one answer or solution. According to Jamie McKenzie, on his book “The Question Mark” “Questions may be the most powerful technology we have ever created. Questions and

questioning allow us to make sense of a confusing world. They are the tools that lead to insight and understanding.”

The essential question is the guide line of a project because it describes what you want students to think about, explore, and formulate an answer to at the end of the project. The authentic task is the work that students will do complete to help them better understand and respond to the question. The essential question drives the “Why are we learning this?” and the authentic task drives the “What are we doing?”

1.5.2 Design a Plan for the Project

When designing the project, it is crucial to select content standards to be addressed. Involving students in the planning process will make them feel ownership of the project and that they have an active role in deciding activities. Based on the curriculum, selecting activities that support the question. Knowing what materials and resources to be made accessible to students. Being prepared to dive deeper into new topics and issues as students become more involved in pursuit of answers.

1.5.3 Create a Schedule

One of the key components involved in the implementation of PBL is to set up a timeline for the project. In that respect, Teachers have to be flexible and teach students how to best manage and schedule their tasks. Students need to know that there is a limited time allotted to finalize their thoughts, ideas, and, assessment of the given project, in other words, remind them of the timelines and help them to set deadlines. Students need to be guided to go in new directions when they want to diverge from the project regarding their reasons for, then allow diversity and avoid setting limitations in classrooms.

1.5.4 Monitor Students and Project Progress

Monitoring is the systematic gathering and analysing of information that will help measure progress on an aspect of your project. Ongoing checks against progress over time may include monitoring water quality in a catchment or monetary expenditure against the

project budget. Monitoring is not evaluation as such but is usually a critical part of your evaluation process and should therefore be included at your project planning stage.

Facilitate the process and inculcate love for learning. Teach students how to work collaboratively. Designate fluid roles for group members. Let students choose their primary roles but assume responsibility and interactivity for other group roles. Remind students that every part of the process belongs to them and needs their total involvement. Provide resources, guidance and assess the process through creating team rubrics and project rubrics. Team rubrics state the expectations of each team member while project rubrics refer to evaluation requirements of the projects. As such, these requirements must be made clear to students to ensure success in their projects.

1.5.5 Assess and evaluate the Outcome

Assessment provides diagnostic feedback and helps educators set standards. It allows one to evaluate progress and to relate that progress to others. It gives students feedback on how well they understand the information and what they need to improve on. And Within our framework, there are three sources of assessments: teachers', peers, and learners' themselves.

Teachers, who adopt PBL in classrooms, have to take the role of facilitator i.e. providing situations that enable students to promote communication among students. In addition, with each new project, teachers receive new information about the learning habits of their class when students undertake a particular project that would give teachers a glance about their students' interests, motivations, and passions. Furthermore, PBL enhances collaborations and professionalism as well as consolidating relationships among student-student and student-teacher (Thomas, 2000).

Students evaluate their peers work in their teams; this evaluation can be in form of checklist, guided questions, or questionnaire. Assessment can be also a part of the teamwork by checking their writing and suggesting some reinforcements as well as observing their oral presentation and suggesting some improvement. Peer evaluations are unique to collaborative

projects, and they facilitate a better collaborative process because the teacher considers the student experience. When students practice peer assessment, they become more skilled at critiquing in general and, by extension, better at self-critique.

Self-evaluation is an especially important piece of the summative evaluation because it taps into higher-level thinking and awareness of the material, process, and final product. It makes students think about their successes, mistakes, and goals for the next time, it also build students' autonomy and develop their learning strategies. Choose oral or written form, and include expectations for this evaluation, by using different tools such as checklists. A well-developed self-assessment skills are not only a vital tool for improving student learning, but also a lifelong tool for growth beyond the school.

1.5.6 Evaluation and Grading

As collaboration and project-based learning become preminent ways of teaching and learning, many teachers struggle with how to evaluate these types of lessons. Traditional methods of evaluation, which have many flaws on their own, are not well-suited for interdisciplinary, multi-modal learning. Teachers need ideas for encouraging students, providing meaningful feedback, and setting students up for success. In Project-based learning, also known as challenge-based learning, we must always remember that there may be more than one right answer. Finding creative solutions to a problem or a driving question is what makes the learning meaningful and lasting, and also difficult to evaluate from a traditional standpoint. When projects are interdisciplinary, it becomes even more of a challenge for teachers to critique subjects that may be unfamiliar.

1.6 The Teachers Role in Project Based Learning

Regardless of time or social system, teachers come after parents to help children to integrate into the society, to gain necessary knowledge, skills, abilities, attitudes, to arouse their interests, and to establish their sense of moral and cultural values. Methodology books

enumerate many roles of a teacher, including that of manager, organizer, controller, prompter, assessor, participant, resource and investigator.

Unlike in traditional teaching method, in project based teaching the teacher's role is not dominant, but he/she acts as a guide, advisor, coordinator (Papandreou, 1994), and facilitator. In implementing the project method, the focal point of the learning process moves from the teacher to the learners, from working alone to working in groups.

Project-Based Learning Handbook (2006) defines teacher's role as in these words: "At the heart of successful PBL is teacher's ability to support and direct students. This requires instructional, organizational, interpersonal and communication skills, as well as the ability to define the agenda for the class and push a project through to a successful conclusion. It also includes being sensitive to the fact that students finish work at different rates, with different abilities, aptitudes, and learning styles."

The teacher's stage-by-stage role was explained by Haines (1989, p .4) as following:

- Initially, the teacher should arouse interest and elicit students' ideas for the thematic direction, methods of working, timetable, suitable end product and resource implications.
- During the project, the teacher should take on the role of facilitator, which involves becoming a source of ideas and advice, a referee helping to resolve arguments or disagreements, chairperson during groups' reports to the whole class.
- Finally, teacher's functions are related to efficient organization of displays and productions. His/her role is one of organizer and evaluator.

To sum up , During the project, the teacher acts as a guide, corrector of errors, source of extra information or ideas, and sometimes a disagreement solver "referee" when the group is reporting the project to the class.

1.7 The Student Role in Project Based Learning

Students generally work in small, collaborative groups in the project-based learning model. They find sources, conduct research, and hold each other responsible for learning and the completion of tasks. Essentially, students must be “self-managers” in this approach to instruction.

Student role is to ask questions, build knowledge, and determine a real-world solution to the issue/question presented. Students must collaborate expanding their active listening skills and requiring them to engage in intelligent focused communication. Therefore, allowing them to think rationally on how to solve problems. PBL forces students to take ownership of their success. Appropriate roles will depend on group size and the nature of the cooperative learning task (leader, editor, recorder, checker, timekeeper ...) and a student can have more than one role depending on the group size.

1.8 Challenges with Implementing Project-Based Learning

Even though PBL is considered one the most effective teaching technics in the classroom, there are some obstacles that prevent it from reaching its full potentials like: Group Work, Preference for Traditional Teaching Styles, and Time and Resources Needed for PBL

First, difficulties with group work are attributed to lack of prior training (Frank, Lavy & Elata, 2003) and larger group sizes, which complicated communication and division of work (Joyce, 2013). A recent review of PBL in teaching sustainability (Brundiers & Wiek, 2013) found that despite discussion of teambuilding, and the organization of social events, further resources for supporting group work were needed. Student difficulties with group work also impact on staff and the literature notes concerns regarding the time/resource-intensive nature of group work (Stauffer et al., 2006) particularly for staff in evaluating individual contributions in a group setting. However, while challenging, group work was also perceived as having positive benefits, with relevance to students future careers (Meehan and Thomas, 2006; Joyce et al, 2013).

Secondly, For students, a second significant challenge identified in the literature is that of adapting to an unfamiliar student-centered approach in which significant responsibility for learning and work management shifts from staff to learner (Donnelly & Fitzmaurice, 2005); and where uncertainty is often central to the learning philosophy (Danford, 2006: 11). As Stauffacher et al. explain this type of learning “is a completely new environment with a spectrum of unknown challenges. There are pressures from many sides: peers, transdisciplinary partners, the project leaders, the tutor and the learning goals. The students perceive themselves as being in the middle of these pressures” (2006: 268). Other researchers like Nation (2006) found students’ adjustment to new types of learning and assessment as one of the most significant challenges of PBL.

Time was and still is one of the most teacher’s fears in PBL approach; most teachers are under time pressure that is because they are related to a deadline, curriculum to cover, and some other administrative conveniences. “Conflict about whether to cover curriculum or to allow students time to take ownership of their learning by designing investigations and thinking carefully about the science involved” (Blumenfeld et al., 1994, p.543) .Graham (2010, p.7) assert “many interviewees identified PBL as an activity that demands significant amount of time to both design and support, and reported difficulties in securing this from their own schedule and that of their colleagues”.

Conclusion

Project learning, also known as project-based learning, is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups. Because project-based learning is filled with active and engaged learning, it inspires students to obtain a deeper knowledge of the subjects they are studying. In addition, students develop confidence and self-direction as they move through both team-based and independent work.

Chapter two : communicative competence

2.0 Introduction

2.1 Definition of Communication

2.2 Communicative Competence

2.3Linguistic Competence

2.3.1The Relationship between Linguistic Competence and Communicative Competence

2.4Components of Communicative Competence

2.4.1Grammatical Competence

2.4.2Sociolinguistic Competence

2.4.3Strategic Competence

2.4.4Discourse Competence

2.4.4.1Cohesion

2.4.4.2Coherence

2.5Sectors of Communicative Competence

2.6Communicative language teaching and communicative competence

2.7The Application of Communicative Competence in Communicative Classrooms

2.8Conclusion

2.0Introduction

In the last decade, the main goal in teaching English as second language has changed in order to develop realistic skills that allow learners to produce and understand real life situations referred to as ‘communicative competence. In this chapter, communicative

competence, its main components, and its sectors will be presented .Then linguistic competence and its relation to the communicative competence will be shown in addition to the application of communicative competence in the communicative classroom.

2.1 Definition of Communication

Communication is derived from the Latin word “commūnicāre” which means “to share”, it is the act of conveying intended meanings from one group or entity to another through the use of mutually understood signs and semiotic rules.

Bryan Carne defines communications as “the activity associated with distributing or exchanging information”. Communication is a process of exchanging information, ideas, thoughts, feelings and emotions through speech, signals, writing, or behavior. In the communication process, a sender (encoder) encodes a message and then using a medium/channel sends it to the receiver (decoder) who decodes the message and after processing information, sends back appropriate feedback/reply using a medium/channel (Fakhar Naveed, 2012).

The basic steps of communication according to C.E. Shannon are:

1. The forming of communicative intent.
2. Message composition.
3. Message encoding and decoding.
4. Transmission of the encoded message as a sequence of signals using a specific channel or medium.
5. Reception of signals.
6. Reconstruction of the original message.
7. Interpretation and making sense of the reconstructed message.

In other words, it is a two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, news, ideas and feelings but also create and share meaning.

2.2 Communicative Competence

Competence is defined by Jelena Djigunović (2007, 95) as one of the most controversial terms in the field of general and applied linguistics. Its introduction to linguistic discourse has been greatly linked with Chomsky who in his very influential book “Aspects of the Theory of Syntax” explained the classic distinction between competence (the monolingual speaker-listener’s knowledge of language) and performance (the actual use of language in real situations).

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

The term was created by Dell Hymes in 1966, as a reaction to the perceived inadequacy of Noam Chomsky's (1965, p.4) distinction between the shared knowledge of the individual language (LC) and performance i.e. the appropriate use of language in particular situations, arguing that “linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interests, and errors (random or characteristic) in applying his knowledge of the language in actual performance”. However, Hymes argued that the Chomskyan concept of LC was unable to account for the whole socio-cultural dimension that governs the use of language. He also claimed that the CC bears not only the linguistic knowledge but also knowledge of the sociolinguistic signs and rules for using them. The approach pioneered by Hymes is now known as the ethnography of communication.

2.3Linguistic Competence

Linguistic competence is the system of linguistic knowledge possessed by native speakers of a language. It differs from linguistic performance, which is the way a language system is used in communication. Noam Chomsky first introduced this concept in 1965 in his elaboration of generative grammar where it has been widely adopted and competence is the only level of language that is studied.

According to Chomsky, competence is the perfect language system that enables speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences. This is unaffected by “grammatically irrelevant conditions” such as speech errors. In Chomsky's perspective, competence can be studied independently of language use, which falls under "performance", for example through introspection and grammaticality judgments by native speakers.

Many other linguists, functionalists, cognitive linguists, psycholinguists, sociolinguists and others have rejected this distinction, critiquing it as a concept that considers empirical work irrelevant and left out many important aspects of language use. Also, it has been argued that the distinction is often used exclude real data that is, in the words of William Labov "inconvenient to handle" within generativist theory

2.3.1The Relationship between Linguistic Competence and Communicative Competence

According to “Linguistic and Communicative Competence” article by Rini Ekayati in 2011 “Linguists are aware of the inter-relationship between language and the society. But they have not succeeded in describing such a relationship”. Phonology, Lexis and Syntax, which are considered to be objects of linguistic description reflect only one part of communication. The meaning of an utterance, a sentence, a clause, a phrase, a word, does not depend entirely on its form, a lot depend on the context of it “who says what, to whom, where, why, in what manner and in what effect”. In other words, the context of situation in

which an utterance is said is very important. For instance, the occurrence “Can I have the salt please?” is interrogative in form but expresses a polite request in a dining room.

Communicative competence gathers the linguistics competence with the amorphous (indefinite shape or form) range of facts that are included under socio-linguistic pragmatic competence; the rules and conventions for using language items in context, and other factors like attitudes, values, and motivation. Dell Hymes explains that one who studies language should be able: “to account for this fact that a normal child acquires knowledge of sentence not only as grammatical but also appropriate. He or she acquires competence as to when to speak, when not and as to what to talk about, with whom, when, where, in what manner”. In other words, children should be able to acquire all the skills that a person has and to be able to use them to take part in a speech acts, and to evaluate their accomplishment by others.

Based on Rini Ekayati (2007) there are linguists like Chomsky who believes that linguistic competence can be separated from the rest of communicative competence and studied in isolation. On the other hand, there are some socio-linguists, like Dell Hymes who believes that the notion of linguistic competence is unreal and that no significant progress in linguistics is possible without studying forms along with the ways in which they are used. For example, social interaction is actually skilled work, and it requires effort. It is not innate (inborn or genetically endowed). It has to be learnt from others. A person who faces to learn and make himself and others uneasy in conversation and perpetually kills, encounters is a faulty person. Dell Hymes (1964, P.281) that competence is dependent upon the four features listed below:

1. Possibility
2. Feasibility
3. Appropriateness.
4. Actual Performance.

All these show that the linguistic competence is largely a part of Communicative Competence.

