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Investigating Students' and Teachers' Attitudes and Perceptions toward the Implementation of Project-Based Learning in EFL Speaking Class:

The Case study of Second year LMD students of English at Yahia Fares University of Medea

A dissertation Submitted in Partial Fulfilment of the Requirements for a Master's Degree in English (Linguistics)

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Declaration

We hereby declare that the substance of this dissertation is entirely the result of our investigation, and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

We are duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by the university authorities under the rules and regulations in force.

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Date: 13/09/2020

Dedication

This thesis is wholeheartedly dedicated to our beloved parents, who have been our source of inspiration and encouragement. Without the endless love and support of our dear parents and siblings, this work would not have been accomplished.

To our brothers, close friends, and classmates who were by our sides and providing us with valuable pieces of advice and assistance throughout the whole process of this research.

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Abstract

The speaking skill is an important skill particularly in Foreign Language learning so that EFL learners can communicate and interact inside and outside the classroom. However, many EFL students at the university level still face some difficulties in speaking sessions to speak out and share ideas. Accordingly, Project-Based Learning is a teaching method that comes as a solution to help students practise and enhance their speaking skill. The main thrust of the present paper is to investigate second-year students' and teachers' attitudes and perceptions toward the implementation of Project-Based Learning in the EFL speaking class. The study was carried out in Yahia Fares University of Medea (UM) Department of Foreign Languages (English Section), Algeria in the academic year 2019-2020. The participants of this study involved 29 second-year EFL students and 7 teachers of speaking. A descriptive research design has been employed with a cross-sectional survey to determine whether the participants have positive or negative attitudes toward this teaching method in the speaking class. Hence, two questionnaires were directed online to both the students and teachers. The gathered data were quantitatively analyzed using Microsoft Excel 2007 program. The results revealed that both learners and instructors showed positive attitudes toward the PBL method and they perceived it as an effective teaching approach to be integrated by teachers in the speaking classes in order to enhance the students' speaking competency. Nevertheless, the teachers claimed some challenges hindering the success of PBL's implementation. Therefore, at the end of this thesis, the researchers offered some recommendations for teachers and administrators that may in turn ameliorate and remedy the situation.

Key words: Speaking skill, Foreign Language, EFL learners, Project-Based Learning, attitudes, perceptions.

ملخص

تعتبر مهارة التحدث مهارة مهمة خاصة في تعلم اللغة الأجنبية بحيث يمكن لمتعلمي اللغة الإنجليزية كلغة أجنبية التواصل والتفاعل داخل وخارج القسم. ومع ذلك، لا يزال العديد من طلاب اللغة الإنجليزية كلغة أجنبية على مستوى الجامعة يواجهون بعض الصعوبات في التواصل ومشاركة الأفكار في حصة التعبير الشفهي. وفقًا لذلك، تعد إستراتيجية التعلم بالمشروع كحل لمساعدة الطلاب على ممارسة مهارات التحدث لديهم وتعزيزها. يسعى الدافع الرئيسي لهذه الورقة إلى التحقيق في مواقف وتصورات طلاب السنة الثانية والأساتذة تجاه تنفيذ التعلم المعتمد على المشروع في قسم الشفهي. أجريت هذه الدراسة في قسم اللغة الإنجليزية بجامعة يحي فارس في المدية بالجزائر في العام الدراسي 2019-2020. شارك في هذه الدراسة 29 طالب من اللغة الإنجليزية من السنة الثانية و 7 من أساتذة الشفهي. تم استخدام تصميم بحث وصفي مع مسح مقطعي لتحديد ما إذا كان لدى المشاركين مواقف إيجابية أو سلبية تجاه هذه الطريقة للتدريس في حصة التعبير الشفهي. وبالتالي، تم توجيه استبيانين عبر الإنترنت لكل من الطلاب والأساتذة. تم تحليل البيانات المجموعة كميا باستخدام برنامج مايكروسوفت إكسل 2007. أظهرت النتائج بأن كلا من المتعلمين والأساتذة لديهم مواقف إيجابية تجاه طريقة التعلم القائم على المشروع، وقد أكدوا أنها طريقة تعليمية فعالة يجب دمجها من قبل الأساتذة في حصص التعبير الشفهي من أجل تعزيز كفاءة الطلاب في التحدث. ومع ذلك، فقد ادعى الأساتذة أن هناك بعض التحديات التي تعيق نجاح تطبيق هذه الإستراتيجية. لذلك، قدم الباحثون في نهاية هذا البحث بعض التوصيات للأساتذة والإداريين التي قد تؤدي بدورها إلى تحسين ومعالجة الموقف.

الكلمات المفتاحية: مهارة التحدث، اللغة الأجنبية، متعلمي اللغة الإنجليزية كلغة أجنبية، التعلم القائم على المشروع، المواقف، التصورات.

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List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

LMD: License, Master, Doctorate

MKO: More Knowledgeable Others

N: Number

PBL: Project Based Learning

UM: University of Medea

ZPD: Zone of Proximal Development

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General Introduction

1. Statement of the Problem

The foreign language teaching process has witnessed a significant change over the last decades and a great deal of development resulting in an emphasis on learners and learning. The twenty-first century perceived one of the newest shifts in pedagogy which is often referred to as 21st century learning. This new pedagogy receives wide attention among educators. It calls for equipping learners with indispensable skills aiming at ensuring students' twenty-first century readiness and success instead of just teaching mounds of content by simply focusing on the ability to read and write only.

In 2003, Algeria has adopted Competency-Based Approach mainly for the sake of enhancing the students' communicative competency; however, EFL speaking classes are still faced with the traditional method. It consists mostly of giving grades to students' oral presentations which many teachers as well as students label "projects". These projects are reduced basically to research conducted most of the time over the internet, presented in class either from a paper or from overloaded PowerPoint slides. The scores students get for these projects, most of the time, do not reflect their level in terms of the speaking skills and competences acquired and contradict their exam grades which are often lower than the scores of these project assignments. On the line of these remarks, it would be necessary to pay a great deal of attention to this phenomenon.

Project-Based Learning (PBL) receives, therefore, higher attention and set out principles of twenty-first century learning. This teaching method reflects the constructivist theory of how students learn by placing the learner at the centre of education (student-centeredness). It provides them with the opportunity to learn in authentic, challenging environments in which they can do things rather than simply learn about something. PBL also reflects students' needs and skills like critical thinking, problem-solving, creativity, collaboration, communication, self-direction, and Information and Computer Technology (ICT). This approach yields a wide variety of skills that ensure the success of students in the twenty-first century by improving their learning in class (i.e., achievement, attendance, class participation, motivation, and attention, etc.) and also preparing them for the workplace.

2. Purpose of the Study

PBL and twenty-first century learning receive worldwide attention and are growing in popularity. Hence, this research is undertaken to explore the attitudes and perceptions of the second-year EFL students and teachers of speaking at Yahia Fares University of Medea (UM) Department of Foreign Languages (English Section), regarding the implementation of the Project-Based Learning method in the speaking class. The end goal is the improvement of the quality of higher education in Algeria in general and of the teaching and learning of the speaking skill more specifically.

3. Research Questions

Based on the aforementioned research objectives, the major concern of the present study intends to answer the following main research questions:

a- What are the second-year EFL students' attitudes and perceptions toward the implementation of the Project-Based Learning method in the speaking class?

b- What are the teachers' attitudes and perceptions regarding the use of PBL as an adopted method in their speaking class?

4. Significance of the Study

At the end of this study, the researchers seek to explore the second-year students' and teachers' attitudes and perceptions toward the implementation of the PBL method in the speaking class at the Department of English in the UM. Thereby to alter traditional teaching methods based on spoon-feeding which is still a common teaching practice and to help students cope with the demands of this century. According to the researchers' current state of knowledge, it appears that only a few studies addressing the field of this research in Algeria. Consequently, the research findings would contribute in raising teachers' and educators' awareness on the worthiness of the PBL method in developing the speaking level of the students besides encouraging the teachers to rely on PBL instruction in their classes. In view of this, it seems significant for the researchers to opt for this research topic.

5. Research Methodology

In order to investigate second-year students' and teachers' attitudes and perceptions toward the implementation of PBL in the speaking course in the Department of English at UM, a descriptive research design is adopted based on quantitative data collection. Two questionnaires were created in Google Forms and were then administered to 29 students and 7 teachers of speaking as a data collection instrument. The participants' responses were analyzed through the use of Microsoft Excel program 2007 and were converted into tables and figures.

6. Organisation of the study

The present research comprises of four chapters. The first chapter constitutes a review of the literature on both the speaking skill and Project-Based Learning method. In the first section, it discusses the concept of speaking skill, its definition, its importance, and some difficulties confronted by the students when speaking English. Then, in the second section, it tackles the PBL method starting with a brief historical overview of this concept by giving its comprehensive definition, its advantages in developing students' speaking skill. It then presents the theoretical framework of PBL instruction, learners' and teachers' roles in the PBL classroom, and lastly its main phases of implementation. Finally, the third section reports previous studies that are in relation to the PBL method.

Chapter two is concerned with the practical part of this research. It gives a description of the research design, taking into account the research sample and the research instruments including students' and teachers' questionnaires. It then discusses the procedures followed to analyse the data.

The third chapter of this thesis relates to the analysis and results of the data derived from the research instruments. It provides a statistical analysis of the questionnaires obtained from the aforementioned tools that are transformed into tables and figures through Microsoft Excel Program 2007.

Finally, chapter four discusses the research findings of students' and teachers' questionnaires in light of the research's theoretical framework and previous studies. Then, it tackles some research recommendations for teachers and educators which focus on the need for integrating PBL instruction in the speaking class as a mean for developing students' level. Limitations of this research and suggestions for further studies are finally addressed. With these four chapters, this research is wrapped up with a general conclusion presented at the end of the thesis.

7. Definitions

Attitude: Hornby (2010) defines the word attitude in Oxford Advanced Learner's Dictionary of Current English as "The way that you think and feel about something and the way you behave towards something that shows how you think and feel to have a good, bad, positive, or negative attitude towards something" (p. 84).

Perception: Hornby (2010) defines the word perception in Oxford Advanced Learner's Dictionary of Current English as "An idea, a belief or an image you have as a result of how you see or understand the true nature of something" (p. 1126).

Project-Based Learning: Bell (2010) defines the PBL method as "An innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century. Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge" (p. 39).

Speaking: Garside (2019) defines speaking as "A fundamental language skill. It is the primary way in which we communicate information...it is the ability to speak well which best represents our proficiency in another language".

Chapter One:
Literature Review

Introduction

This chapter is devoted to current literature about the speaking skill and Project-Based Learning (PBL) as a teaching instruction. It is divided into three sections. The first section sheds light on the speaking skill, its definition, and then focuses on its importance to EFL students during their learning process. Besides, providing some speaking difficulties encountered by EFL learners. The second section is about PBL, it reviews the definition, origins along with its advantages. Furthermore, EFL learners' and teachers' main roles in PBL speaking classroom are discussed. Then, it tackles the stages of PBL implementation in the classroom. The final section introduces the previous studies concerning the application of PBL in the EFL speaking classes.

1.1. Overview of Speaking

To learn any language, one should master four skills, namely reading, writing, listening, and speaking. The latter forms the basis in the language learning process since it allows learners to express their ideas and needs, communicate with others, and interact with them. Notably, speaking is the authentic mean for human communication; it is counted as the fundamental skill that needs practice, particularly for those who want to learn a new language. In the same respect, Ur (1996) claims, “many if not most foreign language learners are primarily interested in learning to speak” (p. 120). Additionally, Rao (2019) classifies speaking and writing as active skills, in which students are required to practise as much as they can and to be productive (p. 8). Hence, it deserves more attention for both foreign teachers and students because of its considerable benefits in maintaining a realistic and interactive atmosphere in the FL learning classroom. There are various definitions suggested by scholars concerning the speaking skill. That is, no precise definition can be provided. Indeed, Burns and Joyce (1997) argue that “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” (p. 42). (as cited in Izountar, 2018, p. 7).

Speaking is a necessary tool for communication, and the central demand in today’s world is being proficient in the speaking skill. Thus, it allows the learner to gain

several distinct advantages. Pathan (2013) emphasizes that the acquisition of the oral communication skills is beneficial as it ameliorates students' both academic and professional achievements, get wider job opportunities in the future, and develop their personal competencies (p. 395).

1.1.1. The Importance of English Language

In the context of the changing world, the English language gains the global status of being an international language and it is regarded as a Lingua Franca. Nunan (2003) explains that English is currently dominating the world as no language ever has; it is the language of science and technology with no competitor that is why many countries considered English as the official language. Accordingly, Baught and Cable (2002) argue that English is one of the most influential languages in terms of the number of speakers as well as in its use of worldwide conversations. Therefore, people are eager to learn English in order to obtain many professional opportunities for their careers. In the same vein, Nunan emphasizes that English plays a vital role in global communication in certain fields, including chemistry, physics, biology, and psychology. For that reason, EFL students must foster and work on their speaking level so that the scope of their future professional careers would be expanded. However, in the real context they find themselves reluctant to speak because of many factors affecting their speaking proficiency.

1.1.2. EFL Speaking Difficulties

Since English is the second foreign language in Algeria, the majority of EFL learners are not very familiar with the use of this language. Consequently, they experience some difficulties when they have to speak in English as a target language. Students of English may have some negative emotions that hinder their oral communication due to many psychological barriers. Foreign language anxiety, lack of self-confidence and fear of making mistakes are the major ones.

1.1.2.1. Foreign Language Anxiety

Foreign Language Anxiety is the negative feeling that arises in second language learning. The anxious student often feels nervous, fearful, worried and under pressure. When it comes to speaking, anxious students look much tensed, shaking, sweating, and having an increased heart rate, dry mouth and hardly breathe. As MacIntrye and Gardner (1994) demonstrate, the sensation of stress and apprehension, especially related to second language contexts, consisting of speaking, listening, and learning are the descriptions of language anxiety. Students who have speaking anxiety are often very calm and passive and can therefore receive less attention from teachers in comparison with the active ones. Anxiety which may arise when speaking a certain language can affect students' performance. It can influence the quality of oral language production and make learners appear less fluent than they really are. One researcher holds the view that "anxiety appears as a crucial factor that often affects students' oral production in the foreign language they are required to use" (Melouah, 2013, p. 65).

