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An Evaluation of the Project Workshop within the Competency Based Approach: The Case of Second Year Secondary School Learners

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I declare that this dissertation represents my own work and that it has not been previously included in another dissertation, or written by another person submitted for the qualification of any other degree or diploma of any university or other institution. I also certify that the present work contains no plagiarism, and it is the result of my quest, unless otherwise stated.

Mr. Abdel-Ali Mimouni

Dedication

Every assignment or work needs self determination and undertaking in addition to the guidance and support of other people.

This dedication is to my parents who encouraged me with their love, care, attention and every day's prayers to finish this research work successfully.

Also, it is honorable to thank my brothers and sisters.

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Abstract

The present dissertation aims at studying the project work evaluation within the Competency Based Approach (CBA) at the El Oued Djilali Secondary School in Tlemcen. The main issue of this study is to know whether learning activity is undertaken both by teachers and pupils appropriately. To see if teacher instructions about the project and pupils practices during the realization of the project help promote the social learning. In order to investigate this matter, the researcher hypothesised that many teachers at the level of secondary school might consider that the project is just a time consuming activity and an additional burden that does not bring any benefit to their pupils and thus might not give it too much importance, as well as the teachers' attitude towards the project might be negative, we expect that they do not use the adequate techniques to tackle this learning activity nor are their learners well guided to handle it in the way it may boost their learning.To examine these hypotheses, questionnaires were given to 57 pupils, and questionnaires were given to six English teachers to know their attitudes towards project work evaluation. After analysing the data collected quantitatively, the results indicated that our research hypotheses were partially confirmed. The first one confirms that majority of teachers are aware about the project work and consider that project work is a practical and beneficial tool of learning. Furthermore, the second hypotheses, results unveil that not all teachers' attitude toward the Project is negative and they do not use the adequate technique to tackle this learning activity nor are their learners well guided to handle it in the way it may boost their learning.

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List of Acronyms and Abbreviations

CBA :   Competency-Based Approach

CBE :   Competency-Based Education

CBLT :   Competency-Based Language Teaching

EFL :   English as a Foreign Language

ELT :   English Language Teaching

PBL :   Project-Based Learning

TL :   Language Target

ZPD :   Zone of Proximal Development

BIE: Buck Institute of education

SPSS: Statistical Package Software for Social Sciences

General Introduction

General Introduction

Looking for better Teaching Methods are repeatedly and contemporarily discussed in different publications and media such as, books, articles ,journals, televisions and Radios. These modern teaching methodologies are due to the world rapid changes in terms of materials, equipment and technology especially in the last few decades. Under these alterations, educators, researchers, Scholars and experts in the field are investigating for methods which would meet all important requirements of educational processes to fit the needs and the interests of the learners. Several methods have been put forward in education that help to acquire knowledge, empower memorization and connect learners with the real social life. Among these approaches is the competency-based approach which make use of the project task a social learning tool and which can play a pivotal role in the twenty first century classroom.

Although project based learning is old fashioned way of learning, it would still be practical if the norms of handling it are well respected. In other terms, it would be beneficial to EFL learners if educators undertake the right classroom practices so as get better learning outcomes.

To update the educational system, Algeria launched a new approach in July 2002. This current educational reform grounded in the Competency-Based Approach resulted in designing new syllabuses and textbooks at different educational levels. This learner-oriented approach seeks to develop learners' autonomy and self- development and confidence by laying claim for the necessity to redefine the roles of both learners and teachers.

Under these circumstances and because of the shift from traditional to modern teaching, this extended essay tries to shed some light on the Project work shop as a learning tool assigned to all secondary school pupils, it is meant to enhance social learning.

Through this study we want to check and evaluate whether this learning activity is undertaken both by teachers and pupils appropriately. In other words, we want to see if teachers' instructions about the project and pupils practices during the realization of the Project help foster the social learning?

This problematic led us to formulate the following questions:

- To what extent are teachers aware about the importance of the project work as a tool to foster social learning?
- How is the project handled both by teachers and learners?

Based on the theoretical frame work of the study, the review of literature, as well as observation and reasoning, two hypotheses are formulated:

- Many teachers at the level of secondary school might consider that the project is just a time consuming activity and an additional burden that does not bring any benefit to their pupils and thus might not give it too much importance.
- As teachers' attitude towards the project might be negative, we expect that they do not use the adequate techniques to tackle this learning activity nor are their learners well guided to handle it in the way it may boost their learning.

To test the previous hypotheses and answer the research questions, the case study included second year classes at El Oued Djilali secondary school of Tlemcen, during the academic year 2016-2017 .The research instrument used is the questionnaire for learners and another one for teachers.

In the Theoretical part we gave a brief history concerning the integration of CBA in Algeria, and then we moved to speak about the theoretical foundation of Project based learning within the perspective of constructivism and its origins. Furthermore, to have a clear idea we defined Project Work from different experts' views and mentioned the characteristics, features, types and the different steps of the project work.

On the other hand, the Practical part focused on analysing the data collected through the research instruments and that was done through statistical software (SPSS). Due to some technical problems, all the data were displayed in tables and no other forms, like bar graphs and pie charts, were used.

Chapter One

Literature Review

The Project within the Competency-based Approach

Chapter One Literature Review

The Project within the Competency-based Approach

1.1 Introduction

The Algerian education system has noticed the application of many approaches in its educational system throughout its history as an independent country. The education system, as in many other countries in the world, has gone through structural approaches, Notional Functional approaches and lately a competency based one. The implementation of the competency based approach was done in 2002 at different education levels mainly primary schools, middle schools and secondary schools.

1.2 Integration of Competency Based approach in Algerian Education System

Educational world systems witness a lot of changes and reformations in terms of the implementation of new curricula and new approaches based on competencies due to the twenty first century requirements and needs. This is the case of Algeria in which the competency-based approach (CBA) was introduced in 2002 as a result of the educational reform in the primary, middle and secondary schools. New English Language Teaching (ELT) textbooks books were published for this aim for all the levels.

CBA has been adopted in teaching English as a foreign language in order to prepare the learners to be competent in their real life tasks. One of the key features which makes CBA distinct from the previous approaches is its integration of project work .The latter, as it will be shown in this chapter is grounded in the constructivist learning theory which in turn underpins CBA. In fact, project work sets into operation the principles of CBA and makes the attainment of objectives visible. In other words, it is through Project work that teachers can see and measure how well learners succeeded in attaining the defined competencies. Rich et al(2005) maintain, "it is only through carrying out project work that we and our learners can live up to the basic principles of the Competency-Based Approach" (2005:17).

1.2.1 What is a competency?

Whenever the term competency is mentioned, a "know-how – to act" process is implied. Because of its global and integrating characteristics, acquiring a competency requires learning in motor, social, affective and cognitive fields. A competency is a system of conceptual and procedural parts of knowledge organized into operating schemes that help identify a problem-task and its solution through an efficient action within a set of situations. A competency involves the necessary knowledge and capacities that a given solution requires. As it is possible to evaluate a competency through performance, then a competency is the final stage of a cycle, a period, and determines intermediate and long terms prospects of the learner's development. Competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, which have typically been linked to the field of work and to social survival in a new environment.

1.2.2 Competency-Based Education

According to Schenck (1978) Competency Based Education is a functional approach to education that emphasizes life skills and evaluates mastery of those skills according to actual leaner performance. It was defined by the U.S. Office of Education as a "performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society" Competency-Based Education (CBE) emerged in the United States in the 1970s and refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study. The characteristics of CBE are described by Schenck (1978).Competency-based education has much in common with such approaches to learning as performance-based instruction, mastery learning and individualized instruction. It is outcome based and is adaptive to the changing needs of students, teachers and the community.

Competencies differ from other student goals and objectives in that they describe the student's ability to apply basic and other skills in situations that are commonly encountered in everyday life. Thus CBE is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations. Competency-Based Language Teaching (CBLT) is an application of the principles of Competency-Based Education to language teaching. Such an approach had been widely adopted by the end of the 1970s, particularly as the basis for the design of work-related and survival-oriented language teaching programs for adults. It has recently reemerged in some parts of the world . Schenck (1978)

1.2.3 Competency-based Language Teaching

Jack C. Richards and Theodore S. Rodgers (2001.143) confirm That CBLT is based on a functional and interactional perspective on the nature of language. It seeks to teach language in relation to the social contexts in which it is used. Language always occurs as a medium of interaction and communication between people for the achievement of specific goals and purposes. CBLT has for this reason most often been used as a framework for language teaching in situations where learners have specific needs and are in particular roles and where the language skills they need can be fairly accurately predicted or determined. The application of the principles of this learner-oriented approach to language teaching is called Competency-Based language teaching (CBLT). The latter is based on functional and interactional view on the nature of language (Richards. 2001). As such, the Competency-Based Approach to language teaching aims to teach language by taking into account the social context wherein language is used.

1.2.4 Competency-based Approach

Competency-Based language teaching is based on a functional and interactional view on the nature of language (ibid).However, the Competency-Based Approach to language teaching aims to teach language by taking into account the social context wherein language is used. Competency-based approaches to teaching and assessment offer teachers an opportunity to revitalize their education and

training programs. Not only will the quality of assessment improve, but the quality of teaching and student learning will be enhanced by the clear specification of expected outcomes and the continuous feedback that Competency-Based Assessment can offer. These beneficial effects have been observed at all levels and kinds of education and training, from primary school to university, and from academic studies to workplace training. (Docking, 1994: 15, Quoted in Richards and Rodgers, 2001:142).Larson and Weninger (1980) argue that there are three essential components in CBA. First, the skills that learners are expected to acquire must be defined with precision. Second, activities which permit learners to practice the clearly defined skills should be provided. Third, learners" ability to perform the skills must be assessed once instruction is completed. Put differently, CBA includes the selection of competencies, instruction targeted to those competencies, and evaluation of learners" performance in those competencies.

1.3 Theoretical basis and foundations of Project-based Learning

Project-based learning (PBL) from which is initiated the use of projects realization by school pupils as a language learning tool, is rooted in many theoretical theories among which we are going to state some here in this chapter.

1.3.1 Constructivism

PBLT is firmly rooted in constructivist learning theory and requires learners to build and solidify their grasp of the Target Language (TL) by applying linguistic and meta-cognitive skills to authentic problems requiring teams of learners "to ask, and refine questions, debate ideas, make predictions, design plans and/or experiments, collect and analyze data, draw conclusions, communicate their ideas and findings to others, ask new questions, and create artifacts" (Blumenfeld et al.,1991:375). Experts such as Fox (2001: 24) determine the principles of learning within the concept of constructivism. He expresses that learning is an active process, it is essentially a process of making sense of the world while knowledge is constructed, rather than innate, or passively absorbed. Additionally, Effective

learning requires meaningful, challenging problems for the learner to solve. Constructivism is basically a theory – based on observation and scientific study- about how people learn. It says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. The theoretical establishments of PBL is strongly supported and laid on constructivism. In this regard, Railsback (2002) maintains that "Project-based instructional strategies have their roots in the constructivist approach" (2002: 6). More precisely, PBL borrows its principles from pragmatic constructivism, cognitive constructivism and social constructivism which constitute the main strands of the constructivist learning theory. In other terms, it commonly includes the ideas of Dewey's philosophy, Piaget's cognitive theory and Vygotsky's social constructivist theory.

1.3.1.1 Dewey's Perspective

John Dewey wrote extensively about the impact of experience on learning in *Experience and Education* (1938). His work on the impact of experience on a child's education is foundational to the formation of project-based learning, as we know it today. Dewey's work focused on a theory of experience that challenged both traditional and progressive forms of education. However, he posited that not all experience was actually educationally valuable; it could be "mis-educative", if it was not structured appropriately (p. 25). This structure was based upon the interaction of two founding principles of experience: continuity and interaction (p. 10). Continuity states that all experiences are carried forward and influence all future experiences (p. 35) and interaction refers to the internal conditions of an experience (p. 42). These principles become the framework upon which the educator makes judgments as to the value of an educational experience. The educator has to ensure that the surroundings are conducive to moving the experience forward. Project-based learning is a practical expression of Dewey's philosophy. In the approach, teachers work with students to design an authentic experience. There is enough freedom for students to build understanding without direct teacher instruction, yet standards and the teacher guide students. To place this

in the context of Dewey's work, project-based learning would challenge traditional education yet not be formless like progressive schools, as Dewey says, plagued with excessive individualism and spontaneity (p. 10).

1.3.1.2 Vygotsky's Perspective

According to Vygotsky (Williams & Burden, 2000), the secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skills and knowledge. Vygotsky's most widely known concept is the Zone of Proximal Development (ZPD), which he defines as: "…the distance between the actual development 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" (cited in Benson, 2005: 39).

