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**The Effect of Project-Based Learning in Enhancing
EFL Students' Writing Skills**

The Case of Second Year LMD Students at LarbiTebessi
University, Tébessa

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Fulfillment of the Requirements for the Degree of Master in Language Sciences

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Abstract

This study aims to explore the effects of Project-Based Learning (PBL) in enhancing students' writing skills in English as a Foreign Language (EFL) environment, at the English Department of Larbi Tébessi University ,Tébessa .To answer the research questions, the study used a semi-structured questionnaire administered to 2nd-year LMD English students at Larbi Tébessi University and another semi-structured questionnaire administered to 22 teachers of written expression from the Department of Letters and English Language at Larbi Tébessi University and extends to teachers of written expression from Setif2 University and Blida 2 University. After analyzing the data quantitatively and qualitatively, the main findings clearly showed that PBL is regarded as an effective tool to improve student's writing skills, along with their achievements, attitude, motivation, critical thinking, self-confidence, and active learning, as students investigate real-world issues in a collaborative environment. Furthermore, few challenges were also reported to provide sufficient information about the difficulties that teachers and students may encounter while using PBL. The study concluded that PBL could be an effective means of enhancing students' writing skills.

Keywords: Project-Based Learning (PBL), English as a Foreign Language (EFL), Writing skills, Motivation, Critical thinking, Collaborative Environment

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Dedication



This work is dedicated to

Our beloved parents

Our families Zebdi & Ounnas

Our best friends

All our relatives



List of Abbreviations/ Symbols

AEF: Algerian English Framework

CBA: Competency-Based Approach

EFL : English as a Foreign Language

LMD: License-Master-Doctoral system

MNE: Ministry of National Education

N : Number

PBL : Project-based Learning

Q : Question

ZPD: Zone of Proximal Development

% : Percentage

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General Introduction

1. Background of the Study

Foreign language teaching methodology has been changing over the years; however, there is no single best method to use. An effective language teaching method depends on several factors such as ;learner styles, contexts, learning processes, teacher competencies and the goals of learning (Brown, 2000).In the Algerian context, a global reform of the educational system has been launched in July 2002, this contemporary reform was grounded in the Competency-Based Approach (CBA), which resulted in designing new syllabuses at several educational levels, and mainly embraces problem and project-based teaching/learning, learner-centeredness, and autonomy(Baghoussi, M., & El Ouchdi, I. Z. 2019).In such an environment, learners will construct their own knowledge and try to exploit it, when and where it is necessary, in real-life situations. In this perspective, the Algerian English Framework (AEF) has focused on learners' competencies to encourage them to use higher-order thinking skills to solve real-life problems. Critical thinking, on the other hand, is also one of the 21st-century competencies that embrace the Project-Based Learning (PBL) approach (Baghoussi, M., & El Ouchdi, I. Z. 2019).

Project-Based Learning (PBL) is viewed by many researchers as a suitable solution for most of the learning obstacles. It was seen as: "a method which is based on scientific principles encourages students to discovery learning and enhances meta-cognitive strategies about the quality of life, results in realistic products following the authentic questions and topics" (Ilter, 2014, p. 488). Educators have looked at PBL as a teaching method that can be used with almost all students despite their levels of proficiency, classes and abilities (Stoller, 1997).

As indicated by (Rao, 2007); EFL writing is helpful in two main aspects: First, it motivates students' thinking, sorting out thoughts, building up their capacity, to sum up, analyze and criticize. Second, it reinforces students' learning, thinking and considering the English

language. As a result, students can develop their thinking and composing procedure, as well as writing compositions. On the contrary, if students fail to master these writing aspects, their works will be a disappointment. Consequently, the teacher's duty in the written course should be encouraging students and managing them toward accomplishing the most noteworthy capacity in words communication.

Along with our experience as EFL students at Tébessa University, we noticed that the process of writing is more complex than we thought, because in so many cases; students hardly find the appropriate learning situation or the appropriate technique which allow them practising the written form of the target language, in order to acquire and develop English accuracy. For these reasons, we try to focus our study on the way of improving students 'writing skill via implementing PBL .We believe that PBL method is an effective teaching and learning technique in enhancing students' ability to write English language properly and to have better interactions and engagement in EFL classes.

2. Statement of the Problem

The same as a foreign language, learners in non-English speaking countries, the Algerian EFL students; face several problems in writing in English, which cause their low level of proficiency. It has been generally well-known that several reasons influence their poor English performance, such as crowded classes, insufficient time, inexperienced teachers, student's lack of confidence and motivation, the use of inappropriate curriculum and methodology, and the absence of practising English outside the classroom. Students encounter problems when it comes to practice the language in its written form and find it relatively hard to communicate their thoughts and beliefs. As a result, detecting the effects of PBL on the learning process and widening teachers' awareness about the effective way of implementing it and the challenges that both teachers and students may encounter become urgent, with a view to provide learners with extensive written production and communication and develop their learning skills.

3. Research Questions

Building upon the problem statement, the current study seeks to address the following main research questions:

1. To what extent is project-based learning strategy effective in developing writing skills in English language for EFL learners?
2. What are the challenges that may face both teachers and students while implementing Project-Based Learning method?
3. How can teachers respond to these challenges?
4. What is the effect of PBL on student's motivation?

4. Research hypotheses

This study is an exploratory research which is designed to explore the effect of PBL in enhancing EFL Students' writing skills. According to (Butler, 2014); exploratory research attempts to reveal possible relationships between variables. In this approach, the researcher does not have any previous assumptions or hypotheses.

5. Aims of the Study

The present study aims to provide sufficient information about the use of PBL and the challenges that encounter students and teachers while implementing this method. Moreover, this study aims to investigate the correlation between the application of PBL in EFL classrooms and the development of students' writing skill. Besides, this research tries to find out the effects of using such a method on students' motivation

6. Methodology and Research Tools

The current study takes the form of a quantitative and qualitative descriptive survey that is set to find the answers to the research questions. The tools of investigation used in this survey are two questionnaires; the first questionnaire is designed for teachers; it contains three sections: the first section is about the teachers' general background, the second section is devoted to explore the environment of written expression class, and the third section is created to investigate teachers' attitudes towards using PBL during writing activities, along with their suggestions or comments concerning the topic. The second questionnaire is administered to 2nd year LMD students, it also contains three sections: the first section describes students' general information, the second section evaluates student's behaviour toward writing activities, the third and last section is aimed to investigate student's attitudes toward the use of PBL in written expression course.

7. Population and Sampling

The population of this study is composed of teachers of written expression from the Department of Letters and English Language at Larbi Tébessi University, Tébessa, Algeria. The population extends to teachers of written expression from Setif2 University and Blida 2 University, along with second-year LMD students in the Department of Letters and English Language, Larbi Tébessi University, Tébessa; Algeria. The sample is selected following then on-probabilistic sampling method, which means the respondents are chosen because the target population is very specific and limited in availability due to the mentioned reasons in the study limitations below

8. Limitations

Due to the tragic health conditions, in our country Algeria, especially in our city Tébessa; this goes back to the outbreak of the new deadly corona virus (Covid19) in the world. The government has imposed an obligatory lockdown and quarantine, during the second half of

the year 2019-2020, throughout the country. As result, the present study has been through major limitations that have changed the course of the research. The followings are the main restrictions:

- The emergency change of the research design plan; from experimental to exploratory research design,
- The emergency change of the investigation tools; from experimental tests for the students and interview for the teachers, to semi-structured questionnaires for both teachers and students
- The inability of meeting the population of the study for direct administration, as a result, the sampling method have changed from random sampling to non-probabilistic sampling method

9. Structure of the Study

The dissertation contains two chapters; the first chapter is devoted to the theoretical background of the research variables and the literature review. This chapter is divided into two sections; the first section is organized to investigate PBL as a teaching and learning technique, and the second section is dedicated to defining writing as a skill and its different aspects. The second chapter is devoted to the fieldwork wherein data collection, analysis and discussion are presented. It includes two sections: the first section deals with the analysis of the two semi-structured questionnaires of the teachers and the students, and the second section is devoted to answer research questions and to provide pedagogical implications and recommendations

Chapter One: Literature Review

Introduction

Educators have long considered the value of engaging students in real-life scenarios, in order to help them gain deeper levels of understanding in the learning process (Boss, 2012; Markham, 2011). Likewise, educators have long understood the value of projects as tools to help students learn new concepts. However, project-based learning is more than just “doing projects” as much as it is more than a simple “real-life” experiential activity (Markham, 2011). Writing skill is observed as the most difficult and complicated language skill to be learned compared to other language skills, which requires efforts to produce meaning through writing than to recognize meaning through listening and reading, besides, it is a process, that goes through enormous challenges, to produce and create a coherent, fluent, and extended piece of writing (Nunan1991) Accordingly, PBL approach, as well as writing skills, are going to be tackled throughout this chapter.

1.1Section One: Project-Based Learning as a Teaching and Learning Technique

This section mainly deals with issues related to Project-Based Learning. It consists of thirteen subsections presented as follows: origins of PBL, theories related to PBL, the definition of PBL, types of projects, PBL vs. traditional classroom, features of PBL, the framework of PBL, applications of PBL in classrooms, benefits of PBL in language learning, PBL impact on students motivation, challenges in implementing PBL, the evaluation in PBL, and the relation between PBL and 21st –Century skills.

1.1.1 Origins of Project-Based Learning:

The Origins of Project-based learning is strongly grounded in *constructivism*. In this regard, (Railsback, 2002, p.7) maintains that "Project-based instruction strategies have their roots in the constructivist approach". Moreover, PBL borrows its principles from *pragmatic constructivism*, *cognitive constructivism* and *social constructivism*, which constitute the main

stands 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*. PBL is not a new method in language teaching and learning (Blumenfeld et al, 1991); in the 5th century BC, the Chinese philosopher Confucius presented the idea of learning by doing in his famous quote: “Talk to me and I will forget, show me and I will remember, involve me and I will understand, step back and I will act” (Graaff&Kolmos, 2007, p.1). Confucius stressed the importance of involving students and making them responsible for their learning, later, Socrates started a new way of learning that supports students to learn through 13 questioning, inquiry, and critical thinking. Jean Piaget, the Swiss philosopher, expressed the idea that students learn better through asking questions, investigating, interacting with others, and reflecting on these experiences. His thoughts set the basis for the constructivist approach to education which is seen as the foundation of PBL theory (Boss, S. 2011).

1.1.1.1 Constructivism

Constructivism is a learning theory that focuses on how learners construct new knowledge through experience. (Railsback, 2002) pointed out that learning through constructivist theory is seen as a mental construction as learners have to construct new ideas based on their previous knowledge. Therefore, it focuses on giving learners the chance to experience things and reflect on these experiences. Within educational contexts, constructivism weighs on the idea that: “Knowledge cannot be taught but must be constructed by the learner” (Candy, 1991.p.270)

1.1.1.2 The Piagetian Perspective

Jean Piaget, the developmental psychologist, believed that learners develop their knowledge and that this development is a biological process. For Piaget, humans construct their knowledge by building it through experience. Each experience enables them to create new knowledge (*schema*). As (Fosnot, 2005) notes:

Piaget describes assimilation as the “*acting on*” a situation with initial organizing schemes—to make the situation “*similar*” to the present cognitive structures of the learner. This gets to the heart of constructivism. We know the world through the schemes and structures we use to explore it. Perturbations to these assimilatory schemes cause cognitive reordering (p. 288).

This quotation reaffirms that learners try to construct new knowledge by relating to their prior existing old knowledge. At the same time, accommodation remains the process of associating previous knowledge (old schema) to a new one. As a result, students stop to be passive learners who are spoon-fed by their teachers. They rather become active learners who try to make connections with background knowledge and gather new data to create and construct new products. Also, students analyze and make connections between the real world and their own.

1.1.1.3 The Deweyan Perspective

Early in the 20th Century, 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. John Dewey’s philosophy places a firm emphasis on the principles of experiential learning which is basically learning by doing (Orey, 2010).

John stated that schools should prepare students for real life. Therefore, Dewey's laboratory school was designed to facilitate research and experimentation and to provide learners with the opportunity to create their own experience under the direction and guidance of the teacher (Flanagan, 1994). Dewey noted that the teacher's role is not to impose his\her ideas on the students, but to give huge attention to the student’s everyday life, needs and interests. Besides, teachers should guide students to develop their interests and experiences. Therefore, it

is essential to have teachers who are highly skilled professionals, thoroughly knowledgeable and well trained (Westbrook, 1993).

1.1.1.4 Vygotsky's perspective:

The Vygotskian Perspective to Social Constructivism is associated with the Russian psychologist Lev Vygotsky. As its name suggests, social constructivism emphasizes the social construction of knowledge. That is, learning occurs through and during the interaction (Wrigley, 1998). Vygotskian theory considers learning as the construction of a newly-built knowledge through the process of social interaction with others. It asserts that learning environments are those wherein a dynamic interaction between teachers, learners and activities provide opportunities for learners to construct their own knowledge. Interaction encourages individuals to deal with cognitive challenges that are above their current levels of ability (Wertsch, 1985 as cited in Wrigley, 1998). According to (Vygotsky, 1978); another focal point to consider is that cognitive development revolves around the *Zone of Proximal Development (ZPD)*. In this area, the learner receives instructions and guidance that help her/him to develop skills s/he will use independently later. In such contexts, learners also develop higher-order thinking skills and strategies. Also, collaborative and cooperative learning helps less competent learners to evolve and learn from more skilful peers. In this context, (Vygotsky, 1978) points out that: "The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p86).

Many different studies have also shed light on the relationship between PBL and Social Constructivism. Furthermore, PBL concepts help learners to learn a language by interacting among learners, with their tutor (Williams & Burden, 1997). PBL teacher should "Facilitate and manage the process of learning" (Markham et al., 2003, p8). In other terms, teachers must design tasks or activities that promote critical thinking and help students to solve problems and find

solutions, especially while they are facing complex situations. In such a context, teachers should possess outstanding skills and both “interpersonal and communication skills ” (Markham et al., 2003, p. 9).

1.1.2 Theories related to PBL

The term "*project learning*" derives from the work of John Dewey and dates back to William Kilpatrick, who first used the term in 1918. Project-based learning was seen as a broad category which, as long as there is an extended "project" at the heart of it (Larmer, J 2013) it could take several forms or be a combination of:

- Designing and/or creating a tangible product, performance or event
- Solving a real-world problem (may be simulated or fully authentic)
- Investigating a topic or issue to develop an answer to an open-ended question

So, along with PBL, theories such as *Case-Based Learning*, *Discovery Learning*, *Inquiry-Based Learning*, *Task-Based Learning*, *Problem-Based Learning* and *Competency-Based Learning* are fundamentally modern versions of the same concept which is "*project learning*". These theories are discussed briefly in the following

1.1.2.1 Case-Based Learning (CBL)

(Matejka and Cosse,1981) have defined CBL as an instructional technique that focuses on creating real-life situations with a view to analyze data and find solutions according to the based case, rather than presenting general concepts and theories. In other words, CBL depends on providing learners with the chance to build their knowledge by resolving real-life questions about a specific case. Usually, these questions are open-ended and have no single right answer (D'Angelo et al., 2009).

1.1.2.2 Discovery Learning

Discovery Learning depends on the idea that students learn better when they discover knowledge on their own. Therefore, the role of the teacher is to provide students with problems that need exploration to solve and to guide them to develop their creativity and problem-solving skills (D'Angelo et al. 2009). According to (Joolingen, 1999); discovery Learning is a type of method where learners construct their knowledge by experimenting with a domain and inferring rules from the results of these experiments. The basic idea of this kind of method is that, because learners can design their experiments in the domain and infer the rules of the domain themselves they are actually constructing their knowledge. Because of these constructive activities, it is assumed they will understand the domain at a higher level than when the necessary information is just presented by a teacher or an expository learning environment.

1.1.2.3 Inquiry-Based Learning (IBL)

The fundamental concept in IBL refers to a process of personal discovery by the learners. The learners or the student inquirers are guided to inquire or generate relevant questions and to come up with the appropriate answers through critical thinking. In inquiry learning, learners are also shown how knowledge is generated, how it is transmitted, and how all parties including experts, teachers, parents and society contribute to a learner's knowledge. Inquiry learning teaches learners to respect one's own interest and the interest of others (Donham, 2001).

1.1.2.4 Task-Based Learning (TBL)

Task-Based Learning is a different way to teach languages. It can help the student by placing her/him in a situation like in the real world. In TBL, students have to perform a series of activities by using language as a vehicle for authentic, real-world needs (Curran, Deguent, Lund, Miletto, & Straeten, 2000). Nunan defined Task-Based Learning as a:

The pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than manipulate form.(Nunan, 2004, p.4)

1.1.2.5 Competency-Based Learning (CBL)

“CBL was introduced after the *Behaviourism paradigm* shift, which is necessary for individuals to function proficiently in the society in which they live” (Grognet& Crandall, 1982, p.3).CBL focuses on the “functional and interactional perspective on the nature of language” (Richards & Rodgers, 2001, p.143), that is the process of learning a language has to be contextualized in the social environment where learners will take part in the process of negotiating meaning. Furthermore, CBL focuses on the outcomes of the process of learning rather than on the process of learning itself, and for (Richards and Rodgers, 2001), CBL is an approach because it does not offer or prescribe a specific sequence of tasks or actions for the classroom.

1.1.2.6 Problem-Based Learning (PBL)

The difference between project-based learning and problem-based learning was a conflict between the early implementers of both approaches. Authors like (Markham, Larmer and Ravitz, 2003), differentiate project-based learning from problem-based learning by describing the former as:

Project-Based Learning is an instructional method that uses projects as the central focus of instruction in a variety of disciplines...” that may “...unfold in unexpected ways” and the later - “*Problem-Based Learning*” – as an instructional approach where students move along a more carefully planned path toward a set of prescribed outcomes (Markham et al., 2003 p. 11).

John Larmer, who is an editor at the *Buck Institute for Education*, has stated in (Table01) the similarities and differences between Project-Based Learning and Problem Based Learning,

Project-Based Learning Vs Problem Based Learning	
Similarities	
<p>Both :</p> <ul style="list-style-type: none"> • Focus on open-ended questions or tasks • Provide authentic applications of content and skills • Build 21st-century competencies • Emphasize student independence and inquiry • Are longer and more multifaceted than traditional lessons and assignments 	
Differences	
Project-Based Learning	Problem Based Learning
Often multi disciplinary	More often single –subjects
Maybe lengthy (weeks or months)	Tend to be shorter
Follows general, variously-named steps	Follows specific, traditionally prescribed steps
Includes the creation of a product or performance	The product may simply be a proposed solution expressed in writing or presentation
May use scenarios but often involves the real world,fully authentic tasks and settings	Often uses case studies or fictitious scenario as ill-structured problems

Table01: Illustrative Chart on Project Based Learning Vs Problem Based Learning. Adapted from ‘Project-Based Learning vs. Problem-Based Learning vs. X-BL’, by (J. Larmer 2013)

According to (Larmer, 2013), both Problem-Based Learning and Project-Based Learning have the same acronym "*PBL*" and share many features such as: focusing on an open-ended question, emphasizing student independence, and building 21st-century success skills such as collaboration, lifelong learning, creativity, critical thinking, problem-solving, communication, and social and cultural awareness. However, they still have some differences which make them two distinct approaches. For example, Project-Based Learning includes the creation of a product or performance while in Problem-Based Learning the product may be tangible or just a proposed

solution. Besides, Project-Based Learning is often multidisciplinary and longer, whereas Problem-Based Learning is more likely to be a single subject and shorter.

1.1.3 Definition of PBL

Project-Based Learning (PBL) can be defined from different perspectives in order to meet the needs of researchers, teachers and administrators to use the project-based approach flexibly. In this concern, (Morgan,1984) asserts that PBL is not restricted to only one precise definition, but it is also viewed and defined from different dimensions. Thus, PBL has been referred to as a “*model*”, “*approach*”, or a “*technique*”, or as “*learning*”, or “*teaching*” (Bas, 2011, p. 2).As a result, (Thomas, 2000, p. 2) explains that “The diversity of defining features coupled with the lack of a universally accepted model or theory of project-based learning has resulted in a great variety of PBL research and development activities”. Consequently, some of those descriptions are going to be used interchangeably along with our research paper. To clarify, we will be concerned with PBL as learning and teaching methods.