1.1.2.2. Lack of Self-confidence and Fear of Making Mistakes

Students who lack confidence in themselves, prefer better to stay silent and keep their ideas for their own, they are afraid of pronouncing words inappropriately and fearful of their teacher's correction and peers' perceptions as well. Reasonably, the students keep calm and avoid facing the audience or participating in oral activities. In this situation, the instructor's role comes to encourage his or her students and help them regain their confidence in order to discover their hidden abilities and let them unleash their strong side. In line with this, Dörnyei (2001) confirms that encouragement plays a major role in defeating students' low self-confidence. Teachers can, therefore, inspire confidence in their learners by reminding them that they trust their capabilities, powers, and efforts to learn and accomplish the work successfully. In this similar case, Harmer (2007) mentions the decisive role of teachers to get over the students' reluctance. Indeed, he discusses that teachers must stimulate their learners in order to make them speak through clear and enthusiastic activities such as role-playing. Consequently, the teacher gives new information indirectly for the

success of the activity, make students involved, and achieve authentic learning as well. Nevertheless, the teacher should not over participate, but rather leave a space for the students to express their ideas.

In brief, speaking plays a crucial role in general and EFL students' communication more specifically. Unfortunately, most students who learn English for some years continue to struggle to speak the language appropriately. This is caused by the classroom environment which does not encourage students to practice their English ability. Hence, foreign teachers should look for effective strategies in order to improve their students' oral proficiency and to overcome their speaking difficulties. Indeed, Project-Based Learning comes to solve such problems as Fleming and Douglas (2000) argue, "Projects offer rich opportunities for helping students make interdisciplinary connections, address academic standards and goals, discover personal talents and interests, develop social skills, and use technology" (p. 10). Thus, this method makes interaction possible and learning interesting during oral sessions.

1.2. Project-Based Learning in the EFL Classroom

There have been several studies concerning foreign language teaching methods that attempt to facilitate second or foreign language learning. Project-Based Learning (PBL) among others is a teaching pedagogy that proves its effectiveness in the EFL context. The following section is devoted to the origins, the development, and the theoretical background of this instruction. It also gives a comprehensive definition of PBL along with its principles and advantages in developing EFL students' abilities. Moreover, it describes the teachers' and students' roles in PBL. Finally, the stages of PBL's implementation in the speaking classroom are presented in this section.

1.2.1. Historical Overview

In traditional education, learning was based on rote memorization of facts where students were treated as passive receivers of knowledge and teachers as the only source of information. However, in the late 19th century, there was a pedagogical movement named "progressive education". This movement came as a reaction to

traditional education curricula. It draws its roots from the early works of John Lock and Jean Jacques Rousseau, but it was further developed by John Dewey during the 1880s. This educational reform attempts to change the focus of education by taking into consideration the social aspect of the student as Dewey (1897) believes that "all education proceeds by the participation of the individual in the social consciousness of the race" (as reported in Simpson & Stack, 2010, p. 25).

Following the Deweyan Experiential Model, the success of any learning program is to keep the learners engaged in the course; teachers should teach students how to think rather than relying on rote memorization because learning to read is no longer enough in the education program. The learner-centered approach that arises during the twenty-first century emphasizes the engagement of learners in the class. Like the Chinese proverb says: "Tell me and I forget, show me and I remember, involve me and I learn". Therefore, education must be related to the students' real-world and base their learning on experience through collaborative learning projects.

1.2.2. Definition

Shifting from traditional education 'teacher-centered approach' to a modern one 'learner-centered approach' is not an easy transition in learning a foreign language, especially in the Algerian society, since students still think that the teacher has the total authority in the classroom. One of the methods which reflect the principles of learner-centeredness is Project-Based Learning. It is a model that meets the needs of both teachers and learners in teaching and learning a foreign language effectively mainly the speaking skill. Boss and Krauss (2007) define Project-Based Learning as a teaching pedagogy that attempts to alter traditional classrooms. Students' involvement in real-life projects and the switch from a teacher as being the 'only provider of information' to a 'facilitator' are good examples of PBL. Blumenfeld et al. (1991) give a comprehensive definition of PBL:

> Project based learning is a comprehensive perspective focused on teaching by engaging students in investigation. Within this framework, students pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and / or experiments, collecting and analyzing data, drawing conclusions,

> communicating their ideas and findings to other, asking new questions and creating artifacts. (p. 371)

Furthermore, Indrianti and Istanto (2013) emphasize that the dependence on teacher-centeredness may lead students to become passive learners. Project-Based Learning creates a cooperative learning atmosphere that encourages them to exchange their ideas and interactions with each other to solve original issues. In addition to them, Patton (2012) clarifies that Project-Based Learning differentiates from the Inquiry and Problem-Based Learning techniques; students plan, prepare and exhibit their projects orally and publicly to the audience under the shape of a product or presentation. Moreover, Krauss and Boss (2013) demonstrate that in PBL learners examine questions that are open-ended to seek meaning and then convey it in significant ways. They henceforth, attain the necessary knowledge, skills, and dispositions.

Based on the above-mentioned definitions of various researchers in the field, it can be inferred that PBL is a thorough teaching instruction that is done through projects in which students work together in order to answer a complex question or solve a real-life problem. Thus, students became autonomous, curious learners, and creative thinkers with the help of their teachers. This technique allows the students to develop teamwork skills, think critically, use technology, and decision-making skills. Students are henceforth actively involved in the class.

1.2.3. Advantages

Project-Based instruction is advantageous in many ways, and several researchers have supplied us with further details concerning its benefits in developing students' skills and preparing the learners in their future lives. As a start, Goodman (2010) gives some reasons why the implementation of PBL in class is recommended as it carries various advantages for the learners particularly and to the classroom atmosphere in general. According to him, PBL makes students comprehend and practice their knowledge so that they get a deeper understanding of the content. In fact, during the

preparation of the project, students investigate a given topic from different angles and disciplines and gather materials. They henceforth, get a disciplinary and an in-depth understanding unlike in traditional classrooms where students get superficial comprehension by learning facts only where no practice is involved. In PBL, students can be in contact with professionals in order to supplement their teacher's knowledge and make a connection with the real world. While making projects, learners develop critical thinking, communication, and collaboration skills which Goodman regards them as the 'building skills'.

Additionally, another greatest advantage of using PBL is the enhancement of motivation to learn which results in a better achievement throughout the project. There is a correlation between motivation and achievement; when a student selects the project and defines the goals according to his/her interests, she or he will be motivated in the project and therefore the achievement of learning will be better. Goodman (2010) states that various research studies have found that compared to the traditional method, PBL proves its efficacy as it shows an increased academic performance on annual evaluation tests established in the country.

Furthermore, Krajcik and Blumenfeld (2006) put forth, "In project-based learning, students engage in real, meaningful problems that are important to them and that are similar to what scientists, mathematicians, writers, and historians" (Para. 3). Besides, PBL provides students with opportunities to improve the twenty-first century skills: they develop deep content knowledge, critical thinking, collaboration, creativity, innovation, self-direction, decision making, time management, communication skills, problem-solving, and the use of technology which are considered as the important skills that learners need in life. Efstratia (2014) emphasizes, "learning to read is no longer enough, knowing how to solve problems, working collaboratively and thinking innovatively are considered to be 21st century essential skills" (p. 1258). Another benefit is that technology and PBL go hand in hand; to achieve a successful Project-Based Learning lesson, the combination of them makes the lesson more interesting to students and provide them with the skills they need in the future.

1.2.4. Theoretical Framework

1.2.4.1. Constructivism

PBL is one of the teaching methods that support the twenty-first theory which made a noticeable change in the theory of learning that is constructivism. Following the constructivist viewpoint, learning is done through social interaction between individuals and students interact with each other to build new knowledge to the existing one. Similarly, Railsback (2002) emphasizes that the principles of the Project-Based method originated from constructivism through the work of many scholars such as Lev Vygotsky. Indeed, constructivism theory is defined by Jumaat, Tasir, Abd Halim, and Ashari (2017) as "a theory of learning in which individuals create their own new understanding on the basis of interaction between what they have already known and what they come into contact" (p. 1). Moreover, Vygotsky's social constructivism adds to the theory of constructivism the social aspect by considering the cultural and historical background of the students during the learning process.

1.2.4.2. Zone of Proximal Development

The Zone of Proximal Development (ZPD) was developed by Lev Vygotsky during the 1920s. ZPD occurs between two different stages. The first is where learners can understand, master things easily, autonomously, and can provide solutions to problems to another difficult and complicated level where More Knowledgeable Others MKO including peers or teachers intervene in order to facilitate the learning. They help the students to develop their skills and learn independently by giving problem-solving tasks and through collaboration with each other. The ZPD is not too far from the student's current knowledge and skills. Vygotsky in his book "Mind in Society" (1978) defines ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 86).

1.2.4.3. Scaffolding

Scaffolding is an effective method used to assess the students' learning development that Pritchard and Woollard (2010) explain as a building metaphor used to exemplify the nature of learning progress and the support system that attempts to improve the process. Indeed, Bell (2010) on the other hand, explains that scaffolding instruction refers to the support used for students in order to evaluate their cognitive growth and it is temporary because as long as the learner masters the skill the support will be removed. In other words, students get help from their MKO starting by activities that are not too far from the student's current abilities and once the student has mastered one level, he or she can move to the next slightly harder one, and so forth. According to Wood, Bruner, and Ross (1976) "Scaffolding consists essentially of the adult "controlling" those elements of task that are initially beyond learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within this range of competence" (p. 90). When scaffolding is used effectively, students can develop the skills to become more independent in their learning and take on the responsibility of acquiring knowledge.

1.2.5. Learners' Role in PBL Classroom

As the Project-Based Learning approach focuses on learner centeredness, the students are dominant in the learning process by taking their responsibility. The student needs to play five major roles: a team collaborator, a self-directed, an autonomous learner, a knowledge manager, and a critical thinker.

(1) A student works in teams in order to finish the project and solve the problem. Brown (2000) states that students help and share knowledge while collaborating in groups.

(2) The student is engaged in PBL so that self-directed learning is fostered. Bell (2010) stresses that in PBL students learn self- reliance, responsibility, and how to be organized. These three components result in PBL instruction.

(3) PBL is a student-driven approach as it promotes autonomous learning and learners become responsible for making the decision and solving the problem. Thomas

(2000) emphasizes that unlike in traditional projects, PBL involves more student independence, selection, uncontrolled work, responsibility, and students feel more motivated because they are uncontrolled by their teacher.

(4) The student is no longer the passive receiver, but rather a knowledge manager. Bell (2010) tackles the students' role in PBL where he claims that it focuses on students as the central part and teachers as an assistant and a guide in the learning process. Students learn by asking a question that attracts their interest and which makes them eager to know more.

(5) PBL creates the opportunity for students to think critically, to investigate and search for information for the sake of discovering knowledge by their own efforts. Thomas (2000) states, "An investigation is a goal-directed process that involves inquiry, knowledge building, and resolution" (p. 3).

1.2.6. Teachers' Role in PBL Classroom

The role of PBL is not limited to students only, but also teachers. In the traditional classroom, teachers take the role of experts; their job is to deliver their knowledge and instructions to the students, in other words, the teacher teaches and the student receives. But the new education paradigm requires a noticeable change in their role; it is not just transferring a lecture to students, they become a facilitator and a guide to help their students develop the skills needed for learning, they act as a reference source for students. Simpson (2011) puts forth that in PBL students are undoubtedly the dominant while studying unlike the less primary teachers.

To implement PBL effectively, teachers should follow certain procedures to create a suitable atmosphere for acquisition. Since the Project-Based Learning method starts with an essential question or problem, teachers must listen to the students to extract meaningful issues that catch their attention, interests, and needs to be motivated during the whole project. Another role of the teacher is being a monitor who not only observes the process of the groups by giving some pieces of advice to overcome all difficulties and obstacles but also to facilitate the interaction between students in the classroom. Finally, teachers evaluate the final outcome as Bell (2010) argues that after

giving the agreement of each group's choice and keeping an eye on all the steps of the project by the teacher. And then, students should start their production.

1.2.7. Implementation of Project-Based Learning in the Classroom

The application of PBL offers students the possibility to create their learning environment by being more involved around a focal point of interest. PBL requires certain stages in the procedure of its implementation. In what follows, PBL could be divided into four different phases that can be used for successful project accomplishment: planning, preparation, presentation, and evaluation.

1.2.7.1. Planning Phase

In the first phase, PBL is known to start with an essential and authentic question or a real-life problem that describes the situation they are intended to solve by the end of this project. Students and their teachers get into a deep discussion to select the project topic and share ideas that are of interest and needs to students. Boss and Krauss (2007) emphasize, "The beginning of a project is the time to fill students with optimism and curiosity about their journey into the learning ahead" (p. 95). After selecting the topic, the teacher designs a schedule to define the deadline for the fulfillment of the project, besides the agreement on how the form of the final product will be a play, a video, an event, a magazine, or a PowerPoint presentation. By the same token, Railsback (2002) elucidates that to implement the PBL method effectively; the teacher along with his or her students must define the goal of the project and create a schedule by including the necessary details and expectations that they will go through during the execution of the project. He also stresses that teachers should list the skills needed to be learned by the students and define the academic objectives before they initiate the implementation process. In other words, the teacher should select a topic that encourages and reinforces the curriculum content.

1.2.7.2. Preparation Phase

While preparing for the project, students form groups of four or five members and start working on the project by dividing the tasks of the members, gathering,

organizing the information, and analyzing the data collected. Simpson (2011) says that "students search for information to answer their driven questions, note down the results they achieve, any problem they encounter and ways to solve them" (p. 59). Then, the teacher turns around tables to guide the students by answering their questions to override the obstacles and difficulties and monitor their progress. The teacher may consult experts or teachers in the field in which they are discussing to make the learning real. Further, the teacher can use technology and recommend it to students to rely on in the class by using their tablets or personal computers, for the purpose to get access to information over a short period then discuss it with classmates and the teacher. Blumenfeld et al. (1991) state that teaching with technology plays an integral part to deepen the learning not only when students learn about PBL, but also during its implementation in the class (p.390). It should be noted that students of each group are called to take the floor each session to summarize the evolution of their work.

1.2.7.3. Presentation Phase

Before the last step, students in PBL exhibit the outcome of the project in front of the audience, such as classmates, students from other classes, and teachers. Students ask several questions and give some comments and feedbacks to the presented group. Maulany (2013) states that students present their final products, which would take the shape of presentation, physical product, publication, or performances, as well as define their audience; they maybe their classmates, teachers, or outsiders (p. 33). At this stage, students show their creativity, each group will present their work in multiple authentic ways depending on their visualization and solution for the question or problem.