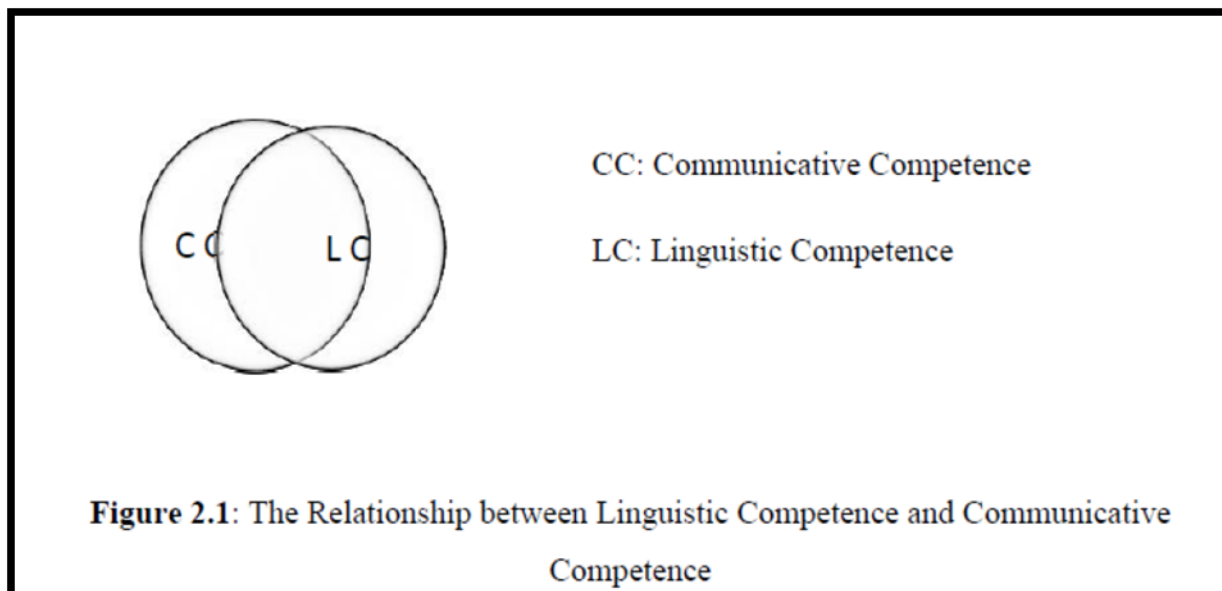
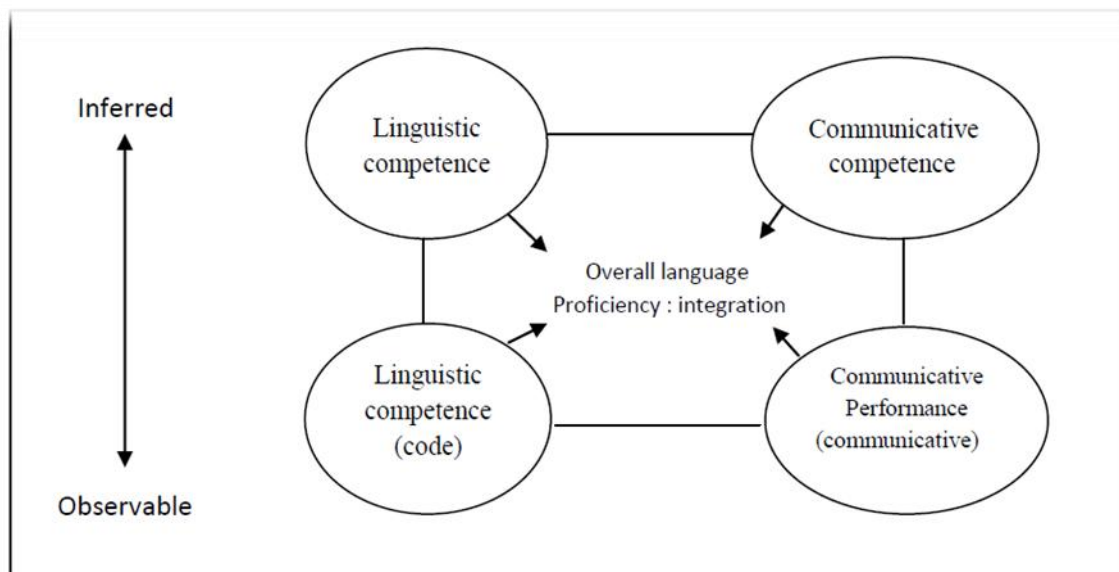


Fig 2.1: The Relationship between Linguistic Competence and Communicative Competence(Adapted from allwright, cited in Brumfit and Johnson, 1979, p.168)

2.3.1 The Relationship between Linguistic Competence and Communicative Competence

This Figure explains to us the relationship between the four components of language proficiency: communicative competence, linguistic competence, linguistic performance, and communicative performance. The top part of the diagram shows that both linguistic and communicative competence are part of an overall language proficiency called “integration”.

While the bottom part of the diagram shows that only performance (linguistic and communicative performance) is observable and can be directly measured. And it is through performance that we may infer levels of competence.



Relationship between the four components of overall language proficiency.

Figure2.2: adapted from Linguistic competence, communicative competence, pragmatic competence and their implications for foreign language teaching and testing (NOUAR, p. 5)

2.4 Components of Communicative Competence

There are many models of CC which are represented by a numbers of researchers in the field of language teaching and learning, the first model is introduced by Canal and Swain (1980-1983), Savignon's model (1983) and the reviewed model in (2001), Bachman(1987) model of CC, Celce-Murcia, et al. (1995), Alcóne (2000) model,...etc

The model proposed by Canal and Swain (1980-1981) has three main components grammatical, sociolinguistic, and strategic competence, in the second version of the same model Canal (1983-1984) introduced the fourth dimension of the model which he named Discourse competence.

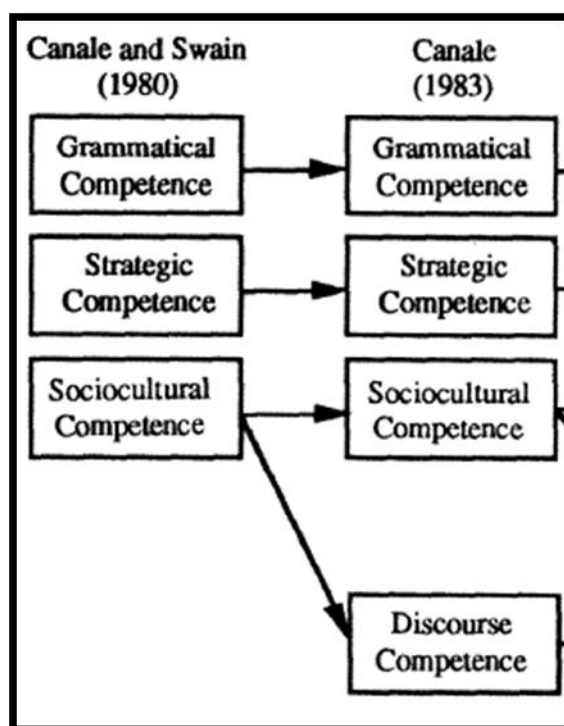


FIGURE2. 3 Canale and Swain (1980-1983) model of CC

(Adapted from, Murcia, 1995, P.4)

2.4.1 Grammatical Competence

Grammatical Competence is one of the four communicative competences (grammatical competence, sociolinguistic competence, discourse competence and strategic competence). It refers to knowledge of syntax, meaning, vocabulary, and mechanics (Stern, 1983, p349; Gascoigne, 2005, p1). Accordingly, the grammatical competence answers the questions what words do I use? And how do I put them correctly in a sentence? Knowledge of these rules are necessary in determining the literal meaning of any utterance during the production and reception of language. This type of competence is important because it provides skills and knowledge so that students can learn to be understood in speaking and writing, and grammatical competence becomes more important as the proficiency increases (Díaz-Rico & Weed, 2010, p58).

Grammatical competence focuses on command of the language code, including such things as the rules of word and sentence formation, meanings, spelling and pronunciation

(Gao, 2001). The goal is to acquire knowledge of, and ability to use, forms of expression that are grammatically correct and accurate (Díaz-Rico & Weed, 2010; Gao, 2001). Grammatical competence acts to promote accuracy and fluency in second language production (Gao, 2001), and increases in importance as the learner advances in proficiency (Díaz-Rico & Weed, 2010).

Chomsky believes that all human have an innate capacity to acquire languages. Some level grammar is required when learning vocabulary, word formation and meaning sentence formation because it focuses on the skills and knowledge necessary to be accurately. Canale and Swain thinks that grammatical competence is similar to the mastery of forms and meanings, while the proficiency can be interpreted as communicative competence into grammatical competence. (Stern, 1983, p349).

2.4.2 Sociolinguistic Competence

A simple definition of Sociolinguistic Competence by Michael Canale & Merrill Swain is: “knowing and understanding how to speak given the circumstances you are in”. Moreover, that means, when we speak in our native language, we do not have to think about who we are talking to, or how we should say something. Our words normally come naturally, and we don’t even realize all the complexities that go into the process. Although we often do not actively think about this process, it is an essential part of effective communication.

On the other hand, Second language learners have to learn how “to produce and understand language in different sociolinguistic contexts, taking into consideration such factors as the status of participants, the purposes of interactions, and the norms or conventions of interactions.” (Freeman & Freeman, 2004) This is something that language learners must be taught and given opportunities to practice. This includes, but is not limited to: expressing attitude or emotion, understanding formal vs. informal, and knowing/recognizing common slang or idiomatic expressions.

One way that teachers can develop this competence is to “help learners use both the appropriate forms and appropriate meanings when interacting in the classroom” ” (Diaz-Rico & Weed, 2010, p. 58). All students need to be seen as “legitimate participants in order to access” language through authentic learning experiences (Swain & Deters, 2007, p. 824). Here, students learn the appropriate language to use in different social situations.

2.4.3 Strategic Competence

One of the three components which are necessary for successful communication through language. Michael Canale & Merrill Swain (1983.p, 27) define strategic competence as to a speaker’s ability to adapt their use of verbal and nonverbal language to compensate for communication problems caused by the speaker’s lack of understanding of proper grammar use and/or insufficient knowledge of social behavioral and communication norms. Strategic competence, along with grammatical competence and sociolinguistic competence build up the framework for determining a language learner’s proficiency in communication as posited by Michael Canale and Merrill Swain in 1980 (Canale & Swain, 1980). A fourth component, discourse competence, was later added by Canale in 1983 . Together, these four competencies are considered mainstays of modern theory on second-language acquisition. (Diaz-Rico & Weed, 2006).

Essentially, using techniques intended to preserve communication, repair breakdowns in communication, or prevent miscommunication can be considered as means to demonstrate strategic competence. Some examples of behaviors demonstrating strategic competence include using synonyms to substitute for words the speaker cannot remember or has not yet learned, relying on physical gestures to convey meaning, asking for clarification from the listener, raising one's voice in order to be heard, and feigning comprehension in order to listen for context clues.

Maleki (2010,p .642) explained that communication strategies help in conveying unknown language between communication partners and assist in maintaining conversational

flow .The teaching of communication strategies is beneficial and leads to strategic competence in language learning (p. 641). Strategic competence is best gained through the use of games focusing on communication (with or without visual support) such as jigsaws, monologues, and other activities that allow for language interaction (p. 642).

“The compensatory communication strategies to be used when there is a breakdown in one of the other competencies.” (Canale & Swain, p. 27).

2.4.4 Discourse Competence

Canale (1983, 1984) describes discourse competence as the mastery of rules which enable the language user to create a well connected and meaningful oral and written texts; this collision in the form and meaning is made by rules of cohesion and coherence respectively.

Discourse competence is also defined by Canale & Swain(1980) as the ability to understand and produce the range of spoken, written and visual texts that are characteristics of a language. These texts must be well formed and clear. This also includes the ability to convey information appropriately and coherently to those who are listening to, or viewing one's texts. Basically discourse competence is knowing how to interpret the larger content and how to construct longer stretches of language, so that the parts together make up a whole coherent unit. Discourse competence differs from the norm, by asking how words, phrases, sentences are put together to create understandable conversations and other units of language. This term also refers to a speaker's knowledge of the rules governing a language. The term was coined because the combination of utterances and communicative functions are discourse, and this is a component of communicative competence.

The definition of discourse competence can be intimidating to most ELL's given in its true context. The main framework of grammatical, sociolinguistic, and strategic competence necessary to complete the theory of cohesiveness would be unobtainable to many English only speaking individuals, and would certainly require tremendous and brutal effort and time to achieve this level of skill. Discourse that would be initiated in the classroom and can be

introduced into ones classroom by means of organized ways that involve children and adults in ways that are culturally compatible. If the teacher acted as a central director, students often responded with silence (Tharp, 1989).

There are also some problems related to discourse styles. Cultures may differ in ways that influence conversations: the way conversations open and close, the way people take turns, the way messages are repaired to make them understandable, and the way in which parts of the text are set aside (Diaz-Rico & Weed, p. 285). This level of competence would require many years of practice at both the academic and social aspects, which is a very high goal to aspire to.

2.4.4.1 Cohesion

Cohesion for (Halliday and Hassan, 1976, 1989) is an integrative part of discourse competence most closely to the concept of linguistic competence in Canale and Swain model (ibid). Cohesion deals with how sentences and parts of texts are grammatically linked to each other via cohesive devices (reference, substitution, ellipsis...etc.) to form meaningful discourse. These devices allow us to make explicit links between the text parts where an interaction between cohesion and coherence may exist.

A text is any piece of language, spoken or written, of whatever length, which forms a unified whole. The reason a speaker of a language can easily distinguish between a text and a collection of sentences is because texts have texture, that is, the quality of functioning as a unity.

For a text to have texture it must include “ties or links” that bind it together. These “ties or links” are called cohesive ties and, given that cohesion is expressed partly through the grammar and partly through the vocabulary, there are different types of cohesive ties, such as:reference, substitution, ellipsis, discourse markers and lexical cohesion. These ties produce cohesion. Cohesion “refers to relations of meaning that exist within the text,and that define it as a text” (Halliday & Hasan 1976,p.4). There is cohesion when the interpretation of an

element in the text is dependent on that of another, that is, “cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it” (ibid, p.8).

Based on Young Min elaboration Cohesion is also a very important aspect of academic writing, because it immediately affects the tone of your writing. Although some instructors may say that you will not lose points because of grammatical errors in your paper (according to them), you may lose points if the tone of your writing is sloppy or too casual (a diary-type of writing or choppy sentences will make the tone of your writing too casual for academic writing). But cohesive writing does not mean just “grammatically correct” sentences; cohesive writing refers to the connection of your ideas both at the sentence level and at the paragraph level.

2.4.4.2 Coherence

One of the most difficult part in describing discourse competence is coherence. However, Halliday and Hassan (ibid) state that a coherent text is not necessarily a cohesive one; Carell (1982) also demonstrates that it is possible to have parts of texts which are coherent with no cohesive ties.

Coherence is “concerned with the macrostructure in that the major focus is what the point of departure of the writer’s/ speaker’s message is?” (Murcia, 1995, p.6), coherence then is the logical sequence of ideas and thoughts in the reader’s mind about the text parts when trying to interpret a piece of discourse i.e. a cognitive nature

Richards, Platt and Platt (1993:61) define coherence as the relationships which link the meanings of sentences in a discourse.

A: it is hot in here .

B: I'll open a window.

According to ESL Student Handbook by Young Min, PhD Coherence refers to the connection of ideas at the idea level (mental level), while cohesion refers the connection of

ideas at the sentence level(grammatical level). Basically, coherence refers to the “rhetorical” aspects of your writing, which include developing and supporting your argument (e.g. thesis statement development), synthesizing and integrating readings, organizing and clarifying ideas. The cohesion of writing focuses on the “grammatical” aspects of writing.

2.5 Sectors of Communicative Competence

For Hymes a person who is linguistically competent doesn't mean that he is communicatively competent, because there are certain rules without which grammar rules are nothing in this respect , that is why he suggested the acquisition of particular knowledge in order to be communicatively competent: possibility, attestdeness, feasibility, and appropriateness.