Constructivism is a problem-oriented learning approach in which the learner is expected to construct his or her own reality based on a personalized understanding of learning materials. The constructivist view of learning has meaning making at its core. It emphasizes students' engagement in active, intentional, authentic, reflective and social-dialogical learning. Applied to second language learning, just as Brown (2002: 89) puts it, "…problem solving is clearly evident…as the learner is continually faced with sets of events that are truly problems to be solved." Dewey (1938) encouraged experiential learning for adolescents. Vygotsky (1978) suggested a child's development is rooted in society, and that interacting in cooperation with peers awakened various internal developmental processes and achievements. Both these ideas provide a theoretical foundation for PBL. Brush and Saye (2000) report that Vygotsky suggested the most effective learning environments provided learners with opportunities to negotiate meaning from others in areas that were of personal interest to them (Brush, &Saye, 2000). This is important, as PBL requires the learner's active engagement in the process of constructing meaning. The active engagement may lead to greater academic performance, and possibly a heightened self-concept. Project-based learning takes constructivism as its theoretical basis. Because

Constructivism holds that knowledge cannot be taught but must be constructed by the learner (Benson, 2005).Dewey regards learners' involvement as the immediate aim of teaching (Hansen, 2002). If teachers engage learners in various activities, learning will more likely to be the outcome. As he contends, "Learning is a product and reward of occupation with subject matter" (Dewey, 1916 quoted in Hansen, 2002:277).Lev Vygotsky's studies of description of the circumstances under which students learn best is yet another theoretical framework for project-based learning. Project-based learning is specifically designed to place the teacher in a facilitator role and students in collaborative groups in problem-solving situations; thus, it is possible to see project-based learning as the vehicle through which Vygotsky's ZPD is realized.

1.3.1.3 Piaget's Perspective

Piaget emphasized the constructive nature of the learning process and saw cognitive development as essentially a process of maturation. The development of mind is viewed as a balance between what is known and what is currently being experienced. For John Dewey, the aims of education in a democratic society should go beyond the mastery of subject matter to preparation for participation in social and political life. He saw learning as an adaptive process, in which interaction with the environment generates problems that must be solved in order for individuals to satisfy their needs. Dewey's problem-solving method treated the school and classroom as microcosms of the community, in which learners work together to solve shared problems. Piaget considers learning to be essentially an individual process in which the interaction of the learner with the contents to be taught is of the utmost relevance (Coyle et.al quoted in Faber et.al, 2002:15). Gruber (1995) points out that in the Piagetian theory, optimal learning environments are those which provide dynamic interaction between instructors and learners and which have sequenced tasks that give opportunities for learners to build a mastery of knowledge and skills through a process of reflective interpretation (quoted in Cholewinski,2009:286). His theory, then, as Williams and Burden argue is action-based since it is more concerned with the process of learning. Jean Piaget's work on

how children build knowledge of the world around them provided more theoretical validation for project-based learning (Piaget, 1973). According to Piaget's work, children come to understand the world by undergoing several stages of development and do so by being actively engaged with their environment. Educators have used Piaget's work as the basis for creating discovery-based curricula where students learn by doing and exploring and skills are discovered rather than taught at the appropriate stage of development (McLeod, 2009).

Table1.1: Scholars Interested in Project-based Learning

Authors	Time Frame	Description
Dewey	1938	Connection to experience and the quality of education
Piaget	1973	Children construct an understanding of the world aroundthem
Neufeld&Barrows	1974	"McMaster Philosophy" – a new approach to teaching medical students where students are presented with Open problems they must work with others to solve. It was a decidedly different approach from a traditional Lecture and test style of education.

Vygotsky	1978	Project-based learning can place students in a "zone of proximal development".
Markham, Larmer, Ravitz	2003	Comprehensive work on project based Learning through the Buck Institute for Education.
Barell	2010	Work on Problem-based Learning capturing many parallels to project-based learning and connecting concepts within both to 21st Century learning. (Unclear)
Bender	2012	Supplying a full modern definition of project-based learning in light of 21st Century learning and education issues
Larmer& Mergendoller	2012	Project-based learning in the context of the Common Core State Standards.

1.4 Precursors of Project-Based Learning

When scholars speak about the origins of Project-Based Learning, the name John Dewey often comes up. During the light of the' Progressive Era' in America Dewey wrote a book in 1897 called ' My Pedagogical Creed," which outlined the idea of "learning by doing." While many teachers embrace Dewey's writings as the true

birth of Project-Based Learning, Dewey believed that the classroom should be a reflection of society and that learners should be active agents in their learning process rather than receptacles to be filled with information by their teachers. Working on projects, with their participatory and cooperative methodology springs, then, from Dewey's philosophy of education that favours learning by doing and through experiences. At that time, education had already become standardized on many levels. For this reason, his concept of "learning by doing" disturbed and provoked the interest and the enthusiasm of schools that already had education plans in place that relied heavily on book learning.

Dewey (1962) explains the concept of the philosophy of "learning by doing":

> What are pupils to do in order to learn? Children must have activities which have some educative content, that is, which reproduce the conditions of real life. This is true whether they are studying about things that happened hundreds of years ago or whether they are doing problems in arithmetic or learning to plane a board. When a pupil learns by doing he is reliving both mentally and physically some experience which has proved important to the human race; he goes through the same mental processes as those who originally did these things. Because he has done them, he knows the value of the result, that is, the fact. Where children are fed only on book knowledge, one "fact" is as good as another; they have no standards of judgment or belief. (p. 210)

Novack (1960) shows in his Article *John Dewey's Theories of Education* that this progressivist aimed at integrating the school with society and the process of learning with the actual problems of life ; clarifying that Dewey sees that group activity under self-direction would make the classroom a miniature republic. Wrigley HeideSpruck (1998) claims that as an educational approach, PBL was discussed by William Heard Kilpatrick in his pamphlet entitled *The Project Method*. Kilpatrick popularized project work for teachers and brought it into the mainstream

through his 1918 pamphlet (Beckett, 2000). According to Jason Krueger, the concept of learning by doing is innate and intuitive because in childhood the perception of the surrounding world are formed by the five senses. When a child accidentally places his hand on a hot stove, it causes burns. In essence, one learns by doing… and one remembers his lesson well by doing them. As an example, parents probably tell their kids not to put their hands on the stove at one point, but the lesson was hard to remember until one learns it at firsthand by experiencing it. Even the cavemen learned everything by simply doing. Hunting and gathering methods were based on trial and error… and in those days, it was a matter of survival "Learning by doing" has not always been a matter of survival, however. The human race has leveraged "learning by doing" for thousands of years in all manners of ways. In the 1500s, Galileo observed and tracked the retrograde action of the planets in the sky and the conclusion that the Earth was not the center of the universe. In 1664, Sir Isaac Newton watched an apple falling from a tree and began to formulate theories about the force called gravity based on his scientific observations. In spite of the fact that the start of PBL is frequently connected with progressive education and John Dewey's conviction that learning is a social procedure, it turns out that the essence of project based learning was being practiced a few centuries before the introduction of either Dewey or progressive education. Broadly speaking, to frame the project work historically. Michael Knoll (2005:2-6) from University of Bayeruth, found that the origin of project work derives from the European continent and he describes the development of project work into five essential periods:

- 1590–1765: In the sixteenth century Italy architects, painters, and sculptors were considered to be skilled artisans. An architectural academy in Rome was founded under the patronage of Pope Gregory XIII. The teachers gave their students specific assignments such as designing churches, monuments or palaces. There were deadlines and also a jury to be convinced about the project. These academic and fictional competitions imitated real- life

architectural competitions. They were called "progetti"and enabled the students to apply their theoretical knowledge in practice.

- 1765–1880: Before the end of the eighteenth century, projects became part of engineering education. At this stage in 1875, the technique was transplanted by WilliamB. Rogers at the Massachusetts Institute of Technology into the United States. Students made a request to plan their own machines and develop them according to their own particular design, France, Germany, and Switzerland adopted and welcomed the idea. In the second half of the nineteenth century Prof. Robinson of Mechanical Engineering at the Illinois Industrial University at Urbana proclaimed surprisingly that utilizing Project strategy does not just add to the improvement of functional and expert abilities of his students but also to their advancement as democratic citizens because they experience the equality of men and dignity of labouring practice.

- 1880–1918: Calvin M. Woodward adapted the project concept to schoolwork. At his Manual Training School students actually produced the projects they designed.

- 1918–1965: Kilpatrick conceived the project broadly as "whole-hearted purposeful activity proceeding in a social environment." After being criticized by Boyd H. Bode, John Dewey, and other leading American Progressive educators, Kilpatrick's approach loses its attraction in the United States, yet receives general approval in Europe, India, and the Soviet Union.

- The 1970s: Kilpatrick's project method, now taken as the only adequate method of teaching in a democratic society, is rediscovered in Germany, the Netherlands, and other European countries. Under the influence of British primary school education, U.S. educators attempted to redefine the project, viewing it as an important supplement to the traditional teacher-oriented, subject-centered curriculum. The rise of a strategy for instructing and learning called PBL is the result of two vital improvements throughout the last quarter century (Buck institute for Education, 2000). To start with, there

has been a revolution in learning theory .Second, the world has changed. Education, then, must adjust to a changing world by making new instructional practices which reflect the environment wherein pupils live and learn (Buck institute for Education, 2000).From this perspective, education then ,must adjust to the sequentially changing world by making new educational practices methodologies , among which project based learning. The beginning with sixteenth century architectural training, adding ingredients from William Kirkpatrick and John Dewey, and concluding with the importation of major aspects of problem based learning.(John Larmer, John Mergendoller, Suzie Boss. P33).

1.5 Exploring the Project

The project work that learners are required to do as homework for their different school subjects in general and for English classes in particular, is a learning task that has many facets which we are going to uncover in the subtitles below.

1.5.1 Project Work as a Tool of Learning by Doing

For a long time, scholars in the field of language education have been looking for better ways of teaching ,testing, evaluating and assessing in all branches of knowledge .The educational world has been the center for several innovations and developments in terms of strategies and methods to both teaching and assessment. Which reflect the fact that (assessment and instruction must have a "hand   inglove"   relationship   if   they   are   tobe   successful). (Morzano,1993,p.43).furthermore evaluation is the bridge between teaching and learning process, one interesting example of this is the 'project work'. (1997) As Gandini comments.

Projects provide the backbone of the children's and teacher's learning experiences. They are based on the strong conviction that learning by doing is of great

importance and that to discuss in groups and to revisit ideas and experiences is the premier way of gaining better understanding and learning. (p. 22)

Fried-Booth (1986:5) proposed project-work approach to overcome the difficulties in language teaching programs, stating that, "What is taught in the classroom may in theory be useful, but the usefulness does not always extend to practice. Often, there is a gap between the language the students are taught and the language they in fact require. It is this gap that project work can help to bridge".

1.5.2 Pedagogical principles of Project Work

The implementation of the project method was based on the following pedagogical principles, expressed by many progressive educators (Chrysafidis, 2005):

a) promotion of manual activity instead of memorization and verbalism
b) learners' active participation in the learning process
c) Exploitation of facts relating to the immediate reality as a source for learning.

The Project method was linked to the internal reform of the educational process, basic components of which are the following:

a) opening of school to the local community,
b) provision of equal opportunities to all students regardless of socioeconomic background, exploitation of immediate space as departure for learning, cross-curricular approach to knowledge (Vrettos and Kapsalis 1997, Papagiannopoulos et al,2000).

1.5.3 Identification of the Concept Project Work.

Project Work, project approach, project-based learning and project-based instruction are terms which are sometimes employed interchangeably.

Longman Dictionary of English Language and Culture defines the word: project as a piece of work that needs skill, effort and careful planning, especially, over a period of time. Many definitions of project-based learning have been proposed by various authors. Mossand Van Duzer defines it as an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop. Scott Barge expresses the term Project as follows:

> A project is a complex effort that necessitates an analysis of the target (problem analysis) and that must be planned and managed, because of desired changes that are to be carried out in people's surroundings, organization, knowledge, and attitude to life; it involves a new, complex task or problem; it extends beyond traditional organizations and knowledge; it must be completed at a point in time determined in advance. Projects are necessarily diverse with regard to scope and specific definition. No one specific template or standard exists to define "sufficiency" but rather, these determinations are made within each program (2010:7).