1.2.7.4. Evaluation Phase

The last stage refers to "the assessment of the activities from participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products" (Brinia, 2006, as cited in Fragoulis, 2009, p. 115). As in the case of Railsback's booklet (2002), he affirms that students'

assessment in PBL is a bit challenging for teachers than traditional classwork assessment and is more complex. It should be noted that in the assessment stage, teachers encounter some difficulties to determine the final mark of the learners' performance as it is throughout all the phases not only when the students present. That is, the teacher gives feedback concerning the way the students have presented their project by following a given presentation rubric; however, the assessment will not be limited only to the presentation of the final product, which differentiates this method from regular project works done in classes. Furthermore, Bell (2010) confirms that students are also involved in the evaluation of their projects not only the teacher, but they also become critical thinkers when providing each other with constructive criticism which in turn ameliorates their strong points and communication among them. They, henceforth, become self-evaluators of their learning and their classmates as well. They sit with other group members and share their experiences and the learning outcome.

By understanding the phases of the implementation of PBL in the classroom, it can be deduced that for the success of PBL instruction, the teacher must plan well, define the learning goals, and the skills needed to be learned by the end. The preparation phase is important and plays a vital role in the embodiment of the ideas, and then the students present their project in the way they feel is well-suited for their work. Last but not least, the project assessment is different than any ordinary project as the teacher takes into account the preceding three phases.

To recap, this section delivers insights about the Project-Based-Learning considering its historical background, definition, and its advantages. Besides, the theoretical framework that supports the twenty-first century learning theory, including Constructivism, along with the Zone of Proximal Development and Scaffolding in addition to the teachers' and learners' roles while implementing this method.

1.3. Previous Studies

Since this research aims to investigate students' and teachers' viewpoints toward the integration of Project-Based Learning in the EFL speaking classroom, it is salient

to review studies that correspond to a great extent the objective of the research at hand. Indeed, numerous researchers have tackled the implementation of Project-Based Learning in the EFL context.

An experimental research by Nassir (2014) tackled "The Effectiveness of Project-Based Learning Strategy on Ninth Graders' Achievement Level and their Attitude towards English in Governmental Schools-North Governorate" in Gaza. The sample is composed of 76 students divided equally into two groups: an experimental group (38) and a control group (38) using a pre-post achievement test scale of attitudes towards English and Project-Based Learning and speaking evaluation card. The results demonstrated that the students in the experimental group showed a positive stance toward the use of PBL and that it is an effective tool in enhancing the students' four language skills in addition to grammar and vocabulary.

Other research by Rochmahwati (2015), explored the effect of the implementation of Project-Based Learning to raise the students' speaking ability. The Population in this research was the 2nd semester of English Department students in STAIN Ponorogo in Indonesia, and he selected a sample that is composed of 70 students. The data was collected through the use of questionnaires, tests, observation, and interviews. The results revealed that there was a significant effect of Project-Based Learning toward students' speaking ability and that the students expressed positive attitudes toward the application of PBL in speaking class.

In Algeria, Belhadj and Aboutite (2016) administered research concerning the use of project work for the sake of improving the speaking ability of the 3rd year secondary school students. The researchers applied the study in both secondary schools of "Djebla" in Ouaguenoun and "Moussaoui Mouhamed" in Ait Yahia Moussa in the wilaya of Tizi-Ouzou in Algeria. They based their research on mixed-method design by using a questionnaire to 30 students and ten sessions of classroom observation in the concerned schools. The collected data resulted that project work enhances the oral capacity of the students besides their motivation, grammar, and teamwork.

Delving through these prior research papers, the researchers have noticed that the studies almost exclusively focused on the students' stances toward PBL and its effect on one of the skills. The question of the teachers' attitudes regarding the implementation of PBL in the EFL class has not yet been addressed. Therefore, the goal of this study is investigating both students as well as teachers' viewpoints toward the application of PBL in EFL speaking class.

Conclusion

The presented chapter reviewed the literature on PBL in the EFL speaking classroom and presented the theoretical framework guiding this study. It started with an overview of the speaking skill, raising several issues with regard to the difficulties EFL students face in the classroom. Given the above points of the previous research papers dealing with the implementation of Project-Based Learning in multiple contexts, it is noted that the PBL method of teaching displays positive attitudes toward learning the four skills of English mainly at the speaking level, but teachers' attitudes are previously unstudied. Aiming at exploring students' and teachers' attitudes and perceptions toward the application of PBL in the EFL speaking classroom in the context of Algerian higher education, the present research seeks to represent the teachers' viewpoints regarding the use of PBL and the extent to which this method can ameliorate the 2nd year LMD students' speaking and their attitudes and perceptions toward oral classes at the University of Medea (UM).

Chapter Two:

Research Methodology

Introduction

The present paper attempts to investigate the attitudes and perceptions of EFL students and teachers regarding the implementation of PBL in the speaking classroom. The focal point of this chapter is on the methods and the procedures followed in this study and it is divided into four parts. The first part provides a thorough description of the research design used in the present work. The second part includes the sample population selected for the survey. Part three presents the research tools to collect the necessary data and the last part is devoted to the needed data analysis procedures to accomplish the research aim.

2.1. Focus of the Study

This research aims at exploring students' and teachers' attitudes and perceptions toward the implementation of Project-Based Learning in teaching EFL speaking class. The researchers intend to answer the following research questions:

a- What are the students' attitudes and perceptions concerning the application of PBL in their speaking class?
b- What are the teachers' attitudes and perceptions regarding the use of PBL as an adopted method in their speaking class?

2.2. Research Design

Referring to the objective of the study and in order to find out answers to the research questions at hand, this work is based on a descriptive research design under the nature of a cross-sectional survey**.** Creswell (2014) highlights, "A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or draws inferences to the population" (p.155). Therefore, the data are collected quantitatively so that the students' and teachers' attitudes and perceptions are smoothly described. Creswell (2012) explains, "Describing a trend means that the research problem can be answered best by a study in which the

researcher seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people" (p.13). Hence, the data collection instrument used is a 'questionnaire' for both students and teachers to collect their views.

2.2.1. Research Participants

The chosen population for this study includes second-year LMD students and teachers in the Department of English at Yahia Fares University of Medea (UM) during the academic year 2019/2020. The participants of this work include a sample of 29 second-year students from group four. Their average age is 20, ranging between 19 and 21. The reason for limiting the sample only to one group of second year is because unlike the other groups, they were the only students who have been taught through Project-Based Learning instruction during oral class. Likewise, the teachers who are involved in this survey are 7 EFL teachers (3 females and 4 males). Their average teaching experience ranges from 6 to 10 years. Some of them are in charge of teaching speaking during this current year while others taught speaking in the past years. They are chosen since they can provide a view of the PBL method.

2.3. Research Instruments

In line with this, Creswell (2012) defines an instrument as, "A tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or develop in advance of the study" (p.14). As for the instruments of the study, the researchers administer two questionnaires as a data collection tool; one is devoted to students and another one for teachers. Dörnyei (2003) adds, "The popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable" (p. 1).

2.3.1. Students' Questionnaire

The questionnaire is composed of twenty-two (22) items. Twenty (20) multiple-choice questions aimed at collecting answers with respect to the students' current state

of learning by the PBL method in the speaking course. The last two questions (N. 21 and 22) are open-ended questions to let the participants express their ideas freely regarding the PBL method. The first four (4) questions are related to the respondents' background information to form a wide picture of the participants including age, gender, whether the students have studied English in private schools, and reasons for studying English since it is compulsory. Then, the following six (6) questions deal with the learners' perceptions towards the speaking skill which include the importance of speaking for them, their ability to speak, how often they participate in class without being asked by the teacher, the possible constraints that make them reluctant to talk, their feelings during oral sessions, and the type of speaking activities they usually have in class. The next three (3) questions tackle the learners' viewpoints toward Project-Based Learning that comprise the way, the number of projects conducted over the course of the academic year (2019-2020), and the learners' role in speaking class according to PBL instruction. The subsequent two (2) questions are in the form of an attitudinal-scale including whether PBL allows them to participate in class, and if it enhances their self-confidence to speak. Another question (1) seeks to know whether the students feel comfortable when speaking English with their mates during project preparation. The next two (2) questions are associated with the learners' perceptions regarding the application and the presentation of projects. The final four (4) questions are concerned with the amelioration that the students perceived in their speaking level through the PBL method, whether the executed projects are worth-tackling and why, in addition to the way the PBL instruction affects their speaking ability.

2.3.2. Teachers' Questionnaire

The questionnaire consists of seventeen (17) items. The first three (3) questions collect teachers' background information including gender, degree, and teaching experience. The next four (4) questions include information about the most difficult parts and the problems that may occur when teaching speaking. Then, asking the teachers about the assessment criteria and the type of speaking activities they usually apply. The last eight (8) questions cover the instructors' attitudes about the implementation of PBL that contain its definition, their experience with PBL beside

teachers' role in the speaking classroom as they apply the PBL method and their perceptions on students' level of speaking after the implementation of PBL. The final two (2) questions include the perceived challenges and obstacles concerning the implementation of PBL.

2.4. Data Analysis Procedures

The objective of the two questionnaires is to gather background knowledge about learners' and teachers' attitudes and perceptions regarding the implementation of PBL in the EFL oral classroom. In the initial stage of the process, the researchers created two forms of the questionnaires. The first questionnaire was administered via the internet on a closed Facebook group, created and run by the students participating in the study, and is restricted to the 29 second-year students of group four. The collection of the learners' responses lasted around one week from the 6th to the 11th of July. Moreover, to carry out this study and to support the findings of the students' questionnaire, the second questionnaire was administered to seven EFL teachers in the Department of English at the UM. The questionnaire was delivered via email on the 8th of July and the responses were collected from the 9th to the 18th of July.

In the second stage of the process, the statistical significance was analyzed through the use of the Microsoft Excel 2007 program. The researchers started analyzing the close-ended responses of both students and teachers, then, converted them into percentages, tables, and figures. As for the open-ended questions, they were scored using alphabets, selected according to their thematic classifications, and finally transformed answers into figures.

Conclusion

On the whole, this chapter described the methods and procedures adopted to obtain the research sample and the instruments used to collect data for this research. It began by referring to the aim and the questions behind selecting this topic specifically. One second-year LMD group with a total number of 29 students and 7 teachers of speaking participated in this study in the Department of English. The students' questionnaire along with the teachers' questionnaire are chosen as the data collection instruments

and are measured quantitatively so that to get numerical and accurate results about the informants' attitudes and perceptions toward the implementation of Project-Based Learning in the speaking class. To mark the end of this chapter, an explicit explanation for the data analysis procedures was provided to accomplish this research.

Chapter Three:

Data Analysis and Results

Introduction

The purpose of the present research is to explore the attitudes and perceptions of second-year LMD (group 4) students and EFL teachers of speaking toward the implementation of Project-Based Learning in teaching EFL speaking Class at UM. This chapter reports the findings derived from both students' and teachers' questionnaires. The results are analyzed through Microsoft Excel 2007 program and are represented in the form of percentages, tables, bar graphs, and pie charts. The findings will help answer the research questions set at the beginning of the work.

3.1. Analysis of the Results of the Students' Questionnaire

As has already been mentioned, the questionnaire is directed to second-year students of English at the UM and is composed of twenty-two items. A total number of 29 students answered the questionnaire as represented in the table below.

3.1.1. Students' Gender

Question 1: What is your gender?

Gender	Female	Male
Number	24	5

Table 1. Students' Gender

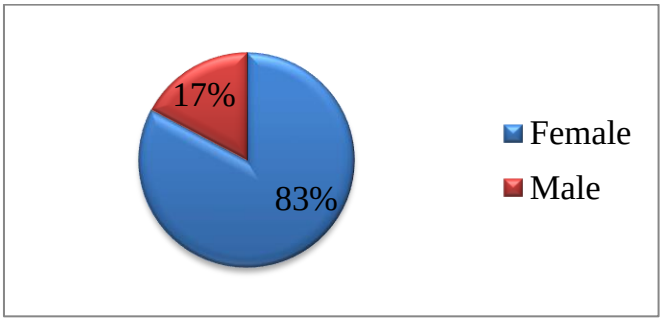


Figure 1. Students' Gender

Both the table and figure reveal that the majority who filled the questionnaire are female students (24) that represent 83% of the whole sample whereas 5 of them are males who represent 17%.

3.1.2. Students' Age

Question 2: What is your age?

Age	19 y,o	20 y,o
Number	1	28

Table 2. Students' Age

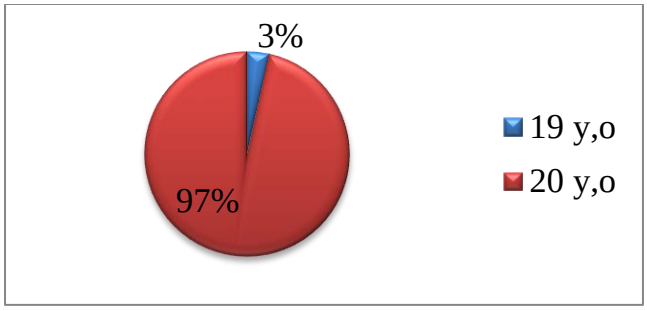


Figure 2. Students' Age

The above table and figure demonstrate that the age of the respondents varies between 19 and 20 years old. Only (1) student is 19 years old representing 3% while (28) students are 20 years old who represent 97% of the sample.

3.1.3. Studying English in Private Schools

Question 3: Have you studied English in private schools?

Studying English in Private Schools	Yes	No
Number	13	16

Table 3. Studying English in Private Schools

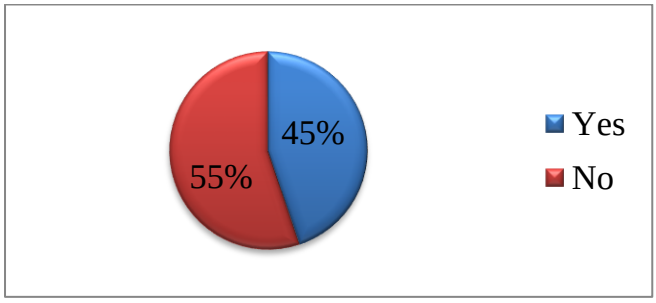


Figure 3. Studying English in Private Schools

The findings from this table and figure indicate that 13 of the students which make up (45%) have studied English in private schools comparing to the 16 participants (55%) who have not learned the language in private schools.

3.1.4. Reasons for Learning English

Question 4: What are your reasons for learning English?

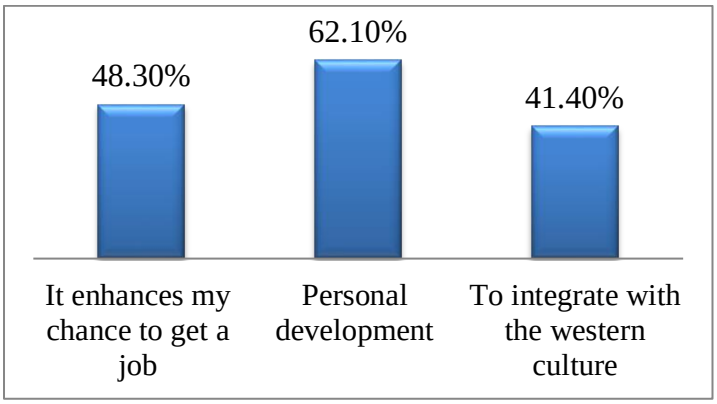


Figure 4. Reasons for Learning English

Referring to the above figure, the students' reasons for learning English are diverse. Indeed, 62.10% learn the language for personal development whereas 48.30% perceive the language as an opportunity to get a job. However, 41.40% want to master English as it allows them to integrate with western culture.

