PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

Moulay Tahar UNIVERSITY OF Saida

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH BRANCH

Project work To Improve Oral Skill

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Academic Year: 2018/2019

DEDICATIONS

In the name of **Allah**, most merciful, for blessing me with health, and spirits and for every things in my life.

First ,I would dedicate this humble work to my father Abdiche khaled , who taught me that the best kind of knowledge, who taught me how to be patient, and to my lovely mother Rabhi Zahia , who taught me how to achieve my goal:

- To my beloved husband Zaidi Aissa , for his love and   and support ,without him and his encouragement to elevate my spirits, i could never made it, and for his family .
- To all my sisters ;Faiza,Sabrine ,Imane ,Amira and their husbands Ismail and Hamza ,and especially the little's ,Melissa ,nail and karim.
- To all my friends and family.

Finally, I would like to dedicate this worthy work to my respected teacher Miss Ali Rabah and all my teachers .

<div align="right">Miss Abdiche Narimane</div>

DECLARATION

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person not material which has been accepted for the qualification of any other degree or diploma of a university or other institution, i also certify that the present work contains no plagiarism and this is the result of my own investigation, except where otherwise stated.

Abstract

The current study lids a prevalent summary of the project work, it also inquires about the procedures of the effectiveness of project work in oral abilities. Furthermore, it recommends techniques that improve student's oral skills through project work method. The researcher chooses a descriptive methodology of inquiring with concern to the prerequisites of the present's investigation. The great threefold aims associated with the main obstacles that may hinder EFL learner's oral abilities, debating the responsibility of the EFL teachers in developing project work method so that to assist the learners surmount their problems. Finally, examine the operative process and techniques of improving project work method. The population is composed of master one students and teachers with different fields at the university of Moulay Tahar University in Saida .The very important results of our investigations can be summarized in; the teachers consciousness and preparation of new communicative methods, another, students engagements and motivation towards this modern methods to raise their oral ability. Yet, during the research the researcher has met some difficulties in absence of the integration of new technologies and advancements in the project work presentation .For the most, our investigation supply various sake for both students and teachers.

List of Abbreviations

Pbl:project based learning.

EFL: English as a Foreign Language.

e.g.: Example.

LMD: License Master Doctorat.

MA: Master degree.

P: Page.

PhD: Doctor.

pp.: Pages.

%: Percentage.

Q: Question.

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PART ONE
THE THEORETICAL FRAMEWORK

CHAPTER ONE
GENERAL INTRODUCTION

Different methods and approaches used have modified over the years, having been influenced by acceleration in the theories and psychology of learning. However some methods concentrate on communication ability between students to express themselves .Yet, among this methods, project work.

This method is an intellectual way of raising creativity, stimulating awareness and confining connection among the students. In spite, in this method teaching is enjoyable.

First, theoretical part of the immediate thesis, is investigating theoretical terms.

This part made up of two chapters, the first chapter is a general introduction which encloses the statement of the problem, the research questions, the aims, the hypothesis, the methods and organization of the study, would wish stipulate readers with an summary of the work .

The second chapter displays the explorer review of the literature related to content. It is anticipated to necessite readers with prominent information's for better comprehension .This chapter is split into three essential subdivisions.

The first section is a prevalent overview of assessment, which inquires to assess its role in teaching domain, to seek its significance, to assign the notions of oral competence as argued by various researchers, without carelessness the problems that impacts learner's oral performance.

The second part points the procedures of real teacher's roles, and the third parts converse project method as strategy that may enhance EFL learners' achievements, and which made up a different types and talent progress which learners may inquire in their work .While The second section of this study, the field work, contains the practical concerns. This part is composed of two components. In the first section, all the contingent knowledge about the research, the research sample and the methods used for guidance the research is

concise recapitulate. Yet, the following division the decomposition of proceeds and their applications are introduced.

As conclusion of this investigation, a general conclusion of the work and recommendations are suggested, references and appendices confining samples of the two questionnaires- are also mentioned to the thesis.

1.1. The Statement of the Problem and Research Questions

We perceive that the current problem is deserving examination since we perceive thoroughly that learners encounter difficulties in different levels while their oral performance in comparison to other skills. Actually, learners face multiple impedes that fix their progress in their oral performance while exposing their project work .As results, three significance research questions can be set as it follows:

▪ What sorts of obstacles that are acquainted by the EFL teachers and learners while the project oral performance which allowed hindering the EFL learners master the English language?

▪ What role of the teacher to substitute student's weaknesses by positive feedback to better achievement?

▪ What is the prominence of the EFL teachers' option of new communicative methods and strategies in the learning process?

1.2. Objectives of the Study:

The principal goal of this research is to identify the main barriers which may frustrate the EFL learners in project work oral performance, and to point out EFL teacher's responsibility to support students speaking ability .So that to aid the EFL learners surmount their obstacles .Furthermore, this exploration scope to examine the significance of project work method in teaching process.

1.3. Significance of the Study

Nowadays, teacher creativity engages students with modern methods and strategies to raise communication between students with cooperative learning and other techniques which result better performance .Among this techniques, the project work method, which has got much advantages for the learners ,though, it increase the sense of responsibility, language fluency and better expectations.

This examination may disclose the EFL teachers to range their sight on the continuous of the utility of project work, as it may endorse and support better student's engagement which results better outcomes. This swot may also help EFL learners of Moulay tahar university of Saida to overcome their hindrances when exposing their home works in the classroom.

1.4. Hypotheses

Comprehension the exact circumstance which may frustrate the EFL learners to present their projects home and communicate in English freely without problems. If the EFL teachers were conscious of the obstacles that encounter EFL learners in the presentation phase of the project work. Then EFL teachers could employ the suitable methods and strategies that would increase the EFL learners 'accomplishment.

If the EFL teachers may correspond new methods and strategies to be used in the teaching career the EFL learners will not be anxious while speaking in English, as results they will improve their oral ability.

1.5. Methodology of the Study

In this examination, a descriptive research methodology will be performed. This research will be considered both quantitatively and qualitatively through survey questionnaires that will be assumed to both EFL oral expression teachers with the aim of necessities a comprehensive vision of what actually occur during

a project work presentation course, students interaction and a random sample of 25 master one didactic learners of English at Moulay Tahar University of Saida, who have dealt with the project work in different fields and who are aware of the problems that embarrasses them to master their language fluency.

CHAPTER TWO
LITERATURE REVIEW

SECTION ONE

2.1 Section One: General Overview of assessment of learning

In this chapter, we attempt to obtain an overview about the significance of assessment in learning and haw it provide feedback about learners performance so, how much   the results used to determine students problems?

We will talk about teaching speaking in EFL classroom, speaking as crucial skill in EFL classroom and definition of speaking.

Subsequently, we move to developing Students oral skill and then, Factors affecting oral communication, which are; motivation, self-confidence**,** anxiety.

Next, we will mention listening ability, and feedback while speaking**.**

Finally, we will state some notions about ideal assessment, purposes of evaluation.

2.1.1 Definition of Speaking Skill

2.1.2 Teaching speaking in EFL classroom

The teaching and learning of speaking are a crucial element of any language in education, and a significance part of the syllabus and learning results. It is the effective way to transmit our messages clearly in accurate manner. It has taken a relevant role in the process of learning, despite its significant in teaching oral skills; it creates a very close relationship between the teacher and his students or the students with themselves. Speaking is the process of building and sharing meaning through the use of verbal and non -verbal symbols, in a variety of contexts. (Chaney, 1998, p 13).

Because of that, the teacher utilize some methods and techniques to engage students and motivate them to speak it mentioned:

"We speak not only to tell other people what we think but to tell ourselves what we think. Speech is a part of thought". Oliver Sacks, Seeing Voices.

However, the teacher may revitalize learners mind by warming up or let the class have five to ten   minutes free talk at the beginning of every class. Students can talk about any interesting events, news or stories they have read, listened and watched recently. In this manner, he will gain their attention, self confidence, relax, and he relate with what is now and pre-experience knowledge .Thus, speaking is seen as powerful component in learning. So that the teacher should pay attention to his learners attention, comprehension, grammar, vocabulary, and fluency then correct them in an appropriate manner. "researchers observe that speaking is the most difficult skill for most learners who learn it as a second or foreign language due to low proficiency''. (Alzono2014, Alharbi2015, Alhosni, 2011, Lhang, 2009).

So this means, the integration of new approaches in learning the second language can provide a great assistance to motivate and support learner creation and imagination.
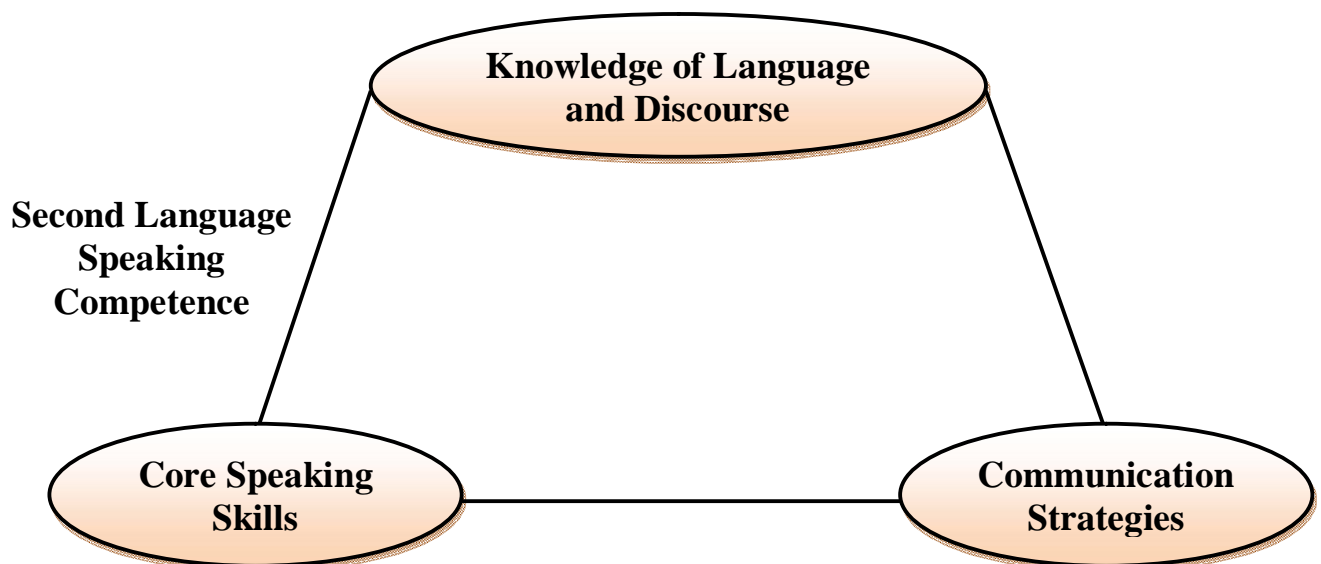
Figure1. Components of second language speaking competence (Goh& Burns, 2012: 53)

Because of the role of the teacher to motivate his students to speak and to identify which major kinds of interactions are important for them and, there are several models like the model of (Goh&Burns 2012: 153) for planning a competitive number of speaking activities. The model scope to emphasize to a number of key notions that teachers can use on to their students:

- Use a wide range of core speaking skills.

- Develop fluency in expression of meaning.

- Use grammar flexibly to produce a wide range of utterances that can express meaning precisely.

- Use appropriate vocabulary and accurate language forms relevant to their speaking needs.

- Understand and use social and linguistic conventions of speech for various contexts.

- Employ appropriate oral communication and discourse strategies.

- Increase awareness of genre and genre structures.

- Increase their metacognitive awareness about L2 speaking.

- Manage and self-regulate their own speaking development (Goh& Burns 2012: 151–152).

1. Focus on learners speaking attention

2 .Provide an input and/or guide planning

3. Conduct speaking task

4. Focus on language/skills/strategies

5. Repeat speaking task

6. Direct learners' Reflection on learning

7. Facilitate feedback on learning
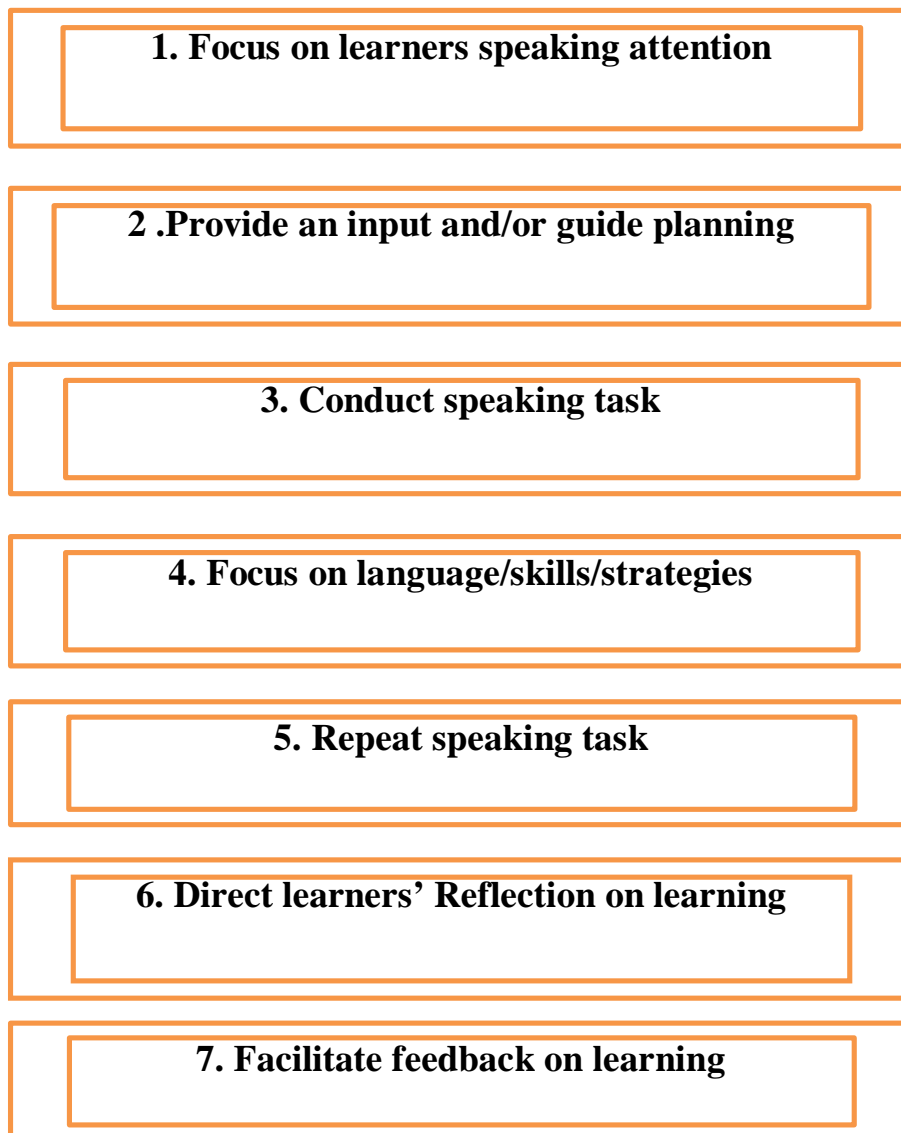
Figure 2. The Teaching-Speaking Cycle

The important part in this circle is that it attends them to point on building each part, and to create suitable tasks and materials for students at various phase of learning. And also activities that engages them and guides them to the analysis.

