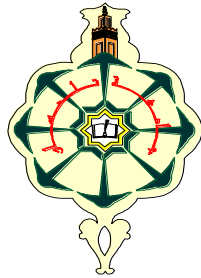People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen

Faculty of Letters and Languages
Department of English

**Using Project-work to Assess EFL University Students
(Case Study of Second Year EFL Students at
Abou-Bakr Belakaid University of Tlemcen).**

Dissertation submitted to the Department of English as a partial
fulfilment of the requirements for the degree of Master in Didactics and
Assessment in English Language Education (DAELE)

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Academic Year: 2016-2017

DEDICATION

To Dr. Benziane Abderrezak may God have mercy on him.

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Abstract

In order to discover the teaching accuracy, teachers assess their students with different means such as tests, projects and portfolios, etc. Project-based learning or project work is a progressive teaching method which meets requirements of modern educational systems. This thesis discusses the benefits of project work in English language teaching.

This paper reports a part of a study that aims to explore project-based learning as mean of assessment in Higher Education through an investigation of different research instruments.

Teachers also seemed to apply it more than the other means of assessment such as tests; they have found it more efficient for their students where they managed the mastery of English language, communicated better with each other, and their speaking skills improved by time.

The theoretical part of this thesis focus on the status of Enlgish in Algerian higher education, assessment, testing and evaluation, project-based learning, its origins, characteristics. It deals with the benefits of project-based learning including motivation, group work. A division of projects into three main categories is suggested: according to the main activity performed by students, according to length and age of learners and considers also possible problems, i.e. noise, lack of time, monitoring, motivation problems, etc.

The practical part mainly focus on teachers points of view on the way they assess their learners and students' main interest of project-based learning. The research methods used were students' questionnaire, teachers' interview and classroom observation; the results were processed and interpreted.

Finally, we summed up the results of the research in the conclusion, based on these results; recommendations are given to improve the project-based learning in Algerian higher education. In the appendices section all important instruments used during the research.

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Chapter Two: Case Study: Design and Results' Interpretation.

GENRAL COCLUSION

GENERAL CONCLUSION

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List of Anonyms:

EFL: English as a Foreign Language

ELs: English Learners

EPT: English Placement Test

FL: Foreign Language

PBL: Project-based Learning

LMD: License-Master-Doctoral system

TEFL: Teaching English as a Foreign Language

TOEFL: Test of English as a Foreign Language

General Introduction

English has become the most dominant language in the world. As a foreign language; it receives a reinforced attention from the Algerian government by making huge efforts and adopting various policies for its promotion. This is for the aim of paving the way for learners and teachers to participate in the challenge of a globalized education.

In the same concern of English teaching/learning and with reference to assessment in Higher Education it is common that teachers give priority to some types of assessment tools mainly project works. In the present work we will try to answer the following research questions:

1/ What are 2nd Year EFL university students attitudes toward project-based learning and its importance in assessing their improvement?

2/ Does Project-based learning influence positively EFL Learning at the university?

We therefore hypothesized the following:

1/ 2nd year EFL students hold positive attitudes toward project-based learning and are aware of its importance in assessing their improvement in learning English.

2/ Project-based learning may influence positively EFL learning at the university by helping students develop their language skills and competencies mainly.

In order to answer our research questions and test our hypotheses we have divided our work into two complementary chapters one theoretical and the other

practical. Chapter one as a point of departure offers a theoretical description of EFL teaching/learning with reference to assessment in Higher Education. In addition, it provides a distinction between assessment; testing and evaluation which are generally used interchangeably and gives an overview about Project-based learning which consists of the core of our work. It focuses on the different components of this type of learning, its importance and origins.

The second practical chapter describes the case study, the research design with qualitative and quantitative analysis of the results and their interpretation. The same chapter further offers recommendations and suggestions in the same area of investigation.

1.1. Introduction

This First chapter discusses the status of English Foreign Language (**EFL)** teaching/learning and assessment in Algeria particularly in Higher Education. It tries to spotlight on the difference between assessment, testing and evaluation. The same chapter focuses on the concept of project-based learning with special focus on its definition, origins and rational, types and characteristics and mainly some possible problems that may face teachers and students in this area.

1.2. The Status of EFL in Algerian Higher Education

As an international and global language, English is nowadays having an important status in education in Algeria and in all levels: Middle, Secondary and Higher education. According to (Halliday, 2006: 362)

> English has become a world language on both senses, international and global: international, as a medium of literary and other forms of cultural life… Global as the co-genitor of the new technological age, the age of information… English is too deeply entrenched, and if people are deprived of the chance of learning it, they are the ones who suffer.

The status of English in Algeria is almost the same as that in the other countries of the world where English is regarded as a Foreign Language (**FL**). The hegemonic and imperialistic nature of English worldwide, makes it deeply needed in Algeria for the purpose of communicating with the outside world, education, acquisition of knowledge, and development at large (Al-Khatib, 2008).

The Ministry of Education in Algeria has highlighted the learning of English and the promotion of the English language as a key element in reinforcing access to academic, technological and cultural networks around the world. Almost all faculties of Algerian universities are not free of an English department. Access to EFL teaching/ learning in the Algerian high level is open to holders of the Baccalaureate (Final examination for university access), students must also meet requirements set annually by the Ministry of Higher Education and Scientific Research based on the following consideration:

- Students' choices.
- The stream of study in the Baccalaureate.
- Average score in specific fields on the Baccalaureate.
- The number of available seats in each field.

During this period of instruction, different modules, with different coefficient, and with time allotment are dealt with, in respect to students' level and needs. An example of 2nd year EFL students' time table at the

department of English-University of Tlemcen is illustrated in (Appendix A).

1.3. Assessment Defined:

Assessment refers to the process of gathering information about learners from various sources to enable the teacher to understand these learners. This information can be provided differently, and it can take place when a test is administered to learners. Sometimes assessment can have a different meaning from testing since there may be an assessment of the learners' abilities without a test when the teacher observes the behaviour of the learners in the classroom from their way of participating and doing the exercises.

> Assessment requires planning specific ways to use assignments and discussions to discover what students do and do not understand. It also requires teachers to be prepared to deal with students' responses. Merely spotting when students are incorrect is relatively easy compared with understanding the reasons behind their errors. The insights we gain by making assessment a regular part of instruction enable us to meet the students who are eager for more challenges and to provide intervention for those who are struggling.

(Burns, 2005: 31)

Teachers should observe their learners' activities and mark their written work, listen carefully to their talk, and do all the actions through which learners develop and display the state of their understanding. Assessment can improve learning by providing an effective feedback to learners, adjusting teaching to take account of the results of assessment, showing the knowledge and how it influences assessment and motivation, and self-esteem of learners; understand how to assess themselves and how to improve.

The frequent assessments for students progress to identify learning needs and form teaching has become a prominent issue in education reform. It is much less common to find formative assessment practiced systematically.

For teachers to be able to develop new approaches to formative assessment, and relate them to different theories of learning they must be able to investigate and reflect upon their own classroom practices, particularly, the way they question and give feedback to students.

Assessment means information gathered and reported for use in the development of knowledge and skills… (it) means information gathered and reported for use in judging the outcome of that development.

(Brookhart, 2004: 45)

Assessment is more frequently used than testing; it provides teachers with evidence so that they can revise instructions.

Teachers accomplish classroom assessment by the following:

▪ Understanding and articulating in advance of teaching the achievement targets that their students are to reach.

▪ Informing their students about learning goals in terms that students understand from the very beginning.

▪ Becoming assessment literate so they can transform those expectations into assessment exercises and scoring procedures that accurately reflect students.

▪ Using classroom assessment to build students confidence in themselves as learners, helping them take responsibility for their own learning so as to set down a foundation of a lifelong learning.

▪ Translating classroom assessment results into a frequent, descriptive feedback for students, providing them with specific insights regarding their strengths as well as how to improve.

▪ Changing construction continuously based on the results of classroom assessments.

▪ Engaging students in regular self-assessment with constant standards so they can watch themselves grow over time and learn to become in charge of their own success.

▪ Involving students to communicate with their teachers and families about their achievements status and improvements.

▪ Making the students understand that the achievements of now relate to those which come later.

1.3.1. Types of Assessment:

Assessment is integral in the teaching-learning process, facilitating students' learning and improving instruction. Classroom assessment is generally divided into two types: formative assessment (assessment for learning) and summative assessment.

1.3.1.1. Formative Assessment (Assessment for Learning):

Assessment for learning is an ongoing assessment that makes teachers assist students, on a day-to-day basis and modify their teaching based on students' needs for success. This assessment provides students with the timely, specific feedback that they need to make adjustments to their learning.

> The philosophy behind assessment for learning id that assessment and teaching should be integrated into a whole. The power of such an assessment doesn't come from intricate technology or from using a specific assessment instrument. It comes from recognizing how much learning is taking place in the common tasks of the school day, and how much insight into student learning, teachers can mine from this material.

(McNamee and Chen, 2005: 76)

1.3.1.2. Summative Assessment (Assessment of Learning):

Summative assessment is evaluating student learning at the end of an instructional unit by comparing it against some standards. Summative assessment is often high stakes, which means that they have high point value. Information from summative assessment can be used formatively when students or faculty use it to guide their efforts and activities in coming after courses. In what follows, an illustrative table is presented to deter highlights the main principles of formative and summative assessment.