3.1.5. The Importance of the Speaking Skill for Learners

Question 5: How is the speaking skill important to you?

The Importance of the Speaking Skill	Very important	Important	Little important	Not important at all
Number	26	3	0	0

Table 4. The Importance of the Speaking Skill for Learners

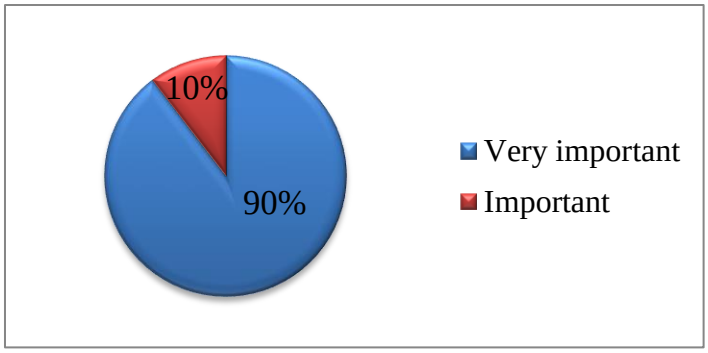


Figure 5. The Importance of the Speaking Skill for Learners

Reflecting on the table and figure above, 26 students who represent the majority (90%) consider the speaking skill as highly important while 3 of them (10%) regard it as a necessary skill.

3.1.6. Students' Ability of Speaking English

Question 6: How do you consider your ability while speaking English?

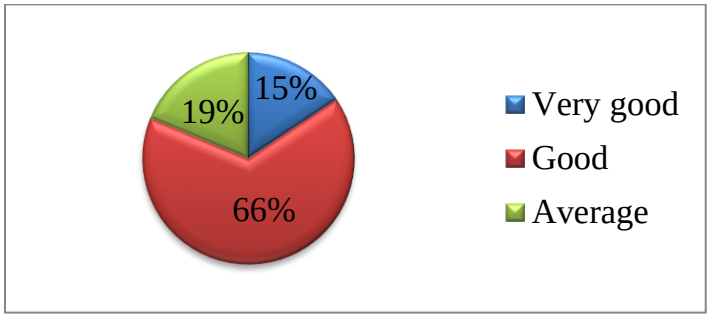


Figure 6. Students' Ability of Speaking English

Figure 6 shows that the students' speaking level varies from one to another. 15% of the respondents rank their speaking as very good while 66% of them as good, and only 19% as average.

3.1.7. Students' Participation in Class

Question 7: How often do you speak in the classroom without being asked by the teacher?

Students' Participation in Class	Always	Very often	Sometimes	Never
Number	4	7	18	0

Table 5. Students' Participation in Class

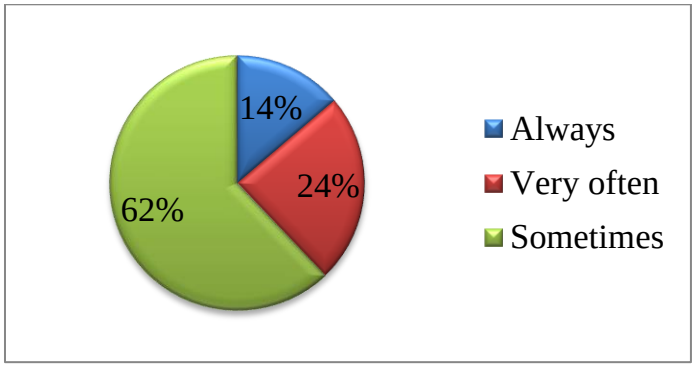


Figure 7. Students' Participation in Class

According to the results presented in the above table and figure, it is recognized that 4 students representing (14%) participate regularly in the class whilst 7 of them (24%) tend to participate very often, and 18 students (62%) prefer sometimes to take part in the classroom participation.

3.1.8. Reasons that Hinder Students to Speak

Question 8: What makes you unwilling to speak in the classroom?



Figure 8. Reasons that Hinder Students to Speak

The analysis of the results obtained from question 8 shows that 55.17% of participants are reluctant to speak because they are afraid of making mistakes whereas

38% are not confident enough to speak. On the other hand, 27.60% prefer to keep silent due to teacher's interruption while 17.20% have low proficiency in English.

3.1.9. Students' Feelings in Oral Sessions

Question 9: During oral sessions, what do you usually feel?

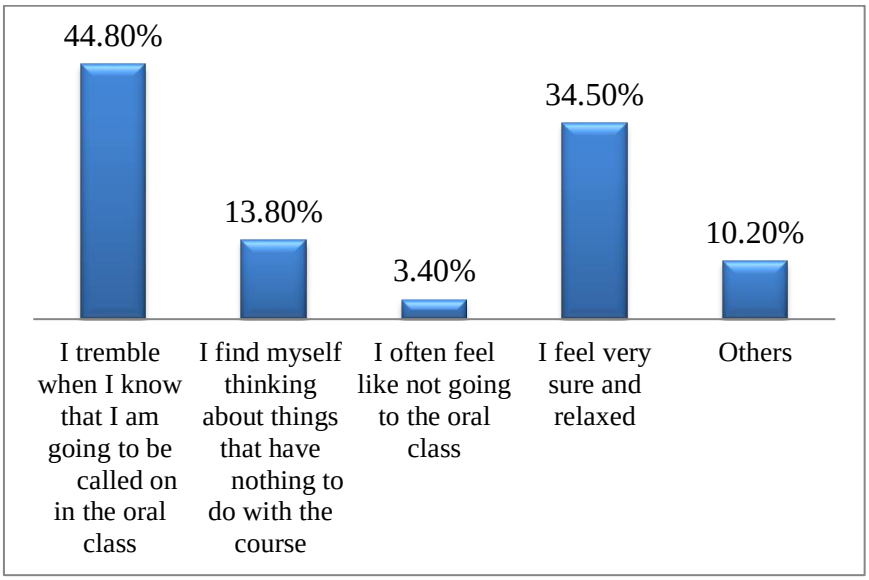


Figure 9. Students' Feelings in Oral Sessions

According to figure 9, 44.80% of participants feel stressed when they know that they are going to be called on stage. 34.50% of them feel very sure and relaxed while 13.80% find themselves thinking about things that have nothing to do with the course, and 3.40% feel like not going to the oral class. 10.20% chose the "other" option: one participant said that s/he sometimes knows the answer, but s/he does not want to participate. The second explained that s/he should be ready to speak in order to develop his/her skills. The last one answered that he has high energy, excited to express his/her interesting thoughts, ideas, and opinions.

3.1.10. Speaking Activities in Oral Class

Question 10: Which of the following speaking activities appeared in your oral class?

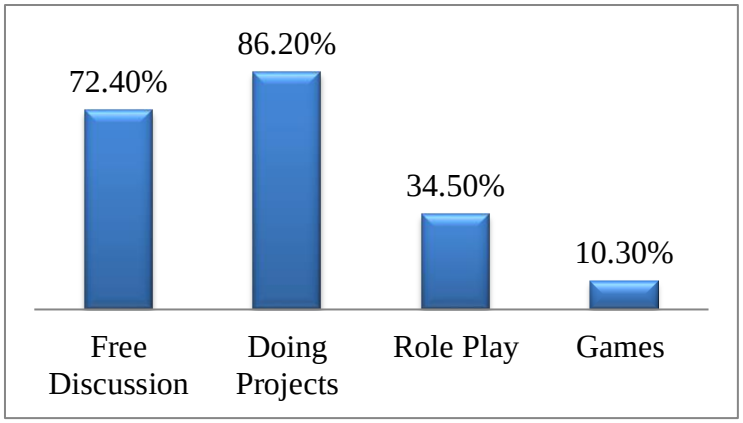


Figure 10. Speaking Activities in Oral Class

The results in this figure asserted that 86.20% of the students do projects, 72.40% discuss topics of their choice while 34.50% do role-play activity, and only 10.30% play games.

3.1.11. Number of Project Works Conducted this Year

Question 11: During oral courses, how many project works have you conducted this year?

Projects' Number of this Year	Less than 3	Between 3 and 5	More than 5
Number	14	15	0

Table 6. Number of Project Works Conducted this Year

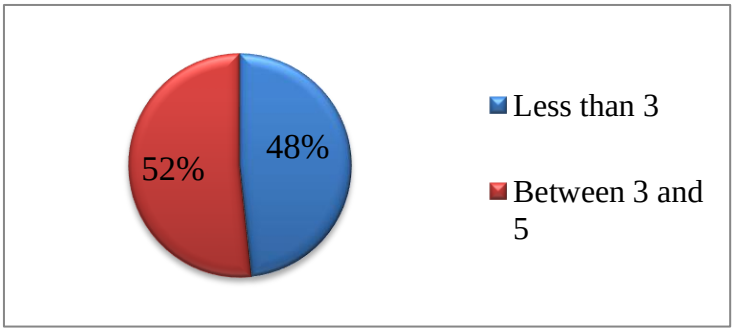


Figure 11. Number of Project Works Conducted this Year

Regarding this question, 14 students who represent (48%) stated that they have done less than 3 projects this year in comparison with the 15 students who represent (52%) replied that they have conducted between 3 and 5.

3.1.12. Ways of Conducting Project Works

Question 12: How are these projects conducted generally?

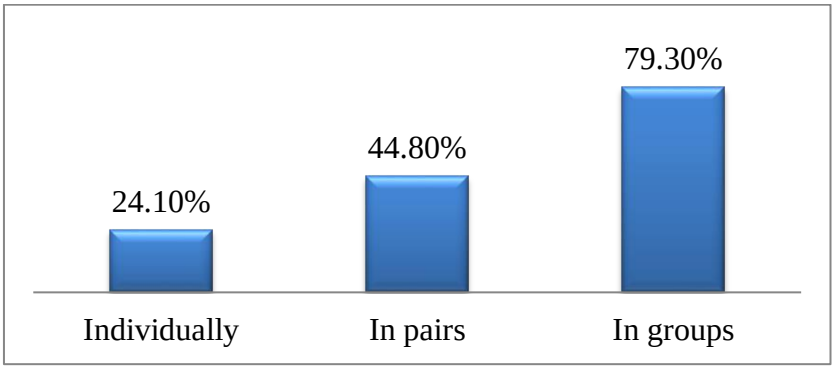


Figure 12. Ways of Conducting Project Works

The above figure shows ways of conducting project works. Thus, the overwhelming majority (79.30%) agreed on doing projects in groups whereas 44.80% did projects in pairs and only 24.10% preferred to do them individually.

3.1.13. The Role of the Student

Question 13: As a student, do you think that your role in the speaking classroom is to:

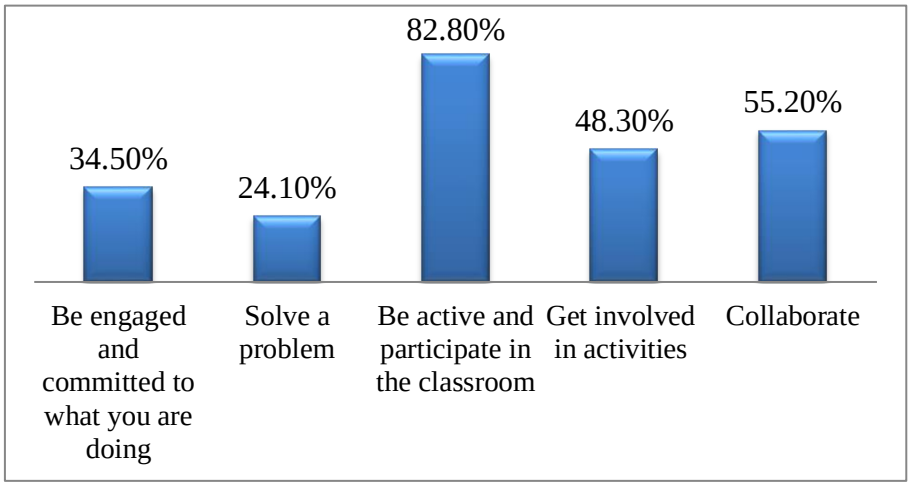


Figure 13. The Role of the Student

Analysis of the results of item 13 of the questionnaire elucidate that 82.80% of the students believed that their role is to be active and participate in the classroom whereas 55.20% is to collaborate. More than 48% reckoned that they get involved in activities

while the others (34.50%) thought that their role is to be engaged and committed to what they are doing, and the less majority argued to solve a problem.

3.1.14. Projects Allow Students to Participate

Question 14: Project gives me the opportunity to participate in classroom discussions:

Projects Allow Students to Participate	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Number	11	14	2	2	0

Table 7. Projects Allow Students to Participate

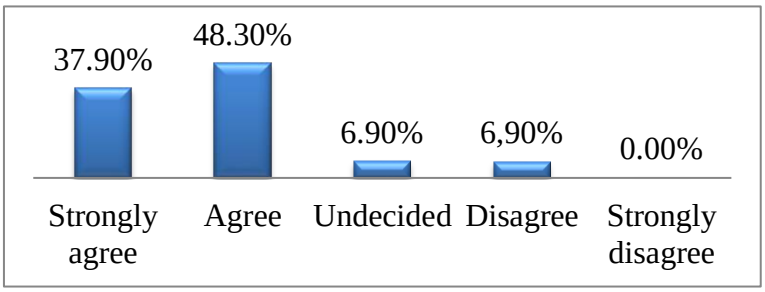


Figure 14. Projects Allow Students to Participate

The results drawn in table 7 and figure 14 reveal that 11 students (37.90%) strongly agreed that projects allow them to participate while 14 respondents (48.30%) selected "agree" as an answer, followed by 2 students (6.90%) who disagreed, and another 2 students (6.90%) chose the "undecided" option.