2.1.3 Developing Students Oral Skill

Actually the much frequently use of the English language in classroom, result better performance with good grades in .Yet, if the student recognize some tips to progress their oral ability .For instance, he need to consider pauses in his

speech when they ask questions, when interrupt and give additional opinion while discussions. In some cases, the student react with non-verbal behaviour, he raise his voice without giving conditions to the place or the manner and it necessites the situation, the audience and purpose .Such as, the library when the voice should be loud enough and in contrast role play when he confine his effort and feeling .

Therefore, the majority language expert has argued that to develop this skill, the teacher may imply some entertainment activities such as suggested scenario cards, the utility of pictures people in formal or informal position, to mainly distinct and differentiate to whom they listen And to whom they speak .After that, teach them a variety of spoken text with their understanding of oral language in multiple background. Robert Quillen said ''discussion is an exchange of knowledge argument an exchange of ignorance' 'while Benjamin Franklin Indicate: "Tell me and I forget teach me and I remember involve me and i learn''.

Also, "In interaction students can use all they possess of the language, all they have learned or casually absorbed in real life exchanges" (Rivers, cited in Brown, 1994, p.159).

Promote auditory memory	Create a language learning environment	Develop listening and speaking skills
Teach and extend vocabulary and conceptual knowledge	Develop listening and speaking skills	Teach a variety of spoken texts
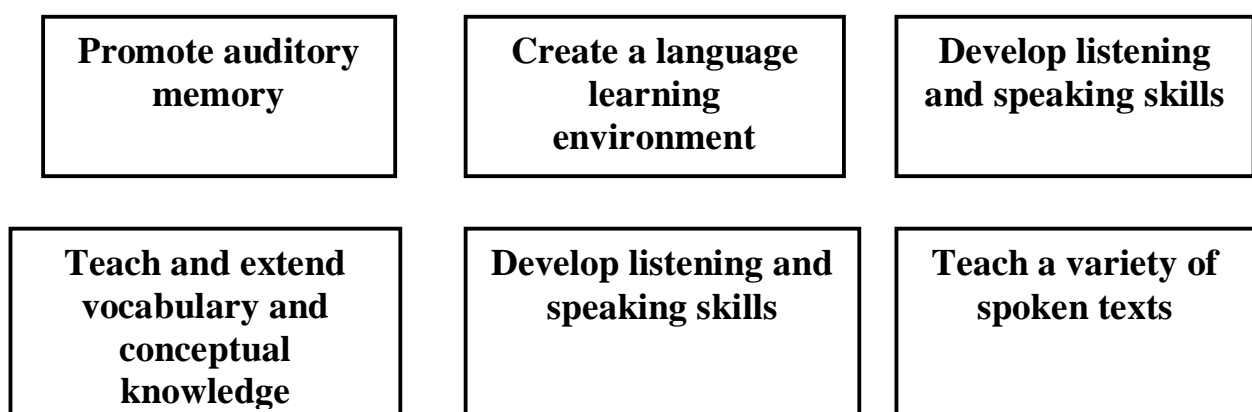
Figure 3: components of effective oral language instruction

2.1.4. Factors affecting oral communication:

Strong communication start with giving; receiving and exchanging knowledge in respectful manner, but one of the obstacles that fix his ability is the affective domain. Brown (2000:143) declared "that the affective domain is the emotional side of human behaviours and it may be juxtaposed to cognitive side». The main goal of this domain is to control and support their motivation, reduce their anxiety, and take into consideration their emotional reactions to objects, thought, and friends.

2.1.4.1. Motivation

Motivation derived from Latin word mover, which means to move .According to Stephen Robbins 'the willingness to exert high level of effort towards organizational go ales, conditioned by efforts ability to satisfy some individual needs». It is the process of encouraging students to talk, to support their ideas and point of view. Yet, it is weighty tool to elevate degree of achievement, with multiple kinds positive or negative, extrinsic or intrinsic and? Financial or non-financial motivation.

> **Guide them to result their fails**

> **Allow students to speak**

> **Give them the responsibility**

> **Prize them**
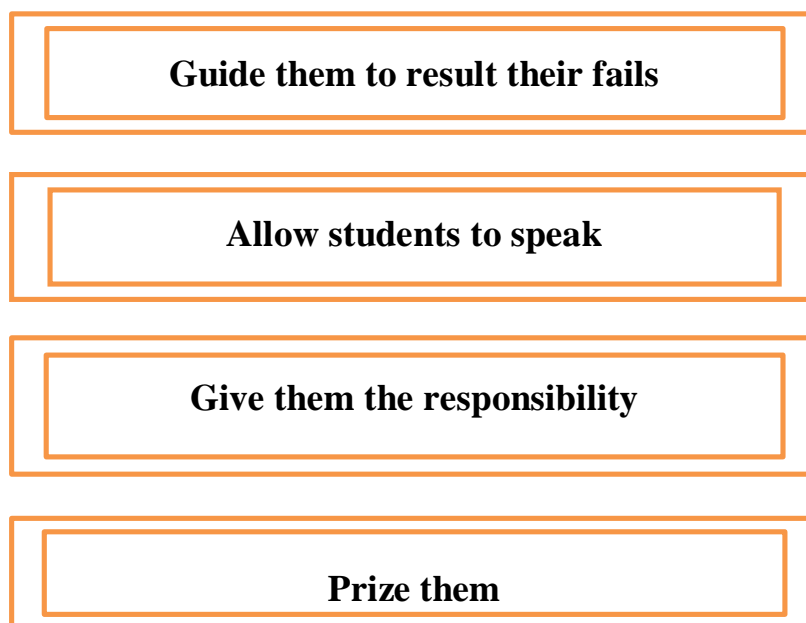
Figure 4: multiple techniques of motivation

Motive	Motivating	Motivation
A motive is an inner state that directs behaviour towards goal	While motive energizer of action, motivating is the channelization of motives	Motivation is a process which begins with physiological or physiological need or deficiency which triggers behaviour or drive that is aimed at goal or an incentive

Table 01: Difference between terms of motivation

2.1.4.2. Self-Confidence:

Another factor that the teacher should take it into account is student's self-confidence because it is necessary how he receives about himself either with high or low confidence, good achievement and better result or phobia of challenges .Silver stonex posits that:" Low self- esteem has been shown to be correlated with a number of negative outcomes, such as depression".

In other words, self-esteem has a significant impact on almost everything the way they engages in activities, deals with challenges, and interacts with others. Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student's desire to learn, their abilities to focus, and their willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of school success, it provides a firm foundation for learning.

Confidence   **Motivation**   **Practice**
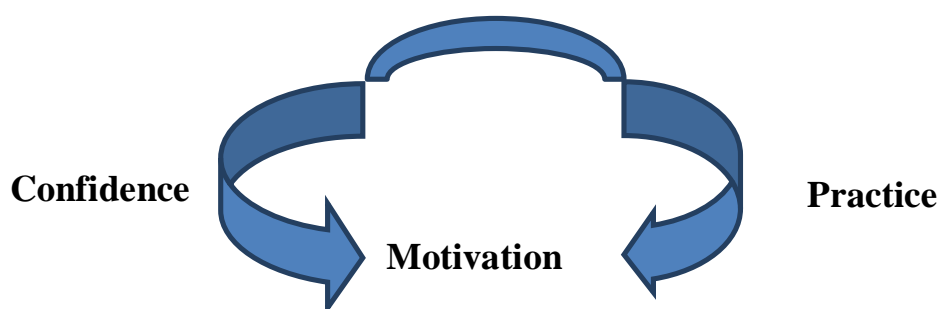
Figure5: Building confidence

Because of the important of confidence in the process of learning, the teacher need to model confidence, that is   training guide to certainty.
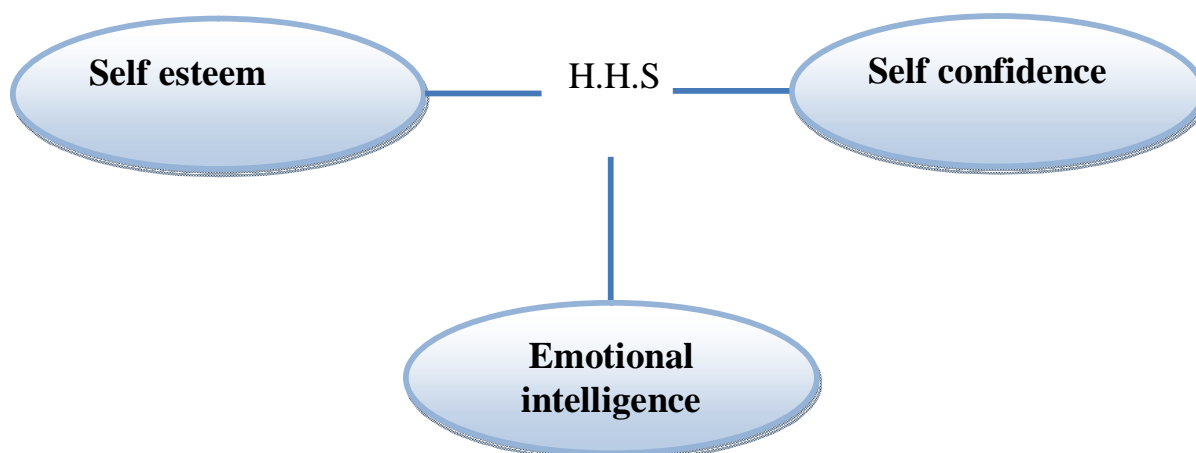
Figure6: The sources of health, happiness, and success (H, H&S)

2.1.4.3. Anxiety

Anxiety is wide spread tem for various physical diseases such as nervousness, stress, tension digestion in addition to other diseases, Which affect students mind and behaviour. Racher platen indicates that 'I work extremely hard to say positive and happy, but I get sad and anxious too." Just like everyone. 'Whereas foreign language anxiety is composite of self-vision, impression and behaviour in classroom .yet, research shows that the individuals person are more susceptible to anxiety .Though they feel unpleasant in most of conditions.

2.1.5.Listening Ability

Both of speaking and listening involve in oral communication. In order to produce knowledge, student must receive first and grasp clearly the information. And "skills cannot be developed unless we develop listening skills" (Doff, 1998). In spite of, the speaker need to attract and direct listener interest by being aware form ambiguity or doubt .To keep his listener great believer. Yet, listening as first transmission skill from birth. According to the Elmhurst college