Henry Jane (1994) defines Project Work as an extended piece of work where the students is given some choice in the topic studied and expected to collect and organize information pertaining to it. Hedge Tricia(1993), for her part conceives project work as being:

> An extended task which usually integrates language skills work through a number of activities. These activities combine in working towards an agreed goals and may include planning, the gathering of information, through reading, listening, interviewing, discussion of the information, problem   solving, oral or written reporting, and display (1993:276)

Diana L. Fried-Booth(2002 :6) defines Project Work as a student-centred and driven by the need to create an end-product .However ,it is the route to achieving this end product so that makes Project work worthwhile .The route to the confidence and independence and to work together in real life-world environment

by collaborating on a task which they have defined for themselves and which has not been externally imposed. In addition, Stoller (2006) defines PBL as: (1) having a process and product; (2) giving students (partial) ownership of the project; (3) extending over a period of time (several days, weeks, or months); (4) integrating skills; (5)developing students' understanding of a topic through the integration of language and content; (6) collaborating with other students and working on their own;(7) holding students responsible for their own learning through the gathering, processing, and reporting of information from target language resources; (8) assigning new roles and responsibilities to students and teacher; (9) providing a tangible final product; and(10) reflecting on both the process and the product.In other words ,Project- based learning has been defined as "a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic (real-life) questions and careful designed products and tasks" (Buck Institute for Education, 2003, p. 4).

Project Based learning is active learning. It places learners in situations which require authentic use of language in order to communicate. When students work in teams ,they find they have to plan, organize, negotiate, make their points, and arrive at a consensus about a variety of things such as who will be responsible for what as well as what and how information will be presented .This authentic communication will occur even with learners at lower level of language proficiency.(book of Project Based learning and Assessment) In addition (Fried-Booth,1997) mentions that Project work is a bridge between language Study and language use. Project-based learning (PBL) is a model that organizes learning around projects.

According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson,1999).In PBL

the student role changes from "learning by listening to learning by doing" (Stauffacheret al.,2006: 255), the doing and the learning are inter-related. Wikipedia explains that Project-based learning (PBL) is astudent-centeredpedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period of time to investigate and respond to a complex question, challenge, or problem. It is a style of active learning. PBL contrasts with paper-based, rote memorization, or teacher-led instruction that simply presents established facts or portrays a smooth path to knowledge by instead posing questions, problems or scenarios. So, Project Based Learning is a teaching method in which students' gains knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Legutke and Thomas(1991) describe projects , in educational field(language learning context), as

> "a collection of a large variety of tasks , each with a specific objective , focusing on either topic information , or 'real-life' operational skills , or contacts with native speakers ,or practicing in terms of structure, lexis and skill, or planning and monitoring the process ''(p.167).

1.5.4Types of Project Works in EFL Contexts

The classification of the Project work can be categorized and arranged into some basic features.

1.5.4.1 According to the Degree of Structure

In other words to how much the educators and learners choose the nature of the Project related to the activities. Haines (1989: 35) offers projects' division based on learner or teacher centered activities in three proposal sorts.

a) ***Structured Projects: are*** teacher-centred. The teacher offers and orders all topics materials, as well as methodology and presentation. This kind of projects doesn't motivate learners or motivation isn't definite enough. Henry Jane(1994 ,15) gives another definition that structured Projects are those where the topics are prescribed by the teacher and the methodology for collecting and analyzing the information is also specified.

b) ***Unstructured Project :***is learners-centred. All activities are focused on students' interests and needs. The greatest disadvantage is to maintain the main idea and the aims of the project work. According to Henry Jane(1994 ;14) the learners designs, conducts, analyses and presents their findings on a topic of their own choosing using information they have locate themselves.

c) ***semi-structured Project :***is an approach when a teacher and students define learning process. They all are involved in the project. Henry Jane(1994 ;15) comments that in semi-structured Project the nature of the work is that students have a lot of responsibilities.

1.5.4.2 According to Sources of Information

There are some groups of projects. Educators as Hains, Legutke &Thomas (1989 :160-166) offer the division according to sources of information and data collecting techniques. These educators mention seven types of projects.

a) **Encounter projects:** This type includes the projects with the main aim of learning to make direct contact with native speakers; they focus on face to face communication between the students and the native speakers. They may take place in the target language speaking countries or subsystems of the target language and culture such as military communities, religious groups, language societies, or individuals. Matt Wicks (2000) agrees with the educators mentioned above that the local community can offer two important things to classes engaged in project work: communication with native speakers, and a dimension of reality, which motivates students. He points

also the next activity would be the language study in the foreign country – a brief visit on a day excursion, class trip or school exchange. Hutchinson (1986) declares that the second group of projects arises from a variety of media, such as literature texts, media, video and audio material and even text-books declares, not from real world encounters outside the classroom. This is the way students experience the world and life through text. This Project can take place in a FL or a SL environment and the students have direct involvement in the selection of the guests, the choice of the topic of conversation, the preparation of interviews and any other activity required for the group to act as hosts.

b) **Text projects:** Learners of this project sort compose their own work on the basis of a set of reading and listening material, of various writings and talks from stickers texts, and shows written and spoken by natives such as : books, magazines, newspapers, dictionaries, poems, songs, news media , audio-visual programmes and literary texts. This wide range of choice anddiversity empowers authentic language input.

c) **Class correspondence projects:** lay on international exchange programmes. Most of the communication is carried out through correspondence which can include video and audio recordings, photos or collages. Tregret& Raymond-Barker (1991: 81) involve students communicating with the foreigners and with native speakers of the target language. These learners are mediated through different texts produced for the specific purpose of establishing communicative exchanges between groups and individuals. So, 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.

d) **Research and Information Project:** Information is found in a library or in the Internet or in archives. This kind of project work is very usual and can be easily done in a relatively short time.

e) **Survey projects: Learners** make surveys and then collect and analyze data.

1.5.4.3 According to Information Reporting

In this type of project, Stoller (1997) identifies three categories, namely as follow:

a) ***Production projects: Involve*** the creation of written reports, letters, hand books brochures and so forth. This entails that the outcome of this type of projects is a written production.

b) ***Performance projects: Can*** be oral presentations, staged debates, theatrical performances, etc.

c) ***Organizational projects:*** They entail "the planning and formation of a club, conversation table, or conversation-partner program" (Stoller, 1997: 5).

1.5.4.4 According to Educational Purposes

Morgan provided an interesting three general models of project work for educational purposes:

a) ***Project exercise:*** The aim of this type of project is that students should apply knowledge and techniques already acquired to an academic issue in a subject area already familiar to them. This represents the most traditional kind of project-based learning. Project exercises are a part of teacher-centered Project.

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

c) ***Project orientation:*** This term denotes the entire curriculum philosophy of a programme of study; the projects that students complete form the entire basis of their university education, while instructional teaching is provided only to supplement the requirements of the project topics. The subject material studied is determined by the demands of the project topics, which is in sharp contrast to project exercise.

1.5.4.5 According to Learners' Age

This characteristic of projects concern young learners, teenagers and adults.

a)Young learners and language beginners

The first category composes mainly of young learners between six and twelve years of age, because projects for young learners usually consist of simple use of language to prepare themselves from the easiest to the complex one. It is preferable for teenagers or adults who begin with a new foreign language to conduct these simple projects because they will gradually proceed to more complex projects as soon as their language abilities progress and allow it. At this level , majority of the topics typically deal with the approach environment around the learner himself, his family and his closest surroundings. . Hutchinson (1992: 19) suggests that each learner sets up his Project Book and sticks and writes his projects into this book. Moreover, Ur (1997: 288) points out three sources that support motivation of children to learn: pictures, stories and game

b) Teenagers

During this age, teenagers witness morphological changes, feelings are very sensitive and take everything personally, therefore teachers should be especially careful not to offend anyone or make him feel ashamed. Ur (1997: 290) declares that teenagers are perhaps "the most daunting challenge" for inexperienced teachers. It may be difficult to motivate and manage a class of teenagers. He suggests that teachers should study books on developmental psychology. The abstract thinking of teenagers is developing and they are able to think and talk about issues of social or global importance. In this stage teenager can move to the complex projects gradually.

c) Adults

Under this circumstance, teachers should put in their mind that they are dealing and acting with mature personalities who think about reasons and interconnections of problems. So, complex projects can be carried out. They also

expect that adults are interested in the improvement of their world and are interested in helping others, being involved in solidarity, charity and voluntary work.

Projects prepared for adult learners are based on cooperation, discussion, negotiation and sharing opinions. The communicative teaching approach can be fully developed with these speakers. The projects usually benefit from life experience of the students and very often also from the multicultural aspect of the class.

For more examples, details and illustrations of all the three models consult the following references : *Project Work* by Diana Fried Booth (1990: 21-23,61-73) and *Introduction to Project Work* (1992) by Tom Hutchinson.

1.5.5 Characteristics of Project Learning

The variety of definitions that had been mentioned previously can provide the features of PBL. A lot of scholars discussed about the characteristics of the project work from different angles. Among them, Thomas who proposes the five criteria of project-based learning: centrality, driving question, constructive investigations, autonomy, and realism.

a. PBL projects are central, not peripheral to the curriculum.
b. PBL projects are focused on questions or problems that "drive" students encounter (and struggle with) the central concepts and principles of discipline.
c. Projects involve students in a constructive investigation.
d. Projects are student-driven to some significant degree.
e. Projects are realistic, not school-like.

However, Hutchinson (1992), a great promoter of project work, emphasizes four aspects of learning in projects:

1-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."

2-Creative

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

3-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.

4-Adaptable

Project work can be used with all ages at every level of language. The choice of activities is   not limited and each topic can be adapted for the specific purposes of particular group of learners (Hutchinson 1992: 10).

1.5.6 Project Work Benefits

Project- based learning is a powerful teaching method that offers a lot of opportunities both to teachers and learners, among these advantages, we try to summarize what John Larmer, John Mergendoller and Suzie Boss (2007.2-10) Have mentioned in their book « Setting the standard for project based learning »

1.Motivation

Elementary school children are typically motivated to learn and do good work in school because they arrive with a natural desire to learn about the world and they want to be able to read, write, and use numbers. They also tend to like and want to please their teachers. Motivation play a pivotal rolebecause more motivated student can produce more behaved student.Inaddition this approach can decrease the

number of Students drop out and make the teaching process funny rather than bored. (3-4)

2. Preparing Students Readiness.

With the use of Project Work Learning there are a lot of changes which happen at the level of attitudes, habits, and skills such as :

• Critical-thinking and analytical-reasoning skills

• The ability to analyze and solve complex problems

• The ability to effectively communicate orally

• The ability to effectively communicate in writing

• The ability to apply knowledge and skills to real-world settings

• The ability to locate, organize, and evaluate information from multiple sources

• Time management skills

• The ability to innovate and be creative

• Teamwork skills and the ability to collaborate with others in diverse group settings

(Hart Research Associates, 2013, p. 8, quoted in setting-the –standard-for Project, p.6)

3.College Challenges

Students who develop a sense of being independent learners through PBL are well prepared for the self-advocacy and initiative it takes to thrive in a college environment.

4. Citizenship and Life

Becoming an informed, active citizen in a community, state, or nation requires many of skills to integrate with people and face the real life.Some of these skills are acquired by students through the Project work that empower their experiences in society. Broadly speaking ,Project-Based learning helps prepare young people for life.

In his part, Haines S (1989) have collected some other benifits which they are :

a) **Increased motivation** - learners become personally involved in the project.
b) **All four skills**, reading, writing, listening and speaking, are integrated.
c) **Autonomous learning** is promoted as learners become more responsible for their own learning.
d) **There are learning outcomes** -learners have an end product.
e) **Authentic tasks** and therefore the language input are more authentic.
f) **Interpersonal relations** are developed through working as a group.
g) **Content and methodology** can be decided between the learners and the teacher and within the group themselves so it is more learner centred.
h) **Learners often get help from parents** for project work thus involving the parent more in the child's learning. If the project is also displayed parents can see it at open days or when they pick the child up from the school.
i) **A break from routine** and the chance to do something different.
j) **A context is established** which balances the need for fluency and accuracy.

1.5.7 The factors that Impact the Project work Effectiveness

Thomas (2011, pp. 26-27) and Marx et al (1997) share the same idea and select the same factors that can consist a major problem and obstacle to empower the effectiveness and the continuity of the Projects for both two sides, either the teacher or the student such as follow:

-   **Time:** Projects often take longer than anticipated. In addition, difficulties that teachers experience in incorporating Project-Based Science into district guidelines are exacerbated by the time necessary to implement in-depth approaches such as Project-Based Learning.

-   **Classroom management:** In order for students to work productively, teachers must balance the need to allow students to work on their own with the need to maintain order.

-   **Control:** Teachers often feel the need to control the flow of information while at the same time believing that students' understanding requires that they build their own understanding.

-   **Support of student learning:** Teachers have difficulty scaffolding students' activities, sometimes giving them too much independence or too little modeling and feedback.

-   **Technology use:** Teachers have difficulty incorporating technology into the classroom, especially as a cognitive tool.

-   **Assessment:** Teachers have difficulty designing assessments that require students to demonstrate their understanding.