(Thomas, 2000) defined Project-Based Learning in a very comprehensive way which includes most of PBL features. He has stated that:

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. ... [It also] includes authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, cooperative learning, reflection, and incorporation of adult skills (p.1).

More commonly, (Patton and Robin,2012) expressed that "Project-Based Learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation" (p.13).In this standpoint,(Arpin and Capra,2001) defined this educational method as an opportunity for

students to develop their own information by interacting with their group mates and environment, and which recognises the teacher as a pedagogic mediator between student and information objects (as cited in Guven, Yurdatapan&Sahin, 2014).

1.1.4 Types of PBL:

Projects can be divided into various classification and types; they can differ concerning the degree to which the educators and learners decide on the nature and sequencing of project-related activities. Project-Based Learning can be characterized by many factors including the age of students, their level and interest, the constraint of space and time or the level of teacher's experience with PBL. (Stoller, 1997) assumes that:

Though similar in many ways, project work can be taken on diverse configurations. The most suitable format for a given context depends on a variety of factors including curricular objectives, course expectations, students proficiency levels, student interests, time constraints, and availability of materials (p2).

In short, the appropriate choice of the project format for a particular context depends on the objectives to improve students' needs and level, time limits and accessibility of materials.

1.1.4.1 Morgan Perspective:

(Morgan, 1984) has offered a technique to categorize project work that focuses on the category of activities worked through learners, which means that the ability to choose the topic at the aim of solving the problem and the basis of the materials and the methods to be used by the learners is considered an effective feature of project work. He seeks a slight to differentiate between three types of projects mainly; *project-exercise*, *project –component*, and *project – orientation*. (Morgan, 1984, pp.222-223) suggests three models of project work:

1. Project-Exercise:

This type of project work refers to the category of activities operated independently by learners, as a trainee. It is considered as the most traditional one, it is common to both teachers and curriculum designers. Furthermore, the main goal of the project is to make a specific area which is familiar to them.

2. Project –component:

It aims to work up the problem –solving capacity and independence by having the choice of selecting topics which are related to real-world topics. Besides, this model seeks to give relevant to the student.

3. Project-Orientation:

This notion is in a way similar to project component in the interdisciplinary nature of the topics dealt with the real –world issues designed. In addition to that, the project works on the basis of the materials and methods to be used.

1.1.4.2 Henry Perspective:

(Henry, 2012, p14-15) have provided another way to classify project work in which he claims that an important feature of project work depends on the degree of structure. That is to say; the freedom and choice of the topic and the material to be used by their own or by their teachers. Moreover, he made a distinction between three types of projects namely; *structured unstructured* and *semi-structured projects*.

A. Unstructured Projects:

Unstructured projects for Henry is the type of projects where learners; design, conduct, analyse and present their findings on a topic which means that the learners have the autonomy to choose the topic to be used in their projects.

B. Structured Projects:

For Henry, structured projects refer to the projects in which the teacher is the one who concludes about the topic and the technique to follow. Therefore, the teacher in this type of projects gives little space for learner's choice.

C. Semi-Structured Projects:

Semi-structured projects are another type of projects which relies on the degree of structure proposed by Henry who defined as: "Though the project area and methodology are prescribed, the nature of the work is such that students have a lot of responsibility." (Henry, 1994, p.15). In the same context, (Stoller, 1997) claims that semi-structured projects can be done in part by the teachers and in another by the students.

1.1.5 PBLVs Classical Classroom

In a traditional classroom, the purpose is to deliver to the student the set content of a particular course. Project-Based Learning differs in that it seeks to address a central problem using whatever content or skills are needed to do so. In fact, Project-Based Learning engages students in skills necessary in the modern workplace (Bender, 2012). Both PBL and Classroom-Based classical instruction have the same concern in getting students to learn and integrate with the materials in a restricted period. However, there are many distinctive features between classical instruction and project-based learning model. (Table 2) is an information chart that demonstrates the differences between the two approaches as tabulated in (Mapes, 2009.p9)

Classical Classroom	PBL
Teacher - centred and the teacher responsible for the learning	Student-centred, students help each other and the teacher just facilitates the learning
Transmitting knowledge to a group	Constructing of individual knowledge
Focuses on the memorization of material	Focuses on the understanding of content
Surface Learning (a little about a lot of concepts)	Deep learning (through the understanding of concepts)
Learning out of context	Authentic learning in the context

Individual learning	Group learning
Classical assessment	Performance-based assessment

Table02: Ziegenfuss’s comparison chart between the classical based classrooms and PBL

Model (cited in Mapes, 2009.p9)

In PBL, students are outstandingly less controlled compared to classical teacher-led classroom activities. It offers a long-term multi-disciplinary goal based on real-world challenges or problems that drive students to use a myriad of skills including teamwork, critical thinking, and peer/teacher engagement and encourages learners to expand their knowledge for the sake of developing their entire progress over by solving themes of relevance. Various studies have indicated that when a PBL approach was compared to a traditional approach, students using the PBL approach achieved higher than the students using the traditional approach (Karaçalli & Korur, 2014; Karpudewan, Ponniah, & Md. Zain, 2016; Summers & Dickinson, 2012).

1.1.6 Characteristics of PBL

The need to incorporate learners in teaching and learning process is significant. It aims to make them independent, responsible and active learners through contriving their knowledge, rather than being passive receivers of teacher’s input. Although there are a few different processes of operating Project-Based Learning among many educators, it is argued that PBL involves a set of fundamental features and core tenets that have been shared among language teachers in EFL classrooms (Solomon, 2003&Stoller, 1997).The main principles of PBL are:

- a) It occurs from the interests of students, and it enables them to perform their need to gain new experiences and be responsible for their work.
- b) PBL comes from an effective and actual situation. Therefore, it is not limited by school premises but even parents and others from student surrounding can be involved.
- c) PBL is an interdisciplinary approach, which means; it requires students to engage in inquiry, solution building, and product construction to help address the real-world issue

or challenge presented. As students do the work, they often use content knowledge and skills from multiple academic domains to successfully complete the project.

- d) PBL brings a concrete product and the process in which the result should be recorded.
- e) Learners are provoked to work in groups (Beckett and Slater, 2005, Fried Booth, 2002). They discuss the topic, share ideas and resources, help each other collect and analyze the data gathered.

Furthermore, (Haines, 1989) claims that PBL can be applied to all degrees of competence, age and abilities of students. He points out that PBL is student-centred not a syllabus centred approach to learning, i.e.; in the learner-centred approach, the learners are dynamically occupied in performing tasks rather than learning about something. Learners are required to produce a product or give a performance and in doing so, current findings are presented to the teacher. However, throughout the process, the teacher acts as an advisor.

- PBL is cooperative rather than competitive in that learners can work on their own, in pairs or in small groups to complete the project, sharing resources and ideas. (Haines, 1989).
- Realism or authenticity of projects, it refers to the authenticity of all the intermix elements in the projects as a topic, activities in addition to other elements which are derived from real life, In other words, PBL seeks to produce authentic tasks for language learners in order to reach comprehensible input and create coherent output by interacting with others in real-life occasions (Thomas, 2000).
- PBL projects focus on questions and problems that make students find the main concepts and principles of discipline, PBL stresses on provocative issues or questions that lead students to an in-depth exploration of authentic topics related to the central concept of discipline (Barron et al, 1998).

- Constructive investigation: PBL refers to the procedures and investigations to take into account decision-making, problem-finding and problem-solving in order to carry out the activities under the purpose of building new knowledge and skills (Bereiter & Scardamalia, 1999).

All of these characteristics play a key role in supporting the learning process of the students within an EFL classroom. However, teachers are not enforced to follow these features; rather, they should consider what they find relevant and interesting to their learners' needs.

1.1.7 The Framework of PBL in the Classroom

The Framework for Project-Based Learning describes PBL in terms of teacher's different roles in teaching and students' different experiences, which will be explained in the followings:

1.1.7.1 Teacher Roles:

The teacher is considered as one of the dependable and demanding professions. Teachers seek for helping the learners to intermix into society, just after parents, to obtain knowledge, skills, capacities, abilities and to build up the sense of moral and cultural values. The effective implementation of PBL in the classroom requires the teacher to achieve and assume different roles. (Simpson, 2011, p.48) claims that: "It is clear that teachers are less formal and less dominant when students have more control over their own learning." In implementing the project method, the point of the learning process moves from the teacher to learners, from working independently to working in groups. That is to say, PBL designates of focus from teacher-directed learning, to learner-directed learning. However, a teacher should be aware of the rules to be integrated into the classroom in order to have an effective PBL atmosphere. (Mc.Ghee&Kozma, 2001, p3-6) suggested the transformed teacher's roles as an *instructional designer, trainer, collaborator, team coordinator, advisor, and monitoring and assessment*

specialist. These roles need to be interchangeable throughout the teaching process, for the purpose of improving students learning skills.

a) **Instructional Designer:**

The teacher needs to organize and plan the lessons, where s/he takes into consideration learners' need through applying various activities, using different resources to address their needs.

b) **Trainer:**

The teacher tends to offer individual instruction to develop different skills; the training is adopted through aiding students to finish unique tasks.

c) **Collaborator:**

It refers to a variety of activities that teachers assume to work with their learners to improve instruction. These activities which are common in PBL instruction approach include team teaching that allows the teacher to participate in the teaching process, moving from planning the lesson to evaluate the findings. Another role for teachers in PBL is "*team coordinate*" that focus on the active assignment where learners work on their own progress to finish their project. Besides that, is to open up opportunities for collaborative learning activities.

d) **Advisor :**

Is one of the significant roles in PBL. It refers to the teachers who give help and advice in a way that makes learners be able to take decisions and to find the knowledge they search and need for a specific task.

e) **Monitor and Assessment Specialist**

Refers to a new strategy provided by teachers to evaluate and enhance learner's performance through using monitor test scores and provide feedback to learners.

In conclusion, the role of teachers in PBL classrooms has great positive effects on learners than the traditional role of teachers, because; first, learners acquire meaningful learning as a result of planning lessons via teachers to improve learning capacities and fulfil learner's needs and offer opportunities for students to work in small groups. Meanwhile, teachers continue to monitor and give suggestions during the phases of project work after finishing the project, teachers will assess the learners' work and provide advice for better performance.

1.1.7.2 Student's Roles:

In PBL, not only the teacher's roles are altered, but the roles of learners are also shifted from passive to the active learner (Yeong, Ann & Ng, Pak. 2009), assert that project works present a challenge for students because they should behave as active participants in the learning process, and work in collaboration with the group members in order to decide on the content to learn, the methodology to use, and the application of their knowledge in real-world situations. According to (Murchu, 2005, p2), learners are involved in three major roles as *self-directed learners* and *team collaborators*. Each of these roles is associated with typical activities as *knowledge managers*.

a) Self- Directed Learners:

Learners tend to choose their own real-world projects which are allied to their interests and set their learning goals in order to be motivated to conduct a particular project. Also, they need to organize their projects and manage their progress. (Simpson, 2011, p.49) claims that: "Self –directed learners widen their role to become peer-helpers who in turn help other learners to complete their tasks". The role of "*collaborator*" team member is important where learners work collaboratively to finish a suitable project, and there are both individuals and shared responsibilities.

b) Knowledge Manager :

Is the most current role in PBL for it focuses on the development of knowledge products; reports, newspaper or media that help solve real-world problems. However, the role of both teachers and learners are equally important in PBL. The teacher acts as an instructional designer, trainer, collaborator, team coordinator, advisor and assessment specialist. As a result, the learner's roles have shifted from being passive to active. However, learners are required to present their knowledge product.

1.1.8 Applications of PBL in the Classroom:

With its benefits, Project-Based Learning is an enduring process utilized by students with the help of teachers. A lot of teachers confirm that PBL is a concrete method for the integration of language and skills and therefore, it should be taken on in EFL classrooms. Many educators tend to implement the PBL into four main steps (Markham, et al., 2003; Sheppard & Stoller, 1995; Stoller, 1997)

- a) Starting the project.
- b) Developing the project.
- c) Reporting to the class.
- d) Assessing the project

a) Starting the Project:

It involves selecting the topic which is of interest and deciding its significance for the learners. Teachers provide students with guiding questions in order to have an idea of what to do. Then, learners set up the project outline and draw the method of development the last results, and each individual's needs. The project needs to change and activate in various manner in which learners become able to improve themselves and have the flexibility to work on their own. While, at the same time, the groups or team

members may provide advice and even assistance. This is the most important step because it donates to the outcome.

b) Developing the Project:

It includes the research that the students carry out either in pairs, as a group or individually. Before starting the project it should be determined by the group. Learners seek to find out the data in order to answer their driving questions and take note of the findings they have received, and the difficulties they faced and search for ways to solve it. This process is very efficient and can be used in developing the work as it progresses.

c) Reporting to the Class:

This phase incorporates presenting and receiving feedback from other learners on the progress of the project and the developing that are made. It occurs throughout the project are measured to ensure that learners find out the problem and tend to use the appropriate skills and terms that are required to finish the project.

d) Assessing the Project:

The last outcome might be accessed through an individual learner, through groups of learners, through a teacher, or by an exterior audience. This process permits learners to go in and present their knowledge that they have learned throughout the development of the project.

PBL is a systematic methodology that is suitable for implementing in the language classroom (Stoller, 1997). It can be employed in the classroom under a phase that directs practitioners and learners in arranging the project. Despite the benefit of Project-Based Learning in learning and teaching, it still has a lot of challenges that face both teachers and learners in the EFL classroom.

1.1.9 Benefits of PBL

It has been broadly agreed that the implementation of PBL in EFL classrooms brings students a lot of benefits, researchers have defined the benefits of PBL which range from the development of language skills up to enhancing student's personal growth. However, teachers who implemented PBL in their classrooms at different grade levels and various subject areas, came out that PBL is an effective method for developing skills and competencies, for that reasons, PBL is considered as one of the recommended models of learner-centred method that give both students and teachers an effective way to:

- Increase creativity and encourage a learning environment.
- Raise learner's motivation and develop self-directed learning (Itler, 2014).
- Offers an opportunity for learners, to put into practice the knowledge and skills they have obtained and enhanced the diverse language skills (Simpson, 2011).
- The procedure leads to the closing stage of project work provides learners with chances to enhance their assurance and independence (Fried Booth, 2002).
- Throughout the framework of PBL, students raise their self-esteem and a positive attitude in order to use language. (Haines, 1989).
- PBL leads to increase in the learners' critical thinking and problem-solving ability. (Allen, 2004).

1.1.10 Project-Based Learning and Students 'Motivation

Motivation is considered as one of the fundamental foundations in learners' promptness for autonomous learning. That is to say; the more motivation learners reveal, the more efforts they parade to their learning. (Dickinson 1995, p.165) confirms that there is a relationship between motivation and learner's autonomy as he states: "Enhanced motivation is conditional on learners taking responsibility for their own learning, noticing that successes or failure are related to their efforts rather than to factors out of their control"(Cited in

Hadi2012p.31).Teachers' concern is the motivational effects on students' autonomy through project work. Therefore, since learners can select their own project and set up their objectives and aims, they are conscious about their work reliable and valuable in course of the development to answer their question, solving a problem and being helpful in the community. Learners are thus personally engaged in projects and stimulated to work hard (Simpson, 2011). To increase the benefits of PBL or any other instructional methods, it means to think and to design the courses in a way that increases the motivation of students' participation in the course.

(Blumenfeld et al. 1991) have conducted a literature review on the effect of PBL on student motivation and as a result, they discovered many aspects of PBL that affect the level of motivation qualified by learners. According to them, the authenticity of a project is a first aspect which has to be deliberated in PBL design. Learners are more motivated to carry out and test their thoughts and increase their level of understanding as they face up to authentic projects and problems. However, (Blumenfeld et al.1991) claim that evidence does not support this hypothesis. Regardless of how interesting the projects are from the learners' point of view, they may not put the necessary effort to complete their project and develop their knowledge and skills. So, they propose different components to express how motivating the project from the learners' point of view. One of those elements is interest and value.

The component of interest and value consists of:

- a. Variety and novelty of tasks.
- b. The authenticity of the problem.
- c. The complexity of the problem.
- d. The ending of the project.
- e. Freedom to select how to perform the project.
- f. The opportunities for collaborative work.

1.1.11 Challenges in PBL Implementation

Despite the numerous benefits of the PBL approach, it presents several challenges for teachers and students. Careful planning to avoid or reduce the negative effect of these challenges is crucial to reach the optimal results. Learners face a long list of challenges when implementing PBL in EFL environments. Inadequate teacher training, lack of resources, and differences between local cultural expectations and the PBL approach are just a few of the hurdles teachers have to overcome in order to implement PBL in their EFL classrooms. Implementing PBL in the classroom can be more difficult than one may expect due to the multi-faceted, intrinsically challenging factors of PBL (Thomas, 2000).

1.1.11.1 Shift from Traditional Teaching Style to PBL:

(Ward and Lee ,2002 as cited in Ozel, 2013, p. 42) state that the change in the roles of both teachers and learners can be frustrating especially for the former who are more familiar with the traditional approaches to teaching in addition to their difficulty to adopt new methodologies into their classroom. Moreover, (Curtis 2002 as cited in Simpson, 2011, p. 73) asserts that the role of the teacher in PBL is more tiring and requires more work compared to the traditional methods.

1.1.11.2 Time Management:

Time was and still is one of most teachers' fears in PBL approach; most teachers are under time pressure that is because they are restricted to a deadline, curriculum to cover, and some other administrative conveniences (Marx et al, 1997).

1.1.11.3 Group Work:

PBL emphasizes the importance of cooperative and collaborative learning. However, learners who don't have the habit to work in teams may find tremendous problems with the cooperative nature of project works (Johnson and Johnson, 1989; Socha and Socha, 1994 cited

by Grant, 2002). Students' background which focuses on individual achievement, the lack of experience and training, and the lack of understanding of the value of collaborative work make students often find group work challenging and difficult.

1.1.11.4 Evaluation:

Students and teachers may find it challenging to deal with the totally new way of evaluation as they are used to a traditional assessment system where grades correspond to correct answers given (Marx et al, 1997).

1.1.11.5 The Issue of Motivation

The ability to solve problems and to improve the content knowledge and skills was considered as a challenge, especially when teachers deal with students with low ability, lack of motivation and lack of focus. The lecturers/teachers should be more patient and should try to improve the lecturer-student relationship (Wrigley, 1998).

1.1.12 Evaluation in Project-Based Learning

According to (Railsback, 2002), assessing students' performance on project work is quite different from assessing traditional classwork. Because students work on different projects with different timelines, the teacher's task of assessing student's progress is more complex than for typical classroom instruction. Project-Based Learning lesson assessment tends to require more careful planning in advance of lesson implementation. (Moursund, 1999, p69-p70) have stated three common phases of the evaluation of PBL from teachers' point of view:

a) Formative Evaluation

Formative evaluation is designed to provide feedback while the student is still working on the project. This allows both the student and teacher to make mid-project corrections. The teacher may use some of the formative evaluation information in a final assessment but may choose not to do so.

b) Summative Evaluation

Summative evaluation is carried out after the project is completed. A teacher might decide to base the project assessment purely on information gathered in the summative evaluation phase. However, a final assessment might also give considerable weight to the process carried out in the project, such as accomplishing a project's milestones on time and the quality of intermediate products.

c) Portfolio Evaluation:

A portfolio is a collection of work samples, where the student and the teacher work together in order to decide which work samples will go into the student's portfolio. During the school year, a large number of items may be collected for use in the school year portfolio. Then some of them will be added to the student's long-term portfolio.

1.1.13 PBL and 21st - Century Skills

With the impact of globalization and advanced digital technology, the ways students learn have changed remarkably through the decades. Therefore, the skills that students today should acquire from schools are not limited merely to the subject knowledge; learner's need to be equipped with the skills of the era commonly known as the 21st - century skills. The PBL approach is considered as an effective tool for promoting 21st-century skills, namely *collaboration* and *communication*, *critical thinking* and *creativity*, which allows learners to search for solutions, moreover, to analyze information, discuss, collaborate with their team in the goal of accomplishing a project (Boss, 2012; Mergendoller, Markham, Ravitz & Larmer, 2006). In other words, learners learn the best when they are engaged in learning by doing. In order to cope with the 21st-century problems, learners need to be prepared with 21st-century skills and Project-Based Learning can be one of the best teaching approaches to develop 21st-century skills.