1. **possibility:** It concerns whether or not something is formally possible. According to Rickheit, Hans, and Constanze (2008, p.18) explain that possibility refers to "the grammatical and cultural rules of an utterance or another communicative action" this is generally compared with the concept of Linguistic competence by Chomsky. This sector of CC is not taken into great consideration since language users are not going to receive or produce unfeasible language.
2. **feasibility :** Feasibility is connected to the psycholinguistics factors, such as memory, devices of perception, and the like which are processed by the human mind and are related to the outside environment. Canale and Swain (1980) illustrate this with “the cheese the rat the cat the dog saw chased ate was green” this sentence cannot be feasible because it is hard to process it by our mind. In other words, it refers to “a psychological concept concerned with limitation to what can be processed by the mind” (Ibid, p.43).
3. **appropriateness:** It concerns with the degree to which something is appropriate in a specific context of situation. Appropriateness deals with ways in which an utterance or

a set of utterances are feasible, possible, but inappropriate in a particular context of use. For instance, it is inappropriate to call a police ‘darling’. It is also inappropriate to use slang or taboo words in a formal letter. Further, not showing deference to the elderly is generally inappropriate to particular cultures (Ibid. p, 44). This CC sector has received a special attention in language teaching as Hymes considers it as a key concept in his CC theory.

- 4. Attestedness (Actual Performance):**. Actual performance deals with the degree to which a communicative event is accurate and whether or not something is in fact done (i.e. actually performed). Rikheit et al (2008, p.18) says that “(...) the possibility of occurrence should be registered because this probability contributes to the quality of the related competence.” For example, the phrase “fast food” occurs more frequently than ‘food fast’.

In sum, the analyses of the above CC sectors is to show how the systematically possible, the appropriate, the feasible are related to interpret and produce occurring socio-cultural behavior. (Hymes, 1976).

2.6 Communicative language teaching and communicative competence

Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is “communicative competence,” a term introduced into discussions of language use and second or foreign language learning in the early 1970s (Habermas 1970; Hymes ;1971; Jakobovits 1970; Savignon 1971).

CLT refers to processes and goals in classroom learning (Sandara J.Savignon, p.1), cited in linguistic theory and classroom practice. Richards & Rodgers (2001) argued that In “CA starts from a theory of language as communication and it aims to develop what Hymes (1972, p.69) referred to as communicative competence”. And Harmer (2001) stated that CLT is characterized by two aspects, that help students to develop their knowledge and skills, “what to teach”; how language is actually used more than the teaching of grammar and vocabulary, and “how to teach”; the extent of language exposure and authentic practice.

In the context of language learning and teaching, EFL teachers argue that CLT is considered to be one of the best method that helps students to develop and improve their communicative skills through the extensive use of language as well as the amount of comprehensible exposure to different authentic material and through interacting with other cultural background during the process of learning. Furthermore , CLT enables students to promote a high level of performance by providing them with variety of tasks and activities in classroom. In addition, it encourages students to express their thoughts and believes, to engage in social relationships, and solve daily problems .Richard and Rodgers (2001, p.235) suggest set of specific roles that a second language learners is eager to do in task based instruction (TBI) in CLT classroom .

2.7The Application of Communicative Competence in Communicative Classrooms

The question we have to ask is how are we going to help our students acquire communication competence . Stern suggested the following curriculum

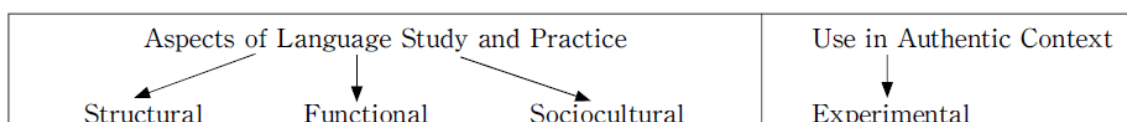


Figure 2.4: distinction of educational framework

Adapted from Ohno (n.d, p.29)

Stern maintains that language teaching can and should approach language learning objectively and analytically through the study and practice of structural, functional, and sociocultural aspects. It should offer opportunities to live language as a personal experience through direct contact with the target language community (Atsuko Ono, 2002, pg29).

Another author, Rivers, proposes methodological distinction between “skill – getting” and “skill using” this framework is presented in a different way as the one presented by Stern.

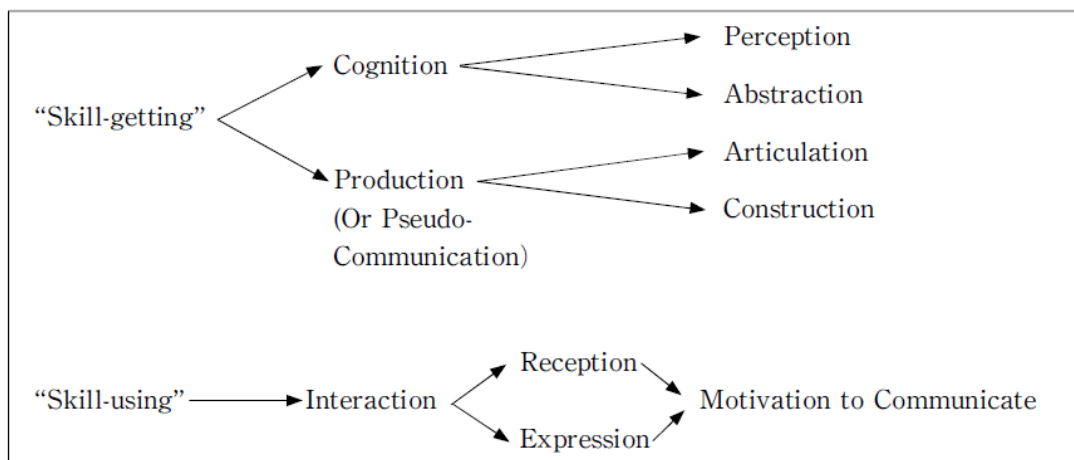


Figure 2.5: Rivers distinction of educational framework

Adapted from Ohno (n.d, p.30)

With “skill – getting” activities, the learner has the opportunity to practise the elements of any knowledge or any skill independently each other, so the learner can use the elements practice part of a skill instead to use it completely. In the “skill - getting” as River points out, “the student must learn to articulate acceptably and construct comprehensible language sequences by rapid associations of learner elements”(Atsuko Ono, 2002, pg. 30).

Rivers (ibid) argues that students will have the ability to acquire and experience some communication skills if teachers are more eclectic while selecting the most essential elements that govern these skills through the “skill –getting” activities ,which are mostly related to real-life situations and sometimes passes by “pseudo communication”. Rivers (1972, p.30) claims that “the student must learn to articulate acceptably and construct comprehensible language

sequences by rapid associations of learned elements.” For “skill- using” activities Rivers mentions that students should be self directed in the process of acquiring language i.e. they can work in peers or in groups to express their meanings without relying on the teacher as they are allowed to use their strategic competence in case of any communication breakdown. In this respect, Stern (1981) (cited in Ohno, nd) claims that the “skill-using” activities “offers the learner a chance of developing coping techniques that the learner needs when he finds himself alone in the new language environment”.

So, CC and CLT contribute all together to create an effective model for foreign language teaching.

2.8 Conclusion

the goal of any language teaching and learning seek to train learners to communicate effectively and appropriately. Thus, teachers should equip their students with best strategies and look at their communicative needs, from shifting their attention to factors of appropriateness, which are socially governed, factors of correctness, which are grammatically governed, factors of overcoming communication deficiencies, which are strategically governed in order to enhance this competence, which leads to a better process of teaching and learning.

Chapter Three: Method and Results

2.0. Introduction

2.1. The Teacher's Interview

3.1.1. The Sample

3.1.2. Description of the Teacher's Interview

3.1.3. Administration of the Teacher's Interview

3.1.4. Analysis of the Results

3.1.5. Interpretation of the Results

2.2. The Students' Questionnaire

3.2.1. The Sample

3.2.2. Description of the Questionnaire

3.2.3. Administration of the Questionnaire

3.2.4. Analysis of the Results

3.2.5. Interpretation of the Results

3.6. Conclusion

3.0 Introduction

In this chapter, we investigate both third year English license students' case of oral expression class and their teachers' opinion about the role of PBL in enhancing learners' communicative competence in an attempt to test the hypothesis. Relatively, this chapter includes a description, administration, and analysis of both the teacher's interview and the students' questionnaire adopting a qualitative, quantitative approach.

3.1. The Teacher's Interview

3.1.1. Sampling

We have conducted a semi-structured interview with a teacher who teach third year oral expression class at Ouargla University and who is supposed to enrich our research with much information to verify the hypothesis.

3.1.2. Description of the Interview

The teachers' interview is divided into two sections; the first section is under the title general information in which we tackle some necessary information about the teacher that can help us in the development of our study using closed- ended questions. The second section is entitled PBL and communicative competence in which we wanted to know the extent to which can PBL help students to develop their communicative competence using mostly open – ended questions.

3.1.3. Administration of the Interview

The interview with the teacher took place in the teachers' Hall at the English language Department at Ouargla University. The teacher has gently answered us right away.

3.1.4. Analysis of the Interview Results

The teacher:

Question 1: Could you tell us for how many years have you been teaching English?

Answer: he has been teaching English for twenty-two years.

Question 2: For how many years have you been teaching oral expression?

Answer: He has been teaching oral expression for about the same time (twenty-two years).

Question 3: Which approach do you adopt, please?

Answer: He is a strong believer of the communicative approach.

Question 4: Do you often assign projects for your students? Why?

Answer: Yes, he sees that projects are on the one hand an excellent opportunity for students to practice oral language and unwrap all their knowledge about the language itself. On the other hand, projects are a good and authentic way to evaluate and assess the student on many levels that is because they are not only relevant to the learners' needs but also reflecting the student's actual performance in the classroom which leads by the end to peer and self-assessment.

Question 5: Before starting the class, do you give the students the chance to talk about their communicative needs?

Answer: He surely does. He explains that first of all they are considered as adult learners and they must be taken as active parts in the learning and teaching process. Second the communicative needs are all the time vague and obscure for the teacher as well as in the oral expression syllabus. Finally, if we give the students the chance to talk about their communicative needs, this will encourage them to participate in the classroom. But he specifically limit it to the beginning of each semester .

Question 6: Through assigning projects you are aiming at:

A: helping students practice accurately certain linguistic forms

B: helping students to communicate appropriately and effectively in different situations.

Answers: both, he believes that projects don't only seeks to fluent the learners' language via promoting their ability to communicate appropriately and effectively in a given learning situation, but also the accuracy and the formal usage of language which comes by the end.

Question 7: To what extent do you think that PBL enhances learner's communicative competence?

Answer: PBL enhances to a great deal the CC of the learner, and he advises other subject matter teachers to implement it to their students because it is enclosing many other aspects of the authentic use of language. Particularly, PBL is helpful in strengthening students' strategic competence.

Question 8: To what extent do you see that PBL helps students to promote self-directed learning?

Answer: To the point where he doesn't impose but suggests a list of topics and invite his students to enrich, modify, and adjust topics of their interest, because this is one of the most important strategies of promoting intrinsic motivation of the learner.

Question 9: To what extent do you see that PBL is an adaptable technique for diverse learners regardless their mental capacities, levels, or their learning styles?

Answer: He said that if we only teach and show our students how to use projects with all its steps they can deliver the language in a very acceptable and appropriate way. What is more, PBL is a good outlet, and technique of space and time management especially for teachers who always complain about large classes.

Question 10: To what extent do you see that PBL help students to explore and construct something new such as a product, or an idea?

Answer: To the extent that all teachers have to develop high order skills in their learners, problem solving, critical thinking, and analytical spirit because they are adult learners.

Question11: Does the project topic arranged with the curriculum? Is it guided by a driving question?

Answer: No, not all the time , because he designs the course according to his students needs first so sometimes he adjust and modifies the content and material all year long.

Question12: When designing projects, is it necessary to choose an appropriate content standard? Why?

Answer: Yes it is, because this is one criteria of evaluating the project. He explains furthermore that he has to know whether the student could be able to select the suitable and relevant things related to his project, and for him it is a standard on which he gives marks on. What is more, content standard criteria can help students focus on the vocabulary in use and the fixed statements related to that topic.

Question 13: During the project, do you monitor the students and the progress of the project? How?

Answer: yes f course. He keeps track of everything they do.

Question 14: Do you assess your students as well as the project outcome? How?

Answer: Yes ,he does, and this is part of the evaluation. he adds that he asses them orally or gives them a list of remarks, and sometimes ask their peers to give them some comments and corrections.

Question 15: Do students take part in the assessment process? How?

Answer: No, they do not. He believes that students are not objective enough and they can be prejudice to each other.

3.1.5. Interpretation of the Interview Results

The analysis of the teacher's answers to questions 1 and 2 indicate that he has enough experience with teaching, besides his choice of the suitable approaches and methods to teaching. In question 3, the teacher says that he mainly adopts the communicative approach. This indicates that he is aware of the importance of developing his learners' communicative competence, which stands behind his choice of the communicative approach. Moreover, in question 4 the teacher claims that he often asks his students to present projects for the classroom, which means that he is aware of the classroom presentations' benefits as they

encourage and give the opportunity to students to talk, participate and interact in English, besides overcoming other psychological issues. In question 5, the teacher says that he surely gives his students the opportunity to talk about their communicative needs, this means that the teacher is aware of the importance of analyzing his learners' needs as a starting point before deciding upon the objectives of each lesson in the syllabus, materials used in the classroom, and the skills to develop.

In PBL and communicative competence section and according to the teacher's answers, we have noticed that he adopts CLT approach along with PBA as a dominating approach in his EFL classrooms, as he explains that he follows the communicative approach and that projects are a good opportunity for students to practice oral language and unwrap all their knowledge about the language itself and a good authentic way to evaluate and assess the student at many levels.

So, the interview answers prove that the teacher is aware of the importance of PBL in developing learners' communicative competence and promoting a self-directed learning in his saying that PBL enhances to a great extent the CC of the learner. He suggests other subject matter teachers to introduce it to their students because they include many other aspects of language use, and that projects do not only seek to fluent learners' language via promoting their ability to communicate appropriately and effectively in a given learning situation, but also the accuracy and the formal usage of language which comes by the end.

3.2. The Students' Questionnaire

3.2.1. Sampling

The sample under study includes 70 students from the third year license oral expression class at the Department of English, University of Ouargla. The reason we chose third year LMD students is that we believe at their level they should be well informed about the subject

matter .The convenience sampling is chosen because of the proximity of the participants to the researcher.

3.2.2. Description of the Questionnaire

The present questionnaire contains a brief introduction, four sections and fifteen statements. The questions are varied; we have selected 3 Yes/ No questions, multiple choice questions, and other need some justification. What is more, students can evaluate themselves while answering a particular kind of questions by selecting one option that goes with their views and which are arranged as follows (Strongly agree henceforth ‘SA’, agree henceforth ‘A’, no answer henceforth ‘NA’, disagree henceforth ‘DA’, or strongly disagree henceforth ‘SD’).