1.6 Students' and Teachers' Roles in Project Work Process

Perhaps the best way to understand how the role of the student changes in Project-based learning is to understand how the role of the teacher changes. In project-based learning, the teacher's role moves from content-deliverer to content-guide, from lecturer to facilitator. In project-based learning, traditional teacher roles can be challenged as students make choices on how to approach a problem, present findings or identify what the driving question or questions will be (Bender, 2012; Larmer, 2009; Manning & Long, 1994). The degree to which a teacher is comfortable with the decision making switching from the teacher to the students will in some degree influence the quality of the collaboration in the project. M.

Kubiatko, I. Vaculova (2011 :69-70) explained that the teacher's role is less than that of an instructor who transmits information and organizes activities for practice and more than that of a guide and a facilitator. Projects require that teachers get to know their learners' interests. Teachers must listen for what has been called the teachable moment that point in a discussion when learners become excited about a topic, and start asking questions. Facilitating project-based learning requires the kind of leadership skills that allow teachers to help a group of learners to move in the direction that they want to go, pointing out potential pitfalls or making suggestions without getting defensive when students decide they like their own ideas better. It makes a difference if teachers possess a tolerance for ambiguity, some skill in helping learners negotiate conflicts, and enough self-confidence to not give up when a project peters out or refuses to come together. Not all projects are successful. Some teachers are too inexperienced to guide the process well. They may expect too much ability on the part of the learners to take control of the project without having laid the necessary groundwork or they may fail to let students take the lead when they can. Learners do not necessarily take to project work wholeheartedly, either. Some may feel teachers are abdicating their roles if they do not provide answers, or they may not want to learn with and from their classmates.

Effective project-based learning requires the teacher to assume a different role (Levy, 1997). The teacher's role is not dominant, but he/she acts as a guide, advisor, coordinator (Papandreou, 1994), and facilitator. In implementing the project method, the focal point of the learning process moves from the teacher to the learners, from working alone to working in groups. The teacher's role is not to direct the process of learning, but to act as a guide for the learners' own self-directed efforts (Benson, 2005).

Furthermore, Jeremy Harmer (1991: 200-205) distinguishes different roles of a teacher: controller, prompter participant, resource ,tutor, performer, organiser, and teacher as a assessor. The teacher has to change his roles due to many factors that arise in the class. I shed the light on the roles from the point of project work implementation.

Teacher as an assessor should use especially "gentle correction" (Harmer 1991:201) during projects. He corrects mistakes that occur in students´ performance but does not insist on an immediate repetition of a correct version in order not to destroy the atmosphere of the creative work. Even more important than gentle correction is providing the students with feedback, i.e. how well they performed the task.

During the project work students organize a lot of their own learning. However, it is still the teacher who should provide good organization of the project and be sure that students know what to do. Otherwise a lot of time and energy is wasted. It may happen, especially during long-term projects that students will get stuck at a certain point not knowing what to do next. In such case, the teacher acts as a prompter who makes suggestions how to proceed.

Project work allows the teacher to be a participant as well. He can participate in various sub-tasks, e.g. role-plays or other communicative tasks, but he is also a natural participant of the whole project. The final role which comes into question during project work is "the teacher as a walking resource centre" (Harmer 1991:204). When an intensive group work takes place, he can walk around and provide linguistic or other kind of help.

The role of a controller as defined by Harmer is not compatible with projects. The teacher acts as a controller only when he is totally in charge of the class and decides what, when and how the students will say. This is not possible during project work where smaller groups of students work on their own.

Project work definitely presents new demands on the teacher and his teaching style. He should not feel discouraged by initial difficulties but accepts that "he was no more likely to have been born a complete teacher than were all-American football player, the concert musician or the great statesman born to their respective roles. (...) Virtually all performers have achieved great heights only through study and practice" (Lancaster 1974: 339).

Buck Institute of education (BIE) illustrates another scene of the teacher roles in Project Work in different steps as below:

a. Design & Plan

Teachers create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for some degree of student voice and choice.

b. Align to Standards

Teachers use standards to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included.

c. Build the Culture

Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality.

d. Manage Activities

Teachers work with students to organize tasks and schedules, set checkpoints and deadlines,find and use resources, create products and make them public.

e. Scaffold Student Learning

Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.

f. Assess Student Learning

Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.

g. Engage & Coach

Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement, and celebration.

1.7 Conclusion

In this chapter, an overview about Competency Based approach as a first part taking into consideration works of previous scholars, while another review about the theoretical basis and foundations of project-based learning, the precursors of project-based Learning, project work benefits, the students' and teachers' Roles in project work process were the focus points of this case study to enlighten it importance.

The following chapter will describe the case study, the research instrument that is used by researcher, presenting the main findings drawn, their analysis and discussion, and after their interpretation in relation to the research questions and hypothesis formulated before, and gives some recommendation and suggestions.

Chapter Two
Data Analysis and Recommendations

Chapter Two :Data Analysis and Interpretation

2.1 Introduction

This chapter contains two connected parts. The first one describes the methodology followed to gather data that will enable us decide whether or not second year secondary school ELT syllabus that mediate cooperative and collaborative learning through Project work, and also if teachers and learners attitudes, beliefs, and classroom practices are adequate enough to fit their needs and interests to acquire English under the implementation of CBA in the Algerian secondary schools context.

To respect the norms of methodology and get correct results we should rely on the principles of analytical approach that open the gate to discuss the data collection because analysis require some skills as Richards J. H (1999) explained that:

> Thinking analytically is a skill like carpentry or driving a car. It can be taught, it can be learned, and it can improve with practice. But like many other skills, such as riding a bike, it is not learned by sitting in a classroom and being told how to do it. Analysts learn by doing.

To make the research better, data of questionnaire are well stored and transformed into tables and graphs by the Statistical Package Software for Social Sciences (SPSS), after this step we move to the process of discuss the findings. Finally, the second part of the chapter presents some suggestions and recommendations.

2.2 Sampling

To follow up this study the researcher chose the informants among teachers and learners. Both of them were required to fill in respective questionnaires that would serve as the main tools for data collection.

2.2.1 Teachers' Profile

The teachers who had a part in the survey are six teachers of English at the El Oued Djilali Secondary School in Tlemcen. Four of them are experienced, they have License from Classic system, and two are novice with Master's Degree.

2.2.2 Learners Profile

The informants representing the sample are second year pupils at El Oued Djilali Secondary School in Tlemcen. They are about fifty seven pupils. Their age is between 16 and 18. The main reason behind choosing this sample is that the pupils have already suffering from time barriers, but they are already accepting it.

2.3 Research Instruments

For conducting a research, data collection is needed to draw conclusions about the hypotheses put forwards. For this reason, O'Leary (2004 :150) states : '' Collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method.

The most popular instruments of data collection are: Questionnaires, classroom observation and interviews. In order to test the validity of the research hypotheses in our study, we have used the questionnaire as a tool of investigation because "The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straight-forward to analyze'' (Wilson & McLean, 1994, cited in Cohen.et al, 2005:245)

2.3.1 Questionnaires

Questionnaire is a survey instrument used to collect data from individuals about themselves, or about a social unit such as a household or a school.

Questionnaires are often used in the field of educational planning to collect information about various aspects of school systems. The main way of collecting this information is by asking people questions.

2.3.1.1 Teachers' Questionnaire

The questionnaire was given to El Oued Djilali second year English teachers. It consists of 11 questions; the objective of this questionnaire is to test at which extent attitudes and awareness towards project-base learning work.

2.3.1.2 Learners' Questionnaire

The questionnaire was given to El Oued Djilali second year pupils. It consists of 11 questions; the objective of this questionnaire is to test the pupils' attitudes towards project work shop.

2.3.2 Aim of the Questionnaire

The aim of this questionnaire is to investigate the main benefits of project work as a pedagogical tool of learning, and exploring the main problems that face secondary school teachers and students to implement Project in teaching English under the Competency-Based Approach. It also aims to know how to implement project in order to enhance students' outcomes, competencies and use them in real life. This questionnaire; therefore, helps the researcher to find out whether teaching by using Project works under the CBA does really help in achieving and boosting learners' social learning progress or not.

2.4 Data Analysis of the Pupils' Questionnaire

Item One: How often does your teacher tell you to prepare projects?

This question aims to reveal whether or not teachers assign project works to their pupils.

Table 2.1: Frequency of Project Work Assignment**.**

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
For all units	15	26.3	26.3	26.3
For some units	33	57.9	57.9	84.2
For few units	8	14.0	14.0	98.2
For no unit	1	1.8	1.8	100.0
Total	57	100.0	100.0	

The data displayed in the table above show that most of the respondents (57.9 **%**) said that their teachers give them project works for some units to work on with their class mates. However, (26.3 **%**) of them recognize that they are assigned Project works for all units. Finally, the rest of the respondents (14 **%)** admit that they are given projects just for few units. These statistics give us an idea about the rate of Project assignment to school learners within the distribution of a yearly syllabus.

Item two: Do you enjoy preparing projects for the English class?

Through this question the researcher wanted to know the attitude of the learners towards realizing project.

Table 2.2: Pupils' Attitude towards the Project

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
A lot	12	21.1	21.1	21.1
Somehow	27	47.4	47.4	68.4
Just a little	9	15.8	15.8	84.2
Not at all	9	15.8	15.8	100.0
Total	57	100.0	100.0	

The data in the table above reveal that approximately half of the number of the informants (47.4 **%**)show a somehow interest into doing projects which is rather a positive attitude. In addition to this ratio,(12**%**) of them seem to be very motivated and confirm their enjoyment to engage into doing English Language Projects. Whereas, the rest of the pupils (30**%**) have shown a rather negative attitude towards performing projects and this fact would of course have a negative impact on the group's collaboration towards fulfilling the end product and consequently would hinder the knowledge construction and learning in general.

Item three: How do you prepare the projects? choose the answer that is right for you.

 The aim behind this question is to discover whether pupils realize the project together or individually.

Table 2.3 : The Manner of Realizing the Project.

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Each one in the group performs a task.	18	31.6	31.6	31.6
Some pupils in the group work and others don't.	27	47.4	47.4	78.9
I rely on my friends to do everything.	8	14.0	14.0	93.0
I do all the work alone.	4	7.0	7.0	100.0
Total	57	100.0	100.0	

The data displayed in the table show that half of the learners (47.4**%**) admit that some pupils in the group work and others do not participate in the realization of the project.

However,(31.1**%**) of pupils declare that the elements of the project are distributed equally , and that each one in the group performs a task. Additionally, a very small number of pupils (4**%**) recognize that they completely count on their friends to do everything while they only have their names written on the front page of the project. Nonetheless, there is a considerable number of informants (4**%**) who say that they take in charge the whole work while their group partners do almost nothing.

 Item four: Are you connected to the Internet at home?

The objective of this question is to investigate if the internet as a mean of social communication and a source of information is available for all the learners or just for few pupils.

Table .2.4 Internet Home connectivity

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	49	86.0	86.0	86.0
No	8	14.0	14.0	100.0
Total	57	100.0	100.0	

As expected in this Era of technology ,answers prove a positive result where the whole number of the respondents (86**%**) benefit from the internet as a source of information for achieving the Project work as well as a means of communication to get in touch with their project partners through e-mails and social net-works. However, a few of them(14**%**) recognize not to be connected to the internet at home which represents an eventual obstacle for them to do their school home works in general and their projects in particular.

- If yes, choose the answer that fits you most: *When I collect information for my assigned project: I ………………..

This interrogation attempt to see if the pupils share their project with their relatives, do it alone or totally rely on their family.

Table 2.4.1: The way Internet is used by the Learners for Project.

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
I do the research on the Internet myself.	43	75.4	81.1	81.1
A member of my family helps me do it.	10	17.5	18.9	100.0
Total	53	93.0	100.0	
Missing answers	4	7.0		
	57	100.0		

It can be indicated from the findings in the table above that a great part of the pupils (75.4**%**) are competent to   use the internet for their searches .However, others(17.5**%**) rely on other persons to guide and help them such as the parents. The rest(7**%**) are neutral.

Item five: Apart from the internet, what are your other sources for information gathering?

The whole number of the respondents confirms that they suffer from a lack of references. That is why the internet is logically used as their only source of information. Still, a few of them say that they also rely on the following sources:

-Books from library.

-Ask the intellectual people in their surroundings.

-Magazines.

-Articles

- parents

-Teachers.

-Encarta.

-TV

-News papers

Item six: Do you summarize in your own words the information you get?

Writing is a means to express what the pupil have understood from the collected data for their project work after a period of investigation .Such kind of question is designed to detect whether the students collaborate to put some efforts while realizing the project and not only copy not only copy and paste the work from the internet.