learning Centre 'listening is a communication process and, to be successful, is an active process .In other words, we must be an active participant in this communication process. In active listening, meaning and evaluation of a message must take place before a listener can respond to a speaker .Therefore; the listener is actively working while the speaker is talking".

```
┌─────────────────┐
│    Listening    │
└─────────────────┘
        │
┌─────────────────┐
│    Speaking     │
└─────────────────┘
        │
┌─────────────────┐
│    Reading      │
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┌─────────────────┐
│    Writing      │
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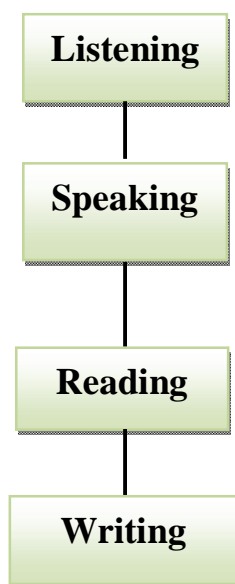
Figure7: listening comes first

2.1.6. Feedback while speaking

The significance of positive feedback grant for chance to progress. One relevant part is that feedback necessite a real student and teacher relationships. Also, requiring proper feedback enhances a student's self-confidence and provides great assistance and trust and then most students want and expect their teachers to give them feedback on their performance. As well, feedback is immanent part in teaching and learning, though it create an extraordinary atmosphere while discourse to better success.

According to Hattie (2009)'feedback is information provided by a teacher, peer, parent, book, one's Own experience, etc. about aspects of one's performance or understanding'' However, all speaking production should not be dealt with in the same way. Harmer (1991) asserts that the decisions that the

teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed (Harmer, 1991). If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Baker &Westrup, 2003).

motivational	Evaluative	Descriptive	Effective
feedback is primarily motivational	feedback is primarily evaluative	Descriptive feedback primarily tells the student how to improve their performance	Descriptive feedback Ask the student what to do to move their reasoning to the next level
Purpose : to encourage And support the learner	Purpose :to measure student achievement with as core or a grade	Purpose: to improve learning by indicating to the student what needs to be improved	Purpose: to improve learning by moving student reasoning to the next level

More summative ------------------------------- more formative

Table 2: extrinsic feedback

2.1.7. Definition of Assessment

Student evaluation is very essential part in teaching and learning process. It is mainly set of procedures of collecting information about learners needs in order to get much knowledge of what he aware, comprehend, and how much he do related to his previous experience. However, it is done by a teacher to improve better results and outcomes. In addition, it Focus on strengths and weaknesses to enhance students responsibility in his learning carer. According

to W. James Popham, "How teachers are evaluated will most certainly alter how teachers teach." While Aaron Duff, M.Ed. Said, "What if our classroom practices were measured by our students' desire to learn more? ». Moreover, assessment done in different phases.

Either at the beginning of the course, the pre-Test, in order to get an overview about students pre knowledge and what they need to, and to memorise learning difficulties .Or, the formative, which is the mostly used by teachers, to whether the goals are achieved or not, and it gives feedback about how well the students are doing .finally, the summative assessment, how well they did at the end of the unit.

2.1.8. Types of assessment

	Formative	**Summative**
What	**Assessment for learning**	**Assessment of learning**
Purpose	**Improve learning and teaching**	**Measure of competency**
When	**On-going**	**End of the course**
How used by s	**Learn through feedback and practice**	**Grades**
how used by t	**Diagnostic, check understanding, gaps, misconceptions**	**Grades, ranking**
Stake	**Low errors leads to understanding**	**High errors no longer instruct, but punishes**

Table3: different types of assessment

2.1.9. Ideal Assessment

Alice wellington Rollins stated that " the test of good teacher is not how many Questions he can ask his pupils that they will answer readily, but how many questions he inspires them to ask him which he finds it hard to answer' 'Furthermore, an ideal assessment is :

- ▪ Stipulate careful display of learner competence.
- ▪ Produce knowledge for university planning.
- ▪ Is relevant as a learning events in and of itself.

Assessment for, as, of, leaning is continuing way to gather data about the learner and how learning advance and enhance Goal achievement .It is done by a teacher with using useful strategies and techniques to Prepare students for quality of knowledge in order to know the what, where ,and how it will done. Whereas, the other type of assessment is as learning in this type the student is the dominator, he will monopolize by himself knowledge, so that, he will be active, motivate, and fully hold .so, with this manner, the teacher will create a sense of responsibility in the classroom. After all, evaluation of learning that is done at the end of the unit, an examination to check student's level and give positive feedback, to students, and even share their grades and performance to their parents in design conferences.

Terms such as diagnostic, formative and summative …have recently been supplemented "" With the phases assessment. For learning, assessment as learning and assessment of learning" "what matters is how the information is used''.

2.1.10. Purposes of evaluation

Tuchman 1975 confirms that " Evaluation is the process where is the parts, process, or Outcomes of a programme are examined to see whether they are satisfactory with Reference to stated objectives of the programme» 'Student

evaluation is very needed in the process of learning to encourage learner towards better acquisition .

- Establish what student perceives.
- Encounter suitable program for learner to engage in learning.
- Choose appropriate curriculum to meet students need.
- Determine how well the students are doing at the end of the unit.

Conclusion

To conclude this chapter, we indicate that, assessment improve learning if the outcome necessity howl back for both students and teachers. Also, it should be fair to all students. Though by evaluating student's knowledge, how well is doing, it will be cooperation between the teacher and student to reach their objectives. However, the employment of effective methods and strategies of evaluation is very effective to extend all learners styles. So that, establishing assessment methods is very crucial for the suitable evaluation of student's performance.

SECTION TWO

2.2. SECTION TWO: Project work

In this chapter, we are going to discuss some interesting point about project work method and its impact in preparing students to be future researcher with an excellent abilities to solve a real problems so, in the second chapter we will point out some absorbing elements such as, Individual and Social projects, simple and complex project. In addition, we will also tackle the project and its talents progress among them, 21st century skills, higher-order thinking, autonomous Learning, project design, and then , some obstacles considered in project work and the role of the teacher in three project phases, and as final point, the combination between project work and the integration of ICT.

2.2.1. Definitions of project work

Project work is great way to engage and motivate students either inside the classroom or in real world to get an experience .However, this method is one of the modern method in which, the learner attitude is given significance in scheming the content .Besides, and it is also based on the theory of pragmatism and learning by doing.

In this area, Fried –Booth (1990) agreed that project work is a systematic plan that includes multi-skill activities, ideas and resources, among others, having the tendency to solve a problem or any other daily activity. It is also a set of teaching strategies based on students' needs and interests that complement the teacher methodology, and can be part of the grade syllabus or the general curriculum Caceres, Unigarro, (2007) .This means that project work concentrate on the students and raise larger knowledge and great degree of freedom. according to BIE, (2015:1) project-based-learning is teaching method in which student gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.PBL also, may be defined 'as using authentic real world project, based on highly motivating and engaging questions task, or problem to teach students academic content in the context of working cooperatively to solve problem".

Moreover, 'project based learning and collaborative learning are highly compative and in away are essential to teach other for effective implementation into the university classroom in this context student with varying levels of knowledge and prior experiences work to gather in small groups toward common goal .From a Social constructivist , perspectives, collaboration, among students promotes participants and the mutual development of knowledge salmon(1993). In brief, we conclude that, in project work method students are stipulated with distinct chances by which they may fulfil their wants.

2.2.2. Project work method vs. Traditional lecture

The PBL provide students with a real knowledge about how to search and encounter answers to the problem .Whereas in the traditional learning, it is teacher_ centred approach and the students are just listening to the lecture focusing on books and texts with carelessness of technology .Yet, in PBL method the teacher survey, intend , and prepare learners for research, while they will design and use their imagination to construct something new because they are a source of acknowledgment and awareness.

In other words, most students are motivated to have success and the students learn only what is required by them in relation to the completion of the projects, with this method also, students get the extent opportunity in which they can apprehend the cooperation between their bodies and minds.

"They want to keep working on it even after the project, the project is more doing, it leads the learner to discover their capacity" .And also, 'process of acquiring understanding knowledge skills and attitudes in the context of unfamiliar and applying such learning to that situation'.
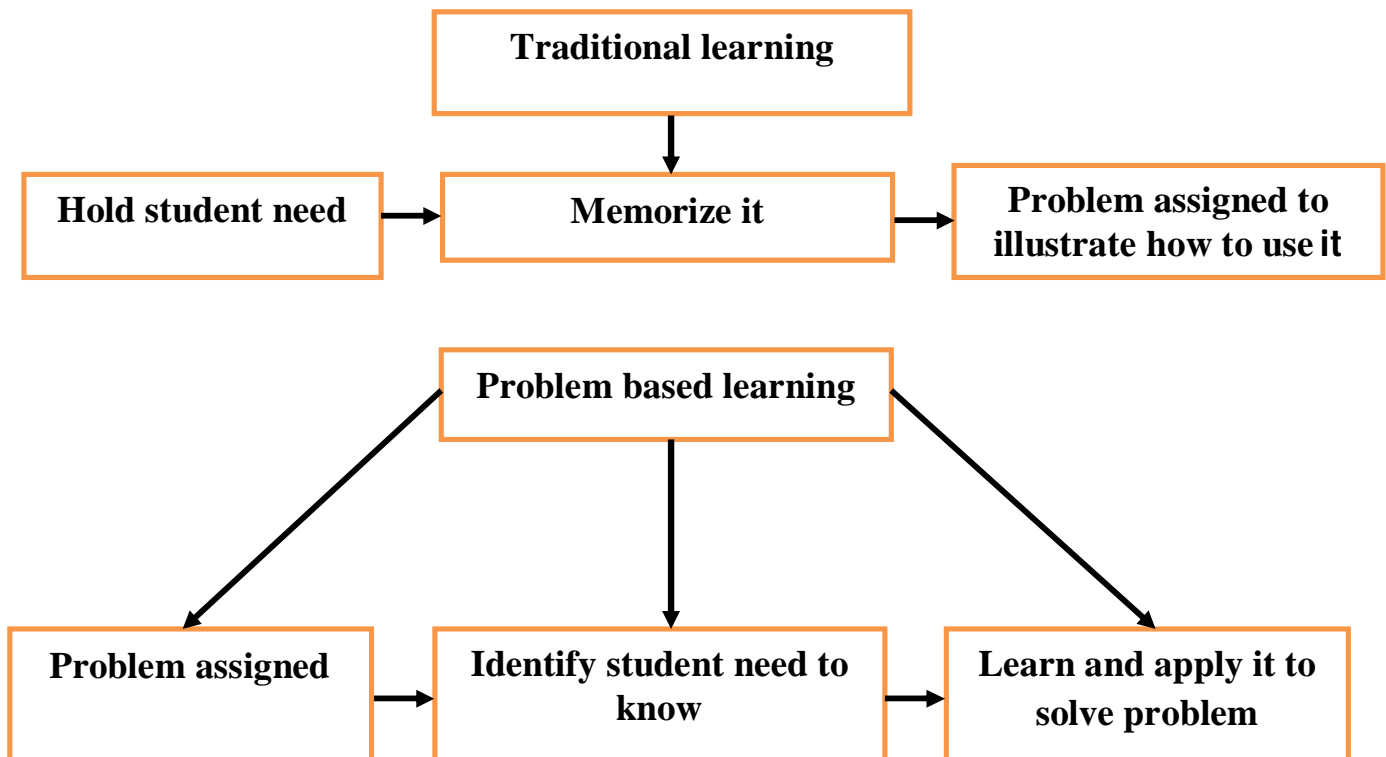
Figure 8: The difference between the Traditional method and PBL

2.2.3. Types of projects

If teachers guide students for a project work, they will boost their motivation and allows them to take part in their learning process .Since, they teach them how to manage their works, and connects other important personal development goals for students, such as social-emotional learning, into each project, the project will be successful and assessing progress . However project work also is broadly term that confines critical thinking, collaboration, communication, creativity and innovation. There are many types of projects, such as, individual and social projects, group projects, simple and complex projects.

2.2.4. Individual and Social projects

In this type every student's problem in their own agreement, interest, capacity, attitude and needs. Group projects the problem is solved by the group of pupil in the class. Here the social, citizenship qualities and synergism are develops.

2.2.5. Simple and Complex project

2.2.5.1. Simple project

In this type the students point at one topic, one field. It allows the thick knowledge about the project in a one figure the students get deeper and extent information about the problem.

2.2.5.2. Complex project

The students resolve more than one work at a time. They reflect the work in diverse topic. Here the students get information about the work in various activities and aspects.

According to Kilpatrick there are four types of project:

- Constructive project:

Is the Practical or physical tasks such as construction of article, making a model, digging the well and playing drama are done in this type of projects.

- Aesthetic project:

Is appreciation powers of the students are developed in this type of project through the musical programmes, beautification of something, appreciation of poems and so on.

- Problematic project

In this type of project develops the problem solving capacity of the students through their experiences. It is based on the cognitive domain.

- Drill project

- It is for the mastery of the skill and knowledge of the students; it increases the work efficacy and capacity of the student.

2.2.6. Project work and talent progress

2.2. 7. 21st century Skills

There are indefinite methods and techniques in the learning process in today's society. These new approaches enclose stuff like conversation, cooperation, analysis and problem solving .However, PBL request an exchange of attitude Elizabeth Truss MP said : "the best of education, in that it is rigorous and demanding as well as adaptable and fun.

2.2.7.1Higher-Order Thinking

Higher order thinking can be described in many ways. Higher-order thinking is also often associated with the higher levels of Bloom's Taxonomy, both in the original sense and the new revised version. The process of higher order thinking occurs when a student analyzes, evaluates and then creates. Like 21st century skills, higher-order thinking skills are best developed in a project-based learning environment. When problem solving students utilize analytical.
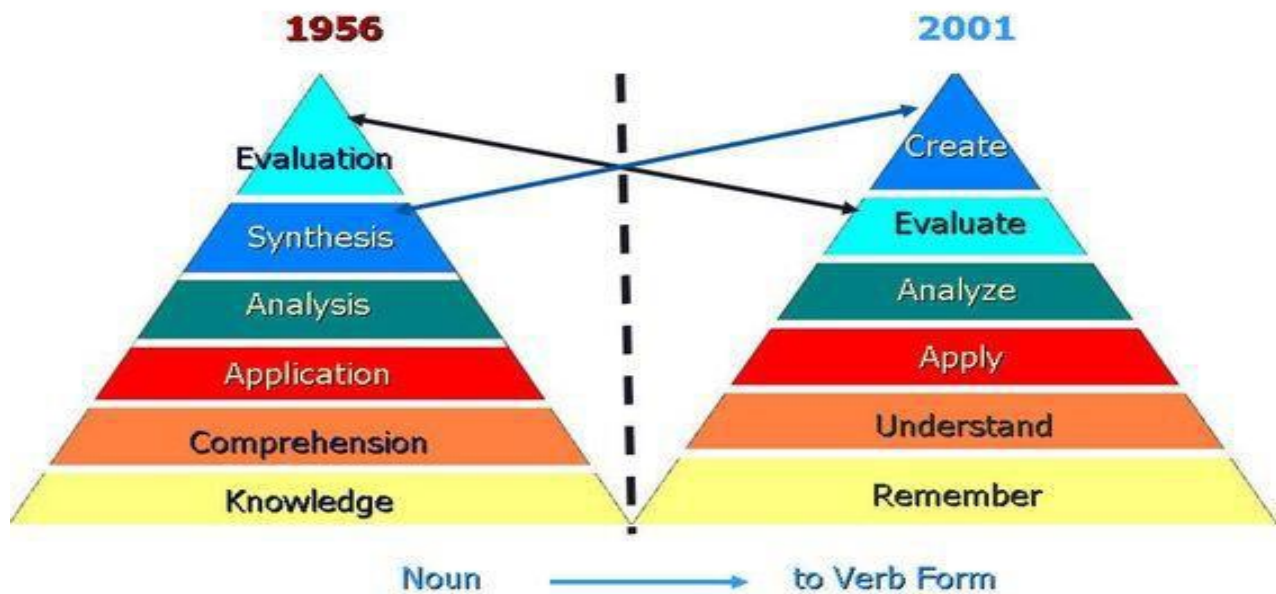
Figure 9: Changes to Bloom's Taxonomy (Wilson, 2001)

2.2.7.2. Autonomous Learning

Autonomy and motivation play large roles in project-based learning.

Autonomous learning refers to the process by which students not only have a choice in what, but how they learn. A key aspect of this autonomy is the willingness of the learner. They need to be willing to take responsibility for their learning. While the student had choice, and taken responsibility there still is are alliances on the teacher. There needs to be on going interaction between the teacher and student. The autonomy of a learner also has a profound impact on their motivation (Chalupa, Haseborg, 2014: pp. 55-56, 70-71).

2.2.7.3. Motivation

Motivation can be broken apart into two components, intrinsic and extrinsic.

When it comes to project-based learning and learner autonomy intrinsic motivation is what is strived for, as opposed to extrinsic. The diagram below

published by Pete Kingand Justine Howard (2016, pg. 63) in their article, *Free Choice or Adaptable Choice Self-Determination Theory and Play*, shows the continuum between the two types of motivation. It is designed to be used for younger children and their choice in how they play, but it can easily be adapted to many situations.

Figure .10.Zone of Proximal Development (ZPD).

Zone of Proximal Development (ZPD). The ZPD is described as "the current or actual level of development of the learner and the next level attainable through the use of meditating semiotic and environmental tools and capable adult or peer facilitation"(Shabani, Khatib and Ebadi, 2010: 238). A student is only able to accomplish so much individually. They are able to accomplish a higher-level task, which may be on the outside of their ZPD, by collaborating with higher level peers or an adult. However, targeting students ZPD is very negligible, because it point learner previous experience and capacity .From PBL the student acquire how working in group and prosecute their own improvement

because the PBL address student need and styles, it decrease the weaknesses and elevate their motivation.