Furthermore, the current questionnaire is arranged in six sections: one general question is the question (1) to obtain needed information. Statements (2) to (4) focus on PBL in EFL classroom. Statements from (5) to (8) concerns PBL and linguistic competence in an attempt to show the direct effect of projects on students’ linguistic competence. Statements (9) to (11) deal with PBL and students’ discourse competence. Statements from (12) to (14) under PBL and strategic competence aim to show the extent to which these two variables are interlinked. And finally statements from (15) to (18) stress the extent to which PBL can affect students’ sociolinguistic competence.

3.2.3. Administration of the Questionnaire

The questionnaire was distributed during the session of oral expression and where students’ projects were taking place. Most students answered the questionnaire immediately and others later.

3.2.4. Analysis of the Results

1- Your level in English

- a- Beginner
- b- Lower-intermediate to intermediate
- c- Upper-intermediate to advanced

Table 1: Students' Proficiency Level in English

Options	Number	Percentage (%)
A	21	30
B	35	50
C	14	20
Total	70	100

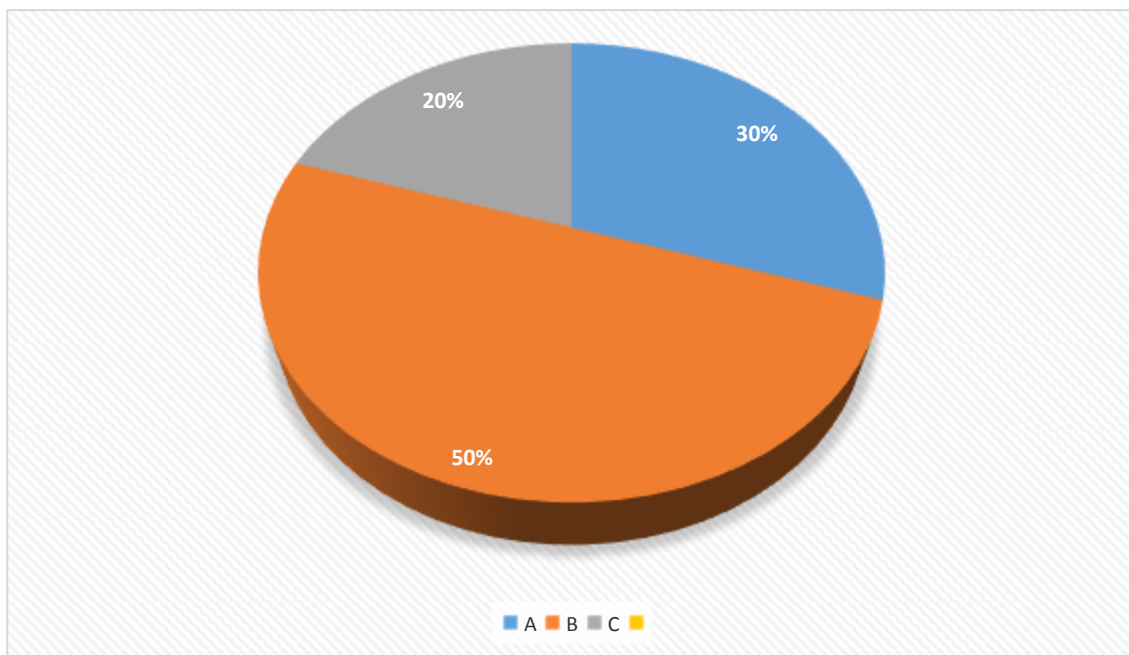


Figure 3.1 Students' proficiency level in English

As shown in table 3.1 (50%) of third year license students at Ouargla English Department state that their level in English is from lower- intermediate to intermediate. (30%) of total students claim that they are beginners, and (20%) state that they have an upper-intermediate to advanced level in English.

2- Did you present class project before?

a- Yes

b- No

If No, why?

Table 2: Students' Engagement in Classroom Projects Presentations

Option	Number	Percentage (%)
A	67	95,7
B	03	4,3
Total	70	100

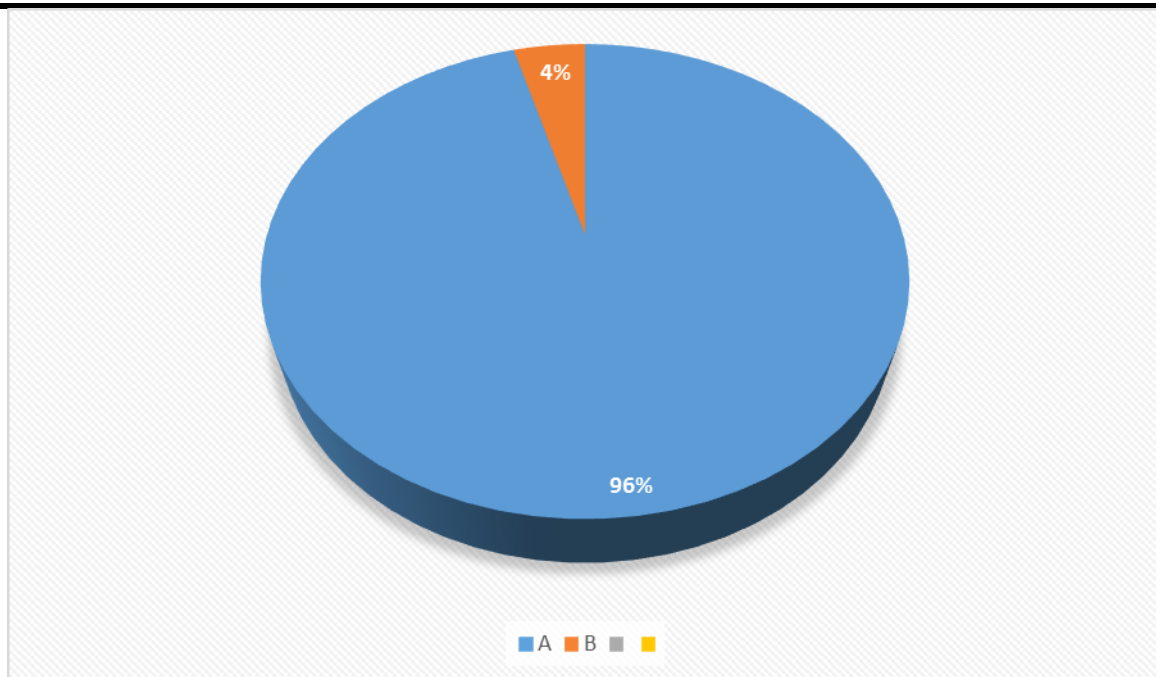


Figure 3.2. Students' Engagement in classroom projects presentations

The results obtained from table 3.3 show that the percentage of students who presented projects for the classroom is about thirteen times (95,7 %) the percentage of students who did not give oral presentations (4,3%) for different reasons.

3- Do you like to be taught through projects in oral expression class

a- Yes

b- No

If No, why?

Table 3: Students' Preference of Projects in the Classroom

Option	Number	Percentage (%)
a	63	90
b	07	10
Total	70	100

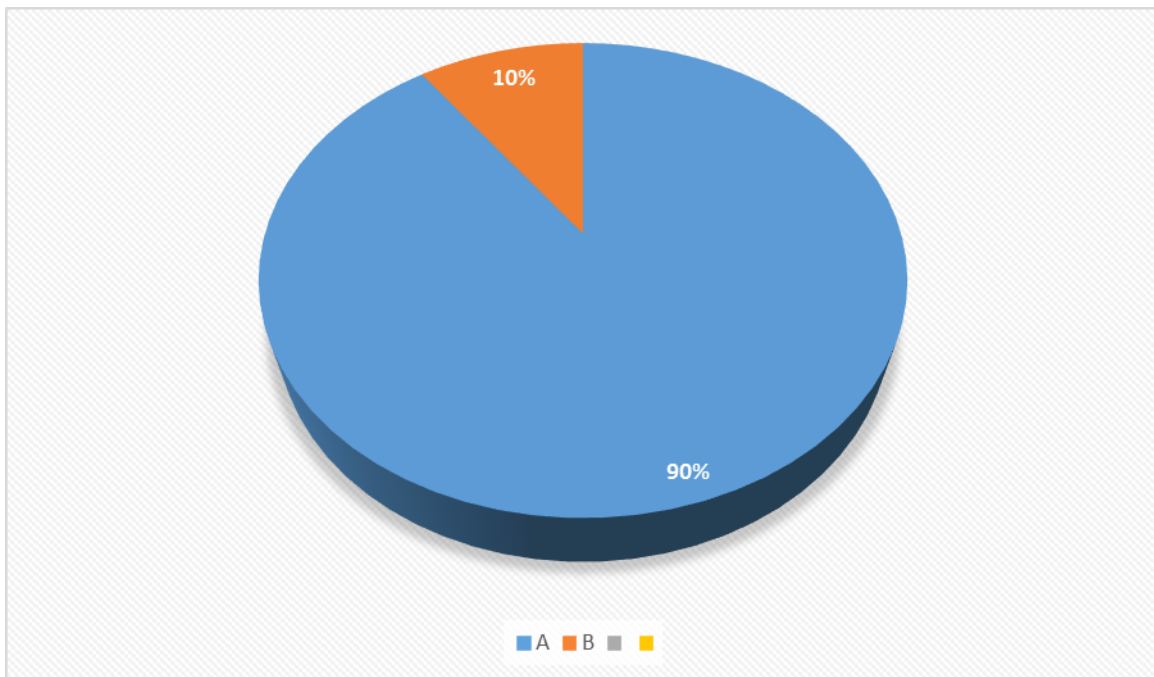


Figure 3.3 Students' preference of projects in the classroom

The results stated on table 3.2 show that (90%) of students prefer being taught through projects in oral expression classes. On the other hand we find that only (10%) of students are not with for different reasons.

4- Who suggest(s) topics of the projects?

- a- The teacher
- b- You
- c- Both

Table 4: Students' Suggestions for Projects' Topics

Option	Number	Percentage (%)
A	24	34,28
B	11	15,71
C	35	50
Total	70	100

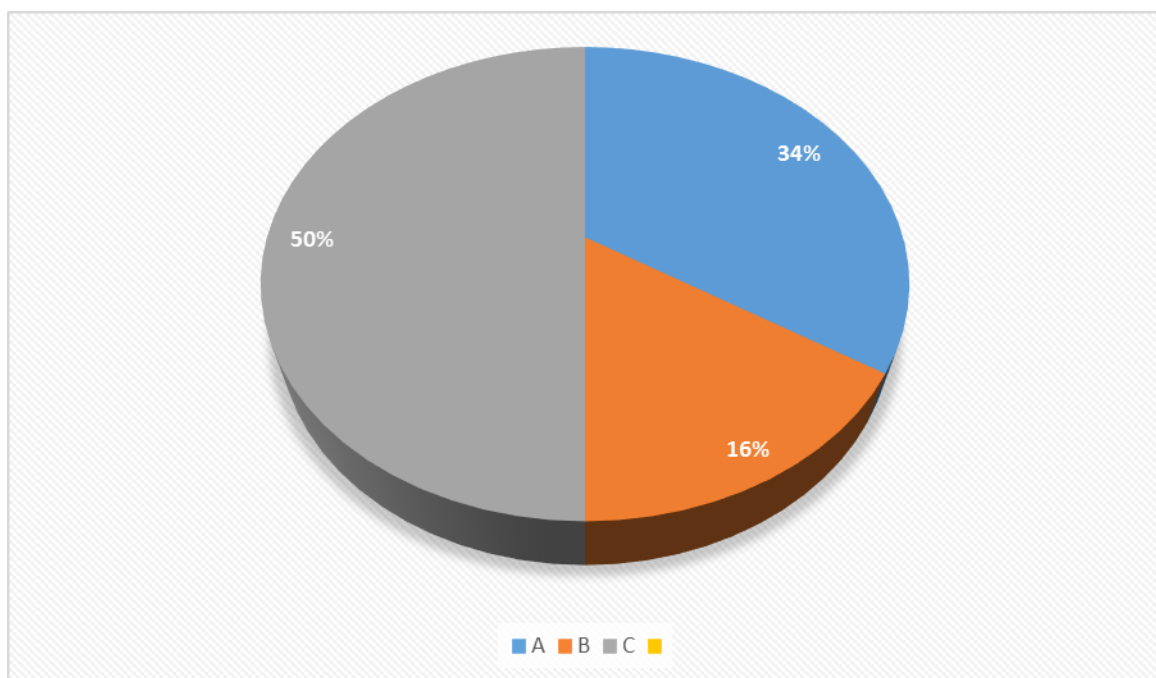


Figure 3.4. Students Suggestions for Projects' Topics

According to the results shown on table 3.4, (50%) of students claim that they and their teachers contribute to the choice of the projects' topics. On the other hand (34, 28%) of students said that their teachers select the projects' topics for them. The remaining ones (15, 71%) claim that it is their choice.

5- Through presenting projects for the classroom, I can produce and correct my mispronunciation of some words as I can improve my intelligibility.

a- Strongly agree

b- Agree

- c- No answer
- d- Disagree
- e- Strongly disagree

Table 5: Projects Presentations and Pronunciation

Option	Number	Percentage (%)
SA	19	27,14
A	42	60
NA	06	8,57
DA	03	4,29
SD	00	00
Total	70	100

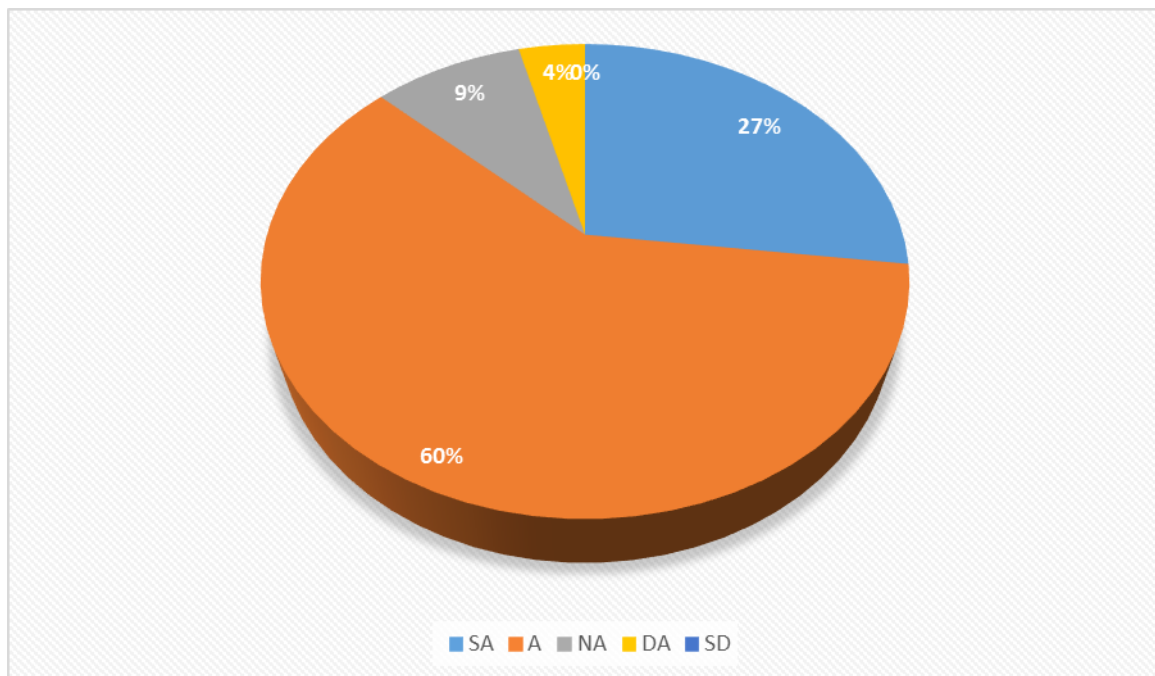


Figure 3.5. Projects presentations and pronunciation

The table 3.5 above shows that more than half of students (60%) agree that projects presentations help them in overcoming their mispronunciation of some words and (27, 14%)

of students strongly agree that projects presentations develop their intelligibility through consolidating their rules of spelling, however (8,57%) of them tell us nothing, and only (4,29%) disagree with the idea.