3.1.15. Projects Enhance Students' Self-confidence

Question 15: Project enhances my self-confidence to speak in English:

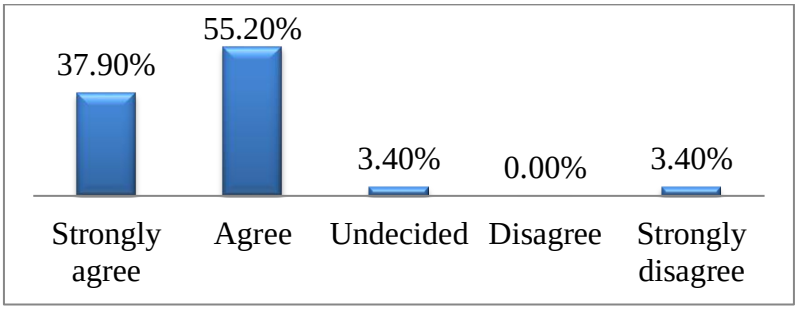


Figure 15. Projects Enhance Students' Self-confidence

The results obtained from figure 15 point to the fact that 37.90% of students strongly agreed that projects enhance their self-confidence while 55.20% selected "agree" to answer this question. Furthermore, only 3.40% strongly disagreed and 3.40% were undecided.

3.1.16. Students' Reasons for Feeling Comfortable when Using English in Project Preparation

Question 16: During project preparation, I feel comfortable when speaking English with my group members because:

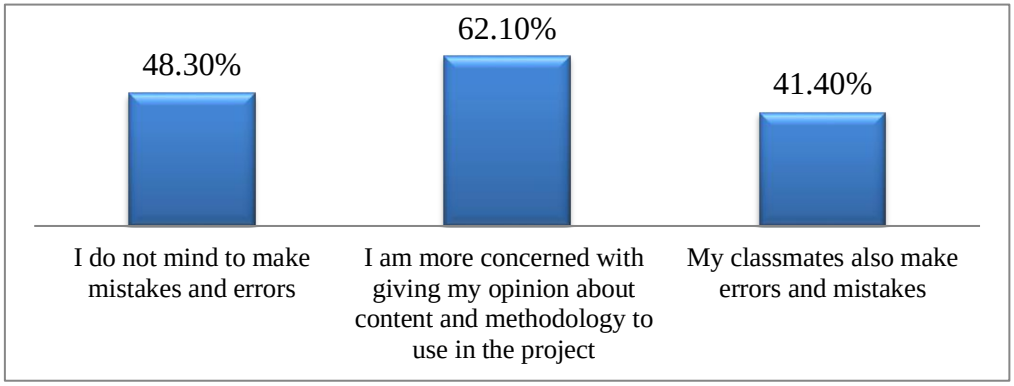


Figure 16. Students' Reasons for Feeling Comfortable when Using English in Project Preparation

From figure 16, it appears that 62.10% of the participants feel comfortable when speaking English during project preparation because they are more concerned with giving their opinions about content and methodology compared to the 48.30% who do not mind making mistakes. 41.40% feel comfortable as their classmates also make mistakes.

3.1.17. Advantages of PBL's Application in the Speaking Class

Question 17: Does the application of projects in the speaking classroom help you:

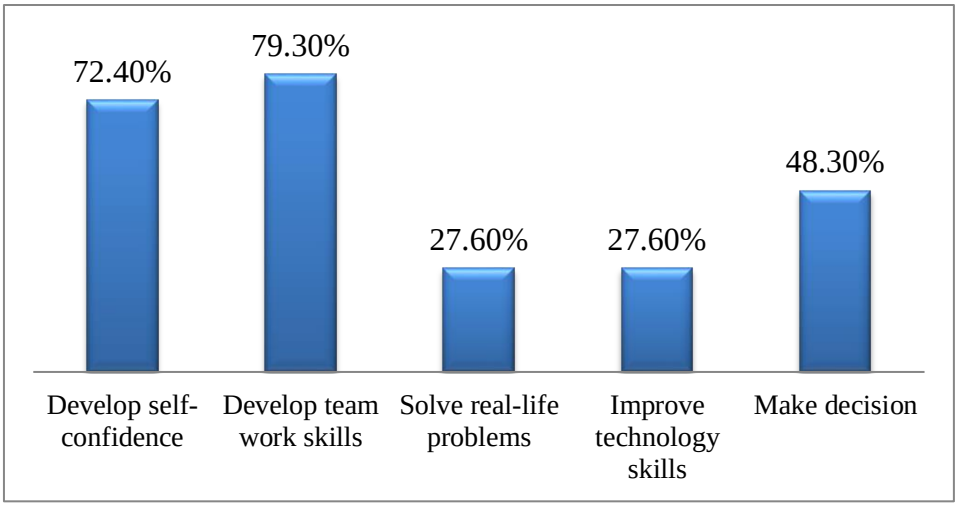


Figure 17. Advantages of PBL's Application in the Speaking Class

As it is clearly shown in figure 17, 79.30% of the respondents declared that the application of PBL in the speaking classroom helped them to develop teamwork skills, whilst 72.40% responded that their self-confidence developed through the PBL method. Additionally, PBL is useful for 48.30% of students to make decisions, 27.60% to solve real-life problems, and 27.60% to improve technology skills.

3.1.18. Benefits of Projects' Presentations on Students

Question 18: Do you think that the presentations of projects help you to:

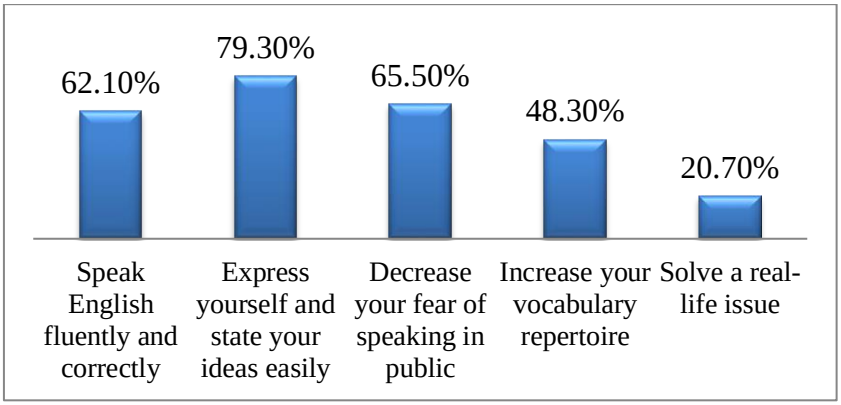


Figure 18. Benefits of Projects' Presentations on Students

As can be read from figure 18, 79.30% of the students benefited from the presentation of project as it allows them to express themselves and state their ideas easily whereas 65.50% opted "decrease the fear of public speaking", and 62.10% asserted that they speak English fluently and correctly. Moreover, 48.30% admitted

that their vocabulary repertoire is increased and only 20.70% notified that they learned how to solve a real-life issue.

3.1.19. Students' Responses toward the Amelioration of Speaking through PBL

Question 19: How much does your speaking level ameliorate by learning through projects?

Students' Amelioration of Speaking	Very much	Somehow	Little
Number	12	17	0

Table 8. Students' Responses toward the Amelioration of Speaking through PBL

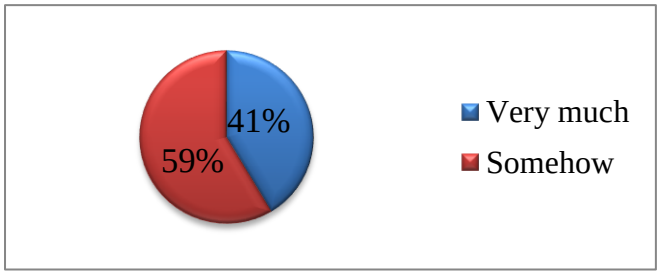


Figure 19. Students' Responses toward the Amelioration of Speaking through PBL

According to table 8 and figure 19, it is noticeable that 17 students which represent the majority (59%) argued that their speaking level is somehow ameliorated by the implementation of PBL while 12 participants (41%) selected the "very much" suggestion as an answer.

3.1.20. Students' Opinions regarding the Effectiveness of the Applied Projects of the Year

Question 20: Do you think that learning through projects which you have been taught during the current year is worth tackling?

Students' Opinions of the Effectiveness of the Applied Projects	Yes	No
Number	22	7

Table 9. Students' Opinions regarding the Effectiveness of the Applied Projects of the Year

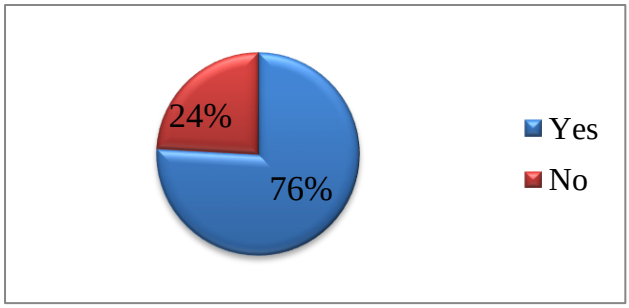


Figure 20. Students' Opinions regarding the Effectiveness of the Applied Projects of the Year

In table 9 and figure 20, the findings demonstrate that 22 respondents which make up the overwhelming majority (76%) answered "yes" regarding the effectiveness of the applied projects of this year against 7 students (24%) who said "no" for this question.

3.1.21. Students' Arguments about the Applied Projects

<u>Question 21:</u> Why?

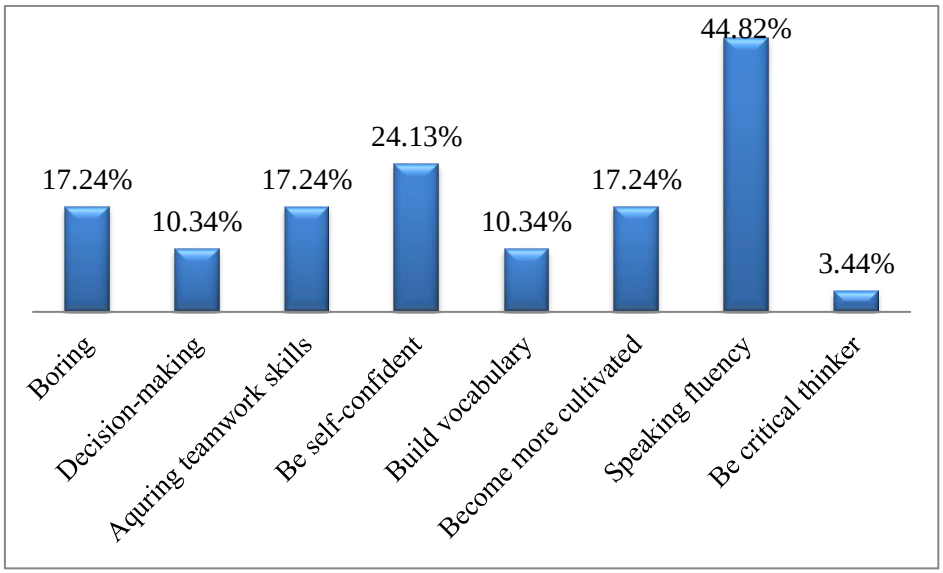


Figure 21. Students' Arguments about the Applied Projects

The findings presented in figure 21 illustrate that 44.82% of students become fluent speakers while 24.13% reported that their self-confidence increased, and 17.24% of them acquire teamwork skills. Similarly, 17.24% explained that they become more cultivated, 10.34% answered that the applied projects helped them build vocabulary. Moreover, 10.34% of students notified that those projects contributed to making

decisions and only 3.44% of them become critical thinkers. Another category 17.24% who were against the effectiveness of the projects, reasoned that they were boring.

3.1.22. Students' Opinions about the Effect of PBL on Speaking

Question 22: In your opinion, how does learning through projects affect your speaking skill?

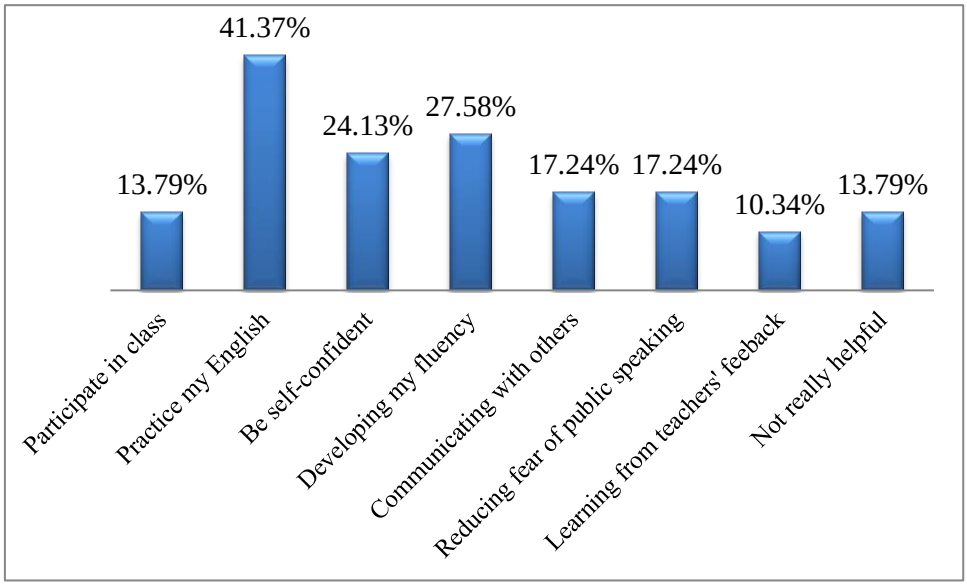


Figure 22. Students' Opinions about the Effect of PBL on Speaking

The analysis of the results asserts that 41.37% of the students believed that PBL affects their speaking in terms of practising English, 27.58% answered that their fluency is developed, and 24.13% reported that they become self-confident. Further, 13.79% of them thought that this instruction makes them participating in class while 17.24% helps them in communicating with others. Likewise, 17.24% of respondents reckoned that it reduces the fear of public speaking, whereas 10.34% responded that they learned from their teacher's feedback. Another group that makes up 13.79% argued that the PBL method was not really helpful for them.

3.2. Analysis of the Results of the Teachers' Questionnaire

The questionnaire is directed to 7 EFL teachers of speaking and is composed of seventeen items.

3.2.1. Teachers' Gender

Question 1: What is your gender?

Gender	Female	Male
Number	3	4

Table 10. Teachers' Gender

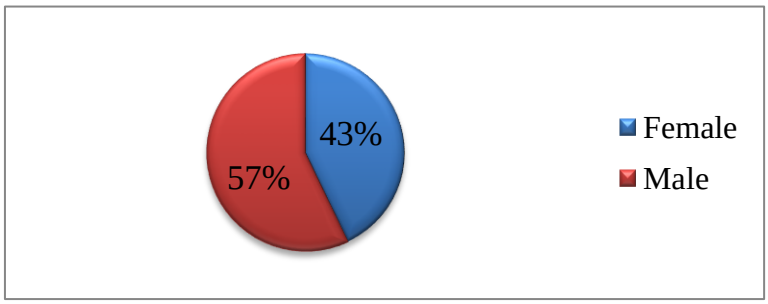


Figure 23. Teachers' Gender

As is clearly shown in the table and figure above, teachers who participated in the questionnaire are 3 females which make up 43%, and 4 males which represent 57%.