Formative Assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
Checks learning to determine what to do next and then provides suggestions of what to do. Teaching and learning are indistinguishable from assessment.	Checks what has been learnt to date.
Is designed to assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administration, parents, school broad) in addition to educators and students.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback in a formal in informal report.	Usually compiles data into a single number, score or marks as part of a formal report.
Is not reported as part of an achievement grade.	Is reported as part of an achievement grade.
Usually focuses on improvement, compared with the student's "previous best" (self-referenced, making learning more personal)	Usually compares the students' learning either with other students learning (norm-referenced, making learning highly competitive) or the standard for a grade level (criterion –referenced, making learning more collaborative and individually focused).

Table1: Formative and summative Assessment (Adopted from Sutton (2011) in Alberta Assessment Consortium, 2003, p.4)

1.4. Testing and Evaluation:

When defined within an educational setting, evaluation and testing are both used to measure how much of the assigned materials students are mastering, how well students are learning the materials, and how well

students are meeting the stated goals and objectives. In this part of the work a clear distinction is made between testing and evaluation.

1.4.1. Testing Defined:

In education terms, a test can be defined as any procedure measuring ability, knowledge, and performance. It is the mirror of characteristics of individuals, it consists a set of techniques and procedures that constitute in instrument of some sort. A test has the procedure of measuring the testis' performance in precise mathematical terms. A test is an assessment tool that enables the teacher or the researcher to get data about learners' performance. Assessing a grade, or expressing evaluative qualifiers such as: excellent, good, fair, or week.

> Tests, are typically… administered on a regular basis to compare student achievement "benchmarks" that indicate where student performance should be in relation to what is needed to do well on end-of-year high stakes tests... Although the term *benchmark* is often used interchangeably with formative in the commercial testing market, there are important differences. Benchmark assessments are formal, structured tests that typically do not provide the level of detail needed foe appropriate instructional correctives.

<div align="right">(McMillan, 2007: 2, 3).</div>

There are three qualities of measurement devices in testing, practicality, reliability and validity, all of them will be explained in what follows:

a/ Practicality:

It concerns the practical considerations regarded constructing a test which are related to financial means, time consuming, scoring, and interpretation. A test which is time-consuming is impractical; a test which requires individual one-to-one testing is impractical for a number of examiners. The value, quality, credibility, and formality of a test are largely dependent upon such basic facts.

b/ Reliability:

The criteria of reliability in test-constructing denote the degree to which a test gives consistent results. A test is called reliable if it gives the same results repeatedly when it is giving on different occasions or it is used by different people.

c/ Validity:

The attribute of validity is in effect complex and multi-faceted, it refers to the degree to which a test measures what is supposed to be measured, or can be used successfully for the purposes for which it is intended. Teachers can use a set of different statistical procedures to apply to a test to evaluate its validity.

1.4.2. Main Principles and Types of Language Tests:

There are several principles of testing, here are some of them:

- Testing makes us assess learners' performance in the target language, and the teachers should not give a task that the learners cannot perform, it should be authentic, realistic, and appropriate to their linguistic level.
- The learners should be given clear instructions, they should know what they are expected to do in a given task
- Teachers should test the outcomes of what they have taught their learners.
- Teachers should not use techniques not used in the teaching process as a test technique to have a positive washback affect of testing on language learning and teaching.
- Teachers should test learners' writing skills by having them write, and their speaking by having them speak (construct validity)
- We teach people and we evaluate language ability, but we do not evaluate people.

The need of assessing the outcome of leaning have led to the development and elaboration of different test formats, the table below presents types of tests and their definitions:

Type of Test	Definition
Achievement test (summative test)	Achievement tests are designed to assess the extent of the learners mastery of what has been taught to them, the purpose of such tests is to know if the learners mastered the

	studied elements
Cloze Test (Cloze procedure)	They consist of a set of techniques for measuring. In a cloze test, for a reading class, words are removed from reading passage at regular intervals, leaving blanks and the reader tries to guess the missing words. It can be used to judge the difficulty of reading materials
Diagnostic Test	It measures the learners' knowledge before the beginning of a certain course in order to get information about the students' learning and try to introduce a remedial work; it came at eliciting the learners' strengths and weaknesses. It assesses the learners' knowledge and linguistic skills and ames at getting information about the learners' way of using language.
Discrete-point test (Discrete item Test)	Discrete-point tests measure knowledge of individual language items, such as grammar test which has different tenses, adverbs, and positions. Based on the theory that language consists of different parts such as speech sounds, grammar, and vocabulary and different skills (listening and reading), these elements can be tested separately. They are usually contrasted with integrative test because it learns heavily on the knowledge of grammar, vocabulary, and rules of discourse (dictation, listening).
Language Aptitude Test	A language Aptitude test tends to measure a learners' aptitude for language learning (students' performance in a language).
English Placement Test	English Placement Test (EPT) is originally designed to place learners at an appropriate level in a program or a course, and to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in an appropriate course.
Proficiency Test	Proficiency tests are employed to measure the learners' capacity to metalize the language in a specific context in order to determine their readiness to perform well in a future learning situation.
Progress Test (Achievement Test)	It is closely related to a particular set of teaching materials or a particular course of instruction, it is usually administered at the end of a unit, a course, or a term, it is much more

	specific. Progress tests can also be diagnostic to some degree, the help identify areas of difficulties encountered by learners.
TOEFL The Test Of English as a Foreign Language	It is a large scale language assessment; it is a standardized test of English proficiency administered by the Educational Testing Service. The **TOEFL** has widely been recognized as a model test and have-take-test for our students graduate and post-graduate.

Table2: Different Types of Tests

1.5. Evaluation:

Evaluation is the process of the drawing conclusions about the learning situation from the data collected about them; it can have different sources since information may be gathered through several means.

When information about the learners is elicited through tests, the evaluation process is taking place in the form of assessment or testing which focuses on the study of the learners performance to make a set of decisions concerning these learners; in this case; the assessment and evaluation of students are seen as synonyms, on the other hand, evaluation can have a wider meaning, then assessment and testing which is concerned with collecting information about the syllabus, the text book, the teaching materials and the teaching methods, in this case, tools such as observation and questionnaires are used instead of testing. Therefore, evaluation refers to a broader concept. It means the global assessment of the aspects involved in the learning/teaching process through the use of tests and other means of investigation to get information not only about the learners, but also about the teachers and the teaching materials.

1.6. Project-based Learning

1.6.1. Project-based Learning Defined

There are various definitions of project work; for example Legutke and Thomas (1993:160) define it as "a theme and task-centered mode of teaching and learning which results from a joint process of negotiation between all participants. It allows for a wide scope of self-determined action for both the individual and the small group of learners within a general structure of a plan which defines goals and procedures. Project

learning realizes a dynamic balance between process and a product or orientation. Finally, it is experiential and holistic because it bridges dualism between body and mind, theory and practice."

Another definition of Project Based Learning includes a type of instruction, where students work together to solve real-world problems in their school and communities. Successful problem-solving often requires students to draw on lessons from several disciplines and apply them in a very practical way. The promise of seeing a very real impact becomes the motivation for learning.

1.7. Origins and History

In history many enlightened teachers used project work even though they did not call it that way. Knoll (2005: 02) found the origins of project work on the European continent. He divides the history of project work into five stages:

- o 1590-1765: The beginnings of project work at architectural schools in Europe
- o 1765-1880: The project as a regular teaching method and its transplantation to America.
- o 1880-1915: Work on projects in manual training and in general public schools.
- o 1915-1965: Redefinition of the project method and its transplantation back to Europe.
- o 1965-today: Rediscovery of the project idea and the third wave of its international dissemination.

By the end of the 18th century projects became a part of the engineering education. At this stage the method was transplanted into the United States.

1.8. Characteristics of Project Learning

According to Hutchinson (1992), a great promoter of project work, there are four aspects of learning in projects:

a/ Hard work:

"Each project is a result of a lot of hard work. The authors of the projects have found information about their topic, (...) and put all the parts together to form a coherent presentation. Project work is not a soft option."

b/ Creative:

Projects are creative in two aspects: content and language. The teacher shall see each project as a "unique piece of communication".

c/ Personal:

The aspect of creativity makes the project very personal. The teacher should not forget that his students invested a lot of themselves into their work.

d/ Adaptable:

Project work can be used with all ages at every level of language. Themes and tasks for projects derive from real-life demands rather than from prescribed curricular items which are often presented as isolated pieces of scientific knowledge. The learning process takes place only when the learners get involved with the topic, carry out experiments, various activities and discussions and reflect their work at the end. Project learning involves detailed planning, determining problem areas, sub-tasks, hypotheses and predicting the outcomes. However, its direction and concrete steps of realization can change during the process as a reaction to new circumstances or changing interests of the learners.

1.9.   Teachers' Roles

Six general roles of teacher have been distinguished by Harmer (1991: 200, 205) as far as teaching is concerned: controller, assessor, organizer, prompter, participant and teacher as a resource. The teacher has to change his roles due to many factors that arise in the class. In this section, we will try to look at the roles from the point of usefulness for project work.

Teacher as an assessor; he corrects the students' mistakes while performance and provide them with feedback; he provides a good organization of the project in order to know what students should do. Teacher as a participant where he participates in almost all activities of the students and provide any kind od linguistic help.

The teacher should not be discouraged by the different difficulties, but accept that he was born to be a perfect educator for his learners.

1.10. Rational of Project-based Learning

The circle of learning and testing is never-ending.

a/ Motivation:

According to McDonough (1981: 149):

Most language teachers will agree that the motivation of the students is one of the most important factors influencing their success or failure in learning the language.