- 6- Presenting projects for the classroom helps me in developing my bank of English vocabulary including idioms, compound verbs and nouns, collocations...
- a. Strongly agree
 - b. Agree
 - c. No answer
 - d. Disagree
 - e. Strongly disagree

Table 6: Projects Presentations and Vocabulary

Option	Number	Percentage (%)
SA	39	55,71
A	26	37,14
NA	03	4,28
DA	00	00
SD	02	2,86
Total	70	100

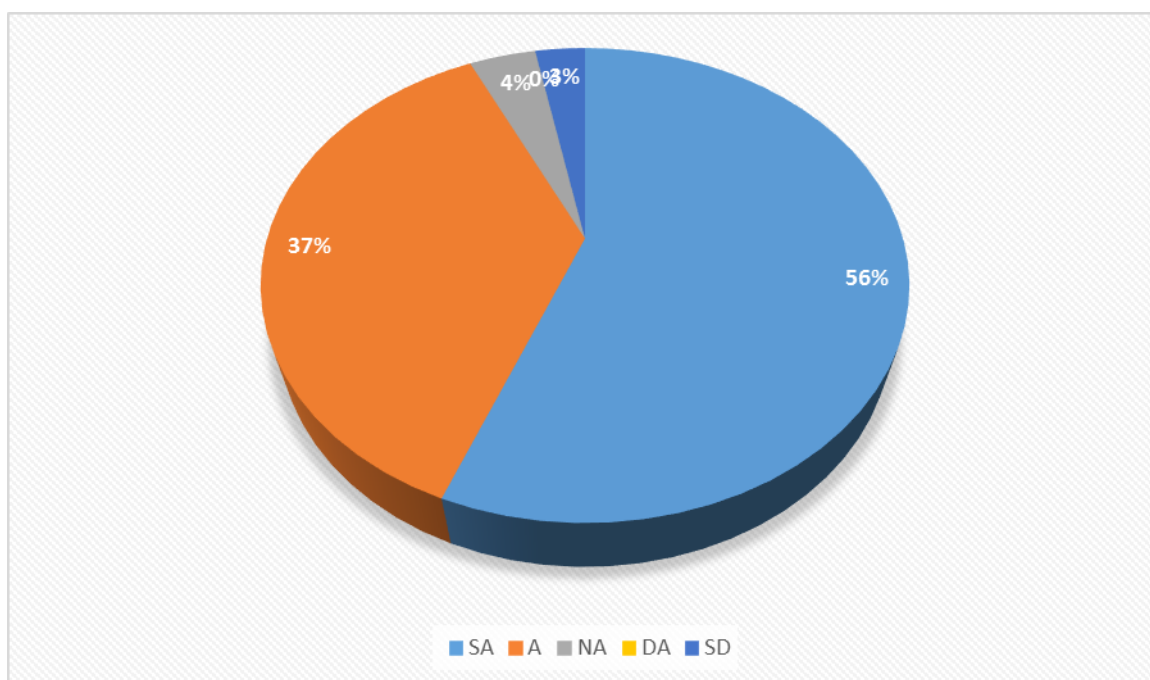


Figure 3.6. Projects presentations and vocabulary

Regarding subjects' answers, (55,71%) of students strongly agree that projects presentations help them in developing their bank of English vocabulary including idioms, single words, compound nouns and verbs...etc, while (37,14%) of students agree with the idea. Only (4, 28%) have no answer and (2, 86%) strongly disagree the fact that projects presentations develop vocabulary in use.

- 7- Presenting projects for the classroom helps me form correct grammatical sentences by deciding upon my choice of the personal pronouns, verbs tenses...etc
- a. Strongly agree
 - b. Agree
 - c. No answer
 - d. Disagree
 - e. Strongly disagree

Table 7: Projects Presentations and Grammar

Option	Number	Percentage (%)
SA	27	38,57
A	37	52,86
NO	05	7,14
DA	01	1,43
SD	00	00
Total	70	100

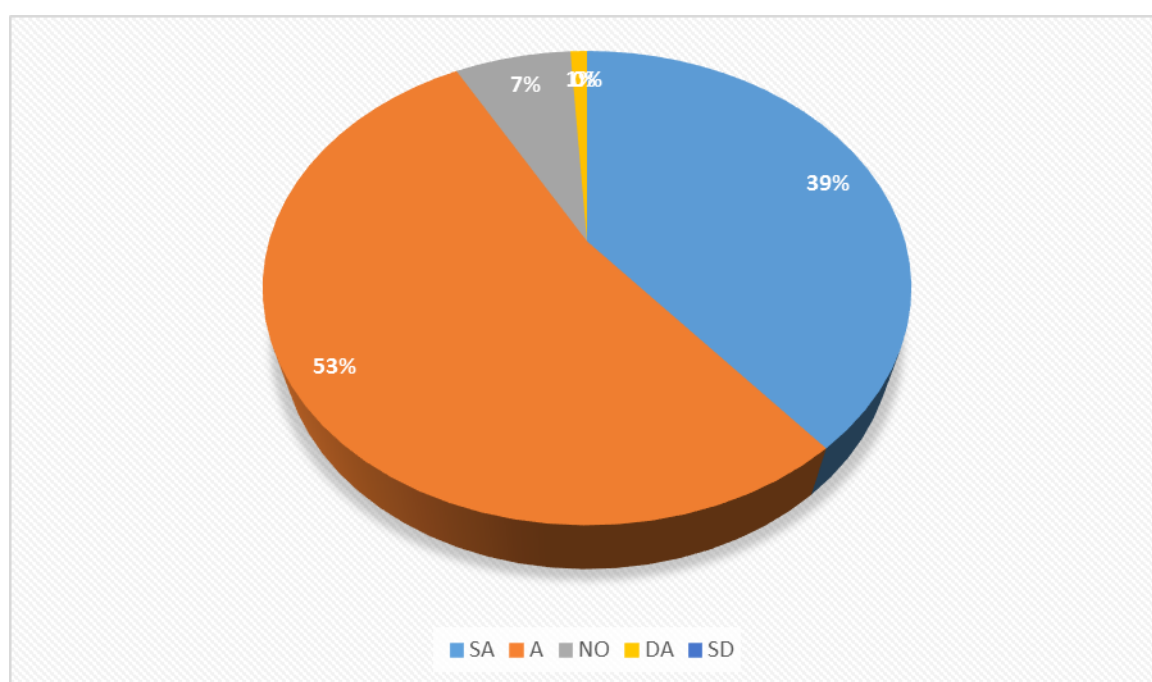


Figure 3.7. Projects presentations and grammar

The table 3.7 shows that high percentage of students (52,86%) agree that delivering projects help them to form correct grammatical sentences by deciding upon their choice of the personal pronouns, verbs tenses...etc, however (38,57%) strongly agree with the idea, whereas (7,14%) of students have no answer and (1, 43%) do not agree but disagree.

8- When preparing for a classroom presentation I learn more about phonology; how to use the rhythm, stress, and intonation to express some acts; surprise, apologize, and attracting attention...

- a. Strongly agree
- b. Agree
- c. No answer
- d. Disagree
- e. Strongly disagree

Table 8: Projects Presentations and Supra-Segmental Features

Option	Number	Percentage (%)
SA	35	50
A	25	35,71
NA	07	10
D	03	4,29
SD	00	00
Total	70	100

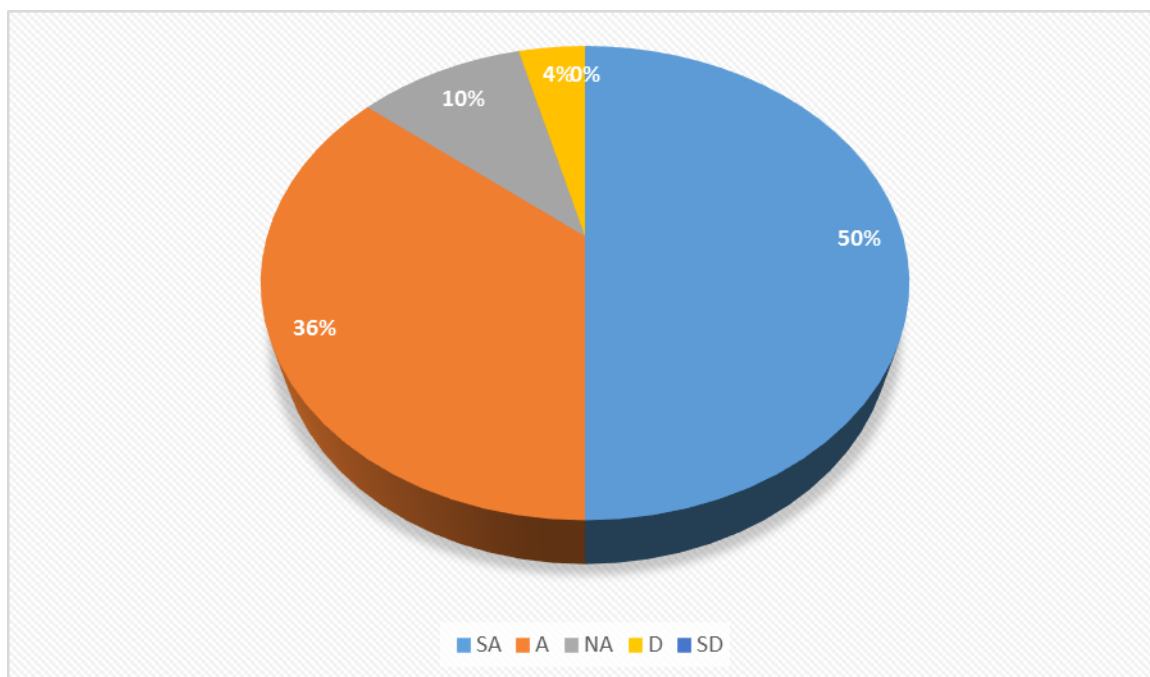


Figure 3.8. Projects presentations and supra-segmental features

The table 3.8 shows that half of students (50%) strongly agree that when preparing for a classroom project presentation they learn more about phonology; how to use rhythm, intonation...etc, while (35, 71%) agree, only (10%) of students have no answer and (4, 29%) disagree with the idea.

9- Projects' presentations help me how to start, discussing, and closing a topic.

- a. Strongly agree
- b. Agree
- c. No answer
- d. Disagree
- e. Strongly disagree

Table 9: Projects Presentations and Discourse Development

Option	Number	Percentage (%)
SA	34	48,57
A	31	44,21
NA	04	5,71
DA	01	1,43
SD	00	00
Total	70	100

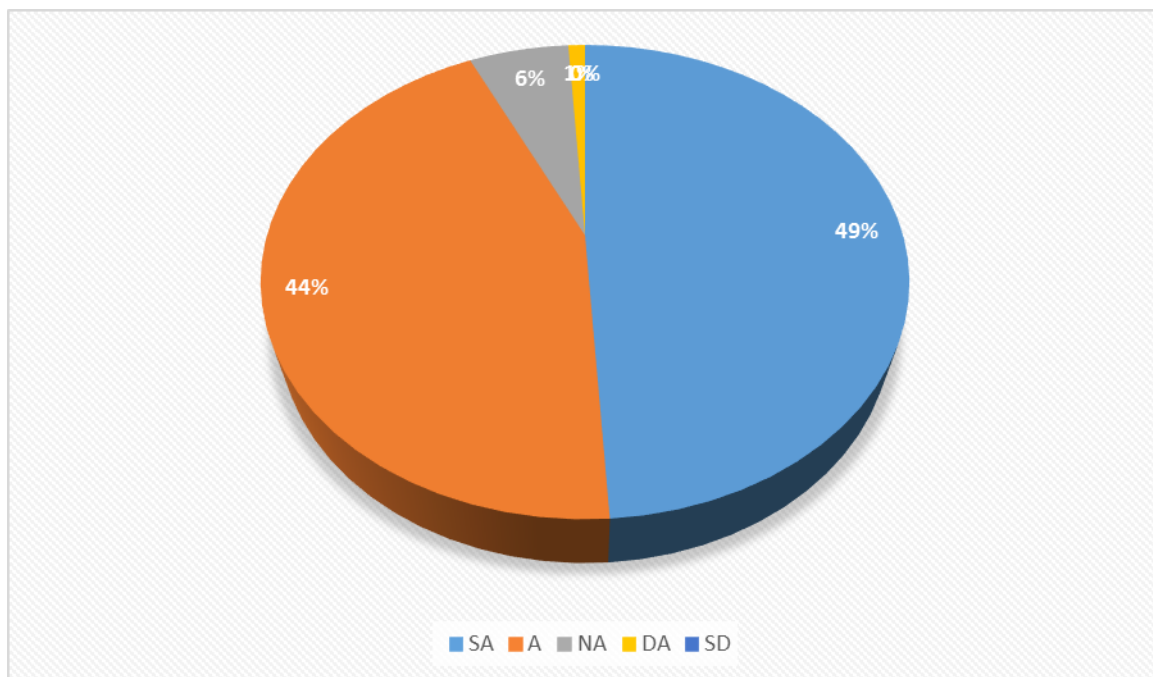


Figure 3.9. Projects presentations and discourse development

The results on table 3.9 show (48, 57%) over (44,21%) of students strongly agree that projects presentations teach them how to start, discussing, and closing a topic. However, (5, 71%) of them have no answer. The remaining respondents (1, 43%) disagree with the idea.

10- Project's presentations help me to take control of my chosen cohesive devices; which, and, then, that, one ... to form cohesive sentences.