3.2.2. Teachers' Held Degree

Question 2: What degree do you have?

Teachers' Held Degree	License	Master	Magister	Doctorate
Number	0	1	5	1

Table 11. Teachers' Held Degree

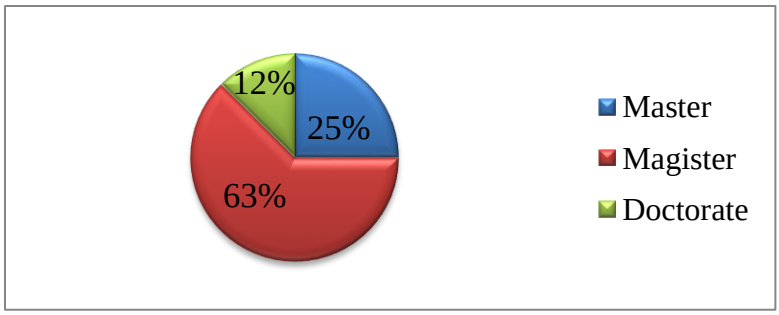


Figure 24. Teachers' Held Degree

According to the table (11) and figure (24) above, 5 teachers (63%) hold a Magister degree whereas 1 teacher (25%) has a Master degree, and only 1 teacher (12%) has a Doctorate.

3.2.3. Teachers' Years of Experience

Question 3: How long have you been teaching English?

Teachers' Years of Experience	1-5 years	6-10 years	Over 10 years
Number	1	4	2

Table 12. Teachers' Years of Experience

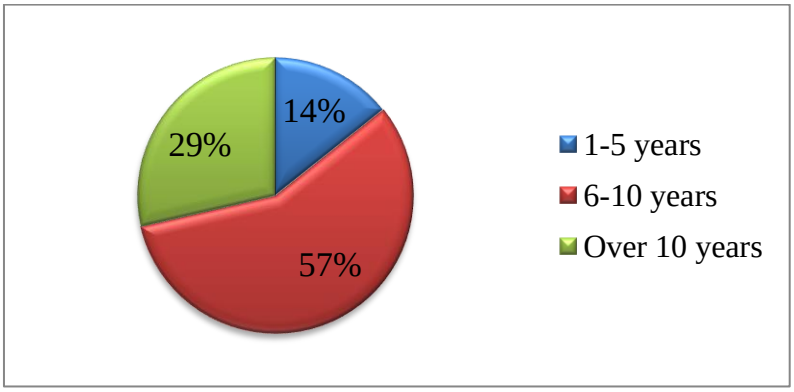


Figure 25. Teachers' Years of Experience

The results drawn from table 12 and figure 25 illustrate that 4 teachers who represent (57%) have been teaching English for 6 to 10 years while 1 of them which makes up (14%) taught English for 1 to 5 years, and the last 2 teachers representing (29%) have over 10 years experience of teaching English.

3.2.4. The Difficult Parts of Teaching Speaking

Question 4: What are the most difficult parts for teaching the speaking skill?

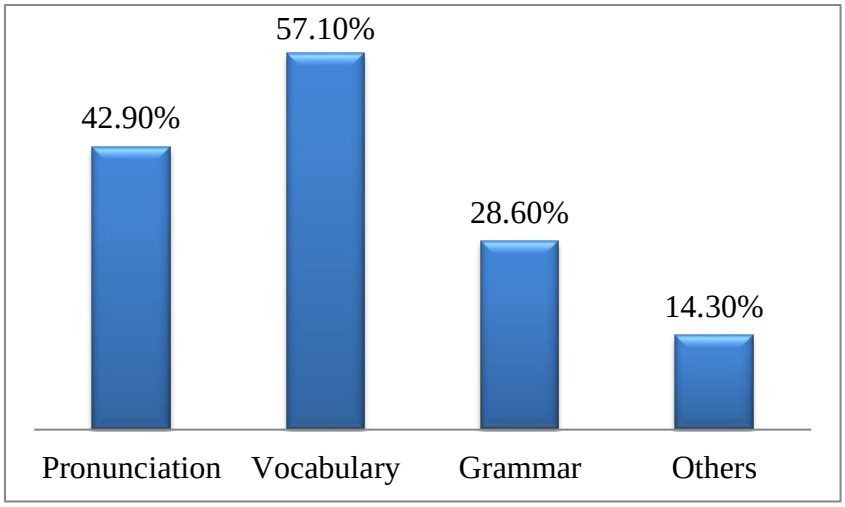


Figure 26. The Difficult Parts of Teaching Speaking

The findings from the above figure clarify that 57.10% of teachers believed that the most difficult part in teaching speaking is vocabulary whilst 42.90% admitted that pronunciation is the toughest part, 28.60% of them chose "grammar", and only one teacher (14.30%) selected "other", s/he believed that teaching speaking is a psychological challenge; it is the challenge of making students overcome their fears and accept their incompetence.

3.2.5. Teachers' Obstacles in Teaching Speaking Module

Question 5: What are the main problems that hinder you from teaching the speaking skill?

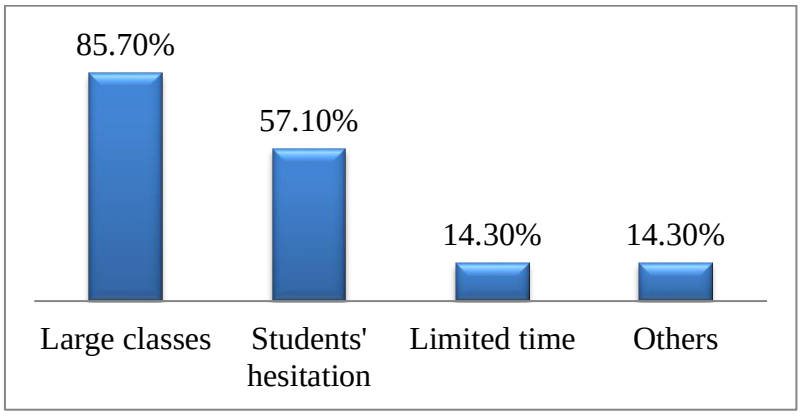


Figure 27. Teachers' Obstacles in Teaching Speaking Module

From figure 27, it appears that 85.70% of teachers claimed that large classes are the main problem in teaching the speaking module whereas 57.10% affirmed that

students' hesitation is another difficulty facing them. 14.30% opted for "limited time" suggestion, and one teacher (14.30%) highlighted that lack of equipment obstructed the process of teaching speaking.

3.2.6. Teachers' Focus in Students' Speaking Assessment

Question 6: While assessing your students' speaking, you focus on:

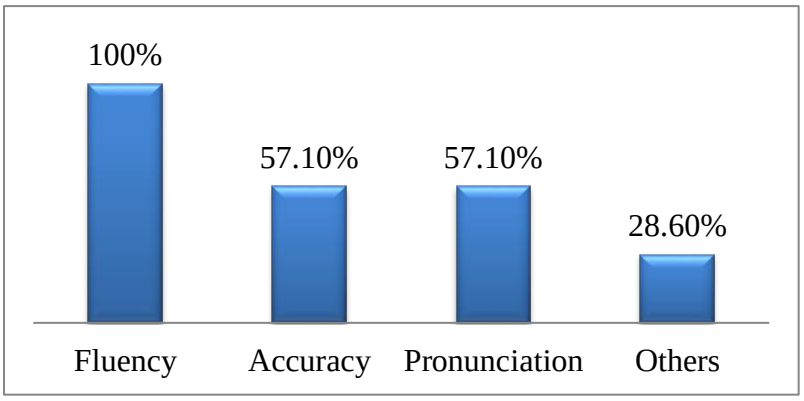


Figure 28. Teachers' Focus in Students' Speaking Assessment

As is observed in figure 28, all teachers (100%) focused on fluency when assessing their students' speaking. According to them, accuracy and pronunciation have an equal percentage of 57.10%. Two teachers (28.60%) selected "other", including practice and interaction, comprehension and vocabulary.

3.2.7. Teachers' Adopted Speaking Activities

Question 7: In order to make your students speak, you depend on which type of the following activities?

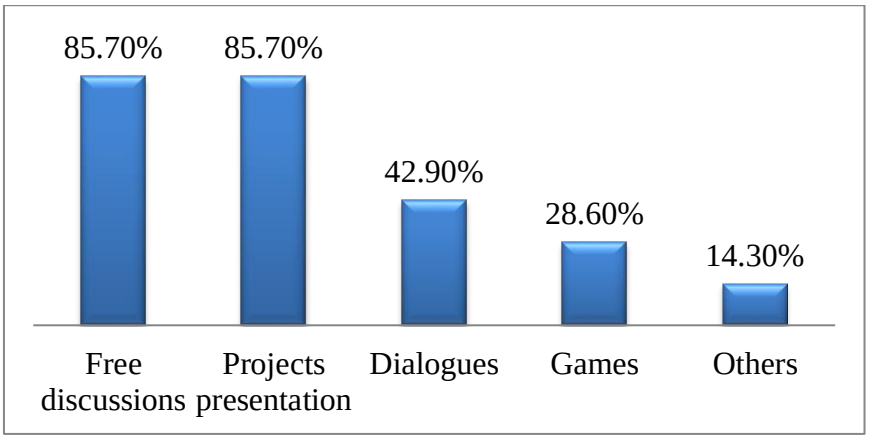


Figure 29. Teachers' Adopted Speaking Activities

As is highlighted in the figure above, free discussions and project presentations are the most adopted speaking activities by teachers as they have the same proportion of 85.70%. Besides, 42.90% of teachers agreed on using dialogue activity while 28.60% preferred doing games. One teacher 14.30% suggested that s/he would rather make students speak through debating and storytelling.

3.2.8. Teachers' Definitions of Project-Based Learning

Question 8: How do you define Project-Based Learning (PBL)?

All the 7 teachers (100%) are aware of the Project-Based Learning instruction. Therefore, they provided the researchers with a comprehensive definition. They all regarded it as a teaching method in which students actively develop their skills and knowledge through working collaboratively on a real-life problem or a complex question, searching for an authentic solution or an answer for an extended period of time, and teachers provide them with guidance and assessment.

3.2.9. Teachers' Use of Project Presentation in Speaking Class

Question 9: Do you use project presentation in teaching speaking?

Teachers' Use of Project Presentation in Speaking Class	Yes	No
Number	6	1

Table 13. Teachers' Use of Project Presentation in Speaking Class

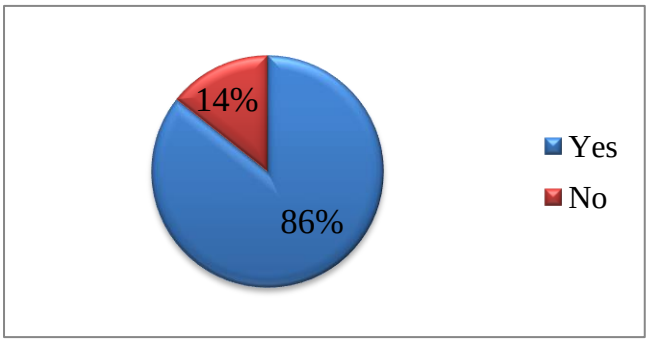


Figure 30. Teachers' Use of Project Presentation in Speaking Class

As the results show in the figure above, 6 teachers out of 7 representing 86% of the sample declared that they use project presentations in teaching speaking while only 1 teacher (14%) who does not apply it.

3.2.10. Years of Applying PBL Method in the Speaking Class

Question 10: For how many years?

Years of Applying PBL Method in the Speaking Class	1-5 years	6-10 years	Over 10 years
Number	2	3	1

Table 14. Years of Applying PBL Method in the Speaking Class

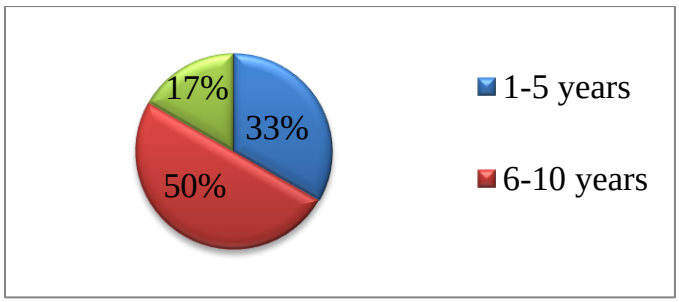


Figure 31. Years of Applying PBL Method in the Speaking Class

From the preceding figure, it is recognized that 3 teachers (50%) have been applying the PBL method for 6 to 10 years whereas 2 of them (33%) have been using it for 1 to 5 years, and only 1 teacher (17%) has been teaching with PBL over 10 years.

3.2.11. The Role of the Teacher

Question 11: As a PBL teacher, your role in speaking classroom is to:

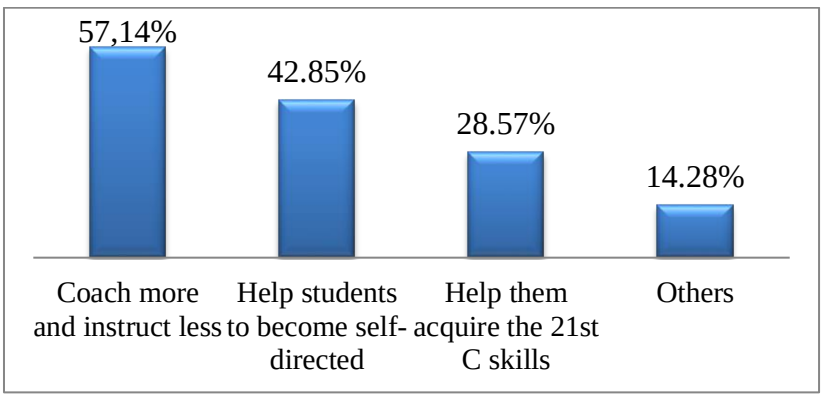


Figure 32. The Role of the Teacher

Figure 32 indicates that 57.14% of teachers think that their role in speaking classroom is to coach more and instruct less, 42.85% of them tend to help students become self-directed whilst 28.57% want to help them acquire the 21st C Skills. However, only 14.28% who responded that his/her major role is to inspire students.

3.2.12. Teachers' Views regarding the Amelioration of Students' Speaking Level through PBL

Question 12: If you use PBL, do you notice that it ameliorate students' level of speaking?