Table 2.5: Copy and Paste Projects

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
always	14	24,6	24,6	24,6
sometimes	22	38,6	38,6	63,2
rarely	12	21,1	21,1	84,2
never	9	15,8	15,8	100,0
Total	57	100,0	100,0	

Pupils' answers show that (38.6**%**) of them sometimes summarize what they work on. However, others(24.6 **%**) give much importance to write down the information related to the topic in their own style. Meanwhile, about (21.1**%**) are less concerned, then the rest of respondents(15**%**) say they never summarize their

research work and hence we can see the number of students who do not put efforts into using their own words to write their projects and this gives us an idea about how far students collaborate and make use of social learning so as to construct their knowledge about the target language.

Item seven: Do you meet with your group members to discuss the information you gathered?

Communication and Interaction between learners support team work and develop their awareness. The objectives behind this question is to investigate whether the pupils have the opportunity to deal with the project collaboratively by meeting, discussing and changing ideas or is interaction absolutely absent.

Table 2.6: Group Work Discussion.

	Frequence	Percentage	Valid Percentage	cumulative Percentage
always	14	24.6	24.6	24.6
sometimes	29	50.9	50.9	75.4
rarely	9	15.8	15.8	91.2
never	5	8.8	8.8	100.0
Total	57	100.0	100.0	

It can be noticed from the data in the table above that half (50.9**%**) of the informants admit that they only sometimes meet their project partners ,and that a minority say (14**%**) say that they work together continuously. In addition to that, (9**%**) of pupils say that they rarely meet each other . Finally, the rest of the informants (8.8**%**) recognize that they never meet to discuss and correct what each member has done and therefore give us a proof that social learning does not take place at their level.

Item eight: How often do you meet while working on a project?

Meetings can play a crucial role to keep the culture of collaborative working and explore in what extent the pupils give importance to their project work.

Through this question, the researcher tries to see the meeting frequency of pupils during the project realization.

Table 2.7: Group Members Meeting Frequency

	Frequency	Percentage	Valid Percentage	Cumulated percentage
never	5	8.8	8.8	8.8
once	16	28.1	28.1	36.8
twice	19	33.3	33.3	70.2
thrice	12	21.1	21.1	91.2
More than four times	5	8.8	8.8	100.0
Total	57	100.0	100.0	

The data in the table above shows that the vast majority (82.5**%)** of the pupils admit to meet between one and three times during a project realization, while (8.8**%)**say they never do. This is to show that the meeting frequency of the learners during their project realization is very limited, which on its turn limits the chances of interaction outside the school walls.

Item nine: Do you find difficulties to meet your friends in order to work on the project?

This question tries to depict whether the pupils face difficulties to meet their partners.

Table2.8: Meeting Difficulties

	Frequency	Percentage	ValidPercentage	Cumulated Percentage
yes	38	66.7	66.7	66.7
No	19	33.3	33.3	100.0
Total	57	100.0	100.0	

The result is extremely negative where a lot of pupils (66.7**%**) say that they face difficulties to organize meetings to discuss and prepare their projects.

Item ten : If yes, say what these difficulties are.

It is obviously known that open-ended questions provide the researcher with a great amount of information that can shed the light on a hidden considerations and details. Through this question we want to explore the constraints that the pupils suffer from. After consulting the questionnaire, different answers should be taken into consideration as the reasons behind hindering the pupils' meetings. The list below present possible obstacles:

- The lack of time (The weekly time table is very intensified. Furthermore, some students take extra-courses outside school, the program is overloaded and the time is too narrow.)
- No free time is left for them to meet and work on the Project.
- Some students live far from the school and class mates.
- The lack of meeting spaces either in or out school.
- Gender differences: sometimes boys and girls feel embarassed to work together.
- Some class mates are not serious.
- Some pupils are anxious to work in group.

- Some Project partners rely and count on their friends.
- Plenty of home work.

Item eleven : Does your teacher give you a project evaluation grid?

The purpose of this question is an attempt to know if the teacher takes project evaluation into consideration as a tool to help student decide what stress on while doing their project.

Table 2.9: Project Evaluation.

	Frequency	Percentage	Valid Percentage	Cumulated Percentage
Always	3	5.3	5.3	5.3
Sometimes	6	10.5	10.5	15.8
Rarely	11	19.3	19.3	35.1
Never	37	64.9	64.9	100.0
Total	57	100.0	100.0	

The whole number of respondents(64.9**%**) confirm that teachers never hand them a project evaluation grid. While a considerable number of pupils do also recognize that their teacher rarely gives them an evaluation grid and this fact has an impact on the process of realizing the work.

Item tweleve : Do you present your project in class when you finish it?

Practice can empower the individual achievement, according to this question we want to know if teachers give their students opportunities and chances to share their findings with their class mates through a classroom presentation of the project

Table 2.10: Project Presentation

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	always	34	59.6	59.6	59.6
	sometimes	15	26.3	26.3	86.0
	rarely	7	12.3	12.3	98.2
	never	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

The statistics in the table above reveal that the majority of pupils(59.6**%**) have equal opportunities to present their Project to the audience, besides others(26.3**%**) have a little chance To practice their work, While the rest (12.3**%**) are rarely given the chance to present their projects..

Item one : Is project work incorporated in the students' English syllabus?

This question inquires whether the Ministry of Education gives importance to project work or not.

Table 2.11: Integration of Project work in English syllabus.

	Frequency	Percentage	Valid Percentage	cumulative Percentage
yes	6	100,0	100,0	100,0

The results show that project work is integrated in the text book as all the respondents (100 %) said yes. They confirm that Project are included in the units of the yearly program.

 Item two: Do you tell your students to do projects for each unit?

This question aims at seeing whether teachers assign this learning task to their pupils.

Table 2.12: Project Work Assignment

	Frequency	Percentage	validPercentage	cumulative Percentage
Valid Always	2	33.3	33.3	33.3
Sometimes	3	50.0	50.0	83.3
Rarely	1	16.7	16.7	100.0
Total	6	100.0	100.0	

The data displayed in the table above shows that half of the respondents (50%) confirm sometimes ask their pupils to do a project for each unit.However, (33.3%) of the teachers say they always assign a project for each unit.While the rest (16.7) recognize that they rarely do.

 Item 3: How do your pupils do the project?

To create an adaptable atmosphere and empower collaboration and negotiation of meaning between the learners ,teachers should ask the learners to do the project in groups. Thus, this question tries to unveil whether this learning task is done in group , in pairs or individually.

Table 2.13: The Way the Project is Performed.

	Frequency	Percentage	Valid Pourcentage	cumulative Perrcentage
In groups	6	100.0	100.0	100.0

According to the data shown in the table above all teachers (100 %) tell their pupils to do the project in groups. This fact shows us that teachers are aware about the fact that if they want to maximize the learning benefits of the project, it has to be done in groups.

Item 4: To what extent do the topics meet the pupils' needs and interests?

The idea of proposing project topics that suits pupils' interests and needs is partly responsible for boosting their motivation to take the responsibility of doing it in a more serious way. Thus, this question tries to see if the project topics proposed in the ELT Textbooks meet the needs and interests of the learners.

Table 2.14: Project Topics Suitability to Learners' Interests

	Frequency	Percentag	valid Percentage	cumulative Percentage
To a great extent	2	33.3	33.3	33.3
To some extent	4	66.7	66.7	100.0
Total	6	100.0	100.0	

According to the informants, the statistics demonstrate that the topics proposed for the projects do meet the learners' interests to a great extent (33.3%) while (66.7%) of the respondents think they are appropriate to learners needs and interests to only some extent.

Item 5: To what extent do the topics encourage the pupils to express their own views and talk about themselves?

Oral production engagement is one of the major skills that the project work aims to boost. Thus, this question is designed to see if the students are given some room to talk about and include their personal experiences in the realization of the project.

Table 2.15: Integration of Pupils' Personal Experiences in the Project

		Frequency	Percentage	Valid Percentage	cumulative Percentage
Valid	To a greatextent	2	33.3	33.3	33.3
	To someextent	3	50.0	50.0	83.3
	Just a little	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

Half of teachers (50%) admit that the Project topics allow the learners to express their ideas to some extent, while (33.3%) of the respondents believe that the project give chance to the learners to talk about themselves to a great extent. However, the rest (16.7%) say that the proposed projects do meet that objective just a little.

Item 6: To what extent do projects facilitate interaction and collaboration?

More interaction and collaboration can lead the pupils to learn from each other and foster their research skills. In addition these two features are very important in the learning process to establish the rules of dialogues, develop critical thinking and mental abilities such as reasoning, reflection and logic. For this reason the table below presents some information about the extent of interaction and collaboration to know whether it is practiced in high or low level.

Table 2.16: Interaction and collaboration in the Project

	Frequency	Percentage	Valid Percentage	cumulative Percentage
To a greatextent	4	66.7	66.7	66.7
To someextent	2	33.3	33.3	100.0
Total	6	100.0	100.0	

Fortunately, the results show that two thirds of teachers(66.7 %) do believe that projects facilitate collaboration and interaction to a great extent .While the rest(33.3%)say that projects fulfill this aim to some extent only.

Item 7: How often do you ask your students to present their project works in class?

It is commonly known that some teachers tell their pupils to do projects but do not give them the chance to present it in class. This is a good excuse to pupils not to do their best in realizing the project so as to do well during the day of presentation. Thus, this question tries to see if teachers allow their students to present their work in class or not.

Table 2.17: Project Presentation

	Frequency	Percentage	Valid Percentage	cumulative Percentage
Always	2	33,3	33.3	33.3
Sometimes	3	50,0	50.0	83.3
Rarely	1	16,7	16.7	100.0
Total	6	100,0	100.0	

As it is hypothesized, we can read from the data displayed in the table above that (66.7%) of the teachers do some times or rarely permit their pupils to present their works, while only (33.3%) say that they always reserve some time for project presentation.

Item 8: Do your learners receive feedback after presenting the project work?

Feedback enhances student achievement by highlighting progress rather than deficiency.

With progress feedback a student is given opportunities for checking his learning with the teacher through questions, such as what improvements can I make?

Am I on the right track? What would do to improve my next project realization and presentation…etc. So, this question is an attempt towards knowing if pupils receive feedback after the project presentation.

Table 2.18: Teachers' Feedback to Pupils' Projects

	Frequency	Percentage	Valid Percentage	cumulative Percentage
Always	4	66.7	66.7	66.7
Sometimes	2	33.3	33.3	100.0
Total	6	100.0	100.0	

The illustrated data in the table above prove that (66.7%) of teachers are aware about the importance of feedback to their learners project realization and do always practice it with their learners. However,(33.3%) of the informants say they sometimes do it.

Item 8: How often do you give the audience the chance to debate and ask questions after the project presentation?

Classroom debate and peer observation are key practices that enhance negotiation of meaning and boost learners' classroom interaction. Thus, this question tries to see if learners are given the chance to talk about and evaluate their class mates' projects.

Table 2.19: Classroom audience Debate and discussion.

	Frequency	Percentage	Valid Percentage	cumulative Percentage
Valid Always	5	83.3	83.3	83.3
Rarely	1	16.7	16.7	100.0
Total	6	100.0	100.0	

During the teachers' questionnaire consultation, data shows that most of the teachers(83.3%) devote a period of time to debate what the student have prepared, and that is a good thing as far as encouraging social learning is concerned.

Item 9: How do you evaluate the project?

Project work evaluation of students rely on the teacher judgment after consulting and listening to the presenters .This step requires some skills and efforts from teachers to grade the pupils' works. Hence, the question bellow tries to see the way teachers grade their pupils. It is known in the literature that project work is rather collaborative and cooperative rather than competitive. So, giving one mark to the whole group would push the partners to cooperate towards the realization of a good work, whereas giving one different mark to each pupil according to their performances would encourage competition and individualization which goes counter to the spirit of the project in particular and social learning as a whole.

Table 2.20 : Pupils' Grading

	Frequency	Percentage	valid Percentage	cumulative Percentage
A Mark for each pupil	4	66.7	66.7	66.7
The same mark for the whole group	2	33.3	33.3	100.0
Total	6	100.0	100.0	

The data in the table above shows that most of the respondents(66.7%) say that they give individual marks to the group members because each pupil does a special effort. While the rest of the respondents (33.3%) state that the same mark is given to all the group members.

Item 10: Do you give a project evaluation grid to your pupils?

If learners know beforehand what they are going to be graded on, they would know what to put more efforts on. Thus, an evaluation grid given to the learners before starting the project would help them decide what to do and which rout to take to reach their final destination. So this question tries to see if teachers give their pupils an evaluation grid so as to know how they are going to be graded.

Table 2.21 : Project Evaluation Grid

		Frequency	Pourcentage	valid Pourcentage	Pourcentage cumulé
Valid	Sometimes	2	33.3	33,3	33.3
	Rarely	1	16.7	16.7	50.0
	Never	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

Half of the teachers(50**%**) confirm that they never give their students Project evaluation   grids. Some others, about (33.3**%**) they sometimes do it, and a few of them(16.7**%**) say they rarely do.