To summarize the first section of the first chapter; PBL is seen in the related literature as a beneficial way of teaching and learning, as it motivates students, supports self-directed learning, develops lifelong learning strategies, and encourages collaborative teamwork. However, teachers need to carefully design and implement it as several challenges encounter both teachers and students while implementing Project-Based Learning.

1.2 Section Two: Writing as a Skill

The EFL teacher seeks to make learners able to comprehend, to listen, to speak, to read and to write. The focus should be paid on writing, which is not less important than the other skills in cooperative learning method when the teacher gives a writing task, the members of the groups work together towards certain shared learning goals. They help each other during the process of drafting the writing. They plan, translate and review the work together. In this section, writing skill will be defined with its components, along with the discussion of the main aspects of this skill. Then, this will be followed by the presentation of how to build writing skills in foreign language classrooms, along with an explanation of the proper method of teaching this skill, and the role of the teacher in writing lessons. Finally, this section will be concluded, with an examination of the established assessment method in the writing courses.

1.2.1. Definition of Writing Skill

According to (Hamp and Lysons,1990) in (O'Malley and Pierce,1996, p.136) "writing is an individual act in which the author takes thoughts or provoke and alter them into "*self-initiated topic*".(Spratt, et al. 2005, p.37)claims that "writing is an activity to communicate one's ideas by using letters, words, phrases, and clauses to form series of related sentences ." (Hyland, 2003, p. 3) claims that "writing is seen as product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the results of imitating and manipulating models provided by the teacher". According to Hyland theory, Steve Brams asserts that "writing is a productive skill and writing means to write, to try to deliver or

repeat written message” (Bram, 1995, p. 7). “Writing is often regarded as a means of involving the *vocabulary, grammar and discourse arrangement* of the target language, specifically when the target language is the vehicle of instruction in the education system” (Harris, 1993, p64). Whereas (Hedge, 1998, p.19) claims that “writing is a complex process with a number of procedures that goes concurrently”.

On the basis of the definitions above, it simply can be said that writing is an activity to note down and communicate the author's thoughts, consisting of the core idea and important details, through the use of letters, words, and clauses to create a sequence of related sentences in order to encourage learners to think about something or do something.

1.2.2 The Components of Writing Skills:

Writing in English within an academic context requires some criteria of acceptability relative to different aspects of writing, (Starkey, 2004) states that a successful piece of writing should involve *organization, coherence, clarity*, with accurate language, and *word choice*. These components will be explained in the following part.

a) Organization

It is considered as the first phase in the writing process, it aids the learners to discover the links between ideas and how they support the thesis. (Starkey, 2004) claims that: "the direction and purpose you get from organization, helps your reader to believe what you are saying and to willingly follow your lead" (Starkey, 2004, p.7). In other words, the information should be organized in well thought –out the format to readers that aims to help and conduct in the writing process. It is revealed by significant techniques which demonstrate the value of writing process that are pre-writing includes free writing and brainstorming as (Starkey, 2004) defines the pre-writing method in organization is the scheduling of the work appears after collecting information from the prewriting. While, (Galko, 2002) describes the brainstorming as: " *brainstorming* is to let

your ideas flow without judging them” (p.19). This means an effective technique to enhance a piece of writing. Therefore, freewriting is what arrives at someone’s brain without focusing on a particular topic. (Starkey, 2004) states that “*free writing* might better be called ‘*flow writing*’ because the most important of this prewriting technique is the flow or momentum that comes when you stay with it “(p.3).

b) Clarity

It is important for students ‘writing to be legible and clear to facilitate the comprehensibility of the subject. There are four basic elements to write an accurate and clear piece of writing which are mainly:

- Eliminate ambiguity: avoiding the use of unclear and ambiguous words and phrases which contain various interpretations to aids the readers for better understanding
- Be concise: according to (Starkey,2004,p.11); “There are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, using the active voice whenever possible”
- Powerful, precise adjectives and adverbs: when learner tends to use adjectives and adverbs while writing process so as to help the reader convey the message.
- Avoid wordiness: that is to say to reduce the repetition of information and thoughts.

c) Coherence

It plays an essential role in any type of writing to create a proper piece. So the learners should offer clear, beneficial and understanding to the readers. (Murray&Hughes,2008, p.45)states that:" a good writer ‘sticks their ideas together so that they act as links in a chain, each link connections become unclear and the argument structure breaks down".

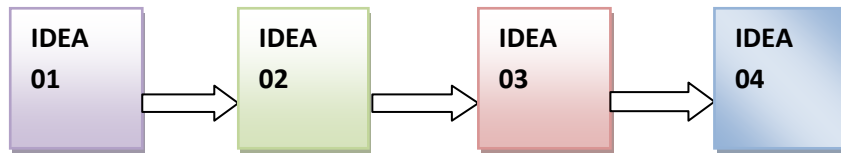


Figure01: Sequence of Ideas by (Murray & Hughes2008, p.46).

Figure 01 explains that there is a series of ideas that come to the Learner's mind after the other (idea1 leads to 2, idea 1 and 2 leads to idea3; idea 1,2and 3 leads to idea 4). So that the reader becomes able to comprehend the author’s ideas when there is a harmony between the ideas.

d) Word Choice

The word choice exhibits the learner’s style of choosing the lexical items to get across the message. The learner should consider two aspects as choosing the words to be employed which are: *Denotation* and *Connotation* (Starkey, 2004, p. 22).He defines *Denotation* as “Literal meaning of the word.” He states that:

The confusion may stem from words that sound or look similar (but have very different meanings), words and usages that sound correct but not considered as *Standard English*, or words that are misused so often that their wrong usage is thought to be correct(Starkey,2004. p.22).

In other terms, learners are required to ensure the accuracy of their choices of the words, whereas the *connotation* or the implied meaning involves emotions, cultural assumptions, and suggestions. However, denotation and connotation must be used when making word choice, but the student should be aware of choosing the words because they may confuse or annoy the readers. (Starkey, 2004), claims that: “That means being aware of *inclusive language*, and avoiding *slang*, *clichés*, and *buzzword*” (Starkey, 2004, p.22).

1.2.3. Writing Mechanics

According to (Kane, 2000), writing mechanics submit to the emergence of words, how words are arranged and spelt on paper. However, learners need to express their thoughts appropriately and clearly in order to succeed in the writing process. (Starkey, 2004, p39) states that: “the majority of *grammar*, *punctuation*, and *capitalization* mistakes are just a few dozen common ones. If you learn these common errors and how to avoid or correct them, your writing will greatly improve”.According to (Starkey2004), for students, in order to master their writing skills, they need to work on their *grammar*, *punctuation* and *capitalization*. These three main writing skills mechanics are explained briefly in the following.

A. Punctuation

Punctuation is an essential part of academic writing by using proper punctuation, writing will be more polished and technically correct, and you may convey your voice more directly (Starkey2004). Therefore,(Murray and Hughes2008)claim that punctuation indicates pauses and sentence boundaries also help the reader understand what is written.

B. Capitalization

Is a basic element in academic writing in which learners should respect the rules of capitalization and appropriately use them while writing . Also, they are necessary for starting words, writing quotes and to use a particular word. (Murray and Hughes 2008, p.185) state that both capitalization and punctuation are important in writing: “they indicate pauses and sentences boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and understand and will; therefore, help it make a more favourable impression on your readers”.

C. Grammar

Grammar is considered as an essential component since any piece of writing should be governed by rules of grammar. When writing a text, we must have the answer to the following questions: “what norms or rules people adhere to when creating texts? Are texts structured according to recurring principles? Is there a hierarchy of units comparable to acts, moves and exchanges? And are there conventional ways of opening and closing texts?” (Mc Carthey,1991, p. 25). Having the answer to these questions will assure the well-structured of the written text which can be raised in the grammatical regularities and conventions.

1.2.4 The Process of Writing Skill

According to (Brown, 2001, p.335); in writing approach, there are about nine procedures that mean;

- 1) Concentrate on the process of writing that conducts to the last written product,
- 2) Aid learners to comprehend their own creating process,
- 3) Help learners to develop techniques for pre-writing, drafting and rewriting,
- 4) Offer them enough time to write and rewrite,
- 5) Give fundamental importance to the revision,
- 6) Allows the learners to discover while writing what they want to express,
- 7) Give students feedback by the composting process as they try to create a work closer to the intention,
- 8) Support from the peers and the instructor,
- 9) Make conferences between the teacher and the learner throughout the composition.

The process of writing contains *planning*, *drafting*, *reviewing* and *editing* as (Harmer, 2004) claims that through this approach learners tend to learn how to plan, to draft, to revise, to

edit, and to publish techniques and strategies as a procedure to help students to write freely and come to the product. Based on (Nunan, 1999, p.274) in creating a written text there are steps which it is exemplified in **Figure 02**

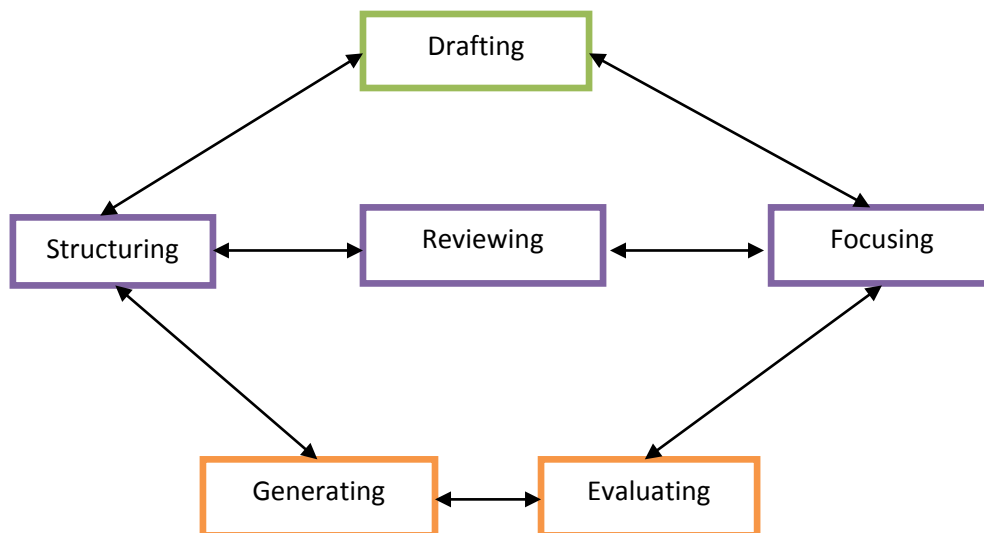


Figure 02: Procedures Involved in Producing a Written Text, (Nunan, 1999, p.274)

1.2.5 The Aspect of Writing Skill

Writing Skills involve almost five main constituents as (Heaton, 1998, p.135) asserted, they are:

- a. **Language use:** the capacity to write accurate and appropriate utterances.
- b. **Mechanical skills:** the ability to use distinctive conventions correctly to the written language as punctuation and spelling.
- c. **Stylistic skills:** the aptitude to use the language successfully and manipulate sentences.
- d. **Judgments skills:** the ability to write accurately for a specific aim with a specific audience in mind, as one with an ability to choose, arrange, and order relevant information.
- e. **Treatment of content:** the capability to think creatively and enhance ideas, excluding all irrelevant information.

There are six features for successful writing as (Nunan, 1998, p 37); those characteristics can be formulated on:

- 1) Mastering the mechanics of letter formulation
- 2) Following conventions of spelling and punctuation
- 3) Employing the grammatical system to convey the intended meaning for someone;
- 4) Organizing content at the level of paragraph and the complete text to reproduce
New information, topic
- 5) Revising one's preliminary efforts
- 6) Choosing an accurate style for one's audiences.

(Hughes, 1993, p.91) tends to cite five aspects of writing generally:

First grammar is an essential aspect of writing that deals with a series of rules in order to aid the writer to formulate sentences that create a meaningful meaning in English. Second, vocabulary which is a catalogue contains words with their meaning. Third, mechanics deals with conventions that have relation to punctuation, spelling and capitalization. Fourth, fluency refers to the simplicity and style of composition. Finally, form or as it so-called Generic structure; which is a logical series and cohesion to formulate united contribution for the whole paragraphs.p91

In addition, (Peha 2002, p.3) summarize writing in points that are included in this skill as following:

- a. Ideas are considered the core of thoughts of writers and the purpose behind choosing it should be an interesting and important one.
- b. The effective organization refers to the order of ideas and the methods used by writers to follow the flow of ideas.

- c. Voice is the statement of the writers' individual via words; it is about how the writers' writing feels to readers once they read it.
- d. Fluency is about the smooth of ideas that are easier to read and comprehend.
- e. Conventions are the techniques to use punctuation, spelling, and grammar in order to make writing reliable.

Nunan	Heaton	Peha	Hughes
Mechanics, Spelling and punctuation	Mechanics	Voice Sentence Fluency	Punctuation, Spelling, and Capitalization
Grammar Initial Efforts	Language Use	Grammar	Grammar
Content	Content		Content
Style	Style	Word Choice	Vocabulary
	Organization	Organization ideas	Organization

Table 3: Indicators of Writing created by Hughes (1993, p.91).

From **Table 3** it can be concluded that there are five indicators of writing, including language mechanics that includes spelling, capitalization and punctuation, Language use that includes grammar, content, vocabulary, which deals with word choice and style, and organization.

1.2.6. Teaching Writing

Teaching how to write effectively is one of the most important life-long skills for students. Teachers must be sure to select resources and support materials that not only aid them in teaching how to write but also help them learn to write. English writing has always been a challenging skill to teach. They have to master not only their competence in writing but also the capability of applying and adapting the relevant teaching approaches or methods appropriate for the particular context and the students concerned. (Harmer 1998, p.79) explains four reasons for teaching writing to students of English as a foreign language. They are reinforcement, language development, learning style and writing as a skill.

A. Reinforcement:

Some students acquire language in a purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

B. Language Development :

The process of writing helps us to learn as we go along (rather like the process of speaking). (Harmer 1998, p.79) states that " the mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience".

C. Learning Style:

Writing is appropriate for learners who take a longer time at picking up activity instead of the rush and bother of interpersonal face to face communication.

D. Writing as a Skill :

Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write letters, how to reply, etc. They also need to know some of writing's special conventions such as punctuation, paragraph construction, etc.

1.2.7 The Role of the Teacher in the Process of Writing

(Harmer, 2004, p.41-42) identifies five roles of the teacher before and during and after students writing which are:

1) Demonstrating Teacher :

Students should be aware of writing conventions and genre constraints in specific kinds of writing. Consequently, teachers have to be able to put these features into their consideration to help students learning how to write in a better way, use the language correctly, and to be aware of conventions such as, (focus on punctuation, spelling, capitalization, grammar and usage, dictating, correct broken paragraphs...) which help them know about the language rules in order to be good writers.

2) Motivating and Provoking

Teachers should motivate, help and provoke students to get ideas, acquire them with the value of the task and persuade them what fun it can. Teachers often help students to feel comfortable and find their ideas when they are doing their tasks by asking and checking their responses, giving them guidelines how to start writing and how to tolerate their ideas, killing their anxieties and fears which make them motivated and convincing them that they are able to be good writers.

3) Supporting

Teachers need to be supportive in writing lessons and help students to overcome difficulties that students face in writing and encourages them to be involved in writing tasks through the suggestion of ideas and means because students always, need encouragement and help in order to be better writers.

4) Responding

Teachers should react to the content and construction of a piece of writing supportively and make suggestions for its improvement. When teachers respond to

students' writing, they give suggestions and comments about content and form. Also, teachers make comments on students' errors and their use of language and make suggestions for its improvement.

5) Evaluating

Evaluation of students is an important tool to determine whether students' benefit from the teaching practices. The teacher evaluates students in tests, he mainly focuses on their writing mistakes and gives marks and grades in order to improve their writing skill, he responds as a reader, not as a grader. While evaluating, the teacher should be organized, disciplined, authoritative, dedicated and insightful.

1.2.8 Difficulties in Achieving Writing Skills

Writing allows students to see their progress and get feedback from the teacher, it also allows teachers to monitor students and diagnose problems encountered. This shows that writing plays a predominant role in language learning. However, compared to speech, effective writing requires several things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers (Hedge, 1988).

Regarding the linguistic problem, students have compensated for the absence of the features of speaking. Also, they have to keep the channel of communication open through their own efforts and ensure both the choice of sentence structure as well as the way of how our sentences are linked together and sequenced. So, the produced text can be interpreted on its own (Byrne, 1988). Concerning the cognitive problem, students learn to write through a process of instructions. To do so, students have to master the written form of the language and to learn the

structures of writing which are not used in speaking. Students also have to learn how to organize their ideas in a way by which a reader can absorb it without being present or knowing the writer.

1.2.9 Evaluating and Scoring in Writing Skills

The most common evaluation methods of writing include (Bacha 2001) holistic and analytic evaluation. The holistic evaluation involves reading a paper quickly in order to gain a broad impression of a writer's skill. In contrast, the analytic scoring involves an itemized analysis and is commonly used to identify weaknesses in a student's writing. The holistic evaluation is often used for informing placement decisions and measuring student achievement, and a single score is assigned to a student's overall test performance. On the contrary, the analytical evaluation looks at one specific item, such usage of articles or the correct word order in student piece of writing and different components and features of students' writing are given separate scores.

The components are content dealing with the appropriateness of the title, organization dealing with the text cohesion and paragraph unity, vocabulary dealing with the precision of choosing and using word and language style, language use dealing with grammar, and mechanics dealing with spelling, capitalization, and punctuation. (Brown and Bailey 1984, p. 39-41 in Brown 2004, p. 244 – 245) propose an analytic scale for rating composition in the following (**Table04**)

	1	2	3	4	5
1. Organization	Appropriate title; effective introduction paragraph; the topic is stated; transitional expression	Adequate title; introduction and conclusion; the body of the essay is acceptable; but some evidence	Scant introduction or conclusion; problems with the order of ideas in the body; the	Shaky or minimally recognizable introduction; organization can barely be seen; severe	Absence of introductions or conclusion; no apparent organization of the body,

	used; arrangement of material shows plan; supporting evidence given for generalization; conclusion logical and complete	may be lacking; some ideas aren't fully developed; sequence in logical but transitional expression a may be absent or missed	generalization may not fully supported by the evidence given; problems of organization interfere	problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	severe lack of supporting evidence; writer has not made any effort to organize the composition
2. Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect the thought	Essay addresses the issue but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay doesn't reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and doesn't reflect high school level work; no apparent effort to consider the topic carefully
3. Grammar	Native-like fluency in English grammar; correct use of	Advanced proficiency in English grammar; some grammar	Ideas are getting through to the reader, but grammar problems are	Numerous serious grammar problems interfere with	Severe grammar problems interfere greatly with

	relative clauses, prepositions, modals, articles, verb forms, and tense sequencing, no fragments or run-on sentences	problems don't influence communication, although the reader is aware of them, no fragments or noun sentence	apparent and have a negative effect on communication; run-on sentence or fragments present	the communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read the sentence	the message; the reader can't understand what the writer was trying to say; unintelligible sentence structure
4. Punctuation, Spelling, and Mechanic	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indeed, punctuation and spelling; very needed	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses the general writing conventions but has errors; spelling problems district reader; punctuation errors interfere with ideas	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
5. Vocabulary	Precise vocabulary usage; use of	Attempts variety; good vocabulary; not	Some vocabulary misused; lacks	Poor expression of ideas; problem	Inappropriate use of vocabulary;

	parallel structures; concise; register good	wordy; register OK; style fairly concise	awareness of register; may be too wordy	in vocabulary; lack of variety of structure	no concept of register of sentence variety
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Table 04: Analytical scale for rating writing components by (Brown and Bailey 1984, p.39-41 in Brown (2004, pp 244 – 245)

The analytical scoring of an essay may be appropriately suited, since the curricular goal and the variety of the students' need. Level of proficiency can make a significant difference in emphasis. Since writing is a process, the composition test is essay form as the final test for the students. The table of specifications in testing writing skill is suitable with the indicators used in the lesson plans in teaching writing skill. They are three micro-skills (grammar, vocabulary, and mechanics) and two macro skills (content and organization). (Hamp-Lyons, 1990) considers their criteria for scoring writing to be the best-known scoring procedure for students writing at present. The Profile is divided into five major writing components: content, organization, vocabulary, language use, and mechanics with each one having four rating levels of very poor, poor to fair, average to good, and very good to excellent. As suggested by (Jacobs, et al.1981 in Brown, 2004, p 246), in the analytical scoring profile, five slightly different categories are given the point values as follows:

- **Content** = 30
- **Organization** = 20
- **Vocabulary**= 20
- **Grammar**= 25
- **Mechanics** = 5
- **Total** = 100

To conclude the second section of the first chapter; we may say that writing in a foreign language is not an easy task, because it requires more knowledge from both teachers and learners.