```
                    ┌─────────────────────────────┐
                    │  Scaffolding project work   │
                    └─────────────────────────────┘

   ┌──────────────┐                              ┌──────────────┐
   │   Simple     │                              │   complex    │
   └──────────────┘                              └──────────────┘

   ┌──────────┐      ┌──────────────────┐      ┌──────────────┐
   │ We do it │ ───▶ │ Whole class mini │ ───▶ │ Partner mini │
   └──────────┘      │     project      │      │   project    │
                     └──────────────────┘      └──────────────┘
                                                       │
                                                       ▼
   ┌──────────┐      ┌──────────────────┐      ┌──────────────┐
   │ Yall do it│ ───▶│ Team mini project│ ───▶ │  Team major  │
   └──────────┘      └──────────────────┘      │   project    │
                                                └──────────────┘

   ┌──────────┐                              ┌──────────────┐
   │ You do it│ ───────────────────────────▶│  Individual  │
   └──────────┘                              │ major-project│
                                             └──────────────┘
```

Figure11: Scaffolding project work

2.2.8. Scaffolding project work

2.2.8.1. We do it

Here the role of the teacher as guider, he makes his students ready with quality of project, he give them relevant work with competent and satisfied topic to perform well.

2.2.8.2. Yall do it

The collaborative work aids the students and assists benefits, knowledge from each other.
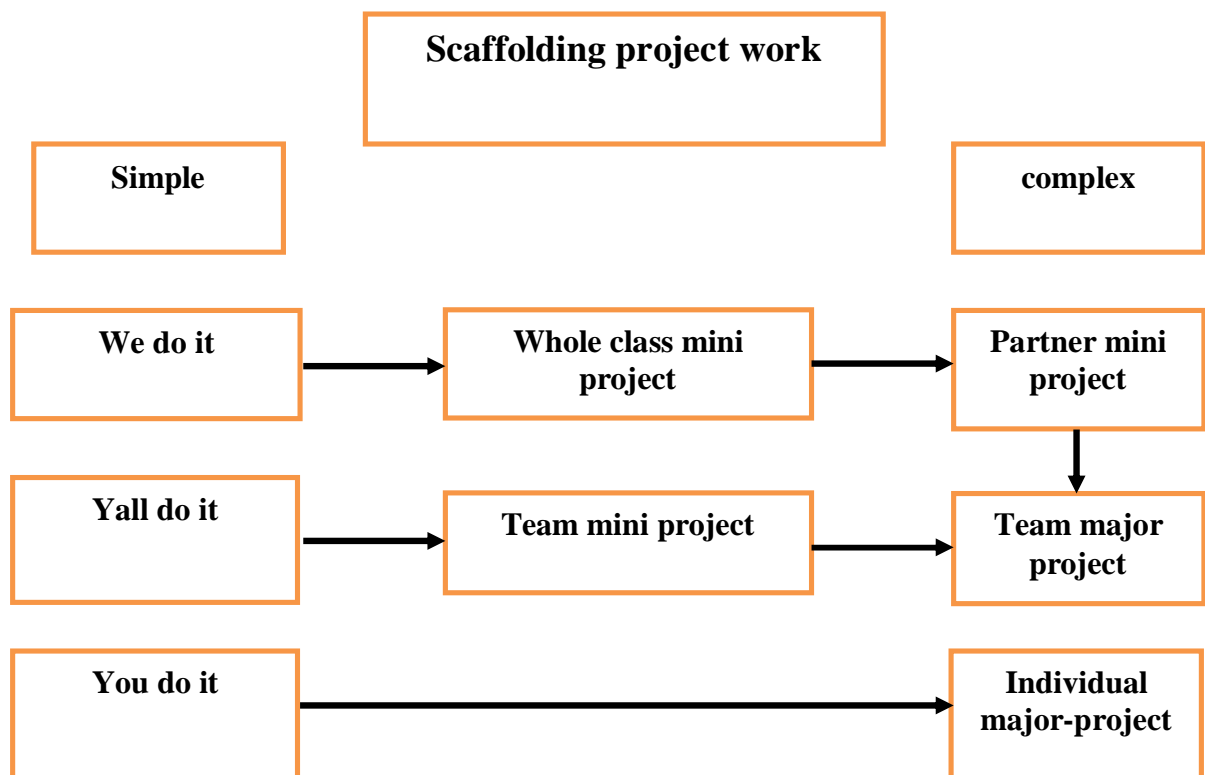
2.2.8.3. You do it

Self-directed learning, in this activity the student work independently without any assistance, he may progress his acknowledgment with his prior event with discovered and additional known. «project based learning as a student _centred pedagogical approach is gaining wide-spread interest in higher education, an underlying principle of project _based learning is that a theme or problem to be solved is established and students gradually explore the problem from different perspectives to adjust their goals and strategies to new insight gathered during the project" .poell. vandekrogt & wild emerch (1998).

2.2.9. Teacher role in project wok

2.2.9.1. Before the project

According to dr .kilpatrick " a project is as unit of whole hearted purposeful activity carried on preferably in its natural settings». This means that this method is an optimal way of urging imagination, arousing interest and the learning by doing .However, the project wok should be intentional, practical, to students real life, and it is the duty of the teacher to guide the student and make him ready to privileged and choose the sufficient, required subject, then transfer to him approximation of ideas about the topic to plan visual representation and the result that they attempt to achieve. «the teacher is not the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him properly responding to these....i believe, therefore in the so _called expressive or constructive activities as the centre of correlation".(dewey1897).

Furthermore, the teacher also has an extraordinary role in handling a cohesive activities to yield higher achievement .Since, he is the person who design an amicably mood in the classroom, promoting cooperation and harmony.

2.2.9.2. During

In this stage, the teacher advice the students, how to accumulate and he may allude them about collecting data and resources if necessary .As well, he also guide them to attempt objectives and hypothesis, then response to the obstacles, cause they will point and reflect only directly related notification. Thomas Markham (2011) stated that, '' Project-Based Learning (PBL) integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. PBL refocuses education on the student, not the curriculum. These cannot be taught out of a textbook, but must be activated through experience. «In other words, the teacher will set up students for the language learning requirement.

2.2.9.3. After

After finishing the project, the most significance role of the teacher, is the phase of assessment and evaluation. The teacher will assess students work by refracting the crucial elements, then share with them either positive attribute and intensity, or their fault and propose number of recommendations with positive feedback and respectful debate in multiple views.

2.2.9. Project based teaching strategy

```
┌─────────────────────┐
│ Assign collaborative │
│   working groups     │
└─────────────────────┘
            │
            ▼
   ┌──────────────────┐
   │ Present a real world │
   │ problem that pupil's │
   │    cant not do       │
   └──────────────────┘
                    │
                    ▼
            ┌──────────────────┐
            │ Set the parameters for │
            │  completing the project │
            └──────────────────┘
                    │
                    ▼
            ┌──────────────────┐
            │ Teacher's consultation │
            │    input feedback      │
            └──────────────────┘
                    │
                    ▼
            ┌──────────────────┐
            │ Final product shared with a │
            │      large group        │
            └──────────────────┘
```
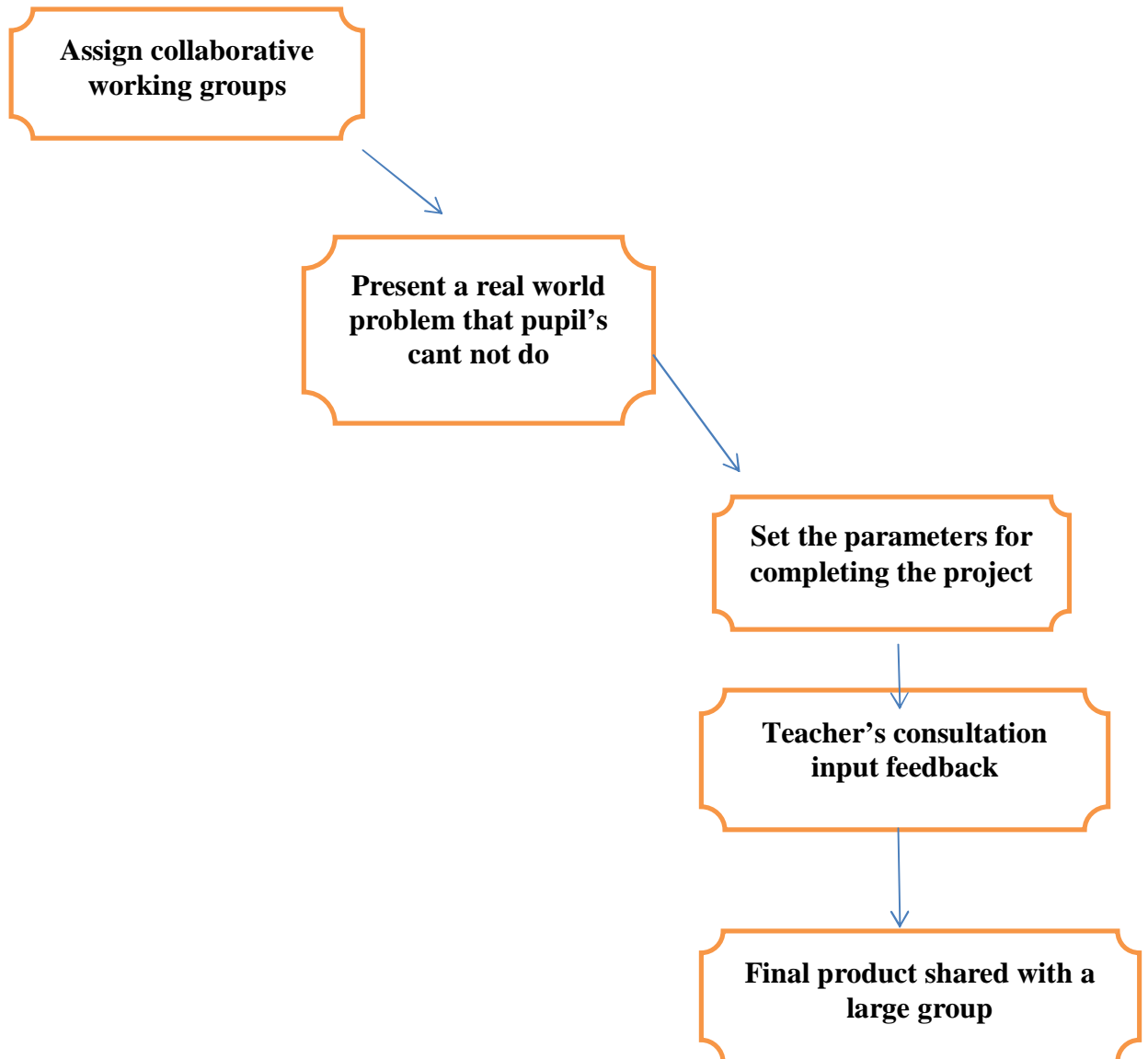
Figure 12: project based teaching strategy

2.2.10. Project work design

A good project work should be well designed and well planned. Once, the students pick up the chosen topic or teacher choice, he can replace it by preferred under the guide of the teacher then the student has the option to work by himself or in collaborative work .However, after the decision and the election of the theme, the student will resolve with technique and capacity, and should

be accessible with curriculum progress. In the other hand, the sufficient materials and tool are obligatory in   project work preparation, stipulate recommendations about students work and what creativity he enclose to confine it .
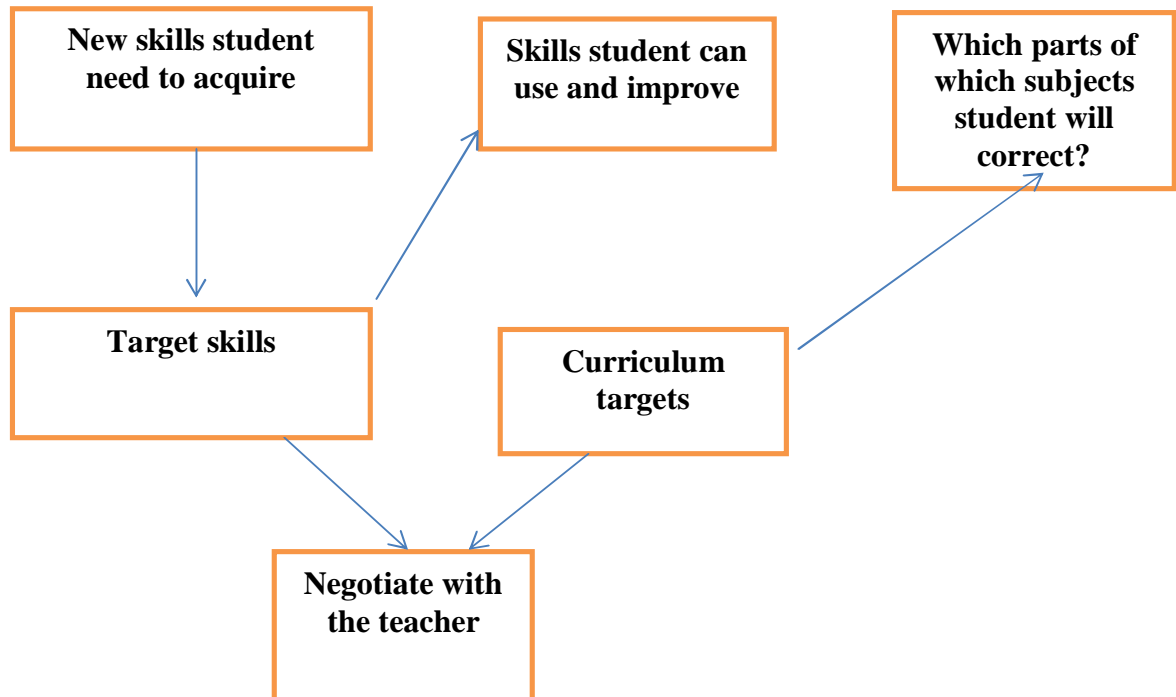
```
┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│  New skills       │      │  Skills student   │      │  Which parts of   │
│  student need      │      │  can use and      │      │  which subjects   │
│  to acquire        │      │  improve          │      │  student will     │
│                    │      │                   │      │  correct?         │
└──────────────────┘      └──────────────────┘      └──────────────────┘

        ┌──────────────────┐      ┌──────────────────┐
        │  Target skills    │      │  Curriculum       │
        │                   │      │  targets          │
        └──────────────────┘      └──────────────────┘