Item 11: Do you tell your students to do projects for each unit?

This question aims to reveal the frequency that teachers assign project works to their pupils.

Table 2.22: Frequency of Project Work Assignment

	Frequency	Percentage	Valid Percentage	cumulative Percentage
Always	2	33.3	33,3	33,3
Sometimes	3	50.0	50,0	83,3
Rarely	1	16.7	16,7	100,0
Total	6	100.0	100,0	

The data displayed in the table above show that half of the respondents (50 %) Assign project works for some units. However, (33.3 **%**) of the teachers assign Project works for all units. Finally, the rest of the respondents (16.7 **%**) admit that they assign projects just for few units. These statistics give us an idea about the rate of Project assignment to school learners within the distribution of a yearly syllabus.

2.5 Research Findings and Discussion

The data that we have treated and analyzed through the SPSS software allowed us to draw conclusions about the confirmation or the rejection of the hypotheses put forward at the beginning of this research. They indeed showed that the first hypothesis which states that many teachers at the level of secondary school might consider that the project is just a time consuming activity and an additional burden that does not bring any benefit to their pupils and thus might not give it too much importance, is partially validated

and here are the reasons which led us to take such position. First of all, as opposed to our expectations, the majority of teachers seem to be aware about the importance of the project work as a learning tool since (83.3**%)** of them they said that they assigned projects to their pupils and considered the project work as a practical and beneficial tool of learning. Not the least, the data gathered through the learners' questionnaires also showed that (57.9**%**) of the informant recognized that that their teachers gave them collaborative project works to perform for some units, while (26.3 **%**) of them recognize that they are assigned Project works for all units.

As far as whether the topics proposed to be developed as projects are congruent with pupils interests or not, we can confirm that half of the informants (50%) only admit that the Project topics allow the learners to express their ideas to some extent, while (33.3%) of the respondents believed that the project gave a chance to the learners to talk about themselves to a great extent.

Two thirds of teachers(66.7%) do believe that projects facilitate collaboration and interaction to a great extent .While the rest(33.3%)say that projects fulfill this aim to some extent only.

The analysis proves that (66.7%) of teachers are aware about the importance of feedback to their learners project realization and do always practice it with their learners, but when it comes to grading the project nearly all informants said that they never gave project evaluation grids to their learners. So, this is a contradictory fact that does not allow us to confirm or reject the first hypothesis.

As far as raising learners' motivation through topics that meet their interests and needs, teachers recognized that the topics proposed for the projects do meet the learners' interests to a great extent (33.3%) while (66.7%) of the respondents think

they are appropriate to learners needs and interests to only some extent. So, these findings cannot allow us to fully confirm the hypothesis but just partially.

After the data analysis the results unveil that not all teachers' attitude toward the Project is negative and they do not use the adequate technique to tackle this learning activity nor are their learners well guided to Handel it in the way it may boost their learning, for this reason our second hypothesis is not completely confirmed at 100% because of the following arguments.

About (30**%)** of pupils have shown a negative attitude towards performing projects and this fact would of course have a negative impact on the group's collaboration towards fulfilling the end product and consequently would hinder the knowledge construction and learning in general. In addition to that (8,8**%**) of pupils recognize that they never meet to discuss and correct what each member has done and therefore give us a proof that social learning does not take place at their level. Moreover, (8.8**%)** of the pupils said that they never met each other . The meeting frequency of the learners during their project realization is very limited, which on its turn limits the chances of interaction outside the school walls.

As far as evaluation and grading the learners is concerned,(19.3%)of pupils declared that the teachers rarely gave them an evaluation grid and this fact has an impact on the process of realizing the work. While for the project presentation, (12.3%) of pupils are rarely given the chance to present their projects in addition to a considerable number of pupils who recognized that they are only sometimes given the chance to do it.

Thus, we can say that the two hypotheses are neither totally confirmed nor they are fully rejected. But still we can deduce that teachers and students, even if they showed an interest towards the project work, to my mind they lacked the necessary skills which are required from them to maximize the benefits of the projects on the learners of English as a foreign language in our Algerian schools.

2.6 Suggestions and Recommendations

To succeed the performance of the project so as to foster social learning, teachers and learners have to take into consideration some rules and play some roles inside and outside the classroom.

2. 6 .1 Phases of the Project Work

It is obviously known that every Project has a clearly visible beginning an end. Scholars mention different Stages, every one drew the steps to follow, among which are the following ones.

2.6.1.1 Papandreou Model

Papandreou (1994), in his article entitled "*An Application of the Projects Approach to EFL*" offers a multiple step process including six stages of development which are as follow:

a)Preparation: at the preparation stage, the teacher introduces the topic. Learners have thechance to discuss the subject with their instructor and ask for further information.

b)Planning: during this stage, planning starts on the various aspects of the project. These include identifying sources, determining the mode for collecting and analyzing information, assigning individual tasks to team members, etc.

c)Research: during this stage, learners individually or in groups gather information from different sources like books, journals or libraries. Some tools may be used during stage like interviews and questionnaires.

d)Conclusions: before reaching this phase, learners analyse the collected data.

e)Presentation: once the learners have gone through the previous stages, they are ready topresent their final work to the whole class.

f)Evaluation: during this final stage, the teacher considers his learners efforts.

2.6.1.2 John Larmer Model.

According to John Larmer, John Mergendoller and Suzie Boss (2015 :103-105)The Gold Standard Project Based Learning (GSPB) shows that a typical Project moves through four phases, following a process of inquiry and product development.

Phase 1: Launching the Project

The project is launched when the teacher conducts an entry event that lets students know this is not just another assignment. The event engages their interest in the project and sparks questions about the topic and the process. After the teacher presents the driving question (or creates one with students), a list of student questions is generated, which will guide the inquiry process. This phase is usually when the project's major products are defined, student teams are formed, other logistical details are discussed, and groundwork is laid for Project tasks.

Phase 2: Building Knowledge, Understanding, and Skills

Now the work really begins. Students gain the knowledge and skills required for the Project by a combination of teacher-provided lessons and resources, independent investigation, and perhaps contact with experts and mentors. Students ask deeper questions as they learn more.

Phase 3: Developing, Critiquing, and Revising Products

In this phase, students apply what they are learning to develop possible answers to the driving question. The teacher may provide a new experience, a twist in the problem, an activity, additional readings, a guest speaker, a field study, a resource that leads students to ask further questions. Initial drafts, prototypes, and ideas for products are submitted for critique by peers, the teacher, and experts or users of a product or service. Students then decide if they need to revise their work or learn more, and the process is repeated.

Phase 4: Presenting Products

Students arrive at their answer to the driving question and finish creating their product or products. They make their work public and explain the process they used to complete the project. The teacher facilitates students' self-evaluation of their work and reflection on what they learned in the Project.

2.6.1.3 Diana Booth Model.

In a brief way, Diana Booth (2002 :8) indicates that project work moves through three essential stages: beginning in the classroom, moving out into the world, and returning to the classroom.

a)The planning Stage: In conjunction with the teacher, students discuss the scope and content of their Project in English or their mother tongue. This is the stage where the teacher and students discuss and predict their specific language needs as well as the end product. Usually, a lot of ambitious ideas get whittled down to realistic objectives. But it is also the stage where you should be able to judge whether the ideas will take off or whether it is likely to present problems, either logistically or because only a minority of students seems to be really interested.

b)The implementation Stage : At this stage students carry out the tasks in order to achieve their objectve. It may involve working outside the class or not depending on the nature of the Project.

c)The creation of the end-product: This stage takes many different forms such as poster wall display, magazine, news sheet, three dimensional model, Web site, video film Audio recording…etc.

We can conclude that Project Work have several phases which may vary in number and order. They include the selection of the topic, the difinition of a time line, the planning of steps, the distribution of roles and responsabilities, the researching stage ,the oranization and analysis of findings, the development of

products ,the sharing of results or products with others and, finally, the evaluation of the Project.

2.6.1.4 Jeremy Harmer Model.

According to Jeremy Harmer (2007:279-280), a successful Project can be organized in a number of different ways, but they generally share the same sequence:

*a)The briefing/the choice***:** Projects start when the teacher or the students (or the two in combination) decide on a topic. Sometimes students may bring their own ideas, sometimes the teacher may offer a list of possible topics, and sometimes the teacher may ask all the students to do the same project. Once the choice has been made, a briefing takes place in which teacher and students define the aims of the project and discuss how they can gather data, what the timescale of the project is what stages it will go through and what support the students will get as the work progresses.

b) Idea/language generation: once a briefing has taken place what happens next will depend on how directing the project is. If students have come up with their own ideas and topics, this is where they will start on the process of idea generation. They have to decide what is going into their project. They need to make a plan about what they have to find out, and think about where they can find that information. If, however, teachers are directing the project very carefully, students may be told what they are looking for and where they are going to find it.

c) Data gathering: students can gather data from a number of sources. They can consult encyclopedias or go to the Internet to find what they are looking for. They can design questionnaires so that they can interview people. They can look at texts for genre analysis or watch television programmes and listen to the radio.

d)Planning: when students have got their ideas, generated some topic-specific language and gathered the data they require, they can start to make a plan of how the final project will be set out. If students are planning to end the project with a big

debate or presentation, for example, this is where they plan what they are going to say.

e) Drafting and editing: if the project has a final written product, a first draft will be produced, consisting either of sections or the whole thing, which fellow students and/or the teacher can look at and comment on. This draft will also be self-edited by the project writers.

f)The result: finally, the goal at which the whole project has been reached. This may take the form of a written report or a blog accompanied by photographs, for example. It may be a big role-play where people who have been gathering data about different sides of an argument get together to discuss the issue. It might be a short piece of film, a drama production or a recording. But whatever it is, this is what the whole thing has been for.

g)Consultation/tutorial: throughout the life time of a project, teachers will need to be available as tutors advising, helping and prompting students to help them progress. Such consultations and tutorials will, of course, focus on how the project is progressing. For example we will want to be sure that students have been able togather the data they have been looking for. We will want to be confident that they have understood the data and can use it effectively. A frequent problem occurs when students try to do too much in a project, so teachers may need to help them narrow down the focus of their work.

2.6.2 Designing a Project.

Project planification can be illustrated in the following metaphore quoted in Suzie Boss and Jane Krauss (2007:68)

> "Planning a student-centered project is like planning a voyage across uncharted seas, you have a destination in mind, but not knowing your route is. You and your students build a trusty ship, and, bringing all your sea manship to bear, get wind in your sails and set off. It helps to have a

clear picture of your destination, so you will recognize it when you see it''

Boss and Krauss (2007 :47) stress that a well-designed project causes students to stretch their intellectual muscles in ways traditional learning activities may not. One way to ensure rigor in a project is to plan for learning actions associated with the higher-order categories of Bloom's Taxonomy of Educational Objectives. The latter insists to moving from the lower-order (more typical instructional fare) to the higher order (the realm of projects) which are: *Rememher* (Knowledge). *Understand* (Comprehension)and *Create* (Synthesis). Although all have their place, the last three are particularly relevant to project-based learning. Imagine how your project plan can evolve using the following higher-order thinking skills and the actions associated with them. Many researchers in the field have mentioned different ways of Project plannification.

2.6.2.1 Boss and Krauss Structure

Boss and Krauss (2007:67-68) suggest various steps to design a successful Project work that mention below:

1. Revisit the framework.

a) Make a final list of learning objectives for core subjects and allied disciplines.

b) Decide on the specific 21st-century skills you want to address. (Creativity and innovation; communication and collaboration: research and information fluency; critical thinking, problem solving, and decision making: digital citizenship; and technology operations and concepts. In addition, consider how you will address project management skills.

c) Identify learning dispositions you want to foster, such as persistence and reflection.

2. Establish evidence of understanding. Imagine what students would know or be able to do once they have learned. Imagine how they would be different as learners and as people.

3. Plan the "vehicle" (the project theme or challenge), Think: What would students inquire about, do, create? Strive for "optimal ambiguity"-that is, both enough structure and enough flexibility to serve the needs of the project. Remember the project examples you have read about so far. Imagine the true to-life connections. Imagine ways experts (historians, economists, mathematicians, psychologists, engineers, doctors) interact with the topics you identified.

4. Plan entry into the project experience. What are the first things you might say to get students' attention and build excitement for the learning ahead? What will captivate your students?

2.6.2.2 Fleming's Structure

Douglas S. Fleming(2000 :36-37) explains that when using the project approach, teachers plan and organize learning around three phases of Project work:

Phase 1 :Getting Started. Teachers and students participate in many sessions to select and refine the topic they will investigate. The topic must relate closely to everyday experience allow for integration of curricula be researchable through available resources such as field sites, experts, and other materials rich enough to be explored for at least a week. Teachers and students brainstorm a web or concept map displaying the topic and subtopics they will use for discussions and debriefings as the work continues.