Conclusion

This chapter presents the theoretical background of the research variables. It is divided into two chapters. The first chapter investigates with PBL as a teaching and learning technique, the second chapter deals with the writings skill and its different aspects.

Chapter Two: The Fieldwork

Introduction

In this chapter, we investigate second-year LMD student's case of "written expression class" and their teachers' opinion about the role of PBL in enhancing learners' writing skills, in an attempt to answer our research questions. Relatively, this chapter includes data collection, analysis and discussion of both the teachers and the students' questionnaires adopting a qualitative, quantitative approach.

(Brown2001, p.6) defined questionnaires as "any written instruments that present respondents with a series of questions or statements to which they are to reach either by writing out their answers or selecting them among existing answers". For our study, we used the questionnaire as an instrument for data collection because it is easier to use and more appropriate in our case. In addition, with questionnaires, students feel more secured and able to express their attitudes and points of view about particular subjects freely. In order to answer the research questions of the current study, two semi-structured questionnaires were designed to explore teachers' and students' opinion concerning the use of PBL in written expression classes. Accordingly, data collected through the questionnaires, have been analysed and interpreted throughout this chapter. Then, each questionnaire's results have been discussed in the first section. Moreover, recommendations and pedagogical implications will be presented in the second section of this chapter.

2.1 Section One: Research Methodology

The present section describes the applied method and design of this research, along with the analysis and results interpretations, of both; teachers 'and students 'semi-structured questionnaires

2.1.1 Teachers' Questionnaire

The teacher's questionnaire, the form of the questionnaire, the population, and the administration, will be clearly identified in the following. Finally, an analysis of the results obtained and their interpretation will be provided.

2.1.1.1 Research Method and Research Design

A semi-structured questionnaire was designed to collect data about the opinion of written expression teachers towards the use of PBL in their written expression class. The questionnaire consists of three sections with a total of twenty (20) questions. The first section was designed to collect information about their backgrounds such as teaching experience and their academic degree.

The second section was devoted to explore written expression class, it includes six questions designed to specify their attitudes toward teaching writing skills, the skill they give more importance, their main objectives of teaching written expression module, their student's behaviour during writing activities, and the aids that they mostly use during the process of teaching. The third and last section, entitled "the attitudes of teachers towards using PBL in their written expression class", contains twelve questions; these questions are attached to investigate teachers' attitudes toward the use of PBL in their classes, their students' attitudes toward the new learning method, and their suggested solutions to improve the implementation of PBL in EFL classroom.

2.1.1.2 Teachers' Sample

The sample under the study consists of 22 teachers, teaching in the English departments during the academic year 2019-2020. The respondents are teachers of written expression course in all levels (first year, second year, third year, Master I and Master II), who have different experiences in using PBL approach in the field of teaching.

2.1.1.3 Administration

The questionnaire has been administered to written expression teachers at the English Department of Larbi Tébéssi University, the English Department of Mohamed Lamine Debaghine University -Setif2, and the Department of Letters and English Language of Blida2 University. Teachers have answered the questionnaire online, with their Google accounts, via “Google Forms application”; which is a survey administration app.

2.1.2 Analysing the Results of the Teachers’ Questionnaire

Section I: Background Information

Q1: Would you please specify your degree?

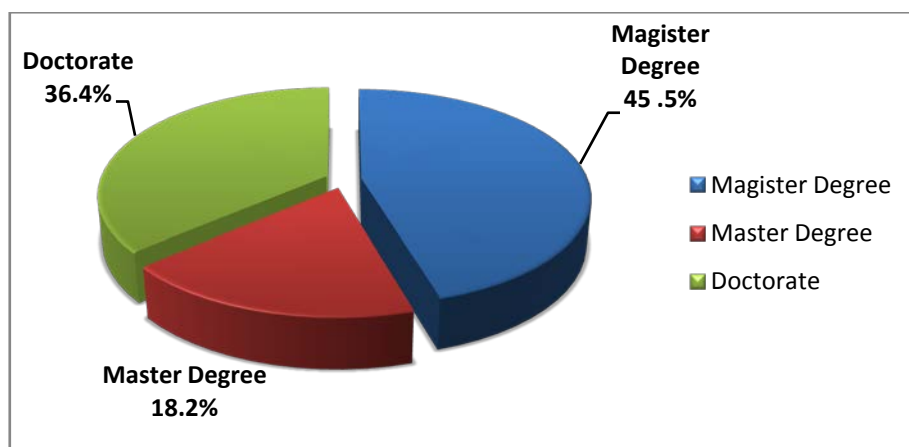


Figure 03: Teachers’ Academic Degree

Figure03 above conveys that; most of the respondents hold a “Magister Degree” with (45.5%). Besides, (36.4%) of the teachers, had a “Doctorate”, eventually, teachers with “Master degree” represent (18.2%) out of the total number of respondents. These results demonstrate that the respondents have different degrees, which enhances the reliability of the survey results.

Q2: How many years have you been teaching written expression module at university?

Years	N	Percentage
[1-5]	9	40.7%
[6-10]	11	49.6%
[11-15]	1	4.5%

[16-20]	1	4.5%
Total	22	100%

Table 05: Teachers' Experience in Teaching Written Expression

Table05 above demonstrates that; the major part of teachers (49.6%) have been teaching written expression course for “more than six years ”, Furthermore,(40.7%) of the teachers have been teaching the module for “more than a year”. However, one can notice that (4.5%) of teachers having an experience in teaching written expression course for “more than eleven years”, as well as, for “more than twenty years”. Therefore, these results indicate that most of the teachers who compose the sample of this study, have enough experience in adopting different teaching methods, including Project-Based Learning (PBL).

Section II: Teaching Written Expression

Q3: How do you consider teaching writing skills?

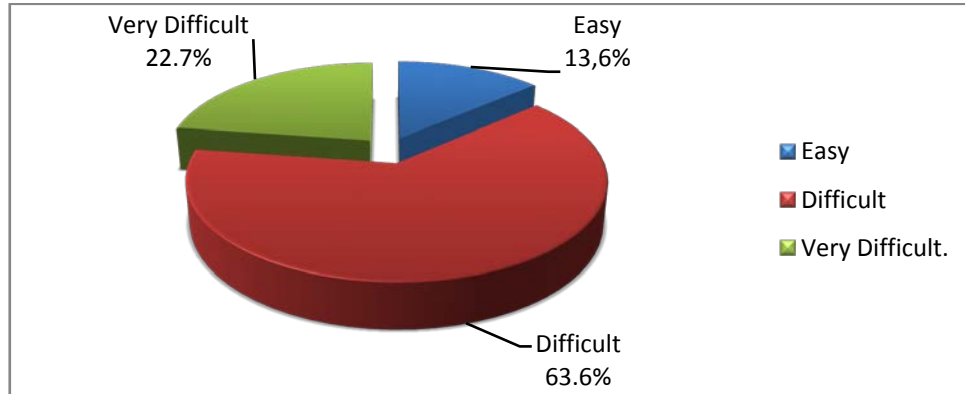


Figure 04: Level of Difficulty in Teaching Writing Skills.

From the teachers' responses in **Figure 04**, one can deduce that; (63.6%) of teachers considered teaching writing skills as a “difficult” process to be developed, meanwhile (13.6%) of teachers declared that teaching writing skills is an “easy” process. While (22.7%) of the teachers have regarded writing skills as the “most difficult task” in the teaching procedure. These findings demonstrate that teaching writing skills, for the majority of teachers, is considered as a challenging activity that requires a well designed instructional approach to be applied.

Q 4: Which skill do you give more importance in teaching written expression?

Skills	Number of Teachers	Percentage
Grammar	2	9.1%
Spelling	\	\
Punctuation	\	\
All Skills	20	90.9%
Total	22	100%

Table 06: The Most Important Skills in Written Expression

The answers recorded in the **Table 06** above reveal that; (90.0%) of the teachers have focused on “all writing skills” namely; “grammar, spelling and punctuation” while teaching the writing course. On the other hand (2 teachers) which represent (9.1%) out the majority, have claimed that they stressed on “grammar” as the most important skill in writing.

Q4: During writing activities, do the majority of your students:

- Interact, speak and participate
- Say a few words
- Keep silent

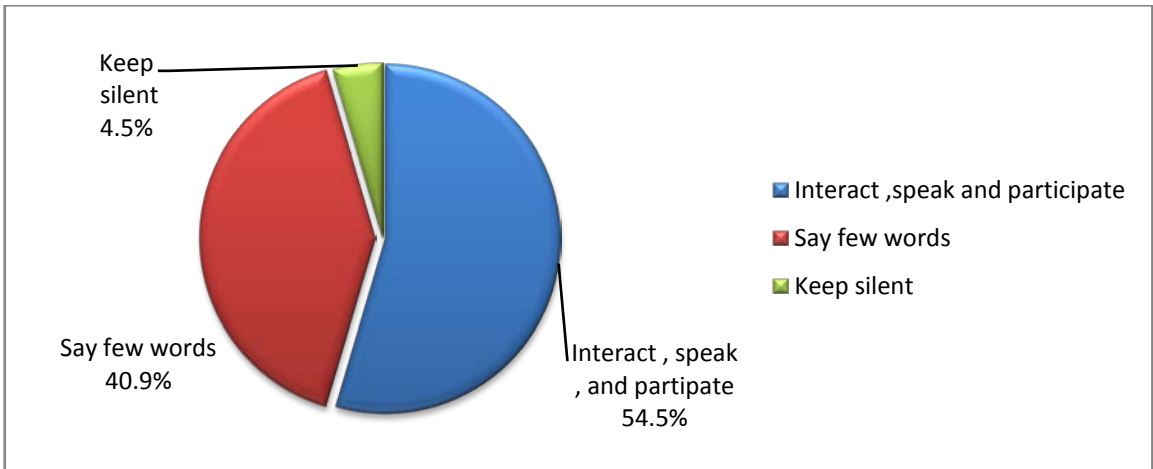


Figure05: Students’ Behavior in Writing Activities

The examination of **Figure 05** above displays that larger part of the teachers (54.5%) believed that their students “interact, speak and participate” during writing activities; signifying that their students are highly interested in learning and practicing the content of the written expression module, additionally; (40.9%) of teachers believed that their learners often “say few words”; due to the lack of motivation, as well as, the lack of engagement in cooperative activities. However, only (4.5%) of teachers claimed that their learners ‘keep silent’ during writing activities.

Q5: What are the main objectives of teaching written expression module?

Objectives	Number of Teachers	Percentage
Reinforcement	\	\
Language development	1	4.5%
Learning style	\	\
Writing as a skill	7	31.8%
All of them	14	63.6%
Total	22	100%

Table 07: The Objectives of Teaching Written Expression

Our concern is to understand the aims behind teaching written expression course in EFL classroom. As it is apparent in **Table 07**; (63.6%) of teachers (13 teachers) have been focusing on the four objectives in their writing activities; namely “reinforcement, language development, learning style and writing as skills”. On the other hand, (31.8%) of the teachers (7 teachers) have centered their focus on “writing as a skill”, and (4.5%), representing one teacher, has emphasized on “language development” as the main objective in teaching written expression.

Q.6: How often do you use teaching aids in teaching writing skill?

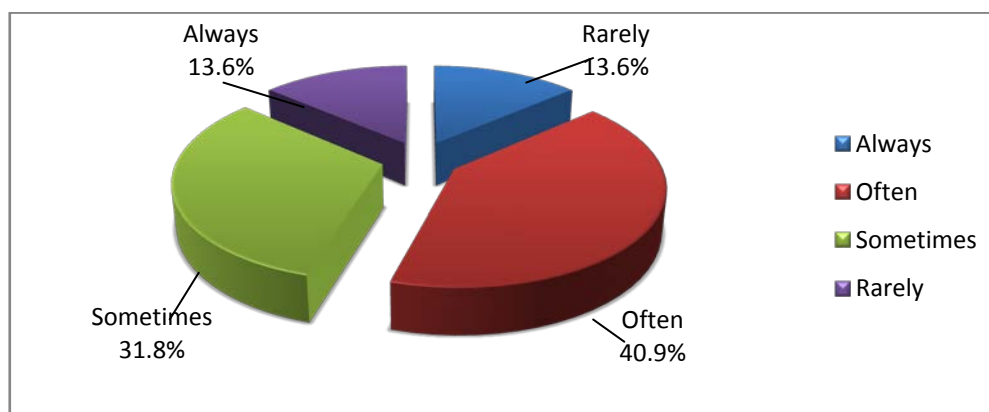


Figure 06: Frequency of Using Aids in Teaching Written Expression

According to the data collected in **Figure 06**; the majority of the teachers (40.9%), declared that they “often” use teaching aids in their classroom, also (31.8%) of the teachers, have claimed that they ‘sometimes’ apply teaching aids during their teaching process. Besides (13.6 %) out of the total percentage, pointed out that they “always” include teaching aids in their class. These findings approve that the majority of the teachers are aware of the teaching aids advantages in improving their educational process. Lastly, (13.6 %) of the teachers have expressed that they ‘rarely’ use teaching materials in their writing activities.

Q7. What kind of aids do you use? (You can opt for more than one option).

Options	Number of teachers	Percentage
a) Visual aids (pictures, board, flash cards)	16	72.7 %
b) Audio aids (tape, record)	2	9.1 %
c) Audio-visuels (videos, documentaries, clips)	10	45.5%

Table 08: Types of Used Teaching Aids in Writing Activities

The answers recorded in **Table 08** above, indicates that; (72.7%) of the answers, prove that major part of the teachers has been favouring ‘Visual aids’ over the rest of the teaching materials in their classroom. The other (45.5%) of the answers have ranked “Audio-Visuals” as their 2nd favourite aid. Finally, “Audio aids” are the 3rd preferable option with (9.1%) frequency. In conclusion, the results show that the majority of the teachers are already trying to engage all the teaching tools in their classroom either; visually, auditory or both, for the sake of serving their learners ‘needs.

Q 8.How many projects do you usually give to your students per semester?

Options	Number of Teachers	Percentage
0 Project	/	/
[1-2] projects	17	77.3%
[3-4] projects	2	9.1%
[5-6] projects	3	13.6%
Total	22	100%

Table09: Frequency of Teacher’s Implementation of Project Work

Regarding the results shown in **Table 09** above; (77.3%) of teachers (17teachers) claimed that they implement project work in the classroom activities about “once or two per semester”, and (3 teachers) making up (13.6%), stated that they gave more than “six projects per semester” to their learners, whereas; (9.1%) of the teachers (2 teachers), apply project work “3-4 times per semester”. From these results, we can draw that major part of teachers already have the willingness to apply project work in their teaching process, which proves that they are aware of the potential benefits of the PBL method.

Q 9: What are your objectives behind assigning projects?

Objectives	Number of Teachers	Percentage
Require students to present their problems, research process, methods and results	/	/
Provide opportunities for feedback and revision of the plan and the project	1	4.5%
Use 21 st -century skills as critical thinking, communication, collaboration, and creativity	4	18.2%
Provide feedback and show them their improvement	2	9.1%
All of them	15	68.1%
Total	22	100%

Table 10: The Aims of Using Project Work

Assigning projects reflects diverse perspectives between teachers; the results shown in **Table 10** denote that (68.1%) of teachers (15teachers) have agreed on “all the objectives” behind using project work in the classroom which is mentioned in the table above. However, (4 teachers) which represents (18.2%), have emphasized more on the aim of “using 21st- skills ‘also about (9.1%) of the teachers (2teachers) have chosen the aim of “providing feedback and show students their improvement”, ending up with (4.5 %) of the teachers (1teacher) who have chosen” providing opportunities for feedback and revision of the plan and the project”, as their main objective in assigning projects.

Q10: Do you monitor the learners and the progress of the projects?

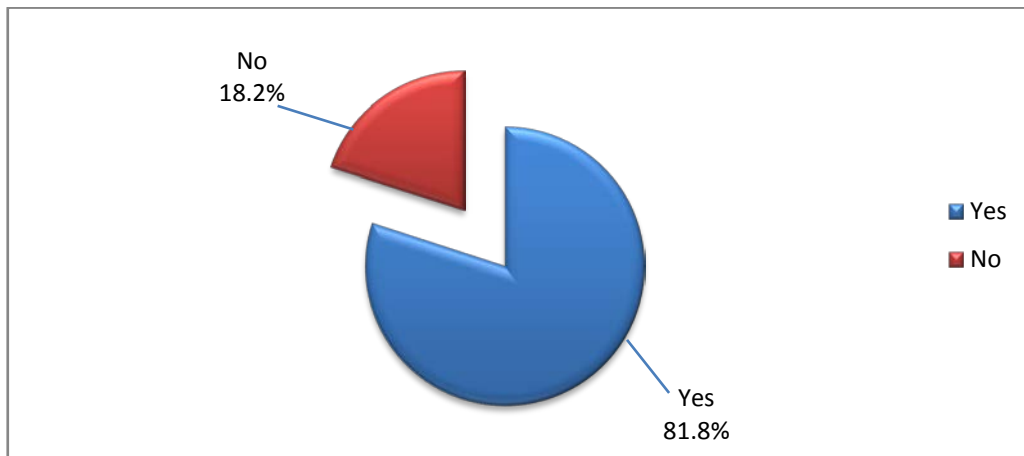


Figure 07: Teachers' Role in the Classroom

The results in **Figure07** demonstrates that;(81.8%) of the teachers agreed that they acted as a “monitor” during the presentation of the projects among the learners, while (18.2%) confirmed that they don't act as” monitor” in their classes.

Q11: For further explanation, on why teachers like to monitor and take different roles in their teaching process, teachers who have chosen the answer “yes”, have given the following reasons:

- Because controlling the students one of the teachers' roles
- I plan (schedule) and guide rather than a monitor, otherwise, no final work will be submitted or presented on due time.
- To provide feedback.
- To ensure that project is developing and working appropriately, I give them instructions to do and to be checked next session.
- To scaffold the students' performances
- I assess their final presentation by showing them their errors and their good points.

- Through communicating clearly what is expected and the rules of operation. - Provide appropriate guidance throughout the project. - Organize resources and adapt to the degree of learner autonomy. - Plan the project in such a way as to adapt to the unexpected.
- To make sure they are learning
- To ensure they're headed in the right direction
- Because students need teacher's guide
- One of the main targets and tenets of PBL is to build confidence in learners' when addressing a particular problem. In other terms, in the age of globalization, we are moving away from traditional instruction and the myth which advocates the idea that the teacher is the "all-knower". Much burden must be put over the learners' shoulders as they are to face these linguistic problems. In doing so, more preparation and a plethora of resources and materials are needed from the teacher's part.
- To help them submit good works
- My feedback helps them improve their work
- Students need the teacher's guide
- To enhance their comprehension and to generate a sense of interaction and correlation amongst the students.
- Through providing a constructive framework for group interactions.
- Students need guidance from the teacher who can help them to overcome some difficulties in doing their projects.
- First of all, the teacher is a guide. He should monitor the learners and the progress of the project.

Section III: PBL and Writing Skills

Q 12: Do you apply PBL method in your classroom?