- a. Strongly agree
- b. Agree
- c. No answer
- d. Disagree
- e. Strongly disagree

Table 10: PBL and Cohesion

Option	Number	Percentage (%)
SA	25	35.71
A	34	48.57
NA	8	11.43
DA	2	2.86
SD	1	1.43
TOATAL	70	100

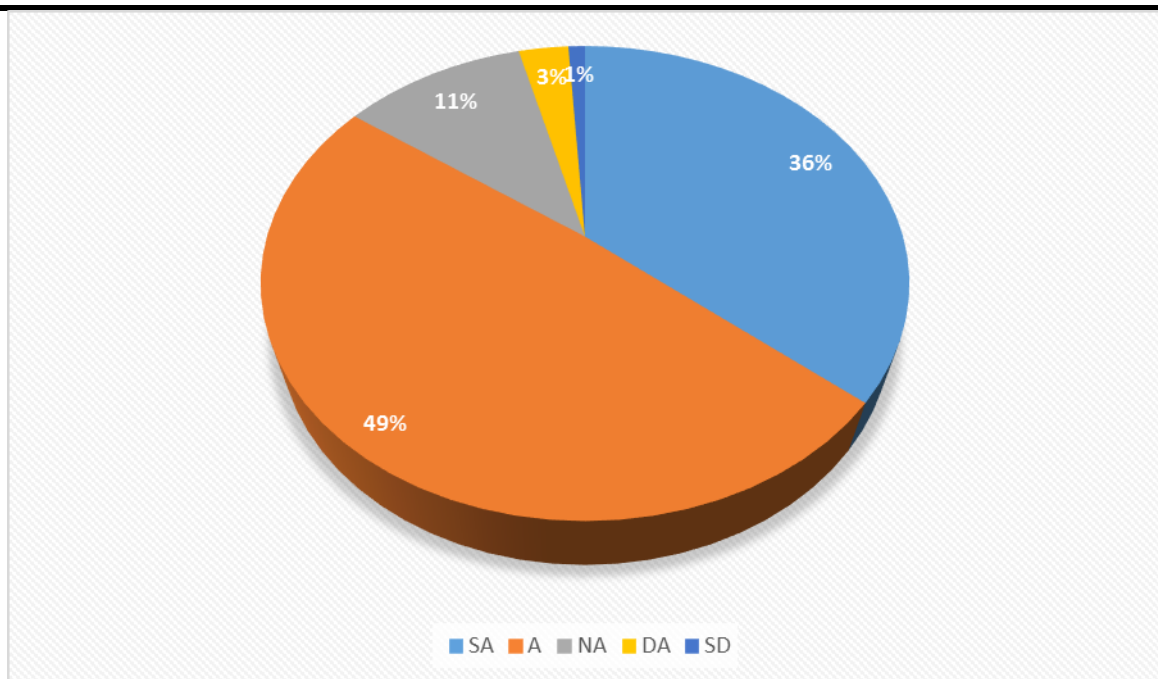


Figure 3.10. PBL and cohesion

As shown on the table 3.10, (35.71%) of students strongly agree that projects presentations help them to take control of their chosen cohesive devices. Others (48.57%) only agree with this. However, (11.43%) claim that they have no answer, while (2.86%) state that they disagree with this. Only (1.43%) of respondents strongly disagree with the fact that classroom presentations help students to take control of their chosen cohesive devices.

11- Project's presentations help me to produce well connected and meaningful speech or texts?

Table 11: PBL and Coherence

Option	Number	Percentage (%)
SA	34	48.57
A	34	48,57
NA	0	0
DA	1	1.43
SD	1	1,43
TOATAL	70	100

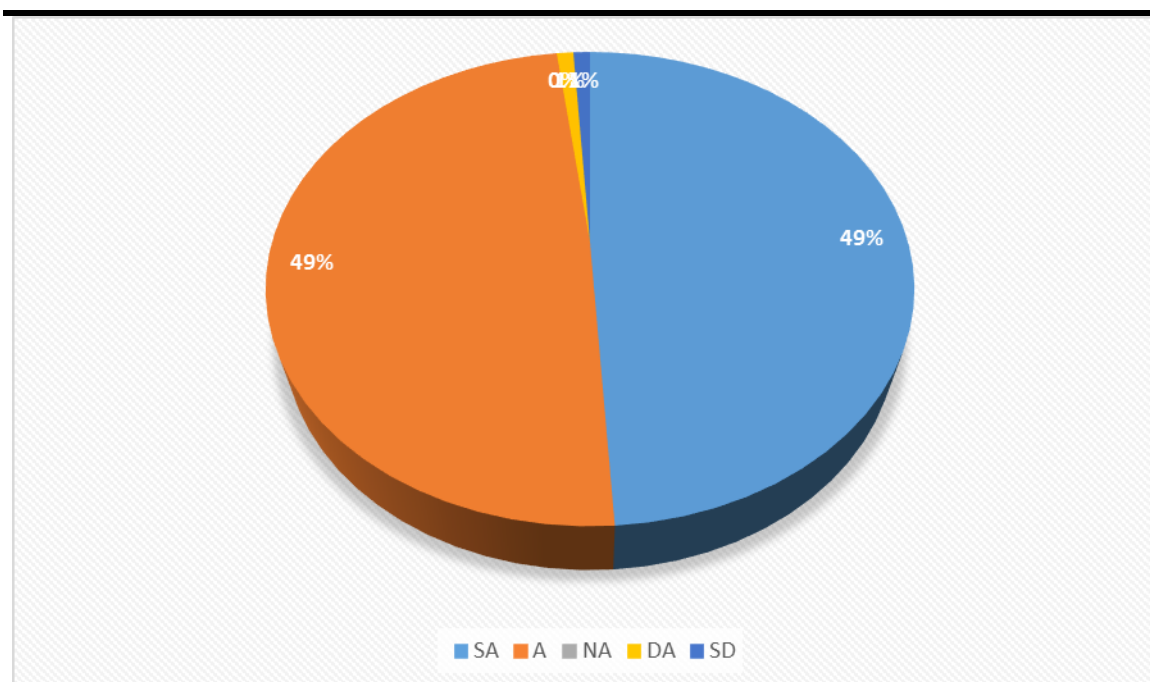


Figure 3.11.PBL and coherence

The table 3.11 indicates that (48.57%) of respondents agree, and strongly agree that project's presentations help them to produce well connected and meaningful speech or texts,. The remaining (1.43%) students disagree and strongly disagree with the idea.

12- Projects presentations teach me how to use the verbal strategies: repetitions, paraphrasing, exemplifying And non verbal strategies: eye contact, gestures, and facial expressions.

Table 12: PBL and verbal/ Non verbal Strategies

Option	Number	Percentage (%)
SA	30	42.86
A	29	41.42
NA	10	14.26
DA	1	1.42
SD	0	0
TOATAL	70	100

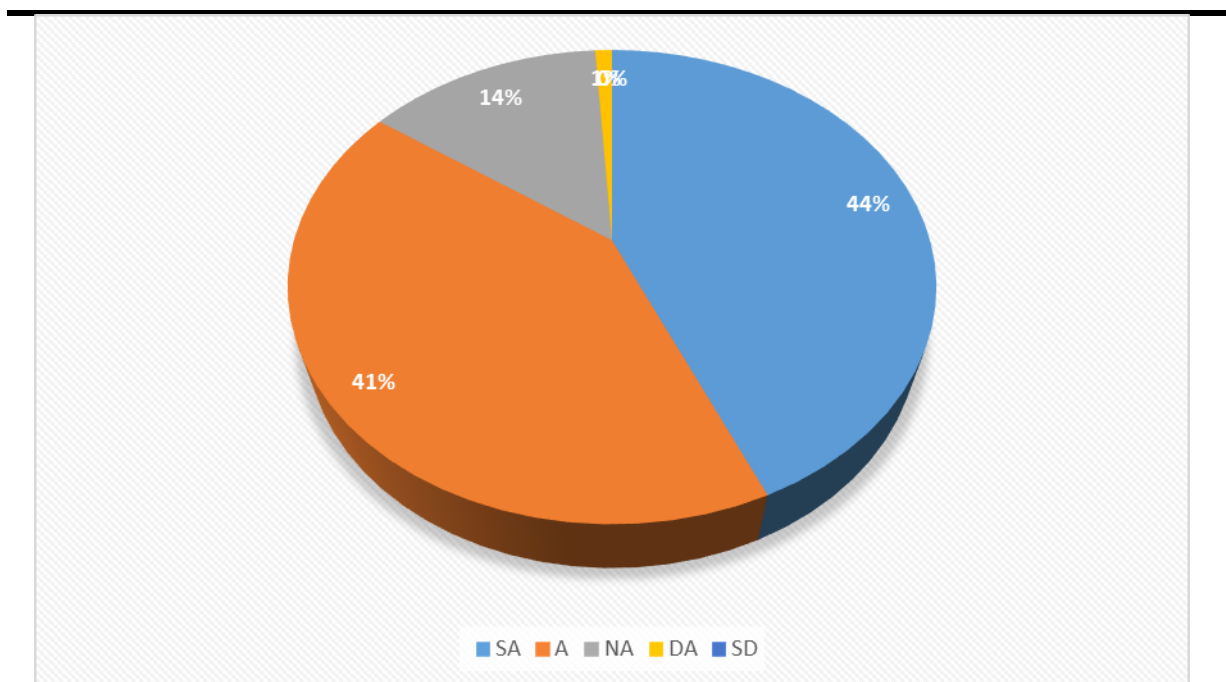


Figure 3.12. PBL and verbal/ non verbal strategies

The table 3.12 above indicates that (42.86%) of students strongly agree that projects presentations teach them how to use the verbal strategies; repetitions, paraphrasing, exemplifying And non verbal strategies: eye contact, gestures, and facial expressions. While (41.42%) of them only agree. Others (14.26%) of them have no answer .The remaining ones (1.42%) disagree with the idea that projects presentations teach students how to use verbal and non verbal strategies.

13- Projects presentations teach me how to improve time gaining strategies: hesitations, fillers, and gambits (e.g. actually.... Where was I?).

Table 13: PBL and Time Gaining Strategies

Option	Number	Percentage (%)
SA	23	32.86
A	37	52.86
NA	6	8.57
DA	2	2.85
SD	2	2,85
TOATAL	70	100

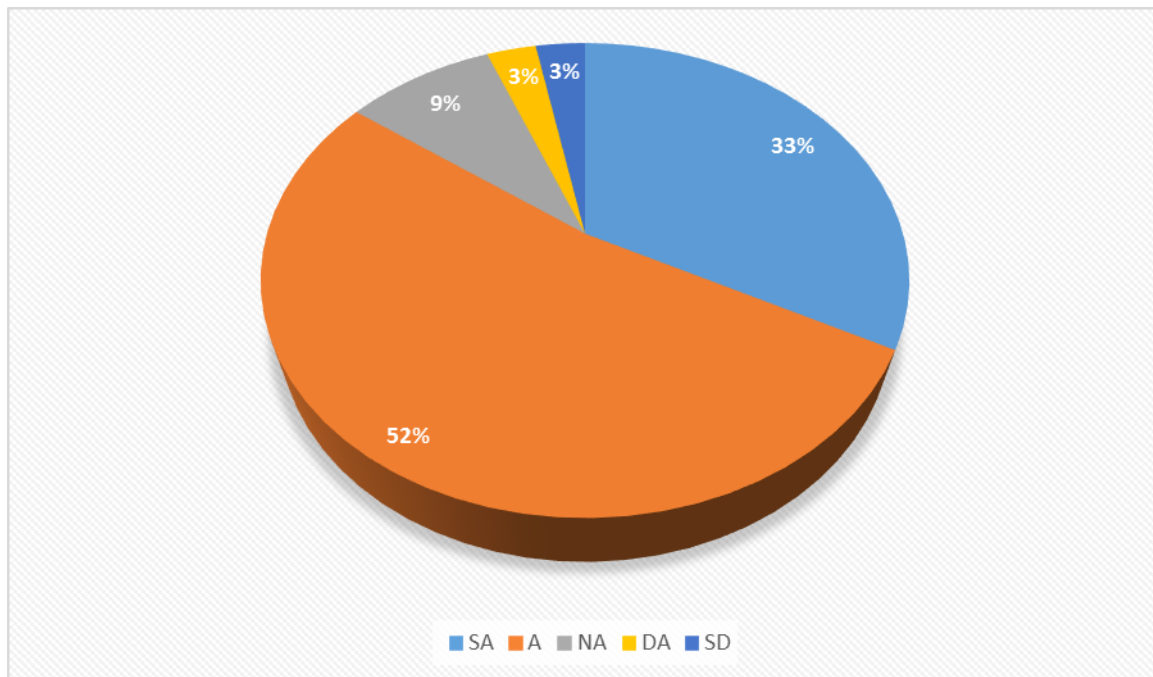


Figure 3.13. PBL and time gaining strategies

Regarding subjects' answers, (32.86%) of students claim that they strongly agree that Projects presentations teach them how to improve time gaining strategies: hesitations, fillers, and gambits (e.g. actually.... Where was I?), while (52.86%) agree with this. others (8.57%) of them have no answer. Only, (5.71%) disagree and strongly disagree equally with the idea.

14- Projects presentations improve my public speaking skills.

Table 14: PBL and Public Speaking Skills

Option	Number	Percentage (%)
Yes	66	94.28
No	4	5.71
TOATAL	70	100

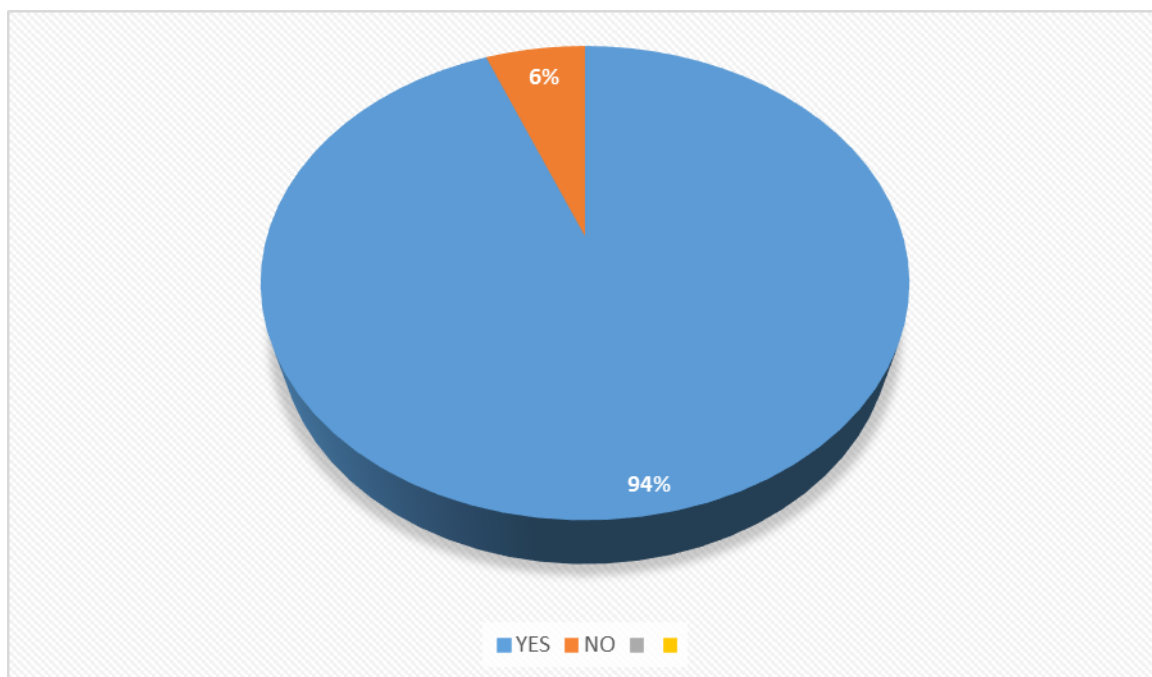


Figure 3.14. PBL and public speaking skills

The table 3.14 shows that the highest percentages of respondents (94.28%) claim that projects presentations improve their public speaking skills, while only (5.71%) of them say no.

15-projects presentations teach me how to deal with the socio-cultural background of the target language community: beliefs, norms, taboo topics.