Phase 2: Field Work. Teachers and students engage in direct investigations, including field trips and/or visits from experts to investigate sites, objects, or events. Students collect data; take notes; sketch from observations; predict; pose questions; and construct models, charts, graphs, posters, books, reports, board games, and other representations to communicate new understandings. They participate in group discussions to share findings.

Phase 3: Culminating and Debriefing Events. Students report findings or results to teachers, students, parents, and community members through displays, reports, artifacts, talks, dramatic presentations, or guided tours. They reflect on their progress and begin to formulate ideas for their next project. Advocates of the project approach point out that this method allows students to apply emerging skills and develop positive attitudes toward learning. It also addresses proficiencies, stresses intrinsic motivation, and encourages students to make decisions about their own learning through negotiation and collaboration with the teacher.

During a project, teachers make plans for discussions with the children, as a whole class and in small groups. Weekly plans include time to work on projects as well as to complete other class work. Project plans require rough time linesfor each phase of project work (discussion, fieldwork, investigation, representation, and display). Assessment plans include displays, rubrics for self-evaluation and/or teacher evaluation, and project folders.

2.6.2.3 Simpson's Structure

Simpson (2010) provides the steps of PBL which include project start, development, report, and assessment. He explains that Starting the Project: involves selecting the topic that is of interest and relevance to students. The teacher can create guiding questions and the project should be challenging and motivating such that students can develop and have the flexibility to work at their own level. Then, project development involves the research which is undertaken by all group members either individually, in pairs, or as a group. This should be decided by the group before commencing the project. However, reporting to the class involves presenting and receiving feedback from other students. Lastly, assessment is when the final product is evaluated by an individual student, students as a group or a teacher. (pp. 58-59).

2.6.3 Project Work Management

Suzie Boss .Jane Krauss (2007:75) stress that managing a project requires a 21st-century set of skills. In the business world, a good project manager is a

masterful communicator, an efficient time manager, a careful budgeter, and a tireless troubleshooter. These skills can be applied to the world of teaching and learning, too.

A successful manager of digital-age projects draw all combination of skills to facilitate the students' learning. what's more, the students can learn from the teacher examples. Later on, they will begin developing their own strategies for managing their time, collaborating with team members, assessing their progress, and maximizing their learning experiences.

In brief, project management helps students manage time work, sources. Feedback from others,drafts, and products during projects. So, as Joseph Heagney (2012:4) says Project management is application of knowledge, skills, tools, and techniques to Project activities to achieve Project requirements. Project management is accomplished through the application and integration of the Project management processes of initiating, planning, executing ,monitoring , controlling,and closing.

Inorder to manage an effective Project, various Didactitians trace several conditions that lead to empower the project outcomes. To illustrate, experts such as Douglas S. Fleming and Jeremy Harmer propose the criteria below :

2.6.3.1 Douglas S. Fleming Criteria.

Douglas S. Fleming (2000 :3) mentions that Students projects are best organized and managed when certain conditions are presented and not to be neglected.

1-Project work is selected, generated, or organized around student questions and interests.

2-Community resources, issues, problems, or decisions are central to project investigation.

3-The teacher role is that of facilitator, collaborator, and guider.

4- Academic content is tied to state or local curriculum frameworks and learning standards.

5- Project work focuses on student products, performances, and investigations.

6- Project work encourages students to develop products that are creative, intellectually rich, and aesthetically satisfying.

7- Project work is structured around peer teaching, team-work, and small-group problem solving.

8- Project work requires students to engage in conscious, thoughtful reflection on their own work at key points.

9- Project work integrates up-to-date technologies as tools for locating, accessing, exchanging, managing, and presenting information.

10- Project findings are shared with an audience- beyond the teacher and classroom.

11-New projects are generated from questions raised in earlier investigations.

12- Project methods are rigorously evaluated by teachers and students to provide feedback on skill development, content understanding, and attitude change.

2.6.3.2 Boss and Krauss Criteria

Suzie Boss and Jane Krauss (2007 :65) in their part, have another vision .They agree that the functional projects share the following qualities:

1- Are loosely designed with the possibility of different learning paths.

2- Are generative causing students to construct meaning.

3- Center on a driving question or are otherwise structured for inquiry.

4- Capture students interest through complex and compelling real-life or simulated experiences.

5- Are realistic, and therefore cross multiple disciplines.

6- Reach beyond school to involve others.

7- Tap rich data or primary sources

8- Are structured, so students learn with and from each other.

9- Have students working as inquiring experts might.

10- Get at 21st-century skills and literacies, including communication, project management, and technology use.

11- Get at important learning dispositions, including persistence, risk-taking, confidence, resilience, self-reflection, and cooperation

12- Have students learn by doing.

2. 6.3.3Teachers' Project Management Needs

Teachers of primary, and Secondary school need some tools ,skills and strategies to manage their Project successfully. The list below is proposed by Suzie Boss and Jane Krauss (2007:84).

1 - Tools for communicating with students and others about the Project.

2 - Tools for making milestones and events visible and for notifying students when changes occur.

3 - Methods for getting resources to students

4 - Systems for managing work products 84

5 -Structures that support a productive learning enyironmelll in which teams and individuals are engaged in a variety of learning tasks at the same time

6 - Assessment tools and strategies, including:

7 -ways to gauge whether students are working productively and accomplishing project goals

8 -Ways to assess the load balance within a team so no individuals end up doing too much or too little

9 - Ways to give just-in-time feedback on student work as it develops. not just when it's completed.

2.6.4 Student' Project Management Needs

As a consequence of conducting a Project Work , during the process student are required to look for the right tools ,strategies and equipments that they need either before, during or after the Project, they should focus and give importance to :

1 - Systems and tools that help them manage their time and flow of work

2 - Systems that help students manage materials and control work drafts

3 - Collaboration tools

4 - Methods for seeking assistance

5 - Ways to get and use feedback on their work, through self-reflection, team input, and teacher

advice

6 - Ways to work iteratively and to see how parts add up to the whole.

Boss and Krauss (2007 :85)

2.7 Conclusion

This chapter was basically concerned with introducing the setting where the study was carried out (El Oued Djilali Secondary School). Then, it described the research design, the sample and the instruments used in gathering data (the students' and teachers' questionnaire).

Moreover, the researcher tries to analyse the data collected and interpret it to approve or disapprove the hypotheses guiding this research. The conclusion deduced from the interpretation of the results is that indicate that some teachers

consider that the project is not just a time consuming activity and an additional charge, and can bring some benefit to their pupils depending on the aspect of the activity. In addition to that, the teachers' attitude towards the project seems to be contradictory, they lack the adequate techniques to approach learning activities and so guide learners to be optimum in their learning.

General Conclusion

General Conclusion

To update the twenty first century developments and changes in the field of education, a lot of reformation occurred in terms of teaching methodology. Scholars discovered some new strategies and techniques to empower the learning process efficiency. For these reasons they based their studies on looking for the strengths and weaknesses to remedy the situation. Such as an example, Algeria implemented the CBA in 2002 as a substitution to the traditional approaches by designing new syllabuses and textbooks at different educational levels. This learner-oriented approach seeks to develop learners' autonomy and self- development and confidence by laying claim for the necessity to redefine the roles of both learners and teachers.

Through this study we wanted to check and evaluate whether this learning activity was undertaken both by teachers and pupils appropriately. In other words, we want to see if teachers' instructions about the project and pupils practices during the realization of the Project helped to foster social learning?

This problematic led us to formulate the following questions:

1.To what extent are teachers aware about the importance of the project work as a tool to foster social learning ?

2. How is the project handled both by teachers and learners?

Based on the theoretical frame work of the study and the review of literature, as well as observation and reasoning, two hypotheses were formulated:

Hypothesis1: Many teachers at the level of secondary school might consider that the project is just a time consuming activity and an additional burden that does not bring any benefit to their pupils and thus might not give it too much importance.

Hypothesis 2: As teachers' attitude towards the project might be negative, we expect that they do not use the adequate techniques to tackle this learning activity nor are their learners well guided to handle it in the way it may boost their learning.

To test the previous hypotheses and answer the research questions, the case study included second year classes at El Oued Djilali secondary school of Tlemcen, during the academic year 2016-2017 .The research instrument used is the questionnaire for learners and another one for teachers.

The research work contains two different parts:

In the **Theoretical part** we gave a brief outline of the CBA implementation in Algeria related to the project work which is considered as an effective teaching method. We also introduced the origins and the theoretical foundation of project and its characteristics, features, types, the major phases and mentioned the essential roles of the teacher during project work process.

However, in the Practical part we focused on analyzing the data collected through the research instruments and that was done through a statistical software (SPSS).Due to some technical problems, all the data were displayed in tables and no other forms, like bar graphs and pie charts, were used.

After analyzing data we managed to partially prove our research hypotheses .The first one confirm that majority of teachers were aware about the project work and considered that project work was a practical and beneficial tool of learning according to the following arguments:

Most of pupils were given project work activities by their teachers, in addition half of teachers admit that the Project topics allow the learners to express their ideas, give chance to talk about themselves to a great extent, then facilitate collaboration and interaction, finally learners feedback progression during project realization. However, approximately few of teachers represent the opposition side they neglect the benefits and are less aware because they believe that project work is just time consuming activity and an additional burden that does not bring any benefit to their pupils.

Concerning the second hypotheses, results unveil that not all teachers' attitude toward the Project is negative and they do not use the adequate technique

to tackle this learning activity nor are their learners well guided to handle it in the way it may boost their learning, because few of pupils (19.3%) declared that the teachers are rarely given them an evaluation grid and this fact has an impact on the process of realizing the work, In addition (12.3%) of pupils are rarely given the chance to present their projects.

After this investigation we have suggested some solutions and strategies to practice this approach appropriately.

Finally, we would like to say that the implementation of the Project-Based Approach may be challenging at first on the grounds that the learners and teachers were accustomed to the traditional teacher-oriented instruction. However, if teachers attend workshops and training sessions and encourage their learners to take on their roles appropriately in the different stages of project work, the project approach can be successful and rewarding for both agents of the learning process. Hence, gaining a stimulating and an authentic learning experience for teachers and learners alike, developing learners' social and cognitive skills, improving their language and content knowledge and increasing their sense of autonomy in learning as well.

It is worthily to mention that this research is conducted because of the importance of the Project Workshop within the CBA and also the means used which are the workshop activities. However, the topic is vast and requires more work to keep the door opens for further investigations.

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Appendices

Appendix A

Teachers' Questionnaire

Dear Teachers,

You are kindly invited to fill in the following questionnaire which is part of a scientific research. Please, tick in the appropriate box **(X)** or make full statement when necessary.

Your answers will be kept confidential. Thank you in advance for your kind cooperation.

1- Is project work incorporated in the students' English syllabus?

    Yes   ☐   No ☐

2-Do you tell your students to do projects for each unit?
    Always ☐   Sometimes ☐   Rarely ☐   Never ☐

3. How do your pupils do the project?
    a- Individually   ☐

    b- In pairs   ☐

    c- In groups   ☐

4- To what extent do the topics meet the pupils' needs and interests?
    To a great extent ☐   To some extent ☐   Just a little ☐   Not at all ☐

5. To what extent do the topics encourage the pupils to express their own views and talk about themselves?

To a great extent ☐　　To some extent ☐　　Just a little ☐　Not at all ☐

6. To what extent do projects facilitate interaction and collaboration?

To a great extent ☐　　To some extent ☐　　Just a little ☐　Not at all ☐

7. How often do you ask your students to present their project works in class?
Always ☐　　Sometimes ☐　　Rarely ☐　　Never ☐

8. Do your leaners receive feedback after presenting the project work?
Always ☐　　Sometimes ☐　　Rarely ☐　　Never ☐

9. How often do you give the audience the chance to debate and ask questions after the project presentation?
Always ☐　　Sometimes ☐　　Rarely ☐　　Never ☐

10. How do you evaluate the project?
a- A Mark for each pupil　　　　　☐

b- The same mark for the whole group　☐

11. Do you give a project evaluation grid to your pupils?
Always ☐　　Sometimes ☐　　Rarely ☐　　Never ☐

Thank you…

Appendix B

Pupils' Questionnaire

Dear Pupils,

You are kindly invited to fill in the following questionnaire which is part of a scientific research. Please, tick in the appropriate box **(X)** or make full statement when necessary.

Your answers will be kept confidential. Thank you for your kind cooperation.

1. How often Does your teacher tell you to prepare projects?

For all units ☐   For some units ☐   For few units ☐   For no unit ☐

2.Do you enjoy preparing projects for the English class ?