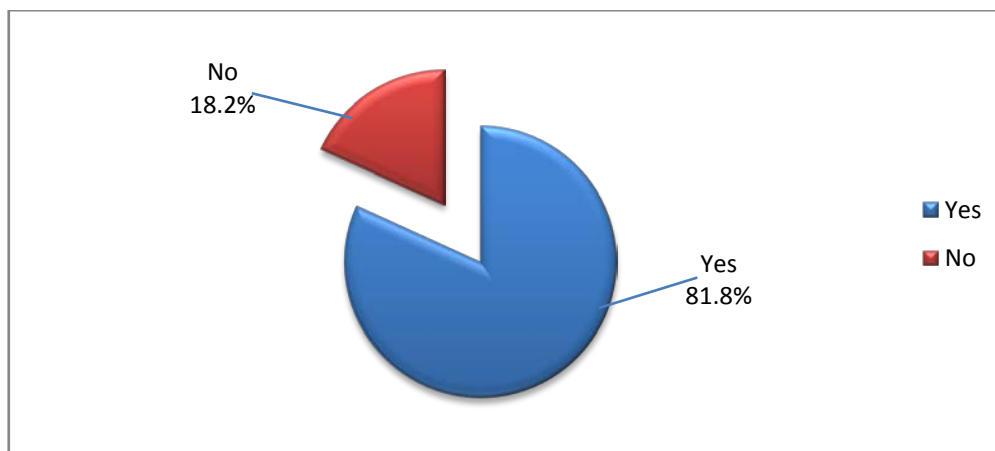


Figure 08: Teachers' Implementation of PBL.

Regarding the teachers' answers in **Figure 08**; (81,8%) claimed they apply PBL in their classroom in order to improve their students' level, whereas (18.2%)of the teachers said that they are not familiar with PBL method, therefore they do not use it in their classes. These results prove that that majority of the teachers are aware of the importance of PBL method in enhancing their student's learning and writing skills.

Q13: Do you find the PBL method helpful for students to acquire self-confidence, motivation and self-directed learning?

Options	Number of Teachers	Percentage
Yes	21	95.5%
No	01	4.5%
Total	22	100%

Table 11: Teachers' Evaluation of PBL

Table 11 reveals that; the great majority of the teachers (95.5%) confirm that PBL is an effective method, as it is a motivational technique that helps learners to build their self-

confidence and self-directed learning. However, only 1 teacher (4.5%) declared that PBL is not a helpful method for student's motivation.

Q14: For further explanation on the positive effects and benefits of applying PBL in the classroom, the teachers gave us these following positive reasons:

- PBL is a useful teaching method because it gives students the ability to learn how to work cooperatively and share responsibility for their own learning, become autonomous learners, work following their own pace of learning and interests/preferences, be creative and more critical, become more self-confident (when displaying/presenting the outcome of their work to their classmates)
- Any technique that can help students discover themselves is surely effective and PBL is one of these techniques
- I consider it much important as it motivates students and empowers them with the spirit of creativity necessary for enhancing learning.
- It seems to be effective since it engages learners in research and investigation that is the major aim behind higher education syllabi.
- Project-based learning allows you to acquire knowledge through experience. This pedagogical technique is conducive to the development of know-how and skills.
- Very productive
- It can be helpful since students do the work outside the classroom
- As explained earlier, the collaborative atmosphere that the discussions dictate would enhance the writing skills of the learners engaged. And this is a step to language acquisition, as learning a language is definitely speaking this very language.
- It is very useful though time-consuming.
- I think it is a very useful method that employs different techniques and focuses on different competencies

- PBL is far better than other traditional teaching methods
- It is somehow effective. But it ought to be backed up and used alongside with other teaching methods.
- Project-Based Learning is one of the most effective ways to engage students and develop their language skills. I consider applying PBL in the teaching of writing as necessary in order to create students' motivation and enhance their writing ability.
- I think that PBL serves as a practice and as they said: by practicing we make perfect
- It makes them self confident
- To illustrate more, writing is an act of discovery and this technique helps students to discover their inside writing abilities which are not self-confident with or have low self-esteem. The teacher must play an important guiding role to help this happen
- Learners find themselves immersed in developing their learning by themselves by going over projects; this helps strengthen their motivation as well as self-confidence.

While learning through a PBL model, students tend to learn by themselves, so they are the only owner of their learning.

- When learners experience problems and succeed in solving them, they will feel self-confident, in control of their learning, and motivated.
- The approach encourages the reinforcement of learners' autonomy as well as their communication and collaboration skills, especially since the project is often a collective project.
- Because it provides room for independence, critical thinking, creativity
- It depends on the student.
- Because it teaches them to rely on themselves and to correct their mistakes

PBL method is basically a learner-centered/ focused one; in which language learners are actively involved in the retention of their background knowledge the development or

enhancement of long-life learning and skills. To put it differently; the PBL will be applied even outside the institutional setting.

- Because PBL let them experience the learning process and real-world problems
- It is helpful
- Learners may choose a topic they are interested in and collaborate with their mates in doing their projects
- It allows students to get exposed to their potential and freely express themselves.
- It depends on the learning styles pertinent to each learner. Some students tend to be autonomous learners whereas others prefer to be dependent on their teachers in their learning or to be learning in group works.
- Students working on projects will find their voice in the classroom and learn to take pride in their work, boosting their agency and purpose. They will also learn how to manage projects and assignments more efficiently
- Instead of being just passive learners, PBL can enable the students to be more involved in the learning process, since they will be future researchers.
- They feel free and have a space of time to express whatever they want and that's why writing is a more important skill compared to the other skill

On the basis of teacher's comments about the effectiveness of PBL method; we can conclude that the majority of the teachers have approved the potential benefits of this method on their student's writing skills, self-confidence, self-reliance, and their motivation, during the writing course.

Q15: How do your students respond to the use of project method?

Student's attitude toward project work method	Number of Teachers	Percentage
Very responsive	20	90.9%

Normal	1	4.5%
Unresponsive	1	4.5%
Total	22	100%

Table 12: Students Attitude toward Project Work

The answers recorded in the **Table 12** above reveal that ;(90.9%) of the participants (20 teachers) have confirmed the positive impact of PBL on their students' attitude during the learning process, by choosing the option "very responsive", while (4.5 %) of the respondents (1 teacher) was "neutral "in their response, and only one teacher (4.5 %) has described his/her learners' attitude by "unresponsive" in class.

Q16: For further explanation about the positive effects of PBL on students' attitudes in the classroom, the teachers who have answered by "yes" have given these reasons:

- They feel free from any obligations that constitute a burden and source of stress.
- They feel more comfortable than doing a test.
- They like being grouped in small groups of 4 students, motivated and more importantly creative.
- During the course of the project, the learner is led to determine what he or she must learn, to make mistakes that will help him or her progress, and to manage the unexpected.
- I feel I'm forcing them to do it. They are afraid of checking the progress each time but they are happy and proud by the end
- They are usually motivated
- Generally, they like to do projects but we cannot endure that all members of the group took part in the work.

Q18: Does PBL do a good job in teaching 21-century skills? Indicate to what extent you agree or disagree?

Statements	Total of Teachers	Completely Disagree(%)	Generally Disagree(%)	About the same(%)	Generally Agree(%)	Completely Agree(%)	Total (%)
Statement1	22	0%	0%	0%	52%	48%	100%
Statement2	22	0%	0%	0%	43%	57%	100%
Statement3	22	0%	0%	0%	38%	62%	100%
Statement4	22	0%	6%	0%	44%	50%	100%
Statement5	22	0%	0%	0%	50%	50%	100%

Table 13: PBL effects on 21st-skills

Statement 1: Creativity and Innovation

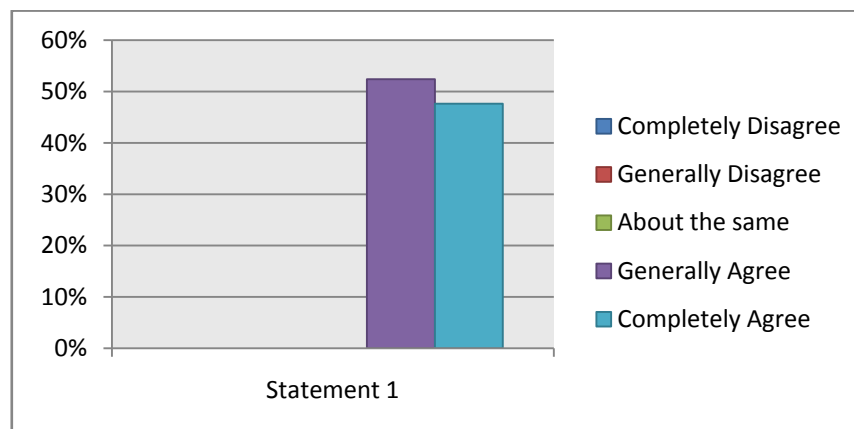


Figure09: PBL Effects on Creativity and Innovation

It is noticeable in **Table13** and **Figure 09**; that (52%) of the teachers “generally agree” on the effectiveness of PBL on the “creativity and innovation of their students”. Moreover, (48%) of the teacher answered that they “completely agree” on this statement.

Statement 2: Critical thinking and Problem solving

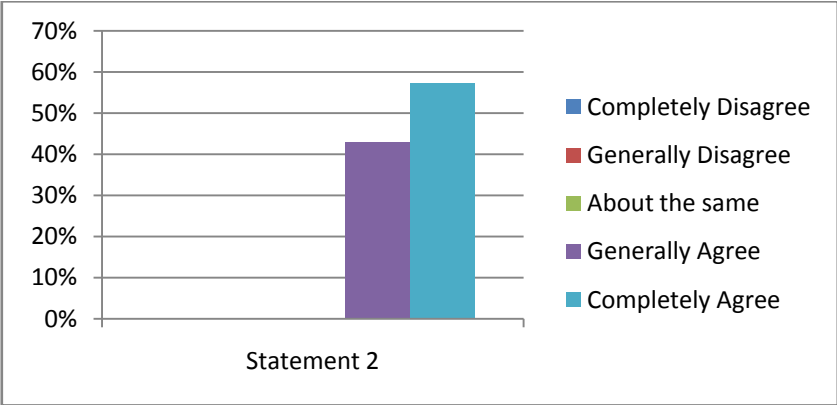


Figure10: PBL Effects on Critical thinking and Problem solving

As **Table 13** and **Figure 10** demonstrate that; (57%) of the teachers declared that they “completely agree” on the positive impact of PBL on students’ “critical thinking and problem solving”, while (43%) of teachers have stated that they “generally agree” on this statement.

Statement3: Communication and Collaboration

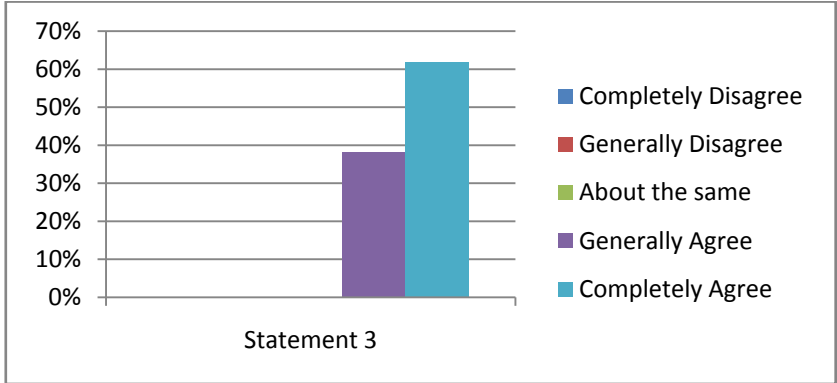


Figure11: PBL Effects on Communication and Collaboration

According to the results in **Table13** and **Figure 11**, one can notice that (62%) of teachers “completely agree” on the statement of communication, meanwhile, (38%) of teachers specified their response by “generally agree”.

Statement4: Flexibility and adaptability

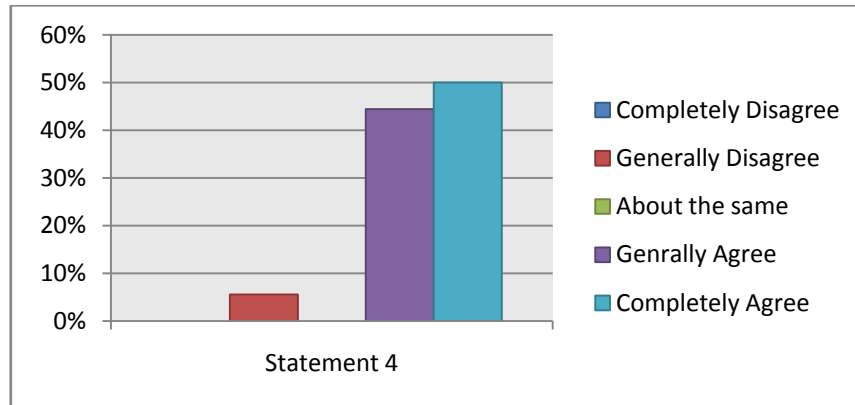


Figure12: PBL Effects on Flexibility and Adaptability

A quick look at the **Table13** and **Figure 12** shows that (50%) of the sample declared that they are “Completely Agree’ with effects of PBL on “flexibility and adaptability” of learners. Additionally, (44%) of teachers stated that they “generally agree’. However, (6%) of teachers did not believe in the effect of PBL and declared that they ‘generally disagree’ with this statement.

Statement5: Productivity and Accountability

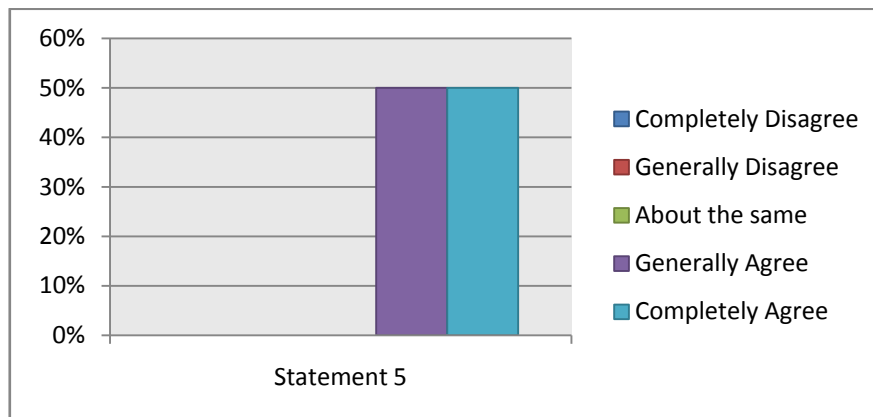


Figure13: PBL Effects on Productivity and Accountability

Results obtained from **Table 13** also **Figure 13**, indicate that (50%) of the teachers claimed that they “generally agree”, along with the other (50%) of the sample, who “completely agree” on the positive effects of PBL on “productivity and accountability” of their students.

- **Interpretation of the Statements:**

From the analysis of **Table 13** and all the representative figures of the statements, we can conclude that most of the teachers have been clearly concurring on the usefulness of PBL in helping students for adopting 21st- century skills in their learning.

Q 19.What are the main challenges that you face while implementing PBL in class? (You can opt for more than one option)

Options	Frequency	Percentage of responses
a) Students are not used to active learning	14	63.6 %
b) Lack of students engagement	12	54.5 %
c) Lack of time	15	68.2%
d) high number of students per group	13	59.1%
e) lack of materials (such as books) and ICTs (such as data-show)	2	9%

Table 14: PBL Implementation Challenges

The answers revealed in the **Table 14** above show that; (68.2%) of the answers have considered “the lack of time” as their biggest challenge. Therefore, (63.6%) of the answers assumed that “students are not used to active learning “as their main problem. Additionally (59.1%) of the answers stated that their major challenge is ‘the high number of students per group’. However, the “lack of student engagement” has been considered as another challenge for teachers during the session, making up (54.5%) of the total answers. In the end; (9%) of the answers, have chosen “lack of materials and ICTs” as their primary challenge in their class

Q20: Teachers’ pedagogical implementations concerning the improvement of PBL method application in written expression course.

We have asked the teachers, for suggestions in order to improve the implementation of PBL in written expression class, and the teachers have given very good solutions and pedagogical implementation, that enrich our research:

- Motivating students via engaging them more
- Promoting collaborative work between the students to encourage them to solve problems through providing them challenging and intriguing tasks which would develop their critical thinking and eventually attain successful learning.
- Before implementing PBL in writing classrooms, one should think about many other parameters such as the students' learning styles, preferences, and level as they have potential in determining the success or the failure of such activity.
- To reduce the number of lessons so that students can have enough time to present their projects. To provide the department with the necessary equipment.
- Motivating students, time management, and more innovative assignments
- Reduce the number of students per group, train teachers in this method and increase the use of technology.
- I would propose that students must be given more freedom in selecting the type of learning through which they achieve their objectives.
- Organizing workshops and conferences for teachers, teaching learners active learning strategies.
- Project-Based Learning professor and author Peggy Ertmer suggests that there are five key building components to developing and implementing PBL in the classroom. Those include real-world connection, core to learning, structure collaboration, student-driven, and multi-faceted assessments. These five keys need to be the driving force behind your development of project-based lesson plans.

- 1) Real-world Connection - The students are introduced to a real-world problem that applies in their everyday life.

- 2) Core to Learning - Students will be asked to research their theories, collaborate, and develop the best solutions to the problem.
 - 3) Structure Collaboration - The students are provided with guidelines on how to work together.
 - 4) Student-Driven - The students are responsible for taking the necessary steps to find a solution to the problem and successfully presenting that solution to the rest of the class.
 - 5) Multi-faceted Assessments - While the teacher is considered more of a facilitator, it is still the teacher's role to remain involved and to check in with students to ensure projects are moving along successfully. Throughout the project, the teacher should:
 - a) Spend time with each group of students observing and asking questions to ensure they understand their roles in the assignment.
 - b) Question them about their research and findings to determine whether or not they understand the material.
 - c) Encourage further exploration and creativity in the presentation of their findings. By doing this, the teacher will be able to assess students to ensure they are on task and keeping up with the material and the project.
- Leading groups with sufficient freedom - in an appropriate setting, stimulating, motivating, accompanying, and providing regular feedback.
 - Ensure that everyone participates and learns (identify and evaluate individual contributions).
 - Explain to students the benefits of such a method.
 - A project needs to have regular and frequent guidance of the teacher otherwise it wouldn't be fruitful especially with students' lack of engagement.
 - Use it very often. Devote more class time to it. work with small groups.

- Have less number of students per group.
- Teachers need extra hours in order to teach effectively and make PBL is helpful, I think that's the best solution because we suffer from limited time. So, the big problem is in time not in PBL as a method.
- It would be possible to implement it in other teaching conditions.
- First, I would like to thank you for tacking this very significant method. Second, our learners are in an urgent need to enrich their linguistic repertoire, as this can be seen when handling any given topic. Also, to apply this kind of instructional methods, we have to reconsider classroom size and learners' individual differences. Introvert learners will never be involved as the overt method threatens their sensitive ego.
- Reduce the number of students and follow a criterion-based evaluation of the projects (to be explained the 1st day to all students).

2.1.2.1. Discussion of the Results

In conclusion, from the results of teacher's questionnaire, we understand that the majority of teachers are aware of the benefits of PBL method in enhancing students' writing skills along with their self-confidence, self-reliance, motivation, and 21st-century skills. This can help teachers to create a safe environment for their students, to achieve their goals; alsoto overcome their writing challenges .Consequently, they can guide their students and give them the needed feedback on their educational journey. However, from the findings, we have concluded also that teachers still find some challenges in the implementation of PBL in their class, on account of the lack of the proper conditions in their EFL environment, in the interest of adopting this method.

2.2.1. The Students' Questionnaire

The following part describes and analyses the students' questionnaire, the form of the questionnaire, the population, the sample, and the administration, will be clearly identified

through this section. Finally, an analysis of the results obtained and their interpretation will be provided.

2.2.1.1 Research Method and Research Design

A semi-structured questionnaire was designed to be administered to 2nd-year LMD students, in which we tend to investigate the perception of the learners and their main difficulties during writing activities. Besides, we asked for their opinion concerning the different role of teachers and the use of project work while studying written expression. The questionnaire consists of ten questions (10), divided into three sections, which inquired about their opinion concerning PBL methods in learning written expression; the first section was outlined to collect personal information about their gender and their level in writing, the second section was designed to evaluate students' attitudes towards writing activities in written expression module, which consist of four main questions; concerning their evaluation of the writing tasks in written expression, the role of their written expression teacher, and the frequency of times they practice project work per session, and ending the section by the main difficulties they faced during writing and their opinion toward the method used in written expression class. The third section was designed to investigate about student's attitudes towards project work method in written expression, by giving students different statements, to see the extent of agreement and disagreement with the principles of PBL method in the class.