Table 15: PBL and Socio- Cultural Background

Option	Number	Percentage (%)
SA	21	30
A	34	48.57
NA	12	17.14
DA	2	2.86
SD	1	1.43
TOATAL	70	100

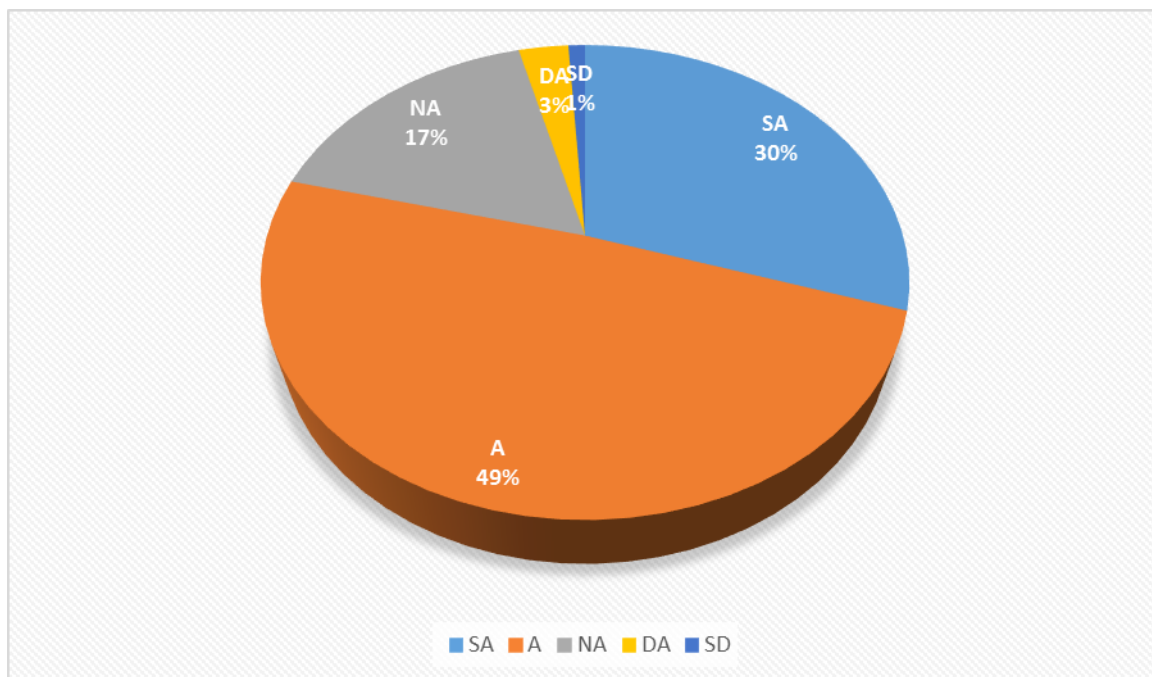


Figure 3.15.PBL and Socio- cultural background

The results obtained from table 3.15, (30%) of students strongly agree that projects presentations teach them how to deal with the socio-cultural background of the target language community: beliefs, norms, taboo topics. However, (48, 57%) agree with this, only (17.14%) have no answer. Moreover, (2.86%) of respondents disagree. The remaining ones (1.43%) strongly disagree with the idea.

16-Projects presentations teach me to take care of the topic and the context of use that stand behind my choice of words: politeness strategies, degrees of formality, time, time, place...

Table 16: PBL and Formality

Option	Number	Percentage (%)
SA	32	45.71
A	33	47.14
NA	4	5.71
DA	1	1.43
SD	0	0
TOATAL	70	100

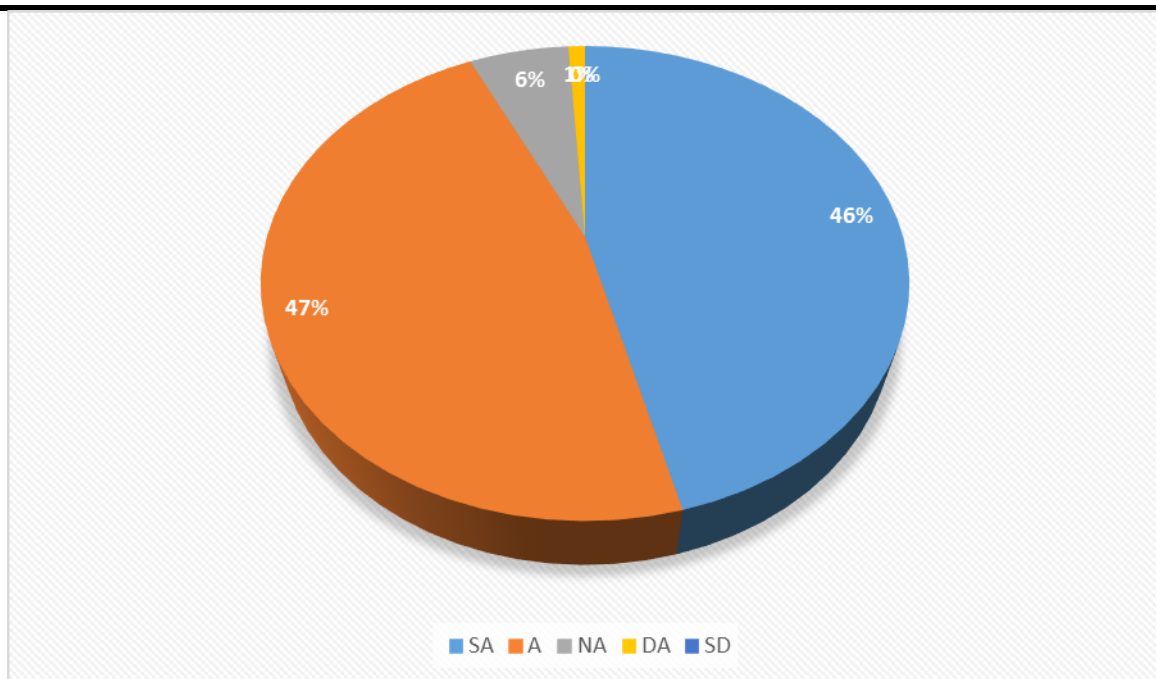


Figure 3.16.PBL and formality

The table 3.16 indicates that a percentage of students(45.71%) strongly agree that Projects presentations teach them how to take care of the topic and the context of use that stand behind their choice of words: politeness strategies, degrees of formality, time, time, place...etc. Others (47.14%) only agree with this .However, only (5.71%) of them tell us nothing. The remaining ones (1.43%) disagree with the idea.

17- Projects presentations teach me how to select my words according to my interlocutors or participants' variables: age, sex, social distance, relations power...

Table 17: PBL and the Selection of Words

Option	Number	Percentage (%)
SA	26	37.14
A	36	51.42
NA	8	11.43
DA	0	0
SD	0	0
TOATAL	70	100

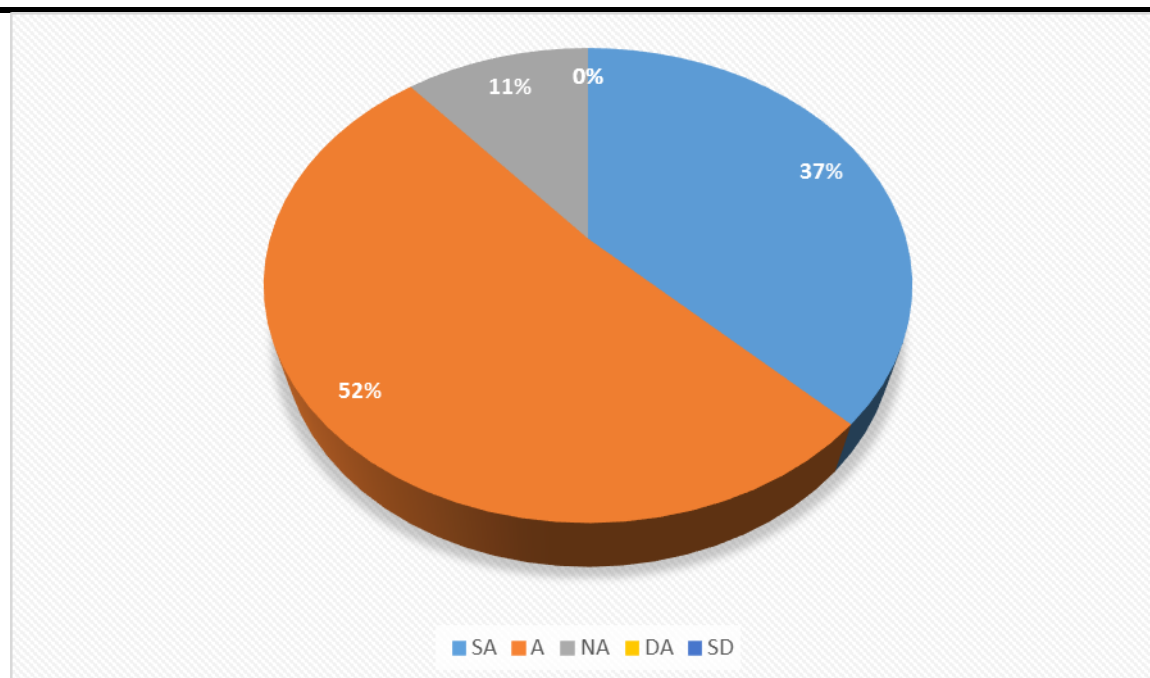


Figure 3.18. BPL and selection of words

The table 3.17 indicates that most students (51.42%) strongly agree that Projects presentations teach them how to select their words according to their interlocutors or participants' variables: age, sex, social distance, relations power, while (37.14%) only agree with the idea. The remaining ones (11.43%) provide no answer.

18- Which of the following you are likely to develop via PBL:

- a- The grammatical and linguistic competence of the English language
- b- Appropriate and effective communication in English

c- Interactional strategies

d- More than the stated above, be specific please

Table 18: PBL and Competencies Development

Option	Number	Percentage (%)
a	28	40
b	35	50
c	5	7.14
d	2	2.85
TOATAL	70	100

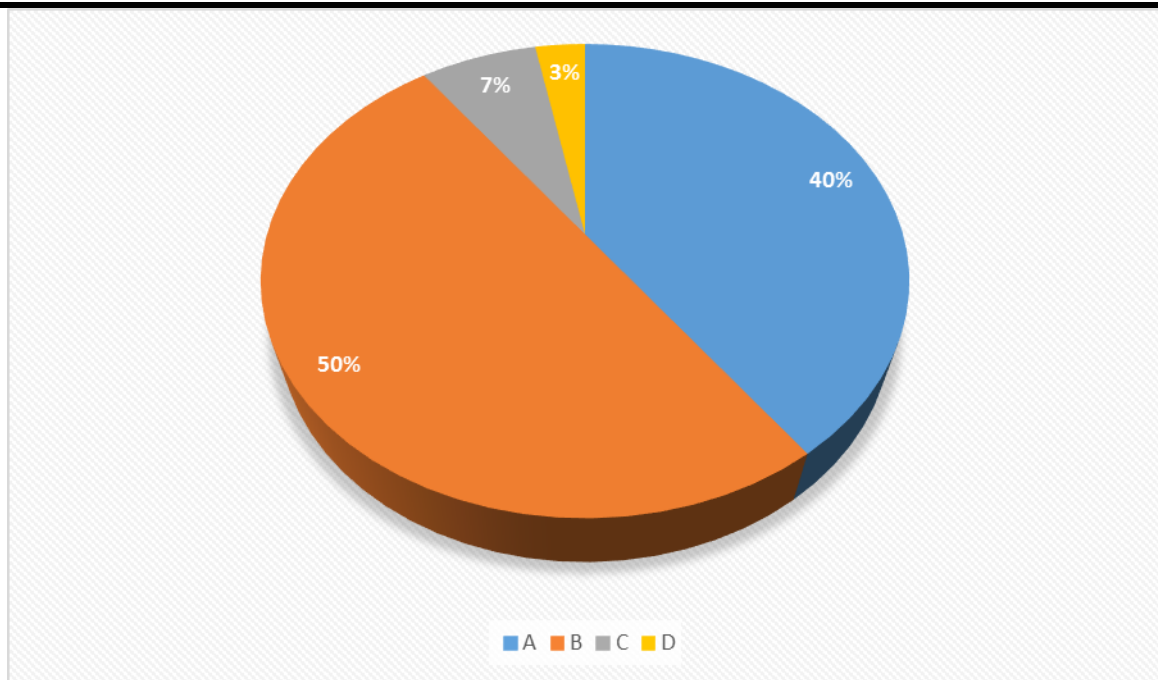


Figure 3.18. PBL and competencies development

The results obtained from table 3.18 show that the majority of students (50%) claim that via PBL they can develop an effective and appropriate communication in English. However, (40%) of them state that PBL help them develop the grammatical and linguistic competence of the English language. Others (7.14%) say that PBL is an effective technique to practice

their interactional techniques more and more. The remaining (2.85%) of them say more than the stated above.

3.2.5. Interpretation of the Results

The analysis of the first questionnaire statements shows that more than half of the students think that they have a lower-intermediate to intermediate level in English due to the fact that they are only second year license, and their contact with English is primitive.

Along with, the analysis of question 2 results shows that the majority of students (95,7 %) have already presented classroom projects. However, only (4,3%) of them are against the idea, because of their timidity, fear of public speaking and making mistakes. In addition, in question 3, (10%) of students do not prefer to be taught by this approach. Moreover, the analysis of question 4 results indicates that one of the main roles of teacher is to guide learners and the learning process in general by selecting topics which are likely to fit the learners' different levels in English and develop their competencies, but there is no doubt that since they are adult students they are responsible for their own learning and invited to take part in the process of negotiating meaning beside suggesting and selecting crucial topics and providing solutions for real life problems.

On the basis of the question 5 results, students are quietly aware of the importance of PBL and how it can help them to have good English and a native like pronunciation, besides improving their intelligibility. Moreover, in question 6, the results implies that the fact that the students' journey of investigating a particular topic will probably pass by new and unfamiliar key terms to students, which indicate that PBL is a safe base and valuable activities to have a good deal of the English language. In statement 7, the results demonstrate that PBL is one of the most reliable methods which afford students to communicate correctly and appropriately. Furthermore, statement 8 results imply that PBL is a reliable base for students to enhance the ability of using stress, intonation, and rhythm to convey the real meaning of the message and

express certain acts, such as amazement , stressing on important information, a question, an advice...etc.

Discourse competence is one element of effective communication. In statement 9 results indicate that PBL introduces students and enables them to deal with different registers, degrees of formality, and politeness. In brief, PBL gives students the opportunity to know how and when to say what to whom.

Next, statement 10 indicates that PBL is an effective way to learn how to express a particular function using an appropriate form, and make students aware of how to construct a cohesive and coherent stretches of meaning and contexts.

Statement 12 results demonstrate that PBL has a great effect in dealing with communication breakdowns. Then, PBL offers students with best opportunities to improve their communication strategies which can be used to handle their communication breakdowns issues. Next, the results of statement 13 reveal that PBL is a helpful technique to deal with uncertainties in real time communication.

Being communicatively competent is a fundamental element in learning a foreign language. In question 14, the analysis of results show that PBL is an effective way that helps students to consolidate their knowledge of how to be a good public speaker, thereby being more motivated to give an effective presentation.

One characteristic of a good communicator is to be socially a successful speaker. So, the results of statement 15 demonstrate that PBL provide students with knowledge that leads them to be socially effective communicator. Besides, in statement 16 the analysis show that the use of the adequate tenor in a particular situation can be best enhanced through PBL as the easiest way. Moreover, as it is shown in the answers of statement 17, the results show that PBL is an effective way to know more about social diversity which is one element of being communicatively competent. Question 18 indicates that students are likely to develop an

appropriate and effective communication in English via PBL. So, it is noticeable that students are more interested in developing their communicative competence as an essential element in learning a foreign language.