Project work is often seen as a method which naturally increases the motivation of students. Teachers feel that they do not have time enough to explain the aims and objectives of each lesson to their students. And students lack time to think about the objectives as well. They are happy to manage homework and learning for the next school day. No wonder their motivation lies without: bad mark is still seen as the worst outcome. Students often learn to avoid bad marks because of their parents and teachers.

If I could give only one piece of advice to teachers it would be this: Get your learners to enjoy learning English. Positive motivation is the key to successful language learning, and project work is particularly useful as a means of generating this positive motivation.

Hutchinson (1992: 11)

He also answers the question: *But why is project work so motivating?* Hutchinson (1992:11) emphasizes three factors:
❖ Project work is personal. The students are writing about themselves, their relatives, friends, experience and wishes.
❖ Project work is an active process. The students are learning by doing.
❖ Project work enables the students to experience success.

b/ Group Work and Cooperation:

Some projects can be carried out individually but usually projects are realized through group work. Group work is attractive and enjoyable for students but at the same time it has great didactic potential. It "contributes to a feeling of cooperation and warmth in the class" (Ur 1997: 232). The ability to cooperate and to help is becoming an important and essential part of education.

Competition can be motivating and helpful as well. However, a competition of groups is more relaxed and enjoyable than a competition of

individuals; for some students such experience might be highly stressful. According to McDonough (1981: 84-85)

> Group cohesion is increased by successful performance of group tasks, easy communication and eye contact between the members, competition with other groups and lessened by repeated failure, disrupted channels of communication, competition within the group.

It is also scientifically proved that cooperation contributes to the development of self-confidence in an incomparable higher degree than individual effort.

c/ Learner's Autonomy and Experiencing Success:

Project-based learning is not only supporting group work but it is successful in developing personal skills of the individual learner as well; this includes development of self-recognition, responsibility and positive attitude to lifelong learning.

Intelligence: students can choose their role and decide how to work and learn. Each student can recognize his strong and weaker skills. Skills such as playing a certain role in a play, probably have been part of the student´s self-recognition and self-confidence before the start of the project.

Responsibility: Another quality developed by project work is responsibility. According to Fried- Booth (1990: 7)

> ...students become responsible for their own learning. They select and devise the project, with the teacher acting as a co-ordinator and 'facilitator' or consultant.

There are several qualities of project work which contribute to the development the learner´s autonomy and his ability to learn without the constant help of his teacher:
- Students are involved in the decision-making during the project.
- They learn and apply basic rules of management process.
- Their direct experience with the learning process and their freedom to influence this process provides them with a better understanding of themselves and the significance of lifelong learning.

1.11. Types of project-based Learning

We will introduce three basic categories. The first is based on the main activity which is executed by students during the project. The second divides projects according to their length and the third category focuses on the age of the learners. We will enlist concrete ideas for projects which are appropriate for the particular category. The following table abridges the different types of project-based learning:

	Type of projects
According to the main activity	**Encounter Projects:** These projects always involve an encounter with native speakers. The most important part of it is face-to-face communication between students and native speakers.
	Text Projects: These projects also include encounters. However, they are not direct face to- face encounters with people but with various texts written by native speakers. There is a wide range of choice: literature, news media, audio-visual programs, text-books, magazines. These texts provide authentic language input.
	Class Correspondence Projects: Class correspondence projects are part of international exchange programs. Most of the communication is carried out through correspondence which can include also video and audio recordings, photos or collages. Students from both schools are encouraged to use as many creative activities as possible to mediate their culture and their everyday life to their partners abroad.
	Information and Research Projects: These projects are based on working with collected information and data. Though it is important that the students look up much of the information the teacher should provide them with some basic reference materials.
	Survey Projects: In these projects students plan and execute an investigation (e.g. the extent to which people of their town speak English). The planning as well as the processing of data and final evaluation takes place in the classroom.
	Production Projects: The aim is to produce a special final product (e.g. newspapers, radio-program, guide, etc.).
	Performance and Organizational Projects: The students either prepare an event or the final product is presented in a form of performance (e.g. putting on a Talent Show or

	playing theatre).
According to length	**Bridging Strategies:** Through bridging strategies the students should gradually learn to take responsibility for their learning process. The time spent on such activities may differ according to the intentions of a teacher and interest of the students. Some may last only one lesson.
	Medium Length Projects: These projects last approximately between 4 to 18 hours. It is the teacher´s choice if the project will be done intensively (i.e. in all successive classes of English).
	Long Term Projects: These projects are often based on an extensive preparation of the teacher. The acceptance of the project by students is necessary and crucial.
According to the age of learners	**Young Learners and Language Beginners:** Learners between six and twelve years of age. These projects typically include a simple use of language and areas related to the learner himself, his family and his closest surroundings
	Teenagers: Teenagers change constantly both in the physical and psychical aspect. They are very sensitive and take everything personally. The abstract thinking of teenagers is developing and they are able to think and talk about issues of social or global importance.
	Adults: Adults are responsible and interested in the improvement of their world and think about solutions of different problems. Projects prepared for adult learners are based on cooperation, discussion, negotiation and sharing opinions.

Table3: Types of Project-based Learning

1.12.   Possible Problems of Project-based Learning

Every teacher wants to minimize possible problems and sources of stress in his work. There many possible problems of Project-based learning during the course, we mention:

a/ Noise:

What the teachers are mostly afraid of is not the amount of noise but the lack of their control over the noise. But students are responsible for their work and therefore they are also responsible for their learning

environment. Teacher should teach them to work quietly and sensibly and students should accept it as their own responsibility.

b/ Time:

The lack of time is a real problem in the classroom where the teacher finds it difficult to complete the lesson without time, which is why he should give them a longer period to carry out the project at home because many students are engaged in various activities outside school.

c/ Use of the Mother Tongue:

Teachers are afraid that when they leave their students to work on their own they will immediately switch from English to Arabic, and most of the students will definitely spend a lot of time speaking in their mother tongue especially first and second year EFL students because they are not used to communicate using the English language yet.

d/ Mixed Ability Class:

What is obvious that not all students are on the same level in English. Some are smart and others are brainless, those smart ones always attract the teacher's attention because they answer his questions quickly, they are more active and self-confident. But the teacher should devote his time to those who need it most so that he can be able to balance the teaching-learning process.

e/ Monitoring:

With longer projects the teacher needs a reliable feedback in terms of language learning. He has to find out if any learning is actually taking place.

f/ Personality and Motivation Problems

During the long-term projects the initial motivation can decrease and personal problems between the students can occur.

1.13. Conclusion

The study provides an insight of the status of EFL in higher education, as well as we gave a brief definition of assessment, its types which are formative and summative assessment, testing and its qualities of measurement such as practicality, reliability and validity, we also mentioned its main principles and evaluation, we also focused on project based learning including its definition, origins, the main characteristics including hard work, creativity, personality, and adaptation , teachers' role, the benefits of project-based learning including motivation, group work, and learners' autonomy, we also discussed the different types of project-based learning according to the main activity, according to length and according to the age of learners. Finally we mentioned some possible problems that may face the project-based learning such as noise, time, the use of mother tongue, mixed ability class, monitoring and motivation problems.

Chapter Two: **Case Study: Design and Results' Interpretation**

2.1. Introduction:

In this chapter, we attempt to investigate the attitudes and the views of both teachers and learners concerning the project-based learning at Tlemcen University English department in terms of teaching/learning process, reasons, advantages and problems. Through the analysis and interpreting of data that were collected using a triangulation of instruments: students' questionnaire, teachers' interview and classroom observation, the results were analyzed, and interpreted.

In short, this practical part seeks to put into evidence the notion of PBL as a mean of assessment in the English department.

2.2. Objectives of the study

The main objectives of this study as we may investigated can be specified as follows:

- ✓ To put into evidence the notion of project-based learning at the University level with reference to the area of assessment.
- ✓ To know teachers' and students' attitudes toward PBL and boost them and adopt PBL whenever possible in the EFL classroom.
- ✓ To stress the practical benefits of PBL mainly in helping students improve.

2.3. Research Instruments

Conventionally, data can be collected via a number of tools or the so called research instruments. The present research aims to accomplish the "triangulation" through the use of: classroom observation, questionnaires and interview. Hence, triangulation as key parameter within the present study refers to "the use of multiple data-gathering techniques (usually three) to investigate the same phenomenon. This is interpreted as a means of mutual confirmation of measures and validation of findings." (Berg, 2001: 05)

On the other hand, it is particularly important for a researcher to ensure that the instruments being used in collecting data are valid and reliable. Indeed, research validity and reliability depend, to a larger extent, on the appropriateness and adequacy of instruments.

Research instruments are simply devices for obtaining information relevant to the research project, and there are many alternatives from which to choose. There is no single research instrument *par excellence* and no single research instrument in inherently superior to any other, all can be used well or poorly. Each has its own strengths and weaknesses and each is more or less appropriate to use in any research exercise. Whatever, the highest quality social research projects are always those which employ the most suitable methods and instruments in the most thoughtful and careful way. Below is a description of the three instruments used in the study.

2.4. Definition of Questionnaire

According to Merriam-Webster Dictionary a "Questionnaire" is "a written set of questions that are given to people in order to collect fact or opinions about something"

For our study, we used the Questionnaire as an instrument for data collection because it is easier to use and more appropriate in this case. In addition, with questionnaires, students feel more secure and able to express their attitudes and points of view about particular subjects freely.

The questionnaire is the favored tool of many of those engaged in research, and it can often provide a cheap and effective way of collecting data in a structured and manageable form. While questionnaires can be very detailed, covering many subjects or issues, they can also be very simple and focus on one important area.