2.2.1.2 The Population

During the academic year 2018-2019, the population of 2nd year license English students at the Department of Letters and English Language, Larbi Tébessi University, consists of 108 students.

2.2.1.3 The Sample

The used method in choosing the sample is non-probabilistic sampling method, which means the respondents are chosen because the target population is very specific and limited in availability, as a result, the sample consists of 94 students, willing to participate in the online

questionnaire, out of the whole population which consists of 108 students, i.e. the sample represent 87 % from the whole population, and it is considered as an acceptable percentage of sample to be representative and for the results to be generalized

2.2.2.4. Administration

The questionnaire has been administered to 2nd year license English students, at the English Department of Larbi Tébéssi University. Students have answered an online questionnaire with their Google accounts, via “Google Forms application”, which is a survey administration app.

2.1.3. Analysing the Results of the Student’s Questionnaire

Section 1: Background Information

Q1: Gender

Gender	StudentNumber	Percentage
Female	83	88.3%
Male	11	11.7%
Total	94	100%

Table15: Student’s Gender

Table 15 indicates that ;(84) of the students, making up (88.3%) are categorized as “female”, whereas,(11.7%) of the sample are “male”. This indicates that the sample is dominated by female students as they are almost eight times as numerous as male students.

Q02:How do you evaluate your level in writing?

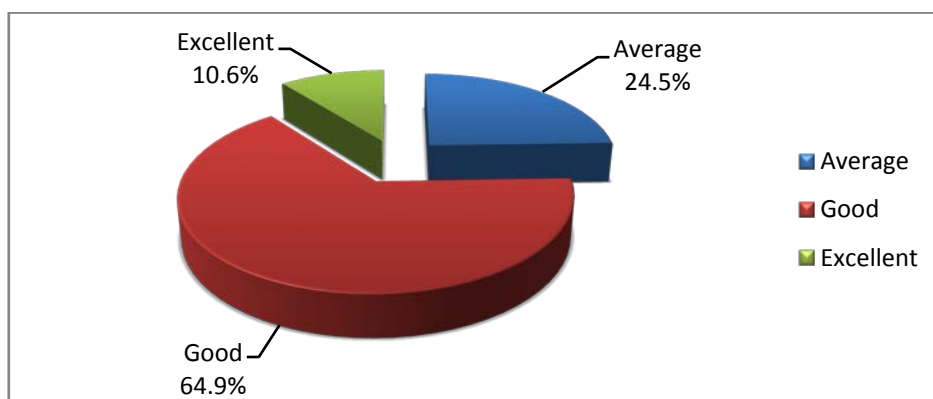


Figure 14: Level of Writing

The answers mentioned in **Figure 14**, reveal that; the majority of the students (64.9%) claimed that their level in writing is “good”, whereas,(24.5%) of students assumed that their level in writing is average. Finally, (10.6%) of the sample stated that their level in writing is “excellent”.

Section 2: Students’ Attitudes towards Writing in Written Expression

Q3: How do you find the writing tasks in written expression module?

Options	Number of Students	Percentage
Easy	19	20.2%
Medium	69	73.4%
Difficult	6	6.4%
Total	94	100%

Table 16: The Evaluation of Writing Tasks.

Regarding the results shown in **Table16**; (73.4%) of students (69 students) described the level of difficulty in writing activities as ‘medium’, while (6.4%) of the respondents (6students) regarded the writing tasks in written expression as “difficult”. However,(19 students) making up (20.2%) claimed that writing tasks are “easy”.

Q04: Does your written expression teacher help you when you write?

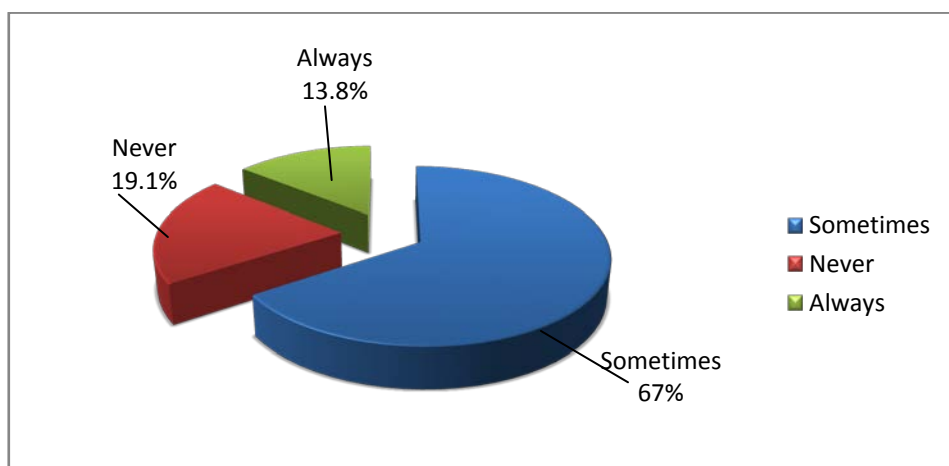


Figure15: Written Expression Teacher role.

From the revealed results in **Figure15**, it is noticeable that (67%) of the students’ responses indicate that their teacher “sometimes” offers for them help when it is needed. However, (13.8%) of the sample declared that their teachers “always” provide them with support. Finally, (19.1%) of respondents stated that their teachers “never” offer them help during their learning process. These findings demonstrate that most of the teachers provide their learners with help in their writing activities.

Q05: How many times do you work in a group during written expression class?

Times of Work	Students Number	Percentage
Once Week	44	46.8%
Once Month	30	31.9%
Every Session	20	21.3%
Total	94	100%

Table 17: Frequency of Projects

It can be realized from the findings of **Table17** above that; the majority of students have been working in groups “once a week” with a percentage (46.8%) (44 students).Furthermore, 31.9% of students (30 students) claimed that they have been engaging in a group “once a month”. However, (21.3%) of the total number of students (20 students) declared that they have been asked to work on projects within groups in “Every session”

Q06: Do you face some difficulties while writing

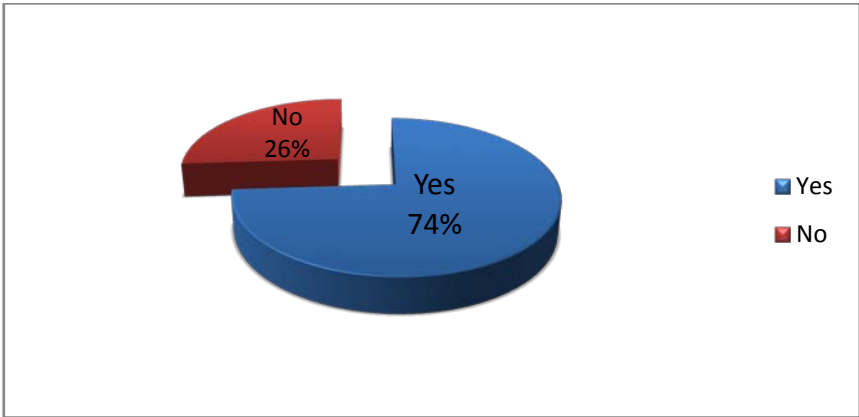


Figure16. Writing Difficulties

Figure 16 demonstrates that; (73.4%) of the students confirmed that they encounter difficulties while writing. While only (26.6%) have declared that they do not have any difficulties in their writing activities.

Q07 If yes, do you think that your writing problems are due to (You can opt for more than one option).

Options	Frequency	Percentage of responses
Grammar	22	31,9
Vocabulary	38	55,1
Insufficient time	19	27.5
Teacher’s role	5	7.2
Lack of motivation to write	29	42

Fear of negative comments	15	21,7
Lack of practice	2	2,8
Punctuation and use of connectors	1	1,4

Table18: Frequency of Students' Challenges in Writing Activities

Results of **Table 18** demonstrate that; (55.1%) of the answers affirmed that “vocabulary” is a major problem that they face while writing, (42%) of the answers claimed that students often have a problem at the level of “lack of motivation». Moreover, (31.9%) of the students stated that they encounter difficulty in “grammar’. Also, (27.5%) of the answers show that students face another writing obstacle, which is “insufficient time’. Additionally, the teacher’s role also represents another problem for many learners with (7.2 %) frequency. Nevertheless, (21.7%) of the answers claimed that students struggle with “the fear from negative comments”. Finally, “lack of practice” with (2.8%) frequency and “punctuation and use of connectors” which represent (1.4 %) of the answers, refers to the two last challenges. From these results, we conclude that students do encounter challenges in writing activities.

Q08: Does the present teaching method in written expression module, help you to write effectively?

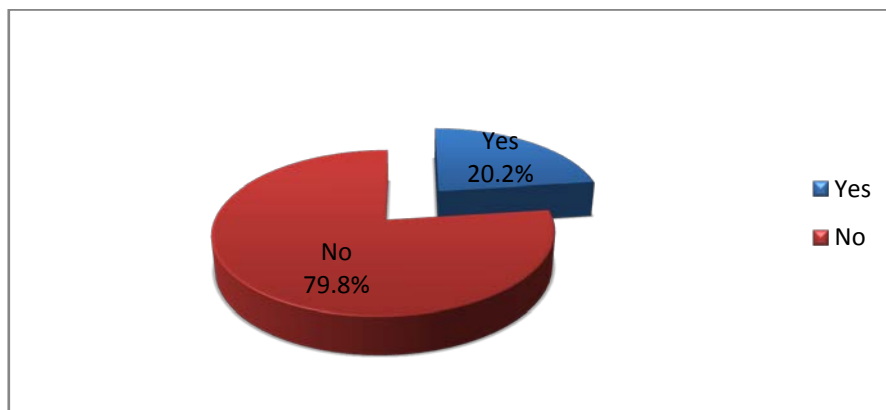


Figure 17: Students' Opinion on the Teaching Method Used in Written Expression

According to the results obtained in **Figure 17**, one can infer that: the majority of the students (79.8%) asserted that they find the used teaching method in written expression is unhelpful in their learning process. While (20.2%) claimed that their teacher's method has helped them to write effectively. In conclusion, the results show that the majority of the sample face problems and obstacles in developing their writing ability through using the classical learning method, which implies that they are in need for a new learning method to be adopted

Q.9For further explanation, we have asked students about the reasons for dissatisfaction about the used method in written expression course, some students gave some valid reasons:

- Lack of communication with the teacher, and cooperative work, moreover the theme of tasks is not my subject of interest
- Because the teacher does not give constructive feedback and lack of time devoted to the writing task
- It is all theoretical, teachers need to show samples and discuss them with the students so they will be exposed to different styles of writing and finally choose their own
- Because it is a traditional teaching method, where the teacher asks us to write paragraphs or essays, but we lack the assistive means in writing which make this method not effective enough in improving our level in writing.
- The situations given aren't challenging enough to capture the attention.
- Teachers do not explain in details the objective.
- It does not help anymore. We need for collaboration between us .using the modern technologies to write an appropriate task. I think the role of the teacher needs to be more effective in the classroom. Besides that, it is beneficial for working in groups to exchange ideas beliefs that help us in writing.
- It is impossible to master academic writing in a short period of time depending only on the short practice time in the classroom and the teacher's efforts.

- Because of the incomplete knowledge about the target culture and language
- We are restricted and it's never free writing.
- Because it has nothing to do with improving writing.
- It didn't help me in anyway.
- We need more practice.
- The used methods do not emphasize the consistency of practice.
- The most things I hated about it are the compulsory subjects they ask us to write about!
- Does not help because I don't discuss my works with the teacher and other students, so I can't know my faults.
- Due to the teacher's method.
- I just don't like the method that she used it ... Which made the student feel bored .instead of curious about collaborating many ideas and topics to write about it.
- Traditional methods

Section 2: Student's Attitudes towards Project Work in Written Expression

Q10: To what extent do you agree or disagree with the following statements?

Statements	Total	Strongly Disagree (%)	Disagree (%)	Not sure (%)	Agree (%)	Strongly Agree(%)	Total
Statement 1	94	5%	10%	10%	22%	53%	100%
Statement 2	94	4%	12%	10%	34%	40%	100%
Statement 3	94	9%	15%	16%	52%	9%	100%
Statement 4	94	13%	12%	19%	50%	6%	100%
Statement 5	94	11%	9%	15%	45%	21%	100%
Statement 6	94	12%	13%	19%	35%	21%	100%
Statement 7	94	12%	22%	13%	31%	22%	100%
Statement 8	94	10%	5%	12%	57%	16%	100%

Statement 9	94	9%	3%	11%	45%	33%	100%
Statement 10	94	7%	3%	17%	48%	24%	100%
Statement 11	94	11%	5%	18%	44%	22%	100%
Statement 12	94	12%	10%	16%	41%	21%	100%
Statement 13	94	10%	4%	13%	47%	27%	100%
Statement 14	94	10%	7%	18%	40%	24%	100%
Statement 15	94	7%	9%	16%	40%	28%	100%
Statement 16	94	9%	7%	14%	39%	31%	100%
Statement 17	94	9%	5%	9%	39%	38%	100%

Table 19: Student’s attitude toward PBL Method

Statement 1: I prefer to choose the topic of my writing according to my interest.

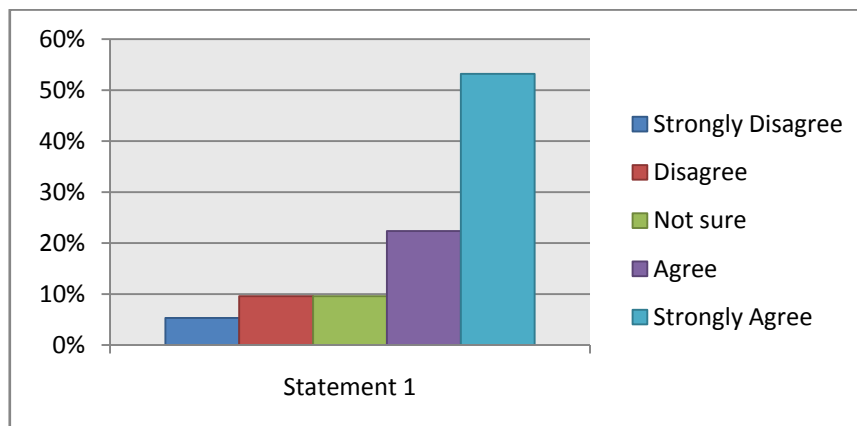


Figure 18: Project Work Includes Subjects Interest

Responding to the results in **Table 19** and **Figure18**, one can assume that; the majority of students (53%) preferred to choose their own topic. While, (22%) of the students agreed on the statement above. Additionally, (10%) of the students were “not sure”, along with (10%) of students who have “disagreed” with the idea of “choosing topics depending in their interest». The last 5% of participants have stated that they “strongly disagree” with the statement.

Statement 2: I like it when my teacher has many different roles and I see him/her more than just a teacher.

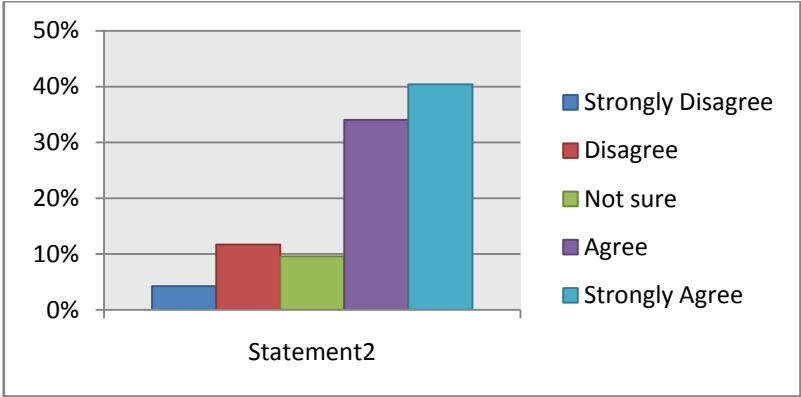


Figure 19: Teachers Play Different Roles in Project Work

Regarding the students’ answers in **Table19** and **Figure19**; (40%) of students “strongly agreed” with the idea of their teachers ‘need to act different roles in class, along with (34%) of a student who “agreed ‘with this statement. On the other hand, 12% of students have “disagreed”, in addition to(4%) of students who declared that they “strongly disagree “with the statement above. Whereas (10%) of students were not sure about the statement.

Statement 3: I like it when the teacher helps me to understand how to prepare the projects

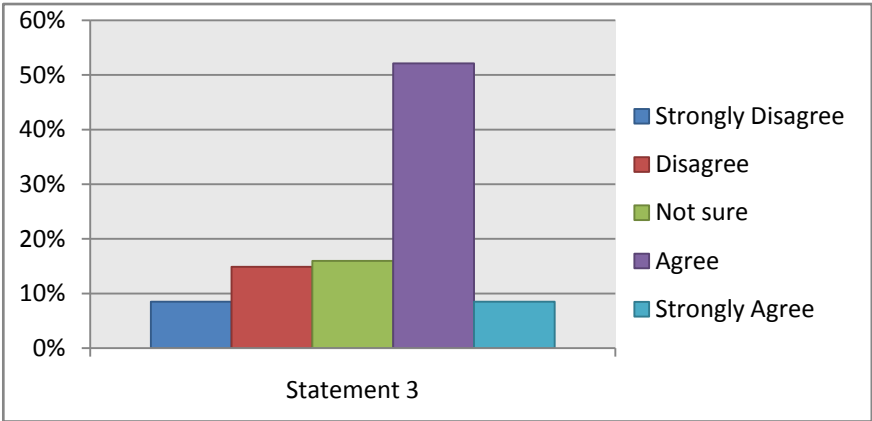


Figure 20: Teacher’s Role in Projects Preparation

According to the results in **Table 19** and **Figure20** above, the majority of students (52%) stated that they “agree” on the teacher’s role as a guider in order to help them prepare their projects, while (16%) of the students were “not sure” about this statement, along with(15 %) of students “disagree” with this idea. On the other hand, (9%) of students have “strongly agreed” with the statement above, however, the last 9 % of students have “strongly disagreed” with this idea.

Statement 4: I prefer that the teacher helps me know how to present the projects

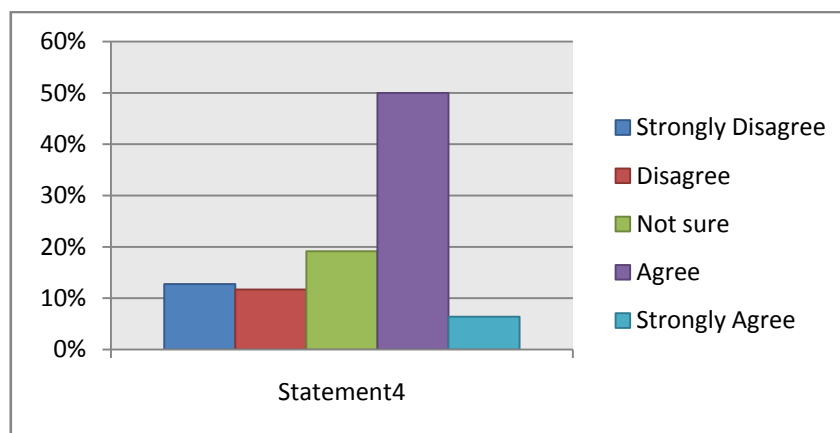


Figure 21: Teacher’s Role in Projects Presentation

According to the results in **Table 19** and **Figure 21**; the majority of students, with (50%) out of the total number, have “agreed” with the idea of the teacher lead their way in presenting their projects in the class, along withwith6 % of students who have “strongly agreed “with this idea. On the other hand, (19%) of the students were “not sure” about this statement; also (12 %) have disagreed with this idea. In addition to (13%) of students who have “strongly disagreed “with the statement above.