Teachers' Views about the Amelioration of Students' Speaking through PBL	Yes	No
Number	6	0

Table 15. Teachers' Views regarding the Amelioration of Students' Speaking Level through PBL

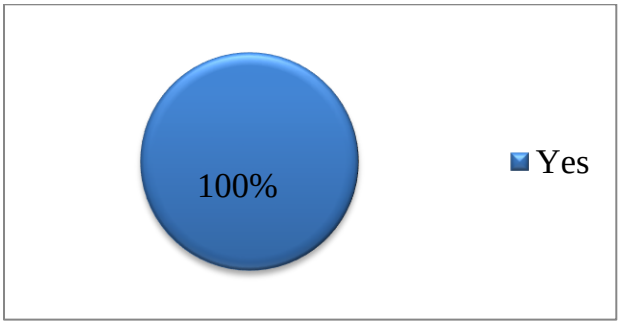


Figure 33. Teachers' Views regarding the Amelioration of Students' Speaking Level through PBL

From table 15 and figure 33, 6 teachers (100%) noticed that the level of students' speaking is ameliorated through the application of PBL method.

3.2.13. Reasons for Noticing such Amelioration

Question 13: Why?

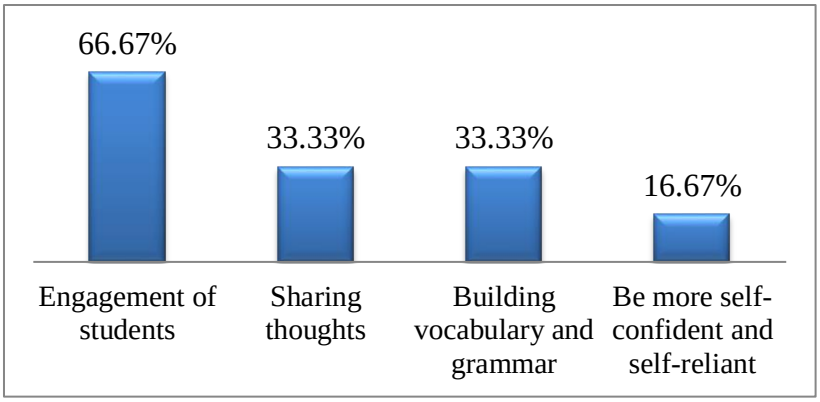


Figure 34. Reasons for Noticing such Amelioration

As indicated in figure 34, 66.67% of teachers mentioned that the reason behind noticing such amelioration is due to the engagement of students while 33.33% commented that thanks to PBL, students become able to share thoughts freely. Likewise, 33.33% reasoned that students' vocabulary and grammar are built compared to 16.67% who reported that they get self-confidence and self-reliance.

3.2.14. Teachers' Opinions Regarding the Effectiveness of PBL Instruction

Question 14: In your view, projects are effective for:

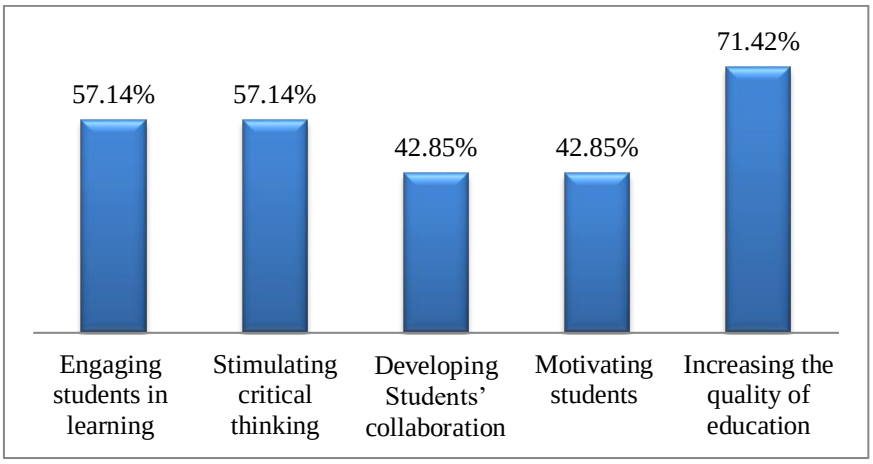


Figure 35. Teachers' Opinions Regarding the Effectiveness of PBL Instruction

According to the results written in the figure above, 71.42% of informants responded that PBL is effective in increasing the quality of education while 57.14% opted for "engaging students in learning", 57.14% chose the option of "stimulating critical thinking". Additionally, 42.85% agreed upon the development of students'

collaboration, and 42.85% selected “motivating students” as an answer for this question.

3.2.15. The Hardest Phase in PBL’s Implementation

Question 15: What is the hardest part in the implementation of PBL?

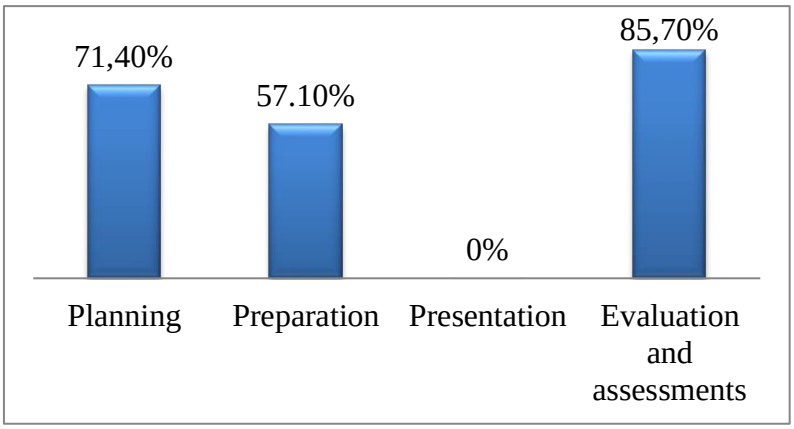


Figure 36. The Hardest Phase in PBL’s Implementation

The analysis of figure 36 illustrates that the hardest part in the implementation of PBL is “evaluation and assessments” which was selected by 85.70% of teachers as the toughest part, 71.40% considered “planning” as the second difficult phase, and 57.10% regarded “preparation” as the third one.

3.2.16. Challenges in PBL’s Implementation

Question 16: What challenges might hinder your implementation of PBL in the classroom?

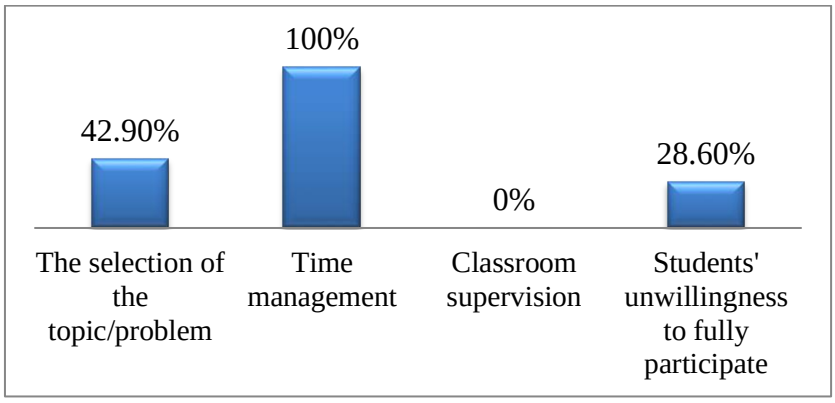


Figure 37. Challenges in PBL’s Implementation

According to the results which obtained the challenges in PBL's implementation, the percentages are presented as follow: all teachers (100%) admitted that time management is challenging for them whilst 42.90% opted for "the selection of the topic/problem", and 28.60% picked the suggestion of "students' unwillingness to fully participate".

3.2.17. Teachers' Willingness to Apply PBL Next Year

Question 17: Are you willing to apply PBL in speaking classes next year?

Teachers' Willingness to Apply PBL Next Year	Yes	No
Number	7	0

Table 16. Teachers' Willingness to Apply PBL Next Year

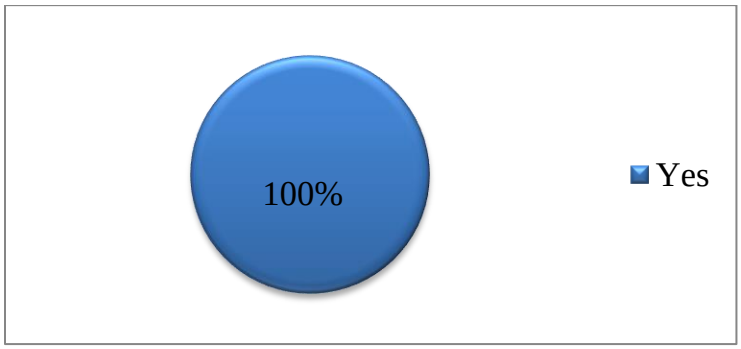


Figure 38. Teachers' Willingness to Apply PBL Next Year

As is clearly illustrated in the above table and figure, all teachers (100%) are willing to apply PBL method in their speaking classes next year.

Conclusion

This chapter presented the analyses of the results obtained from students' and teachers' questionnaires. It allowed the researchers to provide answers to the two main research questions of whether students and teachers have positive or negative attitudes and perceptions toward the implementation of the Project-Based Learning method in the EFL speaking class. Data collected from the two questionnaires were transformed into percentages to facilitate their analysis. With these encouraging findings in mind, the next chapter will discuss the research findings of both questionnaires, recommend some pedagogical implications, research limitations, and suggestions for future work which would greatly help teachers of speaking.

Chapter Four:
Discussion of Findings and Pedagogical Implications

Introduction

The purpose of the present study is to explore EFL students' and teachers' attitudes and perceptions toward the implementation of Project-Based Learning in the speaking class. The analysis of the results in chapter three yielded several outcomes that describe the effectiveness of the PBL instruction in enhancing the speaking ability according to the research findings collected from the students' and teachers' answers. In the light of the results of the study, research discussion and some recommendations are proposed to improve the teaching of speaking skill in the Department of English at the UM. This chapter, then, provides research limitations and several suggestions for further research.

4.1. Discussion of the Results of the Students' Questionnaire

According to the participants' responses, their main reason to study English is for personal development. Question 5 reveals that the speaking skill is very important for the majority of students in their learning. Concerning the students' level of speaking, it is considered to be between average and good since they are aware of their role that involves being active in the classroom. From the answers of question 8, it is deduced that most of the students (55.17%) are reluctant to speak because they are afraid of making mistakes in front of their mates and teacher. Therefore, they are not motivated to participate in class without being asked by the teacher. 44.80% of students feel under pressure when they are going to speak.

Conducting projects is the dominant activity in the speaking class as it has a percentage of 86.20% and they are generally done in groups. Projects allow students to participate, be self-confident, be more concerned with giving their opinions, express themselves easily, and speak fluently during the preparation and presentation of projects. Question 20 and 21 seek to appeal students' attitudes regarding the effectiveness of the applied projects with justifying their answers, the majority of students replied positively by arguing that their speaking level is much ameliorated and many skills are fostered covering: Fluency, decision-making, critical thinking, acquiring teamwork skills, and gathering knowledge. The application of PBL affected

the students' speaking in many ways since they declared that they benefited a lot from teacher's feedback and it reduces the fear of public speaking. However, a minority perceived the applied projects as boring and not that helpful.

4.2. Discussion of the Results of the Teachers' Questionnaire

After gathering teachers' background information in question (1, 2, 3), question 4 reveals that teachers face some difficulties when teaching speaking, they admitted that teaching students vocabulary and pronunciation are the most difficult parts. Regarding their answers, large class is the main obstacle hindering them from teaching the speaking module; teachers complained about the crowded classes as they cannot give a chance for all students to talk. When it comes to assessing the students' speaking level, all teachers focus on fluency more than accuracy and pronunciation that have a common ratio of 57.10% and in order to make the students speak, teachers choose project presentations and free discussions as the frequent speaking activities adopted in the class.

The following questions are devoted to the Project-Based Learning method. Teachers were requested to define PBL according to their understanding in question 8, it seems that they are knowledgeable about this teaching technique and the majority of them (86%) often use it. As it is mentioned in the Literature Review (Chapter One), PBL is a student-driven approach as the teacher is the less dominant in class, therefore, the results of question 11 emphasized that the respondents' role is to coach more and instruct less and help students become self-directed learners. Additionally, teachers noticed an improvement in the students' speaking level when using PBL where they get more involved and perceived it as an effective way to increase the quality of education and stimulating critical thinking. Moreover, students are evaluated when they start planning for the project until the day of presentation that is why 85.70% of the participants considered the evaluation and assessments' phase as the hardest one in PBL's implementation. However, they added that the PBL method is challenging due to the lack of time in managing the project along with the selection of the topic/

problem which can be sometimes exhausting. Hopefully, all the informants reacted positively and they are willing to apply the PBL instruction next year.

4.3. Discussion of Findings in Light of the Theoretical Framework

The findings are directly in line with constructivism theory referred to in the theoretical framework of this research (Chapter One). On the one hand, the results demonstrated that the students are aware of their role in the class by being actively involved, self-directed, and autonomous learners, particularly during the preparation of the project. Moreover, acquiring teamwork skills is one of the tenets of the PBL method and the majority of the students responded that they work in groups to conduct a project; this allows them to express and share ideas easily. Therefore, they associate new information with what they already know through interaction with their group mates; this reflects the basis of constructivism theory that is cooperative learning.

On the other hand, according to the teachers' answers, they believe that the role of a PBL teacher in class is to be interactive, help students construct their knowledge, become cultivated, foster critical thinking, create motivated and independent learners, and acquiring the 21st century skills. Additionally, they agreed that PBL requires working on a complex question and it must be related to real-life activities. That is, the students search for an answer by teaching them problem-solving skills to have an authentic outcome at the end, whereas the teacher only guides the students and facilitates learning whenever students find difficulties, besides assessing their development throughout the phases of the conducted project. This mirrors the concept of the ZPD process aforementioned, hence, solving real-world questions and having a genuine project by the end as well as learner-centeredness are the major principles of the constructivist theory discussed earlier.

To this regard, as clearly stated in the findings above, these outcomes would agree with the literature regarding the positive results of PBL as a teaching method on developing students' speaking skill which encourages them to speak fluently and take part in oral sessions. In addition, teachers showed a good understanding of PBL and

reacted positively on the application of PBL and its fundamental role in improving the students' speaking level.

4.4. Recommendations

The present descriptive research was conducted in the Department of English at the UM with the aim of exploring second-year EFL students' and teachers' attitudes and perceptions regarding the implementation of the PBL method in the speaking class. Fostering students' speaking skills is the basis in second language learning; therefore, enhancing the oral capacity of EFL students particularly in speaking sessions is highly needed in order to increase the students' attendance in oral classes and to improve the teaching and learning of this module. After the whole research process of collecting the data and analysing the results, some pedagogical recommendations include the following:

As is early mentioned in the literature and according to the research findings, Project-Based Learning (PBL) plays a great role in increasing students' self-confidence, makes them more eager to speak, communicate with classmates and become actively engaged in the oral class. All these factors would help in developing the speaking level, making the class more enjoyable, and motivating the students. To this end, it is recommended that teachers need to implement the PBL method in the Department of English at UM for the effectiveness of teaching and learning the speaking module.