Questionnaires can be difficult to design and analyze. Questions posed can be misleading or ambiguous; they may need to be targeted at specific, difficult to reach, groups; and they can create hours, days or weeks of work in analysis. However, a well-planned and well-executed questionnaire campaign can produce rich data in a format ready for analysis and simple interpretation. If correctly managed they can be less resource-intensive than many other research instruments, and they can help gather views and opinions from many individuals, or respondents as they are more commonly termed.

The significance of the questionnaire lies in its efficiency in gathering a large amount of data within a limited time, with less effort and at a relatively low cost? What is more, the use of questionnaires makes it easier for the researcher to identify appropriate respondents. (Cohen et al, 2007)

In what follows are the results of the study obtained from the different research instruments. The results of each instrument are systematically discussed and interpreted.

2.5. Definition of Interview

The interview is another useful and popular research instrument that entails talking and listening to the respondents in a conversational setting (Dorneyei, 2007). The usefulness of the interview lies basically in its significant contribution in collecting complete information with greater understanding. Indeed, compared with the questionnaire, for instance, the

interview is more personal, and allows the researcher to obtain higher rates of response.

Making use of this instrument, the interview, all too often, uses open questions in order to gather maximum data from the interviewees. Therefore, an interview is generally seen as a medium of "interchange of views between two or more people on a topic of mutual interest." (Kvale, 1996: 14)

In conducting interviews, the researcher has to pay a particular attention to the questions s/he intends to tackle with the informants. Thus, the questions have to be designed in a way that involve the interviewee and elicit valid response from them avoiding all forms of biases. This implies that both the interviewer's behavior and well-designed questions are two important elements conducive to attaining the target objectives of research.

The existing literature on interviews distinguishes at least three types of interviews. These are respectively: the structured interview, the semi structured interview and unstructured interview. Below is a brief description of each type.

- **The Semi-structured Interview**

It is a type of interview which includes a number of already planned questions; yet the interview is granted the freedom to re-word them and/or change their order in accordance with the direction of the interview. According to (Berg 2001: 70)

This type of interview involves the implementation of a number of predetermined questions and/or special topics. These questions are typically asked of each interviewee in a systematic and consistent order, but the interviewers are permitted (in fuel expected) to probe fur beyond the answers to their prepared and standardized questions.

In brief, the semi-structured interviews have the very potential to prompt and probe deeper into a given situation of interest. They are more appropriate to collect complex data, ensuring higher proportion of opinion-based information.

- **Unstructured Interview**

Compared to the above mention interview, this type of interview is very likely to be conducted within a very casual mood characterized by a smooth spontaneity and greater flexibility. Despite the fact that the interviewer is supposed to ask the informants a set of questions s/he is not supposed to strictly follow in interview guide. This is another way of saying that s/he changes the sequence of questions, rewarding them and even modifies or readjusts them. Therefore, each interview is supposed to be different. The interviewees are encouraged to speak openly giving as much detail as possible, expressing their personal opinions and sharing their knowledge and experiences.

In spite of the strengths of this type of interview, it worth noting that many weaknesses are associated with it. The inter viewer, for instance, may not obtain the relevant data to the question of the study or s/he lacks the communication skills to structure questions and prompt response.

- **The Structured Interview (standardized interview)**

The present study has made use of structured interview. Within this type of interview, the questions and their order are structured in advance. Berg (2001: 69) posits that "The standardized interview uses a formally structured schedule of interview questions. The interviewers are required to ask subjects to respond to each question."

In other words, the questions are asked to all respondents following the same wording, sequence and preferably with the same tone. The strength of the structured interview, therefore, lies essentially in the researcher's control over the topic and the format of the interview. This, in turn, allows the researcher to easily code and analyzes data.

2.6. Classroom Observation

Besides questioning and interviewing, observation is very likely to facilitate the researcher's task in drawing a useful comparison of what the informants provide (in the questionnaire and the interview) and what is happening in the classroom. The classroom observation process is widely recognized as being a useful instrument to gather direct, realistic and reliable data about the major issues under investigation. Within an observation

process, the researcher is immersed in the research setting, and this, in turn, allows him/her to cover the different dimensions of that setting in terms of behaviors, actions and interactions. In conformity with this idea, Cohen et al (2007: 396) posits that "the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in situ rather than relying on second-hand account."

Likewise, Dornyei (2007) highlighted the significance of observation method as being a basic research tool that enables the researcher to generate data that might be missed in questioning methods. Dornyei (2007: 178), accordingly, opines that from a research perspective observation is "fundamentally different from questioning because it provides direct information rather than self-report accounts, and thus it is one of the basic data sources for empirical research."

2.7. Results Analysis ad Discussion

In what follows are the results of the study obtained from the different research instruments. The results of each instrument are systematically discussed and interpreted.

2.7.1. Students' Questionnaire Results

In here, each question is dealt separately

Question 1: Students liking English

This question was addressed to the students to poll their opinion of liking English. Multiple suggestions were put forward for the students to express their opinion of liking English be them positive or negative. In response to this query, 97, 5% of the students expressed their positive opinion of liking English language while only 2, 5% of them reflected a negative attitude towards English language.
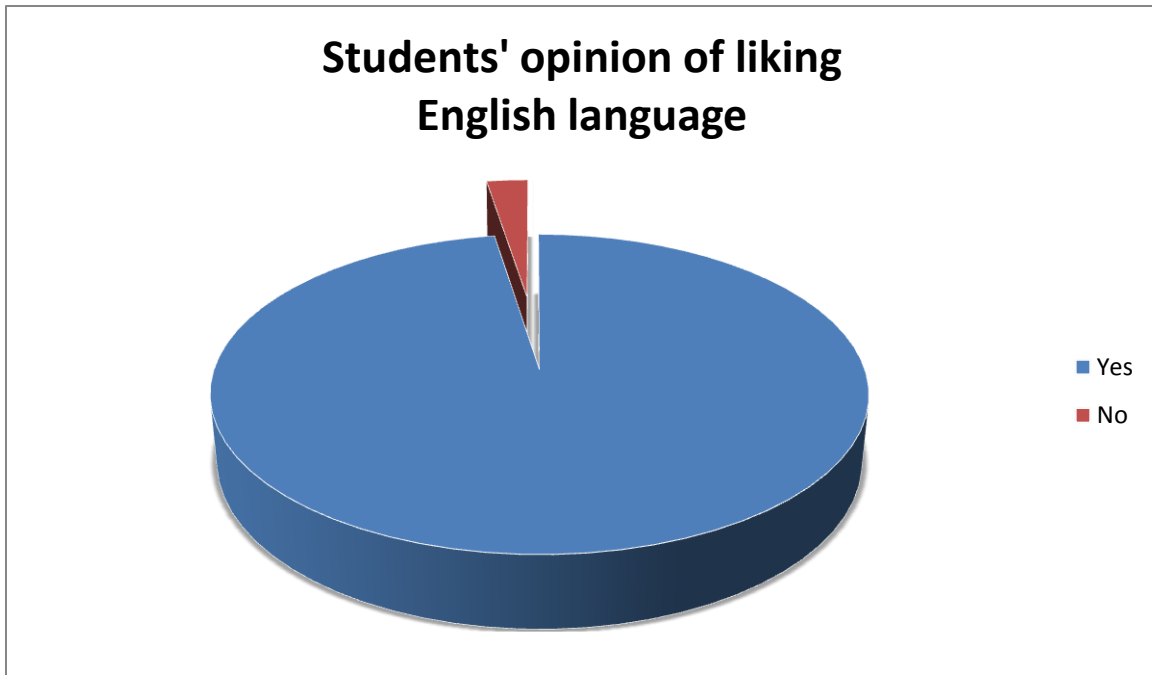
Pie chart2.1. Students' opinion of liking English language

Question2: Specifying the choice of studying English

The intent of this question is to find out whether students have chosen to study the English language or not. Answering this question, a total 95% of the students declared that they have chosen to study English, whereas 5% of them said that they haven't chosen to study English.
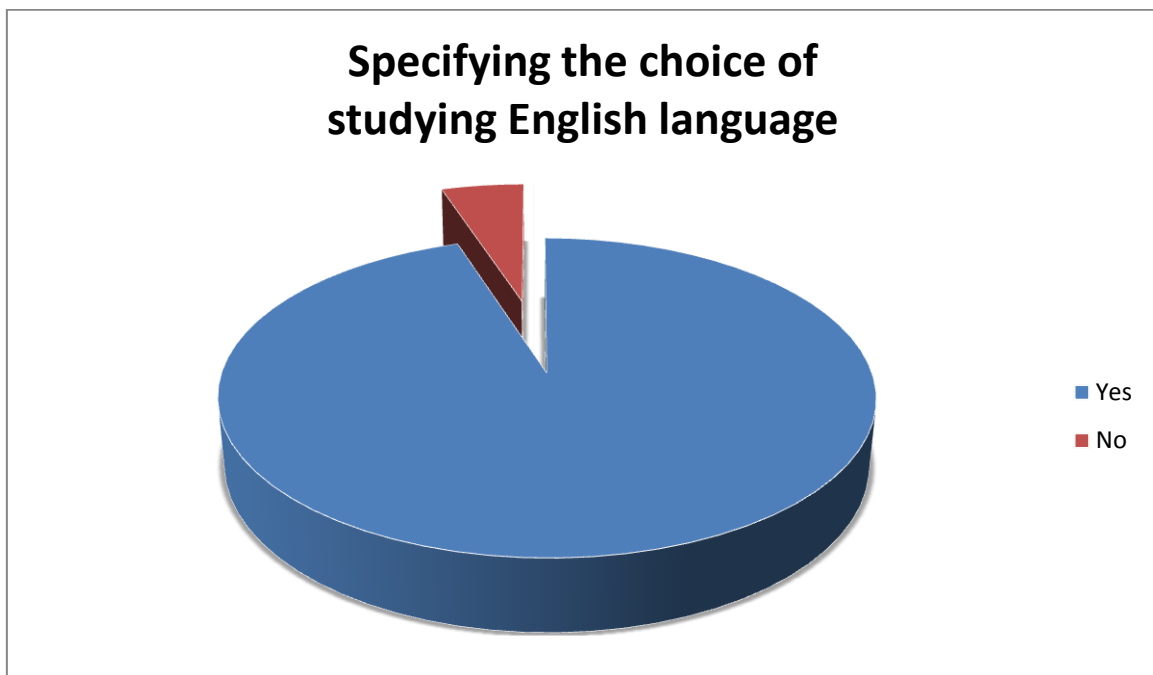
Pie chart2.2. Specifying the choice of studying English language