Statement 5: I like it when the teacher gives me feedback during the process of project work

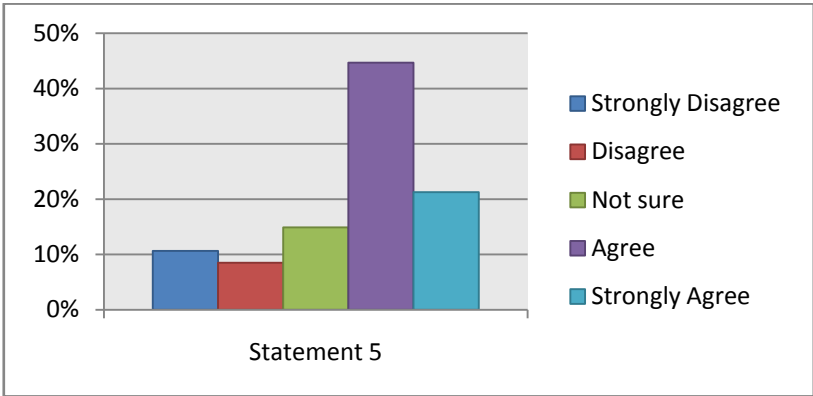


Figure 22: Teacher’s Role in Projects Evaluation

The findings in **Table 19** and **Figure 22** indicate that; the majority of students, with (45%) out of the total number, have “agreed” with the idea of their teachers’ assessment to their projects, by giving them feedback to highlight their strengths and weaknesses in their writing. Also, (21 %) of the sample has confirmed this statement by choosing the option “strongly agree”. In contrast, (15%) of the students were “not sure” about this statement, and (9 %) have disagreed with this idea, along with (11%) of students who “strongly disagreed” with the statement above.

Statement 6: Project work increases my interest in writing

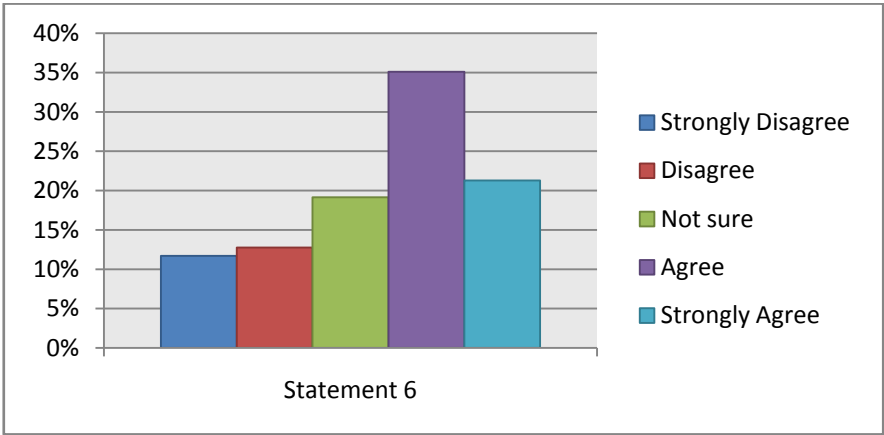


Figure 23: Project work increases Interest in Writing

According to the results shown in **Table 19** and **Figure 23** ;(35%) out of the total number of respondents «agree” with the statement above, along with (21%) of students “strongly

agreed”. At the same time,(19%)were “not sure”, furthermore, (13 %) disagreed, along with(12 %) “strongly disagreed”.

Statement 7: It is easy to work collaboratively with other students to finish project work successfully.

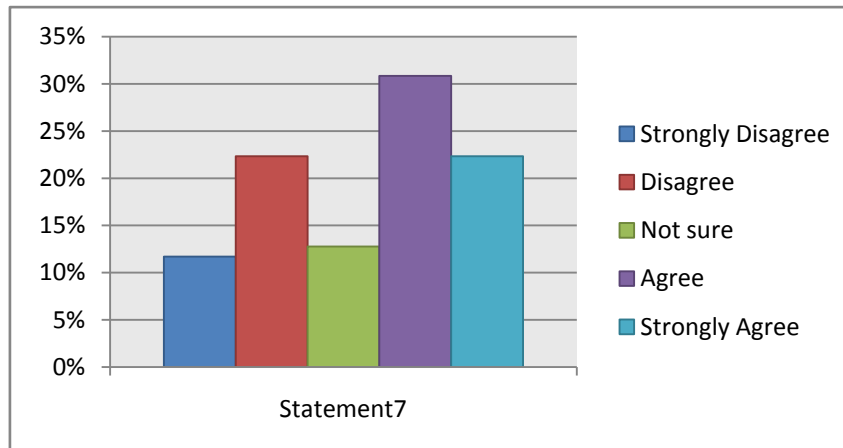


Figure 24: Collaborative Work in Project Work

On the basis of the results in **Table 19** and **Figure24**, the largest part of the sample (31%) of students have “agreed” with the statement above, along with (22 %) of students who “strongly agreed”, which shows that most of the students are satisfied with the collaborative work.(22%) of the sample “disagreed” with the statement. Besides, (13%) “strongly disagreed”, and (12%)were “not sure”.

Statement 8: I like to exchange ideas with my peers during the project work procedure.

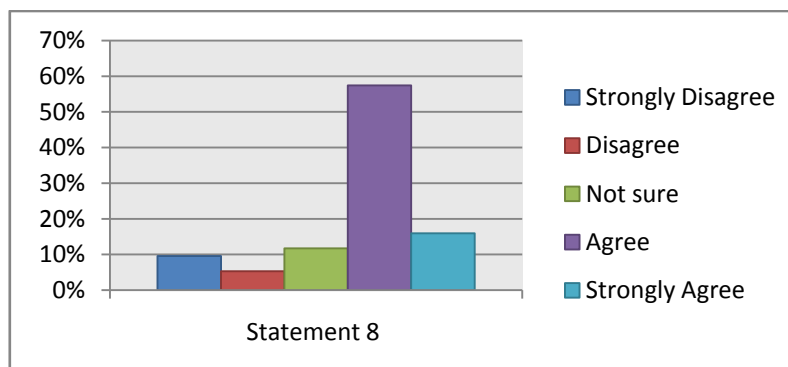


Figure25: Exchanging Ideas with Colleagues in Project Work

According to the results in **Table19** and **Figure25**, the highest percentage of students (57%) have “agreed along with (16%) of the sample who have “strongly agreed” on the idea of exchanging ideas and opinions on a specific subject among their colleagues. (12%) of students were “not sure” about the statement, then (10%) of students have “strongly disagreed”, In addition to (%5) who have “disagreed” with this idea.

Statement 9:I use the grammar rules I’ve learnt while doing project work

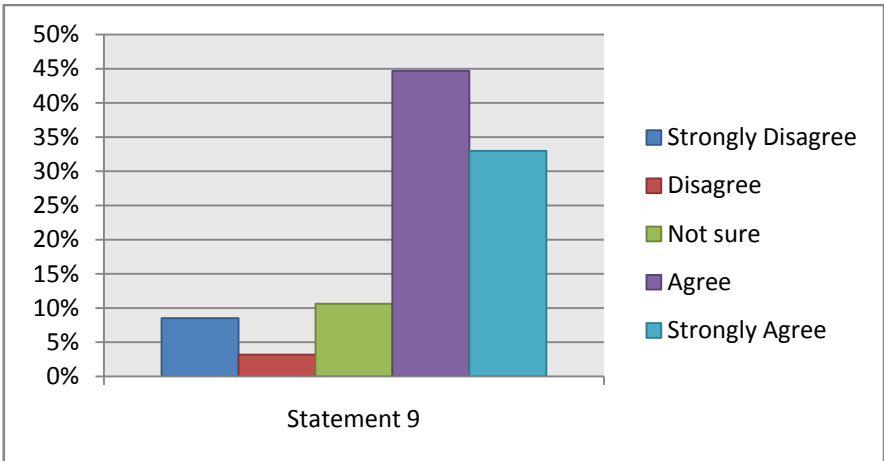


Figure26: Project Work Includes Grammar Rules

According to results in **Table 19** and **Figure26**,(45%) of students confirmed their answer to the statement with “agree” along with (33%) who have “strongly agreed”. These results are an indication that the majority of students are applying the rules of grammar during the projects. As for a small percentage witnessing fluctuation between “not sure” by (11%), and (9%) who “strongly disagreed” ends by (3%) who have “disagreed”.

Statement 10: I use integrated language skills such as reading, writing, listening, speaking, grammar and vocabulary while doing project work.

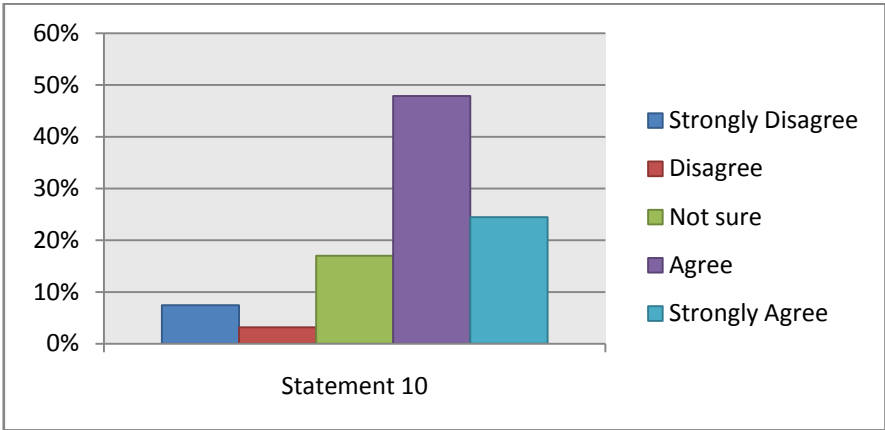


Figure 27: Project work Includes Language Skills

The findings in **Table 19** and **Figure 27** indicate that; (30,48%)of students have confirmed their use of languages skills during projects with “agree”, also(24%) of students have “strongly agreed”, and (17%) of students were “not sure” about the answer. On the basis of these results, a significant percentage of students are trying their best to apply all kinds of language skills within their projects. At the same time,(7%) of the sample have “strongly disagreed”, along with (3%) of students who have “disagreed «with this statement.

Statement 11: Project work helps me write better than before

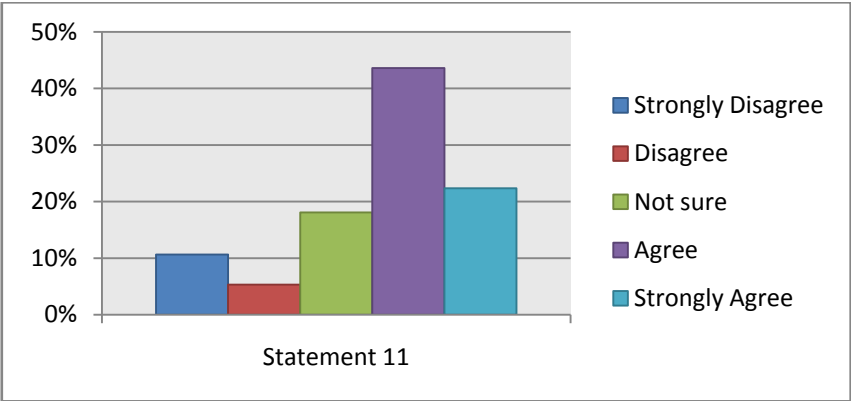


Figure 28: Project Work Improves Writing

According to the collected data in **Table 19** and **Figure 28**; (44%) of the students have answered by “agree”, along with (22%) of students who have “strongly agreed”, which indicates that the majority of students have approved that projects’ method could improve their writing.

On the other hand,(18%)of students were “not sure” about the idea, and (11%) of students “strongly disagree”, along with(5%) of participants have “disagreed”.

Statement 12: Project work helps me enhance my self-confidence in writing

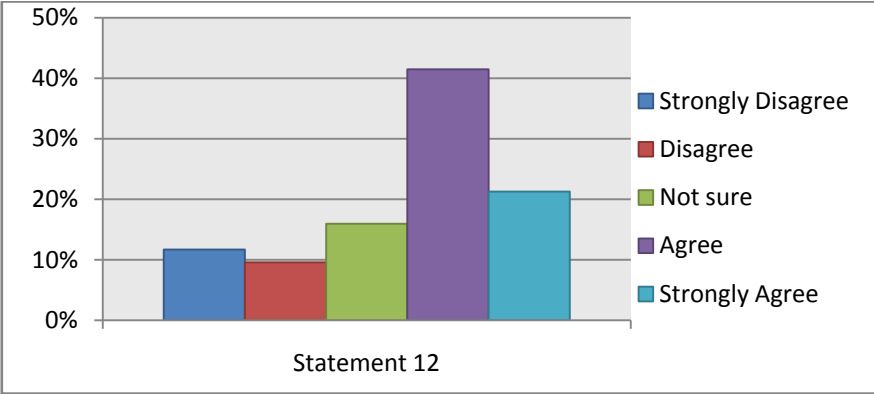


Figure 29: Project Work Improves Self Confidence

The finding in **Table19** and **Figure29** demonstrates that; (41%) of students have chosen the option “agree” to the statement posed, also (21%) of the students have answered with “strongly agree”. The major results confirm that project work enhances students’ self-confidence. In contrast,(16%)of students were not sure, and (13%)of students have “strongly disagreed” with the statement, along with (10 %) have “disagreed”.

Statement 13: Project work helps me use my creativity.

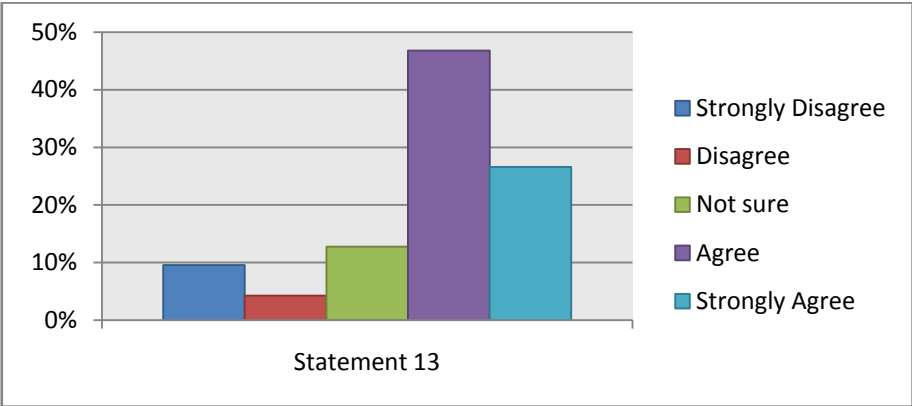


Figure 30: Project Work Increases Creativity

According to the results in **Table 19** and **Figure30**; (47%) of students were intentionally asserting that the projects give them the ability to use their creativity and skills during the projects, (27%) of the sample have “strongly agreed” with this answer. However, (13 %) of the students were “not sure”, followed by 10% of students who have “strongly disagreed”, along with (4 %) who have “disagreed” with the statement above.

Statement 14: Project work helps me become a more active learner in the classroom.

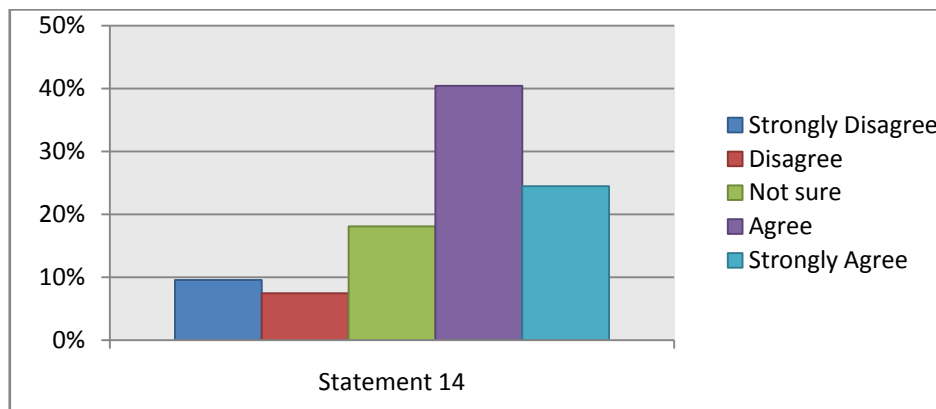


Figure 31: Project Work Increases Motivation

The results in **Table 19** and **Figure 31** indicate that (40%) of students did “agree”, along with (24%) of students who “strongly agreed” with this principle, followed by (18%) “not sure”. These major results have approved the role of projects in making students more active in class. For the rest of students, (10%), they have “strongly disagreed” with the statement, along with (7%) of the sample that “disagreed”.

Statement 15: Through projects, students listen to each other's answers and opinions

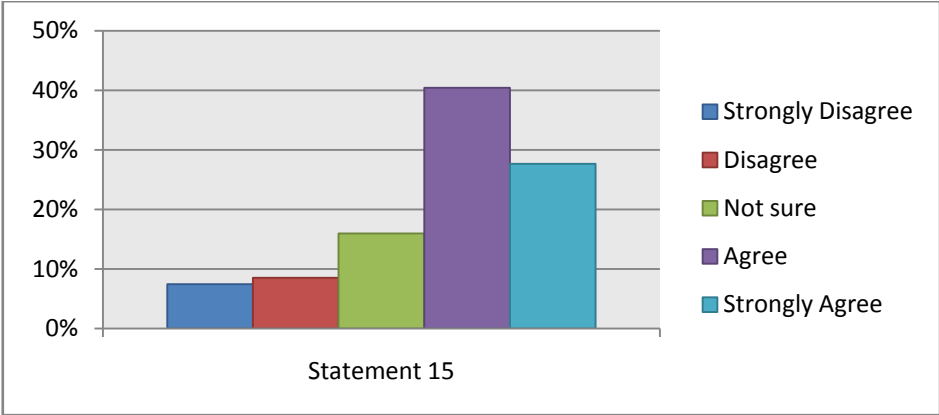


Figure 32: Project Work Improves Cooperative Work

The collected data in **Table 19** and **Figure 32**, assert that(40%) of students “agree” with the statement, along with (28%) of them have “strongly agreed”. These results confirm the effectiveness of projects in improving student’s cooperative work. At the same time,(16%) of students were “not sure” about their answer, also, (7%) have “strongly disagreed”, along with 7% of students who have“ disagreed” with the statement.

Statement 16: Projects encourage me to develop self-assessment skills and evaluate the strengths and weaknesses of my own work.

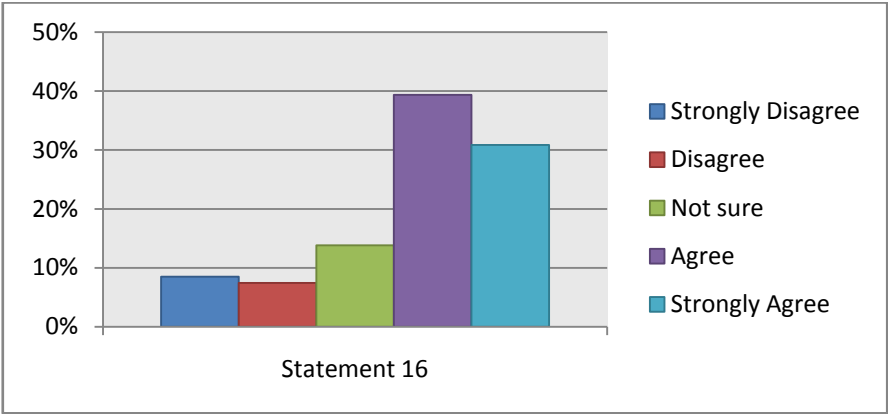


Figure 33: Project Work Improves Self Assessment

The results in **Table19** and **Figure33** show that (39%) of the students have “agreed” with the statement, along with (31%) of them have “strongly agreed”. These results have emphasized the effectiveness of the projects in developing students’ skills and capacities in self-assessment.

At the same time,(14%) of the students were “not sure” about this idea. In addition, (9%) of the students have “strongly disagreed” and (7 %) have disagreed with the statement.