              ┌──────────────────┐
              │  Negotiate with   │
              │  the teacher      │
              └──────────────────┘
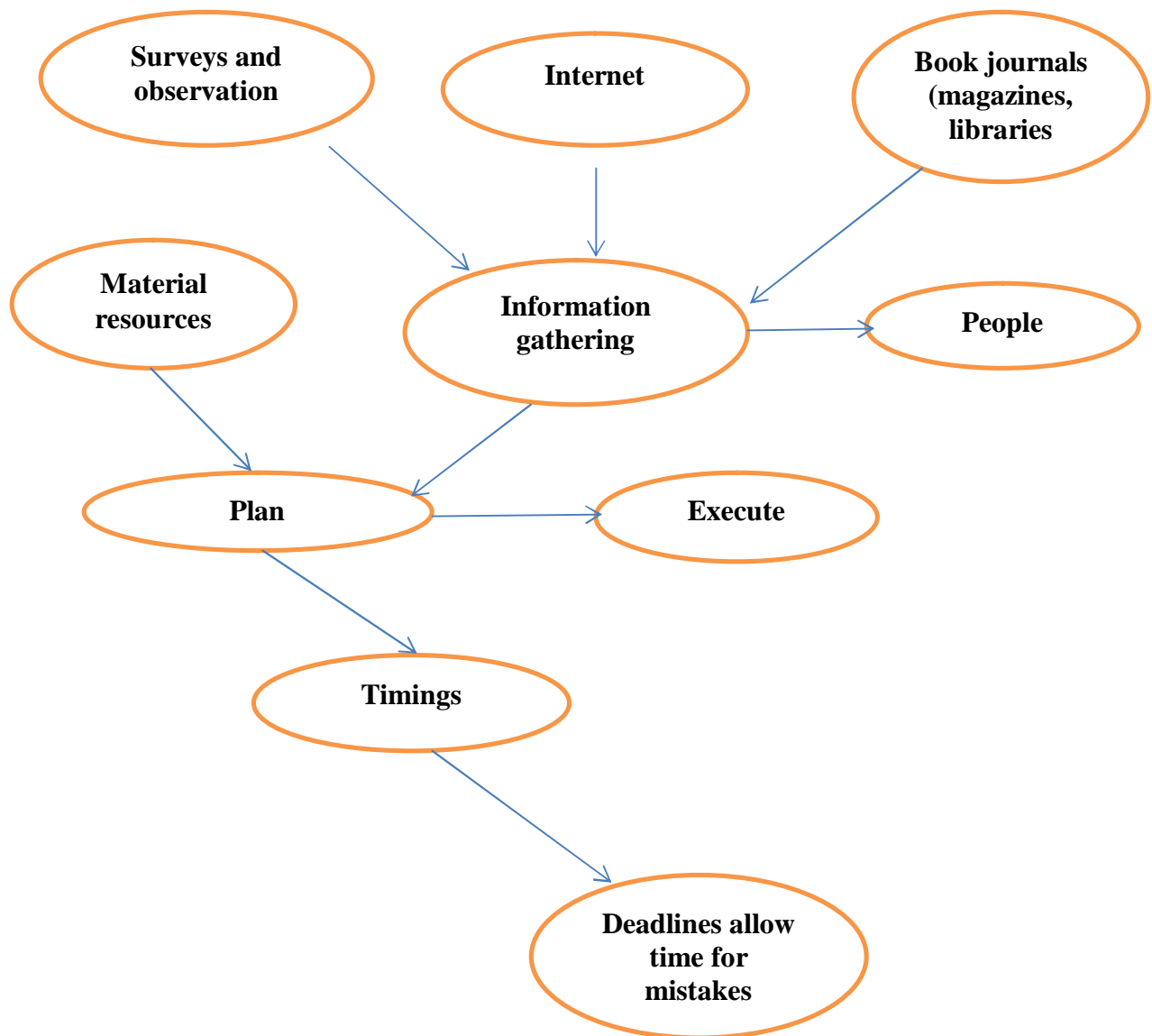```

**Figure13: project work design**

**Figure 14: Timings and materials in project work**

**2.2.11. Obstacles considered in project work**

**2.2.11.1. Classroom control**

Most of the teacher argued that the most clamour, turbulent process in learning is the utility of project method in class. However, class environment and management is invetable to release the influence of students, though, it is an impedes to certain teachers, because sometimes they lose the control of the

class. Therefore, it is the teacher s role to educate their students about their duty of behaviour inside and outside the classroom.

### 2.2.11.2. Project duration

Time management with limited and appropriate duration is necessary, to not be lost .On the other hand, the teacher must provide his students with many options either inside the class, university or working at home .Also, team work improves with practice and feedback .John low said "Academic success depends upon(your)ability  to find to find and synthesize a large volume of  information judge it relevance and  incorporate it into your academic experiences''. In spite of, planning the work and set personal sub deadlines helps in diminishing stress and anxiety which resolve to stipulate beneficial work .For instance, with project work plan, student will respect the interval.

| Imagination plan | One day |
|---|---|
| Approximate outline | Two days |
| Revision | two days |
| Final draft | Two days |

**Table 4: Project work one week plan**

### 2.2.11.3. The utility of the first language

To resolve many problems, the teacher make sure that his students engage in class, to activate their knowledge, then the use of multiple languages but in the same time they may use their mother tongue with a lack of control .Further, the mother tongue is needed and inevitable in certain occasion, for example, when they are doing their research tool with people with mother tongue, after, they will translate the results.

**2.2.12. Sake of project work**

If we speak about project work, we speak about the pleasant manner and significant extend learning though, the PBL influence students to form their ability and competency, the project work has significance role in; value knowledge, construct achievement in student life, stipulate learner  profit of utility of technology .

**2.2.12.1. Value knowledge**

If we compare project work with traditional method, the learner establish the routine of l learning with the authority of the teacher, then in the project method we recognize indefinite number of differences .Such as, they will be very engaged with a real skilled knowledge and revitalize  their minds, to pertain not  just tell either individually or in group work .

**2.2.12.2. Construct achievement in students life**

Project work is new strategy that attend students to be more informed about haw they really learn, and haw to deal with colleagues to share knowledge and ideas in respectful manner .This method also gives students  the  freedom  that form their trust and certainty and reduce phobia and anxiety .So they intent to construct, analyse, and even evaluate   problems   with giving solutions to the research question.

**2.2.12.3. Project work stipulate students with profit of technology**

The best project work combine multiples tool while doing   the work, such as the use of technology which provide the students the documentation, resources about the topic. Moreover, they will be acquainted with accumulate materials and get real experience in the domain. Actually, the project associates the student with his environment, he will fid out the communicate and  the transmission with grown human, friends, and family.

**Conclusion**

To conclude this chapter, we may recognize that, the project work gives the learners profit to execute better and to learn in all situations either at university or in home and even online projects, yet, it is chance for students who failed in the exams to enhance their grades.

However, this method is based on "constructivist learning theory ''which concentrate on students engagement that is the core of learning.

So that, this approach has multiple advantages for learners because it implicates critical thinking, knowledge application, time management, organizational skills and  larger students responsibility in their learning career.

# PART TWO
# FIELD WORK

# CHAPTER THREE

# RESERCH METHODOLOGY

**3.1. Section One: Description of the Research Methodology**

**3.1.1. Participants (Population and Sampling)**

The population used for this study is comprised of 25 students of master one Didactics at the department of foreign languages, the branch of English at Moulay Tahar University of Saida. We have accidently elect to work with 100 (19.04%) students from this population since they have already had knowledge about the oral expression course in master one, and are conscious of the difficulty that impedes them to the project work proficiency . Our sample was of mixed levels and genders; 04 males (04%), and 21females (21%), and their age ranged from 22, 23years old.

However, the teachers who involved in answering the teachers' questionnaire were privileged randomly from the English branch. They were 3 (60%) teachers of oral expression module out of 5, with different teaching events which ranged from 8 to 27 years. We have chosen to work with those teachers because they may stipulate an in-depth view of what occur while project method presentation course, techniques and the assessment.

**3.1.2 Data Collection Instruments**

Obtain on the heart of the research questions; we used both quantitative and qualitative research methods confining survey questionnaires. The survey questionnaire was employed for two main causes. First, this tool is said to necessite data effectively to aim of this study. Second, it is demonstrate to be the little duration and effort overcome method. The survey questionnaires perform in this research contained of both close- ended questions and open- ended questions. In order to gain the data for the research questions, we produce use of three types of questions; factual questions about both students, in the case of students 'questionnaire, and teachers, in the case of teachers' questionnaire; and expressive questions to reveal teachers' and learners'visionof the topic .

**3.1.2.2. Data collection instruments**

Based on the core of the research questions, we employed both quantitative and qualitative research methods including survey questionnaires. The survey questionnaire was used for two main reasons.

First, this instrument is said to provide data economically and in a form that lends itself perfectly to the purpose of this study.

Second, it is proved to be the least time and effort consuming method. The survey questionnaire used in this research consisted of both close- ended questions and open- ended questions. In order to obtain the data for the research questions, we made use of three types of questions; factual questions about both students, in the case of students' questionnaire, and teachers, in the case of teachers' questionnaire; and attitudinal questions to discover teachers' and learners' perceptions of the subject matter.

**3.1.2.3. The Description of the students' questionnaire**

The students' questionnaire was conducted to 25 students of master English at the department of foreign languages of Saida University. It consists of 17questions ranging from close- ended, those multiple choice items, to open ended questions. Yet, the open-ended questions were answered by all the respondents .The questions were request according to the principal element of our dissertation, as relates to we are interested.

**3.1.2.4.The description of the teachers' questionnaire**

The teachers' questionnaire was conducted to five (3)  teachers of oral expression module out of 5 .It consisted of7questions ranging from yes/no, multiple choice questions to open ended questions according to views and ideas joined with their teaching career . As mentioned before, the questions were set according the main points in our dissertation.

### 3.1.3 Data collection procedures

### 3.1.3.1 Data analysis procedures

The quantitative proceed will be resolved in percentage after being calculated.

Also, all the computed data (in percentage) were presented tables and graphs (figures) for greater analysis. Secondly, qualitative data were to be display in manner of concise or direct quotations when we want to clarify the analysis of data for the two research questions. Both kinds of the data will be collectively analysed to identify patterns as well as details.

### 3.2 Section Two: Research data analysis

### 3.2.1 Students data analysis

The consequences acquired from the question 1 (the gender of students) display that the demonstrate that their ages current between 22and24 . This issue do not impact our study.

### 3. Why did you choose to study English?

**a.**   Individual  decision

**b.**   Parents  decision

**c.**   Administrative orientation

We have requested this question to be aware about the learner's options to study English.

| Question 3 | A | B | C |
|:---:|:---:|:---:|:---:|
| frequences % | 80 | 16 | 4 |

**Table  5: students choices of studying English .**
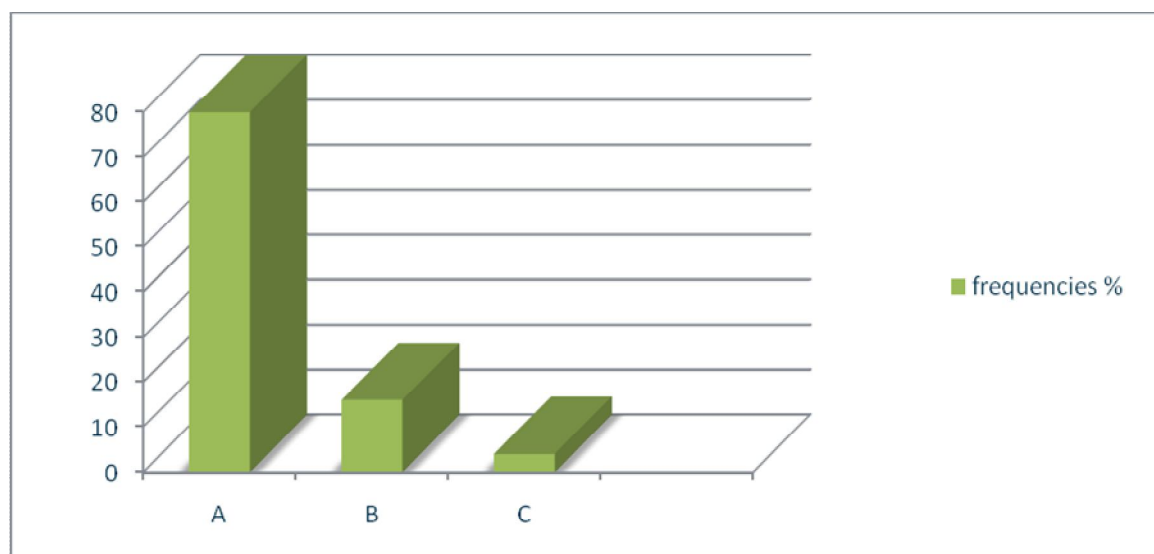


**Figure 15 : Students choices of studying English .**

Corresponding to the results display on the top, it may be observed that more than a half of the Students (80%) reply that they were involved in learning the English language have chosen to study this language -, by themselves, whereas only (16%) of the students is their parents choice in spite of, (4%) of the learners is the administration direction which display their disinterest In studying the foreign languages in general .Which may be result to their weaknesses in this language.

**4. which skills do you promote to develop?**

**a.** Listening

**b.** Speaking

**c.** Writing

**d.** Reading

We asked this question to perceive which one of the skills above, are desirous (interested) to learn.

| Question 4 | A | B | C | D |
|:---:|:---:|:---:|:---:|:---:|
| **frequencies %** | 4% | 40% | 40% | 16% |

**Table 06 : Students preferable skill in English language.**
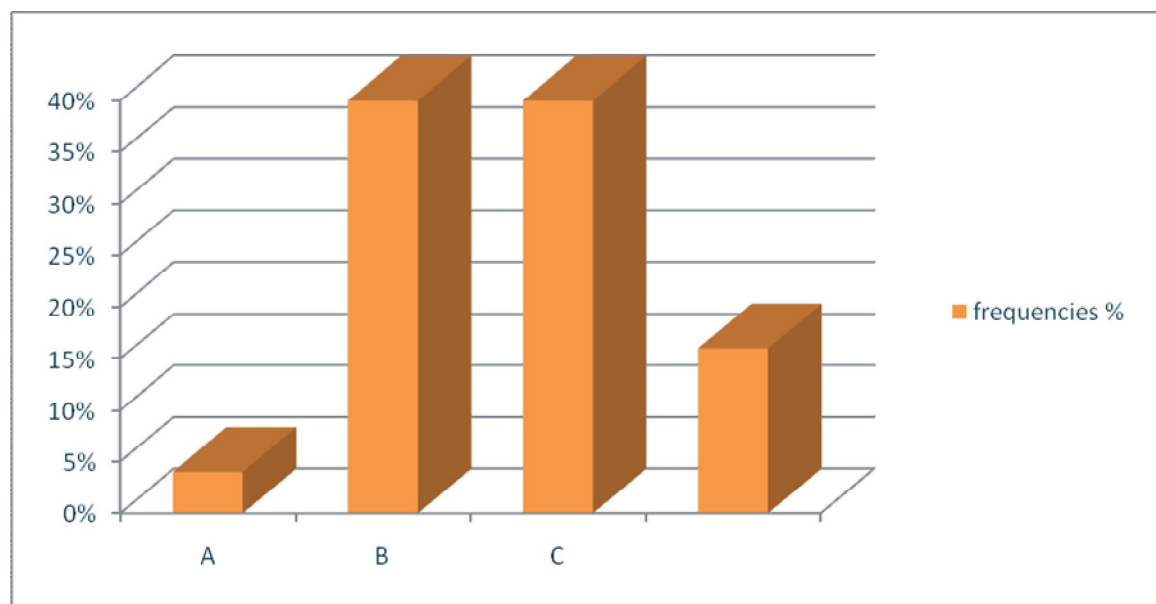


**Figure 16: Students preferable skill in English language .**

The results indicate that there is a resemblance percentage. (40%) of student's enjoy when they use both speaking and writing .Which means they

admire express themselves and when they speak and what they speak will determines the expressiveness in themselves .Because they see it as, top superior cause the English  is the predominant language. Not only speaking is important by also writing help you remember words with their meaning, it reinforces them what they have learned. As  well  as, the rest of the learners, who haven't choose listening (4%)and reading (16%) may not feel big significance towards those skills and are not interested in.