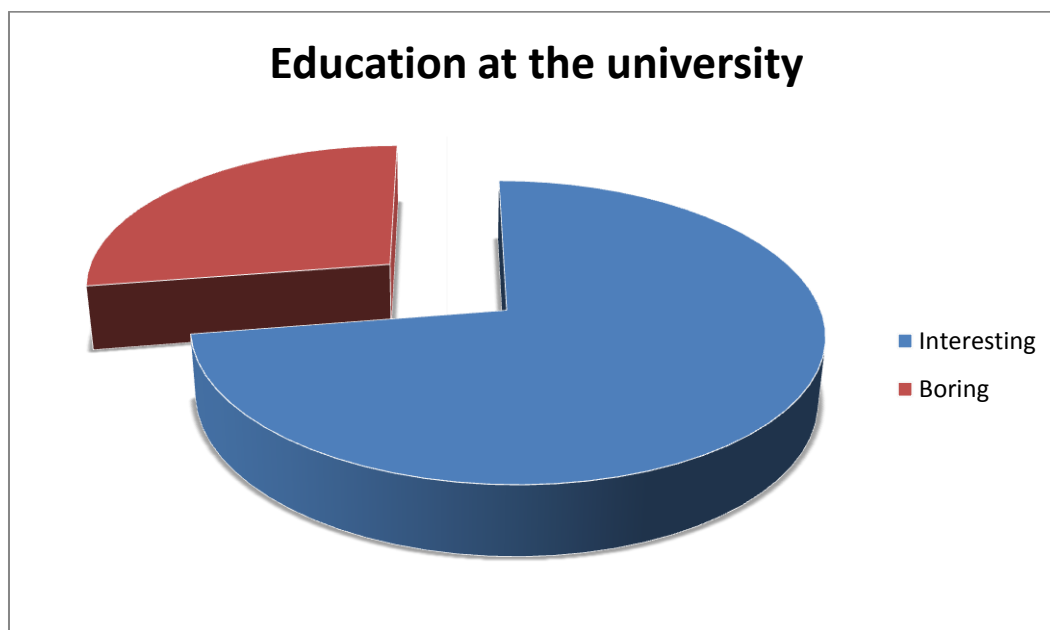**Question3:** Education in the university

This question aims to reveal a very sensitive issue in the Algeria universities. The objective is to find out whether education in the Algerian universities is interesting or boring. In response to this inquiry, the overwhelming majority (72, 5%) admitted that education in Algerian universities is interesting. Yet, (27, 5%) of students said that it is boring.

Pie chart 2.3. Education at the university

Question4: Kinds of tests preferred

Seeking to know what kinds of tests students prefer to pass during their period of studying, they were asked if they like written tests, oral or project works in order to assess their level in English. The results obtained from this area of investigation point to the fact that the vast majority of students prefer written tests (37, 5%) and oral tests (37:5%) because they are used to them while (25%) prefer project works because they find them less stressful and they get better results.
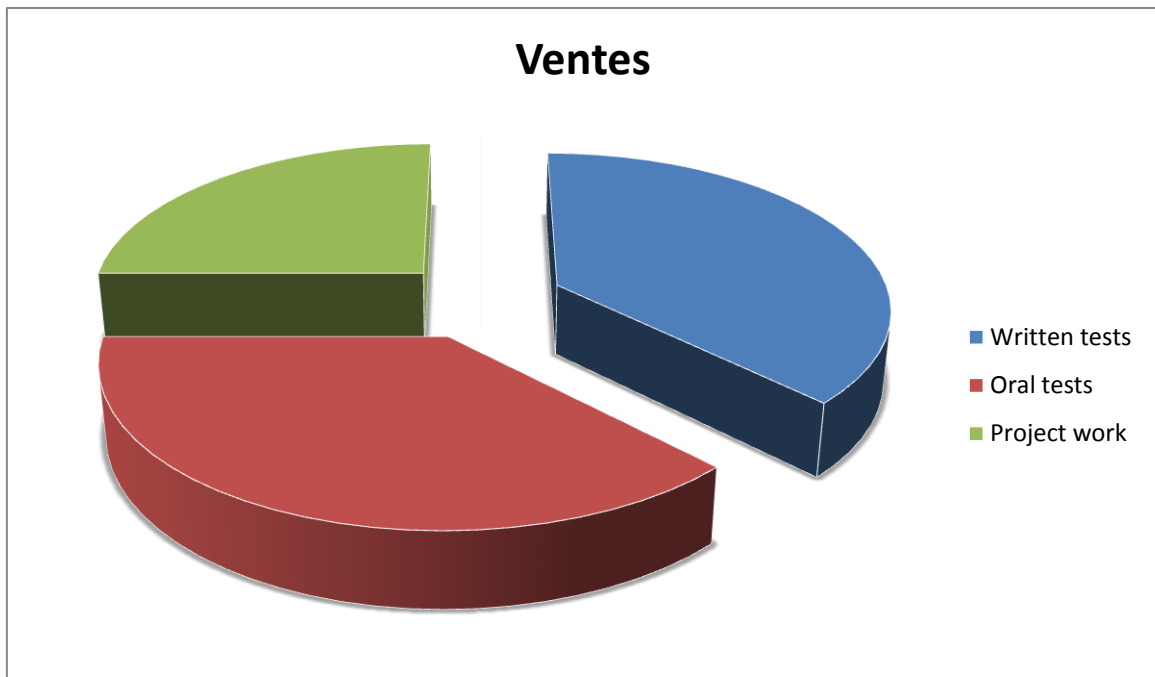
Pie chart2.4. Kinds of tests preferred

Question5: Assessment in higher education

Admittedly, the success of any assessment rests upon what and how do teacher assess their learners level and skills. That is why it seemed very important to enquire about their views about assessment. Stated differently, the objective of this question is to rate the extent to which assessment is appealing to the students and their taste. The students were also given an opportunity to add other information that might justify their opinions.

In justifying their points of view, the vast majority o the students holding a positive attitude towards assessment advanced the following reasons:

✓ Assessment helps knowing the real level of students and improves their skills and do not depend on their addition in the exam only.
✓ It is very important for the teaching/learning process.
✓ Assessment encourages students more and enhances their motivation.

On the other side, the students having a negative perception of assessment advocated the following reasons:

✓ Teacher teach-to-the test only.
✓ Lack of motivation during the lecture.
✓ Lack of practical pedagogy.
✓ Teachers focus only on smart students.

Question6: Assessment in Algeria

In order to get a clear picture on the students' opinions of assessment in Algeria, this question opened many hidden gaps in Algerian government system of education, where half of the students (50%) argued that assessment in Algeria is bad, only 17, 5% said it is good and the other (32, 5%) declared that is it at the level.
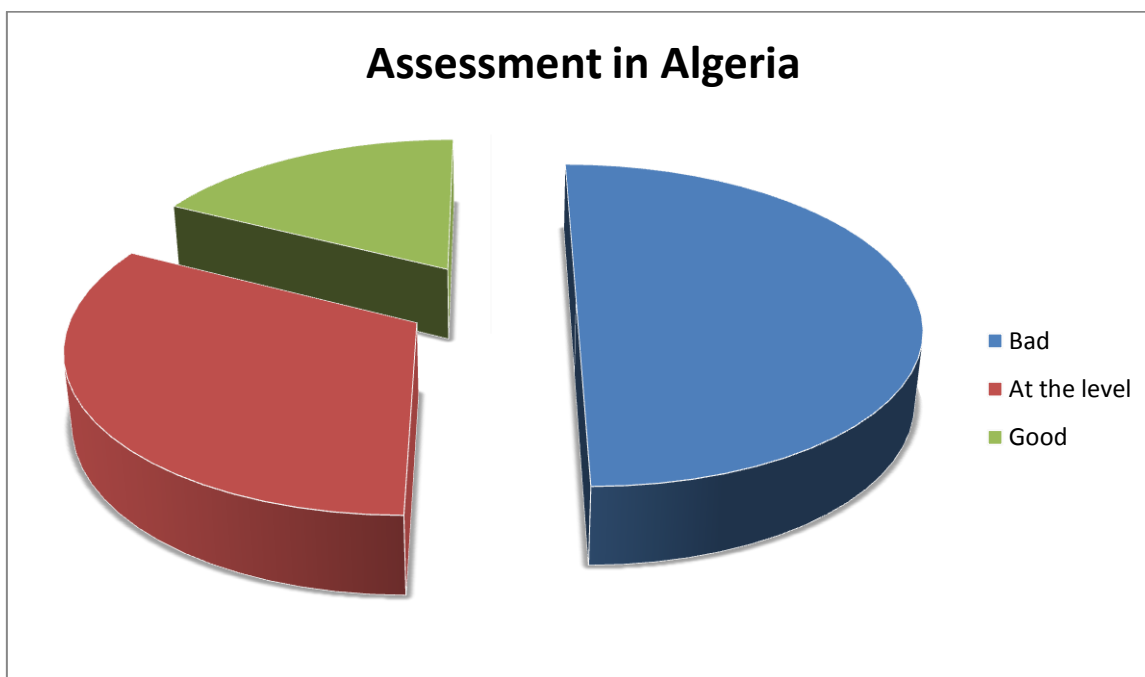
Pie chart2.6. Assessment in Algeria

Question7: The credibility project-work

The main concern of this question is to confirm whether the project-work is a sufficient mean to assess the students' level. Unquestionably, project-work is a field that entails the use of different skills for the sake of improvement and getting deeper insight into the learners' thinking, their research paper and its merits. On this basis, the students were asked if they see the project-work as a good way to assess their level in English language, 87, 5% confirmed, and 12, 5% denied.