Statement 17: Modern technology tools help me improve the quality of my project work

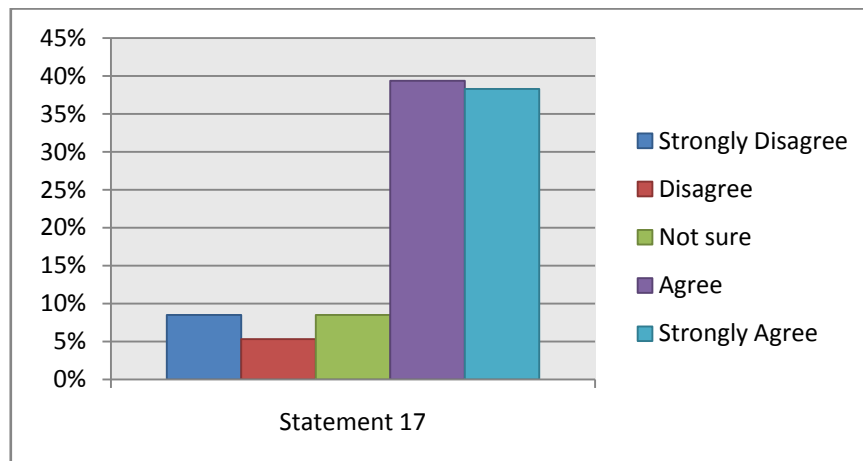


Figure 34: Modern Technology Tools Improve Project Work

The findings in **Table 19** and **Figure 34** indicate that (39%) of students “agree” with this statement, as well as,(38%) of students who have “strongly agreed”, which implies that the majority of the students were open to the idea of using modern technology tools in their learning process. On the contrary,(9 %) of the students were “not sure” about the statement, and(9%) of the sample have “strongly disagreed”, while the remaining(5%) of the students have “disagreed” with this principle.

- **Interpretation of the Statements:**

From the analysis of the results revealed in **Table 19**and all the representative figures of the statements, we can conclude that the majority of students agree with the principles of PBL and that they are totally aware of the benefits of project work in enhancing their writing skills, self-education and self-motivation.

2.6 Discussion of Student's Questionnaire Results

The questionnaire's analysis has shown different views about student's opinion on the effectiveness of PBL method in enhancing their writing skills, their self-confidence, and their motivation. From the obtained results, one may state that; the majority of 2nd year students are open to the idea of including PBL method within their educational environment; due to the positive impact of PBL method on their scientific and psychological aspects of learning, which positively reflects on their language skills development, especially the written ones. Furthermore, most of the students believe that; by following everything that has been learned and applied in the projects, this could help them build a personality with strength and confidence, with a view to face the challenges that s/he may find in their learning path, especially in their writing activities.

2.2 Section Two: Research Questions Answers, Pedagogical Implications and Recommendations

The aim of this section is to answer the research questions, based on the obtained results of the teachers 'and students' questionnaires analysis, along with the collected information in the theoretical chapter, followed with pedagogical implications and recommendations for the teachers, students, and future researchers.

2.2.1 Answers of the Research Questions

To sum up, this chapter provides the researcher with all the information needed to answer the four research questions asked at the beginning of the current research. After analysing and interpreting the data obtained from the research instruments, the answers to the research questions become apparent:

- 1. To what extent is project-based learning strategy effective in developing writing skills in English language for EFL learners?**

The first research question investigates the effectiveness of PBL method in enhancing EFL student's writing skills. Findings from both teachers and students semi-structured questionnaire demonstrate that PBL does enhance students' writing skills. PBL approach provides students with the chance to learn in an authentic, challenging, multidisciplinary environment, to learn how to design, perform, and evaluate their final projects. It also helps to learn how to work with minimal exterior guidance, both individually and in groups, and to gain self-reliance. In PBL, the students have the opportunity to write and to revise and rewrite their piece of writing. Classmates' criticism, along with teachers' feedback, helps them to develop their writing performance and improve their attitudes toward writing. As a result of their achievements, they feel excited about achieving their goals, which in turn, makes them feel valuable, skilful and knowledgeable.

2. What are the challenges that may face both teachers and students while implementing a Project-Based Learning method?

The second research question investigates the difficulties that students generally encounter during the implementation of PBL method in writing activities. The collected data from students 'and teachers' semi-structured questionnaires imply that there are some factors that impair the use of PBL in class. The challenges that encounter teachers while implementing PBL are; the insufficient time, classroom size, inadequate resources, lack of teaching equipment, students' unfamiliarity with the method, students' lack of motivation, the refusal of teamwork, and the new ways of assessment. Furthermore, the challenges that may face students while using PBL are; teachers' and students' new role, insufficient time, students' weakness in writing, lack of motivation, lack of self-confidence, fear of teacher judgment, and group work. However, these challenges didn't prevent both students and teachers to benefit from PBL instructional design.

3. How can teachers respond to these challenges?

The Third research question inspects the possible solutions that can be provided in order to overcome the current challenges that both teachers and students could face during the process of PBL method implementation in the class. The Findings in teacher's semi-structured questionnaire, suggest introducing the PBL method and its benefits to students as the first step, before starting with the process implementation, moreover to motivate students more by engaging them in innovative assignments, and continually guiding them by giving them the needed feedback in their learning process, in addition to the promotion of collaborative work between students, taking into consideration student's different levels, learning styles and preferences, furthermore to the proper time management and the provision of the necessary teaching equipment in the department. Teachers believe that the existence of good learning and teaching conditions in the class will help them improve and adopt the PBL approach in their teaching environment easily.

4. What is the effect of PBL on students' motivation?

The fourth and last research question examines PBL effectiveness on students' motivation in the learning activities. The collected data from students' and teachers' semi-structured interview reveal that PBL is considered a useful pedagogical method for increasing the students' motivation. It is clear, depending on the students and teachers' responses to the questionnaire questions, that PBL increases student's motivation towards writing. Students full engagement, their desirability and their willingness to write through this method show the positive effect of this method on their motivation.

Eventually, it is safe to conclude that PBL is one of the preferred methods to enhance students' writing skills and motivation. However, learners and teachers could face some difficulties while implementing the approach in their educational journey. Accordingly, the findings of the current study allow the researcher to dispense some kind of pedagogical implications, recommendations and suggestions for future research.

2.2.2 Pedagogical Implications

In light of the study findings and conclusions, the following are some pedagogical implications concerning the employment of project-based learning strategy in writing activities:

1. Project-based learning strategy is strongly recommended when teaching written expression class.
2. Teachers of written expression should be aware of the importance of the project-based learning strategy in developing students' writing skills and language areas.
3. Teachers of written expression should be aware of their students' needs and abilities and help them to choose suitable projects for them.
4. Universities and classroom environment should be provided with motivating and necessary teaching equipment to enhance students' enthusiasm and increase their interest.
5. Teachers are responsible for helping students to develop their writing skills by organizing an appropriate classroom and time management.
6. Teachers should be aware of their students' individual differences. Consequently, they should introduce titles and use techniques which may foster positive attitudes towards writing activities.
7. Using project-based learning strategy in the learning process encourages students to be more co-operative and active when doing an activity.
8. Applying Project-Based Learning strategy in class enables students to overcome their challenges.
9. Project-based learning strategy provides students with constructive feedback and different types of monitoring and reinforcement.

2.2.3 Study Recommendations

In light of the current study findings, the researchers offer the following recommendations to the different parties concerned in enhancing students' writing skills, namely teachers, students, as researchers.

2.2.3.1 Recommendations for Teachers

Written Expression teachers are recommended to:

1. Make researches aware of the new teaching and learning techniques in the field in order to improve the educational environment.
2. Be familiarized with such a strategy and train their students to use it.
3. Take into consideration student's different levels, learning styles and preferences in selecting projects.
4. Choose the techniques and projects that are appropriate to the students' needs and experiences in order to increase their interest and motivation in class.
5. Be flexible in changing their role from instructors who dominate the class into educators whose role is to organize, help, guide, coordinate and support the student's freedom and self-reliance.
6. Promote collaborative work between students in order to encourage them to solve problems through providing them with challenging and intriguing tasks, which would develop their critical thinking and eventually attain successful learning.
7. Enrich the curriculum with projects that enhances students' writing skills, in and outside the university.
8. Reduce the number of students per group, in order to ease the process of projects evaluation, student's monitoring and peer's ideas discussion within the group.
9. Reduce the number of lessons so that students can have enough time to present and evaluate their projects.
10. Use modern technology tools and different teaching aids in their class.
11. Attend the training courses, if it's possible, which enable them to use modern and effective methods and strategies in teaching writing skills.

2.2.3.2 Students 'Recommendations:

EFL students are recommended to:

1. Self-education about this new strategy of learning, by exploring other sources besides their teachers that widen their knowledge in understanding the possible benefits of this new method and to learn more about the proper instructional design of this educational approach.
2. Practice writing activities in class with his/her writing teacher and the other classmates in class and outside the class as well.
3. Respect the ideas of his/her peer in the cooperative work and get open in collaborating and discussing the results with other classmates.
4. Accept teachers' notices and feedback during the project work process, and consider all the advice in order to improve their knowledge and language skills and solve their writing problems.
5. Work on enhancing their self-reliance and self-confidence, in order to overcome their writing challenges and to upgrade their level in writing.

2.2.3.3 Recommendations for further studies:

In light of the study findings, the researchers also suggest the following:

1. Evaluating the Content of written expression module in the five different levels (first year, second year, third year, Master I and Master II) to identify suitable projects.
2. Conducting other studies similar to this one in teaching writing skills to assess its effectiveness.
3. Conducting other studies to assess the effect of project-based learning strategy on the rest three language skills (listening, reading, and speaking skills).

Conclusion

This chapter has analyzed, discussed and interpreted the data obtained from students' and teacher's semi-structured questionnaires. A rigorous analysis of the data elicited from both instruments, in addition to the support of the literature review, have provided answers to the research questions that were asked at the beginning of the current research. As a matter of fact, both teachers and students have agreed on the effectiveness of Project-Based Learning in

improving students' writing skills, which have approved the research aims. In this case, students tend to use the appropriate skills dealing with the topic in their writing. Consequently, students are encouraged to practice writing since writing is a skill gained by practising. Moreover, practice helps to encounter the difficulties that they may face in their writing process. Another point to be concluded is that implementation of PBL in class has improved students' self-reliance, self-confidence and motivation, as it requires teachers to act different roles and apply new techniques to motivate the learning environment. As a result, some pedagogical implications and recommendations were put forward.

General Conclusion

Project-based learning is an instructional approach that has the potential to dramatically change teacher practice and student learning. The value of this approach rests on how well it changes to practice and learning for the long-term betterment of student growth and learning. The degree to which it can prepare students for the kinds of challenges they will face in the future is a key indicator of the value of the approach.

The purpose of this study was to gather data from the perceptions of 2nd year LMD students and the teachers of written expression at the Department of Letters and English, at Larbi Tébéssi. The population extends to teachers of written expression from Setif 2 University and Blida 2 University, on the effectiveness of Project-Based Learning in enhancing students' writing skills in addition to students' motivation in writing activities. Moreover, this study aims to answer the research questions that were asked at the beginning of the research:

1. To what extent is Project-Based Learning strategy effective in developing writing skills in English language for EFL learners?
2. What are the challenges that may face both teachers and students while implementing a Project-Based Learning method?
3. How can teachers respond to these challenges?
4. What is the effect of PBL on student's motivation?

In order to answer the research questions, a quantitative and qualitative descriptive survey, using two semi open-ended questionnaires, has been administered to both teachers and students. In this sense, data obtained from this survey were carefully analysed and interpreted. This dissertation contains two chapters. The first chapter is devoted to the theoretical conception of the research variables. It is divided into two sections; the first section is organized to investigate PBL as a teaching and learning technique, the second section is attached to define writing skills and its different aspects. The second chapter is devoted to the practical part. It

outlines the research design, methodology, and tools of investigation. Besides, this chapter provides detailed analysis and discussion of the results, along with pedagogical implementations and recommendations, data analysis, interpretation and discussion, in addition to the support of the literature review produced answers to the research questions. It is demonstrated that the majority of teachers and students agree that PBL can improve students' writing skills, and their potential to overcome writing difficulties and ameliorate their confidence and self-sufficient. Moreover, it provides students with the opportunities for collaborative learning, direct students towards practicing creative and critical thinking, develop autonomous learning and lifelong learning skills and increase students' motivation towards the learning process are sufficient reasons to motivate instructors to implement it.

In the light of the findings, some pedagogical implications were suggested to facilitate the adoption of PBL for both teachers and students in writing courses, in addition to future recommendations to improve the implementation of this method during the coming years, in the area of the study.

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Appendix A: Teacher's Questionnaire



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Larbi Tébessi University -Tébessa
Faculty of Letters and Languages
Department of Letters and English Language



Dear teacher,

You are kindly invited to answer this questionnaire which investigates "The Effect of Project-Based Learning in Enhancing EFL Students' Writing Skills ".The aim of this questionnaire is to know your attitudes towards using PBL in the teaching process. Your answers are very important for the contribution and the validity of this research.

Section I: Background information

1. Would you please specify your degree?

Magister Degree Master Degree Doctorate

2. How many years have you been teaching written expression module at university?

Section II: Teaching Written Expression

3. How do you consider teaching writing skills?

Easy Difficult very Difficult

4. Which skill do you give more importance in teaching written expression?

- a) Grammar
- b) Spelling
- c) Punctuation
- d) All skills

5. During writing activities, do the majority of your students?

- a) Interact, speak and participate

b) Say a few words

c) Keep silent

6. What are the main objectives of teaching written expression module?

a) Reinforcement

b) Language development

c) Learning skill

d) Writing as a skill

e) All of them

7. How often do you use teaching aids in teaching the writing skill?

Always

Often

Sometimes

Rarely

8. What kind of aids do you use?

a) Visual aids

b) Audio aids

c) Audio-visual

9. How many projects do you usually give to your students per semester?

10. What are your objectives behind assigning projects?

a) Require students to present their problems, research process, methods and results

b) Provide opportunities for feedback and revision of the plan

c) Use 21st-century skills as critical thinking, communication, collaboration and creativity

d) Provide feedback and their improvement

e) All of them

11. Do you monitor the learners and the progress of the projects?

Yes

No

12. Why? Please explain your answer

Section III: PBL and Written skill?

13. Do you apply PBL method in your classroom?

Yes No

14. Do you find PBL method helpful for students to acquire self-confidence, motivation and self-directed learning?

Yes No

15. How? Please explain your answer

16. How do your students respond to the use of project method?

- a) Very responsive
- b) Normal
- c) Unresponsive

17. Why? Please explain your answer

18. Does PBL do a good job in teaching 21st-century skills? Indicate to what extent you agree or disagree?

Statement	Completely Disagree	Disagree	About the Same	Agree	Completely Agree
Creativity and innovation					
Critical thinking and problem solving					
Flexibility and adaptability					
Communication and collaboration					
Productivity and Accountability					

19. What are the main challenges that you face while implementing PBL in class?

- a) Students are not used to active learning
- b) Lack of students engagement

c) Lack of time

d) High number of students per group

e) Lack of materials

20. Would you please suggest some solutions to improve the implementation of PBL in your class?

Appendix B: Student's Questionnaire



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Larbi Tébessi University -Tébessa
Faculty of Letters and Languages
Department of Letters and English Language



Dear student,

This questionnaire is part of our research study which investigates "The Effect of Project-Based Learning in Enhancing EFL Students 'Writing Skills". You are kindly invited to answer the following questions. Your response will shape a valuable and reliable data for our Master Research.

Thank you in advance for your cooperation

Section I: Background Information

1. Gender: Female
Male
2. How do you evaluate your level in writing?
Average Good Excellent

Section II: Students' Attitudes towards Written Expression

3. How do you find the writing tasks in written expression module?
Easy Medium Difficult
4. Does your written expression teacher help you when you write?
Sometimes Never Always
5. How many times do you work in group during written expression class?
Once Week Once Month Every Session
6. Do you have some difficulties while writing?
Yes No

7. If yes, do you think that your writing problems are due to (you can opt for more than one option)

- a) Grammar
- b) Vocabulary
- c) Insufficient time
- d) Teacher's role
- e) Lack of motivation to write
- f) Fear of negative comments
- g) Lack of practice
- h) Punctuation and use of connectors

8. Does the present teaching method in written expression module, help you write effectively?

Yes No

9. If no, could you explain?

Section III: Student's Attitudes towards Project Work in Written Expression

Project work or Project-Based Learning (PBL) is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world.

10. To what extent do you agree or disagree with the following statement?

Statement	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
I prefer to choose the topic of my writing according to my interest					
I like it when my teacher has many different roles and I see him more than just teacher					
I like it when the teacher helps me know how to understand how to prepare the projects					
I prefer that the teacher helps me know how to present the projects					
I like it when the teacher gives me feedback during the process of project work					

Project work increase my interest in writing					
It is easy to work collaboratively with other students to finish project work successfully					
I like to exchange ideas with my peers during the project work procedure					
I use the grammar rules I have learnt while doing project work					
I use integrated language skills such as reading, writing, listening, speaking, grammar vocabulary while doing project work					
Project work helps me write better than before					
Project work helps me enhance myself confidence in writing					
Project work helps me use my creativity					
Project work helps me become a more active learner in the classroom					
Through projects, students listen to each other's answers and options'					
Projects encourage me to develop self-assessment skills and evaluate the strengths and weaknesses of my own work					
Modern technology tools help me improve the quality of my project work					

Résumé

Cette étude vise à explorer les effets de la pédagogie de projet dans l'amélioration des compétences d'écriture des étudiants dans l'environnement anglais langue étrangère (ALE) ,au Département d'Anglais de L'Université Larbi Tébessi, Tébessa. Pour répondre aux questions de recherché.Dans notre étude nous avons utilisé une approche mixte; en utilisant des méthodes de recherche quantitatives et qualitative; à savoir: un questionnaire semi-structuré qui a été adressé et complété pour les étudiants de la 2ème année ALE à L'Université Larbi Tébessi (94 étudiants)et un autre questionnaire semi-structuré qui a été destiné aux enseignants d'expression écrite (22 enseignants) du Département de Lettres et de langue anglaise à L'Université Larbi Tébessi, Tébessa, et s'étend aux enseignants d'expression écrite de L'Université de Sétif2 et de L'Université de Blida 2.Les résultats obtenus à partir des deux questionnaires semi-structurés révèlent que la pédagogie de projet est considérée comme un outil efficace pour améliorer les compétences en écriture des étudiants, ainsi que leurs réalisations, leurs attitudes, leurs motivations, leurs pensées critiques, leurs confiances en soi et leurs apprentissages actifs lorsque les étudiants étudient des problèmes réels dans un environnement collaboratif. En outre, peu de difficultés ont également été signalées pour fournir des informations suffisantes sur les difficultés que les enseignants et les étudiants peuvent rencontrer lors de l'utilisation de la pédagogie de projet. L'étude a conclu que cette pédagogie pourrait être un moyen efficace d'améliorer les compétences en écriture de l'étudiant.

Mots-clés: La pédagogie de projet, Anglais Langue Étrangère (ALE), Compétences en écriture, Motivation, Pensée critique, Environnement collaboratif

الملخص

الهدف من هذه الدراسة هو استكشاف آثار التعلم القائم على المشاريع في تعزيز مهارات الطلاب في الكتابة باللغة الانجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة عربي التبسي ، تبسة .وللإجابة على أسئلة البحث، استخدمت الدراسة نهجا مختلطا باعتماد أسلوب البحث الكمي والنوعي: أي استخدام استبيانات شبه منظمة تم إرسالها و معالجتها من طرف طلبة السنة الثانية انجليزي في قسم اللغة الإنجليزية بجامعة عربي التبسي (94 طالب) .إضافة لأساتذة التعبير الكتابي (22 أستاذ) من قسم اللغة الإنجليزية بجامعة عربي التبسي، تبسة. ليشمل الاستبيان أساتذة التعبير الكتابي بجامعتي سطيف 2 و بليدة 2 . النتائج التي تم الحصول عليها من الاستبيانين توضح أن التعلم القائم على المشاريع يعتبر أداة فعالة في تحسين مهارات الطالب الكتابية، إلى جانب انجازاتهم العلمية، مواقفهم اتجاه الكتابة، التحفيز العلمي ،التفكير النقدي،الثقة بالنفس،الحيوية في التعلم والتحقيق في قضايا واقعية من خلال التعلم في بيئة تعاونية. علاوة على ذلك، خلال الدراسة تم ذكر بعض التحديات التي قد يواجهها المدرسين والطلاب أثناء تطبيق التعلم القائم على المشاريع .من أجل تقديم المعلومات الكافية عن الصعوبات. وفي الأخير ، النتيجة التي توصلت لها هذه الدراسة هي أن التعلم القائم على المشاريع يمكن أن يكون وسيلة فعالة لتعزيز مهارات الطالب في الكتابة.

الكلمات المفتاحية : التعلم القائم على المشاريع ، اللغة الانجليزية كلغة أجنبية ، المهارات الكتابية ، التحفيز العلمي ، التفكير النقدي ، البيئة التعاونية.