**5. when you speak  English  you feel**

**a.**     Very relax

**b.**     relax

**c.**     Very anxious

**d.**     Anxious

        We  asked  this  question  to  detect  student's  impression  when  they  speak English.

| Question 5 | A | B | C | D |
|---|---|---|---|---|
| **fréquences %** | 10% | 80% | 1% | 9% |

**Table 7 : Students impression when speaking English.**
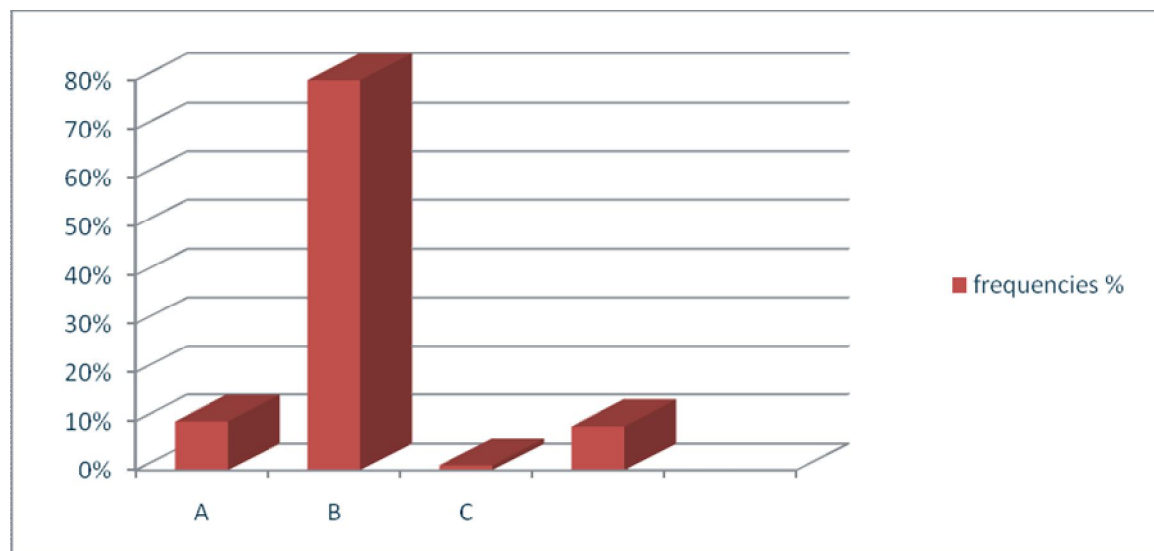
**Figure 17: Students impression when speaking English.**

On the basis of the effects which shown before, it may be seen that (80%)of the students  less stressed and anxious while speaking. However, may be because they love exposing them to free discussions (expressing themselves freely ).

Also, maybe because of adopting new strategies in the classroom like cooperative & active learning may help them  a lot .Whereas, just (10%)of learners are very relaxed which  mean  that they enjoy  when their teachers give them the opportunity to express  themselves, though, (1%) and (9%)of the learner are anxious and very anxious  which means that their anxiety affect their performance then, their bad feeling of speaking the language inaccurately with mistakes and not being able to find exact words. Maybe Their dislike for speaking   inaccurately and fear of negative evaluation.

**6.How do you assess your speaking competence**

a.     Very good

b.     Average

c.     Low

| Question 6 | A | B | C |
|:---:|:---:|:---:|:---:|
| frequencies % | 68% | 31% | 1% |

**Table 8:Students speaking competence evaluation .**
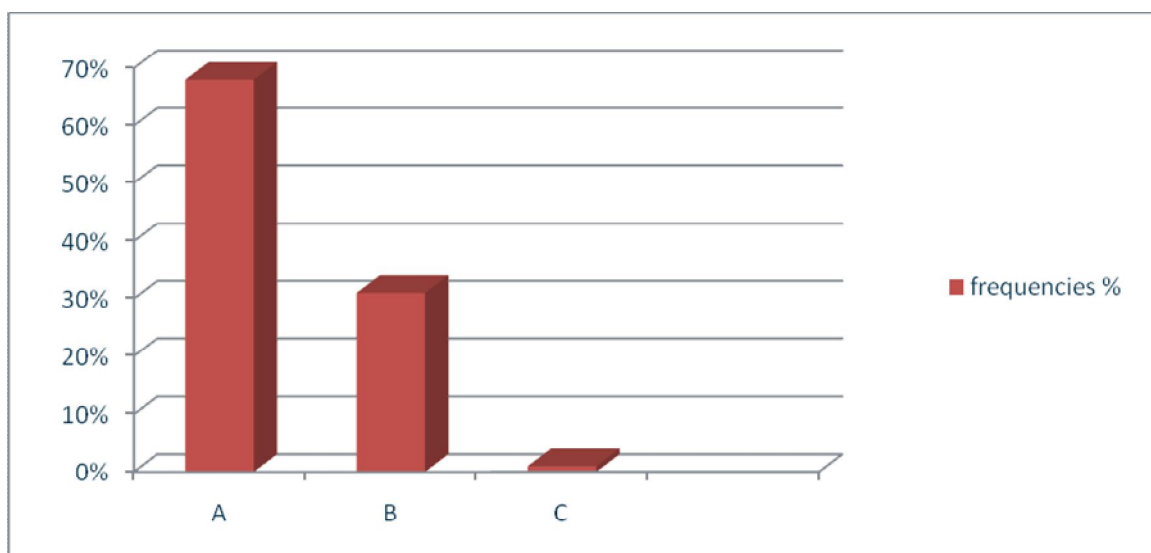


**Figure 18:Students speaking competence evaluation .**

**7. Do you like project work ?**

    **a.** Yes,

    **b.** No

| Question 7 | A | B |
|------------|-----|-----|
| frequencies % | 76% | 24% |

**Table 9: Students project work  satisfy .**
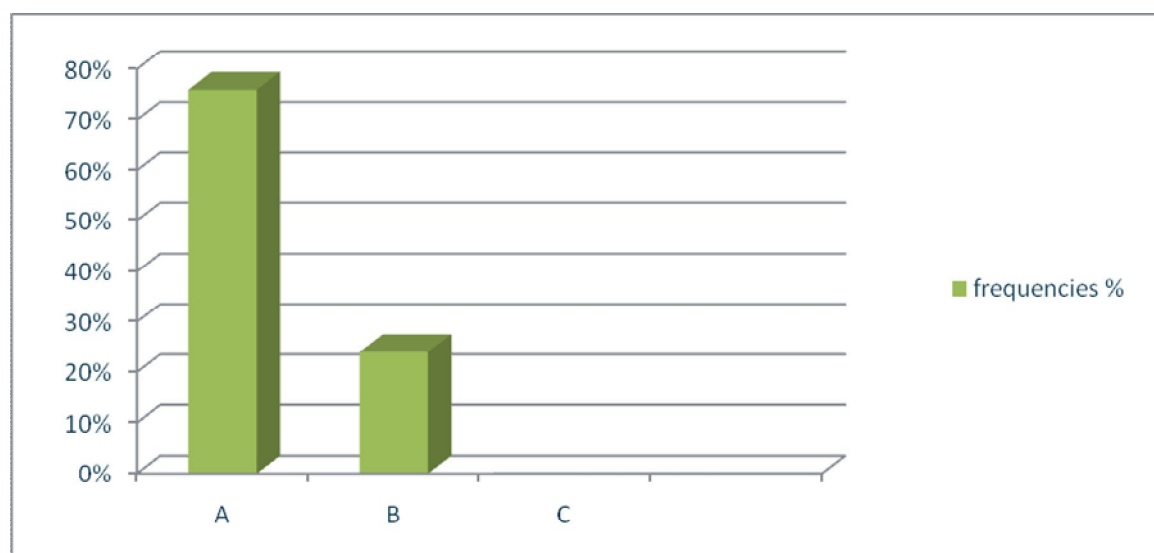


**Figure 19: Students project work satisfy.**

From consequences, it may be seen that (76%) of the students enjoy with this  method while (24%)are not .From these results can contest great attention from learner toward project work maybe because it raise their social skills, and the degree of freedom which provide a psychological boost then it takes them beyond the walls of the classroom. Whereas,  the other students disinterested with this method.

**8. Do you prefer to work individually or in group work?**

   **a.** Yes

   **b.** No

 

   We have asked this question to get overview about how much the students interact with each other's either in classroom or outside the class.

| Question 8 | A | B |
|:---:|:---:|:---:|
| **fréquences %** | 68% | 32% |

 

**Table 10: Students interaction in the classroom.**
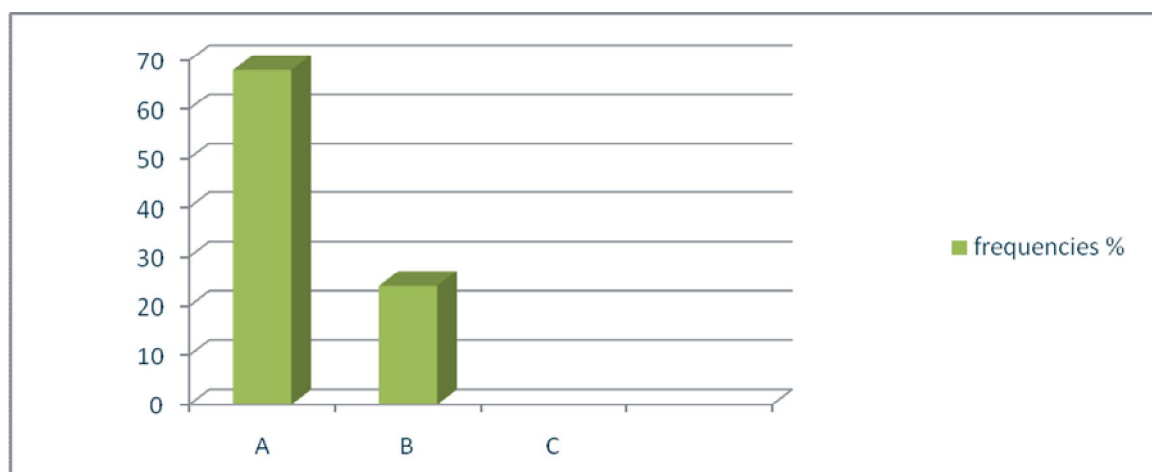


**Figure20: Students interaction in the classroom.**

As it is seen before from repercussion, (68%) of the students accept to work in group, maybe because they seen it as good idea to think harder and deeper In one problem but in distinct of manner, also, because they shares their ideas and skills to get better results with dividing up tasks and appointed responsibilities .Whereas, (32%)students prefer to work individually since, they

get more confortable taking actions on their own. Or maybe work at their own level, rather than having to adapt to suit their group members.

**9. project work is great activity to learn new vocabulary?**

**a**. yes

**b.** No

We have asked this question to know project work method and its assistance in learning new collection of words while preparing   project work.

| Question 9 | A | B |
|---|---|---|
| frequencies % | 92% | 8% |

**Table 11: The Significance of project work .**
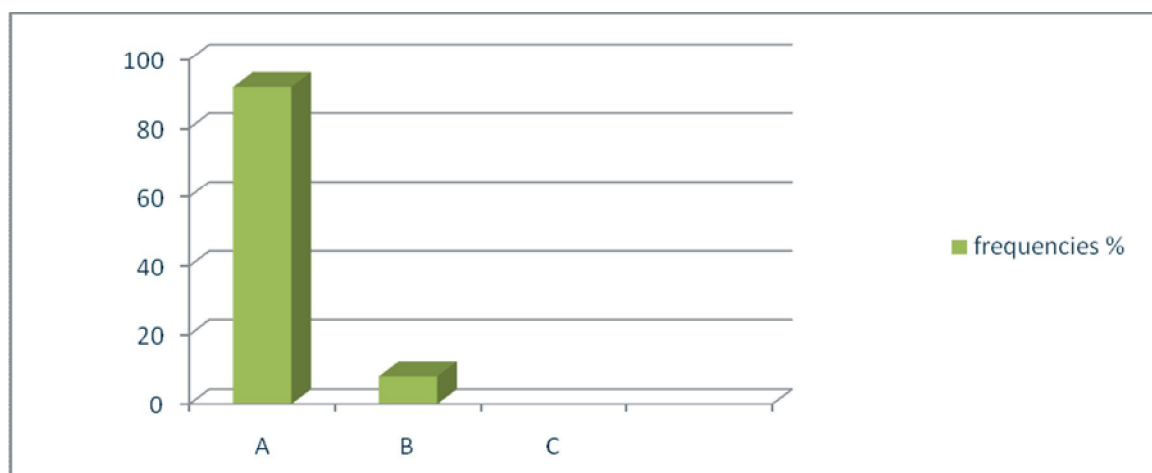


**Figure 21  : The significance of project work.**

As it is shown in the table, it may be seen that (92%) of the students support that this method play extraordinary in discovering new vocabulary maybe because it necessite them with acknowledgement from different places of learning, and this new knowledge helps them to raise their language ability

either in writing or in oral skills .yet, (8%) seen that it is not effective method may be  because of  impedes that face them while accumulate data.