The credibility of project-work

Yes
No
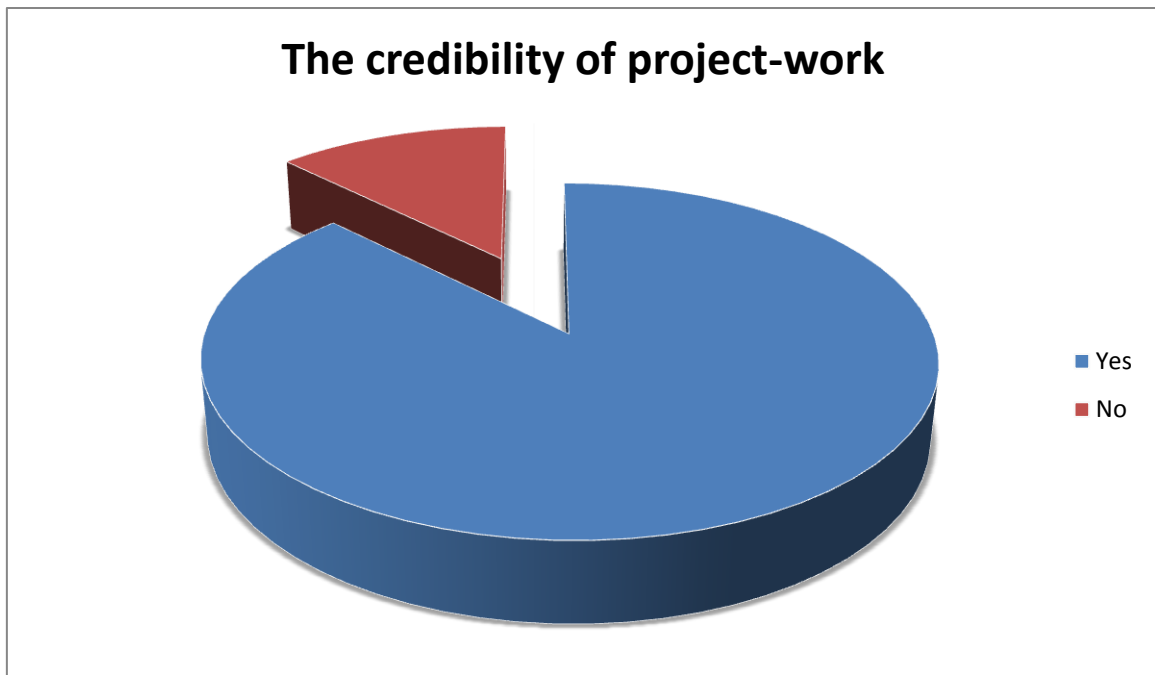
Pie chart2.7. The credibility of project-work

Question8: What is project-work?

     This question was a space given for students to express their views on project-work. Stated differently, the intention of this question is to know if the students could give a right definition of project-work. The students declared that:

- ✓ Project-work is cooperation between classmates on the given activities where they can share and exchange ideas, learn from each other and remove anxiousness.
- ✓ It raises the self-confidence.
- ✓ It is a good way for every student to express his own ideas and thoughts.
- ✓ It opens a large door for research.
- ✓ Improves speaking skills.
- ✓ Project-work makes students work hard.
- ✓ It gives students motivation to increase their level in English.

Question9: Students' feeling when presenting a research paper

     This question is addressed to students to verify whether they find difficulties in dealing with their project-work during the presentation, and their attitudes towards it. The study shows that 52, 5 % of them are normal

while presenting; however, 35% feel anxious because they lack self-esteem, they are less motivated towards the presentation in front of an audience and 12. 5% of them are glad to present without any problems or difficulties they just take it easy.
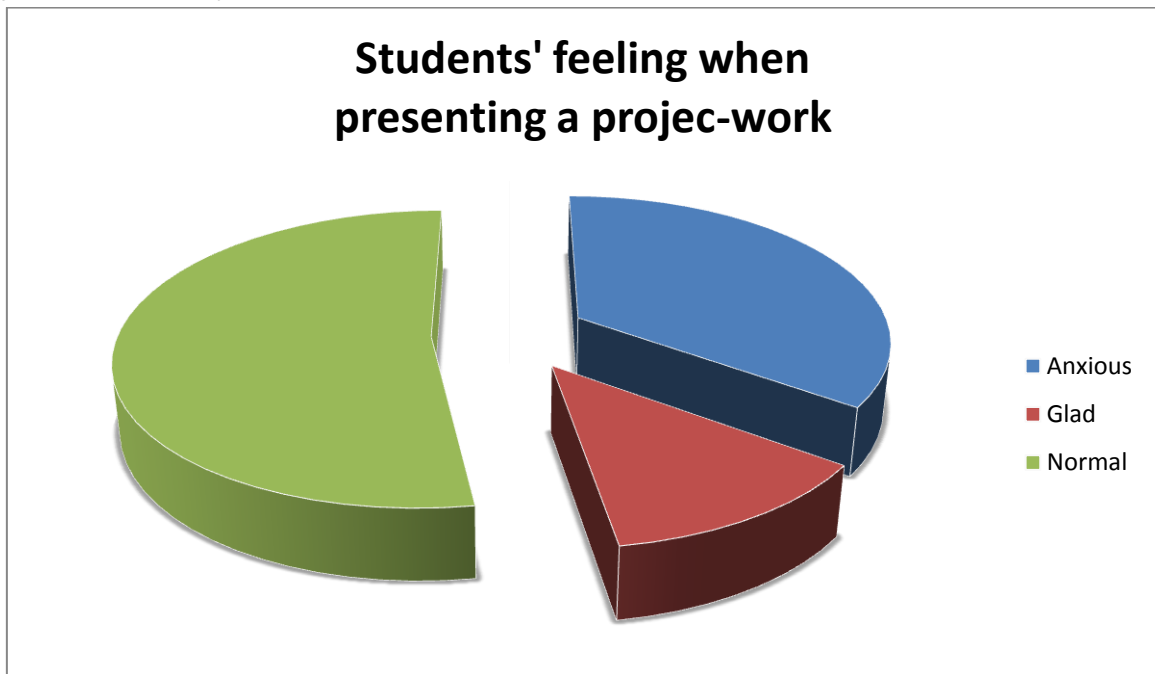
Pie chart2.9 Students' feeling when presenting a project-work

Question10: Using tests to assess students' level

It goes without saying that the role of tests in the teaching/learning process is of paramount importance, and ideally teachers must strive to make their students assume an active role in constructing their level. The purpose of this question is to determine if the tests are sufficient to assess the student's level in English or they need more than this. Studies have shown that 46,5 % said that sometimes are sufficient, this means that 38,5 % confirm that is not sufficient to test the students' proficiency in English, while 15% think that are sufficient for them to test their level.

Using tsts to assess students' level

Yes
No
Sometimes
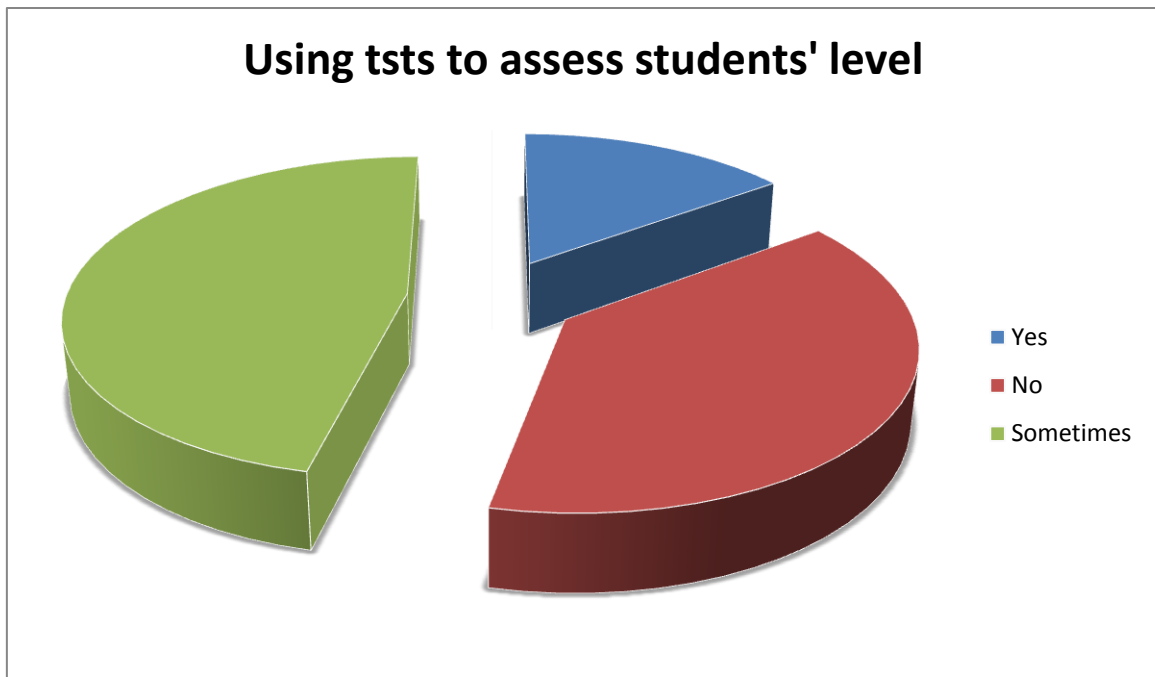
Pie chart2.10. Using tests to assess students' level

Question11: Suggestions for improving project-based learning in Algerian Universities.