3.3. Conclusion

Based on the results of both the questionnaire and the interview, it is noticeable that both students and their teachers are aware of the role of PBL in enhancing learners' communicative competence in EFL classrooms. Additionally, the interpretation of these results has shown that the implementation of PBA in EFL classrooms is an effective way to improve to a large extent the linguistic, discourse, socio-linguistic, and specially the strategic competence which is not only confined in oral classes, but in any classroom discourse based on oral interaction pattern.

General Conclusion

Communicative competence is the goal of any language and learning process. In this respect, the current study aims at showing the extent to which PBL serves learners with best ways of promoting self-directed learning and critical thinking through researching , studying, and trying to find solutions to issues related to their real life in addition to constructing knowledge and developing subjects by their own via their personal choice of projects' topics. Thus, encouraging teachers to adopt PBL in their classrooms and push students toward the autonomous learning style.

This work investigates the constraints that prevent teachers to adopt PBL i.e. lack of time and the role of the teacher as a guide on the side.

Stressing the importance on communicative competence as the ultimate goal of this study, drive us to hold a semi- structured interview with a teacher who uses to give her students classroom projects presentations. In addition, a student questionnaire was distributed. A questionnaire was administrated to second year license at the English department.

Accordingly, the analysis of data obtained from the methods used show that both teachers and students agree that through projects presentations students are more engaged in the learning process. Many of them agree that when preparing for a classroom project presentation they learn new vocabulary, projects presentations teach them where and when to use the academic and non- academic language. Furthermore, students claim that projects enable them to improve their strategic competence; compensate their communication breakdowns through the use of the body language, facial expressions, body language, and repletionetc. Also, the analysis of both methods used shows that PBL is, to a great extent, a safe basis for communicative language teachers in EFL classrooms.

In sum, the hypotheses are confirmed. Furthermore, there are also more other techniques to enhance learners communicative competence, by focusing on other competencies, which

are mentioned in other communicative models (e.g. Hedge, 2000) and can be investigated in other future researches.

Limitations of the Research

There were a number of obstacles that encountered us while conducting the present research. To begin with, time was not sufficient to collect data from a large sample of EFL inspectors/teachers in Ouargla. We were able to conduct an interview just with one teacher of Ouargla University. On the other hand, the questionnaire was administered to seventy learners in Ouargla University. Therefore, the results of this study cannot be generalized, because it does not represent all the EFL teachers' students' views at the Algerian University.

Another limitation is the commitment of some students. During the distribution of the questionnaire, we faced some difficulties such as: learners' engagement, seriousness concerning the topic. And finally, to me one of the biggest struggles I faced in this research was the unfamiliar environment which I had to conduct my research in it, even though Ouargla's English Department is one of the best I have seen, but still the teachers, the administration, even the students were a lot different from ours.

All of these limitations led to suggestions for further studies. Future research has to diagnose the extent to which PBL is applied in the Algerian schools as a whole not just in university. The present study recommends future studies to investigate the impact of PBL in enhancing EFL learners' CC in Arabic and French as well.

Recommendations

As we have seen in this research, PBL is one of the most effective methods in enhancing learners' communicative competences. In addition, to have an efficient teaching-learning experience there are some suggestions that we derived from the study:

1. First and foremost, teachers should motivate students to learn English. This, we hope so, will help them develop a positive attitude towards it and they will be more enthusiastic in learning the language. Students will no longer shy away from the activities where speaking is involved as is generally the case in most high schools now.
2. Provide students with all the materials they need in order to function in the class from informations to resources to learning equipments, which are necessary in this pedagogical approach.
3. Encourage students to collaborate effectively, help them bond with each other and that will show on their work.
4. Set the goal at the beginning of the journey, student needs to know what is required from them from the very beginning so that they can specify their objectives and organize their priorities.
5. Professional support, the teacher should see himself as The Ultimate Resource because unlike traditional classrooms where teachers follow a set curriculum, PBL classrooms are by nature unpredictable and, to an extent, student-guided. Teachers must be flexible, supportive and engaged in the learning process, even if they sometimes feel like spectators.
6. Finally, designing a curriculum that would support the learners' needs with this learning approach.

Bibliography

Allwright, R. (1979). "*Language learning through communication practice*". In C.J. Brumfit & K. Johnson (Eds.), *The Communicative approach to language teaching*. (pp.167-183). UK:Oxford university press.

Bell, S (2010). *Project based learning for the 21st century: Skills for the future*. *The clearing house*, 83(2), 39-43.

Canale, M. & Swain, M. (1980). *Theoretical bases of communicative approaches*. Cambridge: Cambridge University Press.

Canale, M. (1983). *From communicative competence to communicative language pedagogy*. In J.C. Richards and R. Schmidt, eds., *Language and communication*. London: Longman, 2-27.

Celce-Murcia, M, Dornyei, Z, & S, Thurrell. (1995). *Communicative competence: A Pedagogically motivated model with content specifications*, 6 (2), 5-35.

Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and content in language teaching: A Guide for language teachers*. Cambridge: CUP.

Concário, M. (nd). *Content-based English language teaching in social communication: The Early stages of a research project*. Unesp: Bauru.

Dewey, J. (1897). *My Pedagogical creed*. *School Journal*, volume 54 (3) p. 77-80

Bell, S (2010). *Project based learning for the 21st century: skills for the future*. *The clearing house*, 83(2), 39-43.

Dekdouk, F. (2012). *The Effects of oral presentations on developing EGAP students' communicative competence* (Master desertation). Ouargla: Kasdi Merbah University.

- Educational technology division. (2006, sep). *PBL handbook* (1st ed.). Malaysia: Ministry of education.
- Harmer, N, & Stokes, A. (2014, Nov). *The Benefits and challenges of project-based learning*. Pedagogic research institute and observatory (Pedrio): Plymouth University.
- Hymes, D.H. (1979). “*On Communicative competence*”. In C.J.Brumfit, & K.Johnson (Eds). *The Communicative approach to language teaching* (pp.5-26). UK: Oxford University Press.
- Mansour, I. (1997). *Project based leaning and assessment: A Resource manual for teachers*. Arlington, Virginia.
- Metodika. (2007). *Defining communicative competence*. Vol.8., pp. 94-113. Cited in Bagarić, V. (2007).
- Richard, J. & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. 2. ed. Cambridge: Cambridge University Press.
- Rivers, W.M. (1972). “*Talking off the tops of their heads*”, *Tesol Quarterly*.
- Rousova', V. (2008, Mars 20). *Project-based learning: Halloween party* (Diploma thesis), dep. English language and literature, [Masaryk University](http://www.masaryk-university.cz), Brno, 2008.
- Stern, H.H. 1981. *Communicative language teaching and learning: Towards a synthesis in Alatis, Altman, and Alatis*: 131-48.
- Mark Smith (1980,p.16) “*Creators Not Consumers*”
- Nichola Harmer (August 2014) - *School of Geography, Earth and Environmental Sciences*
- Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M. & Palincsar, A. (1991) '*Motivating project-based learning: Sustaining the doing, supporting the learning*'. *Educational psychologist*, 26 (3-4). pp 369-398.

- Blumenfeld, P. C., Krajcik, J. S., Marx, R. W. & Soloway, E. (1994) '*Lessons Learned: How Collaboration Helped Middle Grade Science Teachers Learn Project-based Instruction*'. *The Elementary School Journal*, 94 (5).
- Swain, M. Deters, P. (2007). "*New*" *Mainstream SLA Theory: Expanded and Enriched*. Toronto, CA: *The Ontario Institute for Studies in Education of the University of Toronto*.
- Maleki, A. (2010). *Techniques to teach communication strategies [Electronic version]*. *Journal of Language Teaching and Research*, 1(5), 640-646.
- Canale, M., & Swain, M. (1980). *Theoretical bases of communicative approaches to second language teaching and testing*, *Applied linguistics*, 1, p.1
- Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press. P349
- Díaz-Rico, L. T. & Weed, K. Z. (2010). *The Cross-Cultural, Language, and Academic Development Handbook*, Fourth Edition. Boston, MA: Pearson p58

Webography

Harmer, N. (2014, Aug). *Project based learning*. Retrieved from:

[https://www.plymouth.ac.uk/uploads/production/document/path/2/2733/Literature
review Project-based learning.pdf](https://www.plymouth.ac.uk/uploads/production/document/path/2/2733/Literature%20review%20Project-based%20learning.pdf)

Nouar, Y. (n.d). *Linguistic competence, communicative competence, pragmatic competence, and their implications foreign language teaching and testing*. Retrieved from:

[http://www.umc.edu.dz/fl/images/revue/Linguistic%20competence%20communicativ
e%20competence%20pragmatic%20competence%20and%20their%20implications%
20for%20foreign%20language%20teaching%20and%20testing.pdf](http://www.umc.edu.dz/fl/images/revue/Linguistic%20competence%20communicative%20competence%20pragmatic%20competence%20and%20their%20implications%20for%20foreign%20language%20teaching%20and%20testing.pdf)

Ohno, A. (n.d). *The Communicative competence and communicative language teaching*. Retrieved from [http://www.u-](http://www.u-bunkyo.ac.jp/center/library/image/fsell2002_25-32.pdf)

[bunkyo.ac.jp/center/library/image/fsell2002_25-32.pdf](http://www.u-bunkyo.ac.jp/center/library/image/fsell2002_25-32.pdf)

Rousova', V. (2008). *Project-based learning: Halloween party*. [Masaryk University, Brno](http://www.masaryk-university.cz). Retrieved from: https://is.muni.cz/th/79846/pedf_m/Diplomova_prace.pdf

Christoph Hahn (2015) *Technical Education Specialist*. Retrieved from:

[https://www.linkedin.com/pulse/project-based-learning-five-key-features-motivating-
students-hahn](https://www.linkedin.com/pulse/project-based-learning-five-key-features-motivating-students-hahn)

Discourse Competence (2009). Retrieved from

[http://www.sil.org/lingualinks/languagelearning/otherresources/gudlnsfralnggandcltr
lrnngprgrm/whatisdiscoursecompetencetextu.htm](http://www.sil.org/lingualinks/languagelearning/otherresources/gudlnsfralnggandcltrlrnngprgrm/whatisdiscoursecompetencetextu.htm)

Appendices

The Teacher's Interview

Dear teachers,

This interview is conducted to show the role of PBL in enhancing learners' communicative competence from teacher's point of view.

We would be thankful if you could answer the following questions to facilitate the task of investigation of our research for a master degree in Applied Linguistics and English for Specific Purposes.

Section 1: General Information

Question 1: Could you tell us for how many years have you been teaching English?

Question 2: for how many years have you been teaching oral expression?

Question 3: Which approach do you adopt, please?

Question 4: Do you often assign projects for your students? Why?

Question 5: Before starting the class, do you give the students the chance to talk about their communicative needs?

Question 6: Through assigning projects you are aiming at:

A: helping students practice accurately certain linguistic forms

B: helping students to communicate appropriately and effectively in different situations.

Section 2: Project Based Learning and Communicative Competence

Question 7: To what extent do you think that PBL enhances learner's communicative competence?

Question 8: to what extent do you see that PBL helps students to promote self-directed learning?

Question 9: To what extent do you see that PBL is an adaptable technique for diverse learners regardless their mental capacities, or their learning styles?

Question 10: to what extent do you see that PBL help students to explore and construct something new such as a product, or an idea?

Question 11: does the project topic arranged with the curriculum? Is it guided by a driving question?

Question 12: when designing projects, is it necessary to choose an appropriate content standard? Why?

Question 13: during the project, do you monitor the students and the progress of the project? How?

Question 14: do you assess your students as well as the project outcome? How?

Question 15: do students take part in the assessment process? How?

Students' Questionnaire

Dear students,

You are kindly invited to answer the following questions and statements. Our aim is to see how Project Based Learning can develop your communicative competence.

Your responses shape a valuable and reliable data for our master research. Please tick (√) in the appropriate box.

Thank you in advance for your cooperation.

Section One: General Information

1-Your level in English

- a- Beginner
- b- Lower-intermediate to intermediate
- c- Upper-intermediate to advanced

Section Two: PBL in EFL Classroom

2- Did you give class project presentation?

- a- Yes
- b- No

If No, why?

3- Do you like to be taught through projects in oral expression class

- a- Yes
- b- No

If No, why?

4- Who suggest(s) topics of the projects?

a- The teacher

b- You

c- Both

Section Three: PBL and Linguistic Competence

5- Through presenting projects for the classroom, I can produce and correct my mispronunciation of some words as I can improve my intelligibility.

f- Strongly agree

g- Agree

h- No answer

i- Disagree

j- Strongly disagree

6- Presenting projects for the classroom helps me in developing my bank of English vocabulary including idioms, compound verbs and nouns, collocations...

a- Strongly agree

b- Agree

c- No answer

d- Disagree

e- Strongly disagree

7- Presenting projects for the classroom helps me form correct grammatical sentences by deciding upon my choice of the personal pronouns, verbs tenses...etc

a- Strongly agree

b- Agree

c- No answer

d- Disagree

e- Strongly disagree

8- When preparing for a classroom presentation I learn more about phonology; how to use the rhythm, stress, and intonation to express some acts; surprise, apologize, and attracting attention...

a- Strongly agree

b- Agree

c- No answer

d- Disagree

e- Strongly disagree

Section Four: PBL and Discourse Competence

9- Projects' presentations help me how to open, develop and close a topic.

a- Strongly agree

b- Agree

c- No answer

d- Disagree

e- Strongly disagree

10- Projects' presentations help me to take control my chosen cohesive devices; which, and, then, that, one... to form well cohesive sentences.

a- Strongly agree

b- Agree

c- No answer

d- Disagree

e- Strongly disagree

11- Projects' presentations help me to produce well connected and meaningful speech or texts.

- a- Strongly agree
- b- Agree
- c- No answer
- d- Disagree
- e- Strongly disagree

Section Five: PBL and the Strategic Competence

12- Projects presentations teach me how to use the verbal strategies: repetition, paraphrasing, exemplifying... and non verbal strategies: eye contact, gestures, facial expressions...

- a- Strongly agree
- b- Agree
- c- No answer
- d- Disagree
- e- Strongly disagree

13- Projects presentations teach me how to improve time gaining strategies: hesitations, fillers and gambits (e.g. actually..... where was I?)

- a- Strongly agree
- b- Agree
- c- No answer
- d- Disagree

14- Projects presentations improve my public speaking skills

- a- Yes
- b- No

Section Six: PBL and Sociolinguistic Competence

15- Projects presentations teach me how to deal with the socio-cultural background of the target language community: beliefs, norms, taboo topics...

- a- Strongly agree
- b- Agree
- c- No answer
- d- Disagree
- e- Strongly disagree

16- Projects presentations teach me how to take care of the topic and the context of use that stand behind my choice of words: politeness strategies, degrees of formality, time, place...

- a- Strongly agree
- b- Agree
- c- No answer
- d- Disagree
- e- Strongly disagree

17- Projects presentations teach me how to select my words according to my interlocutors or participants' variables: age, sex, social distance, relations power...

- a- Strongly disagree
- b- Agree
- c- No answer
- d- Disagree
- e- Strongly disagree

18- Which of the following you are likely to develop via PBL?

- a- The grammatical and linguistic competence of the English language
- b- Appropriate and effective communication in English
- c- Interactional strategies
- d- More than the stated above, be specific please.