A lot ☐   Somehow ☐   Just a Little ☐   Not at all ☐

3.How do you prepare the projects? (Choose the answer that is right to you)

a - Each one in the group performs a task.   ☐

b - Some pupils in the group work and others don't. ☐

c -I rely on my friends to do everything.   ☐

d -I do all the work alone.   ☐

4.Are you connected to the Internet at home?

- Yes ☐

- No ☐

If yes, choose the answer that fits you most:

*When I collect information for my assigned project:

-I do the research on the Internet myself. ☐

-A member of my family helps me do it. ☐

-A member of my family does it for me. ☐

5.Apart from the Internet, What are your other sources for information gathering?

…………………………………………………………..

....……………………………..……...............................

...…………………………………….…..

6.Do you summarize in your own words the information you get?

Always ☐   sometimes ☐   rarely ☐   never ☐

7.Do you meet with your group members to discuss the information you gathered?

Always ☐   sometimes ☐   rarely ☐   never ☐

8.How often do you meet while working on a project?

Never ☐ Once ☐ Twice ☐ Thrice ☐ Four times ☐ More than four times ☐

9.Do you find difficulties to meet your friends in order to work on the project?

- Yes ☐

- No ☐

If yes, say what these difficulties are.(you can write in Arabic if you want)

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………...

..............................………………………………………………………………..

10.Does your teacher give you a project evaluation grid?

    Always ☐   sometimes ☐   rarely ☐   never ☐

11.Do you present your project in class when you finish it?

    Always ☐   sometimes ☐   rarely ☐   never ☐

Thank you...

Appendix C

SPSS Teachers' Data

	Nom	Type	La...	Dé...	Etiquette	Valeurs
1	VA...	Num...	8	2	Is project work incorporated in the students' English syllabus?	{1,00, yes}...
2	VA...	Num...	8	2	Do you tell your students to do projects for each unit?	{1,00, Always}...
3	VA...	Num...	8	2	How do your pupils do the project?	{1,00, Individually}...
4	VA...	Num...	8	2	To what extent do the topics meet the pupils' needs and interests?	{1,00, To a great extent}...
5	VA...	Num...	8	2	To what extent do the topics encourage the pupils to express their own views and talk about themselves?	{1,00, To a great extent}...
6	VA...	Num...	8	2	To what extent do projects facilitate interaction and collaboration?	{1,00, To a great extent}...
7	VA...	Num...	8	2	How often do you ask your students to present their project works in class?	{1,00, Always}...
8	VA...	Num...	8	2	Do your leaners receive feedback after presenting the project work?	{1,00, Always}...
9	VA...	Num...	8	2	How often do you give the audience the chance to debate and ask questions after the project presentation?	{1,00, Always}...
10	VA...	Num...	8	2	How do you evaluate the project?	{1,00, A Mark for each pupil}...
11	VA...	Num...	8	2	Do you give a project evaluation grid to your pupils?	{1,00, Always}...

SPSS Teachers' Variable

	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011
1	1,00	2,00	3,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	2,00
2	1,00	3,00	3,00	2,00	3,00	2,00	3,00	2,00	1,00	1,00	2,00
3	1,00	2,00	3,00	1,00	1,00	1,00	2,00	1,00	3,00	2,00	4,00
4	1,00	2,00	3,00	2,00	2,00	1,00	1,00	1,00	1,00	2,00	4,00
5	1,00	1,00	3,00	2,00	2,00	1,00	2,00	1,00	1,00	1,00	3,00
6	1,00	1,00	3,00	2,00	2,00	2,00	2,00	2,00	1,00	1,00	4,00

Appendix D

SPSS Pupils' Data

	Nom	Type	L...	D...	Etiquette	Valeurs
1	VA...	Num...	8	2	How often does your teacher tell you to prepare projects?	{1,00, For all units}...
2	VA...	Num...	8	2	Do you enjoy preparing projects for the English class ?	{1,00, A lot}...
3	VA...	Num...	8	2	How do you prepare the projects? (Choose the answer that is right to you)	{1,00, Each one in the g...
4	VA...	Num...	8	2	Are you connected to the Internet at home?	{1,00, -Yes}...
5	VA...	Num...	8	2	If yes, choose the answer that fits you most: "When I collect information for my assigned project:	{1,00, I do the research ...
6	VA...	Num...	8	2	Do you summarize in your own words the information you get?	{1,00, always}...
7	VA...	Num...	8	2	Do you meet with your group members to discuss the information you gathered?	{1,00, always}...
8	VA...	Num...	8	2	How often do you meet while working on a project?	{1,00, never}...
9	VA...	Num...	8	2	Do you find difficulties to meet your fiends in order to work on the project?	{1,00, yes}...
10	VA...	Num...	8	2	Does your teacher give you a project evaluation grid?	{1,00, always}...
11	VA...	Num...	8	2	Do you present your project in class when you finish it?	{1,00, always}...

SPSS Pupils' Variable

	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012
1	3,00	2,00	2,00	1,00	1,00	2,00	1,00	2,00	1,00	4,00	1,00
2	2,00	2,00	2,00	1,00	1,00	2,00	1,00	2,00	2,00	4,00	1,00
3	3,00	1,00	2,00	1,00	1,00	1,00	1,00	2,00	2,00	4,00	1,00
4	3,00	1,00	2,00	2,00	.	1,00	2,00	3,00	1,00	4,00	1,00
5	1,00	3,00	3,00	1,00	1,00	1,00	3,00	2,00	1,00	4,00	2,00
6	1,00	2,00	1,00	1,00	2,00	1,00	1,00	5,00	1,00	4,00	2,00
7	2,00	2,00	2,00	1,00	1,00	3,00	2,00	5,00	1,00	4,00	1,00
8	2,00	2,00	1,00	1,00	1,00	3,00	2,00	4,00	1,00	4,00	1,00
9	2,00	2,00	2,00	2,00	1,00	2,00	2,00	3,00	1,00	4,00	1,00
10	4,00	1,00	2,00	1,00	1,00	1,00	3,00	2,00	1,00	4,00	2,00
11	2,00	2,00	2,00	1,00	1,00	3,00	2,00	3,00	1,00	4,00	1,00
12	1,00	1,00	1,00	1,00	1,00	2,00	2,00	5,00	1,00	4,00	1,00
13	1,00	2,00	2,00	1,00	1,00	2,00	2,00	3,00	1,00	4,00	1,00
14	1,00	2,00	2,00	2,00	.	1,00	2,00	3,00	1,00	3,00	1,00
15	1,00	2,00	2,00	1,00	2,00	4,00	3,00	3,00	1,00	1,00	1,00
16	1,00	3,00	4,00	1,00	1,00	2,00	3,00	3,00	1,00	3,00	1,00
17	2,00	4,00	2,00	1,00	1,00	3,00	2,00	3,00	2,00	3,00	2,00
18	3,00	3,00	1,00	1,00	1,00	3,00	2,00	4,00	1,00	4,00	2,00
19	3,00	2,00	3,00	1,00	1,00	3,00	2,00	4,00	1,00	1,00	1,00
20	2,00	2,00	1,00	1,00	1,00	2,00	1,00	3,00	2,00	4,00	1,00
21	2,00	2,00	1,00	1,00	1,00	2,00	1,00	4,00	1,00	1,00	1,00
22	3,00	2,00	2,00	1,00	1,00	4,00	2,00	4,00	1,00	3,00	2,00
23	2,00	1,00	1,00	1,00	1,00	2,00	2,00	2,00	2,00	4,00	3,00

	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012
24	2,00	2,00	4,00	1,00	2,00	3,00	4,00	1,00	2,00	4,00	4,00
25	2,00	1,00	4,00	1,00	1,00	2,00	2,00	1,00	1,00	4,00	1,00
26	2,00	4,00	3,00	2,00	2,00	4,00	4,00	1,00	2,00	4,00	1,00
27	1,00	2,00	1,00	1,00	1,00	1,00	2,00	3,00	1,00	4,00	1,00
28	2,00	2,00	3,00	2,00	1,00	4,00	2,00	1,00	2,00	3,00	1,00
29	1,00	4,00	1,00	1,00	1,00	1,00	2,00	2,00	1,00	3,00	2,00
30	2,00	2,00	1,00	1,00	1,00	2,00	1,00	4,00	1,00	4,00	2,00
31	1,00	2,00	4,00	1,00	2,00	4,00	4,00	1,00	1,00	4,00	2,00
32	2,00	2,00	1,00	1,00	1,00	3,00	3,00	2,00	1,00	4,00	1,00
33	2,00	2,00	1,00	1,00	1,00	2,00	1,00	4,00	1,00	4,00	2,00
34	2,00	1,00	1,00	1,00	1,00	2,00	1,00	2,00	1,00	2,00	3,00
35	1,00	1,00	2,00	1,00	2,00	2,00	4,00	4,00	2,00	3,00	3,00
36	2,00	4,00	2,00	1,00	1,00	3,00	2,00	3,00	2,00	4,00	1,00
37	2,00	4,00	2,00	1,00	1,00	4,00	2,00	2,00	2,00	3,00	2,00
38	2,00	3,00	3,00	2,00	1,00	4,00	2,00	3,00	1,00	2,00	2,00
39	2,00	2,00	3,00	1,00	1,00	1,00	2,00	3,00	2,00	4,00	3,00
40	2,00	3,00	2,00	1,00	1,00	4,00	2,00	4,00	2,00	4,00	1,00
41	1,00	4,00	1,00	1,00	2,00	1,00	3,00	2,00	1,00	4,00	2,00
42	2,00	4,00	2,00	1,00	1,00	3,00	3,00	3,00	1,00	4,00	3,00
43	2,00	4,00	2,00	1,00	1,00	3,00	4,00	4,00	1,00	4,00	1,00
44	2,00	3,00	3,00	1,00	2,00	1,00	1,00	3,00	2,00	2,00	2,00
45	3,00	3,00	3,00	1,00	1,00	4,00	3,00	2,00	2,00	2,00	3,00
46	3,00	4,00	1,00	1,00	1,00	1,00	2,00	2,00	2,00	3,00	3,00

	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012
47	2,00	1,00	1,00	2,00	.	1,00	2,00	2,00	1,00	2,00	1,00
48	2,00	2,00	1,00	1,00	1,00	2,00	1,00	3,00	1,00	3,00	1,00
49	2,00	1,00	2,00	1,00	1,00	2,00	1,00	3,00	1,00	3,00	2,00
50	2,00	1,00	1,00	1,00	1,00	1,00	1,00	3,00	1,00	4,00	1,00
51	2,00	1,00	2,00	1,00	1,00	2,00	2,00	2,00	2,00	4,00	1,00
52	1,00	3,00	2,00	1,00	1,00	2,00	3,00	4,00	1,00	2,00	1,00
53	1,00	2,00	2,00	1,00	1,00	2,00	2,00	4,00	2,00	4,00	1,00
54	2,00	2,00	2,00	1,00	2,00	3,00	2,00	5,00	1,00	4,00	1,00
55	1,00	3,00	2,00	2,00	.	2,00	2,00	3,00	1,00	4,00	1,00
56	2,00	2,00	2,00	1,00	2,00	2,00	2,00	2,00	1,00	4,00	1,00
57	2,00	2,00	2,00	1,00	1,00	2,00	1,00	5,00	2,00	4,00	1,00

ملخص:

تهدف الرسالة الحالية إلى دراسة تقييم عمل المشروع ضمن المنهج القائم على المقاربة بالكفاءات في ثانوية الواد الجيلالي بتلمسان. القضية الرئيسية في هذه الدراسة هي معرفة ما إذا كان يتم إدراج هذا النشاط التعليمي من قبل المعلمين والتلاميذ على حد سواء. و كذلك التأكد ما إذا كانت تعليمات المعلم حول المشروع وممارسات التلاميذ تساعد على تعزيز التعلم الاجتماعي.

الكلمات المفتاحية: المقاربة بالكفاءات – مشروع التعليم الإجتماعي .

Summary:

The present dissertation aims at studying the project work evaluation within the Competency Based Approach (CBA) at the El Oued Djilali Secondary School in Tlemcen. The main issue of this study is to know whether learning activity is undertaken both by teachers and pupils appropriately. To see if teacher instructions about the project and pupils practices during the realization of the project help promote the social learning.

Key words: CBA - Projects-social Learning

Résumé:

La présente dissertation vise à étudier l'évaluation du travail du projet dans le cadre de l'approche basée sur les compétences (CBA) au lycée El Oued Djilali à Tlemcen. Le principal probléme de cette étude est de savoir si l'activité d'apprentissage est menée à la fois par les enseignants et les élèves. Pour voir si les instructions des enseignants sur le projet et les pratiquent des élèves lors de sa réalisation peut favoriser l'apprentissage social.

Mots clés: Approche par Compétence - Projets-apprentissage social