The very focus of this question is to know what students are thinking for better improvements of the project based learning at the level of Algerian universities where students suggested the following:

➢ Lessen the lessons given during the semester.
➢ Care more about improving students' skills and their level rather than caring about their tests and results.
➢ Motivate them by supporting creativity.
➢ Increase the use of technology.
➢ Improving the speaking skills by providing more oral activities.
➢ Enrich vocabulary.

2.7.2. Teachers' Interview

The second research instrument within the present study was the structured interview held with teachers of English language in the department, the interview was conducted in order to gather maximum data relating to the main inquiries of the study as well as achieving triangulation of results. The interview was basically divided into three rubrics. The first rubric, including some questions some questions related to the profile of the interviewees, addressed the approach being implemented in assessing learners. The focus of the second rubric was the extent to which project-work in being exploited in

classrooms to lead the students assume an active role in the teaching/learning process. And finally, the third rubric was closely linked to assessment and suggestions given to improve project-based learning. The interview, to note, involved six (5) teachers of whom three are in charge of teaching Didactics and assessment in English language education. For the sake of research reliability and to ensure anonymity, the participants were referred to as (T1), (T2), (T3), (T4) and (T5). In what follows are the results of the interview.

Question 1: Teaching experience

The question revealed the teachers' experience in teaching English. T1and T2 have an experience of over thirty years; T3 has been involved in teaching English for twenty-four years, T4 has the experience of nine years, T5 has been teaching English for three years.

Question 2: Do you like your job? Why?

The whole informants seemed to give a positive response. T1 said that English is the source of his/her personal satisfaction, T2 simply declared his/her love of teaching, T3 stated the feeling of satisfaction once bringing knowledge to future generations, T4 said that as a teacher, it helps developing their knowledge through practicing, reading and connection with students, while T5 said that he likes it when he sees students motivated and wanting to learn.

Question 3: How do you define Assessment?

According to teachers' responses, T1 defined assessment as a way of assessing and evaluating a mark or a grade to a learner's assignment, T2 declared that it is finding out whether the students are progressing in their learning, T3 said that it is to determine the type of knowledge acquired by learners, T4made this point clear with his/her assertion that assessment is full evaluation of students' skills and potentials and T5 replied by saying that assessment is the process of checking the students' progress either summatively (by the end of a semester) or formatively (regular basis) and provide remedial works to overcome students' weaknesses, it is a process which is highly linked to the teaching/learning process.

Question 4: What do you think about assessment in Algeria?

Teachers' answers evidenced the fact that assessment in Algeria is bad and sometimes at the level. T1 said it's bad because teachers are unaware of the key concepts and principles underlying assessment, T2 said that assessment on Algeria is not that good because it follows the requirements of examinations, T3 said that we can't give a value judgment, T4 said that both teachers and students neglect this action and they don't give an importance to it and T5 said that assessment in Algeria is at the level because sometimes teachers do not assess their students regularly or if they do, they assess them for actions that are not related to their learning process, also, students see assessment only from the angle of the mark.

Question 5: Do you think that tests are sufficient to assess your learners' level?

All informants admitted that tests are not sufficient to assess the students' level.

Question 6: How do you design your English tests?

T1, T3, T4, T5 all said that they design their tests based on the lessons given and their explanation and based on the assignments given to students during the semester, T2 said that he designs his tests based on the lessons, projects presented by students and portfolios.

Question 7: In addition to tests and project-work, what can help you to assess your students?

- Attendance
- Extensive work
- Students' participation
- Class assignments

	Attendance	Extensive work	Students' participation	Class assignments	Others
T1	✓	✓	✓	✓	Portfolios
T2	✓	✓			
T3		✓		✓	
T4		✓	✓	✓	Home works
T5	✓	✓	✓	✓	

Table of the Informants' answer on question 7

Question 8: Do you use project-work to assess your students?

Teachers' response to this question led to the conclusion that the majority of them use project-work to assess their learners while some of them depend only on tests. T1 for instance, declared that he uses project-work to assess his students' speaking skills and help them get involved with practice rather than theory, T2 said that he does not use project-work much often, T3 said that project-work helps students to improve their knowledge and become great researchers by time, T4 said that he uses it for different purposes such as leading students to the mastery of English language, train them for a better performance and get them engaged in the research, T5 said that he uses project-work to assess his students because it is a very effective way to assess their different skills and examine their intelligence.

Question 9: To which extent do you think your students will benefit from project-work? Why?

In reply to this question, teachers as a whole said that students will benefit from project-work a lot.

Question 10: What do you think about assessment in higher education? Why?

According to teachers' responses, assessment in higher education in not much of a reliable system. T1 argued that teachers and students still view a grade or a mark as an end project, T2 declared that students need innovation and the use of portfolios, T3 said that is it quantitatively oriented (quality of knowledge neglected), T4 admitted that it is used only in exams while T5 pointed out that teachers sometimes ignore assessment and focus on exams only.

Question 11: What do you suggest to improve project-work?

Responding to this query, all informants gave multiple and useful suggestions to improve project-work. T1 suggested that the use of portfolios more is sufficient; T2 said that teachers should be stricter with their students concerning their home works, and projects should be realistic qualitatively oriented, T3 proposed to reduce the number of students in groups, follow up and involve students in learning and exposing their projects, T4 suggested that assessment should be used during the whole years, which helps students to increase their knowledge as well as to see their level, T5 said that teachers

should give more projects to students because they enhance students' autonomy.

2.7.3. Classroom Observation

The main results for this third data collection instrument are clearly demonstrated in the table below:

Elements being observed	Practical observation
Setting	Medium-sized classroom
Teacher attendance	Regularly present
Students' attendance	Students' observation was noticed in many sessions.
Time allotment	One hour and a half per week.
Materials	-No textbook -No secondary resources (books) -Sometimes handouts without a space for the students' notes. -Data show
Objectives of the course	Not made explicit, not negotiated with students.
Performance	-Most often time, students master the English language and brought rich information -They were anxious at first but then they got involved with the presentation. -Most of the projects were brief and did not consume time. -Most of the presentations were organized and, student used simple and understood languages. -The content was rich of information.
Topics	-Algerian students and the English language. -English foreign language speaking problems -How technology affect the university students. -Functionalism versus structuralism -Dialogue: Islamo phobia. -Civil war (Victorian Era)

Members of the group	Four members in each presentation.
Modules	-Study skills -Linguistics -Oral -Civilization -French
feedback	Students were interested in the topics presented by their classmates; they discussed and argued about certain issues concerning the main problematic.
Balance between group members	Each member has given a period of time to express his/her opinion
Teacher's role	The teacher played an essential role here where s/he gave a general conclusion about the presentation and gave a chance for students to speak up and give feedback.

Table2.1. Classroom observation results sheet.

2.8. Suggestions and recommendations

All teachers strive to do their best by preparing the most perfect lessons to their students seeking for better teaching methods and for better improvements in students' skills, language, vocabulary, grammar, etc.

The following suggestions and recommendations resume the different benefits and value of project-based learning:

➢ Project-based learning enables students to look up information on a certain topic by their own.

➢ They can read authentic English texts on a specific topic, work with information: rewrite or simplify texts, make notes

➢ It enables them to work and cooperate in their group, express their thoughts, ideas and opinions, listen to each other and respect opinions of others.

➢ They will be able to take the responsibility for a successful completion of the task.

➢ Work independently without their teacher´s control, learn and understand specific vocabulary connected to their topic

➢ Project-based learning makes students able to use language appropriate for the purpose (e.g. explaining a problem, giving advice, agreeing/disagreeing, making suggestions).

➢ Discuss all organizational matters mainly in English design.

➢ Write a short script.

➢ Sort out important and unimportant outcomes of their work.

➢ It enables them also to be involved in the decision-making of the group.

➢ Present their work to the audience and use appropriate language during the oral presentation.

➢ Evaluate their own progress.

To give solutions for the previous problems of project-based learning mentioned in the first chapter we suggest the following:

✓ To avoid noise, teachers should teach their students to work quietly and sensibly and students should accept it as their own responsibility.

✓ To avoid the waste or the consumption of time, the teacher should give them a longer period of time to carry out the project because many students are engaged in various activities outside school.

✓ Sometimes the use of mother tongue is necessary and desirable (e.g. making interviews with people in mother tongue and writing about the results in English) and can lead to a realistic translation work done by the students.