Speaking classes necessitate an adequate atmosphere where the teacher supplies students with various resources for the sake of maintaining students' attention. As mentioned previously, the principal finding in this research revealed that teachers claimed that some types of equipments such as technology, internet access, and computers are missing in the class which may influence negatively the learning setting. In recognizing this, the administration should think about different ways to resolve the lack of necessary materials, equipment, and resources for PBL's implementation. Solving this problem would probably contribute to a better

implementation of PBL in the future, as students would prepare their projects in any area they are interested in.

As is noticed by the researchers, all teachers claimed that they focused on fostering their problem-solving skills when implementing PBL; however, principal findings in the students' questionnaire revealed that only a minority of students admitted that they learned how to solve real-life problems thanks to this instruction which creates a contradiction. As a consequence, it is of an enormous significance for the teachers to impress real-world problem-solving techniques upon the mind of the students and to cope with the twenty-first century skills.

It is worth noting that teachers of speaking in the Department of English at the UM agreed that PBL may be challenging since the lack of time is considered by teachers as a significant problem in PBL's implementation. The allotted time for speaking sessions is relatively insufficient to complete all the implementation phases as they have only three hours per week. Another possible recommendation is, that, the administration should add more hours to the speaking module per week, and that teachers need to create the appropriate atmosphere for students to complete the project work. To make the task smoother, teachers can divide the class into groups with manageable number of students so as they would have opportunities to participate and express themselves.

As aforementioned, PBL teachers act as facilitators in the class by coaching more and instructing less since learner-centeredness is the fundamental principle of the PBL method. One important recommendation that can be drawn from this research is that teachers should be trained on how to make students self-directed and autonomous learners by thinking outside the box.

Last but not least, the PBL method should be generalized in the English Department at the UM to all the modules not only speaking to help students solve any kind of problems they encounter in the other subjects which need them to conduct this method. Hence, the administration should pay a great attention to conducting meetings

among teachers of the English Department so that every teacher can share his or her ideas, experiences, and get insightful feedback.

4.5. Limitations of the Study

The findings of this study have to be seen in the light of some potential limitations which need much consideration when undertaking future studies. These include sample size and the insufficiency of instruments.

The first limitation is that the number of students who participated and completed the questionnaire is relatively small. It was limited to 29 participants who represent one group among the four groups that comprise second-year LMD English students at the University of Medea. Even though with the restricted sample size, this research showed that the students reacted positively regarding the implementation of Project-Based Learning in the speaking class. It remains problematic to generalize the findings of this research to the whole population. To prove the generalisability of the results of this work, further study is required to enlarge the sample size.

The second shortcoming is the incompletion of the classroom observation instrument due to time constraints. It was planned to attend seven sessions in order to accomplish the observation. In fact, the first observation was done on Wednesday, March 04th and the second one on Thursday, March 05th, 2020. Besides, the selected teachers were supposed to have an interview with the researchers so that to investigate their perceptions of the implementation of PBL in the speaking class. Then, the university was closed a week after conducting the first and second observations because of the corona virus pandemic (COVID-19), otherwise, the researchers could have collected more reliable data.

4.6. Suggestions for Further Research

There are several areas concerning the effectiveness of Project-Based Learning instruction that have yet to be thoroughly investigated. This research is undertaken to determine whether second-year EFL students and teachers hold positive stance toward the application of PBL in the speaking class. It did not target other variables such as

problem-solving, critical thinking, and decision-making. More broadly, further work needs to be carried out to establish whether the PBL method is beneficial in developing 21st century skills.

Further experimental investigations can be conducted with a control and an experimental group by using multiple data collection instruments like t-test, classroom observation, and interviews. The current research results are promising and should be generalized to a larger sample size and a longitudinal rather than a cross-sectional design that would improve future studies.

Conclusion

This chapter highlighted some research recommendations for both students and teachers of speaking in the Department of English at UM. These recommendations were provided to enhance the speaking level of students and to encourage teachers to adopt the PBL method in their classes; therefore, increasing the teaching and learning quality of the speaking module. Then, the shortcomings of this study were discussed followed by suggestions for further research.

General Conclusion

As the review on literature and the research findings emphasized, implementing Project-Based Learning in the oral session is vital as it develops the students' speaking ability in many positive ways that speaking teachers need to opt for in their classes. With this in mind, this research work is conducted at Yahia Fares University of Medea (UM) Department of Foreign Languages (English Section) to gain insights on students' and teachers' attitudes and perceptions toward the implementation of the PBL method in teaching EFL speaking class. This study is divided into four chapters: the first one is the theoretical part, the second is concerned with methodology, the third dealt with data analysis and results, and the final one tackled the discussion of findings and the pedagogical implications.

The review of the literature presented in chapter one of this thesis significantly contributed to building up knowledge about the speaking skill and Project-Based learning instruction. To achieve the aforementioned aim, it was necessary as the first step to introduce the speaking skill, its importance in second language learning, and some difficulties confronted by the FL students when speaking English. Moreover, the second section of this chapter started with PBL's definition, supplying the readers with the historical overview, and the theoretical framework in which this instruction is located. Then, the advantages of this instruction were provided, learners' and teachers' roles in PBL classroom, and its implementation stages were discussed. Lastly, this chapter ended by reporting the main previous studies related to the application of PBL in the EFL speaking classes.

The second chapter represented the practical part of this research. It surveyed LMD second-year students of group 4 which consists of 29 learners as well as 7 EFL teachers of speaking from the Department of English at UM. The researchers relied on a quantitative analysis through the administration of students' and teachers' questionnaires by using Google Forms application which helped to collect their attitudes and perceptions regarding the application of the PBL method in the speaking course. A detailed description of the research methodology was presented in chapter two of this thesis.

As explained in chapter three, the program used to analyze the data was Microsoft Excel 2007 and the responses were converted into percentages, tables, bar graphs, and pie charts. Taken together, these results showed that both learners and instructors hold positive attitudes toward the implementation of Project-Based Learning instruction in the speaking class.

Chapter four discussed the results of this research and proposed several pedagogical implications and recommendations for the sake of helping teachers and administrators to successfully incorporate the PBL method in the speaking courses. The analysis of the survey data obtained in this study indicated that factors like creating an adequate classroom atmosphere, devoting more time for speaking sessions, organizing meetings and training for teachers of speaking were recommended to attain better outcomes of PBL. Besides, designing experimental research, a larger sample size, and additional research instruments were offered to compensate for the research shortcomings. Finally, future studies on the current topic are suggested to determine whether the students who participated in this study develop the 21st century skills mainly problem-solving technique through the implementation of PBL since it is a crucial issue for future research.

In brief, implementing the PBL method in the oral class is fundamental and is needed to be taken into consideration by teachers of speaking and administrators as well. Effective teaching and learning of the speaking module necessitate multiple types of course equipment and an application of a well-structured method to develop the speaking level of students. Project-Based Learning can be the remedy for the situation of speaking class in the English Department of UM; consequently, the suggested changes will be tremendously helpful and worthwhile for both teachers and students.

Appendices

A- Students' Questionnaire

Dear students,

This questionnaire is being conducted as part of a Master's thesis that aims to increase the level of English language learning and teaching in the English Department at the University of Medea.

You are kindly invited to take part in this investigation by completing this questionnaire as accurately as possible. Any information you will provide us with, will remain strictly nameless. Your involvement is very much appreciated.

1. What is your gender?

a- Male ☐

b- Female ☐

2. What is your age?

……..

3. Have you studied English in private schools?

a- Yes ☐

b- No ☐

4. What are your reasons for learning English?

a- It enhances my chance to get a job ☐

b- Personal development ☐

c- To integrate with the western culture ☐

5. How is the speaking skill important to you?

a- Very important ☐

b- Important ☐

c- Little important ☐

d- Not important at all ☐

6. How do you consider your ability while speaking English?

a- Very good ☐

b- Good ☐

c- Average ☐

d- Low ☐

7. How often do you speak in the classroom without being asked by the teacher?

a- Always ☐

b- Very often ☐

c- Sometimes ☐

d- Never ☐

8. What makes you unwilling to speak in the classroom?

a- Lack of self-confidence ☐

b- Fear of making mistakes ☐

c- Low proficiency in English ☐

d- Teacher's interruption ☐

e- Other :……

9. During oral sessions, what do you usually feel ?

a-I tremble when I know that I am going to be called on in the oral class ☐

b-I find myself thinking about things that have nothing to do with the course ☐

c-I often feel like not going to the oral class ☐

d-I feel very sure and relaxed ☐

e-Other……

10. Which of the following speaking activities appeared in your oral class?

a- Free discussion ☐

b- Doing projects ☐
c- Role play ☐
d- Games ☐
e- Other……

11. During oral courses, how many project works have you conducted this year?

a- Less than 3 ☐
b- Between 3 and 5 ☐
c- More than 5 ☐

12. How are these projects conducted generally?

a- Individually ☐
b- In pairs ☐
c- In groups ☐

13. As a student, do you think that your role in the speaking classroom is to?

a- Be engaged and committed to what you are doing ☐
b- Solve a problem ☐
c- Be active and participate in the classroom ☐
d- Get involved in activities ☐
e- Collaborate ☐
f- Other……

14. Project gives me the opportunity to participate in classroom discussions:

a- Strongly agree ☐
b- Agree ☐
c- undecided ☐
d- Disagree ☐
e- Strongly disagree ☐

15. Project enhances my self-confidence to speak in English.

a- Strongly agree ☐
b- agree ☐
c- undecided ☐
d- disagree ☐
e- strongly disagree ☐

16. During project preparation, I feel comfortable when speaking English with my group members because:

a- I do not mind to make mistakes and errors ☐
b- I am more concerned with giving my opinion about content and methodology to use in the project ☐
c- My classmates also make errors and mistakes ☐

17. Does the application of projects in the speaking classroom help you:

a- Develop self-confidence ☐
b- Develop team work skills ☐
c- Solve real-life problems ☐
d- Improve technology skills ☐
e- Make decision ☐
f- Other ……..

18. Do you think that the presentations of projects helps you to:

a- Speak English fluently and correctly ☐
b- Express yourself and state your ideas easily ☐
c- Decrease your fear of speaking in public ☐
d- Increase your vocabulary repertoire ☐
e- Solve a real-life issue ☐
f- Other……

19. How much does your speaking level ameliorate by learning through projects?

a- Very much ☐

b- Somehow ☐

c- Little ☐

20. Do you think that learning through projects which you have been taught during the current year is worth tackling?

a- Yes ☐

b- No ☐

21. Why ?

…….

22. In your opinion, how does learning through projects affect your speaking skill?

…….....

Thank you for your cooperation

B- Teachers' Questionnaire

Dear teachers,

As part of our Master's research thesis, we are conducting this questionnaire to investigate students' and teachers' attitudes toward the implementation of Project-Based Learning in teaching EFL speaking classes. We would be grateful if you could give us some of your time to answer these questions. Please answer each question statement by marking the appropriate box(s). Your responses will be treated as confidential and will be used for the purpose of this survey only.

1. What is your gender?

a- Male ☐

b- Female ☐

2. What degree do you have?

a- License ☐

b- Master ☐

c- Magister ☐

d- Doctorate ☐

3. How long have you been teaching English?

a- 1-5 years ☐

b- 6-10 years ☐

c- Over 10 years ☐

4. What are the most difficult parts for teaching the speaking skill?

a- Pronunciation ☐

b- Vocabulary ☐

c- Grammar ☐

d- Other, please specify……..

5. What are the main problems that hinder you from teaching the speaking skill?

a- Large classes ☐

b- Students' hesitation ☐

c- Limited time ☐

d- Students' different level of intelligence ☐

e- Other, please specify…….

6. While assessing your students' speaking, you focus on:

a- Fluency ☐

b- Accuracy ☐

c- Pronunciation ☐

d- Other,please specify……

7. In order to make your students speak, you depend on which type of the following activities?

a- Free discussions ☐

b- Projects presentation ☐

c- Dialogues ☐

d- Others……

8. How do you define Project-Based Learning (PBL)?

…….

9. Do you use project presentation in teaching speaking?

a- Yes ☐

b- No ☐

10. For how many years?

a- 1-5 years ☐

b- 6-10 years ☐

c- Over 10 years ☐

11. As a PBL teacher, your role in speaking classroom is to:

a- Coach more and instruct less ☐

b- Help students to become self-directed ☐

c- Help them acquire the 21st century skills ☐

d- Other, please specify……..

12. If you use PBL, do you notice that it ameliorate students' level of speaking?

a- Yes ☐

b- No ☐

13. Why?

.....

14. In your view, projects are effective for:

a- Engaging students in learning ☐

b- Stimulating critical thinking ☐

c- Developing Students' collaboration ☐

d- Motivating students ☐

e- Increasing the quality of education ☐

f- Other, please specify…….

15. What is the hardest part in the implementation of PBL?

a- Planning ☐

b- Preparation ☐

c- Presentation ☐

d- Evaluation and assessments ☐

e- Others, please specify……

16. What challenges might hinder your implementation of PBL in the classroom?

a- The selection of the topic/problem ☐

b- Time management ☐

c- Classroom supervision ☐

d- Students' unwillingness to fully participate ☐

e- Others……

17. Are you willing to apply PBL in speaking classes next year?

a- Yes ☐

b- No ☐

Thank you for your cooperation

C- Informed Consent

Université D.Yahia Fares de Médéa Médéa le, 26/02/2020

Faculté : des Lettres et des Langues

Département : Langues Etrangères-Ang

A

Madame la responsable de la section

Objet : Demande d'autorisation de mener une étude de recherche

Nous, étudiantes en deuxième année Master Anglais, en l'occurrence M^{elles} Ramoul Wissem et Benkali Yasmine, préparons notre mémoire de fin d'étude, venons par la présente solliciter votre haute bienveillance de bien vouloir nous accorder un avis favorable à notre demande suscitée en objet afin de mener une étude de recherche au sein de votre département.

Nous vous informons que notre thème du mémoire consiste en l'étude de « Investigating Students' and Teachers Attitudes toward the Implementation of Project-Based Learning in teaching EFL Speaking Classes at University Yahia Fares of Medea».

Tout en espérant que notre demande soit acceptée afin de notre permettre de mobiliser la promotion de la 2ème année LMD Anglais group 04 et de compléter de manière anonymes notre étude.

Nous sommes à votre entière disposition pour toutes informations que vous jugeriez utile. Dans l'attente d'une suite favorable, veillez agréer, Madame, l'expression de notre parfaite considération.

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