## 10. If no, is it because

**a.** Lack of vocabulary

**b.** Lack  of reference

**c.** limited topic

## 11. Which of the following do you prefer more?

**a.** Group work.

**b.** Pair works.

**c.** Individually.

This question is in coincidence with the question number 8, it was asked to assure students preference in doing  project work .

| Question 11 | A | B | C |
|---|---|---|---|
| frequencies % | 16% | 44% | 40% |

**Table 12: Students preferences in doing project.**
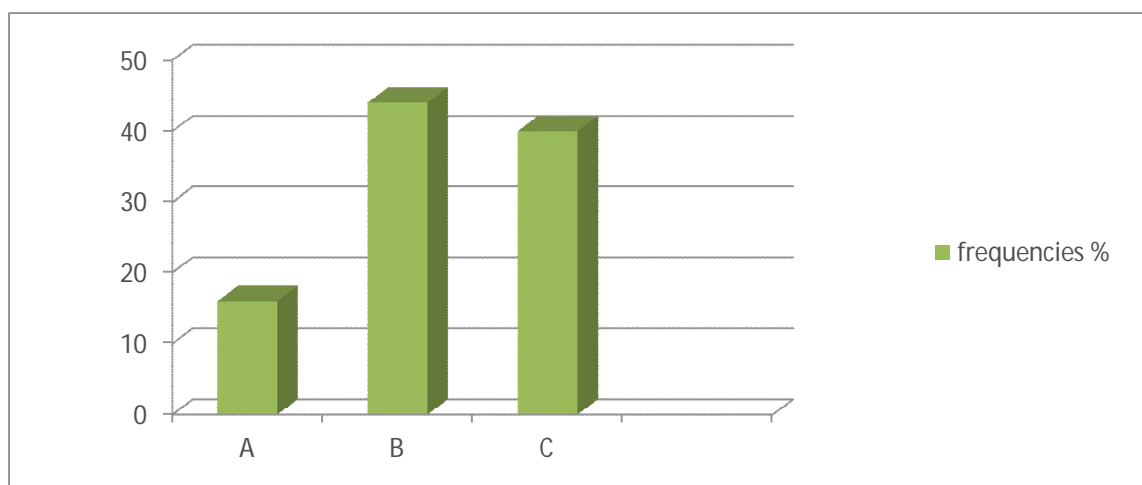


**Figure22: Students preferences in doing project.**

We observe from the repercussion above    we detect that (44%) of the learner support the pairs work may be because they feeling safer when involving conversation particular timid students, and by working together, the  students will also develop relationships **with each other ,and** effort  in pairs gives learners  a lot of  speaking time and the**y benefits from having the same partner in every section**.In  addition, (40%) admire working in groups because Group work provides them with  more profit for practice, a larger  variety of activities is possible, increased student creativity, and the Zone of Proximal Development .In contrast, (16%) of the learner, they are very sure  about what they perceive and what they require to send more time on, they may use their favoured  learning styles and strategies.

**12. Which form don't suit you to perform?**

**a.oral**

**b.written**

**why……………………………………………………………………………**

**…………………………………………………………………………………**

| **Question 12** | A | B |
|---|---|---|
| **frequencies %** | 60% | 44% |

**Table 13:Students preferable skill.**
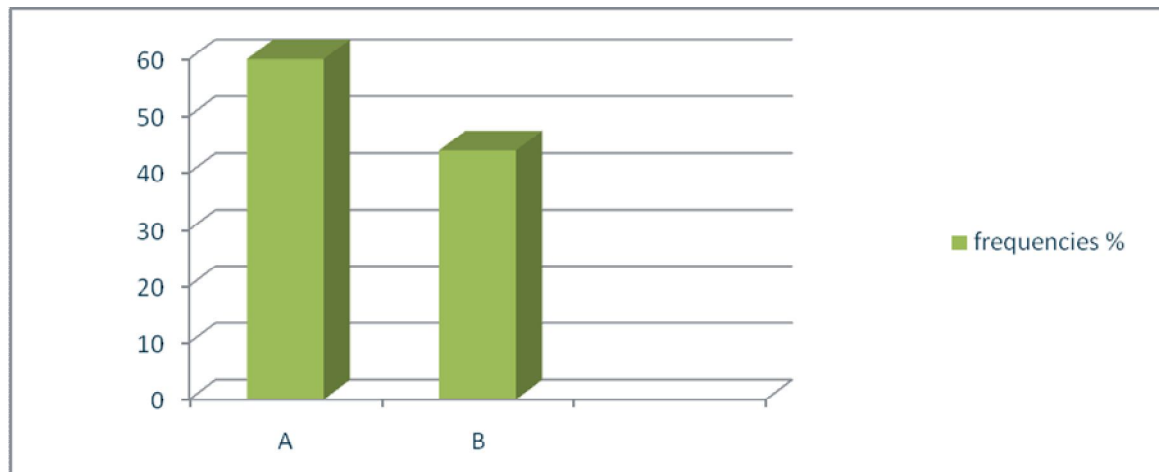
**Figure 23: Students preferable skill.**

From the results, we may observe that (60%) of the students submit the oral form more than written with (44%) .However, the majority of learners have declared some reasons about which form suit them and we may recapitulate them as the following:

- Lack of lexis, vocabulary and preparation before presentation.
- Utility of mother tongue while speaking.
- Enough time to organize and correct mistakes.
- Preparation for the dissertation.
- Shyness and anxiety and students judgments.

From those answers, we may review that if teachers support student's oral capacities with modern communicative methods and techniques to foster their speaking ability from the first year LMD, how they will diminish their anxiety and speaking problems.

**13. If oral form, it is because**

**a.** Shyness.

**b.** Lack of self- confidence.

**c.** Anxiety.

**d.** The topic is not interesting.
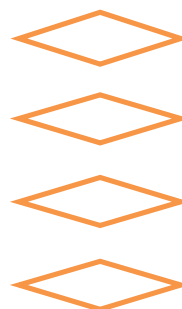
**14. What type of atmosphere that you like your   teacher creates while presenting the project?**

    **a.** Fearful

    **b.** Friendly and motivated

    **c.** Neutral

| Question 14 | A | B | C |
|---|---|---|---|
| **fréquences %** | 8% | 52% | 44% |

**Table 24: Preferable classroom atmosphere .**
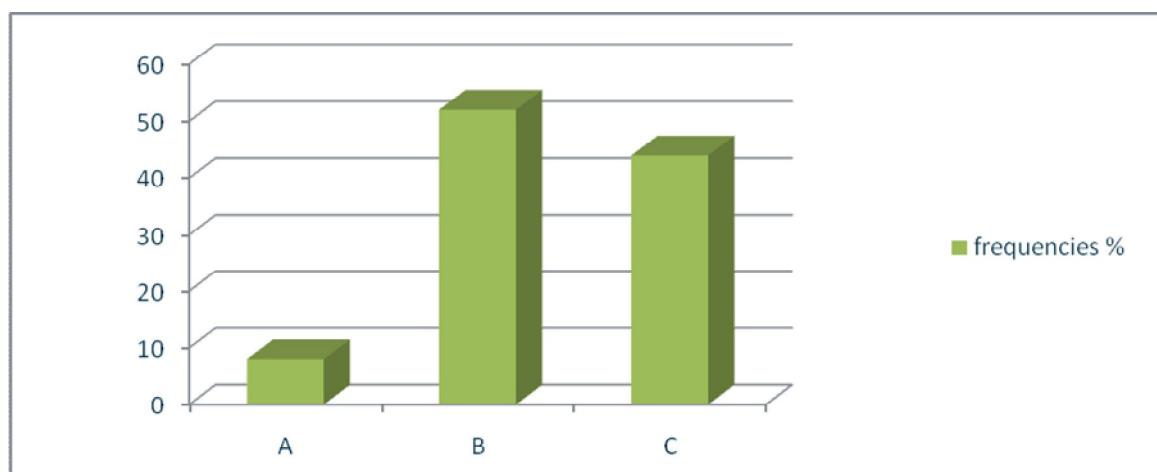


**Figure 24: Preferable  classroom atmosphere.**

When the students were request about their classroom mood and teacher techniques in the classroom the majority (52%) of the learners voted on amicably and kindly atmosphere which means they are highly interested in expressing ideas and sharing dialogues but it is based on the classroom environment because if affect their feelings. Though, (44%) of the learners assign it as neutral and only (8%) seen it as fearful. From the result above we deduce  that it is recommended for our teachers to confer a concrete learning mood  in order to encounter  learners necessity and accomplish their acuity.

**15.Do you use your mother tongue inside classroom while presentation?**

    **a.** Yes

    **b.** No

Why?..............................................................................................................

…………………………………………………………………………………….

| Question 15 | A | B |
|---|---|---|
| **fréquences %** | 96% | 4% |

**Table15 :The use of mother tongue in the classroom .**
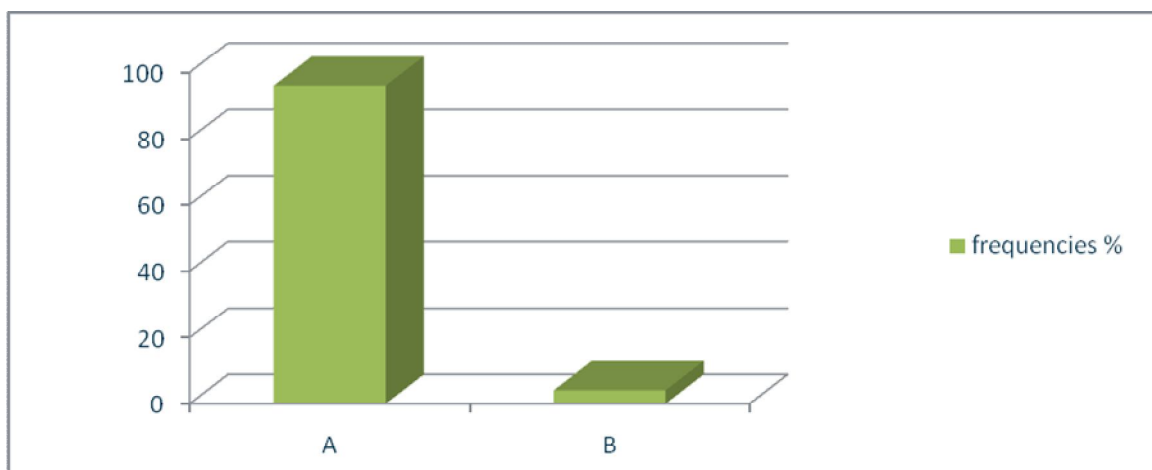


**Figure 25: The use of mother tongue in the classroom.**

    The results shown that, (96%) of the learners assent about the utility of mother tongue in the classroom, in their point of views that L1 elevate students' consciousness about the resemblance and differences between the two languages and helping them to reveal different ways to express themselves, and also they seen it as home language, they translate it then it helps them to remember well

and share it outside the classroom,in contrast only (4%) of the learners disagree with this idea .From the results we may apprehend their causes as the following :

- The mother tongue is not appropriate and not allowed in EFL classroom.
- The English language is obligatory in the classroom.
- Lack of vocabulary.

**16. how much time do you spend on the project at home ?what home work have you done the last week ?**

……………………………………………………………………………

……………………………………………………………………………

This question was asked to obtain an idea about project duration, how much did learners spend on project preparation, though the majority of them have reply with the same idea that  they are limited by teacher timing, whereas this timing is not a difficulty for them which means they enjoy with project work preparation as results and great number of them stated that they already deal with multiples topics according to their fields such as:

- How to collect data while project work .
- Paraphrasing asset of quotes.
- Writing literature review of certain topic.
- Research about lessons that they have already done.
- Psycholinguistics.
- Teacher experience.
- Topics concerning educational psychology.

From this proceeds, we may recognize that the half of the students discovered that this method is very helpful and attractive with their choices in choosing the topics since they are already dealt with their projects  in classroom, it also adopts communication skills and motivates even students with various and incompatible personalities to find a mutual background and elevate inquiry.

**17.Any comments (e .g .what do you like most, haw you felt during the presentation, was your presentation successful, did you like the cooperation in your group, did you work with with people you usually don't work with, what can you use in practice, etc.)**

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We have requests this question to get a deeper awareness concerned students performance project work performance, generally, they seen it as new process that helps to conceive in reasonable manner before starting doing the project work though, it imply psychomotor and cognitive skill and it is chance for learners who are weak in speaking skill. In addition, the majority have comments about their performance as the following:

▪   I felt very relaxed and motivated while explanation.

▪   Our presentation was very successful and I prefer to work with my friends to be very comfortable.

▪   I really enjoyed because throughout I display my capacities.

▪   I have noticed that my English accent has developed due to oral presentation.

▪   I like when teachers present the lectures in practical way rather than theories.

### 3.2.2  Teachers Data Analysis

**1/- What is your degree?**

**a.**      MA (master/magister).

**b.**      PHD (doctorat).

When teachers were interrogating with this inquiry, about their degree the half of them affirm they have procured the PHD degree, only 1% have MA degree.

**2/- For how many years have you been teaching?**

…………Years

This question was asked to reveal teachers experiences in the field of learning  and teaching .From the results, we recognize that the most of teachers are cognizant, though, their teaching career between (6_27) which convey that they are intellectually, achievers and  professionals. In addition, they employ the new methods consistently to the competences of the learners.

**3/- How much can the project work help the learner to be a good speaker in comparison to the other activities?**

a.          Less than 15% of importa

b.  About 25% of importance.

c.  50% of importance.

d.  75% of importance.