✓ In a mixed ability class, simply, the teacher can devote his/her time for those who need it most, to slower or less confident student.

✓ In case of lack of motivation, the teacher always have the choice to create a new conversation, do something different, invite other students and finally, wind up the project.

2.9. Conclusion

The study provides a set of the main objectives of our study, the definitions of the three instruments used during the research where we defined the questionnaire, the interview and its different types including the semi-structured, the unstructured and the structured interview, this chapter also deals with the results analysis and discussions of the three instruments mentioned before, each was handled separately and finally, we gave multiple suggestions and recommendations on the importance and value of project-based learning.

2.8. Suggestions and recommendations

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- ✓ In a mixed ability class, simply, the teacher can devote his/her time for those who need it most, to slower or less confident student.
- ✓ In case of lack of motivation, the teacher always have the choice to create a new conversation, do something different, invite other students and finally, wind up the project.

General Conclusion

Many teachers use project-work as a main mean of assessing their students' skills, level and knowledge, in our research we tried to reveal what teachers and students think and feel about this approach through the experience of teaching and learning.

In the theoretical part, we gave a brief outline of assessment, testing and evaluation; the main part of this chapter discusses the benefits of project-based learning including motivation, group work and cooperation and learners' autonomy and experiencing success. The thesis marginally touches the challenges and possible problems of project work which the teacher should consider in advance. It provides a detailed division of various projects according to different aspects of project work and presents concise characteristics of each type.

The practical part is mainly based on the analysis of the results found using the three instruments where we analyzed the teachers' and students' points of view on the methods preferred in the teaching/learning process.

The questionnaire was given to students before the lecture ended, they answered the question in ten minutes, they were brief, honest, and did their best to give the most appropriate answers reflecting their personal experience and opinion on benefits of project-based learning in ELT. The data was collected at the end of the lecture, and the students were pleased because the questions were short, few and not boring.

The teachers' interview took two weeks of preparation for convenient circumstances for them, where they answered the question with a clear honesty and gave different opinions about how they assess their learners and the methods preferred to do so, it seemed that most of them use project-based learning as a mean of assessment, in which, they can improve their students' skills and provide a stress-less atmosphere with their classmates and enable them to communicate better.

Classroom observation was the third research instrument used in this research, they were four students and they presented and shared the information equally. We can't deny that students were stressed and anxious at the beginning of the presentation, but later, they managed to be calm, they explained the projects very well and mastered the English language, the feedback was positive in all cases, where students discussed the project with

their classmates, the teacher also facilitated the ambiguities and created a competition between the students.

From the language point of view, this project focus on new vocabulary which was slightly different in each class observed. The language used in the lessons included phrases of agreeing/disagreeing, explaining one´s opinion, making suggestions and during feedback it was language of gratitude and thanks using polite words for presenting the project and explaining it in a detailed way.

From students and teachers' points of view about project-work, we deduce the following:

- Project-work reports positive outcomes related to student learning in the areas of content knowledge, collaborative skills, engagement and motivation and problem solving skills.
- Students become directors and managers of their own learning process.
- Teachers and students are optimistic about the use of project-work in the Algerian higher education i.e. most of them see that it has many advantages such as providing more chance for better pedagogical practice.

Last and not least, the results of this modest work proved that the project-work is efficient and appropriately implemented in the Algerian higher level. So we need to support this system by implementing it more and more in the future to push students to work harder and communicate better.

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		8 : 30 – 10 : 00	10 : 00 – 11 : 30	11 : 30 – 13 : 00	BREAK	14 : 00 – 15 : 30	15 : 30 – 17 : 00
SUNDAY	1	LING R3	ASCC R16	LIT STS R28		ST SK R30	
	2	COE LAB1	LING R29	ST SK A3		ASCC R4	
	3	PHON VR1	COE R34	ASCC R27		LIT STS R31	
	4	COE R34		ST SK A3		ASCC R4	
	5	CWE R31	CWE R31	COE R34			
	6	CWE R31		CWE R31		ST SK R30	
	7	LING R29	COE R27	ST SK A3			
	8			ASCC R30			
	9	CWE R32	CWE R32	ASCC R30			
	10	CWE R32	ASCC R16	CWE R32		ASCC R28	
MONDAY	1	PHON R29	CWE R34	CWE R32			
	2	CWE R34	PHON LAB1	CWE R32			
	3		ST SK MMR2	CWE A2			
	4	PHON VR2	CWE R31	CWE A2		CWE R16	
	5	ST SK A3	LIT STS R30			ASCC R4	
	6	COE LAB1	COE LAB1	ASCC R29			
	7	CWE R30		LIT STS R29		ASCC R4	
	8	STS A3	CWE R33			COE LAB1	
	9		ST SK MMR2			LIT STS VR1	
	10	ST SK A3		LIT STS R34			
TUESDAY	1	GRAM A3	GRAM R30	CWE R33			
	2	GRAM A3	CWE R33	LIT STS R34		COE LAB1	
	3	GRAM A3		CWE R27		FR A3	TRANSL A2
	4	COE LAB2		FR R18		CWE R27	
	5	GRAM A3	LING R16	COE R28			
	6	GRAM A3	LIT STS R34	PHON R16		TRANSL R16	
	7		PHON R17				
	8	CWE MMR1		CWE MMR1		FR A3	TRANSL A2
	9	LING VR1	GRAM A2	FR R18		TRANSL R16	
	10	GRAM R30	PHON LAB2	LING VR1			

	1	COE VR2	COE MMR2			
WEDNESDAY	2	GRAM R28				
	3		GRAM R28	COE LAB1		
	4		LING R29	GRAM A2		
	5		CWE R18	PHON VR2		
	6		LING VR1	CWE R18		
	7	CWE R34	GRAM R16	GRAM A2	CWE VR2	
	8	GRAM R16	LIT STS R30	GRAM A2		
	9	CWE R30	PHON CR	GRAM A2	COE MMR2	COE MMR2
	10	COE LAB1	COE LAB2	GRAM A2	CWE R4	
THURSDAY	1	TRANSL R31		FR A3		
	2	FR A2		TRANSL A2		
	3		CWE MMR1	LING R32		
	4		TRANSL A2	GRAM R17		
	5	GRAM R17	TRANSL A2	FR A3		
	6	FR A2	GRAM R17			
	7	TRANSL R31	FR A3			
	8	PHON R32	LING R32	COE CR		
	9					
	10		FR A3	TRANSL A2		

Second Year EFL Students' Time Table

Students' Questionnaire

Please, tick the right answer

1. Do you like English?

Yes ☐   No ☐

2. Did you choose to study it?

Yes ☐   No ☐

3. What do you think about Education at the university?

Interesting ☐   Boring ☐

4. What kind of tests do you prefer?

- ▪ Written tests
- ▪ Oral test
- ▪ Project work

5. What do you think about assessment in higher education? Why?

……
……
………

6. What do you think about assessment in Algeria?

Good ☐   Bad ☐   At the level ☐

WHY?Explain……
……
……

7. Do you think project work is a good way to assess your level in English?

Yes ☐   No ☐

8. What does project work mean for you?

……
……
……

9. When presenting a project work, are you:

- • Anxious ☐
- • Glad ☐
- • Normal ☐

10. Do you think that tests are sufficient to assess your level?

Yes ☐   No ☐   Sometimes ☐

10. What do you suggest to improve the Project Based Learning at the level of Algerian Universities?

……

……

……

Thank you very much

Q1.Do you like English?	Yes: 39 sts 97,50%	No: 01 sts 2,50%	
Q2.Did you choose to study it?	Yes: 38 std 95%	No: 02 sts 5%	
Q3.What do you think about education at the university?	Interesting: 29sts 72,50%	Boring:11sts 27,50%	
Q4.What kind of tests do you prefer?	Written: 15 37,50%	Oral: 15 37;5%	Project Work: 10 sts 25%
Q5.What do you think about assessment in higher education? Why?	Answered:30 75%	Did Not answer: 10 25%	
Q6.What do you think about assessment in Algeria? Why?	Good: 07sts 17,50%	Bad: 20sts 50%	At the level: 13sts 32,50%
Q7.Do you think project work is a good way to assess your level in English?	Yes:35 sts 87,50%	No: 5 sts 12,50%	
Q8.What does project work mean for you?	Answered:35sts 87,50%	Did not answer: 5sts 12;5%	
Q9.When presenting a project work, are you:	Anxious: 14sts 35%	Glad: 05 12,50%	Normal:21sts 52,50%
Q10.Do you think thats tests are sufficient to assess your level?	Yes: 06 sts 15%	No: 15sts 38,50%	Sometimes: 18sts 46,5%
Q11.What do you suggest to improve Project Based Learning at the level of Algerian Universities?	Answered: 15sts 37,50%	Did not answer: 25sts 62,50%	

Teachers' Questions

Dear teachers, you are kindly requested to answer this questionnaire. Your answers and comments are very important for my research about assessment.

Teaching experience: ……………years

1. Do you like your job?

2. How do you define assessment?

3. What do you think about assessment in Algeria?

4. How do you assess your learners? Why? Justify

5. Do you think that tests are sufficient to assess your learners' level?

6. How do you design your English tests?

7. In addition to tests and project work, what can help you to assess your students?

- Attendance
- Extensive work
- Students' participation n
- Class assignments
- Others mention.

8. Do you use project work for assessing your students?

9. To which extent you think your students will benefit from project work?

10. What do you think about assessment in higher education? Why?

11. What do you suggest to improve Project Based Learning?

Thank you very much for your

collaboration.