This question was enquired to discover project work significance, and its relation in waxing the oral abilities while performance.

| Question 3 | A | B | C | D |
|---|---|---|---|---|
| frequencies % | 20% | 20% | 20% | 40% |

**Table 16: Project method importance**
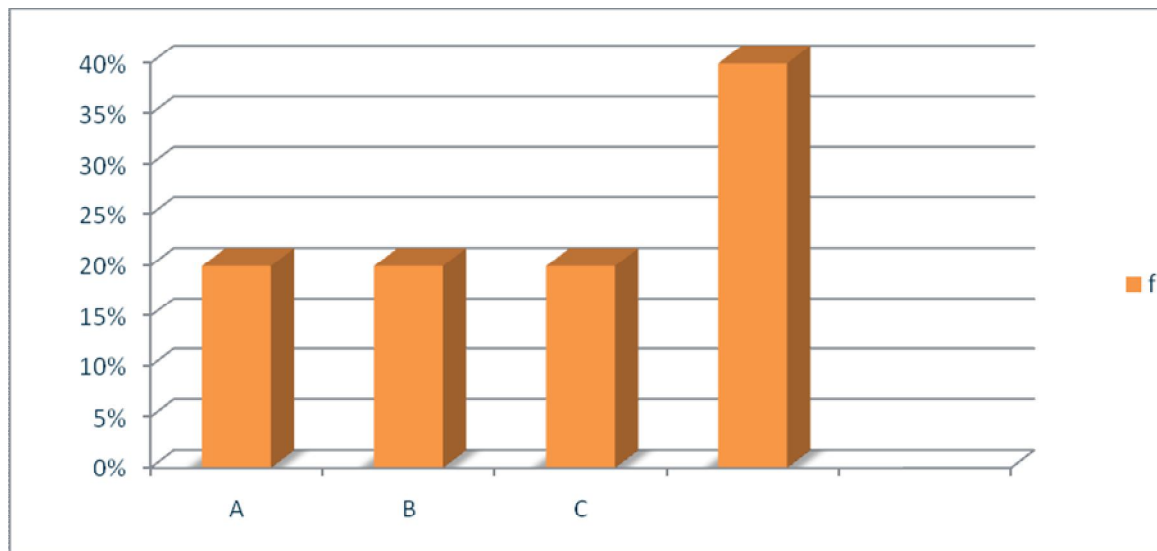
**Figure26: Project method importance.**

It is obvious from the table above that, (40%) of the teachers have prove that the project method as tool to neglect learners hindrances in the classroom with (70%) of importance, whereas (20%) them have not correspond with this tool on account of various reasons, yet one of the teachers has declared that is less than (5%) of importance because they do it in cheating, since they don't have prior background about paraphrasing and referencing.

**4/- What is the importance of student's engagement activities in EFL learning process?**

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Almost of the teachers stated that since the English language assign as language of 21$^{st}$ century and it is their develop their teaching strategies so that their duty in becoming more mature about teaching strategies to motivate and engage them in EFL learning process .He may use direct requesting, students and teachers interaction to become more familiar with this language .However, some Teachers justified their answers saying:

- Involving is good motive for students to bring new techniques in teaching in order to improve their levels. English or other foreign languages need a lot of communicative activities and exchange a lot of entertaining practices that encourages learners to participate and show their ideas.

- The student's engagement activities remains in the facts that the opportunity of speaking and expressing himself is offered either by talking about his own experience or talking about others one .Besides, he may enhance his oral skills unconsciously.

- Students are supposed to participate in the EFL learning as to perfect their speaking skill to gain self-confidence.

**5/- What are the frequent difficulties that your students face when presenting their homework using EFL during classroom lessons?**

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Most of the teachers argued that research about uncertain field is not a easy task because the learner has to be able to ponder accurately in appropriate manner either individually or in group .He need to show his composure, to get the root of the project work difficulty .However, doing a project work in not apt only to higher-level students, but   in all stages,because they may seek people's views and feelings. The teachers have mentioned some obstacles as the following:

- Students are shy and bad pronunciation.

- Stress, shyness and the use of technology.

- Pronunciation problems such as, short and long vowels are not respected, stress syllabus.

- How to progress imagination.

- How to develop facts and ideas and accumulate tools.

**6/- Do you know which strategies that learners use to overcome those difficulties?**

If yes, please, note down those strategies:

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In addition, Practice makes perfect, they need to be preserving .Though, there are ways  to support students to surmount theses obstacles, for instance, to let the students just  speak does not matter if they have very bad grammar, this manner  will elevate students' confidence to attempt to speak English. Yet, the

students may fix their problems by themselves like, exchanging ideas with classmate and speak English even outside the class.

**7/- We would like also to ask you for some other suggestions to improve the learner's speaking skill.**

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**Consequently**, the majority of teachers react with this question, they promote project work method as new approach with the raise of technology and chat rooms and listening to the native people will enhance their oral ability; since the English language may offer various chances in students career and social life's .They stated Somme interesting points as the followings:

- Teaching speaking is the most difficult skill to teach it, it requires a lot of attention and hard work from both sides (teachers/learners). Storytelling is the new method that attracts learners attention, besides, taking care of, learners personal side, can bring some familiar interaction in the classroom and give learners personal side can bring some familiar interaction in the classroom and give learners the opportunity to feel safe and confident".

- The project work could succeed if it is done in groups, because learners share and exchange ideas and thoughts (speaking and writing are developed) teaching speaking could also be enhanced by oral practice and videos.

- Using the ICT, class involvements, and interaction.

### 3.2.2. Analysis of classroom observation

### 3.2.2.1. Classroom Organization

From the first meeting, we noticed that the classroom was totally cool, arranged and the atmosphere was confortable and students setting were lead to learning. Additionally, the teacher position was in front of learners .As results, in fact this will keep learners' attention  and support their engagement .Yet , teachers should be attentive to the arrangement of the classroom before starting the lecture thus to make the communication and the discussion easier in restful way.

### a- Students Attendance

The number of students in the class was thirty, twenty of them were girls and the rest was boys , which means all the learners was attending the class, and the topic  interest them .

### b- Lesson Objectives

The lesson plan and objectives was clear. As result, the teacher focus on what learners should be able to do at the end of the lesson . This will be good criteria for engage students and evaluate their performance. King, Martin Luther (Jr.) has argued ''Education is not enough. Intelligence plus character – that is the true goal of education hence, when the lesson objectives are thick, learners will be aware about their duty of realising those objectives.

### c- Classroom Atmosphere

As has been noticed that the teacher try to stable a calm and concrete environment in the classroom by supporting learners to involve  and exchanging ideas . In addition, the clear atmosphere show  to the students that the teacher care about learning experience and that  oblige them to assist .Thus, it reinforce acceptable behaviour and provide negative consequences employed .

**d- Students and Teacher's Relationship**

Well relationships occur between learners and their teacher because they tend to talk and exchange ideas even the shy learners were participate and listening to each presentation. This point out that the teacher has stabled good connection with the students.

**e- Content Organization**

The presentation and the materials stipulate by the student in good preparation and well done .Since we attend all the sessions, we noticed that the students were given brief explanation and objective of their works which means they imitate their teacher in previous lectures . Furthermore, all the learners explains the elements related to the choice of topic , whenever the points demand clarification, to make ideas clear and compressible .Therefore, all the topics were interesting with learners' level.

**f- Teacher feedback**

We have recognized that the teacher interact with his learners to not feel lost. Thus, the teacher's language was comprehensive and of pronunciation was good furthermore, her positive feedback helps students a lot to develop their understanding and makes their feeling good with positive suggestions and comments that maybe use them in their future .

**j- Involvement of learners in discussion**

When the teacher came the classroom with a big smile on her face requesting about students' feelings with a little dialogue about their performance thus, students were engaged from the initiation of the lecture through brain storming talking about their wants .However, they were motivated until the end of their performance .

**k- Learners' opportunities for production**

We have noticed that the teacher is conscious of giving chances for students to express themselves and their ideas which means she gives them the freedom and the responsibility of the class as if they were really teachers, and the interaction with their friends and with the teacher to motivate their oral abilities .Pintrich 2003 have argued that ''Student motivation can be facilitated by providing "tasks, material, and activities that are relevant and useful to students ''.

**l. Summary of Classroom Observation**

Through the attended sessions, we have observed that students engagement is very necessary to tolerate better achievement.

From attended lessons, we have noticed that Enable students to work autonomously, enjoy learning relationships with others and feel they are competent to achieve their own objectives. This means that students self education is key for success in students carer .However, '' Education is about students constructing their own knowledge... Self-belief is reported as a key attribute in motivation. Yorke and Knight (2004) found that the self-theories learners bring to their learning impact motivation, agency and engagement. ''Zepke and Leach (2010) " and also, ...if the teacher is perceived to be approachable, well-prepared and sensitive to student needs, students are committed to work harder, get more out of the session and are more willing to express their own opinion." (p.171) Zepke and Leach (2010).

**Conclusion**

This chapter, we disclosed the students' and teachers' questionnaire in addition to classroom observation which examined the impact project work significance in EFL learner's oral development.  From both students' and teachers 'answers and what have been noticed in the language class we conclude that both students and teachers support project work method and is very necessary in mastering EFL. In addition, to the relationships either between students or teachers though, so students have to had  respect to the teachers and teachers have to had toleration to students for good relationship between them. Since university is the place where we spend most of our day.

# GENERAL CONCLUSION

Our investigation scoped at establishing the great difficulties which may hinder the EFL learners oral performance while project method presentation phase and discovering the role of the EFL teachers in requiring project work method to assist the EFL learners surmount their obstacles .However, this research targeted at exploring the modern methods and strategies to engage students with real learning environment  and the learning by doing .The examination divided from 3 fundamental  main points:

A.  The obstacles that are acquainted by the EFL teachers and learners while the project oral performance which allowed hindering   the EFL learners master the English  language .

B.  The  role  of  the  teacher  to  substitute  students  weaknesses  by  positive feedback to better achievement.

C.  The prominence of the EFL teachers' option of new communicative methods and strategies in the learning process .

So that, to response those questions this hypothesis were recommended:

Comprehension the  exact circumstance which may frustrate the EFL learners to present their projects home and communicate in English freely without problems. If the EFL teachers were conscious of the Obstacles that encounter EFL learners in the presentation phase of the project work. Then EFL teachers could employ the suitable methods and strategies that would increase the EFL learners 'accomplishment .If the EFL teachers may correspond new methods and strategies to be used in the teaching career the EFL learners will not be anxious while speaking  in English, as results they will improve their oral ability The questionnaire planed to both teacher and students have been yield for the reason of prove our hypothesis and response our questions. After the analysis of both questionnaires we have deduce

➢  The teachers 'conscious and creativity of the utility of current techniques, and  the  actual  employment  of  those  methods,  and  students'  consenting  to

correspond to this methods to support their oral capability .Those findings concerned our two hypotheses and answer our research questions. Learners must interact with communicative tasks which increase learner imagination and curiosity.

➢ Teachers also, must give positive feedback about students performance, because it is importance to build students confidence and will enhance further knowledge.

**Results and Recommendations**

This examination has targeted to discover the effects of project work as communicative method that improve learners 'oral ability, for the goal of satisfying our objectives, we have yield two questionnaires, one for the students, and the other for teachers, and classroom observation .After the analyses of two questionnaires, the most significant results of our work may be recapitulated in the next:

▪ The teachers' are aware and prepared for the application of communicative methods, especially project work method.

▪ Student's readiness to engage and use project work method to improve their speaking skills.

▪ From the previous proceeds, we may imply some recommendations for our teachers Subsequent  as follow:

● Teachers are recommended to ameliorate their student's knowledge about the communicative methods and its benefits to enhance their accomplishments and performance. By stipulating an appropriate atmosphere that includes cooperation, ICT and exchanging ideas.

● Another teacher duty is  to not fix students ability, and give them the freedom in selecting multiple fields and tasks to search about it .To apply what they have learned to meet the needs of different learning  styles.

▪ Teachers ought to hold the learners instead of being just a source of knowledge, learn them how to questioning, how to discuss and share ideas with their classmates in respectful manner without showing differences in levels.

▪ Teachers should give learners the responsibility when working either independently or in collaborative work, and while solving problems to construct new things.

▪ Teachers should not interrupt learners while presentation phase, and listen to the presentation attentively and he may down comments such as, why this topic could be succeed  and the  its purpose. Because, it arouse the interest of the students.

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# APPENDIXES

# Teacher's Questionnaire

**Dear teacher:**

We would like to ask you some questions concerning project work and its importance enhance the EFL learner's oral skills. We are interested about your point of view as you represent the source of inquiry. Thank you very much for your cooperation.

1/- What is your degree?

 a. MA (master/magister).

 b. PHD (doctorate).

2/- For how many years have you been teaching?

…………Years.

3/- How much can the project work help the learner to be a good speaker in comparison to the other activities?

      e. Less than 15% of importance

      f. About 25% of importance.

      g. 50% of importance.

      h. 75% of importance.

4. What is the importance of student engagement activities in EFL learning process?
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5/- What are the frequent difficulties that your students face when presenting their homework using EFL during classroom lessons ?

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6/- Do you know which strategies that learners use to overcome those difficulties?

If yes, please, note down those strategies:

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7/- We would appreciate it if you could inform us about the familiar or new trends in teaching speaking. We would like also to ask you for some other suggestions to improve the learner's speaking skill.

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**Thank You for Your Help**

# Students' Questionnaire 2018 /2019

## University of saida

## Department of English

Dear students ,

    This questionnaire is an endeavour for collecting knowledge required for the Fulfilment of a master dissertation. It aims at seeking the difficulties facing EFL learners' participation in doing their project work.

    Your answers are very relevant for the validity of this research we are oblige .

    You are kindly requested to answer the following questionnaire.

    Please, tick the appropriate box (☐) and make full statements when ever inevitable.

## 1/- Sex

    **e.** Male

    **f.** Female

## 2/- Age: …………

## 3/- Why did you choose to study English?

    **d.** Individual  decision

    **e.** Parents decision

    **f.** Administrative orientation

**Section Two: Speaking**

**4.which skills do you promote to develop?**

A. Listening

B. Speaking

C. Writing

D. Reading

**5. when you speak English you feel**

A. Very relax

B. relax

C. Very anxious

D. anxious

**6.Haw do you assess your speaking competence ?**

**a.** Very good

**b.** Average

**c.** Low

**Section Three: EFL Students' involvement obstacles in presenting project work**

**7. Do you like project work ?**

**a.** Yes ,

**b.** No

**8. Do you prefer to work individually or in group work?**

    **a.** Yes

    **b.** No

**9.project work is great activity to learn new vocabulary?**

a.yes

b.No

**10. If no , is it because**

**a.Lack** of vocabulary

b.Lack of reference

c. limited topic

    **11. Which of the following do you prefer more?**

**a.** Group work

b. Pair works

c. Individually

**12. which form don't suit you to perform it ?**

**a.oral**

**b.written**

**why?.................................................................................................................**

**…………………………………………………………………………………**

**13. If oral form, it is because**

**a.** Shyness

b. Lack of self- confidence

c. Anxiety

d. The topic is not interesting

**14. What type of atmosphere that you like your teacher creates while presenting the project?**

**a.** Fearful

**b.** Friendly and motivated

e. Neutral

**15. Do you use your mother tongue inside classroom while presentation ?**

**a.** Yes

**b.** No

Why?....................................................................................................

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**16.how much time do you spend on the project at home ?what homework have you done the last week ?**

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**17.Any comments (e .g .what do you like most, how you felt during the presentation ,was your presentation successful, did you like the cooperation in your group, did you work with with people you usually don't work with ,what can you use in practice ,etc.)**

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Thank You A LOT for Your cooperation